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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, MAY 21, 1885.

No 20.

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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.

—O—T—E—R—M—S—O—

THE SUBSCRIPTION price for THE CANADA SCHOOL JOURNAL is \$2.00 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

The World.

The question of vivisection is coming to the front in America. J. Rendel Harris, Professor of New Testament Greek at the John Hopkins University, has resigned his chair because he could not approve of the encouragement of the practice of vivisection at the University and had given offence by his open expressions of condemnation. For this he is said to have been formally censured. It is not at all likely that Prof. Harris and the many earnest and able men who agree with him in regarding vivisection as cruel and demoralizing in tendency, will let the verdict go against them by default. Modern science will have much to do to defend vivisection on high moral, or even on the broadest utilitarian—to say nothing of Christian—grounds.

The abandonment of the Soudan campaign, and the peace negotiations with Russia, must have put the moral courage of Gladstone and his cabinet to a terrible ordeal. In all probability, future history will honour them for these acts, although it is

not altogether unlikely they may cost them their positions as Her Majesty's advisers. It is very possible that the sending of Gordon to Khartoum was a blunder. If so, it is always wiser as well as nobler to admit a blunder and seek to rectify it, than to persist in it for the sake of maintaining a specious appearance of uniformity. In any case when Gordon's death came the only reasonable plea for the expedition was taken away. As to whether there has been any weakness in the Russian affair it is impossible to say until the result of the negotiations is made known. But Jingoism in England is terribly excited and a temporary defeat of the Peace Ministry would not be surprising.

The collapse of the Half breed rebellion and the capture of Riel have created a feeling of relief all over Canada. Every true Canadian must be thankful that no more blood need be shed in this wretched, fratricidal, war, so far as the Half-breeds are concerned. It is to be hoped that Gabriel Dumont, who seems to have been, rather than Riel, the brain and nerve of the insurrection, may be also taken. What to do with them will be a difficult question. It is said, on apparently good legal authority, that they must be tried by civil court in the Northwest. No doubt Canadian justice will accord them a fair trial. Many have much cause for exasperation, especially those who have suffered severe hardship and privation, and those who have lost near and dear ones in the struggle. But any cry for vengeance on those misguided wretches would be unworthy of Canadian generosity. The savage spirit of an earlier day is dead. A modern court will take account of facts, and make allowance for misguided, ignorant zeal. The only question worthy of a Canadian court is: Do the ends of justice and future security require the death of these men?

The School.

The protest against "Cram" and "overpressure" in England is waxing louder and louder. The members of the profession are taking the matter up in earnest, and evidence of the evils wrought by the system is accumulating. The health of children is injured, great injustice is often done to the pockets and reputations of able and faithful teachers, and the abuses of the system of perpetual examinations are being shown up in a way that cannot fail to carry conviction to thoughtful and candid minds.

The resolution adopted with so much heartiness at the recent meeting of the Alumni of Victoria University, reads strangely like a truism. We mean no disrespect to the able and learned body by whom the resolution was passed. They no doubt see a real danger in connection with the proposed federation scheme, and very properly put on record their *caveat* . Still to us the idea of a federation of Universities which would not perpetuate the Arts Colleges of the confederating institu-

tions, seems like a contradiction in terms. The scheme we have always understood to be one of federal union, not of consolidation, amalgamation or absorption. A union which should not both perpetuate and stimulate the distinctive Arts Colleges, would be a retrograde movement and an educational calamity. If there is any danger let the best safeguards be interposed.

"It is my intention to renew my subscription for the JOURNAL, through our County Association. I should feel lost without it."

"The CANADA SCHOOL JOURNAL Toronto, has been one of the strongest of our monthly exchanges. It is now one of the very best of our weekly exchanges. There is a certain kind of dignity and solidity about our Canadian cousins that we like. This is well illustrated in their educational journals."

The above, the first from a live Canadian Teacher, the second from the *Practical Teacher*, a live American journal, are samples of words of approval which are always gratifying, as proof that we are succeeding in the work to which we have set ourselves. We aim at nothing less than making the CANADA SCHOOL JOURNAL indispensable to every progressive teacher and second to none of our weekly exchanges in practical usefulness.

Old abuses die hard. A most painful case has lately come to light in connection with King's College School, London, which shows that the law of brute force still survives in England. A delicate boy was compelled in passing through a hall from the dining-room, to run the gauntlet of a double row of larger boys, each of whom gave him as he passed a blow on the back with his fist. The poor little fellow was so badly pounded "tunded" is, we believe, the word, that he died in a few days. So great was his dread of the punishment decreed by the bullies for those who tell tales that it was with the greatest difficulty his father could induce him to reveal the facts, even on his deathbed. In the investigation it appeared that Dr. Somebody, the responsible head of the College, knew nothing about the matter, the school being managed on the "monitorial" plan, &c. run by the big bullies, who have some prescriptive right to tyrannize over the smaller pupils. The investigators were assured that the same thing might happen in any similar school in England. And yet such a paper as the *Standard* comes out with an article seriously defending the system, on the ground that the abuses which occur under it are "preferable to the anarchy which reigns elsewhere." If the managers of schools and colleges in England are so lacking in resources as to be shut up to the wretched alternatives of "bullying" and "anarchy," we should recommend them to visit America. We think we could point them to many colleges in which no bullying is tolerated or even attempted, and which are yet subject to a discipline as effective, and an order as complete, as can result from the big boys bullying the little ones in any school in England.

"The Canada School Journal" is the Public Teachers' own paper. Try it for practical, helpful papers.

Some friends have very kindly drawn our attention to errors in the solutions of some of the Prize Arithmetical Problems. They have our sincere thanks, but the readers of THE JOURNAL will please note that it is our duty to publish the papers just as they come to hand. It would be manifestly unfair for us to revise or correct any of them in any way. Most of the papers show marks of care in preparation, and we trust the errors and mistakes in judgment as to what is suitable may be found few. In any case we are responsible for typographical blunders only.

"The Canada School Journal" is an eminently practical paper for teachers. It aims rather to give helpful model lessons, and suggestive school room exercises than long dissertations. Teachers, examine for yourselves, and see how we are succeeding.

Much is said and often well and truly said in favor of thoroughness in teaching elementary subjects. Smatterings of knowledge are often worse from the teacher's point of view than the densest ignorance. The teacher should always see to it that the pupil has an intelligent mastery of a subject before passing on to a more difficult one. But it does not follow that a child should be kept in perpetual purgatory over a single subject that he has failed to grasp in its place in the orthodox order. For example we do not believe it either wise or right to keep a pupil who may be exceptionally slow in mastering one of the "three r's," grinding at and groaning over the same old task till he hates it with perfect hatred. We have often found it work like a charm to let such a pupil drop entirely for a time the old subject, and try something entirely new. To many a one the change is like life from the dead. The listless mind becomes interested, shakes off its sloth and lethargy, and develops unsuspected elements of power. In this way a species of momentum may often be gained in a short time which, when again turned in the direction of the discarded subject, will carry the pupil over the old obstacles with a rush.

Do you want model examination questions? You will find them in "The Canada School Journal."

Our readers will be glad to learn that we are preparing to have the important subject of Drawing comprehensively treated in the columns of THE JOURNAL. We are now in correspondence with several competent drawing masters, and expect to be able to announce in our next Number an attractive and satisfactory programme of Drawing lessons. The articles being arranged for will be written specially for THE CANADA SCHOOL JOURNAL, and will treat of both Freehand and Perspective Drawing, commencing with Elementary forms and principles, and developing the subject in carefully graduated lessons. We hope to have at least one series of papers commenced in next issue.

Do you want brief hints and suggestive discussions of live educational questions? You will find them in "The Canada School Journal."

"In the Primary Schools are laid the foundations of scholarship and character, hence the necessity of securing the best

teaching talent for this most important work." This dictum of a Massachusetts School Superintendent, contains a truth whose importance is not often sufficiently recognized. The too prevalent idea is, on the one hand, that any one can teach the rudiments of education, and on the other that this work may be done more or less perfunctorily by the skilled teacher in order that his time and strength may be given to higher work. The highest scholastic and professional attainments may be put to excellent use in teaching even the alphabet or the multiplication table. Trustees and parents should remember that the beginning is half of the whole. Let right habits of study and thought be formed, and a love of study implanted at the outset, and the progress of the pupil is assured. And let the teacher never forget that the younger and duller the pupil the greater the need of skillful teaching and the better the test of it.

EDUCATE THE INDIAN.

With the collapse of our Half-breed rebellion it is to be hoped that the dreaded Indian war may be in a great measure averted. In any case, we in Canada find ourselves face to face with an unsolved Indian problem. Our much belauded Indian policy has broken down in practice. The attitude of the Canadian red man towards the Canadian pale face does not promise to be one of everlasting gratitude and submission. Evidently one of two things must be done. We must civilize the Indian or exterminate him. Civilizing is a big task. It is a multiple of many factors. It includes first of all feeding him while the process is going on. Civilization finds starvation a bad ally. It implies also much careful training and much patient continuance in well doing, until distrust is replaced with confidence and ingrained, hereditary, laziness yields to a spirit of industry.

