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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1875.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction, Quebec.

Recommended by Chief Superintendent of Education, New Brunswick.

Recommended by Chief Superintendent of Education, Nova Scotia.

Recommended by Chief Superintendent of Education, British Columbia.

Recommended by Chief Superintendent of Education, Manitoba.

Recommended by the Chief Superintendent of Education, P. E. Island.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

NOTICE TO SUBSCRIBERS.

In view of the "Canada School Journal" being published as a weekly paper on and after January 1st, 1885, we have decided to accept no more subscriptions at the old rate of one dollar. Those whose names are then on our mailing list will be supplied with the "Weekly Journal" in lieu of the Monthly without additional charge until the expiration of their subscription. See our terms for the Weekly "Canada School Journal."

THE SUPERANNUATION FUND.

One of the most important educational questions to be submitted to Parliament will be the future of the Teachers' Superannuation Fund. It has been currently reported that important changes are to be made, and it is said that in some respects these changes will not be in the interests of the teaching profession. We are not in a position to state what the Minister of Education intends to do in regard to this question, but we have reason to believe that the following are among the proposals likely to be submitted to the Legislature:

1. That no payments towards the Superannuation Fund be allowed in future.
2. That teachers shall not be allowed in future to pay arrears for the time they taught before 1871.

These questions are of great importance to those teachers who intend to devote their lives to teaching. If the teachers themselves acknowledge by their indifference that they are not

anxious for the continued existence of the fund, our representatives in Parliament may well be excused for doing away with a large annual expenditure in favor of those who have grown old or who have become physically disabled in the profession. We are of opinion that a provident fund should be continued. We do not like the word "superannuation"; it savors of charity. It is surely possible to establish such a fund on an equitable basis. There are three fundamental principles which should be incorporated among the rules for maintaining this fund:

1. The Government should make an annual grant in its favor, based on the actual number of teachers engaged in the province.
2. All teachers, male and female, should pay a minimum sum of say four dollars per annum.
3. Teachers should be allowed to pay more than four dollars each year within certain limitations.

The principle of Government aid has already been granted. The plan proposed would make it as nearly as possible a fixed rather than a variable amount. This would relieve the Government from any fears regarding the possible increase of the demands of the fund to an alarming extent, and it would also enable the teachers to calculate accurately the amount which they would fairly be entitled to receive.

The payment of four dollars per annum by all teachers would simply be a tax or fee connected with the position of a teacher. It would not be unfair to female teachers, as they would, if they continued in the profession, be entitled to the benefits of the fund. It must also be remembered that the very large number of female teachers entering the profession and offering to teach at such low rates, must reduce the salaries of male teachers, and thus prevent their making proper provision for the future. As a larger percentage of women than of men leave the profession, the payments by all teachers would be to the advantage of the fund.

The principle of allowing the payment of more than four dollars per annum by those who wish to provide more fully for their declining years or for ill health seems to be perfectly just. It would induce a habit of thrift and relieve the teachers from all anxiety incident to the investment of their surplus funds in the ordinary securities. A man would feel safe when he had the Government for his bankers.

With regard to the payment of arrears before 1871, we hold that it would be a gross breach of faith for the Government to withdraw the privilege without giving due notice of their intention to do so.

We urge teachers in convention and in other ways to make themselves heard, and to endeavor to secure what they believe to be their rights, and we will be glad to receive for publication in the JOURNAL short communications bearing on any phase of the question.

S. D. POPE, Esq.

CHIEF SUPERINTENDENT OF EDUCATION, BRITISH COLUMBIA.

It gives us pleasure to observe that another Ontario teacher has made his mark abroad—this time in the person of Mr. S. D. Pope, who has lately been appointed Chief Superintendent of Education for British Columbia.

Mr. Pope is a native of Ontario, having been born in the county of Hastings in 1843. He graduated at Queen's, by special dispensation, at the very early age of eighteen, after a brilliant university career, and was styled "The Boy Bachelor."

After some solicitation on the part of the trustees, he accepted the headmastership of what was then called the United Grammar and Common Schools of Stirling, Ont., which position he filled with much acceptance for three years, when he became desirous of seeing the Far West. Resigning the situation, he finally settled in Oregon, where he married. Here he remained for twelve years, after which he removed to his adopted province.

It could not be expected that the highest positions would open to him at sight, and the reverse was the case; but while the discouragements were many, as is the case in every new country, and facilities for enjoyment and comfort few, yet that same determined perseverance that was evinced during his university course carried him on, and in the short space of eight years we find him at the head of the educational affairs of our noble sister province.

In laying the foundation for a wise educational system he will have many difficulties to contend against and numerous discouragements to meet, not to speak of numberless attacks by opponents of reform and advancement; but we trust that with a stout heart and strong hand, such as were displayed by our late lamented chief, Dr. Ryerson, whose fame is in even his enemies' mouths, the cause of education will continue to advance until British Columbia can boast of educational advantages inferior to none in our fair Dominion.

We wish Mr. Pope continued success, and congratulate him on his well-deserved promotion to so distinguished a position. The field before him "is white unto the harvest," while the position is pregnant with responsibility, for the educational well-being of so great a country is no easy burden to bear.

WOMEN IN UNIVERSITY COLLEGE.

The Educational *Monthly* evidently regards with a very unfavorable eye the admission of women to Toronto University College. Three female students and a matron are, according to the *Monthly*, all that the movement has to show for the disturbance created. Our contemporary is of course entitled to its own opinion as to the expediency of admitting women to the Provincial College, but there is no excuse for its misrepresentation of the facts of the case. Instead of three there have been seven women in attendance during the greater part of the present term, and this number will be increased to at least eleven after the Christmas holidays. In view of the fact that the announcement of the opening of the College to

women was made on the first of October, the first day of the session, the number of female students is surprisingly large.

Not less so is the high average of their academical standing. There are three in the fourth year, one taking the honor work in classics, and the other two in modern languages. There is one in the third year, taking the honor work in modern languages and mental and moral science. There is one in the second year, taking honor work in natural science and in mental science, and of the two in the first year one takes honor work in mathematics and modern languages. Those coming in next term will probably keep up this high average. In point of fact, therefore, the women who have availed themselves of the advantages afforded by the changed, and now liberal policy of the Government and the College Council, are of a more than usually intellectual type, and their future standing will no doubt be such as to reflect credit on themselves, their sex, and the institution.

It is gratifying to be able to bear the most unreserved testimony to the perfectly unexceptionable conduct of the young men who have hitherto had a monopoly of University College. They have been quietly courteous and gentlemanly, as those who knew them best expected they would be, and there is not the slightest ground for the fear that they will ever be anything else. If there were on the part of individuals here and there a disposition to act otherwise they would soon find themselves sharply dealt with by the sound public opinion of the students generally.

The *Monthly* seeks to create a prejudice against those young women who have sought for and obtained leave to attend lectures in University College, and urges the erection of a separate institution for such women as may desire a university training. To this latter proposal no one offers any objection, but under existing circumstances it is asking too much of women who are willing to attend the Provincial College to require them to wait for the establishment of one for their special use. Those who believe in such a college are at liberty to work for it and wait for it. But while they are agitating for what they want they must be taught that people as intelligent and respectable as they are, are not to be sneered at with impunity because they choose to avail themselves of educational facilities already in existence. It is safe to assert that if separate lectures were given to women in a separate college, few, if any, of those now in University College would go to hear them, on account of a very natural and probably well-founded impression that for university purposes the lectures delivered in University College were superior to those delivered anywhere else.

THE SCHOOL LAW OF ONTARIO.

It was a matter of current report, when the health of the Hon. Adam Crooks gave way a few months ago, that he had for some time been engaged at the task of consolidating the various Education Acts, probably with amendments. The last consolidation was made in 1877, when the general statutes of the Provincial Legislature were revised. Since that time several changes have taken place in the school law, and it would be of great convenience to the public if the Hon. G. W. Ross would

revise the whole of the enactments, consolidate them with such new amendments as might be found expedient, and then give the public a rest for a few years in the matter of educational changes. We have had too many of them altogether in the past. Better sometimes leave an obvious but insignificant defect unremoved than by frequently tinkering at the law make it impossible for the great body of the public to know it, and thus render its administration uncertain and defective.

There are, however, some amendments to the Education Acts so obviously necessary in the public interest that every one who has paid any attention to their working can think of them for himself. One of these is the repeal of the well-known section which makes the amount of school expenditure discretionary to a large extent with municipal councils. This section should never have been enacted. Under the law as it was for a quarter of a century no wrong had ever been done, and great progress had been made in the material development of our public school system. It is safe to say that if the present objectionable restriction on the powers of school boards had always been in the Act, the Province would to-day be dotted over with school houses which, instead of a credit to the people would be a deep disgrace. There is no need for the restriction. Members of school boards, elected for the performance of specific duties in that capacity, are better judges of the amount the educational service of a district should cost than are the members of a municipal council elected for other purposes altogether.

A change in the time and manner of electing public school trustees in towns and cities is also greatly needed. At present they are chosen by wards, one trustee being elective for each ward each year. For this should be substituted the election of, say, one-third of the board each year by the vote of all the ratepayers in the municipality, giving each ratepayer as many votes as there are trustees to be elected, and allowing them to cast them all for one candidate, or divide them amongst several candidates at his own option. This is the plan adopted in the election of the celebrated London School Board, the result being the most efficient administrative educational corporation in the world. Under the present system the calibre of the average school trustee is apt to be extremely small; under the London system the reverse is the case. It would be impossible under our ward arrangement to secure the election of eminent educationists as members of school boards, and yet there should be some of them on these bodies if they can be induced to serve. In London it is a common thing to find men like Prof. Huxley chosen year after year by a more popular vote than our mode of election contemplates. The London School Board has always a few women amongst its members. This is a most desirable arrangement so long as we have female ratepayers, female teachers, and female pupils. Under our system a woman might as well expect election to Parliament as election to a school board.

Even if so fundamental a change does not commend itself to the minister he ought to change the date of the school election in towns and cities so as to enable the ratepayers to elect school trustees on the same day as municipal councillors. With

the dates as now fixed the public cannot be induced to take any interest in the election of school trustees. They will not turn out to vote after having voted so short a time before. Let us, if we can have no more, have at least the privilege of the ballot and the synchronizing of school and municipal elections.

Another change very urgently required is in the composition and mode of appointment of high school boards in cities and towns separated from county municipalities. At present the Municipal Council appoints two trustees each year, the board being made up of six members. It would be much better to make high school trustees, like public school trustees, elective by the people, but if this is not done the number should be increased where the population is large. There are always to be found on boards certain members who cannot be induced to take an active interest in the work of school management, and the present mode of appointment, coupled with the smallness of the number of members, is apt to throw the management into the hands of unworthy cliques. In a city of a hundred thousand people a school board of six members appointed by the Municipal Council is utterly inadequate.

There are other matters that well deserve the Minister's attention, though we cannot discuss them fully here. The inequalities in the school burdens of ratepayers in large and small sections have long called for some remedy. The most effective one, apparently, is the formation of township school boards, and as this form of administration is very desirable on other grounds it would be well to inquire whether something cannot be done to secure a more general substitution of townships for sections of townships as the school unit. Perhaps it may be found possible and advisable also to legislate for the encouragement of longer engagements between teachers and school boards, and for the erection in rural sections of residences for teachers. Any improvement that can be effected in either of these directions will be a boon to the teacher and tend to improve the working of the school system.

NORMAL MUSIC COURSE.

In our last issue we noticed a few of the many faults to be found with the First Reader. Our space this month permits of only a short notice of the Second Reader, but we shall again refer to it. This book is intended for advanced pupils attending the Grammar Schools. How far it is suitable for such a class remains to be seen. Several of the objections urged against the First Reader lie equally against this.

1. The preface announces distinctly that the music of this book is all the product of Mr. Tuft's brain. However good it may be, it is fair to suppose that a collection of the gems of children's songs, selected from many writers, would be far preferable, not only as to intrinsic excellence, but in respect of interest and variety. It is always a valid objection to the exercises written by a teacher upon the blackboard that they are in his own peculiar style, and that the pupils are in too narrow limits if they are confined to them exclusively. How much stronger the objection, when an entire book, designed to cover five years of school life, is filled with the productions of one pen.

2. Frequent disregard of the laws of form in the construction of the exercises. See Exs. 9, 15, 75, 77, 121, 210, and

213 and others. This book is less faulty in this respect than the first, however.

3. The early exercises wander too far from the fundamental harmonies and from natural progressions to be most largely useful in training the musical perceptions. There is an effort to bring in all kinds of progressions, whether they make sense or not.

4. There is here again a great quantity of very dry exercises without any very definite aim. For instance, pages 8, 9, 10, and 11 are filled with short scraps of study, in four kinds of time and a dozen forms of measure. The practical summing up of all this naturally to be looked for, appears on page 12, in one song in common time, "There was a piper had a cow"; and the succeeding pages are padded in the same way with quantities of exercises that lead to nothing in particular.

5. The author tries to raise the wind again by printing his peculiar version of the time-name business under the names of all the one part lessons. This way of using time-name will prove a hindrance rather than a help. The bones of the French inventors would turn in their coffins to hear it.

6. Mother Goose is kept before us again in this book, even to the last year of the Grammar School, see page 205. Our new lights in the world of musical education for children take a good deal of stock in Mother Goose. Many things which are not from that estimable volume of poetry are about on the same level. All those about "My baby in my arms," "Who's been kissing our baby?" "Baby in a cradle," "Sleep, baby, sleep," &c., &c., will be very interesting to the boys doubtless. There are some songs with very appropriate words, but it is singular how large a proportion of these have *only one verse*. "The fount—the fount is dry."

7. The old claim that H. E. Holt *alone* has been able to apply to music "the true educational principle of instruction already known to the best teachers in other directions" is again made in the preface, apparently without a blush. Nothing like cheek. Who-e microscope can find anything in the book to justify such a claim as this?

8. The preface alludes to the fact that questions and answers are wholly omitted. This is a wise omission, if they were to be anything like the statements on page 211; for example, "A sharp raises the note a semi-tone." Look at the note and see it rise when a sharp gets before it.

NOTES AND COMMENTS.

We are pleased to notice that Mr. John Henderson, M.A., for many years past assistant principal of the St. Catharines Collegiate Institute, has been appointed to the position of head master of that popular institution. We congratulate Mr. Henderson upon his appointment, and bespeak for the Institute continued success under his *regime*.

Mr Ruskin's idea of education runs somewhat as follows: Every parish school to have garden, playground, and cultivatable land round it, or belonging to it, spacious enough to employ the scholars in fine weather out-of-doors. Attached to the building a children's library, in which the scholars who care to read may learn that art as deftly as they like by themselves, helping each other without troubling the master; a sufficient laboratory always, in which shall be specimens of all common elements of natural substances, and where simple chemical, optical, and pneumatic experiments may be shown, and, according to the size and importance of the school, attached workshops, many or few but always a carpenter's, and first of those

added in the better schools, a potter's. In the school itself, the things taught will be music, geometry, astronomy, botany, zoology, to all; drawing and history to children who have the gift for either; and, finally, to all children of whatever gift, grade, or age, the laws of honor, the habit of truth, the virtue of humility, and the happiness of love.

C Carlyle says: "If we think of it, all that a university or final highest school can do for us, is still what the first school began doing—teach us to *read*. We learn to read in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manners of professors have done their best for us. The true university of these days is a collection of books."

A superintendent should be as vigilant in discovering the *good* work as in detecting the *bad* work of the teacher, and commendation should be wisely given whenever deserved. Just commendation is a duty, as well as just criticism, and frequently the influence of the approving words will be far more useful than words of censure. Reticence, in cases where the reasons of approval or of disapproval are positive, will not tend to inspire teachers with proper confidence in those who oversee and direct. In short, the supervision should be so administered that teachers will feel that *their* interests and those of the pupils and the superintendent are inseparable; yet the fact that the schools were established, and are to be carried on for the benefit of the pupils, should be most prominent in their management.

—N. A. Calkins.

"OUGH."

SOMERVILLE JOURNAL.

The plowboy whistled behind his plough
For his lungs were sound, and he had no cough;
He guided his team with a pliant bough,
And watered it well at the wayside trough.

The toil was hard, for the land was rough—
It lay on the shores of a Scottish lough—
But his well-fed team was stout and tough,
And he plied his bough to flank and hough.

He ploughed all day, and the crow and cough
Flew around his head, though he oft cried shough
But his plough at last struck a hidden sough
With a force that sent the share clear through.

Then the team took fright and ran of with the plow,
With the speed of the wind from the plowboy, though
He shouted "Whoe!" and into a slough
It plunged where the mud was as soft as dough.

The plowboy wept, for the wreck was thorough;
He fled that night from the farm to the borough.

The more a diamond is cut the brighter it sparkles, and in what seems hard dealing God has no end in view but to perfect His people's graces.—*Dr Gutrie*.

$$\therefore (a) \frac{z}{a^2 - b^2} + (b) \frac{x}{b^2 - c^2} + (c) \frac{y}{c^2 - a^2} = (a) + (b) + (c)$$

\therefore by inspection $x = b^2 - c^2$, $y = c^2 - a^2$, $z = a^2 - b^2$ will satisfy the equation and reduce it to an identity, and these values are easily verified on trial.

7. (a) Book-work. (b) Let a, β, K, p be the respective roots.
 $\therefore a + \beta = m - a$, $a\beta = b^2$; $K + p = b - m$, $Kp = a^2$ and $a - \beta = K - p$.
 Take $1 + 5$ and $1 - 5$ and $4a\beta = (m - a)^2 - (K - p)^2 = 4b^2$. And from 3 and 4, $(K - p)^2 = (b - m)^2 - 4a^2$. Substitute in the last equation and $5(a^2 - b^2) = 2m(a - b) \therefore \&c.$

8. Clear of fractions and we have to show that
 $(a - b)(1 + ca + bc + abc^2) + anl = (a - b)(b - c)(c - a)$
 i. e. $(a - b)(ca + bc + abc^2) + anl = \dots$
 or $(ac - bc)(a + b + abc) + anl = \dots$
 i. e. $(ac - bc)(a + b) + anl = \dots$
 or $c(a^2 - b^2) + anl = (a - b)(b - c)(c - a)$ which is true, $\therefore \&c.$

2ND SOLUTION.—Nr. of sum = $(a - b)(1 + bc)(1 + ca) + anl + anl$.
 $(a - b)(b - c)(c - a)$ is one factor of three dimensions, since the sum vanishes for $a = b$, $b = c$, or $c = a$. We may expect another factor of 2 to make up the required 5 dimensions. Hence put
 $(a - b)(1 + bc)(1 + ca) + anl = (a - b)(b - c)(c - a) \{K(a^2 + b^2 + c^2) + Q(ab + \&c)\}$

—See HANDBOOK, p. 229; CANADA SCHOOL JOURNAL, May No., p. 104.

