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THE ONTARIO TEACHER:

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MONITORS AS ASSISTANT TEACHERS.

Under the new School Act it becomes the duty of Trustees, where the average attendance at any Public School is above fifty, to engage an assistant teacher. It is a matter of some difficulty to Inspectors, we presume, to enforce this clause, particularly in rural schools. The increased expenditure recently incurred by rate-payers, for the enlargement of school premises, as well as the rise of teachers' salaries, has excited a certain amount of feeling in many sections, which, though by no means to be feared, must be recognized. To oblige them to engage an assistant teacher, in addition to expenses already incurred, might excite such opposition to our Public school system as would prejudice its future usefulness.

Now, while readily admitting that fifty scholars fully engage the attention of any teacher, and that to require him to take charge of a greater number is a loss of time, and a waste of energy, yet we see difficulties in the way of inducing Trustees to comply with the law worthy of some consideration.

By the new system of examination it is quite evident that the great majority of our teachers will be for some time third class teachers. And if the Old County Board certificates are recalled, there is no doubt but many who hold first class certificates under the old system, will have to be content with a lower grade under the new. It follows, then, that to engage an assistant, it will be difficult to secure any gradation in the standing of teachers—it being more than likely that, in most cases, they will both be on the same footing, so far as education is concerned. A difficulty might arise in this way, which would be prejudicial to the school, as one teacher might not so readily acknowledge the superior authority of another, of no higher status than himself. Again, it is nothing but fair that salaries should be, to a certain extent, based upon qualification. If an assistant is engaged in a school, he will, in all probability, be expected to accept a lower salary than his Principal. Hence another source, possibly, of jealousy.

With these difficulties, particularly the one that is felt in the pockets of rate-payers, it will be no easy task to prevail upon Trustees, in all cases, to comply with this regulation of the Council of Public Instruction. And, to our mind it is not necessary that an assistant should always be a certificated teacher. We believe it is quite possible to meet the exigencies of many schools by *paid monitors*, whose services could be obtained at a lower rate, and who could relieve the teacher of much labor, and, at the same time, contribute materially to the advancement of the school.

The method we propose is very simple. When the Inspector notifies Trustees that an assistant is required, he might also instruct them to send to him a few of the best scholars, who were willing to be engaged as monitors. These the Inspector could examine, and, to the one best qualified, award a certificate valid for one year. The subjects in which he should undergo examination might be those belonging to the first three forms. Having obtained his certificate, he might then be engaged by the Trustees at a comparatively low salary, and be required to teach at least four hours each day. The Principal or master of the school could assign him a certain number of classes, for whose progress he might hold him responsible, while at certain hours he would himself be a pupil, and thus advancing in his own studies. The Inspector might, in his regular examinations, hold him also jointly with the teacher responsible for the advancement of the pupils under his care, and, between the double pressure, there would be little doubt but his work would be tolerably well done. It might be made a condition of a renewal of his certificate as monitor that he should

labor faithfully, and secure the satisfactory advancement of his pupils.

It might be objected to this system that a pupil of the school could not maintain the necessary order and discipline. To this we reply, that in many cases both the assistant and the pupils would be under the eye of the Principal, and that the danger on this score would be very small indeed.

The advantages of the system we propose are many.

First. There would be a great saving in expense. In rural districts taxes are more felt than in towns, and the rate-payers complain far more of any addition to their burden. To impose any regulation upon them which would materially increase the rate of taxation, would be disagreeable, and might lead them to disregard the value of an education which is of the first importance to all classes of the community.

Second. The possible scarcity of teachers would be fully met by accepting the services of others as supplementary.

Third. We would at once put in training a number of the best scholars of our Public Schools, for taking the entire management of a school themselves at some future time. The pupil who has served as monitor for a few years has received a certain amount of training, which will be invaluable to him when he enters the profession. One of the greatest drawbacks to our schools is the superficial character of untrained teachers' work.

By adopting the monitorial system, after the manner above briefly sketched, we would partially, at least, remove the greatest hindrance now existing to the progress of education.

HOW CAN TEACHERS GET HIGHER SALARIES?

The matter of salary is something in regard to which very few are indifferent. Every man who has labor to sell, no matter of what kind, likes to sell to the highest bidder, or to the best advantage. In this way both brain, muscle and skill are a marketable commodity, the highest price being always paid to the best quality of each.

The teacher's labor comes under the same general commercial law as the labor of any other class who have something to sell. Our artificial mode of living at the present time makes it convenient to hand over the education of our children to those who make such work a specialty. Parents seldom educate their children after the mode so eloquently advocated by Cowper in his "Tirocinium." And so long as children are educated after the present system, they will be anxious to secure the services of those best qualified for such work. They will also be willing to pay the highest price for the best commodity.

There are various circumstances, which, for a long time, kept down teachers' salaries. We can remember a teacher in the palmy days of old, who labored his six hours a day, every day in the week, for nine dollars per month, with the additional luxury of "boarding all round." Since then both the social and financial condition of society has somewhat changed. Prices, in every department of labor, have advanced. The style and standing of the profession have improved, and what might have been considered a first class teacher then, would not even approximate a third class now.

But, even with all our modern advantages, salaries of teachers are said to be low still. And in a certain way they are really low—far lower than they ought to be to secure a fair share of the talent of the country. By the Chief Superintendent's Report last year, the average salary in counties was, \$254 for males, and \$182 for females—the highest to a male teacher in a county being \$825, and the lowest \$100. That such a disparity should exist between the salaries of teachers and clerks, and others who sell their labour in departments of far less responsibility, is very much to be regretted. Indeed, it betokens a rather low state of public sentiment in regard to the great interests of education. How often does it happen that the man who pays a clerk \$500, to sell goods from behind a counter, hesitates to pay a teacher \$400, for the more important work, both to his children and society, of developing the immortal mind? How often does it happen that your day laborer unhesitatingly gets his one dollar and a half per diem, for the most common sort of labor, and the teacher has to be content with his one dollar for the most important labor? Evidently there is a disparity, and that disparity the very reverse of what one would naturally expect to find when the duties of the teacher are contrasted with those of other classes of society.

It is held by some that the teacher should be protected against the apparent niggardliness of the public by a provision in the law as to what should be a proper minimum at least. Now, we hesitate not to say that protection to the teacher, as in

all other respects, is a delusion and a snare. It is, to say the least of it, an indignity to the profession. No teacher possessing both natural and acquired fitness for the profession need fear but, in the course of time, his labors will be so appreciated that, if a good salary cannot be obtained in one place, it will in another. Protection in this case would be a benefit, not to those who deserve it, but oftener to men who could never rise in the profession—to protect whom would be to do an injustice to the public. What right has a man to protection who has no higher object in view than to perform the daily routine of school life? What protection does that other man deserve who never thinks of his school duties, from the time he leaves school, till he returns again? If salaries are to be raised, and we trust they will, it cannot come from any *legal* protection, or from any such outward pressure as would coerce the public into a liberality that does not seem compatible with its own interest.