But however expensive and arduous the task of civilizing, that of exterminating would prove more arduous and expensive. By the time the present little rebellion is finally disposed of, the Canadian taxpayer will need no proof of that. We need not stay to ask which course is more worthy of a Christian people.

If the Indian is to be civilized he must be individualized. He must be educated as a citizen, initiated into the mysteries of civilized handicraft.

After a long and deplorable trial of the killing plan our neighbours to the South seem at last resolved to give the other method a trial. We noted a week or two since the grand vindication of the rights of Indians on the reserves against the avaricious inroads of white invaders. We may now refer to another incident of a very different kind.

One day, week before last, a large and distinguished audience assembled at the Carlisle Industrial School for Indians, to witness its sixth annual examination. The results were surprising and encouraging. We have not space to detail them. Suffice it to say that on every hand were evidences of success. The aptitude of the Indian children for many forms of industry, even skilled industry, was very encouraging. Five hundred Indian children were at work in various industries. Needlework, shoe-making, tailoring, harness-making, tin-smithing, carpenter-

ing, baking, type-setting and printing, &c., were all going on, and evidences of skill and at least imitative talent were gratifying and abundant.

The closing exercises were conducted in the presence of an audience of 2000 people. A neat and cordial welcome was extended by a young Oneida woman. Addresses indicating individual and independent thinking were delivered by several young Indians. A young Pawnee in discoursing on "The Future of the Indian," uttered these pregnant words: "Break up our tribal relations, give us land in severalty, give us citizenship, and in twenty years there will be no Indians, but men like yourselves, free from ignorance and pauperism, and having the same rights of citizenship as the President of the United States."

At the conclusion of the exercises General Armstrong said: "I cannot express my satisfaction at the growth I see here. I have before me what some would call the hopeful and hopeless races, but I recognize no such difference. Though you are the heirs of the ages, these Indians will not fall one whit behind you. Though down-trodden, they have great rallying power, and should have the privilege you enjoy, of electing their own future."

We commend the occasion and these utterances to the consideration of Canadians; of Canadian teachers who have so much to do with moulding the opinions of the coming generation of Canadians. Shall we educate the hands, the brains, the hearts and the consciences of our Indians, on some scale worthy of us and our civilization? Or shall we have them to be half starved on reserves, to be treated as herds, not as individuals, to be cheated by Government Agents, and occasionally to vary the programme with a carnival of murder and scalping? The question demands a speedy and practical answer. The people of Canada may now do themselves immortal honour by making provision on a generous and worthy scale for training the young Indians of the Northwest to habits of industry and economy. Perhaps it is useless to hope to do very much by way of changing the inveterate habits of adults, but surely it is possible by means of proper training at industrial schools to fit many of the next generation to become thrifty and law-abiding citizens.

Do you want model lessons on various topics? You will find them in the "The Canada School Journal."

Special Articles,

COLLEGE CONFEDERATION.

EXTRACTS FROM A RECENT PAMPHLET BY THE REV. A. SUTHERLAND, D. D.

This idea of a single University has a peculiar fascination for a certain class of minds. They regard it as a universal solvent of educational problems, a panacea for all mental ills; the philosopher's stone that will transmute the baser metal of the Denominational Colleges into gold; a royal mint from which the intellectual coin of the realm will come forth of equal weight and uniform contour, stamped with the image and superscription of the State. They think the *prestige* of such an institution, standing solitary and alone, must be immense; the value of its degrees beyond computation. With an educational system built upon the foundation of

our Common Schools, and rising through the successive stages of High School, Collegiate Institute and University College, what more can be needed or desired save the topstone of a single State University?

As a theory nothing could be finer, but in this intensely practical age, men are very shy of theories which will not bear the test of experiment and matter of fact. They do not ask, Is your system symmetrical? but, Will it meet the needs of the people to the largest extent and in the best way? *When* has it done this? *Where* has it done it? There is but one country—France—where the experiment has been tried, and there the results have been so disastrous that there is a loud outcry for a return to the old system of several independent Universities instead of one controlled by the State. It is easy to say that one State University, richly endowed, would be far better than several independent institutions conferring degrees; but I mistake the drift of sentiment among the people of this Province if they will consent to abandon the real and solid advantages of competing Universities, in different localities, for the very doubtful advantage of having the appliances of higher education centralized in one huge corporation in the city of Toronto."

* * * * *

"Immense revenues are supposed, by some to be indispensable to the existence of a great University. This idea is not merely delusive—it is positively vicious. It is admitting into the sacred realm of higher education the fallacy which is the curse of modern society, that everything should be measured by a money value. If the assumption is worth anything, it should be sustained by facts, and its advocates should be prepared to show that richly endowed Colleges have uniformly contributed in large measure to the intellectual development of the race, and that institutions but poorly endowed have as uniformly failed. But can this be shown? Nay; does not the very reverse, as a rule, hold true? The most richly endowed Colleges on this continent to-day are not those that are doing the best work, or the most. In the matter of revenues, however, extremes do the mischief. A University excessively endowed becomes luxurious, indolent and careless; a University insufficiently endowed is too poor to provide the necessary tools. But scholarship, which has often triumphed over poverty, has rarely or never been known to triumph over luxury. Endowments may be made to answer a good purpose, but vast endowments are by no means necessary to success. Given fairly commodious (not costly) buildings, well adapted for their purpose, good scientific appliances, and enough revenue to pay a fair salary to competent Professors, and all else that is needed to make a University a power in the land is—*brains*.

Another ground on which Confederation is urged is, that the association of students from all parts of the country, and from all Colleges, would have a beneficial effect upon their intellectual development. I am not so sure of that. Associate young men to a moderate extent, under good influences, and they become courteous and mutually helpful; associate them in masses, and they become a mob, with all a mob's fickleness, many of its vices, and more than its average passions. God's order is to set men in families, and no good end is gained by associating them in herds. Put a thousand young men into three Colleges, widely apart, and the effect upon both mind and morals will be vastly better than if you crowd the whole thousand into one College. Let it be remembered, moreover, that if this Confederation scheme obtains, the association of all these young men must be among the excitements, the temptations, the vices, of a great city. I confess that at one time I was in favor of removing Victoria University to Toronto, as the centre of business activity and public life of the Province, but

the longer I reflect upon the subject the less disposed do I feel to maintain that preference. If there is one period in the life of a young man when, more than in any other, he should be in the midst of quiet surroundings, and as free as possible from distraction and excitement, it is precisely during the years devoted to College work. And it may be well for the fathers and mothers of this Province to consider whether, for the sake of establishing an educational monopoly in Toronto, they are prepared to expose their sons to the dangers and temptations inseparable from life in a large city."

* * * * *

"Touching unity of degrees, a few words may be said. It is confidently assumed by many that the degrees of a single State University would possess a far higher relative value than those of any one of several competing Universities could possibly possess. But what is it that gives value to a degree? Is it the wealth of the University conferring it? By no means. Is it the number of Professors and the amplitude of educational appliances? Not at all. Is it even the distinguished ability of the Professors constituting the Faculty? Scarcely that. Undoubtedly the honorable history and venerable traditions of some of the Universities of Europe give a certain value, in popular estimation, to their degrees, so that a pass graduate of Oxford or Cambridge, though a veritable dolt, will be regarded by the multitude as a highly educated man; but in this land, where our Universities are yet too young to have any venerable traditions, the value of a degree will depend chiefly upon the standard maintained by the University, the comprehensiveness of the curriculum, and the known thoroughness alike of the class-room drill and the final examinations. And all this will be more certainly secured by several competing Universities, whose very existence will depend upon the thoroughness of their work, than by a single institution, whose aim is to produce a few brilliant specialists rather than a high average of general scholarship. To quote again from Dr. Playfair:—

"Any one University may easily raise a fancy standard, and, supported by public funds in the shape of scholarships, exhibitions, and gold medals, make its graduates double-buttoned instead of single-buttoned mandarins, and yet fail in its natural purpose. For the object of a University is not merely to have an honor list, but also to promote efficient study among many, as proved by their attaining degrees on fair and reasonable, though adequate, conditions. Unless it does that, the general higher education of the country is sacrificed to the glory of a few select graduates."

Prize Competition.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS
BY SNEY.

1. Express the sum of the sum and difference of MDCCXL and IXCDXXIX in Roman numerals
2. The quotient=3 times the remainder=1728, and the divisor =the difference between remainder and quotient. Find the dividend.
3. (a) How many 100 acre farms in a section of land a mile and a quarter square? (b) How many ditto in a section 1 mile 280 rods one way, and 320 rods the other way? (c) Give the length and breadth of a farm of each section in rods.
4. A boy trundles a hoop from Seaforth to Clinton, a distance of $7\frac{1}{2}$ miles. If in going over 33 feet the hoop turns round 6 times, how often does the hoop turn round?
5. A prisoner escaped from Kingston penitentiary and travelled 126 miles a day. Four days afterwards a detective starts after him and goes exactly the same route at the rate of 210 miles a day. How many days will the prisoner have been at liberty when he is caught?