Putting $c = 0$ and reducing we have
 $1 = K(a^2 + b^2) + Q(ab)$; \therefore Numerator = $(a - b)(b - c)(c - a)$ only.

9. (1) $I \div II$ gives $\frac{x^2 - xy + y^2}{xy} = \frac{a}{b}$
 $\therefore (x - y)^2 \div (x + y)^2 = \frac{(a - b)^2}{(a + 3b)^2}$
 $\frac{x + y}{x - y} = \sqrt{\frac{a + 3b}{a - b}}$
 $\therefore x \div y = \{ \sqrt{a + 3b} + \sqrt{a - b} \} \div \{ \sqrt{a + 3b} - \sqrt{a - b} \} = m$, say,
 $\therefore x = my$. And from II, $y = \beta^2 b \div \beta^2 (m^2 + m) \&c.$

(2) $\frac{(x^4 - y^4)(x + y) \div (x - y) = a}{(x^4 - y^4)(x - y) \div (x + y) = b} \} I.$
 $\therefore (x + y) \div (x - y) = \sqrt{a} \div \sqrt{b} = m$, supposo. (A.)
 $\therefore x + y = (m + 1) \div (m - 1)$; $x = y(m + 1) \div (m - 1)$

Substitute this value for $x \&c.$
 Or, add and subtract I & II and put $y = zx$.
 (3) Cube by formula, p. 11, TEACHERS' HANDBOOK, and then
 $\sqrt[3]{x - \sqrt{2}} = 0 \therefore x = \sqrt{2}$, one solution.
 Also $3\sqrt[3]{x + \sqrt{2}} = -\sqrt{2}$, $\therefore x = -\frac{2}{3}\sqrt{2}$.

10. (1) $S = 1 - \frac{2}{m} + \frac{1}{m^2} - \&c.$; $S \div m = \frac{1}{m} - \frac{2}{m^2} + \&c.$
 $\therefore S(m + 1) \div m = (m - 2) \div (m - 1)$, and $S = m(m - 2) \div (m^2 - 1)$.
 (2) $S = 1 + 3 + 7 + \&c.$, $2S = 2 + 6 + 14 + \&c.$
 $\therefore 2S - S = -1 - 1 - \&c.$ + $(2^{n+1} - 2) = 2^{n+1} - (n + 2)$.

(3) Put $n = 1, 2, 3, 4$ respectively and we get the series req'd,
 $\frac{3}{2}, \frac{15}{8}, \frac{33}{8}, \frac{63}{8}$.
 11. $(n + 1)(n)(n - 1)(n - 2) + \dots = 9(n)(n - 1) + \dots$
 $(n + 1)(n - 1) = 108 = (11 + 1)(11 - 2)$, $\therefore n = 11$.

12. $(1 + x)^n = 1 + nx + \&c. + x^n$, where n terms contains x
 \therefore there are $n + 1$ terms altogether.
 (1) $(1 - x)^{-3} = 1 + \frac{2x}{3} + \frac{2 \cdot 5 \cdot x^2}{|2 \cdot 3^2} + \frac{2 \cdot 5 \cdot 8 \cdot x^3}{|3 \cdot 3^3} + \frac{2 \cdot 5 \cdot 8 \cdot 11 \cdot x}{|4 \cdot 3^4} + \&c.$
 ANS. = $110x^4 \div 243$.
 (2) The $(n + 1)^{th}$ = middle term, since $2n$ is even.
 This term is $\frac{|2n}{2} x^n$, which is reducible to
 $1, 3, 5, \dots, (2n - 1)2^n x^n \div |n$.

Read carefully the Prospectus of the Canada School Journal Printing and Publishing Company. Do not hesitate to take shares. The investment is profitable and secure.

Communications.

To the Editor of the CANADA SCHOOL JOURNAL.

DEAR SIR,—Your criticisms in the October number of the JOURNAL, on the First Reader, Normal School Course, have given satisfaction to myself and many of my friends, for we feel that the book is not an improvement on the system of school music in use before.

The songs we have been accustomed to were of an elevating and refined nature, containing moral or patriotic sentiment, and we feel the subject has degenerated in the new books, which abound in trashy stuff such as "Mother Goose," and "Nursery Nonsense." I cannot see the force or benefit of instructing my pupils in that class of songs. It may be considered pardonable in a book arranged for very young children who have to be taught by rote, but when the same kind of matter is introduced into the Second Reader—a book for advanced pupils—I consider it, to say the least, unsuitable. I hope you will notice this point in your next issue, together with other palpable faults.

Surely in the wide range of appropriate school songs something better could be found for Grammar School pupils than the one on page 12, Second Reader:—

"There was a piper had a cow,
 And he had naught to give her,
 He pulled out his pipes and played her a tune,
 And bade the cow consider.

"The cow considered very well,
 And gave the piper a penny," &c.

Equally edifying with the above is the song on page 67:—

"Tom he was a piper's son,
 He learned to play when he was young;
 But all the tunes that he could play
 Was 'Over the hills and far away.'"

These are two instances out of quite a large number of wishy-washy songs which it is quite ridiculous to expect pupils who have long since quitted Babydom to sing with taste or even to learn.

I cannot see that the Problem of Singing at Sight is any nearer being solved now than it was before. It may be learned from the "Normal Music Course," but certainly it will take harder study and longer time than can be devoted to it in our schools. The Tin-tin-ting alone would occupy all the time we can spare, and it will require no small diligence on our part to learn that new language—evidently elementary Fiji. Yours, etc.,

CITY TEACHER.

Special Articles.

SOME WAYS TO ELEVATE THE TEACHERS' PROFESSION.

BY H. MER B. SPRAGUE, PH. D.

I. We should, perhaps, reverence more highly our calling. We should be more keenly alive to the fact that the most vital interests of any community is the right education of the young; that the greatest service that can be rendered to a child is to train him up in the way he should go; and that the five or six hours a day in school give the instructor a greater opportunity than the minister, or even the average parent possesses.

II. Teachers should make themselves more worthy of respect, fitting themselves with the utmost care and with endless painstaking for their work. This involves, among other things, a higher standard than now of the following requisites:

a. General intelligence on the part of the instructor. Something of everything, or, at least, something of many branches of knowledge, he should know. Therewith should come greater breadth and a better perspective.

b. A clear conception and steady view of the results to be aimed at in the training of a child.

c. Mastery of the special subjects taught. On every side the teacher should stand on a vantage-ground, able to construct, off-hand, from his own brain, a sufficient text book, and able, like the best German instructors, to dispense with text-book altogether during recitation.

d. Skill in conducting class exercises. This involves tact, quickness, avoidance of errors, daily planning, daily study by the teacher. For ten, twenty, or even thirty years, the best lawyer, clergyman or physician is growing more expert. It must be so with the true teacher; every school performance by him should be a work of art, adding new skill, and revealing more and more the hand of a master-workman.

e. A hearty love of children, and an intense delight in seeing them grow day by day in grace, in knowledge and in strength. Without this love and joy, this great condition and rich reward of success; the teacher has mistaken his calling. With them, however lofty the ideal, there will be no impatience toward the weak and erring, no sarcasm in his wit, no ridicule in his humor; cheerfulness, courage and hope will rise into inspiration.

f. Health of body and soul on the part of the teacher, in order that there may be tenderness without morbidness, firmness without undue severity in dealing with the pupil. Religious consecration, taking hold of every fibre of the teacher's nature, is the indispensable basis.

III. In aid of this self-improvement the literature of the profession should be in the instructor's hands and on his library shelves. The works on education, now within reach, are already rich in the fruitage of deep thought and wide experience. Some of the educational newspapers and magazines are valuable. They cannot be neglected without loss. The work that is going on in school and college, the successes and failures of the many experiments that have been tried, the biographies and systems of the great educators, ought to be in some good measure known to every teacher of long experience.

IV. Teachers should regard their occupation not as collateral, incidental or temporary, but as central and permanent; not as a convenience or a stepping-stone, but as a life-work.

V. They ought to combine for mutual improvement, mutual cheer and mutual aid. Teachers' clubs; town, county, state, national associations; teachers' insurance companies; the American Institute of Instruction; such organizations should be fostered, their membership increased, their meetings attended and made more useful. In all proper ways an *esprit de corps*, earnest, yet never degenerating into clannishness, should be promoted. Teachers, above all other men, need to look each other in the face and see how strong they are if they will but pull together. To hold one's self aloof from these gatherings, to be a sort of *illetes*, argues conceit or selfishness, or ignorance sadly at variance with the essential spirit of the profession.

VI. Teachers should be alive to their social and civil duties, and disposed, modestly, yet bravely, to maintain their rights; not afraid to take sides on any question that divides the community; having an opinion and ready to maintain it, a vote and ready to cast it. There is hardly a more pitiable spectacle than a teacher too stupid to know, or too selfish to care for, or too cowardly to assert the just claims of his country, his party or his religion. Here should come a quiet but sleepless vigilance, industry and adroitness in elevating

public sentiment on school matters, in securing the best men as members of school committees, and in shaping school legislation so as to honor God and bless mankind.

VII. As in the preceding, teachers should cherish such a high sense of honor as will not submit tamely to unjust aspersions upon their profession, nor to unfair treatment of any of their number by those in authority over them. It may not at all times be wise to speak out; but when their vocation, or their fraternity, or any one of their number, is publicly slighted, or disparaged, or wronged,—whenever action is taken that appears to be based upon the theory that teachers, as a class, are untrustworthy or incompetent, or pachydermatous,—they should somehow make the perpetrators feel that this thing is not to be done with impunity, and make the public aware of their indignation. Through the newspaper press, or through some high-minded official, or by resolutions published to the world, or otherwise, according to circumstances, the professional honor and rights should be vindicated.—*N. E. Journal of Education.*

COL. PARKER'S NORMAL SCHOOL.

BY MISS EDNA REED.

In the second grammar room the children have been studying the Battle of Bunker Hill. A half-hour in the library one morning gave the class an opportunity to compare different pictures, maps, etc., and they were encouraged to take out books and study the subject at home. They have talked and read in the class, bringing in all the incidents and anecdotes they had gathered, and making black-board sketches of the scene of the battle. The children have ornamented the boards with colored flags, both British and American, and their drawing teachers say every one is anxious to draw flags, soldiers and breastworks.

They are to take the next lesson in the moulding room. The peninsula of Charleston and Boston will be made in sand on the moulding-board, and meanwhile the boys and girls are making soldiers out of red and blue pasteboard, also ships to put in the harbor, and a rail fence. The commanders have been chosen on each side, and will erect the defences and place the men, subject to the criticism of the soldiers. Uniforms and guns will be described. Each child will then draw on the board a map of the region, locating the principal points on the battle-field. Finally each child will write an account of the battle as he has been led to see it.

In another class the children are reading "Seven Little Sisters"—a book describing seven little girls living on different parts of the globe, their mode of life, and their surroundings. The teacher makes a model of each little girl's house, and places it before the pupils for them to draw. The models are made of cardboard, and the lively imaginations of the children supply whatever is lacking. A camel is seen patiently standing in front of the Arab's tent, and a span of dogs by the hut of the Esquimaux.

Another class is using Scribner's Geographical Reader. The subject under discussion was the manufacture of silk. The silk-worm and the cocoon were exhibited to the pupils, also the silk as it is wound from the cocoon. The teacher gave a short explanation of how silk is manufactured. It is better, when circumstances permit, to refer the pupils to the book, paper, or magazine from which the desired information may be obtained, and request them to report at the next lesson upon the subject. Five minutes' reading in the class, that will result in twenty-five minutes' reading at home, with a worthy purpose, is better than half an hour's reading in the

class and none at home. The right habit is the important thing to be gained.

Another class is reading "Little People of Asia." The subject was Turkey, and the way the little Turks are dressed. A doll, provided by the teacher, was taken home by one of the pupils to be transformed into a Turkish baby. The position assumed by the Turks in prayer was shown by the pupils, and the whole lesson made objective.

In another room a class was at work upon long measure. The foot-rule and yard-stick were used. The teacher drew upon the board an equilateral triangle. The pupils measured this figure, and found it to be twelve inches, or one foot, on each side. One of the pupils now wrote upon the board, 12 in. = 1 ft., as the beginning of the table. The teacher then asked the question, "How many inches around the triangle?" After measuring, it was declared to be thirty-six inches, or three feet. The yard-stick was next measured by the pupils, and found to be three feet, or one yard long. A pupil then wrote upon the board, 36 in. or 3 ft. = 1 yd.

The teacher gave this example: Eleven yards equal two rods: how many yards in one rod? The pupils measured off eleven yards on the floor, and discovered one rod one-half of eleven yards, or five and a half yards. $5\frac{1}{2}$ yds. = 1 rd., was then written upon the board. The class all worked together, and discovered step by step the table of long measure. The children seemed delighted with the lesson, and with the series of lessons which followed. The children like to do for themselves, and were greatly pleased and interested in making practical measurements.

In another class the pupils were engaged in mastering dry measure. The pint, quart, half peck, and peck measures were in use. A paper bag filled with bran was placed in the corner on sheets of paper spread out upon the floor to catch any bran that might be spilled. As soon as it was decided which was the pint, quart, and peck measure, such questions as these were asked: How many pints in a quart? A pupil filled the quart measure from the pint measure. Then the sentence, two pints makes one quart, was written upon the board. After this they found the number of quarts in a peck, and that was written on the board, and so on through the table. One of the weak pupils quite redeemed his reputation by performing the actual measurements in a careful, and thoughtful manner. After finding how many pecks in a half-bushel, the teacher asked, How many pecks in a bushel? The hands came up, and the bright eyes gave token of the clear seeing, for they had no bushel measure. After a course of ten or twelve lessons had been carefully given, the class was able to continue work in dry measure, changing from one form to another without difficulty. The little girl who discovered that the number of pints in eight quarts and the number of pints in one peck were the same, seemed very happy. The class worked steadily for many lessons upon dry measure with intense interest. Two boys were so pleased with their new number lessons, that they came every morning to ask the teacher if they might be allowed to bring the materials from the basement.

Lessons in honesty and neatness were also taught, for the teacher insisted upon exact measurements, and pouring the bran from one measure to another, training the hands to careful work.

A number lesson was given by Mr. L—— to a class of five pupils. The work was with different colored sticks, two inches in length. The children were told to close their eyes to tell how many sticks were given them, which was an excellent plan, as it cultivated the sense of touch as well as that of sight. They were taught one-half of four, one half of three; told to take enough more sticks to make six, and to find one-half of six, one-third of six, etc. The leading was so carefully done that the children discovered everything for themselves.

The class added to the six sticks one-third more, when they had eight. They found one-half of eight, telling each time what they had done in full sentences. They took one more stick, and then found one-half of nine sticks, by breaking one of them; one-third of nine was developed. There was a smoothness and unity about the lesson that was beautiful.

The children worked steadily and quietly, and seemed to get a certain fixed power from the manner of the teacher. He took time to let them think, and, what was very charming, he did not disturb them with useless questions when their little minds were engaged with the thing they were working out. The teacher had thought out his subject with reference to the growth of each child, and there was a regular order of steps by which those children were being strengthened in character by the example of the teacher, and in mind by their own exertion.

The drawing has been for some time in straight lines, but lately models made from cardboard have been placed before the classes. In one class it was refreshing to see the interest with which they went to work to draw. There is something about a house, a tent or anything of that kind, that gives a stimulus to the imagination never gained from simple geometrical figures. While the teacher was careful to train their eyes by having them draw the house as correctly as possible, she allowed them to add whatever their imaginations suggested, as trees, fences, etc. Criticisms were always made on the side of utility. For example, if the doors or windows were crooked, the child was asked how it would like to live in such a house; or, if the chimney leaned to one side, what would be likely to happen to it if the wind were to blow hard.

Miss Speer, of the Primary Department, said: A young teacher once said to me, "I like teaching, but I cannot govern my children." Why not? "Oh, they are doing all kinds of mischief, and are continually troubling me. I really dread going to school some days." I watched her at her work, and found that she actually had a dread and fear that the children would do or say something that would show her weakness. I told her next day that she was showing the children that she was weak, and they were taking advantage of it, and advised her to go before them with such a strong, self-reliant manner as to impress on them the idea that she had an immense amount of reserve power, and that she should act with promptness and decision whenever there was necessity for it. "But," she said, "I am not strong physically; almost every pupil in the class has more strength than I have." "So much more need for you to appear strong," said I. After considering the matter, she did as I suggested, and in time had a well disciplined school, and as she had a love for teaching, became a first-class teacher. She did not practice any deception upon her pupils, but was continually cultivating in herself the habit of self-reliance.

A child said to one of the practice teachers, in answer to a question as to whether her teacher was strict or not, "Yes, she is; that is why I like her. I hate a slimpsey teacher."—*Texas School Journal*.

INDUSTRIAL TRAINING.*

By Industrial Training I mean anything that will tend to enable the hand to represent more accurately in material form the thoughts of the mind. I accept as axioms the following statements: 1. It is possible to train the muscles of the fingers, the hand, and arm, to an almost unlimited extent. In other words, manual dexterity may be cultivated. 2. It is easier to train the hand of a child than that of an older person, and therefore: 3. The sooner the industrial training of a child begins, the more perfect will be his development.

I. If it be granted that the hand may be trained, the next question to settle is, should it be trained in school? To this question I answer "Yes," for the following reasons: 1. Because the muscles of children are more susceptible to training than those of older people: 2. Because the more extended use of the hand as a means of promoting real mental growth is in harmony with the foundation principles of education. "Children learn by doing" is a principle that admits of a much wider application than has yet been given to it. The hand is the agent of the mind, and forms one means by which the mind acquires knowledge, and makes the results of its thinking take a visible form. The hand acts only as it is directed by the mind. Before a child goes to school he has been learning more rapidly than he ever does afterwards. He has been learning through his activities, by doing and chiefly by doing with his hands. He has experimented indefatigably and almost incessantly with the vast quantity of material with which his Creator has surrounded him in nature. He has constructed an endless variety of things with the available building material at his disposal, sand, stones, sticks, etc.; he has broken his toys, when his parents have been foolish enough to give them

* A paper read by Mr. J. L. Hughes, Inspector of City Schools, Toronto, at the Ontario Provincial Teachers' Association, August, 1884.

to him of too complicated a character, and worked with the pieces; he has kept his mother in constant terror by using every article in the house within his reach, and not too heavy to handle. Why does he spend so much time in working? Because doing is so perfectly adapted to his physical and mental development. All his building, making, and experimenting with material has been done in response to an unerring instinct which guides him in the course which secures for him the most rapid, the most definite, and the most comprehensive expansion of his intellectual faculties, in addition to the cultivation of his bodily powers. The mind acts with more concentration of attention when guiding the hand than at any other time. Observation, comparison, judgment, are called into action in connection with every effort the hand makes, and their constant and interested exercise is their means of growth. Unfortunately the entrance upon school life generally puts an end to this development through the activities, and instead of educating our children in the fullest sense of the term, we too often make them what one writer calls too appropriately "stuffed parrots." The course of study and the discipline in many primary classes is such, that were the schools kept open for twelve hours per day, instead of five or six, the greater portion of the population of civilized countries would become weak in body and mind as the result of the injurious methods employed in them. The boy whose childhood is spent in the country has better opportunities for the natural development in mind and body than the boy who is brought up in a city or town. He comes more directly in contact with nature, he spends less time in school, he plays more, and his plays are of a less artificial character, and he is compelled to do a greater variety of work. By the time he has reached the age of fifteen the city boy has generally more learning, but the country boy has usually a greater capacity for learning. The advantage is decidedly in favor of the country boy.