To secure an increase in teachers' salaries we propose the following practical suggestions:—

First. Let teachers endeavor to educate public sentiment on this point, by aiding and encouraging the diffusion of literature. The lowest salaries are generally, if not always, paid by sections where the greatest amount of ignorance prevails. Education has invariably a liberalizing tendency. Educate a man properly and he appreciates the services of those who devote their time exclusively to the work of teaching others. Further, he feels himself constantly benefited by his own acquirements, and hesitates not to take proper steps to bestow similar advantages on others.

In adopting this course we are encouraged by the results of the past few years. No one will deny but there is a more general diffusion of a literary taste among our people than there was some years ago. The vast increase in newspaper

circulation is of itself sufficient evidence of this. Besides, we have an increased number of Mechanics' Institutes, Public Readings, &c., all contributing to the general aggregate of intelligence. From these the teachers now are deriving certain pecuniary advantages, and it is to these, as external influences, that they must look in the future.

Besides these, there are other circumstances which must and do govern the increase of teachers' salaries. And first, we would mention *Attainments*. The remark made by Daniel Webster to the young candidate for the legal profession, "There is plenty of room 'up stairs,'" holds good in every profession, and particularly with the teacher. There are certainly numerous openings, and good salaries in store for the man of attainments in his profession. A first class certificate, with a thorough training to back it up will command a good price. No man, intending to continue in the profession, should think of opening a school without some sort of training, calculated to make him almost master of his work from the very start. And no man possessing this need fear but the public will reward him suitably for the time devoted and outlay incurred in fitting himself thoroughly for his duties.

It often happens, however, that the really good teacher suffers from competition with others who have no fitness for the profession, but who are willing to accept a very moderate salary. For this evil there may be no immediate remedy, but, like most other evils, it works its own cure. The public soon become dissatisfied with the mere *school keeper*, and readily pay even an advanced price to the man capable of meeting their expectations.

The salaries of teachers also suffer from those who enter the profession temporarily. It is indeed very much to be regretted that so few are decided upon remaining permanently as Public School teachers. The loss to society from this unsettled state of

affairs is incalculable. In fact, a large proportion of our schools are constantly taught by apprentices—the result being what we have already pointed out—comparative inefficiency. These temporary teachers have only one object to serve, and that is to earn a little money, that they might engage in something else, and this once obtained, they leave the profession for ever. To check this by legislation may be difficult, if not impossible. It might, however, prove to be some restraint, if every candidate applying for a certificate would be required to sign a declaration similar to that signed at the Normal School obliging him to teach at least three years. Still we have little faith in legislative restraints of this kind. The only real power to keep men in the profession is good remuneration, and the only check upon the profession being over-crowded or depreciated is a high standard of qualification.

To sum up the whole matter, we would only remark that promotion, as well as remuneration for teachers, depends largely

upon themselves. The diligent, well-trained faithful teacher has his reward. Though, perhaps in some cases, underpaid, he never fails to command the highest salary, where he has the independence and self-reliance to ask it, and if not given in one section, trusts to his abilities to secure it for himself in another. Teachers should also feel that, in order to get high salaries, they must deserve them. It is only by the faithful and efficient discharge of their duties that they can impress the public with the value of their services, and in proportion as that impression is deep and lasting, so will be the remuneration of those by whom the impression is made. Self-reliance in teaching a knowledge of what the profession requires, and what services well rendered are worth, will go a great way towards improving the salaries of many who now feel disposed to complain of the niggardliness of the Trustees, or the absence of appreciation on the part of the public.

ASSISTANT TEACHERS.

BY J. G. R. FINCHAMP, TEACHER, LONDON.

Great dissatisfaction is expressed at being compelled to provide Assistant Teachers for an average over 50, and many are the ways adopted to avoid this extra Teacher. Perhaps no two measures ever rendered the appointment of Inspectors so unpopular as the enforcement of "School accommodation" and "Assistant Teachers." No one—not even the most stupid Trustee—hesitates to say that no teacher can successfully teach over 50 children, but unfortunately Trustees in rural sections do not look so much to "teaching" as to "keeping School." We think that some measure might be adopted that would render "as-

sistants" less objectionable, and yet strengthen the hands of the Inspector, and improve the schools. Why not modify the old country "Pupil Teacher System," and adapt it to our ranks? We have before us the indenture of apprenticeship of a pupil teacher, and will enumerate some of its salient points. The youth was apprenticed at the age of 13 for 5 years to the Trustees, (or what answers to the same) but was subject to the control of the master for the time being. At the end of each year of the apprenticeship the Inspector examined the pupil teacher on certain subjects enumerated on the inden-

ture. If successful in passing the examination, a small sum was given to assist him in his studies; this sum increased each year. The amounts were \$50, \$65, \$75, \$85, \$100. To encourage the master in perfecting the pupil in his studies, and instructing him in the methods of teaching, a small addition was made to his salary by the Government; for one pupil teacher, \$20, for two, \$32, &c. The pupil teacher, having passed successfully his last examination, became entitled to a scholarship for one year in a Normal School, where he finished off his studies, and came forth prepared to become a master. We might here mention that the subjects enumerated in this indenture, and in which the pupil teacher was annually examined are more difficult than those formerly given to First-Class County Board Candidates. One noticeable feature is, "ability to give a class of pupils a lesson" in various subjects, increasing in difficulty each year. One pupil teacher was allowed for every 25 scholars, although we believe that this was afterwards changed for one for every 20.

Many of our farmers would gladly avail themselves of such a chance for their sons and daughters, and before the expiration of the term of apprenticeship, the applicant's

"adaptability" to the profession could easily be ascertained. The frequent change of teachers need be no bar to the adoption of some modification of the system, as the pupil teacher is not apprenticed to the teacher, but to the Trustees. As the Inspector is not liable to change, he will be a sufficient guard to any neglect an apprentice may receive by such changes. Indeed, we are inclined to believe, that some such system would tend to make a teacher's situation permanent. Such a scheme would recommend itself to the public, when it was understood the Government would defray the whole or one-half the pupil teacher's gratuity, the section, the balance, whatever it may be. One such pupil teacher in a school having an average over 50 would be sufficient. The Inspector, by holding the pupil teacher responsible to him, acquires a wonderful power for good in the school, and a more earnest desire will soon be manifested in each school having such pupil teacher. The disgrace of a plucked pupil teacher would stick to a master and assistant until wiped off. The fluctuations of attendance need be no hindrance, as, during summer, the pupil teacher can give an extra amount of attention to such studies as the law require him to prepare.

ON TEACHING DRAWING.

READ BEFORE THE STRATHROY TEACHERS' ASSOCIATION BY MISS CHRISTINA WHIMSTER,
OF THE PROVINCIAL MODEL SCHOOL, FORMERLY ASSISTANT IN THE STRATHROY
HIGH SCHOOL.

In discussing this subject we shall consider first, its utility, and second, the best methods of imparting a knowledge of the subject.

Drawing is the art of representing objects by plain figures, or by the combination of lines and shades. Before an object can be represented by lines, an idea of

its form must exist in the mind; and the more nearly correct a conception one forms of its shape, of the space occupied, of the effect of light and shade, &c., the more nearly perfect will the picture be which is produced. In order to accomplish this, it is necessary that the pupil observe very closely the object to be copied. By draw-

ing, therefore, the powers of observation are trained, and a faculty cultivated, which is of the greatest importance in every day life.