6. In travelling over the Canadian Pacific Railway from Ottawa to Montreal, a distance of 100 miles, a person observes by his watch that he passes a mile-stone every 3 minutes, and a telegraph post every 6 seconds. If the train is going uniformly, find the number of telegraph posts passed over.

7. A father gave his two children, James and Lucy, \$8.60 and \$6.80 respectively, to buy luncheons for their holiday party (the luncheons all to be of the same size and as costly as possible). James was to invite the boys so that there would be one boy for each luncheon purchased with his money, and Lucy the girls, with a similar understanding. How many of each were invited?

8. Suppose a bin 5 ft. long, 5 ft. wide, and five ft. high to hold exactly 100 bush. grain; find the height of a bin $12\frac{1}{2}$ ft. sq. that will hold 750 bushels.

9. A school of 50 children is kept open 44 weeks during the year and 5 days during the week. The children pay nothing for the days they attend, but forfeit two cents for every day they are absent. At the end of the year the payments for absence amounted to twenty-five dollars; find the average daily attendance.

10. A man dying left his property to be divided among his widow, 3 sons and 4 daughters, as follows:—the widow to get half as much again as a son, and twice as much as a daughter (also one twenty-fifth was to be deducted for expenses). It was found that each daughter received \$1,800. How much was his property worth?

11. A father and son by working 9 hours a day can finish a piece of work in 8 days, the father doing twice as much work as the son. How many hours a day would the son alone have to work to finish a piece of work five times as large in 90 days?

12. If by selling a cup for \$2.50 I gain $\frac{1}{3}$ of the cost price, what fraction of the cost would represent my gain had I sold it for three dollars?

13. Divide 620 marbles among James, John, Tom and Alex., so that for every 2 James gets, John may get 3, for every 2 John gets Tom may get 5, and for every 2 Tom gets, Alex. may get 7.

14. A can do a piece of work in 5 hrs., B in 6, and C in 8. A works at it by himself in $1\frac{1}{2}$ hrs., then B by himself $2\frac{1}{2}$ hrs. How long will it take C to finish the work?

15. If 3 men, or 4 women, or 5 children, can be boarded a week for \$7.20; how much would it cost to board a man, his wife and 4 children for 13 weeks?

16. A owns $\frac{7}{8}$ of a potato plot and B the remainder. When the potatoes are dug in the fall it is found that one-third of the difference between their shares is 42 bush. 2 pks. Find how many bush. belong to B

17. A merchant has 9 times $\frac{8\frac{3}{4} - 5\frac{3}{8}}{8\frac{3}{4} + 5\frac{3}{8}}$ or $\frac{4\frac{3}{4}}{7\frac{3}{4}} \div \frac{12}{91}$ acres of land. If $1\frac{1}{2}$ of $\frac{1}{2}$, $\frac{1}{3}$ of $6\frac{3}{4}$ of an acre of it be sold for three thousand six hundred and fifty guineas, find the remainder in \$ and c. (1s = 24¢.)

18. The width of a large hall is $\frac{2}{3}$ its length, and the distance round its walls is 112 feet. Find the difference in cost between carpeting it with carpet 21 inches wide at 87 $\frac{1}{2}$ cts. a yard, and with carpet 35 inches wide at \$1.25 a yard.

19. Mr. Jones has a $\frac{2}{3}$ interest in a mine. If he sell $\frac{1}{4}$ of his interest, what decimal will represent his interest in the mine then?

20. At the first quarterly examination 425 of the children were examined in arithmetic, 27 in history, 1469 in grammar, and the remaining 41 in reading. How many children were in the school?

21. The yearly sales of a general merchant amounted to twenty-nine thousand one hundred dollars. On groceries which formed one-fourth of the sales he made a profit of 20%; on boots and shoes which formed one-fifth of the sales he made a profit of 30%; and on dry goods which formed the remainder he made a profit of 33 $\frac{1}{2}$ %. How much did the merchant make during the year?

22. A liquor-dealer bought a barrel of beer for twelve dollars and twenty cents and retailed it at 5c. a pint. Find his gain per cent.

23. Fanny put \$204.40 in the Postoffice Savings Bank on January 17th, 1884, for which she would get interest at 4%. How much did she receive from the bank when she withdrew it March 14th, 1885?

24. Four men hired a pasture for \$45.00. The first man put in 5 cows for 6 weeks, the second 4 cows for 7 weeks, the third 3 cows for 8 weeks, and the fourth 2 cows for 9 weeks. How much should each pay of the \$45.00?

25. Find the cost of building a side-walk 4 ft. wide, on both sides of a street, a quarter of a mile long, with 3-inch plank, and costing \$8.00 a thousand.

26. What fraction of the distance round the earth will represent the width of the North-Temperate Zone?

27. Find the cost of plastering the walls of a School-room 33 feet long, 18 feet wide, and 11 feet high,—making allowance for 6 windows each 6 ft. by 3 $\frac{1}{2}$ ft., two doors reaching to the floor, each 7 ft. by 3 $\frac{1}{2}$ ft., and wainscoting round the room $1\frac{1}{2}$ ft. high,—at 18 cents a yard.

(Solutions to the above will be published next week.)

Examination Papers.

SOUTH GREY PROMOTION EXAMINATION.

20th FEBRUARY, 1885.

ARITHMETIC.

CLASS III TO IV.

1. I buy 72 barrels of flour at \$45 for 8 bbls., and I sell them a \$17 for 3 brls. Find how much I gain or lose.

2. I buy two dozen oranges, and sell them so that in gaining 40 cents, I receive as much for 2 as I paid for 3. Find the original cost.

3. Find the amount of the following bill of goods:—

3 lbs. Coffee @ \$0.31

6 $\frac{1}{2}$ lbs. Tea @ \$0.60

15 yds. Print @ \$0.11

12 yds. Tweed @ \$1.25

8 lbs. Sugar, at 10 lbs. for \$1.00.

4. Find the price of 1555 lbs hay at \$7.00 per a ton of 2000 lbs.

5. Divide 1 furlong into 11 equal parts, and express one of these parts in per yds., ft. and inches.

(Accuracy and neatness of work should receive special credit.)

GEOGRAPHY.

CLASS III TO IV.

1. Name all the railways in the county of Grey, and the principal stations on each.

2. Draw an outline map of Ontario, locating the chief rivers and cities.

3. From what places are the following articles obtained:—Cod-fish, sealskins, coal, iron, copper, silver, cotton, tobacco, rice, sugar-cane, salt, pepper, nutmegs.

4. *What and where* are Good Hope, St. Louis, Amherst, Jamaica, Goderich, Durham, New Orleans, Brandon, Montreal, Liverpool, Cayenne, Rhine, Malta, Alps, Nile, Slave, Race, Trent, Ceylon, Edinburgh.

5. Explain clearly what cataract and rapids are, and name two celebrated ones of each, in Canada.

GRAMMAR.

CLASS III TO IV.

1. State to which part of speech each of the following words belong:—(a) Oft I had heard of Lucy Grey. (b) Better than grandeur is a healthy body.

2. Give the plurals of:—Two, five, roof, duty, pea.

3. Divide the following sentences into subject and predicate, and parse the words in italics:—

(a) *The little old white man* with a short gun, *has a dog with a bobtail.*

(b) *Did you find my book?*

4. Correct:—"Each book and slate were in their place." "It is not me was to do it." "The boy who you saw, has went home." "Where's them other fellows." "John is the oldest of the two." "Let you and I try to carry it."

DRAWING.

CLASS III TO IV.

1. Draw a vertical line 3 inches in length. Trisect it. Draw another line parallel to the first, and one inch distant. Trisect it. Connect the two points of trisection by horizontal lines. Bisect each side of the squares thus formed. Connect the points of bisection by straight lines forming a second set of squares.

2. Draw a rosette to illustrate symmetrical arrangements about a centre.

COMPOSITION.

CLASS III TO IV.

Describe one of the following articles:—Locomotive, Sewing Machine, School House. Or, write a letter to your sister who has been living for a year at your uncle's.

(Accuracy and neatness insisted on.)

HISTORY.

CLASS III TO IV.

1. State (a) the date when our Dominion was formed, and (b) which Provinces at first formed it.
2. How is this country governed?
3. Name the important events which took place in Canada at the following dates:—1759, 1791, 1812, 1837, 1867.
4. What were the U. E. Loyalists? and why were they so called?
5. In how many different wars was Canada involved from what is now the United States? Give a short explanation of each war.

LITERATURE.

CLASS III TO IV.

1. Explain fully the meaning of the following:—
 - (a) Dressed in a very ordinary way.
 - (b) Instantly resounded in all directions.
 - (c) Ample scope for observation.
 - (d) Collected by subscriptions.
 - (e) Instantly commence the assault.
2. (a) Name one or two lessons in the Third Reader, giving an account of the training of animals.
- (b) Name two lessons there, which describe the taming of animals.

(To be continued next week.)

Practical Department.