The power to gain knowledge is much better than knowledge itself. Statistics, so far as they have been taken, show that about seventy-five per cent. of the leading men of the American cities, of the judges, the ministers, the prominent lawyers, doctors, teachers, bankers, and successful business men, spent most of the first fifteen years of their lives in the country. Does this prove that education is a failure in qualifying men for successful careers? Certainly not. It does prove, however, that school education is not always real education. I urge very strongly the need of a revolution in the work of the lower primary classes. We should change the programmes, the methods and the discipline of our schools so far as they relate to the first year of a child's life in them. The guiding principles which should underlie the amended schemes of work and management should undoubtedly be: 1. Let the child during his first year at school deal chiefly with real things, as he did before he entered school; and, 2. let him use things that he may learn not about the things themselves, but that through using them he may incidentally learn new facts, discover new principles, develop his perceptive faculties and define his conceptions. 3. Because it is the right of every man to receive such an education as will best fit him for the successful performance of his duties in whatever sphere he may labor. I do not urge that educations should be considered merely from a utilitarian standpoint. I would omit no opportunity for cultivating the physical, mental and moral natures of children. I hold that our schools will fail, to a certain extent, so long as they do not fit every pupil to advance, as far as possible for him, in the development of purity and truth, so long as they do not guide him towards the infinite source of all development, and lead him to hope for a perfect development in the life that is to follow death. Believing all this, I still regard it as nearly amounting to criminal negligence to allow our pupils to pass through their school life without giving them some definite industrial training. The majority of our pupils will have to earn for themselves and their families, not only the means of livelihood, but of the culture available for them, by the use of their hands. There is not a pupil in our schools, even among those who may not be compelled to work at manual labour, who would not find it to his advantage in the future to have well trained fingers. Surely these facts should convince us of the necessity for systematic training of the hand at the time when its highest culture is most possible and most easily secured. 4. Because the system of apprenticing boys and girls for the purpose of learning trades and occupations has been discontinued. It has disappeared through the instrumentality of trades unions, because it was unsuited to the tastes and customs of modern society, on account of the great increase in the use of machinery in manufactories,

and because it was not in accordance with the principles of political economy. Adam Smith objected to it for the following reasons: "It interfered with the property which every man has in his own labor encroached on the liberty of employer and employee, restrained competition, continued in an unnecessary length of time, and failed to allow the rewards of faithful labor to be enjoyed as they were earned." Notwithstanding these inherent objections, it had the merit of securing a class of skilled mechanics, and unfortunately nothing has yet been substituted for it which performs this important function in anything like an adequate manner.

This radical defect must be remedied in some way. The best way, undoubtedly, is a comprehensive system of industrial training. 5. Because improving the mechanical skill of the industrial classes must add to the general wealth and prosperity of a nation. This is a "National Policy Platform" on which all classes can unite. Additional skill produces wealth in two ways: by saving time and by increasing the value of the articles produced. Mr. J. Scott Russell in his "Systematic Technical Education for the English People" says in regard to this question:—"The highest value in the world's markets will be obtained by that nation which has been at most pains to cultivate the intelligence generally, and afterwards to give each the highest education and training in his special calling." 6. The marvellous increase in the use of delicate and intricate machinery in manufacturing demand a more thorough technical industrial training on the part of those who are to use the machines. Dr. Mill, in referring to the well-known fact that the first international exhibitions gave a rude shock to the English people, and aroused them to a realization of the fact that they were far behind several other countries in the excellence of their manufactures, says: "Beaten we were, and that disgracefully too. * * The lace makers of Nottingham saw that foreigners came, purchased their machines, took them home to their own countries, and by setting a more intelligent and artistically trained set of workmen over them produced a class of goods with which it was impossible for our people to compete." 7. Because the number of artistic manufactures is constantly increasing and their character varying, and consequently the workmen specially need skilful fingers that can adapt themselves to any work they may be called on to perform. 8. Because the wealthier classes are calling for a higher style of ornamental woodwork in their houses, and more artistic furniture, etc., differing from ordinary articles of a similar character in construction and design. Machine made articles are turned out in large numbers exactly similar in design. Those who can afford the luxury are anxious to have something special, of which no one else can obtain an exact reproduction. They have to pay higher prices for such articles, and they gladly do so. A painting by a great artist is largely increased in value by the fact that no duplicate copy of it can be obtained. So with a work of art produced by a mechanic. The demand for such work is rapidly increasing. Tradesmen and mechanics of all classes are compelled to vary their workmanship continually. Those who best succeed in doing so can earn most money and earn it most easily. All workmen may be aided in doing so by systematic manual training. 9. Because it will increase the prosperity of the working classes, and will elevate their social position. If a workman can by a higher degree of skill produce a more valuable article than he could otherwise do from a certain amount of raw material, he increases his own value to his employer, and will receive higher wages, because the moral effects of such a training are good. Improving a workman's position will make him more contented and happy. He will be more interested in his work, and more proud to occupy his sphere of labor, in proportion as he is able to excel in it. It will better the relationship between master and workman and improve the character of the work done by artisans. Success will induce him to make greater efforts, and will enable him to surround himself and his family at home with many of the elements of culture and refinement. This manual training has also an important moral influence in moulding the characters of children. They are naturally destructive, but the same tendency which leads them to destroy will make them take a delight in work of a productive character if they are properly guided. It is a very important part of a child's moral training to make him constructive instead of destructive; and working under the guidance of a teacher is the best means of accomplishing this very desirable end. Thousands of children grow up with a contempt for work. They generally become in some way a burden to society. Good statistics show that three-fourths of the young men who fall into criminal courses are unable to work at any trade. "Labor, all labor, is noble and holy." The only way to

make this beautiful thought a practical verity is to train all children, rich and poor alike, to be able to work with their hands. This will not by any means make all of them mechanics.

II. What should be done in connection with school work to train the hand, and fit pupils for achieving greater success in industrial pursuits? Before answering this question in detail, I will lay down some general principles which I think should be carried out. 1. No attempt should be made to teach any specific trade. 2. There should be some work in each of the classes in public schools intended to develop hand skill. 3. Boys, as well as girls, should receive industrial training. 4. The work done should be of such a character that all the pupils in a class may engage in it. 5. Below the fourth-book classes boys and girls should do the same work; above this grade the programme may differ, so that the sexes may engage in the work best adapted to qualify them for their future occupations. 6. The materials used, and the apparatus required, must be inexpensive. 7. The products of the work should be suited for practical use. 8. The work done in public and high schools should be supplemented by a few technical schools, and by evening industrial schools. I recommend the following course of industrial work for the various grades in public schools, 1. Industrial drawing should be taught in all the classes. The Kindergarten system of drawing is, in my opinion, best for first-book classes, and the "Walter Smith" system, approved by our Educational Department, is the best for the other classes. In this subject Ontario is making rapid strides. The thanks of the teaching profession are due to the Honorable Minister of Education for the progressive and liberal course he has recently adopted in providing, free of charge, for the teachers of Ontario the means of learning how to teach this important subject, by establishing vacation drawing classes in charge of competent and experienced masters. One of the great hindrances to the successful introduction of drawing into public schools everywhere has been the generally received opinion that "artists alone could teach drawing." This is a great mistake. Teaching and painting are both arts. It would be folly to conclude that because a man is a great teacher, therefore he can paint; it is nearly as fallacious to conclude that because a man is a great artist, therefore he can teach. A good teacher with a fair knowledge of the principles of industrial drawing will be more successful in teaching drawing than an artist who has had no training in the art of teaching. It is full of promise for the future to see earnest teachers coming from all parts of the province during their vacation to qualify themselves for teaching drawing in an efficient manner. 2. The "occupations" of the Kindergarten form the best basis for industrial training, and are perfectly adapted for introduction into the first-book classes in graded schools. They may also be used to a considerable extent in ungraded schools, as the junior pupils may be profitably occupied with some of them, without the direct supervision of the teacher, while not engaged in class recitation. These occupations were designed by Froebel to occupy a part of the child's time during each day in the Kindergarten; and are intended to continue in a more extended and more definite form under the guidance of the teacher, the same course of "learning by doing" practised by the child before coming to school. The more thoroughly one investigates his system of "Gifts and Occupations" the more clearly he becomes convinced of their adaptation to the nature of children from five to seven years of age, and of their power to attract attention and develop both the intellectual and the industrial abilities of the little ones. Many of Froebel's beautiful Kindergarten songs are also specially designed to cultivate the flexibility and the power of the fingers. His gesture songs, and some of the most appropriate occupations, can be taught in the Normal schools; and by means of vacation classes one lady from each county model school could be trained in them. In this way all teachers coming into the profession would gain a sufficient practical knowledge of these songs and occupations to enable them to introduce them into their schools. One of the most important results of such a course would be, that young teachers might learn that yawning and droning before a reading tablet is not the most effectual means of developing a child's intellect.

The Kindergarten occupations which I think might be satisfactorily introduced by teachers, without requiring to have an intimate acquaintance with the principles and practice of the Kindergarten itself, are paper pasting, paper folding, sewing on cardboard, stick laying, mat weaving, modelling in clay, peas work, and drawing. It must be carefully borne in mind that these form but one department, and a comparatively minor one, of the Kindergarten. 3. For the second and third book classes I recommend,

for both boys and girls, plain needle work, especially knitting. We have experimented to a considerable extent in Toronto with a view of finding the most suitable occupation for the pupils in these classes, and can find no other that so satisfactorily fulfils the essential conditions as knitting. All can work at it, and do the same kind of work at the same time; the process of learning it is progressive and can be illustrated by the teacher on the blackboard, or with twine and large wooden needles (pointers suit admirably); the material used is inexpensive; the products are useful articles, and the finger cultivation is excellent. Practically it answers every test. The only objection I have ever heard raised to it was a simple sneer by a newspaper correspondent to the effect that "it would make the boys girlish." Personally I have little sympathy with the customs of society which draw a sharp line between the habits of boys and girls up to the age of twelve. Boys would be improved by being in some respects more like girls, and girls would be much better if they were allowed to indulge in many of the exercises which boys alone are now permitted to enjoy. Boys have no right to a monopoly of the health-giving games, and swimming, rowing, etc., nor should girls alone receive a training of their hands. It is somewhat unreasonable that the girls, whose fingers are cultivated at home by various kinds of needle work, household occupations, piano playing, etc., should be the only pupils for whose finger-training the schools generally make any provision. The poor boys whose "fingers are all thumbs" for lack of exercise, and who require to have more skilful hands than the girls, have too long been neglected by the educators. As most educational reformers have been men, it may have been their gallantry which led them to devote so much attention to the hands of the opposite sex. But, independently of this consideration, the answer to this objection to knitting in schools is easily found. There is nothing inherent in knitting which makes it essentially the work of women only. It would be a poor definition of a man to classify him as "the animal that does not knit." Willingness to work, habits of industry, and trained fingers neither degrade a man or render him effeminate. Quite the contrary! The knitting of the future will not be done to a large extent either by men or women, but by machines, so that the objection raised will soon have less of apparent force than it has now. Do boys dislike knitting? Decidedly not. They take a great interest in it, when it is fairly presented to them. Some even of our fourth-book classes in Toronto have done exceedingly well in knitting, and have entered with much spirit upon the work of making their own comforters, muffetees, etc. For rural schools where straw can be obtained easily, I recommend the plaiting of straw braids for summer hats in addition to needle work. It must be borne in mind that these occupations are recommended not on account of the practical use that may be made of them, but as means for training the hand, and incidentally to cultivate the mind. 4. For the higher classes, especially in cities and towns I recommend the establishment of workshop schools, not as I have already stated for the purpose of teaching any particular trade, but to accustom boys to handle a few tools in common use.

The ability to use a saw, plane, hammer, chisel and square well, will be of service to a boy in any walk of life; and in acquiring this ability he must necessarily obtain practical experience and general ideas concerning the use of tools, which will qualify him better for learning any trade or mechanical occupation.

Work-shop schools have already been introduced very successfully into Boston and Gloucester, Mass., in connection with the public schools. They have long been conducted in England and European countries as special schools, and as evening schools. Superintendent Marvel, of Gloucester, reports concerning them as follows: "The class was first opened as a Saturday class, but, as was expected, comparatively few boys were willing to give their holiday time to shop work. In October, 1880, arrangements were made to accommodate pupils in the carpentry class one-half of each afternoon session on Monday, Tuesday, Thursday and Friday of every week (two classes each session). By this change regularity and punctuality in attendance have been secured; and from a membership of thirty pupils, in three classes there was an immediate advance to a membership of ninety-six in eight classes, each receiving one hour per week. A few girls (six) were permitted to join one of the classes in 1878. There are now two full classes of girls, and there is one class composed partly of each sex. The work of the girls is equally as good as that of the boys, and they seem to enjoy it heartily. The attendance is entirely optional, nearly one-half the pupils in

the first and second classes of the two larger schools desiring to attend. There is no compulsion whatever except that, while members of the industrial class, the pupils are required to be as attentive, industrious, and orderly as during any portion of their school work. There has been a training in the nature of the implements used, in the best methods of employing these implements, constant attention to those habits of method and system which are necessary to secure good work anywhere, and continued practice of the hand and eye in unison, requiring close application as well as clear perception and accurate manipulation. The result is tangible, and the proficiency is measured by no arbitrary standard of percentages, but is clearly defined, and may be estimated with much more precision than in any other line of school work. I do not know of any manner in which fifty to eighty hours can be employed in any form of education where the practical results can be more satisfactorily determined. If the pupil never sees saw, hammer or plane again the training he has received will be of value, whatever his vocation." The report from Boston is equally definite in its approval. It says: "From the beginning the school went on with unbroken and successful regularity. The order was good, the pupils interested. It is delightful to see the eager desire manifested everywhere to do the day's work well. There was no absence, no tardiness. Here and there a complaint was made by the teacher of some second-class boy, that he was not doing the work well in his own room; but the pupil in every case was so anxious to remain in the "carpenter's" class that a word or two of warning was sufficient to bring his performance up to the standard again. I consider that the results go far to prove that manual training is so great a relief to the iteration of school work that it is a positive benefit rather than a detriment to the course in the other studies." This last sentence is a practical answer to the objection that has, no doubt, arisen in the minds of some who have been listening to my suggestions. There is a large class of teachers, who when urged to introduce calisthenics, or music, or drawing into their schools, answer languidly: "We have no time for them." Experience proves as clearly as anything can be proved, that where most attention is paid to these subjects there is most time left for real work at the other subjects. The teachers who are foolish enough to attempt to make their pupils work sixty minutes per hour for six hours per day, are bound to fail. It is physically impossible for human beings to do this, and at the same time work with the vigor and earnestness essential to success. The "fatigue point" is speedily reached in schools taught by such teachers, and mental work done after this point is comparatively profitless and fearfully exhaustive. Forty-five minutes per hour is the time for actual study in the best model school in Europe, that in Brussels. It is the weariness of school work that kills, and not the amount of work accomplished. The best relief from mental work is physical work, at calisthenics, or some industrial work. In addition to this I have tried to show that the use of the hand in making things is in accordance with nature's method of teaching and really the best method for developing (not storing) the mind. This view is sustained by a resolution adopted by the American Institute of Instruction in July, 1882, as follows: "We recommend the introduction into schools of instruction in the use of tools, not for application in any particular trade, but for developing skill of hand in the fundamental manipulations connected with the industrial arts and also as a means of mental development." The report concerning the shop schools, in connection with the public schools of Paris, where the pupils work a little more than they study, says: "The boys who work and study fall very little behind the boys of the same age who do nothing but study. The working boys are remarkably healthy, strong, good-natured and orderly." I wish these adjectives could be applied to all Canadian school boys. To make them do so, the first steps must be let to them, "learn by doing," and to give them plenty of calisthenic exercise every hour they are in the schoolroom. One hour per week spent in working with tools would aid in securing the more rapid advancement of the pupils in their studies, even if it was only to be regarded as a change of work, and a relief from the weariness of constant application to study. It would be of still more importance, however, by affording the mind an opportunity for development in the most natural manner by requiring concentrated action of the mental powers to guide the hand.

For the senior girls the most useful occupation is that connected

with a training in the various kinds of sewing, and in cutting out and fitting the most simple of their own garments. Cutting from patterns is an accomplishment that can be taught by the regular teachers in cities and towns. In rural districts so few pupils are old enough to receive this kind of instruction and so many of the teachers are men, it will generally be found best to confine the industrial work in them to the course recommended for the lower classes. Male teachers will usually be able to find some of the older girls who can illustrate the steps in knitting to the younger pupils. In cutting out, old newspapers should be used instead of cloth, until a sufficient degree of proficiency has been acquired. It may be objected that Canada is not a manufacturing nation, and therefore we do not need to give our children an industrial education. I answer that the education for which I plead is not an education "in industries, but for industries," and such an education will be most beneficial to all who take part in agricultural and mechanical pursuits. There can be no doubt that in all the civilized nations of the world educators are giving more attention than formerly to this important subject. In addition to the large number of technical and poly-technic schools throughout Europe, schools for special trades are rapidly increasing. There are over fifty in Belgium, more than a hundred in Switzerland, nearly fifteen hundred in Germany, and nearly a thousand each in France and Austria. Nearly fifty institutions for training in agriculture and mechanical arts have been founded in the United States, and under the central government they are rapidly increasing. To use the words of President White, of Cornell University, "this movement is not to be scolded out of existence by solid review articles, or pool-pushed out of existence by pleasant magazine articles." There are two respects in which educational efforts in industrial education appear to me to be defective: (1) Most of the attention paid to the subject has been given to the higher industrial institutions, the Scientific and Mechanical Universities, to the neglect of a broad primary course as a foundation for this superior training. (2) What little attention has been given in Public Schools to industrial training has been given to the girls, who need it least and who receive most of such training at home. I have tried to suggest a remedy for both these defects; a remedy such that it will also aid in securing a better education in the ordinary branches of the Public school course.