The tendency of all the Fine Arts is to elevate and enoble. Drawing aids in this great work by inspiring a love of the beautiful, and from a love of the beautiful the mind can easily be directed to a love of the good. It leads to a study and appreciation of the beauties of nature.

A person who knows, though it may be only a little of the art of drawing, will see a beauty in a floating cloud, or in a branch of a tree that he would have passed unnoticed while unacquainted with the study. And the appreciation of the works is a great step towards the honoring and adoring of Him who, in wisdom, has made them all.

But drawing is of practical use in almost every sphere of life. To the teacher a knowledge of the subject is almost indispensable. It gives life and interest to the simplest explanation, and makes what is difficult and complicated, plain. He will find it to be of great use in teaching Geography, as an idea of the physical features of a country may be more firmly fixed upon the minds of the pupils by drawing a map of that country than in any other way. Drawing also imparts to the pupils a knowledge of form and a freedom of hand, which will be most beneficial in the study of writing. Indeed, a knowledge of drawing will be of great advantage both in the teaching and study of almost every subject.

The farmer, mechanic, or merchant may each use this Art in his different position, and convey his ideas in less time and with more ease than he could in any other way. So travellers have often given a better idea of the places which they have visited, by drawing a rude sketch than they could possibly have conveyed in a whole volume. There is no subject which affords greater scope for the imagination, or which yields

more pleasure from the study of it than drawing. And when it rises from a copy to an inventive study, all the powers of the mind are brought into operation, and are strengthened by the exercise.

In teaching drawing, a great many different methods have been adopted. These may be all reduced to two, viz:—The Abstract and the Concrete method. The abstract method begins with the straight line as the simplest element in drawing. The teacher may draw on the board straight lines, perpendicular, parallel and oblique, and require the pupils to practice these. Then two lines may be united to form figures of different shapes, which the pupils should copy again. Exercises in broken and curved lines may be given, and from that proceed to the outlines of familiar objects, as books, blocks, &c. In the last place the pupil may be required to invent figures for himself. For instance, four or five straight lines may be given to form any figure that he can think of.

The concrete method begins with the outlines of objects, and not with the straight lines. It is peculiarly adapted to children; for while they will draw pictures of real things for hours with unfailling interest, they soon grow tired of an exercise in straight lines. Experience has proved that drawing from pictures of things is simpler and more interesting to young pupils than drawing from real objects. After the pupils have become somewhat advanced, the abstract method may be used with great advantage. They may then be taught to analyze the picture and practice separately the different lines and touches of which it is composed. With older pupils both methods may be used.

In teaching a class just beginning this study, first see that the pupils are provided with proper materials, viz: a drawing book, pencils, trial paper, guard paper, rubber, and ruler. The paper in the drawing book should be of medium coarseness, neither

very rough nor very smooth. A single pencil, rather soft, will be sufficient for the outlines; but for the shading, pencils of different degrees of blackness will be required, Faber's Nos. 1, 2, and 3, or B, B B, and B B B being the best. The trial paper should be a thick, firm piece of paper, on which the pupil may practice any difficult lines or touches in his exercise. The guard paper should be a piece of tissue paper, on which to rest the hand, to prevent it from soiling the picture. The pupil should be encouraged to use the rubber as seldom as possible; by so doing he will form the habit of being careful and correct about everything he does—a habit which is essential to success in life. The use of the ruler is not to draw lines, but to test the correctness of those already drawn.

The position of the pupils should be next attended to. Generally speaking, they should sit straight in front of their work, and hold the pencil a little lower than the pen is held in writing, in order to allow

them to make a broad, soft stroke. The outlines of objects to be drawn, the methods of shading, and the different touches of foliage may be taught to the class on the black-board, which should be freely and frequently used by both teacher and pupils. They should be supplied with suitable copies, their work should be carefully examined, and their errors pointed out faithfully and kindly. A word of encouragement and praise, where it is deserved, often leads the pupils to take a deeper interest in their work, and to determine to surmount those difficulties with which all students have to contend. After the pupils have finished the copy they may be required to draw the picture again from memory. After having copied the picture, and then reproduced it from memory, they may be asked to draw from the real object; and as a last exercise they may be required to invent pictures, or to put different figures together and form objects of their own.

A DREAM OF A HAPPY HOME.

BY WILL. HARRY GANE.

I dream of a home where roses
 Shall encircle the windows all;
 Where the noise of the busy city
 Shall never around me fall;
 But where the earliest flowers
 Peep up with the morning light,
 And where the birds shall whisper,
 As the day fades away into night.

I dream of a home with a loved one,
 To meet me at night at the door,
 And kiss the clouds from my forehead,
 When the toils of the day are o'er.
 To sing in the twilight hours,
 Some song of the olden days,
 To wake my soul to dreaming,
 And tune my heart to praise.

I dream of a home with little ones,
 To gather around my knee ;
 It seems like the whisper of angels,
 Their childish voices to me.
 To press their hands on my temples,
 So wildly throbbing with pain ;
 Methinks it all would vanish away,
 As the clouds do after the rain.

I dream of a home in heaven,
 Where my dearest treasures are—
 Whose gates of golden beauty
 Shine through the mist like a star.
 There I shall *never* be weary,
 Nor my eyes ever grow dim ;
 No one to love like Jesus,
 No one to worship like him.

INGERSOLL, Ont.

THE BATTLE OF MORAVIANTOWN.

BY MR. H. T. SCUDAMORE, TEACHER, SUTHERLAND'S CORNERS, LAMBTON.

(We take pleasure in publishing the following interesting account of the Battle of Moraviantown, and the death of Tecumtha, sent in the form of a letter to Mr. Glashan in reply to a question in the "TEACHER'S DESK.")

In reference to problem 18, inquiring the exact location of Moraviantown, I have a few remarks to make, which, though not novel, yet, being authentic and illustrative of the period, may not be quite uninteresting to you. My information is from "Head Quarters"; that is to say, from actors in the war of 1812, and from others who, though not old enough to take part therein, could yet relate the tales thereof oft told them by their seniors, and had had the very scenes painted whilst the events were recent.

The western part of Ontario might, in 1812, be termed with strict propriety a wilderness. Below Thamesville were a few settlers. Traxlers, Blackburns, Haxlitts, and Nevilles were the chief. Scovil Arnold was the oldest, having come into

Howard while it was unsurveyed; either in 1788 or 1789. He erected a mill about two miles below Thamesville. It was on a little creek which is still called by his name, and which, during the last spring freshet, swept off part of the track of the Great Western Railway. The road from Thamesville to the Rond Eau followed the south side of the River Thames, down to this Mill. About a mile from Thamesville was a settler named Dove, whose son resides there. Old Mr. Fleming located in Aldborough, on the south bank of the River, in 1806. Some of the Edwards' family settled at the "Big Bend," above Wardsville, in 1808 or 1809. They were there in 1815. The Moravian Indians had a village on the north bank of the River, the Longwoods Road running close by. The site is marked by apple trees and remains of cellar excavations. Some of the trees are two feet thick. The place is now an open common, with the exception of Chief Jacob's farm on the north side, and

is about three quarters of a mile below the Bridge. Between Thamesville and Delaware, the Longwoods Road was a perfect solitude. Not a house or shanty of any kind to be seen. The only sign of human existence was the road itself. At the opening of the war Captain Ward came from Thamesville, by desire of General Rock, and erected a Tavern on a hill on the S. E. corner of Lot 16, first range north, Township of Mosa. This was the foundation of Wardsville.