LANGUAGE LESSONS.

The primary object of education in language is to learn to use language. The use of language is an art; and we learn the art by imitation and practice. The pupil who has always heard good language will always use good language; his ability to use good language does not depend upon his knowledge of grammar, but upon his having heard good English, and read it.

The fundamental principle of language lessons is, that pupils are to be taught the practical use of language by the use of language, rather than by a study of its principles. They must learn the art, and, through the art, come up to the science.

[We do not wish to condemn the study of grammar,—the teacher should understand it. Technical grammar is study of the science of language, and it belongs in the advanced course.]

The object of language lessons is to teach the art of correct expression; of grammar, to teach the science of language.

The language lessons should prepare for, and lead up to grammar. According to this principle, a knowledge of language should precede a knowledge of grammar.

SCITABLE FOR BEGINNERS.

Directions.

- I. 1. Require pupils to write the names of objects.
2. Require pupils to write the names of parts of objects.
3. Require pupils to write the names of qualities of objects.
4. Require pupils to name the uses of objects.
- II. 1. Require pupils to give a name that will apply to everything which they can perceive (matter).
2. Require pupils to classify the different kinds of matter (mineral, vegetable, animal.)
3. Require pupils to name things that belong to the different classes.

III. 1. Require pupils to write the names of objects with the name of action, forming a sentence.

2. Lead pupils to an idea of a sentence, as asserting something of something.

3. Develop telling or declarative sentence, asking or interrogative sentence, commanding or imperative sentence, and feeling or exclaiming sentence.

4. Teach them that each sentence begins with a capital letter; that a declarative or imperative sentence ends with a period; an interrogative sentence with an interrogation point; and an exclaiming sentence with an exclamation point. (Drill them in writing sentences, and correcting sentences which violate these rules).

5. Have them write sentences introducing adjectives, adverbs, pronouns, etc. (The teacher will give the words and have them form sentences. Of course the pupils are not to know anything about these words as parts of speech.)

6. Show the difference between particular and common names, and teach the use of capitals for particular names. Teach also the use of capitals I and O. (Have them write exercises involving these things, and correct sentences which violate their correct use.)

IV. 1. Give two words, and have pupils write sentences containing them; give three words to put in a sentence; four words, etc. (Let the pupils select words which they are to write in a sentence.)

2. Give pupils sentences, with words omitted, and require them to insert the correct words. (The teacher should select and prepare a large list of such sentences, write them on the board, or take a copy from the copygram.)

V. 1. Present an object to the pupils; let them examine it and describe it. (Let them describe one another.)

2. Present objects to the pupils; let them compare and tell the resemblances and differences.

3. Let the pupils look at a picture and tell what they see in it; reproduce it orally and written. (The teacher should call the attention of the pupils to the objects, number, appearances, etc., if unnoticed by pupils.)

4. Tell or read something; have them repeat what you have said in their own words, and then write it out on their slates or on paper. (They will see that writing a composition is merely telling in writing what they know and can tell in talk.)

5. Call out the pupil's knowledge of an object by asking questions about it, and then have him write down what has been said, in full sentences. (Ask questions about a sponge, about dew, rain, water, snow, winds, habits of animals, plants, etc.)

VI. 1. Teach the use of the hyphen, as connecting compound words, and also its use at the end of a line, in connecting one syllable with another beginning the next line.

2. Teach the use of the comma, as placed after the name addressed, and also as connecting three words of a series: as, "Jane, come here;" "He saw a boy, a girl, and a man."

3. Teach the use of the period after abbreviations, and drill pupils on the common abbreviations; as, Mr., Dr., Rev., Hon., Esq., LL.D., Ph. D.

4. Teach the use of quotation marks.

5. Teach the use of a colon before a quotation, as follows, As he said: "Mr. Speaker, the gentleman is mistaken."

9. Teach the use of the apostrophe in denoting possession, as, Minnie's book; also its use in denoting omission of letters, as, ne'er, 'tis, etc.

VII. 1. Give related simple sentences, and require pupils to unite them into compound sentences. Thus, "Mary is studying," "Mary is walking," changed into "Mary is studying and walking."

2. Give the pupils a prov. rb, and have them write out an explanation. "It is hard for an empty bag to stand upright." "Birds of a feather flock together." "A rolling stone gathers no moss."

3. Require them to express sentences in different ways; as, "The bird sing sweetly in the spring of the year," changed to "In the spring of the year, the birds sing sweetly."

4. Change poetry into prose. (Write a stanza on the board, and have them express the same thing in prose.)

5. Exercise them daily on misused words and in correct constructions; as, "I done it;" "Me and her done it;" "I and John saw it;" "Let Mary and I go out;" "Between you and I."

VIII. 1. Teach them how to write a letter; as, the heading, address, salutation, introduction, body of the letter, close, superscription, punctuation, and the correct use of capital letters.

2. Require pupils to write letters of different kinds, as business letters, social letters, notes of invitation, notes of acceptance, notes of condolence, excuses for absence, receipts for money, due bills, notes, etc. (It is a good plan not to receive an excuse from a pupil unless it is written in his own hand; it will teach him how to construct sentences.)

3. Let them write letters to the teacher, to the trustee, to a friend, to their parents, schoolmates, etc. (Teacher must give pupils the correct form as a model, and drill thoroughly upon it.)

4. Have them write little newspaper paragraphs, as an account of a fire, of a party, of a runaway, of a railroad accident, etc.

5. Encourage the pupils to commit to memory and recite choice selections of prose and poetry. (This will develop a literary taste.)

6. See that the pupils are interested, and give suitable subjects, and require them to write short compositions. Encourage the timid. Lead them to write naturally. In the outlines presented, the teacher should make the exercises very complete. Do not be afraid of having too much under each head.

CAUTIONS.

1. Make haste slowly in language.
2. Give variety to the lessons.
3. Let every exercise bear upon the correct use of language.
4. Do not place a text-book in language in the hands of pupils at first.
5. Correct kindly and gently, and strive to make them love to write.

WHAT TO AVOID IN THE USE OF WORDS.

1. Avoid ignorance. a. Common errors. b. Ungrammatical expressions. c. Incorrect articulation.
2. Vulgarity.
 - "Immodest words admit of no defence, For want of decency is want of sense."
3. Affectation.

HOW TO CULTIVATE THE COMMAND OF WORDS.

1. Constant use of the dictionary.
2. Make words a special study.
3. Read only best authors.
4. Seek the company of the cultured.
5. Have good thoughts to express.
6. Study synonyms.
7. Translating from one language to another.

"I had rather speak five words with my understanding, than by my voice I might teach others also, than ten thousands words in an unknown tongue."—1 Cor. 14: 19.—*Development Lessons By E. V. De Graff. and M. R. Smith. From our Country and Village Schools.*

BOTANY.

"Now for botany! School is being called at this season, in the great kingdom of nature! We have just had a good, long recess. Now let us up and to work. The botany class should be organized at once. If there cannot be regular, systematic study made of

botany, the next best thing, or, perhaps the first best thing should be done, namely, to study the vegetable world in an informal manner, as a great object lesson. There is vastly more sense, and profit to, in teaching children the names, character, and characteristics of plants, than in the distasteful rigmarole, practiced sometimes, of holding up an object and asking a number of hackneyed questions about it, in a stereotyped style.

"What a freshness and beauty, and, withal, what an interest in the kingdom of plants! Take out your pupils, and commence with the first flower whose head is lifted out of the snow-bank. Familiarize the children with every one of the first flowers of spring. Pass none, neglect none. If you don't know the name of the early peeper out of the ground which is brought to you, hunt up your botany, and be determined that you will know. Don't miss the early crocus, the daffodil, the trailing arbutus, the various anemones, the violets, the bluets; dig up the beautifully colored, skunk cabbage, smell your fingers after you have handled it; you will thus learn to know it by the sense of smell, as well as of sight; climb the trees and bring in branches of the maple with their early flowers; ransack meadow, field and woods; there are intensely interesting object lessons to be studied everywhere."—*Dr. Horne, Allentown, Pa.*

We take from the London, (Eng.,) *School Guardian* the following excellent specimen lesson on division:—

LESSON XVII.—LONG DIVISION.

1. The full Working of Short Division.

1. Before being taught Long Division, the children should be well practised in Short Division until the method of working is quite familiar.

2. The children should also have been shown that the reduction of the remainder after each separate division to the next denomination lower and the adding in of the figure in the next lower rank give the same result as that obtained by placing the two figures side by side. For example, in $742 \div 6$, after the first division, One Hundred remains over, and this reduced to Tens and added to the Four Tens in the Tens column, gives Fourteen (14) Tens, which is the same number as if the One (1) had been placed before the next figure (4).

3. The teacher now gives the children a sum in short division to work on their slates, e.g. $835 \div 7$, and afterwards works it with them on the blackboard. Thus:—

	Hundreds	Tens	Unit	
7)	8	3	5	
	1	1	9	+ 2

4. Next, let the teacher analyse the process step by step. Thus: First, we divide the Eight Hundreds into Seven lots; this gives One Hundred in each lot, and One Hundred remains over. How did we get that one hundred over? Class: "By subtracting the Seven One Hundreds from the Eight Hundreds." Teacher: "That is to say, we multiplied the One Hundred seven times—that is we multiplied it by Seven—and subtracted the result (Seven) from Eight."