THE OHIO TEACHERS READING CIRCLE.

E. A. Jones, Secretary of the Board of Control, gave a brief history of the organization of the Reading Circle and its operations during the first year. There are more than two thousand members, the greater part of whom have completed the course prescribed for the first year. Certificates have been prepared for those who have completed the first year's course, and about five hundred of these have already been issued. The Reading Circle is proving a valuable part of our educational effort.

The course prescribed for the second year is as follows:

I. PEDAGOGY.

Currie's Common School Education, or Calderwood on Teaching.

II. ENGLISH LITERATURE.

Shakespeare's Julius Cæsar, and Irving's Sketch-book.

III. AMERICAN HISTORY.

The Revolution, and the Constitutional Period to the close of the War of 1812.

IV. NATURAL SCIENCE.

Brown's Physiology, or Natural Science Primer of Physiology and Hygiene.

Printed slips containing the course may be obtained by addressing the Secretary at Massillon, Ohio.—*Ohio Educational Monthly.*

The Agent in P. E. Island states that every teacher in that Province will subscribe for the Weekly Canada School Journal and secure Ayre's "Verballist" and "Orthoepist."

Examination Questions.

PROMOTION EXAMINATION. — NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS— JUNE 1884.

ENTRANCE TO FOURTH CLASS.

SPELLING.

Time—45 Minutes.

N.B.—Dicate the Punctuation Marks.

1. There are many authenticated accounts of travellers who, when met by wolves, would have inevitably been devoured had they not terrified their enemies by letting a piece of cord trail behind their carriage.
2. All along the trail lie the skeletons of canoes abandoned by their owners, together with broken paddles and remnants of camp furniture.
3. These salutary seeds yield a pernicious juice.
4. Unconscious of his strength he turned on his assailant.
5. Tigers are morose and untamable.
6. You can buy a blanket or a file, an axe or a pair of trousers, a pound of sugar or a barrel of nails, a roll of tobacco, a tin kettle or a pair of moccasins.
7. "How could it fail?" said Midas.
8. Heaped in the hollows of the grove, the autumn leaves lie dead;

They rustle to the eddying gust and to the rabbit's tread.
The robin and the wren are flown, and from the shrubs the jay,
And from the wood-top calls the crow through all the gloomy day.
Where are the flowers, the fair young flowers, that lately sprang
and stood

In brighter light and softer airs, a beauteous sisterhood.

9. Carrot, beet, celery, benefited, compel, moneys, proprietor, niece, European, Great Britain, Arctic Ocean.
Value 100—For every error in Spelling take 3 off; in Capitals and Apostrophes 2 off; in Punctuation 1 off.

GEOGRAPHY.

Time—2 Hours.

1. Define—meridian, parallels of latitude, equatorial diameter, estuary, tide, arctic circle, zones, tropics.
2. What is the longitude of the North Pole? What is the highest longitude? What is the highest latitude?
3. Give, at least three, clearly expressed reasons for concluding that the earth is spherical.
4. Make a list of eight counties in Ontario and opposite to the name of each write the names of two important places in it, exclusive of the county town.
5. Beginning at the east, name the cities of Ontario. Name also one railway entering each city.
6. Through what rivers, canals, and lakes would a vessel pass in going from Montreal to Chicago?
7. Sketch an outline map of the Baltic Sea, marking the inlets and islands, and the countries that border on it.
8. Name four important wheat-growing countries; two in N. America, one in Europe, and one in Asia.

ARITHMETIC.

Time—3 Hours.

Note.—Full work required.

1. Define—fraction, mixed number, simple fraction, multiple of a number, cube, square, cubic yard.
2. A person in making a journey of 189 miles 152 rods 2 feet, travels at the rate of 26 miles 427 yards a day; in how many days will he complete the journey?
3. Multiply 29 acres 157 sq. rods 7 sq. feet by 84 (by factors.)
4. How much hay at \$10.50 a ton should be received for 3745 feet of lumber at \$14 a thousand feet, 480 lbs beef at \$4.75 per cwt., and a pile of wood 14 feet long, 11 feet high, and 6 feet wide, at \$2.75 per cord?
5. Find the least number that may be exactly divided by 9, 11, 51, and 36.

6. How much will the lumber cost in a sidewalk $\frac{1}{2}$ mile long and 6 feet wide, at \$9 per 1000 sq. feet?

7. Arrange in order of magnitude, (greatest first,) the following fractions:— $\frac{2}{3}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{2}{5}$.

8. A cistern 9 feet square contains 1092 cubic feet; what is its depth?

9. A man owning $\frac{1}{4}$ of a lot, sold $\frac{3}{8}$ of his share for \$2800; what was the value of the whole lot?

10. I bought 2 tubs of butter, the tubs and butter together weighing 111 $\frac{3}{4}$ lbs, and the tubs alone weighing 7 $\frac{3}{4}$ lbs and 8 lbs respectively: what was the weight of the butter?

Count 100 Marks a Full Paper.

[The teacher will please note that full marks are to be given for correct solutions only. For answers nearly correct (where the method is quite correct) from 10% to 50% may be given. In marking, neatness of arrangement, &c., should be taken into account.]

THIRD READER.

Time—1 $\frac{1}{2}$ Hours.

1. Write this extract substituting, for the words in italics, other words having the same meaning.—

When *reposing* that night on my pallet of straw,
By the *wolf-scaring* jagot that *guarded* the slain,
At the *dead of the night* a *sweet vision* I saw,
And *thrice* ere the morning I *dreamt* it again.
Methought from the *battle-field's* dreadful array,
Far, far, I had *roamed* on a *desolate* track.

2. Explain fully the following expressions:—
(1) Heart hatred of foreign aggression.
(2) Thirsting for revenge. 3) Participators in the game.
(4) Apparently not suspecting any artifice. [faction.
(5) A momentary commotion. 6) An air of mingled stupefaction.
3. Distinguish between *die* and *dye*, *boy* and *buoy*, *sight* and *site*, *lessen* and *lessen*, *strait* and *straight*, *sore*, *soar* and *sewer*, *seem* and *scam*.
4. Write, in your own language, the parable of The Good Samaritan from the following heads:—
A journey between two Eastern cities,—what happened to the traveller,—state in which he was left,—certain passers-by,—their conduct,—lesson to be learned from the story.
5. Write from memory the first four stanzas of a poem which is an answer to the question the asking of which by a Jewish lawyer led Jesus to relate the parable referred to in IV.
Be careful about capitals, punctuation marks etc.

GRAMMAR.

Time—2 Hours.

1. Analyze the following, naming the simple subject, enlargements of subject, predicate verb, completion, and adverbial enlargements of predicate verb.—
(a) *He* before his cottage door was sitting in the sun.
(b) By him *sported* on the green his little *grandchild* *Wilhelmine*.
(c) From peak to peak, the rattling *crag* among, *leaps* the live thunder.
(d) Never *had* there been so great an excitement in town.
(e) Parse in full the italicized words in the sentences analyzed.
3. What is an adverbial phrase? Write sentences containing adverbial phrases equivalent to—*shortly*, *whence*, *there*, *when*, *thus*.
4. Write the second person singular of each of the indicative tenses of—*sport*, *do*, *learn*; the feminines of—*executor*, *monk*, *earl*, *czar*; and the comparatives of—*common*, *able*, *late*, *near*, and *well*.
5. Write these sentences correctly, giving reasons for changes made.—
(a) He rode to town, and drove six cows, on horseback.
(b) He forgets to cross his ts or dot his is.
(c) We have opened 5 cases of mens' and boys' overalls.
(d) He answered better than any boy in his class.
(e) He attends school regular.
(f) The children sung hymns.
(g) He would have froze to death.
(h) Go and lay down for a while.
(i) If anyone wants it let him say so.
(One mark for each correction, and two for the reason.)
6. Give the past indicative and past participle of—*do*, *carry*, *swim*.

Count 100 Marks a Full Paper.

COMPOSITION.

Time—1½ Hours.

1. Contract the following statements into one complex sentence:—Steel is made. It is made by heating small bars of iron with horn or bone shavings. Or with other inflammable substances. By this heating the metal acquires finer grain. It acquires a more compact texture. It becomes harder. It becomes more elastic.

2. Supply the proper words in the following elliptical sentences:— I shall go and — (lay or lie?) down. The books are — (laying or lying?) on the floor. He — (set or sat?) on the bench till sundown. They have — (begun or began?) their work. The professor — us German. Have you — (shaken or shook?) the shawl. The baby has — (fell or fallen?) down stairs. The hen is — (setting or sitting?) on its eggs. At what hotel are you — (staying or stopping?). It hasn't — (came or come?) yet.

3. Correct or improve the language in the following sentences:— My sister called and we both took a walk. The boy said it and repeated it again. My books are to home. She married a man worth lots of money. The pupils took the measles all to once. Hands up! what cape south of Florida? James was the tallest. She seldom ever uses the wrong word. They say he has got bad health.

4. Punctuate and put capitals where they should be in the following:—have you read much poetry yes i have read wordsworth tennyson bryant and a few french poets but i do not understand french well enough to enjoy poetry in that language.

5. Write a letter, containing not less than 8 nor more than 16 lines, to a friend living in Toronto:—

Topics:—Your school. Situation. Number of teachers. Number of pupils in your room. Number of classes. Hours of work. Holidays. Subjects of study.

(Three marks for introduction of letter, 3 for conclusion, 24 for composition.)

ENTRANCE TO SENIOR THIRD CLASS.

GRAMMAR.

Time—1½ Hours.

1. There are hearts hard enough to resist the force of wrath, the malice of persecution, and the fury of pride; but there is a power stronger than any of these and hard indeed is that heart that can resist love.

Tell the part of speech to which each of the words in italics belongs.

2. Define—sentence, adverb, preposition, composition, imperative sentence, complete subject.

3. Analyze the following, naming the kind of sentence, and the subject and predicate:—

(a) Many years ago there was a steamboat plying on one of the American rivers.

(b) One day a gentleman called upon Captain Gordon in the cabin.

(c) So ended Hannibal's first campaign in Italy.

(d) Under her torn hat glowed the wealth
Of simple beauty and rustic health.

(e) What is his name?

(f) Show me your nest with the young ones in it.

4. Write these sentences, making any corrections that appear to be necessary:

(a) I haint got no slate.

(b) Give me them pencils.

(c) Me and John seen it.

(d) He told James and i.

(e) Old Jones has lots of money.

(f) He has just came.

(g) I caught ten fish last night.

(h) This road is awful muddy.

(i) Sarah Ann Patterson is our teacher.

THIRD READER.

Time—1½ Hours.

1. Write the following passages, using instead of those parts in italics other words or phrases which will give the same thoughts:—

(1) *Ample scope for observation.*

(2) *A gentleman was once possessed of a dog of singular fidelity and sagacity.*

(3) *Insane with wrath to be thus outwitted, the foe rushed from his covert.*

(4) *Surveyed their humble foster-parents.*
 (5) *This seemed to decide her uncertainty.*
 (6) *Was forming this resolution.*
 (7) *The wood was scarce, owing to our proximity to the native village.*

(8) "A school" of sperm whales.

2. That, father, will gladly do:

'Tis scarcely afternoon—

The minster clock has just struck two,

And yonder is the moon.

(1) Name the punctuation and other marks in the verso.
 (2) Who is the speaker? Where did she live? What did she agree to do? What season was it?

3. Speak gently! He Who gave His life

To bend men's stubborn will,

When elements were in fierce strife,

Said to them, "Peace, be still!"

(1) Explain the words and phrases in italics.
 (2) Who "gave His life?"
 (3) What event in His life is here referred to?
 (4) Give some reasons for thinking gentleness is better than severity.

4. Where and what are—Austria, Dundee, Delaware, Buffalo, Nile, Kentucky.

5. Tell briefly what you know about—Grace Darling, Casablanca, and Bruce.

6. Write from memory the last two stanzas of "Look aloft!"

SPELLING.

Time—45 Minutes

N. B.—Dictate the punctuation marks.

1. He, partially erect, would seize me with his proboscis.

2. My brother-in-law once had a perilous adventure.

3. I'll employ the boy wearing the parochial livery.

4. We put the agility of the little rogue to a pretty severe test.

5. Of course, the Indian's gun was levelled in an instant.

6. Planting his talons round his adversary's throat, he held him as in a vice.

7. The princess and half the realm.

8. Exhibiting, pursuer, appreciate, occasionally, forty-four, broad, hundred, British Columbia, rebruary, barley, Tuesday, parliament, rye.

9. The hair is very coarse indeed, brown towards the end, and whitish towards the base which is rather wavy, presenting an appearance as if it had passed through a miniature crimping machine.

10. The smoke encircled his head like a wreath.

11. His stomach shook, when he laughed, like a bowl full of jelly.

12. Forgetting her burthen when this she had said,

The maid superciliously tossed up her head:

When, alas for her prospects, her milk-pail descended,

And so all her schemes for the future were ended;

This moral I think may be safely attached,

Reckon not on your chickens before they are hatched.

Value 100—For every error in Spelling take 3 off; in Capitals and Apostrophes 2 off; in Punctuation 1 off.

GEOGRAPHY.

Time—2 hours.

1. What townships of Hastings adjoin—(a) Northumberland, (b) Lennox, (c) Addington, (d) Peterboro?

2. Canada contains 13 political divisions: name them, specifying those which are merely territories.

3. Define, in complete sentences—sound, watershed, river-basin, rapids, cataract, archipelago, and equator.

4. How are Wardens, Sheriffs, Judges, Reeves, Governors General, Lieutenant Governors, and Magistrates appointed? Of whom is a County Council composed?

5. Sketch an outline map of N. America, locating on it the countries (omitting those of Central America), and tracing the courses of the Mackenzie, the St. Lawrence, the Columbia, the Rio Grande, the Colorado, and the Missouri rivers. (N.B.—Mark closely for this.)

6. Trace the course of the water from Lake Nipissing to the Atlantic Ocean.

7. What and where are—Yucatan, Delaware, St. Elias, Popocatepetl, Titicaca, Blairton, Azores, Guinea, Tasmania, New Zealand, Nova Zombla, Sandwich. Answer in complete sentences.

ARITHMETIC.

Time—3 hours.

Note.—Full work required.

1. Define—denominate number, quotient, factor of a number, Roman notation, reduction, denomination of a number.
2. Write neatly the table that is used in weighing pork, hay, &c., and the table that is used in measuring distances.
3. In 5 miles 269 rods 15 feet how many inches?
4. Change 4729334 sq. ft. to acres, rods, &c.
5. A drover bought an equal number of sheep and hogs for \$1482; he gave \$7 for a sheep, and \$6 for a hog: what number of each did he buy?
6. How many barrels of flour at \$5 a barrel should be received for 3740 lbs. of oats at 35 cents a bushel, 4260 lbs. of wheat at \$1.10 per bushel, 540 lbs. of clover seed at \$3.60 a bushel, and 510 lbs. of beef at \$10 a cwt.?
7. A man borrows \$3500 for 3 years, paying, for the use of it, \$8 per year for every \$100 borrowed; how much will the use of the money cost him?
8. Find a number such that if the sum of 89 and 256 be subtracted from it the remainder is 12 times 399.
9. The quotient arising from the division of 9281 by a certain number is 17, and the remainder is 373; find the divisor.
10. Find the total cost of 3 cwt. 12 lbs. 8 oz. of butter at 20 cents a lb., 12 gallons 3 qts. of vinegar at 7 cents a pint, 1020 eggs at 15 cents per dozen, 13 bushels of apples at 19 cents per peck, 4500 feet of lumber at \$10 per 1000 feet.

Count 100 marks for each paper.

[The teacher will please note that full marks are to be given for correct solutions only. For answers nearly correct (where the method is quite correct) from 10% to 50% may be given. In marking neatness of arrangement, &c., should be taken into account.]

COMPOSITION.

Time—1½ hours.

N.B.—Capitals and marks of punctuation must be correctly used.

1. Name the marks which are used at the end of written or printed sentences.
2. Describe Montreal, Halifax, Picton, and Ottawa. Let the description of each place be a single sentence which shall contain the answers to the following questions:—*What is it? In what County is it? On what body of water is it situated?*
3. Write the story of "Joseph being put into the Pit," observing these headings:—(1) When was it? (2) Where was it? (3) Who was it? (4) What was it? (*Place the answer to this as the subject of the anecdote.*) (5) How was it done?
4. Write statements or questions containing the following expressions:—the hideous uproar, attempt to describe, intending to run away, proximity, probability, venture, outcasts, consistence of syrup.
5. Combine the following statements into a simple sentence:—Sugar is a sweet, crystallized substance. It is obtained from the juice of the sugar-cane. The sugar-cane is a reed-like plant. It grows in most hot countries. It is supposed to be originally a native of the East.

[Note for the teacher.—Biggsby's "Elements of the English Language," published by Ginn, Heath & Co., of Tremont Place, Boston, Mass., U.S.A., is strongly recommended to those who desire to teach Composition rationally. Its mailing price is 35 cents.—W. M.]

ENTRANCE TO JUNIOR THIRD CLASS.

GEOGRAPHY.

Time—2 hours.

1. Draw a map of the County of Hastings, locating (carefully) on it (a) the Townships, (b) Belleville, Trenton, Deseronto, Stirling, Madoc, Marmora, Maynooth, and (c) the course of the Trent, Moira, and Crow rivers.
2. Name the railways (completed or nearly completed) of our country.
3. Define, in complete sentences—ocean, sea, gulf, tributary, plain, lake, and cape.
4. Name a lake on the boundary between Hungerford and Tyendinaga, one partly in Peterboro, and one in each of the following townships:—Huntingdon, Limerick, Tudor, Wollaston, Faraday, Herschel.

5. Name the two most important employments of the people of our country.

6. Name the Warden, the Sheriff, and the Judges of the County; the Rector of your own Township, and the members of Parliament for North Hastings.

7. Name the straws, post-offices, and villages in your own Township.

SPELLING.

Time—45 minutes.

N.B.—Dictate the punctuation marks.