The day before the battle, about four in the afternoon, the Flemings were told, by a Moravian Indian, that the Yankees were near at hand, were coming eastward, and warned to fly. So Fleming put his family into a canoe, and let it drift smoothly down the river. On coming near the mouth of Arnold's Creek, he saw the American watch fires around the mill, and he kept close to the bank, and in the shade. The baby began to cry, but Mrs. Fleming gagged it with her apron, and they passed safely by and landed near Louisville.

Tecumtha took a few whites and Indians and went to reconnoitre the American camp at Arnold's Mill. Desiring to draw the Americans from thence, before they should destroy the mill, Tecumtha sent his companions to one side and showed himself on the road, a little below Davis' place. The Americans started in pursuit, (as expected) and Tecumtha dashed up the road and crossed the River Thames at the usual fording place, which was a short distance above the present Thamesville Bridge. Tecumtha had posted his men on a ridge, adjoining a great black ash swamp, on what has since been called the Coup farm, nearly three miles above Thamesville. The Americans, imagining that the runaways had made direct for Moraviantown, made thither also, and as they went along the road through the swamp, received a terrible volley from the Canadian forces in

ambush on the ridge. With the Canadians in their rear, the Americans were forced up the river to the point of Camden Gore, where they met our army. The main battle was thus fought on the south edge of the west half of Lot one, in the sixth concession of Zone, and the point of Camden Gore, lying between said Lot in Zone and the river.

The land in Camden was afterwards settled by the Watts family, and the old Tavern named "Watts' Tavern" happened to be built a few rods north of the heaviest fighting ground. Tecumtha was about 50 rods west of the Tavern when he was shot in the thigh and fell, having his bone broken. An American officer rushed forward, intending to capture Tecumtha, but the chief raising himself on his elbow, flung his tomahawk, which, striking the American in the eye, felled him to the ground. Some Indians then carried Tecumtha into the woods a piece out of the battle, and sat him up against the butt of a large elm, (in Zone) and so that he could see the fight. In this position the chief kept on encouraging his warriors by his cries and exhortations, until he met his death by a stray bullet striking him in the breast. His body was borne away instantly, and buried by a certain few whites and Indians, who kept the place of interment a profound secret. Of these whites one was Joe Johnson, the well known trader, who for many years resided on the banks of the Sydenham, some 3 or 4 miles below Florence, at the place long called 'Johnson's Corners,' and latterly Croton. This Johnson is believed to be a collateral member of the family founded by the great Sir William Johnson, of Tyron Co., New York. He had lived amongst the Indians from his earliest years, and had imbibed their peculiar habits and ideas. He often related to Col. Kirby of Florence, and others, the particulars of the death of Tecumtha, but persistently refused to point out the locality of

the grave. At this lapse of time the secret has passed into the category of undiscoverable things.

Many have laid claim to the "honor" of killing Tecumtha, but, according to the above, none could justly do so. It was a *stray* bullet that killed him, and the Americans knew not for some time what had happened to him. When Tecumtha fell the Indians retired to be sure, but the Americans were at that time so nearly beaten that, had the Indians maintained their ground ten minutes longer, the victory would have belonged to the British. The Americans consequently were some little time getting disengaged from their difficulties, and the main body pursued Proctor towards Ward's. Tecumtha had in the meantime been carried away, and it was not till late at night, or rather, not till the next morning, that the Americans knew that the chief was killed.

The account also clears the Americans of the charge of flaying the fallen hero. How then did the current belief that the hero was *skinned* originate? About a year or two ago I saw an account, extracted from a Nashville paper, which stated that Tecumtha was really skinned by a com-

pany of the Tennessee Rangers; and that the integument was peeled off in long strips which stretched like India rubber, whilst the captured Indians stood by and howled. Shortly after, I noticed an extract from a Boston paper commenting upon the same, in the style of Whatley's "Historic doubts concerning Napoleon Bonaparte," and in that manner arriving at the conclusion that the "skinning" was an elaborate fiction. I have lost the scraps containing these extracts or I would have sent them herewith. I believe the truth to be this. When the Americans heard that Tecumtha was killed, they did not know that his body had been carried away, and thought it was on the battle field. When Andrew Fleming (then a lad of 16 or 17) went to the ground the succeeding day, he found that the Americans *had flayed* the body of a stout Indian, whom they imagined to be Tecumtha. It is evident that some of the men, and perhaps the majority, engaged in the affair, were never aware of their mistake, and thus the story spread. Of many other atrocities, perpetrated by the *White* Americans, on the corpses of their foes, it is well that History should draw a veil.

A RECOLLECTION OF ETON.

BY WILL. HARRY GANE.

What a rush of golden memories to the mind as the rolling fields and blue skies of merry old England loom up to the imagination! Her sweet little villages with their church spires sparkling in the sun-light like the blazing of great silver pillars. The harvesters with their sickles gathering in the golden harvest. Then maidens and matrons following along the verdant highways the last wain, groaning under its golden burden, singing their happy harvest song.

Then in the evening the joyous "harvest home," and the dance on the green sward, in the soft twilight, when the world has gone to her dreaming.

Dear old Eton! nestling down so peacefully on the banks of the Thames, and almost hidden by a net-work of green leaves. The high walls and turrets of the old college rise up like the shadow of some fabled old castle. How many boyish joys and griefs, and how many heart aches have

those dear old walls witnessed? Could walls and dead things speak they might tell weird stories!

College life is like any other life—sunshine one day and shadow the next. Like the world we live in, now blazing in golden sunlight, by and by shrouded in clouds and darkness, with the red lightning flashing through the air. But the lives of students within those dear Etonian walls were, excepting the shadows, very happy lives. We knew that the time rolled away by the white pall, by the wee daisy, by the golden fields, and by the falling leaves!

O, how we persecuted our Greek professor—dear old fellow! I suppose we all regret it now. He was an old man, but as young in mind and as kindly in heart as the day that he accepted the honored chair. How we thought we deceived him one night, when the strains of martial music were wafted across the river from the great Terrace on the other side, “forbidden ground for juniors.” When we stole away, as silently as the Arabs, down the long, dusky street, and over the great bridge, almost the first man we met on the opposite side was the professor. Every hat was doffed in a moment, but we were most undeniably caught *this* time, and we knew by the nervous twitching of his lips that a storm was brewing. We watched him away until his commanding form was lost among the piers of the bridge.