5. Show the method of writing the whole of this down. Thus:

	Hundreds	Tens	Units		Hundred	Hundreds	Tens	Units	Hundreds		
7)	8	3	5	(	1	7)	8	3	5	(	1
	7						7				1
	1						1	3			

6. Show that the bringing down of the next figure (3) beside the remainder corresponds exactly to what was done in the Short Division at the second step.

7. Continue the division, comparing every figure obtained with the Short Division above, and show the children clearly that Long Division is nothing more than Short Division in which the whole of the figures employed are written down. The answer is thus seen

to coincide exactly with the answer as obtained by the shorter method, and the whole sum will then take the following form:—

	Hundreds	Tens	Units	Thousands	Hundreds	Tens	Units
7)	8	3	5	(	1	1	9
	7						
	1	3					
		7					
		6	5				
		6	3				
			2				

8. Add other example of division by numbers not greater than 12, and work them both on slates and on the blackboard, by Short Division and Long Division, comparing the steps as before and showing that in each case the two answers coincide.

II. Long Division by any Number.

1. Extend the preceding method to division by numbers greater than 12, and having factors. Take 21 for the first divisor, and assuming the dividend to be 4583, proceed as follows:—

Ask the children to work the sum on their slates. Thus:

	Thousands	Hundreds	Tens	Units	
21 {	7	4	5	8	3
	3		6	5	4 + 5
			2	1	8 + 0

3. Deduce that if Four thousand five hundred and eighty-three (oranges) be divided into Twenty-one lots, there would be Two hundred and eighteen (oranges) in each lot, and Five (oranges) would remain over.

4. Show from this, that, the answer now being known, the sum may be written in a still shorter form, thus:—

	Thousands	Hundreds	Tens	Units
21)	4	5	8	3
		2	1	8 + 5

5. Now work the same sum by Long Division, showing at each step (1) how the method in Section I, (above) is exactly followed, and (2) that each figure of the answer coincides with the figure in the corresponding column of the answer as obtained in the Short Division. Thus:—

	Thousands	Hundreds	Tens	Units	Thousands	Hundreds	Tens	Units
21)	4	5	8	3	(	2	1	8
	4	2						
		3	8					
		2	1					
		1	7	3				
		1	6	8				
				5				

6. Show why the Thousands column in the answer contains no figure—viz: because Four Thousands cannot be divided into more than Four parts, and therefore not into Twenty-one parts. They are therefore reduced to Forty Hundreds and added to the Five Hundreds, the Forty-Five Hundreds thus obtained being divided into Twenty-one parts, giving Two Hundreds in each part, while Three Hundreds remain over.

7. Add other examples of division by Factors and treat them similarly.

8. Lastly, apply the method to division by any number, graduating the divisors carefully in point of difficulty.*

III. Special Cases of Long Division.

1. Division by any Power of Ten.

*The order in which the divisors may be best taken will be somewhat as follows:—

21,	101,	311,	22,	102,	103,	....	109,	221,
31,	111,	401,	32,	202,	203,	....	209,	321,
41,	201,	411,	42,	302,	303,	....	309,	421,
..	211,	....	..	....	....	....	....	....
..	301,	901,	..	....	....	....	....	....
92,	....	911,	92,	902,	903,	....	909,	921.

&c., &c.

(a) Give examples with Ten as a divisor, have them worked by the ordinary method, and deduce the rule for writing down the answer at sight.

(b) Give examples of division by One Hundred (=10 x 10) and deduce the rule as before.

(c) Write down the last examples in the shortened form of II. 4 above, show the factors of One Thousand (=100 x 10) and deduce a third rule accordingly. Thus:—

100 {	10) 2 8 3 9	} 39
	10) 2 8 3 + 9	
		2 8 + 3
1000 {	100) 4 8 3 5 6	} 356
	10) 4 8 3 + 5 6	
		4 8 + 3

(d) Deduce the general rule for dividing by any power of 10. 2. Division by Multiples of Powers of Ten.

(a) Give examples of division by 20, 30, 40, &c. (= 10 x 2, 10 x 3, 10 x 4, &c.), and show how the preceding method may be applied to the working of the division in a single line.

(b) Extend the method, in separate steps, to division by 200, 300, 400, &c. 2000, 3000, 4000, &c. &c.

(c) Lastly, apply the same method to the shortened forms of division by such numbers as:—

- (1) 240, 350, 420, 960.
- (2) 2400, 3600, 4800, 8100.
- (3) 32000, 72000, 84000, &c., &c.

[NOTE.—Only the simpler parts of Section III. should be given until the children have made fairly good progress in Division generally, after which the others may be taught step by step.]

MENTAL EXERCISES.

1. Three girls together have in their purses sixteen shillings; if one has four and sixpence and another has six and ninepence, how much has the third? 2. What is the cost of seven boxes at five shillings and fourpence each? Of fourteen such boxes? 3. If my age is now thirty-four years, in what year was I born? 4. A horse is worth two cows, and a cow is worth two sheep, if a sheep be worth ten pounds, what is the total value of a horse, a cow, and a sheep? 5. Nine times the number of farthings in a bag are one hundred and eight; how many farthings are there in the bag? How many pence are they worth? 6. How much is one-half of a shilling? One-third? One-fourth? One-sixth? One-eighth? One-twelfth? 7. How many sixpences are twelve shillings worth? Fifteen shillings? Eighteen shillings and sixpence?

THE ROYAL READERS.

(Questions on Entrance Literature prepared for the CANADA SCHOOL JOURNAL by F. B. Denton, English Master, Collegiate Institute, Cobourg.)

GOLDSMITH, PAGE 135.

1. What is meant by the expression:—
 - (a.) His nature is truant.
 - (b.) Remembrance wakes with all her busy train.
 - (c.) To husband out life's taper at the close.
 - (d.) Angels around befriending virtue's friend.
2. Name the chief works of Thackeray. Compare his writings with the novels of Dickens.
3. Write short accounts of the lives of Dr. Johnson, Edmund Burke and Joshua Reynolds.
4. Express in prose the first twenty lines of the selection from "The Deserted Village."
5. Derive English, dire, sympathy, vicar, monarch, Utopia.
6. Parse italicised words in following:—
 - A blest retirement, friend to life's decline.
 - Retreats from care that never must be mine,
 - How happy he who crowns in shades like these
 - A youth of labor with an age of ease.
7. In what kind of metre is "The Deserted Village" written?

Educational Notes and News.

The attendance has nearly doubled at the Woodstock High School since Mr. D. H. Hunter became Principal. A flourishing Literary Society is connected with the school. There is perhaps no school in the province which is possessed of better musical talent. Frequent entertainments of an excellent musical and Literary character are given by the society.

A Literary Society has been organized in connection with the High School in Smith's Falls. Mr. W. N. Robertson, B.A., has been appointed president and John G. Little, B.A., secretary. Under such management the society can scarcely fail to be successful. All efforts will be made to do a good deal of school work at the meetings of the society.

HOW ARBOR DAY WAS OBSERVED.

Public School, S. 2. Onondago, Brant County, J. H. Clary, Teacher. Planted hard and soft maples, pines, willows, beeches, &c., 25 in all, on rather unfavorable ground.

Milton Public School, H. Gray, Teacher. Yard put in order. Six flower beds laid out. Shrubby trimmed, and roots dug about. Sixty shade trees set out, hard and soft maples, chestnuts, birches, bass-woods, spruces, &c.

Osprings Public School, Amos Lovell, Teacher. Planted 32 young maples, as many as there was room for on grounds. A few rate-payers manifested their interest in the improvement of their school by assisting in the work.

S. S. No. 3, Medonte, Simcoe County, J. F. Middlemas, teacher. Twenty-three hard maples and three beeches planted and grounds otherwise improved. Each scholar helped to plant his tree and has his name artistically carved on the board wall behind it.

If other teachers will kindly send in their reports we shall be glad to publish them for the sake of mutual encouragement.—Ed.

There is (says the *Phrenological Magazine*) a great clamour for the "practical" in education. Schools are wanted to teach boys and girls to "do" all sorts of things. Trade, mechanics, making money—this seems to be the popular demand of school teaching. Sometimes we think this is carried too far. Man is not wholly practical, nor a mere working machine. The soul needs culture as well as the fingers. To make the world happy, somebody must write rhymes and romances while others spin cotton. We need dreamers of dreams as well as earners of bread and butter. In looking after the practical too sharply, we are in danger of neglecting the best culture, that is the heart.

PUPIL-TEACHERS' BLUNDERS.