1. The king gathered together great armies.
2. The doctor seized warm flannels in which he wrapped her.
3. They were busy making presents for that important night, Christmas Eve.
4. You wouldn't buy a new parasol.
5. I'll not describe how prettily they were carved out ivory.
6. Ask your uncle and cousins to get a couple of sickles ready.
7. Presently the hare said, "Good-bye, my friend, your pace is too slow."
8. You will surely succeed if you steadily persevere.
9. Two hunters were coming towards the famous glen.
10. The calling is not whole, there's a hole in it.
11. Having satisfied himself with sugar he walked out quite leisurely.
12. They've taken such pains to construct us a dwelling.
13. To-morrow we'll go to the brazier's and get a new collar.
14. Loaded his pistol with lead.
15. Tossed the colts' manes over their brows.
16. He doesn't advise you to believe him.
17. Tuesday, saucer, scissors, onion, beet, cabbage, waggon, quotient, divide, factor, Wednesday, model, harness, carriage, carrot, February, ninety, forty-four.

Value 100.

[For every error in spelling take 3 off; in capitals and apostrophes 2 off; in punctuation 1 off.]

COMPOSITION.

Time—1½ hours.

1. Write these sentences with the right words in the blanks:—
The onions — growing rapidly.
— they here —? The boys — been sick.
— the lilies watered? —
Most of the — worn were — by the farmers' wives and —
from the — of — own —. The people had — of good and
cheap food. The — was — and produced splendid —. The
— were — of fish.
2. Make statements or questions each containing one or more of the following words or phrases:—very plentiful, the best fun, teeth like pearls, presence of mind, blessing, chestnut.
3. Write the following sentences, making corrections where such are necessary:—i told you you was wrong. Me and Henry is to blame. How many horses has your boss got? I done my work quickly. I and John are learning Henry his lesson. She has five pairs of gloves. His walking-stick is five foot long. We seen the church.
4. Write questions (using *have* or *has*) about—the snow, five men, my Christmas presents.
5. Make a statement out of these words:—kisses, his, mamma, him, love words, gives, of, plenty, and.
6. Write full sentence-answers to the following questions:—What are the names of the three villages of Hastings? What things raised, or made, on the farm do our farmers sell? What are the five principal parts of a rocking-chair?
7. Write a composition of five sentences (subject "Our School"). In the first sentence, tell its name; in the second, where it is situated; in the third, the teacher's name; in the fourth, the number of pupils; and in the fifth, name, at least four things you learn in it besides Reading, Writing, Geography, Spelling, and Arithmetic.

Count 90 marks a full paper.

In valuing 7, give 2 for the subject and 5 for each sentence correctly written. Note writing, spelling, capitals, and punctuation.

[Note for Teachers.—Capitals, periods, and marks of interrogation must be correctly used in all the answers when necessary.]

Teachers, stationery is cheap, postage is only three cents, write us frequently and briefly.—Education is alive.

ARITHMETIC.

Time—3 hours.

Note.—Full work required.

1. (a) Write in words 2,019; 1,020,600. (b) Write in figures XCIX; seventy thousand and twenty-five; nine hundred thousand and fifty-five.
2. (a) $8787546-986497$. (b) $64329 \div 48$ [by factors].
(c) 7489×8007 .
3. Find the sum, difference, product, and quotient of 4893 and 29. Write the proper name after each answer.
4. Subtract 97639 as often as you can from seven hundred thousand.
5. The sum of four numbers is 20,000; three of them are 697, 4090, and 8976; find the fourth.
6. For a flock of 21 sheep and 43 lambs a farmer received \$401. For the lambs he got \$2 each; what was the price of a sheep?
7. How much money should a person get for 87 doz. eggs at 15 cents; 49 lbs. butter at 22 cents; and 178 lbs. wool at 45 cents? Find total amount.
8. The product of two numbers is twenty-one thousand three hundred and three; one of them is 789; what is the other?
9. A farmer sold 45 bushels of wheat at 90 cents per bushel, and 60 bushels of oats at 42 cents per bushel; with the money received he bought cloth at 73 cents a yard. How many yards did he buy?
10. How many cows at \$45 each should be given for 840 sheep at \$18 each?
11. Write correct definitions of *quotient*, *factors of a number*, *composite number*, *product*, *multiplicand*.

Count 100 marks a full paper.

The teacher will please note that full marks are to be given for correct solutions only. For answers nearly correct (where the method is quite correct) from 10% to 50% may be given. In marking, neatness of arrangement, &c., should be taken into account. For questions 1, 2, and 11 allow nothing for incorrect answers.

SECOND READER.

Time—1½ hours.

1. Many of the Eastern nations had been taught from the remotest ages to expect the birth of a great and wonderful king, who should reign over all the people of the earth.
 - (a) Who was the 'wonderful king'?
 - (b) Name two Eastern nations. Why called Eastern?
 - (c) What is meant by 'remotest ages'?
 - (d) Give the title of the lesson from which this is taken.
 2. There are two lessons in the Second Reader entitled "Little Things"; what does each lesson teach us?
 3. What is a pilot? There are two pilots spoken of in a short poetical lesson in the Second Book; one leads us to perform what-over we undertake, the other hinders us in all our undertakings. What are their names?
 4. Mrs. McKay's *ferrent invocation* was in itself an *abundant reward* for their labors.
 - (a) Give meanings of words in italics.
 - (b) To whom does 'their' refer?
 - (c) What 'labors' had been performed?
 - (d) What was the 'reward' received for the labor done?
 5. In the lesson on "The Bold Boy and the Coward," in what two respects did the bold boy show he had true courage?
 6. Give two meanings for each of the following words—bear, cheered, repaired, several, common, present; also give words meaning the opposite of—ignorance, wealthy, fail, lamenting, mourned, descending.
 7. I read the 'sweet story of old.' Tell this story in your own words.
 8. Write two verses of "The Child's First Grief."
 9. And can I ever cease to be
Affectionate and kind to thee,
Who wast so very kind to me,
My mother.

Oh no! the thought I cannot bear;
And, if God please my life to spare,
I hope I shall reward thy care,
My mother.
- (a) Write the above verses using your own words in place of those in italics.
(b) What is "the thought" in the first line, second verse.

(c) In what ways does this lesson tell us we can partly repay a mother's kindness?

WRITING.

ENTRANCE TO JUNIOR THIRD CLASS.

Second Reader, page 183—"The Birth of our Saviour": first paragraph.

ENTRANCE TO SENIOR III. AND IV. CLASSES.

Third Reader, page 288—"The first of June" to "happy conclusion."

Value—50.

[N.B.—This paper must not be seen by any person but the teacher until the whole examination has been completed.]

READING.

ENTRANCE TO JUNIOR THIRD CLASS.

Second Reader, page 200—"We presently found" to "and now, try again."

ENTRANCE TO SENIOR THIRD CLASS.

Third Reader, page 131—"Suddenly the appalling and murderous" to "there was a troop of them."

ENTRANCE TO FOURTH CLASS.

Third Reader, page 244—"The pale warrior, the friend of the Ottawa chief" to "a legion of fiendish voices."

Value—A maximum of 35 marks to be given for ability to read the words correctly at sight; and of 35 marks for expression (including articulation, emphasis, and the natural rendering of the thought).

Practical Department.

IS THERE A SUBSTITUTE FOR THE SPELLING-BOOK?

"False in part is false in whole" is a rule in law in regard to evidence by which lawyers throw testimony out of court. Some teachers have acted on a similar plan in throwing the spelling-book out of the school-room. Because the old spelling-book was wrong in part they discarded the use of the text-book altogether. Now they simply need a reformed spelling-book. If some teacher has the genius to teach spelling without a book, let him collect and arrange his words, giving his order and method of teaching in a text-book, in order that the ordinary teacher may have a guide. The great mass of teachers in this great field of education must have guide-books. A few teachers may be able to teach spelling successfully without a book, but they are few; the majority of teachers fail utterly in their attempts to teach spelling without a text-book on the subject. The great necessity of reform in teaching spelling is a reformed text-book subjected to its lawful purpose. What is most needed is a good method of using a good spelling-book. This is the want of the vast majority of teachers. The cry of "Burn the spelling-book" has done much good in causing new and better books to be made on the subject.

But this cry comes from the extremists. To put the average teacher in a school to teach spelling without a book is like putting a man out to sea in a boat, without a compass, and telling him to steer for the opposite shore, which he cannot see. His journey is aimless; he is lost on the wide waste of waters. So the common school-teacher, without a good spelling-book, is lost in the mid-occur of thousands of words. His teaching is aimless, drifting to nowhere.

It is evident to the careful observer of the tendency of educational reforms "that wherever the experiment of dispensing with the spelling-book has been the longest tried, a decided reaction in favor of the text-book has set in."

Spelling is an essential branch of itself. To teach spelling is a prime duty of the teacher, and not a secondary one. If the teacher attempts to teach spelling as an after-clap to reading, geography;

history, etc., he will most generally make it a secondary work, and the pupils look upon it as of secondary importance, while the minds of both teacher and pupils are absorbed with the subject of the reading, history or geography lesson. Many good lessons in spelling may thus be taught in connection with every recitation, but for a thorough knowledge of words there must be a definite time for a definite study of words. The authors of text-books on spelling are beginning to meet the demands of the times and furnish new and better books.

With a good text-book in hand the teacher wants only to understand the object of spelling and its practical application in the business of life, and he is able to do pretty fair work, and he is on the road to still better work. Spelling embraces the naming of the proper letters in a word; the proper enunciation of these sounds, which may be called articulation; and the proper pronunciation of the word, giving the proper syllabic accent.

The use of words should be taught in connection with spelling. There are three ways in which the knowledge of words is applied to the practical affairs of life, viz., in reading or speaking, in writing, and in the use of words.

To meet the first spelling should be taught orally, embracing enunciation, articulation, and pronunciation. The second demands that spelling be taught by writing, that is spelling proper, or putting the right letters in the words. Seldom is one called upon to give the letters in a word except in writing. There are so many letters in English words not sounded that words must be remembered. The third application calls for a study of the meaning of words. Spelling, then, must be oral and written to meet the demands of its practical application. Oral spelling is elocutionary in its results, and aids in reading and speaking.

Writing is the best method by which the child may become familiar with the proper letters of every word, and it must be led to practise written spelling continually. Children must be taught to judge the accuracy of the form of a word by seeing it and writing it.

With the true object of spelling in view the teacher should have a book which contains the essential words of a good vocabulary. The spelling-book should present a series of lessons on the study of these words—they should be arranged in their natural order, presenting in the first lesson those words with which the pupil is most likely to meet first.

While spelling should be a subject of criticism of all written exercises connected with every branch, yet this cannot be made a substitute for the definite daily exercises in spelling, pronunciation, and the use of words as presented in the spelling-book. The text-book in spelling contains a better selection of words arranged in better order than the average teacher can select and arrange. There is perhaps one teacher in ten who can teach spelling without a text-book with some degree of success. Let them do without the books if they can, nine-tenths must have a book. An educator who has spent years of study on the subject, observing the order in which words are needed, and the words which are used; selecting and arranging them in exercises to illustrate their meaning, can give them in a spelling-book to pupils, presenting a more definite and more satisfactory plan of word-study than the ordinary teacher can give them, and at the same time giving the teacher a guide-book, into the application of which he may throw his own individuality.—*Iowa Normal Monthly.*

Teachers, you were well satisfied with the old Monthly School Journal, you will be much more so with the Weekly. Help the new venture.

REMOVING DIFFICULTIES.

BY JACOB ABBOTT.

An effective way to excite interest, and that of the right kind, in school, is not to remove difficulties, but to teach the pupils how to surmount them. A text-book so contrived as to make study mere play, and to dispense with thought and effort, is the worst text-book that can be made, and the surest to be, in the end, a dull one. The great source of literary enjoyment, which is the successful exercise of intellectual power, is, by such a mode of presenting a subject cut off. Secure, therefore, severe study. Let the pupil see that you are aiming to secure it, and that the pleasure which you expect that they will receive is that of firmly and patiently encountering and overcoming difficulty; of penetrating, by steady and persevering effort, into regions from which the idle and the inefficient are debarred, and that it is your province to lead them forward, not to carry them. They will soon understand this, and like it.

Never underrate the difficulties which your pupils will have to encounter, or try to persuade them that what you assign is easy. Doing easy things is generally dull work, and it is especially discouraging and disheartening for a pupil to spend his strength in doing what is really difficult for him when his instructor, by calling his work easy, gives him no credit for what may have been severe and protracted labor. If a thing is really hard for the pupil, his teacher ought to know it and admit it. The child then feels that he has some sympathy.

It is astonishing how great an influence may be exerted over a child by his simply knowing that his efforts are observed and appreciated. You pass a boy in the street wheeling a heavy load in a barrow; now simply stop to look at him, with a countenance which says, "That is a heavy load; I should not think that boy could wheel it;" and how quick will your look give fresh strength and vigor to his efforts. On the other hand, when, in such a case, the boy is faltering under his load, try the effect of telling him, "Why, that is not heavy; you can wheel it easily enough; trundle it along." The poor boy may drop his load, disheartened and discouraged, and sit down upon it in despair. It is so in respect to the action of the young in all cases. They are animated and incited by being told *in the right way* that they have something difficult to do. A boy is performing some service for you. He is watering your horse, perhaps, at a well by the road-side, as you are travelling. Say to him, "Hold up the pail high, so that the horse can drink; it is not heavy." He will be discouraged, and will be ready to set the pail down. Say to him, on the other hand, "I had better dismount myself. I don't think you can hold the pail up. It is very heavy; and his eyes will brighten up at once. "Oh no, sir," he will reply, "I can hold it very easily." Hence, even if the work you are assigning to a class is easy, do not tell them so unless you wish to destroy all their spirit and interest in doing it; and if you wish to excite their spirit and interest, make your work difficult and let them see that you know it is so; not so difficult as to tax their powers too heavily, but enough so to require a vigorous and persevering effort. Let them distinctly understand, too, that you know it is difficult, that you mean to make it so, but that they have your sympathy and encouragement in the efforts which it calls them to make.

You may satisfy yourself that human nature is, in this respect, what I have described by some such experiment as the following. Select two classes not very familiar with elementary arithmetic, and offer to each of them the following example in addition:

1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8	9	1
3	4	5	6	7	8	9	1	2

etc., etc.

The numbers may be continued, according to the obvious law regulating the above, until each one of the nine digits has commenced the line. Or, if you choose Multiplication, let the example be this:

$$\begin{array}{r} \text{Multiply } 123456780 \\ \text{by } 123456780 \\ \hline \end{array}$$

Now, when you bring the example to one of the classes, address the pupils as follows:

"I have contrived for you a very difficult sum. It is the most difficult one that can be made with the number of figures contained in it, and I do not think that any of you can do it, but you may try. I shall not be surprised if every answer should contain mistakes."

To the other class say as follows:

"I have prepared an example for you, which I wish you to be very careful to perform correctly. It is a little longer than those you have had heretofore, but it is to be performed upon the same principles, and you can all do it correctly, if you really try."

Now under such circumstances the first class will go to their seats with ardor and alacrity, determined to show you that they can do work, even if it is difficult; and if they succeed, they come to the class the next day with pride and pleasure. They have accomplished something which you admit it was not easy to accomplish. On the other hand, the second class may go to their seats with murmuring looks and words, and with a hearty dislike of the task you have assigned them. They know that they have something to do, which, however easy it may be to the teacher, is really difficult for them; and they have to be perplexed and wearied with the work, without having, at last, even the little satisfaction of knowing that the teacher appreciated the difficulties with which they had to contend.

ORGANIZATION OF SCHOOLS.

BY SUPT. CHARLES J. CONNOR, BUENA VISTA COUNTY, IOWA.

1. Find out as nearly as possible what has been done by your predecessor. By means of examinations, oral or written, classify the pupils. Be sure to have every scholar in one of the five divisions. If absolutely necessary, have a class of "irregulars," but know where *every student is and have definite work for him.*

2. Do not be too sure that the pupils have not done thorough work as far as they have gone. They are often timid at first with a new teacher and fail to show what they actually know. Remember, it is easy to forget. A few carefully-planned review lessons will doubtless be necessary to bring the classes to the standing they merited at the close of last term. Perhaps this work can be reached incidentally. See by all means that the term's work is one of advancement.

3. Have first organization temporary. Let it be thoroughly understood that there may be occasion to promote or demote. If mistakes have been made rectify them promptly, but wait until it is certain they are mistakes.

4. Seat pupils by divisions when practicable. The little folk especially appreciate advancement by change of seats from primary to middle division. There is something tangible about this advancement that they understand.

5. Have as few classes as will at all meet the demands of the school. Twenty recitations per day should be the very outside limit. No teacher can do justice to more, especially if the classes are large. Sometimes the teacher is compelled to hear more. Do thorough work at all hazards. Alternate one or two of the advanced

classes if necessary. A careful study of the work will often enable the teacher to combine classes by planning a little extra work for the brightest members. Too much care cannot be exercised in the organization of the schools.

Teach the English language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write and speak good English) and arithmetic are basal branches in our country school work. The "Three R's" are still at a high premium, and should be. Arithmetic will readily command attention. More trouble will arise in presenting English. Make special effort here. Avoid teaching nothing but *rules and diagrams*. To learn to use the English language we must *read it, write it, speak it*. Do this work whether they finish books or not.

Abstracts should be prepared from time to time with great care. The teacher should select some interesting story or incident (not too long), read it to the class or school and question them upon it thoroughly, so that each one shall be able to recall all the principal points. The pupils should then be required to write the story in their own language, using scratch books or common writing paper. Before copying the pupil should carefully revise the work, correcting all misspelled words, observing that capitals and punctuation marks are properly used and that the work is properly paragraphed. When this is done the abstract should be copied upon paper of uniform size. Too much care cannot be taken with this work, for if it is properly followed it will produce great results in the development of language. These also show the pupil's standing.

As helps in language, let the teacher write down all incorrect expressions used in school and give them to the pupils once a week, or, better still, let the pupils pick up incorrect expressions and correct them. We learn to do by doing. Also make skeletons of stories and let the pupils combine the words.

When a class has finished any topic, as multiplication, decimals, percentage, etc., place questions upon the blackboard and give the class a written review of the topic, requiring them to write first upon slates or scratch books, after which the work may be copied upon the paper prepared for this purpose, following the directions for abstracts.

The arrangement of the work on the paper, the penmanship, spacing, etc., should be done in the neatest possible manner. These papers, properly signed, should be handed to the teacher for safe keeping. This should be repeated at intervals during the term. The result will be a fine display of arithmetic work.

The directions given for arithmetic will apply to history and geography; however, I will submit the following outlines for a country or state:—

1. Position. 2. Size. 3. Surface—(a) land, (b) water. 4. Climate. 5. Productions—(a) animal, (b) vegetable, (c) mineral. 6. Inhabitants. 7. Occupation. 8. Government.