If you were never at Eton you do not know what Windsor is like. It is a picture as sweet and dreamy as some grand landscape that you sometimes see on canvas. Just across from Eton, with the Thames creeping along between them, upon a lovely eminence that slopes down to the river's bank. Upon the summit of the hill stands the lovely old Windsor castle, like some giant proud of his might. From the castle down to the water stretches a grand terrace nearly 1,000 feet long, and this was our “forbidden” Eden, for it really was

beautiful and lovely enough for a school-boy's Eden.

The storm came in the morning, after prayers. We were ordered into the professor's room; our forlorn visages must have made a mournful picture.

“Gentlemen,” said he “you disobeyed my orders last evening; can you explain your conduct?” Silence was the only explanation.

“It grieves me,” he said, his voice softening, “to inflict punishment on you, but you know to-morrow is a holiday, and you must remain in your rooms!”

O, misery of miseries! we had been dreaming of that day for weeks, and had reared wonderful airy castles, and here they were all ruthlessly shattered and destroyed. If you do not know what an English regatta is, you do not know what a grand treat we missed. O, it is very, very hard sometimes to mingle life's bitter with sweet.

So our life went on with its joys and griefs, but the saddest day of all came, by and by—the last one among our dear old associates, for on the morrow two of us were to bid farewell to our dear Etonian home!

The night before we watched the lingering sunrays cast their golden clouds of light over the Thames, and, creeping up the summit, enrobe the stately old town on the hill. The colossal columns of Guildhall seemed to be changed into great pillars of gold. We knew Guildhall almost as well as our book-strewn rooms, and loved to linger and admire some of the great pictures that decorated its walls.

But the sunlight on the river deepened, and we went to our old aquatic friend for his boat for our last ride. *That* was a ride—in and out, among a labyrinth of pleasure boats, and sometimes the fragment of a blithe song would echo above the dipping of the oars. As we pulled the boat on the strand, long after the moon had risen,

making weird shadows of the old bridge, we met the owner, who had befriended us so often. We sat on the boat side and listened to his honest, illiterate advice, which, together with the earnest invocation "God bless you, boys," and hearty shake of the hand, we have never forgotten.

We were up in the morning before the flush of sunrise was rippling along the eastern sky, and over to the Castle for our farewell visit. What a magnificent sight more than amply repaid us for our exertion—for we had to clamber up to the top of one of the great towers. On the south lay the great forest, that looked like some black cloud at sea. Towards the north the beautiful river wound along like a great silver cable. On the west great rolling fields, wrapt in the early morning haze, and interspersed with forests and shining streams! To the east the sun was just rolling up, like a great fiery chariot, over a luxuriant belt of country.

Now, we go down into the lower court, where stands St. George's beautifully designed church. We thought of Edward the Third's taste, but again remembered that many noble minds have contributed to its improvement since those days, and among them our own noble Queen. We stand now with uncovered heads and converse reverently, as we are standing in the presence of the mighty dead. Over there,

at the north aisle lie the remains of the licentious Edward Fourth. Under the choir—a beautiful place to sleep—lay Henry Eighth, Jane Seymour, and Charles First. While standing beside their dust, we thought of a dazzling pageant—a great host clad in garments dazzling with gold and silver. Of a fair, beautiful woman—a mother for only a few days; and of a headless man before Whitehall palace. What is it to be great—even kings and queens? By and by—ashes and dust. Better be humble and loved, if only by a little child.

Then the good byes from fellows and teachers, the hearty grasp of our old professor's hand assures us that all is forgiven. Dear old man; he is in heaven now, awaiting the re-assembling of his old class! God grant that every one of us may be there!

Sailing away on the Thames for London, we look back and see on either hand the two towns, with the great bridge clasping them together like an iron band. Then our eyes catch a glimpse of the dear walls of Eton, bathed in the mellow light of the mid-day sun. Old thoughts fill the mind, and a tear dims our eyes. Something like a sob convulses our frame, but it may be a prayer, for prayers are sometimes clothed in sighs. Dear old Eton!

SHOULD THE BOYS BE ENCOURAGED TO LEAVE THE FARM?

BY A. MACKINNON, M. D., STRATFORD.

No sensible person will advocate the establishment of caste or class distinctions in this country. Indeed, our chief danger lies in the opposite direction, and it is worth while to consider whether or not we have not already used our freedom in this respect, to a dangerous degree. If a shoemaker or tailor wishes to make a dry

goods clerk, or even a professional man of his son, the way is open, and no one questions his right to do so. If the farmer wishes to do the same thing, he has equal rights, and can exercise his own judgment in the matter. His son has as good a right, by the laws and usages of a free country, to become a teacher, doctor or

lauer, as any one in the land. It is not, therefore, the right of farmers' sons to leave off tilling the soil and betake themselves to other callings, that I would call in question, but the expediency of their doing so.

When we see hundreds of young men, dressed in holiday suits, going about seeking light, genteel employment but finding none—when we see every branch of business overdone to bankruptcy and starvation points—and when we see the professions overcrowded to an alarming extent, it is high time to inquire into the cause or causes of a condition of things so manifestly inimical to individual happiness and national prosperity.

The first question which naturally suggests itself is, whence come these young men? Are they for the most part the sons of our merchants? or are they the sons of our professional men? A few of them undoubtedly are, but the great mass of them come not from these classes; they are the sons of farmers—young men who, under some fatal delusion, left the farm and the paternal roof to seek their fortunes in new spheres of life. For this unfortunate condition of things the teachers of our youth are undoubtedly much to blame; in fact they must be held mainly responsible for the evil complained of. It is only under a false system of tuition that such a condition of things could exist. Did the science of agriculture occupy that place in the schools of our country which it should occupy, and did teachers impress upon the boys under their charge, that honest toil on the farm brings the blessed rewards of peace, plenty, and happiness, with a consciousness of independence that is supremely grand, and nowhere else to be found, we should not to-day have to lament over so many squandered homesteads and broken fortunes, as are to be witnessed on every hand throughout the land. Hitherto, the opposite of this has apparently been the province of the teacher. Every-

thing calculated to raise agriculture in the estimation of the boys, and make farm life attractive, has been systematically excluded from the school-room, while biographical sketches of this great man and the other great man, (but none of them farmers) have been almost the daily food of our boys. In most cases, the characters thus presented had been poor farm boys, or at all events country boys, who "had risen" by abandoning the farm and betaking themselves to books. The boys are thus taught that farming is not a respectable calling, that the social position of even a common school teacher, holding a second class certificate, is incomparably higher than that of the best farmer in his school section—that if they wish to become educated, respectable and great in the world, they must forever abandon the farm and farm labor. Every boy exhibiting an aptness in arithmetic is told nature designed him for the medical or legal profession, while scarcely one is considered too stupid to "learn the mercantile business." Farmers themselves caught the infection, and eagerly sought for opportunities to send their sons from the paternal roof, and give them a start on the high road to wealth, honor and fame. Nor has the delusion been confined to the teachers and farmers. I remember well about the time this pestilential fever was at the crisis, as the doctors say, it was announced that a young lawyer from London would hold forth to the natives on a certain night. His subject was to be, Self Made Men, or Men who have Risen, I don't remember which, nor does it matter much. Much to my chagrin and disappointment, it was the old story over again—poor boys becoming great and honored in the world. A whole regiment of bare-footed boys were passed in review, of all sizes and colors, with tattered garments, haggard countenances, and a general woe-begone appearance. The description of Daniel Webster with his father in the hay

field, was particularly striking, as was also the picture drawn of young Horace Greeley, trudging his way to New York city to seek employment, with one trouser leg shorter than the other, and his bundle of shirts and socks suspended on a stick across his shoulder. "And now, boys," concluded the speaker, "follow the example of these noble men, and you may become great and honorable among the sons of your country." I went away from that lecture laboring under a deep sense of the fallacy, to put it mildly, of such teaching, and the probable evil effects of that night's lecture. The boys and young men were not told that honest labor was no disgrace, and brought its own rewards—they were not reminded that there was anything in the life of the artisan or farmer worthy of admiration; on the contrary, the lecture partook more of the nature of a passionate appeal to the young men present, if they desired wealth, honor and greatness, they must forsake the workshop and the farm, and follow in the footsteps of the illustrious self-made men passed in review before them that night.