"Evidently," says the *St. James' Gazette*, "the teachers can blunder as well as the scholars. Here are some specimens from examination papers recently submitted by pupil-teachers to Her Majesty's inspectors of schools. 'My favourite walk,' says one in a composition paper, 'is when I do not have far to go to it.' The favourite walk of another is a drive in the country; and a third likes it best when he stays at home. 'The game of cricket,' foreigners especially, will be glad to know, 'consists of six wickets, two bats, and a ball.' 'Nor must we,' adds this writer thoughtfully, 'omit the balls, which are four in number.' 'Joan of Arc,' one is glad to learn, 'was very pious and rather goateal.' On the margin of this paper a waggish examiner notes, 'She also turned well.' 'Parse the words in italics,' the inspector said, in the following passage, beginning 'Fierce Roderick felt the fatal drain.' 'Drain,' explains a trainer of the young idea, 'that is, sewer or mire.' 'Man is mortal,' a Scotch girl tells us, means 'he is awfully drunk.' What strikes most of the students who have made a study of the life of Samson is that he 'tooled' with the jaw-bone of a dead ass. Had the animal lived, Samson's reputation would have suffered. The author of 'Samson Agonistes' (or 'Samson in Agony'), it may not be generally known, also wrote 'The Deserted Village; or, the Hamlet.'"

Victoria University Convocation last week was largely attended, and the proceedings were of unusual interest. The Senate granted 104 degrees in all, distributed among the various faculties as follows:—Arts—B.A., 19; M.A., 10. Law—LL.B., 3; LL.D., 1. Divinity—B.D., 4; D.D., 4. Medicine—M.D. and C.M., 63. The medallists are:—J. T. Lillie, Albert College, Prince of Wales Gold Medallist; J. H. Sanderson, Albert, Prince of Wales Silver Medallist; R. E. Fair, Victoria, Gold Medallist in Metaphysics; J. T. Lillie, Albert, Gold Medallist in Classics; J. H. Sanderson, Albert, Gold Medallist in Natural Science; G. W. Bruce, Victoria,

Gold Medallist in Modern Languages; A. C. Courtice, M.A., Toronto, Gold Medallist in Theology; R. P. Bowles, Victoria, Silver Medallist in Metaphysics; F. C. Colbeck, Victoria, Silver Medal in Classics; W. H. Williams, Victoria, Silver Medal in Mathematics; G. S. Bean, Victoria, Silver Medal in Natural Sciences; W. J. Chisholm, Victoria, Silver Medal in Modern Languages.

Various eloquent sermons and addresses were delivered in connection with the anniversary. The debate on the question of University Federation, which took place in connection with the Alumni meeting, is characterized as one of the ablest ever conducted before any Canadian body. It lasted from 8 p.m. till 2 a.m. The speakers in favor of the scheme were:—Rev. Dr. Burwash, Cobourg; James Mills, M.A., Principal of the Agricultural College, Guelph; Rev. Dr. Dewar, Toronto; Judge Dean, Lindsay; Rev. A. M. Phillips, B.D., Galt; Rev. J. C. Antliff, B.D., Brantford; Rev. Dr. Ryckman, London; Rev. A. C. Courtice, M.A., Toronto; Rev. W. S. Griffin, D.D., Guelph; J. M. Ferris, M.P.P., Campbellford. Among those who urged objections to Victoria entering the Federation were:—Rev. Dr. Sutherland, Toronto; Wm. Kerr, M.A., Q.C., Cobourg; J. J. McLaren, M.A., Q.C., Toronto; D. Dumble, LL.B., Peterboro'; Rev. Dr. Burns, Principal, Hamilton Ladies' College, Rev. Dr. Badgley, Cobourg; Rev. Dr. Stone, Toronto; Rev. J. D. Clarkson, M.A., Toronto; John Dumble, LL.B., Cobourg; B. M. Britton, M.A., Q.C., Kingston; S. F. Lazier, LL.B., Hamilton; N. Bigelow, M.A., Toronto; H. Hough, M.A., Cobourg; Dr. Lavelle, Warden, Kingston Penitentiary; H. McMullen, B.A., Picton; C. C. James, B.A. Nanawau. At the close of the debate the following resolution was carried with scarcely a dissenting voice:—"That it is the unanimous opinion of the Alumni of Victoria University, in annual meeting assembled, that we ought not to go into the proposed Federation without all reasonable assurance of our perpetuated existence as an Arts College."

The address of President Nelles to the Senate and members of Convocation, was an able plea in support of the proposed Federation.

NOVA SCOTIA.

From our own Correspondent.

The sixth annual session of the Teachers Association for District No. 4, including counties of Annapolis and Digby, met in Digby on Thursday and Friday, April 30th and May 1st. About sixty teachers were in attendance, the small number being accounted for by the bad state of the weather. Interesting and able papers were read by G. B. McGill, W. C. Jones, W. G. Parsons and W. C. Parker, while illustrative lessons were taught by W. H. Magee, Miss M. A. Wallace and Miss A. E. Parker, the three latter being teachers in the Digby county academy. Prof. F. H. Eaton, of the provincial Normal School, was present and took part in the proceedings. The essays and lessons were ably discussed and criticized as well as many mathematical and grammatical questions propounded at various times during the session. On Thursday evening Revd. Mr. Fisher, of Grenville Ferry, delivered an interesting lecture on "Francis Bacon Viscount St. Albans," pointing out especially his position as the originator of modern methods of thinking.

R. McDonald, Esq., has been compelled by continued ill-health to resign his position as Inspector of Schools for Inspectoral District No. 6 (counties of Antigonish and Guysboro.) For many years in various important positions Mr. McDonald has rendered valuable services to the educational interest of Eastern Nova Scotia. A. G. Macdonald, Professor of Mathematics in St. Francis Xavier College, Antigonish, has been appointed by the Council of Public Instruction, to the position thus rendered vacant. Mr. Macdonald's scholarship, early experience in Common School work, character, and executive ability, fully justify the wisdom of this selection.

John P. McLeod, B.A., and Daniel Murray, B.A., have been chosen by the Board of Governors of Dalhousie College as Tutors in Classics and Mathematics for the ensuing two years upon the Munro foundation. The new tutors won high distinction during their collegiate careers. Mr. Murray is at present Principal of the County Academy at Shelburne, where according to the press reports, an unusually excellent examination has been recently held.

Under recent legislation, Halifax High School is moving out upon a broader plane of existence and operations. It takes rank among the County Academies established by the Act passed at the recent

session of the Legislature. Its halls are now opened to young women, and after the close of the current term, no fees can be exacted of qualified pupils from Halifax city and county.

There are 230 pupils in attendance at Stratford Collegiate Institute, and the average attendance since last January is 183. The Institute has recently suffered a good deal from illness among the teachers. J. B. Wilson, B.A., English Master, was absent a month in consequence of erysipelas in the head. W. Knox, sixth master, was ill with inflammation of the lungs. A. DeGuerre, B.A. Mathematical Master, has been absent two months owing to rheumatic fever, and recently Wm. McBride, M.A., the Principal, has been confined to bed with nervous prostration as the result of over work during the continued absence of teachers. Thos. Mulvoy, B.A., Fellow of University College, is filling Mr. DeGuerre's position, and M. S. Clark, M.A., who has just returned from a German college, is teaching Mr. McBride's classes.

Literary Chit-Chat.

Queen Victoria is said to be preparing for the press speeches of the late Duke of Albany. It is announced that the speeches were of his own composition.

The *Critic* says that Mr. Froude said during an interview when in America that he did not intend to write a complete biography of Carlyle. "Carlyle," he said, "was opposed to the spirit of the age in which we live, or at least to the aims and ideas of the accepted leaders. Before a true life of him can be written, we must have learnt from facts whether he was right or they were right."

The students of Harvard University are preparing to produce the play of "Julius Caesar," with complete dramatic appointments.

Daudit is said to devote a year to each novel he writes.

Mrs. Harriet Beecher Stowe denies that any of the characters in "Uncle Tom's Cabin" are portraits. She says in a note to the editor of *The Brooklyn*, "I know of several colored men who showed the piety, honesty and faithfulness of Uncle Tom," but none of them had a history like that I created for him. Canada's claim to possess the original "Uncle Tom," is thus ruthlessly overthrown.

A strong plea in behalf of "The Modern Schoolmaster," is made by Lawrence M. Ennis in *The Current* of May 9. He holds that the teacher, personally, is not given the popular consideration he deserves, and urges that the parents of the children he teaches accord to him that due social recognition which is often withheld.

Houghton, Mifflin & Co., Boston, will publish about the middle of May an important book on The Russian Revolt, by Mr. Edwin Noble of London. The author has lived two years in Russia and has been for ten years engaged in the study of Asiatic subjects.

G. P. Putman's Sons, New York City, have now ready a timely addition to the literature of the Asiatic problem. It is entitled "Afghanistan and the Anglo-Russian dispute," and is based upon the reports and experiences of Russian, German and British officers and travellers.