*Outline for administrations:—*1. Time. 2. President. 3. Vice-president. 4. Political parties. 5. Events. 6. Presidential campaign—(a) candidates, (b) issues.

Spelling should form a part of every recitation. Ten words are enough for any lesson. Let the words be written, defined and used in sentences.

Each school must have good work done in the English language, arithmetic, spelling and writing. To fail here is to fail utterly. Do not underrate other branches, but teach the above thoroughly. *Simply hearing any recitation is not teaching.*

Teachers cannot do themselves or their pupils justice by letting things go at "loose ends." Study every lesson until you are enthusiastic over it. The pupils will catch your spirit. Work with them. Do not tell them that you will look up answers to their questions and will tell them to-morrow, but work with and show them how to work. Encourage investigation. Do not let the pupils take up the higher branches (history, physiology, etc.) too soon. They cannot understand the language used, and only waste time. Do good, thorough work.—*Central School Journal.*

Notes and News.

ONTARIO.

Some corrections have been made in the list of successful candidates from Whitby Collegiate Institute, and the record now gives twelve second class certificates—six of grade A. and six of grade B.

The "Executive Board" of Albert College have just decided that the Commercial Department shall hereafter be named and known as "The Belleville Business College," in connection with Albert College. Prof. Swayze is to be Principal.

The Strathroy High School began its fall term with over 150 pupils. This institution has proved a great success under the able management of J. E. Wetherell, B.A.

Mr. M. M. Jaques, Principal of the Public School, has been appointed drawing master for the class to be organized under the auspices of the Perth Mechanics' Institute, at a salary of one hundred dollars for the term. Under the charge of Mr. Jaques the Public School is making rapid and good progress, and we have no doubt his new position will be filled with equal efficiency. — *Perth Courier*.

Mooretown has lost a good teacher by the retirement of Mr. Geo. McIntyre and many feel that it will be a difficult matter to replace him. He left to enter the University of Ann Arbor as a medical student and carries the hearty good wishes of the whole section.

The CANADA SCHOOL JOURNAL for October is an excellent number, and one that should be appreciated by its readers. Besides a large amount of reading of a professional nature, it contains a chapter on mathematics with solutions to questions, and examination papers that will be found useful in every public school. Our Normal School Examination papers and P. E. I. educational notes find a place in its columns. A very practical address given by the Ontario Minister of Education before the Provincial Association of Ontario, is worthy of the attention of teachers. This monthly periodical is, certainly, one that every teacher in this Province should have, as it would tend to increase his knowledge and extend his views. — *Summerside Journal, P. E. I., Oct. 2.*

Mr. Tilley, Inspector of County Model Schools, visited the Peterboro' Model Schools, and expressed himself as highly pleased with the staff and the buildings. The object of his visit was the organization of the school.

Mr. S. Roulston, Principal of the Palmerston Public School, has resigned his position, and Mr. Munro, of Milverton, has been appointed to the place.

Orangeville High School, of which A. Steele, B.A., is headmaster, passed at the last Departmental Examinations, eight second class candidates, nine third class and six intermediate.

Hughes's Manuals continue to be appreciated in the United States as is evident from the following order from the New York Sunday School Association:—

"Please send us six each, 'How to Secure and Retain Attention,' and 'Mistakes in Teaching.'"

Peterboro' Board of Education has decided to charge pupils not resident in the town, a fee of \$2.00 for entrance examinations, to defray expenses.

In Sarnia High School, fourteen pupils out of seventeen sent up obtained second class certificates—four grade A. and ten grade B. In addition to these, fourteen passed in third class and nineteen intermediate.

A circular has been issued from the Educational Department, stating that the old regulation by which a teacher who taught three years prior to 1877 might be relieved from attendance upon a Normal school, and the regulation for granting certificates to monitors or assistants are repealed. By this it will be seen that the power the Inspector formerly had of granting permits has been done away with. — *Woodstock Sentinel*.

The Milton County Model School has seventeen candidates for the teaching profession. It is said that there will soon be more teachers than pupils in this county. As it is, a vacant situation of \$300 a year will draw out about fifty applicants.

Mr. W. F. Kennedy, public school teacher at Evelyn, who passed at the London examination with honors, has been appointed headmaster in the Thamesford school with a large increase of salary. Mr. Kennedy leaves Evelyn after three years' teaching, very much to the regret of the whole section. Miss Mary Sedmon, of Thornedale, succeeds Mr. Kennedy in the Evelyn school.

Master Thos. McDougall, an ex-pupil of S. S. No. 26, London, who attended the St. Mary's Collegiate Institute for the first six months of the present year, took the Governor-General's gold medal for that institution at the recent second class examination.

The Public Schools in Amherstburg were closed until October 20th, owing to the prevalence of diphtheria.

The Streetsville High School Board, at a recent meeting unanimously passed the following resolution:—"That this Board wishes to put on record their satisfaction with the high standing taken by the pupils at the Departmental Examinations in July, as well as with the character of the general work done in the school during the past year. The members of this Board are satisfied that the teachers, A. B. Cooke and W. J. Galbraith, Esqs., have, by their energy and ability, succeeded in raising Streetsville High School to a prominent position among the educational institutions of Ontario, and wish to convey to them their hearty appreciation of the interest they have and are manifesting in the welfare of this school. Feeling satisfied that the school is ably managed, we trust we may long be able to retain the services of the present staff of teachers." — *Brampton Conservator*.

In Orangeville High School, A. Crichton, B.A., Medallist in Classics (Toronto University), is classical master; Mr. R. A. Gray, Medallist in Physics (Toronto University 1884), takes Physics, Science and Drawing. The latter gentleman passed in all departments in Arts School last holidays. The new High School building will be ready, it is thought, for occupation by New Year.

In the Parkdale Model School, Mr. R. W. Hicks has been appointed teacher of Music and Drawing for the whole school for one day in the week. The building has been enlarged by four additional rooms making fourteen rooms in all, and the completion of this enlargement was celebrated by a very successful concert. The students in training have been organized into a Glee Club with Mr. Hicks as conductor.

Napanee High School reports an attendance 25 per cent. larger than at this time last year, a fact which speaks volumes for the head master, C. Fessenden, B.A., and his efficient staff of teachers. At the examinations of 1884 this school passed two in first class, nine in second, ten in third, eleven in intermediate and five in University matriculation. Total 37, against 24 in 1883, 12 in 1882, 4 in 1881 and 2 in 1880. This is, certainly, notable progress.

Chatham Business College is maintaining a leading position in the Province. Mr. D. McLachlan is principal and proprietor, and his efforts in giving his pupils a sound knowledge and proficiency in all branches of business are highly commendable. We note with pleasure the following:—

"At the late Toronto Industrial Exhibition Mr. McLachlan's exhibit of ornamental penmanship attracted considerable attention. It was one of the prettiest exhibits in the art gallery. The work shown was principally done by pupils of the Canada Business College, that of Willie Roach (aged 15) being an astonishing achievement for one so young. He draws with pen and ink marvellously correct pictures of birds, deer, etc., and it is safe to say for his age he is the finest penman in Canada."

The following is an extract from Dr. McLellan's report of Perth Collegiate Institute:—

"Accommodation: Fair equipment; four masters; no library; money needed for library and apparatus. Organization: The classification is fair; it might be improved; there is not time enough allowed for the various recitations, especially in languages; what can a teacher do in twenty minutes with a class in Greek? This can be easily remedied."

"The School is doing very fair work. I was well pleased with the Classics, French and Mathematics. Mr. Robertson is a good 'drill' in classics, and, something more, appreciating classics himself; this has a strong influence on his classics. The order is good; arrangement of classes fair; more time needed for classics and recitation. Board should make a grant for library of reference and standard literature."

The several teachers in the Perth Collegiate Institute have been re-engaged at salaries as follows:—W. J. Rothwell, B.A., Principal, \$1 200; Neil Robertson, B.A., Classical Master, \$800; A. W. Burt, B.A., Modern Language Master, \$800; Wm. Moore, B.A., English and Science Master, \$600. In the Public School Mr. M. M. Jaques, Principal of the Model School, was re-engaged at a salary of \$700; Miss McKinley, \$300; Miss Anderson, \$275; Miss Smitherman, \$225; Miss Neilson, \$200; Miss Walker, \$200.

The Hamilton Board of Education has adopted the following recommendation, on the motion of Mr. Burton, seconded by Mr. Hill:—That your committee recognizing the importance of a more thorough system of inspection of the public schools of the city, recommend that the services of an inspector who shall devote the whole of his time during school hours be engaged, and with that end in view, Mr. Smith, the present inspector, be requested to resign his position as inspector on January 1st next.

The Education Department has just revised regulations in regard to the examinations for teachers' certificates. Amongst other changes Latin and French are struck off the list of optional subjects, and algebra, drawing, book keeping and physics are made obligatory upon candidates.—*Orangeville Advertiser*.

Mr. Wolverton, who three years ago was appointed Principal of Woodstock College, has now received the appointment permanently. Recent reports show that marked progress has been made in the College financially and educationally.

Hughes's Manuals have met with the most decided success in the United States. "Mistakes in Teaching" seems to be a very popular book among teachers in that country. A letter received, Oct. 23rd, orders quite a large quantity of these books for the teachers of Minnesota.

The "Weekly Canada School Journal" project is warmly endorsed by a large number of friends in the ranks of the teaching profession, and we are encouraged very much by such expressions of approval and promises of support. The following is a sample of many similar communications:—"The weekly edition of the JOURNAL will, I think, be received even more favorably than the still popular monthly edition. As for the latter, however, (were there no weekly) I would not wish to be without it. Expect my subscription to the 'Weekly,—our own professional paper. W. J. C.'" Thanks, kind friend! Much as you like the monthly Journal you will appreciate the "weekly" still more, for it is intended to spare no effort to make it the best educational paper that has ever been before the public, and to have it just as you mention, "The Teacher's own Professional Paper."

A prominent high school master writes:—"Your words on Botany are well timed. Do not drop the subject till it is again an option for Algebra. It does pes girls' minus far faster than Algebra and gives them a liking for investigation."

Mr. Tilley, Inspector of Model Schools, spoke in very complimentary terms of the Picton school on his last visit. He declared that the school was among the best organized and best disciplined model schools in the Province, making no exception of any room. He complimented the model class, saying the students showed that they were working, and made the best class he had ever seen in Picton."—*Picton Times*.

At the recent union convention of teachers, Lambton Co., it was resolved to adopt the plan of uniform promotion examinations for the county.

STRATFORD COLLEGIATE INSTITUTE.

The High School at Stratford was Oct. 24th, promoted to the standing of a Collegiate Institute, the official declaration being made by the Hon. G. W. Ross, Minister of Education. A large number of educationists from Perth and adjoining counties, together with the school trustees, local clergy and other friends, assembled to do honor to the occasion, and it is estimated that 1000 persons were present. The walls of the various rooms were festooned with evergreens, flowers, flags, &c., and adorned with paintings and drawings, the handiwork of the students under Miss Freeman's charge.

In his address the Minister referred to the splendid work that had been done in the school by W. McBride, M.A., and his able assistants, which had won the honor that was about to be conferred on it. The staff during the present year had increased from four to eight; the average attendance has gone up from 90 to 177. At last departmental examinations, 8 passed in second class A, 8 in B, 14 third class and 35 intermediate. At the "Local Examinations for Women" in connection with Toronto University, 29 candidates passed, out of 32, obtaining 12 First Class Honors and 11 Second Class Honors. It is proposed to add a Commercial Department as an optional subject for High Schools, and also Drawing. Arrangements would be made next year by which male students in High Schools could write for the matriculation of Toronto University at home the same as women are allowed to do, at present and save them the trouble and expense of going to the city. The Hon.

gentleman's remarks were received with much satisfaction. Mr. J. L. Hughes, inspector of city schools, Toronto, gave a brief, humorous address. Messrs. Rothwell and McCallum B.A., both of Listowel, made some appropriate congratulatory remarks. On the motion of Rev. G. Richardson, seconded by Rev. D. A. McGregor, a vote of thanks was accorded the speakers. The boys were then put through their facings in drill exercises and the girls in calisthenics.

In the evening a banquet was tendered to Mr. Ross. Mr. Thos. Stoney, Chairman of Trustees, was in the chair, and a very agreeable time was spent.

The teaching staff of Stratford Collegiate Institute comprises the following:—Wm. McBride, M.A., Mathematics and French; C. A. Mayberry, B.A., Classics; J. Wilson, B.A., 1st A., English; John M. Moran, 1st A., German and Nat. Science; A. DeGuerre, B.A., Mathematics; Prof. Johnson Morris, Vocal Music; Miss J. Weir, Instrumental Music, and Miss M. Freeman, Drawing, Painting, &c.

The capacious building affords spacious accommodation, and a library, gymnasium, calisthenic room and laboratory have all been started and well equipped since last January. The Board of School Trustees has heartily co-operated with the head master in furnishing the school with apparatus and appliances and as a result the Institute is now one of the leading schools in the Province. Mr. McBride, on his appointment, found the school in a disorganized state, but by the energy and indomitable perseverance for which he is noted, he has brought the Stratford Collegiate Institute to the high position it occupies to-day.

We are in receipt of the "Annual Circular" of Ontario Business College, Belleville, and have to congratulate Messrs. Robinson and Johnson on the flourishing state of the institution. The varied branches of commercial education taught in the College and the practical nature of the teaching afforded by men who are second to none in the profession, have attracted students from the United States, West Indies and Newfoundland, besides a large attendance from the provinces of the Dominion. Not long since we gave a full description of the method by which each subject is taught, namely, by actual business transactions in banking, counting-house work, telegraphy, &c., carried on in such a manner that a student may step from the College into a business house and proceed with his work without further training. The success of the large majority of the pupils who have graduated from the College is the best evidence of the superior education afforded within its walls.

Mr. W. H. Bean, teacher of Scarboro' Village School, has matriculated at Trinity College, Toronto.

An effort is about to be made to organize a Teachers' Association for South York. A meeting of the teachers of the inspectorate is to be called to assemble in Parkdale Model School some time this month, at which the project will be discussed.

NEW BRUNSWICK.

The Board of Education has had several meetings recently, but the result of the deliberations have not transpired. It is understood that the determining of Inspectoral Districts and the appointment of Inspectors has been a part of the work.

The following Text Books have been prescribed for use in the Free Schools of the Province on and after November 1st, 1884:—Hamblin Smith's Geometry; Modern Geography and Atlas (Canada Publishing Co.) in place of Calkin's School Geography of the World; Archer's Short History of Canada.

Classes beginning any of these subjects must use the newly prescribed texts; but classes which have already made some progress in the subjects may, with the concurrence of the Trustees, continue the use of the present Texts.

The following provisions are prescribed respecting Superior and Grammar Schools:—

SUPERIOR SCHOOLS.

Teachers of a Superior School to be entitled to the Provincial Allowance of \$250 must hold a license from the Board of Education of at least Class I, and must receive from the Trustees a salary of not less than \$250 per annum.

1. *Superior Schools in Cities, Incorporated Towns, and in Towns having four graded Departments.*—Boards of Trustees shall provide for giving instruction in at least Standards IX and X. When instruction is not provided for or not given in advance of Standard X, work in Standard VIII may be required of the Teacher, provided the daily average attendance of pupils in the higher standards is not more than 25. Should Standards IX, X and XI be taught no work in lower standard shall be required of the teacher, unless a Provincial Licensed Assistant is employed having a separate classroom.

2. *Superior Schools in Towns or Villages having three Graded Departments.*—The highest Department shall constitute the Superior School, and shall not be called upon to perform work under the Standard VII of the graded course. Provision shall be made for giving instruction in a course specially provided for such schools, to extend over a period of three years.

3. *Superior Schools in Districts having two Graded Departments.*—The second or highest Department shall form the Superior School and shall not be called upon to perform work under Standard V of the graded course. A special course extending over a period of four years shall be prescribed for such schools.

4. *Superior Schools in Districts having no Graded Schools.*—An ungraded school in a county district may be recognized as a Superior School, provided a class room Assistant is employed and the daily average attendance of pupils is 30 or upwards. For such schools a special course will be prescribed.

5. The school accommodation and appliances in all Superior Schools must be satisfactory to the Inspector, who shall report thereon to the Chief Superintendent.

GRAMMAR SCHOOLS.

The Master of a Grammar School must hold a Grammar School License from the Board of Education and be in receipt of an annual salary of at least \$350 from the Board of Trustees, to entitle him to the Provincial grant of \$150.

1. *Grammar Schools in the Cities of Saint John and Fredericton.*—(Specially provided for.)

2. *Grammar Schools in Towns.*—Grammar Schools in Towns having a graded course shall make provision for giving instruction in not less than two standards in advance of Standard VIII, and must have competent pupils studying in at least Standard IX. If there are no competent pupils engaged in the study of Standard X, the Board of Trustees may place pupils in Standards VII and VIII, but not in a lower Standard, under the immediate instruction of the Grammar School Master.

Should there be competent pupils engaged in the study of Standard X, and the whole number of enrolled pupils exceed 30, the Board of Trustees must either relieve the Master from teaching Standard VII, or employ a licensed assistant:

If Standard XI is provided for and if competent pupils are engaged in its study as well as pupils in Standards IX and X the Board of Trustees shall not exact from the Master work in any lower Standard unless the enrolled number of pupils falls below 25. If the enrolled number of pupils falls below 25, the Grammar School Inspector shall determine what additional work, if any, shall be assigned to the Master.

It shall be competent for the Trustees of any Town or Grammar School to require the Master to teach Latin to pupils who may belong to grades VII and VIII, in another Department, provided the Teacher of these grades is not qualified to teach the subject.

3. *Grammar Schools in Villages.*—When a Grammar School is established in a village having two Departments, the highest Department shall be considered the Grammar School. For such a department a course of instruction in advance of Standard IV of the graded course shall be prescribed, embracing four consecutive Standards. Classics and Mathematics shall be included in the course. Should no competent pupils be engaged in the study of either Classics or Mathematics in advance of Standard VI of the course within the third term after the First of November, 1884, or should at any time thereafter one year elapse during which no pupils have been engaged in such studies in advance of this Standard, the school shall fall below the rank of a Grammar School.

If the full course of instruction is not in operation, and if the number of pupils is under 30, the Inspector shall determine what additional work, if any, may be required of the Master.

4. The school accommodation and appliances must be satisfactory to Grammar School Inspector, who shall report thereon to the Superintendent.