Apart altogether from the evil consequences to boys of such teaching, it contains important errors of fact, expressed or implied. In the first place, it is not true that all great men, either in the past or present, have sprung from poverty and the lower orders of society. Whilst it is fortunately true that many of the world's greatest lights have so come, yet it is equally true that a far greater number of them never knew the pinchings of poverty, and have been born in a higher strata. I am far from withholding any meed of praise from the self-made man; all honor to the man who is the sole architect of his own fortune, but in our supreme admiration, are we not apt to forget what is due to the man of genius who has the misfortune to have been born of well-to-do parents, in good social position? Are we not too apt to forget, that the young man of means and social position must apply him-

self with diligence, and that "there is no royal road to learning?" To my mind, this worshipping of self-made men is highly improper and unphilosophical. If the poor young man has to overcome great obstacles, and endure endless hardships, he has compensating circumstances in his favor—he has fewer temptations, and more to win, and hence the stimulus is greater. I do not, however, say that they start on equal terms, but surely the difference is not so great that the one should be the sole object of our admiration, while the great work performed had to be executed in the same manner, and with the same implements in both cases.

The second, and only other fallacy, to which I shall here point is, that which teaches boys, that at least most of them, may by application, make their mark in the world, and leave their "footprints in the sands of time." This also is a fatal delusion, and has made shipwreck of the fortune of many a young man who might have been prosperous and happy, in a sphere lower than the one to which he vainly aspired. Chalmerses, Whatleys, Punshons, Broughams and Websters are not so easily manufactured as some people seem to think. The sooner all classes come to know that genius is the work of the Creator, and not a thing made to order by man, the better will it be for them. A general knowledge of the truth that poets, orators and statesmen are *born*, not *made*, will mark a new era in our history, and will in no small degree be conducive to the prosperity and happiness of our people.

I must not, however, be understood to imply that the young lawyer referred to willfully and maliciously went about teaching pernicious doctrines. Not by any means. Neither have I any idea of bringing such a charge against the teachers in our schools. Somehow, it became fashionable to set an undue value on mercantile

pursuits and professional life, while the farm and workshop experienced a want of appreciation. The evil took its rise in our common schools, partly from the misguided ambition of teachers, but mostly from a defective education, and year by year gathered strength, until at length it has culminated in the unhinging of society, by rendering every calling not based on manual labor, uncertain and unremunerative. While the country is advancing in wealth and population, it is notorious that individual success in business or the learned professions is much less certain than it was twenty years ago. The cause of this has been already stated, and although something like a reaction has set in, still farmers' sons crowd our stores and law offices as clerks, and it is from their ranks, chiefly, that our medical schools are yearly recruited. If we take into account, also, the fact that at least four-fifths of those engaged in teaching are drawn from the ranks of farmers' sons, the drain on that source will be seen to be something astonishing, while the consequent annual loss to the country, in the shape of diminished farm products, owing to the withdrawal of labor, must be enormous. The result is, teachers without schools, clerks out of employment, storekeepers on the verge of bankruptcy, doctors without patients, and lawyers without briefs, treading up and down in the land, in the vain effort to find rest for the sole of their feet. Mr. Dunn, of the mercantile agency, says there are more dry goods stores in Chatham than there are in the city of Detroit. By a report of the Dominion Board of Trade we learn that only one merchant in twenty makes money, and it is certain professional men do not share much better. This is the sad and ruinous condition of things in these walks of life, while neglected or half cultivated farms can be counted by the thousand, a standing reproach to the young men who in their folly abandoned them, in the vain

hope of escaping toil, or getting suddenly rich, or becoming great in the world. Notwithstanding, march, onward march! is the cry. The schools still send up a steady stream, and the fortune of hundreds more must yet be sacrificed at the shrine of this terrible delusion, ere the people can be made to pause and consider.

Among the minor causes of this great error, may be reckoned the too common belief that a farmer or mechanic does not require a liberal education, and therefore, should a lad exhibit more than ordinary aptness in learning, and acquire a fair education, it has been thought a monstrous waste of *talent* to make a mechanic or a farmer of him. The high price of farming land in the old settlements, has also been pleaded as an excuse for exchanging the farm for the store or a profession, and I doubt not, in some instances, with a degree of force. While these and other minor causes may be enumerated, their operations are confined to narrow limits, as compared to the great cause, the contempt of labor, and the belief that wealth, honor and greatness are alone to be found in the so called genteel walks of life.

Apart from the reasons which I have already assigned; apart also from the risk incident to changing one's occupation, forming new associations, and adopting new modes of living—apart from these and others that will readily suggest themselves, there are strong reasons why the sons of the soil should not be encouraged to leave their calling. The first of these is, that it is cruel to do so, on the ground that "well enough should be let alone." Happiness is said to be the *ultimatum* of all our schemes and operations in life. If that be so, who can find it if not the farmer? The man who is monarch of a realm—the man who retires at night to enjoy "nature's sweet restorer, balmy sleep," with a happy consciousness that he owes no man anything, and who opens his eyes in the morn-

ing to behold with gladness his own green meadows, his fields of bearded barley and wavy wheat, bedewed and sparkling in the glorious morning sunlight—the farmer is the man who above all others knows he has made ample provision for declining years—who, in the heat of the day, serenely sits beneath the shade of his own harvest apple tree, and who feels that peace and plenty shall surely be his all the days of his life! If this man be not content and happy, who under heaven can be? Not the rich merchant whose walks are haunted by spectres of dishonest servants and absconding debtors, and whose midnight slumbers are disturbed by visions of disaster either by land or sea, engulfing his riches and bringing peril and ruin upon his house—not the physician, famous for skill, and whose advice is largely sought for far and near, but only to increase his troubles and anxieties—not the lawyer of high reputation, whose extensive practice only serves to fire his brain and shorten his days.