T. B. Peterson & Brothers, Philadelphia, will issue in a few days "Snob Papers," by Adair Welcker, Deputy Superintendent of Public Instruction, Sacramento, California. The scene is laid in San Francisco, Oakland and the surrounding country, and the hero, a bluff old "Forty-Niner," has grown rich at the mines. He comes to San Francisco to mingle with the Snobs and see Life, and the shrewd sayings delivered in peculiar style, are of the most convulsing type, being one whirl of ludicrous adventures, which are quite exciting and sensational, while the action never ceases. Hosts of droll characters are introduced, among them several remarkably lively young ladies and some ladies of uncertain age, who are untrusting fishers in the matrimonial sea, while the local snobs and dudes are mercilessly ridiculed. "Snob Papers" will be published in one large duodecimo volume of 500 pages, at the exceedingly low price of seventy-five cents a copy in paper cover, or \$1.25 bound in morocco cloth, and copies will be sent to any one at once on receipt of price. We predict for it a very large sale. Local agents are wanted in every county. Large wages can be made selling it. Address at once, T. B. Peterson & Brothers, Philadelphia, Pa., for special terms to agents.—*Philadelphia Evening Cal.*

The American Sunday School Union will shortly publish the

John C. Green \$1000 prize book on "The Obligations and Advantages of the Day of Rest." The M.S. taking the prize was entitled "The Lord's Day. Its Perpetual Obligations," by Prof. A. E. Walle, of Lewisburg University, Lewisburg, Penn.

Miscellaneous.

"CEAD MILE FAILTHI."

A hundred thousand welcomes! Yes, Hibernia would not shamo
The traditions of her Island, which through all its storied past,
Has earned for hospitality an honorable name
She would cherish to the last.

They come in cheery confidence and genuine good-will,
The pair of Royal Visitors. The Green Isle of the West,
Like the Desert, ever holdeth all its courtesy and skill
At the service of a Guest.

She comes, our sweet Princess, like the Lady in the song
That Erin's favorite singer shaped from Erin's legends hoar,*
In the faith that in all Ireland none would work her scathe or wrong
Though she paced from shore to shore.

Like the bright gold ring that Lady bore aloft upon her wand
Our Princess bears a jewel—'tis the flawless gem of Trust;
And if she find a foeman in the chivalrous old land,
Sure his soul must be of dust!

No! On Erin's pride and honor, like the maiden of the smile,
She relies, and so relying shall be lighted safe and sound,
Like the lady of the legend, o'er each foot of the Green Isle
Where an Irish heart is found.

So Hibernia says, be sure, and hath nought but chiding stern
For such churlish errant children as her honor would disgrace
By parade of ancient enmities, which all too long may burn
In the bosom of a race.

They are fools who lend them fuel, whosoever they may be,
"Cold-hearted Saxons" here, or hot headed Pats out there;
Let the firebrands stand aside, and soon blue-eyed Hops shall see
The last breath of black Despair.

—Punch.

THE USE AND ABUSE OF FUN.

What should we be without this gift to brighten our existence on our earthly pilgrimage? A love of fun is most often accompanied by a cheerful and lively disposition. We can imagine no drearier state than that of an individual who, during the whole of his lifetime, can obtain no fun or pleasure in the slightest degree, in his daily intercourse with his fellow-creatures. But it is a well-known fact that even of the best of things one can have too much. Even fun has its limit, and a more wearisome thing can scarcely be imagined than an individual who, at the most inappropriate time, cannot refrain from turning the most common-place conversation into fun and ridicule. This is certainly a great failing; but of course there is a graver aspect under which it can be regarded, namely, the love of ill-natured fun. A laugh raised at the expense of a well-meaning person is highly injudicious, and in many cases rarely forgotten. The turning into ridicule of another person's words and ideas is a most uncharitable and hurtful habit; when long forgotten by the speaker, it rankles in the mind of the victim. There is nothing more disagreeable to a very sensitive nature than the fear of being made fun of or turned into ridicule, and the very slightest inclination toward this unchristianlike habit will cause the victim of it such pain and shrinking as a less sensitive mind would scarcely deem possible. We should be especially careful of these sensitive ones, the more so as one can never tell the harm a careless word levelled in mere jest may do. It rankles in the mind of the sensitive one, and

* See Moore's song, "Rich and Rare were the Gems she Wore."

gives a pernicious precedent to the hearers, which happily is not general, and brings its own punishment; for those few who find real pleasure in giving pain to others by ill-natured and personal fun are rarely well spoken of, even by those who profess to see no harm in it. A sarcastic person may have many admirers, but no real friends, as, directly personal intercourse with them ceases, and when one's back is turned, then one trembles for one's own character. But this is a spiteful and uncharitable fun, one resorted to by those who, disgusted with and weary of the world, can find consolation only in the endeavor to convert others to their opinion. There is one more abuse of fun which it is necessary only just to touch upon, and which, while the love of pure and holy things exist can never become a habit—I mean the danger that one has to guard against of speaking in fun of sacred and holy things, or in any way bringing them into ridicule. It may be that, to a really witty person, the inclination to this irreverent practice has to be more carefully guarded against than to those whose sense of wit is less keen. If a witty speech or joke is on our lips which would turn into the slightest fun or ridicule things only to be spoken or thought of with reverence, let the witty sentence be wasted, rather than be uttered to fall perhaps on some untutored and wavering mind, and prove a stumbling-block in that mind for years and years after the words were uttered and forgotten. So much for the abuse of this gift. But, on the whole, much more may be said for than against it; for though it may prove a stumbling-block and "occasion of falling" to some few, it is an undeniable blessing to those who, with a constant and ever-ready source of cheerfulness and fun, can make lighter daily trials and difficulties, and even afford help to a less hopeful brother or sister on their earthly journey.—*Harper's Bazaar*.

THE COLOSSEUM AT ROME.

Eighty thousand people seated in one building, and 20,000 more standing in the aisles and galleries! One hundred thousand people assembled in Rome's great amphitheatre! Kings, queens, princes, nobles, and common people, with one accord gathered together to see men engage in mortal combat, and bathe their hands in each other's blood.

The Colosseum was the largest theatre ever built, and is now one of the most imposing ruins in the world. It must be seen to be appreciated. It is elliptical in shape, and is 612 feet long and 515 feet wide. It is about one-third of a mile around it. It was entirely built of stone, the outside being encrusted with marble and decorated with statues. It was composed of four stories, each of which was formed by 80 arches, supported by so many marble columns. Each of the arches of the lower story served as an entrance to the building, and in every fourth there was a staircase. The entire height was about 160 feet. Within the building in the centre was the arena, so called, because it was usually covered with fine sand. This was also elliptical in shape, and 250 feet long, and 160 feet wide. It was here that the contests took place. Around the arena were some eighty rows of marble seats, rising one behind and above the other. In the arcades beneath the seats were the dens for the wild animals, and the cells in which the gladiators were kept.

The Colosseum was built by Titus, about eighty years after Christ. Its completion was celebrated by gladiatorial combats continuing 100 days. It is said that during this time 5,000 animals were killed for the amusement of the multitude, and nobody knows how many men. In the arena were given all sorts of games, shows, exhibitions, and contests. Arrangements were even made by which it could be flooded by water. Boats were floated in it, and naval battles were fought there. During the middle ages the Colosseum was used as a fortress.

In the 14th century its destruction began. The stone was carried away to be used in building other houses. At least three magnificent palaces were largely built of material taken from the Colosseum. In the 18th century means were taken to preserve it, and large buttresses were afterward built to prevent the walls from falling. Only about one-third of the structure remains, and yet an architect has estimated that the stone still in the ruins is worth \$2,500,000. If this be true, the material alone used in the construction of this vast amphitheatre must have cost near \$8,000,000. A moderate estimate of its entire cost may be placed at \$20,000,000.

The games, contests and displays in the Colosseum were under the special direction and patronage of the Emperor, and vast sums of money were spent upon them. They have been excelled, perhaps, either in magnificence or cruelty, by no exhibitions in any country or any age. But when we think of the hundreds of human beings who were here compelled to sacrifice their lives in order to divert the minds of a blood-thirsty people, we can but rejoice that the whole is now a mouldering mass of ruins. The Colosseum in its glory may be taken as a symbol of the greatness of Rome. In its ruins, it is emblematic of her departed grandeur, and of the fact that the cruel rites which were celebrated within its walls have given place to the more benign and humane influences of Christianity.

Literary Review.

THE FIRST ANNUAL CATALOGUE OF THE SCHOOL OF EXPRESSION, announces the organization in Boston, of a school of a peculiar character. A broad and thorough course in Vocal Training and Elocution, is outlined in the Catalogue. It is the plan to endow the School, and a Committee of Trust is named, composed of leading citizens, to whom donations may be made. S. S. Curry, Ph. D., Snow Professor in Oratory Boston University, is at the head of the undertaking; and by permission of the Trustees has organized the School out of his private classes, although the School has no connection with the University. One hundred and twenty-nine students, from twenty-one States, thirty-six being college graduates, are already in attendance.