The following orders were made by the Board of Education, June 10th, 1884:—

1. The Inspector may issue an Assistant's License of the Third Class, to be of force during the School Term for which it is issued, to any person qualified to act in the capacity of a Class-Room Assistant in an ungraded school having fifty pupils or upwards, but shall not renew the same without the special permission of the Board of Education or Chief Superintendent. Such license shall be valid only in the School for which it is issued, and shall not qualify the holder to act in any other capacity than that of Class-room Assistant. Every license issued hereunder shall be at once reported by

the Inspector, with the designation of the school, to the Chief Superintendent.

2. When a licensed teacher cannot be obtained by the Board of Trustees of a school district or recommended by the Inspector, he may, until otherwise ordered, issue a license of the Third Class to any suitable person to teach the school in such district for one term, but shall not renew the same or any license issued by him, without the express permission of the Board of Education or Chief Superintendent. Any license issued hereunder shall be at once reported to the Chief Superintendent.

The Chief Superintendent attended Northumberland County Institute, at Chatham, and gave a public address on educational matters, referring particularly to the recent changes in the Law and the Regulations.

All the Grammar Schools provided for by the amended law passed last winter will go into operation this term, as applications have been made to the Department for the Provincial Grants on the terms prescribed.

It is expected that a large proportion of the new Superior Schools contemplated by the Law will be established this season.

The dedication of the new Memorial Hall in connection with Mount Allison College, Sackville, took place, with appropriate ceremonies, on the 10th October.

The site for the new buildings for the Baptist Seminary, St. John, N. B., has not yet been finally decided upon.

H. V. B. Bridges, A.M., lately Principal of the Church Hall Schools, Fredericton, is now on the staff of the Collegiate School. So is B. H. Foster, A.B. It is said that important changes are to be made in the constitution of the school.

W. F. Ganong, A.B., has taken a school at St. Stephen, in room of Jas. Vroom, who goes to Presqu'isle.

J. A. John, B.A., has resigned the principalship of the Sunbury Grammar School, in order to study for the ministry, and R. G. Day, B.A., from Andover, has been appointed to succeed him.

Miss Ross is at present in charge of the schools vacated by Mr. Bridges, at Fredericton.

J. J. Weddall, Esq., is the successor of the late S. D. McPherson, Esq., as Trustee of Schools in Fredericton.

In the Sussex Schools, Mr. Flewelling has resigned the Principalship, and Miss Murray and Miss Armstrong have been promoted to higher departments.

NOVA SCOTIA.

Quite a number of changes in the principalship of county academies and High Schools have been reported. Mr. Daniel Murray, A. B. (Dalhousie) assumes charge of the Shelburne Academy at the opening of the ensuing school year. He succeeds Mr. H. McIntosh, who has accepted an engagement from the trustees of the County Academy at Lunenburg. Mr. F. Jones, A. B., (Dalhousie) takes the principalship of the Victoria County Academy at Baddeck, C.B.

Under the judicious direction of Supervisor McKay, the Board of School Commissioners for Halifax city have remodelled their educational system in some important particulars. Most, if not all, of these changes may be unhesitatingly accepted as improvements. Among matters mooted, but not yet practically carried into effect, may be mentioned the popularization of the High School by abolishing fees and bringing the institution into closer accord with the Provincial system of education. Of late the Halifax staff of Public School Teachers has received some valuable accessions.

The revised regulations of the Provincial Normal School entrance provisions whereby pupil-teachers entering with exceptionally high non-professional attainments may complete the curriculum for second class licenses in May, instead of waiting till the end of the annual session in July. The Preparatory Department for third class teachers, which made a hopeful beginning last year, continues in operation. Miss Ada Ryan, of Halifax, who has been placed in charge of it, achieved the high distinction of leading the candidates for first class licenses at the recent Provincial examination.

The sixth annual meeting of the Teachers Association for Inspectorial District No 8, (counties of Inverness and Victoria), was held at Baddeck on the last Thursday and Friday of September. A large number of teachers and visitors attended the several sessions. Papers on various subjects, and all marked by much ability, were read by the President of the Association, J. Y. Gunn, Esq., In-

spector of Schools, Mr. D. C. McLennan, Mr. McKenzie, and Mr. Forsyth, Miss Forbes (who is an undergraduate and exhibitor of Dalhousie College) gave an instructive class exercise in the shape of a lesson in Geography and History as taught by the daily newspaper. The proceedings were enlivened by educational discussions and addresses from the clergy and other gentlemen present. The local paper refers in warm terms of praise to the paper read by the President, Inspector Gunn. Mr. L. C. Boyd filled acceptably the position of Vice-President, and Mr. D. H. McKenna that of Secretary-Treasurer. It is a melancholy proof of the uncertainty of human life, that the esteemed Vice-President, Mr. Boyd, was drowned on the Monday following the meeting of the Association, as he was returning by sail boat to his school on Boularderie Island.

Next month's notes will contain reports of the recent Teachers' Associations at Sydney, C.B., and at Kentville.

The next ensuing annual session of the Provincial Normal School begins on the 5th inst. There is a good prospect of the attendance outstripping that of any previous year.

BRITISH COLUMBIA.

We have had the pleasure of seeing a very neat and appropriate, though cheap, design of a Diploma issued by the Superintendent of British Columbia to present to pupils passing the Entrance Examination to the High School. It is of a convenient size and is suitable for framing. The motto is "Haec olim meminisse juvabit." It will delight in after years to remember these things. It bears the signatures of the Sup^t of Education and the headmaster with the seal of the Department attached, and no doubt will be highly prized by the winner. It appears to us that this will produce a healthy stimulant to the pupil who will take pleasure in preserving such a document. We would suggest that Ontario pupils might value a similar Diploma much more highly than the present "slip of paper," that "does for the purpose."

The lowest salary paid to teachers in British Columbia is \$600 a year while many receive sums ranging from \$960 to \$1320. It is simply humiliating to know that Ontario teachers, who devote much time and money to secure the necessary training, receive only a mere pittance in comparison, and work from an hour to an hour and a half longer each day, and have a much larger class as a rule. The Government fixes the salaries according to the school and there is no competition in salaries. If trustees imagine that when they engage a teacher for \$300 they are receiving \$500 worth they are in all probability mistaken. Do they make a practice of giving two dollars' worth for one dollar?

The number of schools in British Columbia is eighty-five. The increase during the past year has been over twenty per cent. This speaks well for the interest the people are taking in education, which, no doubt, has been greatly stimulated by the popular official head.

We are pleased to notice the efforts that Mr. Pope is making to establish a teachers' convention. Such an association cannot fail in good results to those who partake fully of its advantages and we trust every teacher will hasten to put a shoulder to the wheel. We no not want any drones, remember!

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

PROVINCIAL TEACHERS' ASSOCIATION.

THIRD DAY.

ONTARIO—Continued—The Public School section of the Association met, Mr. Duncan in the chair. On motion it was resolved that it is the opinion of the Public School section that the holidays in rural sections be six weeks, by Departmental regulation, instead of being as at present optional with trustees.

Mr. W. G. Duff moved, seconded by George Baird, That in the opinion of the Public School section of the Teachers' Association the history for entrance is too extensive, and would recommend that the history for entrance be Canadian history, and one period of English history, to be set by the department from time to time. The motion was carried.

Mr. F. C. Powell, of Kincardine, read a paper on reading and writing, in which he maintained that although the importance of these

subjects was generally acknowledged, sufficient attention was not paid to them in our school training, and that in some High Schools they were almost ignored.

Considerable discussion took place on a motion made by Mr. Alexander that in the opinion of this section the action of the Hon. Minister of Education in recognizing and placing a high value on the professional success of candidates for re-examination for third-class certificates is calculated to foster and promote that most essential part of a teacher's qualification, and that the recognition of the value and importance of successful work in the school-room should be extended to the higher classes of certificates, so as to make it possible for a teacher through success in teaching to raise his certificate from one degree to another in that class in which it belongs. An amendment offered by Mr. Barber, advocating the entire separation of the professional and the non-professional examinations was lost on a division, and Mr. Alexander's motion was carried.

Dr. Forest, of Bradford, explained the working of an ingenious machine called the "word builder."

The following officers were elected:—Chairman, Mr. Munro, of Ottawa; Secretary, F. C. Powell, Kincardine. Directors—Messrs. Wood, Steel, Deacon, and Coates. Legislative Committee—Messrs. R. W. Doan, Hendry, and Rannie.

The High School section recommended a more thorough study of botany.

In the afternoon—Mr. Scarlett presented the report of the Temperance Committee. The committee having duly considered the circular addressed to this Association by Messrs. Orchard, of Owen Sound, secretary of the Canada Temperance Union for Ontario, reported that the matters referred to them have been for some time and are still under the consideration of the Education Department, and that when finally settled their decision will no doubt be satisfactory to all concerned. The report was adopted. The Audit Committee's report was adopted. The election for President then took place by ballot, and Dr. McLellan was elected.

HIGH SCHOOL SECTION.

The High School section met in the library, with Dr. Adam Purslow in the chair. Principal McHenry read a paper on High School graduation. The plan proposed was that on the completion of the full course in a High School or Collegiate Institute pupils be regularly graduated, receiving a diploma issued by the Minister of Education, and that the bestowal of this honour take place at the annual public meeting of pupils, parents, and other friends of education. He suggested two means of carrying out this scheme: 1st. To have a final examination, conducted under the direction of the Education Department, take place in connection with the intermediate or teachers' examination; graduation exercises to be held in July or September. 2nd. Instead of establishing an additional departmental examination utilize the existing University Local Examinations. 1. the upper limit of the High School course, as now, correspond with that of Senior Matriculation, and have our High School candidates for graduation take either the Junior or the Senior Local Matriculation Examination, according to their degree of advancement in the course.

The section passed a resolution approving of the plan of Upper School graduation, and suggesting that the local university matriculation examinations could be utilized, and appointed a committee consisting of the High School representatives in the University Senate and Messrs. Bryant, McHenry, and Embree to prepare a scheme.

On motion of Mr. Miller it was resolved that the University of Toronto be requested to recognize as fully matriculated students all who at the local examinations shall obtain the standard required for matriculation and who in these subjects comply with the conditions of entering the University.

The committee appointed to consider the subject of natural science for junior matriculation recommended that a paper be set therein demanding from candidates such a knowledge as must be obtained from personal observation of Canadian plants, also a paper on physical geography, meaning thereby the scientific treatment of the upper portion of the earth's crust, the atmosphere, snow, ice, rain, hail, winds, clouds, etc.

As a result of this report the section resolved that the subject of botany and chemistry or chemical physics be placed as optional subjects on the junior matriculation curriculum.

Dr. Purslow moved, that in view of the objectionable nature of some of the papers set at the last matriculation examination of Toronto University, notably the pass papers in mathematics, the High School representatives to the Senate be requested to endeavor to have none but suitable persons appointed as examiners, and to this end to secure that one examiner shall be a professor of the subject examined on, and that another, if possible, a high school master, conversant with the capabilities of High Schools. (Carried.)

The committee on Mr. Bryant's paper on Commercial Education reported in favor of recognizing the claim of pupils who did not desire preparation for professional examinations, and recommended a course of commercial education, comprising the subjects mentioned by Mr. Bryant, with the addition of phonography as an optional subject.

On motion the department was requested to select as sub-examiners high school masters and other teachers of practical experience.

The following officers were elected:—Chairman, Dr. Purslow; Secretary, Mr. Merchaut; Executive Committee, Messrs. Strang, Embree, MacMurehy, Miller, and Robert Alexander; Legislative Committee, Messrs. Bryant, Scott, and Wetherell.

INSPECTORS' SECTION.

In the Inspectors' section, amendments to the school law were considered. The section expressed its opinion that summer vacations in rural districts should be six weeks long; that the nomination and election of Public School trustees in cities and incorporated villages should be held on the same day as the nomination and election of municipal councillors, and in the same place; that the number of trustees of rural school sections be increased by two, and that the same be five instead of three, also that each trustee hold office for five years; that it be compulsory in trustees to pay their teachers quarterly; that the expenses of all examinations, except entrance examinations, in connection with the public educational system, be provided for by fees to be paid by candidates; that it should be incumbent upon County Councils to provide and levy \$10 towards the local teachers' institute; that section 186 of the School Act should be changed so as to remove all doubt in regard to its being compulsory on County Councils to provide for the travelling and other official expenses of Public School Inspectors.

The section elected the following officers. —Chairman, A. Campbell, Kincaid; Secretary, F. L. Michell. Directors—Messrs. Fotheringham, McKinnon, Clapp, and Hunter. Legislative Committee—Messrs. Maxwell, Smith, and Little.

A committee consisting of Messrs. McMurchy, Alexander, and McKinnon, was appointed to report next year on the consolidation of the constitution and by-laws of this Assembly and the amendment of them so far as they relate to the election of officers.

Col. F. W. Parker delivered an address on the Teaching of Reading and Language in Schools. He said that the maxim "learn to do by doing" had been disregarded. Reading was not talking. The child had learned to talk before he came to school, in fact all great elocutionists said, "If you will learn elocution, go to a little child." The child's pronunciation and articulation might be imperfect; its emphasis never. The lecturer imitated the dull, monotonous tone in which a child reads after a few months' training at school, and said it was something between a whine and a groan. Reading was not pronunciation. If pronunciation had to be taught, it was something quite separate from reading, nor did reading consist of articulation or emphasis, both of which the child had learned before coming to school. He defined reading as a means of getting thought by means of written sentences. Reading was thinking by means of written words. If the child did not think he did not read. The great mistake committed had been to make expression the end of education, whereas power should be the end and expression the means. As frequently taught, oral reading, instead of a means to make the child think, was actually an obstacle between the child and the thought. A faulty system was the old A, B, C method of teaching the alphabet. Another was the phonic system, as sometimes taught, and another was elocution, in which children were taught to make strange and unnatural noises. He strongly condemned the system under which children were made to read the same book again and again, after they had learned its contents by heart. Take this question of polluting literature. Why did children read it? Because they were starved in the school-room on this miserable rubbish. He would throw away the spelling-books, the grammars, the primary geographies, and buy a library for every school house in America.

Mr. Hughes presented a report recommending that industrial drawing be made compulsory in Public and High Schools, and that marks in drawing be taken into account the same as those in other subjects at the entrance examination to the High Schools; also that industrial occupations be introduced into the Public Schools, especially in the junior classes; and that the Minister of Education be requested to provide such training in Model and Normal Schools. The report was adopted.

Dr. Carlyle read a paper on "Uniformity of Text Books." He expressed himself in favor of uniformity, and suggested that a series of readers be used which would contain one complete English classic instead of scraps without beginning or end.

Mr. A. P. Knight, Kingston, read a paper on "University Consolidation and State Aid to Colleges." He suggested that a certain amount of aid should be given to all colleges which fulfilled certain requirements.

In the evening Col. F. W. Parker delivered an address on "The conflict of two ideals in education." He said that throughout all history two ideals had governed human action. One was that of fore-ordination—man's fore-ordaining what man should be. Whether for good of man, or for selfish purposes, the rich and powerful had fore-ordained what a great portion of mankind should be, either by educating them or by keeping them in ignorance. The question to be solved was, "How to make the best subject." The usual way was to keep the people in ignorance. Some nations had adopted a different mode, namely, to educate the people. Among these was Prussia, whose sovereigns had acted on the principle of making their subjects good soldiers and

artisans. As soon as education was introduced then began the conflict between the two ideals—one that the subject was made for the king, and should be educated accordingly; the other, that a man should make the best of himself that he possibly could. The other ideal was that of freedom—the development of the mind into truth. The outward battle might give liberty, but only the inward struggle gave men freedom. The ideal of freedom was opposed to that of limitation. With the American republic was founded the first absolute condition of liberty, but not of freedom. The fathers of the republic in their wisdom founded the common school. Even at this day there was no common school system in the world except on this continent. The schools of Germany were not free; there were free schools for the poor, but the others were "stratified," and stratified schools meant a stratified society. One great end of education was to have the rich mingle with the poor on the same benches and fight them on the same playground. Under the idea of limitation the child was for the course of study; under the ideal of freedom the course of study was for the child. No subject should be included in the course of study which did not develop the child's mind. And in order to know what subjects to select they must study the child's mind—not only the working of the mind generally, but the individual mind of each child. There was no college for the training of teachers, properly speaking. Normal Schools were doing magnificent work, but they had been to a great extent nothing but academies. They had been obliged to receive children who were not yet ready to learn to teach. Make expression the means of thought and the teacher could not go wrong. Shakespeare, and Bacon, and Locke knew nothing of grammar. The speaker also attacked the system of promotion examinations. There should be examinations, but they should be made by the teacher, and made every hour.

Mr. H. I. Strang, after referring to a previous discussion on the respective merits of the system of a Minister of Education and Superintendent of Education, moved that, in view of the change that has taken place since the question was brought before the Association and the general feeling throughout the country that the new Minister should have a fair trial, it was inexpedient to discuss the matter further at present, but that it was desirable that the head of the department, whether Minister or Chief Superintendent, should have a regularly constituted Board of Advisers, representative in character, with specific duties defined by statute.

Mr. McMurchy introduced the subject of Bible reading in schools, and a committee composed of Messrs. Doan, McMurchy, and Walsworth was appointed to urge on the Government the views of the Association as expressed at the last convention.

The convention then adjourned.

PRINCE EDWARD ISLAND.—The annual convention of this Association was held in the Upper Prince Street School, Charlottetown, Oct. 8th and 9th, and was the largest ever held. A number of visitors also attended and took a warm interest in the proceedings. The President, Mr. D. Montgomery, Chief Superintendent of Education, called the meeting to order at 10 a.m., and after the disposal of some routine business, Mr. McPhail read a very interesting paper on "The Artificial in Teaching." His idea of the profession was not in accordance with the views of many of his hearers, as he considered the teacher bound by the code of instruction to pursue a fixed course instead of acting on what he conscientiously considered the best for his pupils. On the motion of J. F. Mellish, M.A., seconded by Mr. Larkin, the thanks of the meeting was given Mr. McPhail. Mr. Neil McLeod read a good, practical paper on the Teaching of History. He recommended a general outline of the subject, taught topically, instead of the dry bones usually given in the shape of dates, genealogies, and other interesting details. In the animated discussion that followed some valuable suggestions were given by Miss Snaddon, Rev. W. B. King, principal of St. Peter's school; Miss M. Lawson, Messrs. Mackenzie, McLennan, Stewart, Larkin, and Mellish.