If the question be stripped of all sentiment, and *coolly* viewed from a “paying” standpoint—and this has become an important consideration in our day—it can readily be shown that the odds are in favor of the farmer. It is quite true the successful merchant can amass a larger fortune than even the most successful farmer. It is also true that the doctor or lawyer may acquire more wealth than the farmer. It must be borne in mind, however, that the money-making and wealthy merchant is the exception, and not the rule, and that the majority of those who are rich made their money before the era of overcrowding and keen competition, and that a large portion of such wealth is not the direct product of merchandise, but the increase in value of real estate, acquired when the country was in its infancy. As to doctors and lawyers, it may be remarked, that for them, as well as for merchants, the day is past for universal success. A few suc-

ceed in making money, a goodly number make a decent living, but the great majority live in genteel poverty—a bondage more galling and cruel than the Egyptian, patiently waiting, and hoping against hope, until kind nature comes to their relief, and commits their bodies to mother earth, there to find the repose refused them while united with their immortal parts. Two classes only succeed, and it has been observed that in towns under eight or ten thousand inhabitants, in medicine at least, only two or three are doing what may be considered large practices, while two or three more may be making a fair living. The two classes referred to as the successful ones, are first, those who both by nature and education are eminently fitted for their calling, and hence cannot by any possibility fail of success, because they walk in a higher atmosphere, whither competition rarely soars. The other successful class, especially in medicine, are the knaves, the callous in heart, who neither fear God nor man. What these bastard professionals, these fiends in human form, and excrescences on the face of society, lack in knowledge and skill, they make up in their power to deceive, and pass themselves off in society as men of great and rare abilities. So accomplished are some of these in the art of jugglery that they pursue their calling successfully from year to year, are taken into the confidence of respectable people, and gradually accumulate wealth. But accomplished knavery, too, is a rare talent, and only a few of the class succeed.

Having noticed, by way of comparison, the *paying* aspect of mercantile and professional life, turn we now to the farmers. While successes are the exception with the former, it is the rule with the latter. Where one fails one hundred succeed. Indeed, failure not brought about by indolence, drunkenness or culpable improvidence, is something I have never yet witnessed among farmers. Give a young man of or-

dinary industry and sobriety the money it takes to start a store, or to acquire a profession, and let him go to farming on his own account, and the chances are ninety-nine to one in his favor. In ten or fifteen years he is heard of as having his broad acres, his commodious and well-filled barns, and his comfortable brick house, surrounded by an interesting and happy family. I am persuaded, not many of the old sturdy farmers of our country would thank him for his success, or would regard him a representative man among them, since the majority of them began life with naught but strong arms and brave hearts. Yet, in almost every instance, they have been abundantly rewarded, as is amply attested by the wealth and comforts of farm houses, lying side by side, in military order, and in an almost unbroken chain, for hundreds of miles throughout the length and breadth of this beautiful country. Argument here were an insult, and I shall only further add, if cheap, good land is no longer to be had here, that we are bordering on another Canaan—the “land of the west”—the boundless, rich prairies of the Saskatchewan; thitherward let our young men be advised to turn their faces, and to go up to possess a land already cleared and ready for the plough. Young farmers, or would-be farmers, have now a golden opportunity, such as has never presented itself in the history of man. With a fertile soil, a climate as great as our own, and free from agues and fevers, the scourge of the Western States, with abundance of water and coal, and with railway facilities in the near future—that country will witness a growth in population, commerce, wealth, and in all that constitutes national greatness, the like which has not been seen in any age or in any country.

I trust I have now said sufficient to convince the most incredulous of our teachers of the impropriety of encouraging the boys to leave the farm. If they do so and fail, as

they are sure to do in the vast majority of cases, let not the fault be yours. Rather let it be yours, while faithfully imparting knowledge in the general branches of education, to give special prominence to the relation labor bears to security and competency, and the happiness and independence guaranteed by agricultural pursuits. Let the boys also be taught that farming does not debar them from occupying positions of honor and trust, but on the contrary, that the highest office in the gift of the Crown is open to any farmer capable of grasping it, on equal terms with any other. Moreover, that even now farmers are found occupying such positions, and that at the present moment they are represented in both the Ontario and Dominion Cabinets; that as intelligence increases among them, their influence in the affairs of state will be more and more felt, and that the day is near at hand when a just proportion of the administration of public affairs will inevitably fall upon their shoulders.

To the plea that farming is hard work, I would reply, that the successful merchant or professional man is also a hard worker. The journalist, however successful, is a hard worker. The clergyman who preaches two separate discourses to the same critical and exacting audience every Sabbath, besides performing innumerable other duties, is a very hard worker. Vital statistics confirm what our common sense teaches us, namely, that physical is not the hardest kind of labor, and that brain work is more exhausting than that performed by the hands. Clearing the forest is undeniably hard work, but farming on our cleared lands or on the prairies of the west, with all the modern appliances, cannot be considered very hard work. Improved plows, horse hay-rakes and pitch-forks, with mowers and reapers, have reduced labor on the farm to a minimum, so that the farmer really has more leisure than almost any one else.

Next to farming, the various trades offer the best inducements. A good blacksmith, carpenter, wheelwright, or other artisan is sure of steady employment with good wages, and manufacturers and master mechanics are among the most prosperous and influential of our people.

I have written under a deep sense of the evils inflicted upon our youth by a false system of teaching; I have endeavored, however imperfectly, to point out the nature of those evils, their causes, and what appeared to me to be the most appropriate remedy. It is to our Common Schools we must chiefly look to effect the

much needed change. The influence of five thousand teachers for good or evil is beyond our conception. Every word or action of the teacher stamps itself on the boy's character, and the boy is the father of the man. How important then that the teacher should himself be a man of character, deeply imbued with the high responsibilities of his trust, earnestly seeking guidance in the discharge of his important duties, and laboring, not alone for self-promotion, but the welfare of those committed to his charge, and the general well being of society.

EXAMINATION QUESTIONS.

(We continue, this month, the publication of the Questions at the recent County Board Examinations.)

GEOGRAPHY, 3RD CLASS.

1. Explain the terms Tropics, Volcano, Estuary, Sound, Isothermal Lines.
2. Name the States bounded or intersected by the Andes and the Rhine.
3. Name in order the chief ports on the Baltic Sea.
4. Name and locate the principal European and American volcanoes.
5. Describe the most expeditious travelled route from Toronto to Lima.
6. Where and what are : Trinidad, Utrecht, Ben Nevis, Rugen, Popocatepetl, Fife Ness, Trieste?
7. What are the physical characteristics of Florida, Hungary and Corsica?
8. Define the geographical position and political relations of Alderney, Minorca, Corfu, Heidelberg, Kiel, Martinique, Balize.
9. Draw a map of Great Britain, marking the position of London, Liverpool, Manchester, Edinburgh and Glasgow, and showing the courses of the Thames, Humber and Severn.

EUCLID, 1ST CLASS.

1. The angle in a semicircle is a right angle.

2. A segment of a circle being given, describe the circle of which it is a segment.

3. Give Euclid's definition of proportion; and prove, by taking equimultiples according to the definition, that 2, 3, 9, 13, are not proportionals.

4. Similar triangles are to one another in the duplicate ratio of their homologous sides.

5. To find a mean proportional between two given straight lines.

6. Through C, the vertex of a triangle A C B, which has the sides A C and C B equal to one another, a line C D is drawn parallel to A B; and straight lines, A D, D B, are drawn from A and B to any point D in C D. Prove that the angle A C D is greater than the angle A D B.