Modern methods of teaching have wrought no greater changes in any branch of study than in History. The old-time history-reading classes still lingers—it is to be hoped—only in the memory of the progressive teachers of to-day. Topical study and topical recitation has now almost entirely supplanted all other methods, and is attended with most satisfactory results. As an auxiliary to this plan of instruction, THE NORMAL BOOK CONCERN, of Ladoga, Ind., announces the issue of a book, known as UNITED STATES HISTORY OUTLINED. By C. M. Lemon. The work promises to be a complete, systematic topic list of U. S. History. Such a book will relieve the over-taxed teacher of much arduous work, and greatly aid the pupil. Orders will be filled by mail at 25 cents for cloth bound, and 15 cents for paper.

LONG LIFE AND HOW TO REACH IT, BY JOSEPH G. RICHARDSON, M.D. *Professor of Hygiene in the University of Pennsylvania, Membre Associé Stranger de la Société Française d'Hygiène.*

THE SKIN IN HEALTH AND DISEASE, BY L. DUNCAN BULKLEY, M.D. *Attending Physician for Skin and Venereal Diseases at the New York Hospital, Out Patient Department; Late Physician to the Skin Department, Demilt Dispensary, New York, etc.*

These two admirable little works belong to the series of American Health Primers, edited by W. W. Keen, M.D., *Fellow of the College of Physicians of Philadelphia.* This is a series of books designed to diffuse as widely and cheaply as possible, among all classes, a knowledge of the elementary facts of Preventive Medicine, and the bearings and applications of the latest and best researches in every branch of Medical and Hygienic Science. They are intended to teach people the principles of Health, and how to take care of themselves, their children, pupils, employes, etc. They are handsomely bound in red cloth, flexible, 50 cts. P. Blaikston, Son & Co., Publishers, 1012 Walnut Street, Philadelphia.

CRUCIAN, A SYMPOSIUM, By C. F. Gillingham, M.D., Los Angeles, U. S. This little work is a discussion, from the points of view of a number of intelligent representatives of various phases of American and English life and thought, of some of the great political and moral questions of the day. The style is fairly sprightly and the dialogue on the whole very well sustained. A. L. Bancroft & Company, San Francisco.

We have great pleasure in introducing to our readers a new translation of Pestalozzi's famous work, "LAONARD AND GERTRUDE." It is in some respects improved for English readers by being much abridged, although the story is thus necessarily more unconnected than in the original. We would recommend this book to all who take an interest in moral education:—Let it be first read as a story from which it will be possible to comprehend more clearly many of the peculiar ideas and springs of action of this great Educational Reformer, than can be done from a more scientific treatise. Then let it be perused more carefully as an allegorical picture of the good that can be wrought by one earnest worker even in an obscure village; when doubtless the reader will see many opportunities, even in these modern days, of putting in practice some of the lessons taught, although the plans themselves must necessarily be very different. It will also give the student of life much information in regard to a system of social life now almost extinct, even in Europe, and certainly not to be found on this continent, but which was a real life, existing just a century ago, and described by our Author as he saw it going on around him. LAONARD AND GERTRUDE by Pestalozzi. Translated and abridged by Eva Charming. Published by Messrs. Ginn, Heath & Co., New York.

The North American Review concludes its seventieth year with its June number. It never had so large a circulation, nor greater influence, nor a more brilliant staff of contributors. This number discusses seven topics of vital public interest by no less than fourteen eminent writers, not including the short contributions in "Comments." "Shall Silver be Demonetized?" is answered, pro and con, by three distinguished economists. Sumner, Laughlin and Walker, representing Yale and Harvard Colleges, and the Massachusetts Institute of Technology. "The Tariffness of Justice" is discussed by Judge W. L. Learned, and "Prohibition in Politics" by Gail Hamilton; "The Swearing Habit" by E. P. Whipple, and "French Spoilation Claims" by Edward Everett. The policy of the Roman Catholic hierarchy toward our Public Schools is assailed in a learned essay by a new polemic, Mr. M. C. O'Byrne, of North Carolina, and defended by Bishop Krane, of Virginia, with equal erudition. It is a most interesting double presentation of an impending issue. "How Shall Women Dress?" is answered by Charles Dudley Warner, Elizabeth Stuart Phelps, Dr. W. A. Hammond, Dr. Kate J. Jackson, and Mrs. E. M. King, the English leader of the dress reform movement.

Question Drawer.

ANOTHER DISCOVERY.

Suppose we have a scalene triangle whose sides may be 7.10 13; the area is a surd; a new triangle having the same perimeter (30) can be formed that shall have its 3 sides rational, and the area not only rational but greater than the given area. The discovery is practically useful. JOHN IRELAND, Fermoy.

Can you inform me where I could get a list of the "Teachers in Ontario." Is there such a thing published? W. H. E.

1. What biographies and works of fiction are best to read in connection with the Tudor and Stuart Period?

Can a set of pictures and maps be obtained in some connection, or for earlier history,—maps large enough to place before a class, e. g., a map by which the Hundred Years' War could be illustrated?

In connection with the pictures, if large ones are to be had, I would like information concerning portraits, pictures of buildings, and historical scenes.

Can you give any idea as to cost of obtaining these? M. M.

1. Are there Model Schools in Ontario for the special training of Separate School teachers, and if so, where?

2. Can Provincial certificates be obtained at such schools?

W. D.

Will Canadian History be required at July Entrance Examinations? J. T.

Can a teacher who agreed with trustees for four week's holidays at the beginning of the year, now take those authorized by the Minister of Education? S. N.

ANSWERS.

Seeing that you leave all practical questions to be answered by correspondents, I offer the following in reply to teacher's question, "How is the underlined word in the following sentence parsed? I lost that book of mine."

Such forms as these are to be considered idiomatic. The regular construction would be, "I lost that book of mine." Some say that "mine" is put for my books; but this explanation will certainly not apply to "That big mouth of his (mouths!)"

"Of me" used possessively would be intolerably harsh; and therefore for the sake of euphony we employ the illogical form "of mine." "Mine" is a personal pronoun, a possessive used for an objective. ANOTHER TEACHER.

W. H. E.—You will no doubt find what you want in the Annual Report of the Minister of Education. Apply to the Secretary of the Education Department.

S. N.—Yes. The amended Act of course over-rides all such arrangements. But as a matter of honor we should say that under such circumstances the teacher should at least get the consent of Trustees to the cancelling of agreement.

W. D.—The Provincial and County Normal and Model Schools are for the training of Public and Separate school teachers alike. Separate school teachers have to pass the same non-professional and professional examinations as other teachers, in order to obtain certificates.

J. T.—The last sentence of the following extract from the Instructions issued by the Department will be the official answer to your question:—

"History.—The outlines of English and of Canadian history: how England, Canada and Ontario are governed; the municipal institutions of Ontario—all as contained in a History Primer, to be authorized by the Education Department about August, 1885.

Until then, the examination on this subject will be confined, as heretofore, to the outlines of English History."

SOLUTION.

In the CANADA SCHOOL JOURNAL of the 19th March is my problem on the right-angled triangle; no correspondence on the subject has been received by me nor have I seen a JOURNAL since; hence, I offer a synopsis of the solution taken from my register of original problems:—

Let $x-2$ represent the quantity to be added to or taken from the base 2 and perpendicular 1 of the right-angled triangle, so that the two new hypotenuses shall be rational.

Then $(2+x-2)^2 + (1+x-2)^2 = 2x^2 - 2x + 1$, equate with $(q-1)^2$, whence $x = \frac{2q-2}{q^2-2}$. $\therefore x-2 = \frac{2q+2-2q^2}{q^2-2}$ the quantity represented.

$$\left\{ 2 - \frac{2(q+1-q^2)}{q^2-2} \right\}^2 + \left\{ 1 - \frac{2(q+1-q^2)}{q^2-2} \right\}^2$$

which must be made a square, equate it with $(5q^2 - 78q - 5)^2$. The equation stands thus:—

$$(4q^2 - 6 - 2q)^2 + (3q^2 - 4 - 2q)^2 = 25q^4 - 28q^2 + 12q^2 - 10q^2 + \frac{288q}{5} + 5^2. \text{ Assume } -64 = \frac{12q}{5} - 10q, \text{ so } q = \frac{177}{5}.$$

$40q + 52 = 2^2 \times \frac{177}{5} + \frac{177}{5}$, whence, $q = \frac{177}{5}$. $\frac{2}{5} \times \frac{177}{5} + 2 - 2 \times \frac{177}{5} = \frac{(177-2)}{5} = -\frac{175}{5} =$ quantity sought. $\left\{ 2 + \left(-\frac{175}{5}\right) \right\}^2 + \left\{ 1 + \left(-\frac{175}{5}\right) \right\}^2 =$ square;

or $11716^2 + 6837^2 = 13565^2$, rejecting square of the denominator.

Also $(2 + \frac{177}{5})^2 + (1 + \frac{177}{5})^2 = \frac{177^2}{5^2}$, the first hypotenuse is $\frac{177}{5}$; second, $\frac{177}{5}$; bases are, $\frac{177}{5}, \frac{177}{5}$; perpendiculars are, $\frac{177}{5}, \frac{177}{5}$.

The process is greatly abridged and possibly it will not be clear to every one. JOHN IRELAND, Fermoy.