In the afternoon Mr. N. McLeod read the report prepared by a committee appointed at last year's convention on the course of instruction for public schools. After discussing it clause by clause it was amended somewhat and adopted. In effect it is as follows:—1. No change in first three grades. 2. No text-book on grammar to be used until pupils enter fifth grade, or intermediate course; in fourth grade the term "musical notation" be substituted for "theory of music." 3. Latin to be commenced in High School course only, in seventh and eighth grades; and that the knowledge of Latin now required of the fifth and sixth grades be deemed sufficient for the seventh, and that of the seventh sufficient for the eighth. 4. Algebra to be taken up in High School grades only; for the seventh to simple equations, and for the eighth to quadratics. 5. That the study of Greek in the public schools be left optional. Miss Snaddon read a well written and thoughtful paper on "What a High School ought to be." Her plans, if applied to the local schools, would be productive of much benefit. Mr. J. L. Robertson, of Toronto, gave an address on Primary Reading, which was well received. He recommended the phonic system combined with the "word method." Mr. J. McSwain, head master of the Model School, read a very practical paper on the teaching of Grammar. He advo-

cated its being taught in the intermediate grades because many of the children leave school when they pass out of these grades. The subject was well discussed by Profs. Anderson and Mellish and Messrs. McLellan, Larkin, Curran, Stewart, and McPhail. The public meeting in the evening was held in the Assembly Hall of Prince Street School, and was largely attended. Mr. Montgomery occupied the chair, and opened the proceedings with a brief speech. Short addresses were then given by Rev. Mr. Nicholls, of Montreal; Rev. Mr. Richardson, of St. Eleanor's; Rev. G. W. Hodgson, Hon. David Laird, D. Farquharson, Esq., M.P.P., and Mr. J. L. Roberts n. Between the addresses a choir, composed of about 100 pupils of Prince Street School, ably led by Miss E. Barr, sang a number of nice songs. Miss McLeod presided at the organ. The first business on re-assembling the following morning was the appointment of a committee on nomination of officers for the ensuing year, after which Mr. Larkin brought before the convention the importance of attending to some of the suggestions given in the speeches of the previous evening; namely, more effective inspection of schools, better adornment of school-rooms and premises, and the cultivation of polite manners among the pupils. He then handed in a motion to the effect that the school year should commence 1st November instead of 1st July, and the annual meeting of the ratepayers be held the third Tuesday in September. He gave many sound reasons for this change. The motion was seconded by Mr. J. McSwain, and after a lively discussion, in which Messrs. J. Arbuckle, J. M. Duncan, Clay, and Stewart took part, it was carried and ordered to be submitted to the House of Assembly with a memorial praying that the change be made. Mr. McGrath read a paper on "Our School Teachers," in which he showed how some teachers fail in their work, and gave a few excellent practical hints for their guidance. He complained of the smallness of salaries compared with the importance of the work. Miss E. Barr read a splendid paper on "The Teaching Profession," which was highly appreciated. Rev. J. Burwash expressed his satisfaction at the nature of the papers read. A discussion arising out of Mr. McGrath's paper relative to increase of salaries was then carried on for some time by Miss M. Lawson, Messrs. J. D. Seaman, Larkin, N. McLeod, and Alex. McDonald, but no action was taken. In the afternoon the president announced that 146 members had joined the Association. This number was the highest yet obtained. The Committee on Resolutions brought in the following:—(1) "Believing that the use of a school magazine would help teachers in their practical work as well as improve their knowledge of educational matters generally, therefore resolved, that this Association endorse the CANADA SCHOOL JOURNAL as the educational organ for the teachers of this province, and that the members use their influence to promote its circulation." (2) "Whereas it has been brought to our notice that after the expenses of the Association have been met a considerable surplus will remain in the hands of the treasurer; and whereas this surplus should be expended so as to be most beneficial to the members of this Association, therefore resolved, that said surplus be expended in the purchase of books with the view of establishing a library." The first resolution was carried unanimously; the second was, on the motion of Mr. Larkin, seconded by Mr. McDonnell, held over for a year. The election of officers was then proceeded with. The Committee on Nominations had named Mr. Montgomery for president and Mr. J. D. Seaman secretary-treasurer, but these gentlemen having declined to act, the committee brought in another report, which was adopted as follows:—President, Mr. J. McSwain; Vice-Presidents, Misses Snaddon and Cunningham, Messrs. N. McLeod and P. Curran; Secretary-Treasurer, Mr. R. E. Gaul; Corresponding Secretary, Miss E. E. McKinnon; Executive Committee, Miss Barr, Messrs. J. D. Seaman, D. Gallant, and E. Stewart. Mr. McSwain then took the chair and briefly thanked the members. Mr. Larkin proposed a vote of thanks to the Chief Superintendent for the successful manner in which he had worked up the Association while president for five years; seconded by Mr. Gallant, and carried enthusiastically. On the motion of Mr. Mellish, seconded by Mr. N. McLeod, Mr. L. Miller, the retiring secretary, with other outgoing officers, received the hearty thanks of the Association. Mr. T. A. LePage gave a lucid and instructive paper on Composition and Analysis, which was discussed by Rev. D. McNeill, Prof. Anderson, Messrs. N. McLeod and A. McDonald. After a vote of thanks was given to the railway authorities for reduced fares, and another to the city school trustees for the use of the school-room, the convention adjourned. In the evening another public meeting was held, and every available space in the hall was occupied. Mr. McSwain presided, and a very enjoyable time was spent. The Lieutenant-Governor honored the meeting with his presence. The following programme was well rendered:—Instrumental solo, Miss Harvey; reading, Mr. T. A. LePage; song, Miss Clancey; reading, Miss McKinnon; song, Mr. A. P. McLellan; reading, Miss Wade; vocal duet, Miss Barr and McLeod; song, Miss Harris; reading, Miss E. Lawson; song, Miss McDonald; reading, Miss Barr; French song, Mr. D. Gallant; song, Miss McLeod; address, Rev. J. M. McLeod; address, Lieut.-Governor, Hon. A. A. McDonald; recitation, Mr. A. G. McDonald; finale, Auld Lang Syne.

SOUTH GREY.—At the Grey county convention held in Durham, Oct. 16th and 17th, there was a good attendance and a keen interest was shown in the subject under discussion. Mr. J. Winterborne gave an illustration of teaching a language lesson to a class of young pupils. Dr. Cun took up his subject "Dietetics." The essayist showed that the race is deteriorating, especially in large cities, where families often disappear after the third generation. In answer to several questions asked by Mr. Winterborne and others, the Dr. advised teachers to take only a lunch at noon and have dinner after the labors of the day were over. He also urged the necessity of physical exercise and recommended a walk of at least five miles a day. Mr. H. C. Rose discussed Teachers and teaching. His address was eloquent and practical. He believed that teachers leave the profession because they are so poorly remunerated—they are literally starved out. He advises a united effort to increase their salaries. A lively discussion followed in which Messrs. Thompson, Dixon, Campbell and Winterborne took part. Dr. Hixon supported the system of uniform promotion examinations. Among their advantages he mentioned the following:—1st. They form a sure and perfect basis for classification. 2nd. They prevent undue promotion. 3rd. They afford an incentive to work. 4th. They train pupils to pass future examinations. 5th. They excite public interest in the school. Some slight disadvantages were also mentioned. The uniform system of promotion was approved of, by the convention. In the evening a musical and literary entertainment was held, at which a very pleasant time was spent. The following day there was some discussion on the question of Township Associations. A committee was appointed who reported favorably of holding Township Associations. A second committee was appointed as follows for selecting the time and places of first meeting of the local associations and arranging programme therefor:—Artemesia—Monroe and Dixon; Bentinck—Nelly and Bell; Egremont—Sharp and Reid; Glenelg—McDonald and Binnie; Normanby—Ramage and Campbell; Osprey—McKay and Chant; Proton—Rundie and Gillespie. Mr. C. Ramage, delegate to the Provincial Association, read his report, which gave the essence of all the proceedings in expressive and apt language. A question on Corporal Punishment gave rise to quite a long discussion, in which Mr. Winterborne stated that there is no child living but can be won over by kindness, and when a teacher has to punish at all, the cause can be traced to some failure in himself as a teacher. Many of the teachers expressed a different opinion. Mr. J. S. Campbell gave an address on drawing in which he showed its great value as a means of training the hands and eyes. Mr. Jas. Binnie read an interesting paper on "Encouragements and Discouragements of Teachers." The essay was humorous and instructive. David Grier gave a carefully prepared address on "Public Opinion," in which he showed its great power for evil when not properly directed. Mr. Winterborne gave some valuable information about teaching grammar, arithmetic, and geography. He pointed out what should be taught to each class in these subjects. He also illustrated the best method of teaching arithmetic to very young pupils. Mr. Winterborne recommended to teachers the following works, as helps in the study of English:—Earle's Philology, Ayer's Orthoepist, and Whitney's Elementary Lessons in English. The meeting adjourned to meet at Flesherston on 28th and 29th May, 1885. This has proved one of the most useful and best attended meetings of the Association, about seventy teachers being present each day, besides several visitors from Durham and vicinity, prominent among whom were Revs. Forest and Park.

DUFFERIN.—The Dufferin Teachers' Association met here on the 10th October. The first session was opened with prayer by Rev. Mr. Sherran, M.A., at 9:30. The minutes of last session were then read and adopted. Miss Cameron took up the subject of dictation but not having a class at her disposal her subject was withdrawn in order to procure a class. The subject of syntactical blunders was taken up by Mr. Crichton, B.A. He illustrated the subject by several examples. The second session was opened by the minutes of last session being read and adopted after which the subject of dictation was taught by Miss Cameron and criticised by Misses Anderson and Jelly and Mr. Acheson and Mr. McJim. The president then gave an able and excellent address in which he dealt largely upon "Superannuation fund." The Hon. G. W. Ross, Minister of Education, was presented with an address of welcome signed by the president on behalf of the Association after which the Hon. Minister gave a lecture on how "reading" should be taught in our schools. The second session was concluded by a lecture on elocution given by Miss Churchill. The third session was opened with prayer by Mr. McCormack. Mr. McArdle gave his method of teaching philosophy. An address on natural history was given by Mr. A. Sherran, M.A., for which he received a hearty vote of thanks. The fourth session was opened by an address by Dr. Lewis on hygiene. The Rev. Mr. McKay gave an elaborate and instructive essay on how study should be prosecuted, after which Miss Head gave a splendidly written essay on education. Mr. Steele gave a practical and instructive lecture on the object of public school work in which he touched on hygiene, ventilation heating of the school room, objects of teaching arithmetic, history, geography and reading. Mr. Steele received a well merited vote of thanks for his excellent lecture. The Rev. Mr. McKay closed the meeting with prayer.

WENTWORTH.—This association met in the Waterdown High School, Friday, Oct. 3rd, D. H. Hunter, M.A., in the chair. The secretary, J. F. Kennedy, Dundas, read the minutes of the last meeting, which were adopted. Routine business was immediately proceeded with.

Moved by Mr. R. Vollick, seconded by W. T. Evans, that the association hold its next meeting in Dundas. The motion was carried at the afternoon session. A committee was appointed to select officers for the ensuing year.

The subject of Dictation was then taken up, led by J. H. Smith, Inspector of Public Schools, and ably discussed by Messrs. Knrade, Burrard, Bickell, Maynard, Wilson, Ballard, Howard, Sharpe, Vollick, Bell, Ogden, and others.

At the afternoon session the committee appointed to select officers for the next year brought in the following report:—

President, J. D. Bissonette, B.A., Dundas; Vice-President, J. F. Ballard, West Flamboro'; Treasurer, J. H. Smith, Ancaster; Secretary, J. F. Kennedy, Dundas; Councillors, W. Cochrane, West Flamboro'; W. N. Stevenson, East Flamboro'; M. Sharpe, Ancaster; Miss Fisher, Glenford; J. L. Knrade, Barton; R. McQueen, Beverly; C. O. Nichol, Blinbrook; J. Kew, Saltfleet. Adopted.

The teaching of composition and practical English was the next subject. The discussion was led by Inspector Smith, and some valuable ideas were elicited from several of the members present.

The "Entrance Examination" was then taken up by the chairman in a very able address, wherein were shown the defects in this very important branch of our educational system. A copy of the same will be forwarded to the Education Department. The evening brought all the friends of Education in this locality to the Drill-Shed, where a concert had been arranged by Prof. Johnston, of Hamilton, assisted by Misses Walton, McIntyre, Bowes, Messrs. Morton and Anderson, of Hamilton, and Miss M. Fraser, of Waterdown. Inspector Smith addressed the meeting in a few well chosen words, congratulating the ratepayers on the success of education in this part of the county, and throughout the county in general. D. H. Hunter filled the chair in his usual happy style. Next day Mr. W. N. Stevenson took up "Perspective Drawing," and showed very clearly how the appearance of natural objects may be transferred to paper by a few simple and well understood rules; that cubes, pyramids, globes, etc., may be copied with accuracy. The discussion on drawing was continued by Miss E. A. Baskerville and J. F. Kennedy, of Dundas.

Mr. J. F. Kennedy then showed how a lesson in geography should be taught. The old system of beginning with the complex and going to the simple he condemned.

Rev. W. A. Robertson, B.A., next read a very amusing and highly instructive paper on Rhetoric, showing a great many fatal errors that may be avoided by proper attention of the teachers to accent and pronunciation.

The association then adjourned, all expressing great satisfaction at the success of the meeting. This is the first meeting held outside the city of Hamilton. It is to be hoped that the itinerant process will continue in its progress.

PRINCE EDWARD.—The half yearly convention of the Teachers' Association of the County of Prince Edward, was called to order, Oct. 17th, by R. W. Mufroy, president, and opened in prayer by G. D. Platt, B.A., Inspector. The minutes of the last meeting were read and approved. The calling of the roll was deferred until the afternoon, and H. M. Faul engaged the attention of the convention by presenting his method of solution of the problems in Arithmetic, set at the July examination, for 3rd and 2nd class Certificates. His methods met with the approval of the teachers assembled. Mr. Rose, of Milford, was next called upon for history. His method was very good. Mr. Brown made a few remarks upon teaching history, showing how he made it a very interesting subject for his classes. A general discussion followed concerning text books on history and the following resolution was brought forward: Resolved, That in the opinion of this convention, Collier's history is superior to Edith Thompson's.—Carried.

At half-past one convention was again called to order, and Mr. J. J. Tilley, Model School Inspector, took up the subject of composition. His was an excellent paper, and well received by the convention. Miss Williamson then gave an excellent essay on the relation of a teacher to his school. She was highly complimented by the inspector, who said that she practised what she had read, and was second to none in the county, in neatness of school room and thoroughness of work in the school. A communication respecting teachers' convention was next read by the president. The following officers were elected for the ensuing year:—President, H. M. Faul; Vice-President, Mr. Trumpour; Secretary, Mr. Weeks; Treasurer, Mr. Platt, B.A., Inspector; Executive committee, Messrs. Brown, Dobson, Rose, Murray and Miss Williamson. In the evening an excellent address was delivered by J. J. Tilley, in the Town Hall. A very large number from the town and vicinity were present. Saturday Mr. Tilley was first called upon for Geography. After a short introductory speech on the subject of Geography, violently condemning the burlesquing of the child's mind with the thousands of little names of places, etc., and authorized geographics, he proceeded to

show how the subject should be taught to juniors. For senior pupils the following order of taking up the geography of a country was recommended: I. Physical features, (a) mountains, (b) water divisions. II. Climate of different parts. III. Different plants. IV. Animals. V. Minerals. VI. Exports and imports, including water routes. VII. Inhabitants, commerce and occupations. VIII. Towns and cities. IX. Government. Algebra by Mr. Dobson, papers of 1884. The questions were handled in his usual short and accurate style. The president answered the questions presented in the question-drawer. "School Ethics or the Relation of the Teacher to his Work," by Mr. J. J. Tilley. This was taken under these headings: Relation, 1st to patrons, 2nd to children, 3rd to each other. The following useful hints were given and commented upon: Influence of the teacher should not be confined within the four walls of the school room. A teacher should be a perfect model for imitation. He should visit the people. There should be perfect harmony between the teacher and the parents. There should be a very close relation between the teacher and trustees. A trustee should visit the school often, and make himself perfectly familiar with the working of the school. Children should be taught things that will be beneficial in after life.

REVIEWS.

GENS FOR LITTLE SINGERS.—*Oliver Ditson & Co., Boston.* This is a collection of easy and pleasing songs for primary and kindergarten schools and the nursery, compiled by Miss Elizabeth N. Emerson and Miss Gertrude Swain, assisted by Mr. L. O. Emerson. The ladies deserve much credit for getting up such a pleasing little book. The melody is easy, the words appropriate, and the illustrations attractive. There are a few motion songs, we think there ought to be more, as these are useful as well as pleasurable. The book is very neatly gotten up, and from its appearance and the nature of its contents it should be in use in every place where infant education is carried on.

THE NORTH AMERICAN REVIEW for November contains, among other interesting matter, a striking article on "Half Time in School," by the Rev. Dr. E. L. Hale. The author holds that a half-time system would be more advantageous, not only for the younger pupils, not only for special classes, such as the children that begin to work in mills about the age of twelve, but for all. Too much of a civilized child's time is spent within the walls of his class-room. Hence, in the first place, injury to health. Hence, in the second place, want of adaptation to the practical work of life on the part of the thoroughly schooled child, because his lessons have prevented him from having time to learn to do any other work. This leads to two evils. The majority of children are withdrawn from the public schools and set to work before they can read, write, and cipher fairly, and never afterwards have an opportunity of improving themselves in these respects. In a country where every man has a vote it is a serious thing that the school training of the masses should reach no higher point. Secondly, it has led to a demand for the introduction into the schools of manual instruction in the elements of the various trades. Boys and girls are to be taught by the schoolmaster or schoolmistress how to use various tools. This is an absurdity. The teacher probably has little acquaintance with the use of tools, and has already too many subjects to attend to. The proper remedy is some system of half time. Arrange either that each pupil shall attend only half of each day or that he shall attend every second term. In his spare time let him do any work his parents may set him, and become acquainted with nature. He will build up his constitution, acquire manual dexterity, and gain all sorts of useful practical knowledge. Probably, too, the average boy or girl of sixteen brought up on this system will not have less knowledge of the school curriculum than he has at present. The alternative of work and school will render each a pleasant relief from the other, and study will be more real while it lasts. The farmer's son outstrips the city bred boy in the race for wealth and honor, mainly because he has practically been a half timer, and has learnt much that schools cannot teach.

Messrs. Ginn, Heath & Company, Boston, will soon publish an introduction to the "Study of Language," being a critical survey of the history and methods of comparative philology of the Indo-European languages, by B. Delbrück, translated by E. Channing.

Cornell University has 54 teachers, 461 students, and 15 courses of studio.

Sir Algernon Borthwick, editor of the *London Post*, lives in the famous house occupied by Lord Byron.