7. A B C D is a quadrilateral figure inscribed in a circle. From A and B, perpendiculars A E, B F, are let fall on C D (produced if necessary); and from C and D, perpendiculars C G, D H, are let fall on B A (produced if necessary). Prove that the rectangles A E, B F and C G, D H are equal to one another.

8. A B C D is a quadrilateral figure inscribed in a circle. The straight line D E drawn through D parallel to A B, cuts the side B C in E; and the straight line A E produced meets D C produced in F. Prove,

that if the rectangle B A, A D be equal to the rectangle E C, C F, the triangle A D F shall be equal to the quadrilateral A B C D.

GEOGRAPHY, 1ST CLASS.

1. State the theory implied in the expression "crust of the earth." What proofs of the theory occur to you?

2. Classify the sedimentary rocks according to their age. "Stafia is remarkable for its basaltic columns." What is basalt?

3. What are the prevailing trends of the rivers, mountain ranges, and coast lines in North and South America.

4. In going from New York to San Francisco by rail, a traveller will pass through several distinct and well defined natural regions. Give the distinguishing features of each.

5. Enumerate the principal areas of volcanic activity in recent times.

6. In what respects does the climate of the summit of Mont Blanc differ from that of Spitzbergen?

7. "Venus is a morning star for about 290 days, and an evening star for nearly the same length of time, though she performs her whole revolution round the sun in $214\frac{2}{3}$ days." Explain.

8. Explain the phenomena of the tides.

9. Name the thirteen original States of the American Union, and give their capitals.

10. Describe the course of the Grand River, Susquehanna and Elbe, enumerating the principal towns and cities on the banks of each.

11. Enumerate the possessions of France in the different parts of the world.

12. For what are Tokay, Leipzic, Xeres, and Lutzen noted, and where are they situated.

13. Draw a map of the Mediterranean Sea, marking the names of the countries on its shores, the courses of the principal rivers that flow into it, and the positions of all the cities containing 100,000 or more inhabitants, that lie within 100 miles of its waters. Indicate by a double dotted line the boundaries of the Roman Empire at the period of its greatest extent.

PHYSICS, 1ST CLASS.

1. It is required to find the altitude of a place by boiling water—explain how this is

possible. If only salt water is at hand, how can this be used for the purpose.

2. What is meant by the *specific heat* of bodies?

If two oz. of platinum, after being heated in a furnace, be put into 56 oz. of water at 0° C., and the temperature of the whole becomes 3° , what was the temperature of the platinum, its specific heat being .0325?

2. Of three thermometers, A B and C, A's bulb is uncovered, B's is coated with lamp-black, and C's with polished silver: compare the temperatures they will indicate (1) when they have all been some time in the same room, (2) are then exposed for a short time in the open air on a clear cold night, and (3) are then brought into the same room again. Give the reasons for the differences of their indications.

4. Define the magnetic meridian of a place.

If a well constructed dip needle be placed with its pivot in the magnetic meridian, what position will it assume? Explain the reason of this.

5. I wish to express numerically the relative strength of two bar magnets. You are required to describe some accurate means of doing so.

6. Describe the unit jar and its uses.

The knob of a Leyden jar which has 36 square inches of coated surface, and is charged with a given quantity of Electricity, is made to touch the knob of another jar having only 6 square inches of coated surface, both outer coatings being in contact with the ground. Compare the charges they will severally retain when separated, both as to quantity and striking distance.

7. Describe accurately a cell of any battery with which you are best acquainted, and state particularly the chemical actions which occur within the cell when its current circulates.

8. State the general principles on which the Electrotype process depends. You are required to *electroplate* a small piece of polished steel; state fully how you would proceed.

9. Give a short account of Spectrum Analysis.

10. Trace a pencil of *three* rays through the common astronomical telescope.

Why did Newton despair of improving *refracting* telescopes?

ARITHMETIC AND MENSURATION, 1ST CLASS.

1. Among the candidates who presented themselves at an examination for first class certificates, A obtained 62 per cent. of the aggregate of marks, and failed to pass; B obtained 80 per cent. of the aggregate, and thus obtained 120 marks more than the required minimum for pass. If A had made 240 marks more he would have just reached the minimum for pass. Find the aggregate of marks and the per centage required to pass.

2. A person in London owes another in St. Petersburg a debt of 460 roubles, which must be remitted through Paris: he pays the requisite sum to his broker at a time when the exchange between London and Paris is 23 francs per £1, and between Paris and St. Petersburg 2 francs per rouble: the remittance is delayed until the rates of exchange are 24 francs per £1 between London and Paris, and 1½ francs per rouble between Paris and St. Petersburg: what did the broker gain or lose by the transaction?

3. A person starts with a capital which produces him 4% per annum compound interest; he spends yearly a sum equal to twice the original interest on his capital. Find in how many years he will be ruined, having given $\log. 2 = .3010300$, $\log. 13 = 1.1139434$.

3. A man holds three notes, the first for \$1000, due April 1st; the second \$1600, due July 1st; the third, \$1200, due September 1st: he has them exchanged for two others, one of which is for \$2000, payable May 1st: find when the other note matures.

5. If the cost of digging a trench varies as the product of the depth to which it is sunk and the quantity of earth thrown out, find the cost of digging a trench 270 feet long, 6 feet broad, and 12 feet deep, having given that a trench 4 feet broad and 9 feet deep costs 45 cents for each yard in length.

6. An insurance company issued a policy of insurance covering 80% of the estimated value of a ship and cargo, at 4½%, and immediately re-insured 50% of the risk in another company at 3½%. During the voyage the ship was wrecked, and the second company lost \$900 more than the original insurer; what did the owners lose?

7. The expense of constructing a railway is \$10,000,000, of which 40% is borrowed on mortgage at 6% and the remainder is held in shares; what must be the average weekly receipts so as to pay the shareholders 5% the working expenses being 65 per cent. of the gross receipts?

8. Three persons, A, B and C, form a partnership, contributing to the common capital \$3500, \$2200, and \$2500 respectively; at settlement, A's gain is \$1120, B's \$880, and C's \$1200; given that B's stock was in the business two months longer than A's, find the time the money of each continued in trade.

9. If gold can be beaten out so thin that a grain will form a leaf of 56 square inches, how many square inches of such gold-leaf will be required to make a cubic inch, the weight of a cubic foot of gold being supposed to be 1200 lbs. Avoirdupois?

10. The sides of a triangle, A B C, are 25, 30 and 35 feet respectively; on these sides external squares are described, A C D E, A B K H, B C G F: find the aggregate area of the squares described on the lines G H, K D, E F.

12. The sides of a rectangle have to each other the ratio of 1: the square root of 3; and a perpendicular is let fall from one of the angles upon the diagonal: find in what ratio the diagonal is divided.

ENGLISH GRAMMAR AND ETYMOLOGY, 1ST CLASS.

My celestial patroness * *
* * * * * inspires

Easy my unpremeditated verse:
Since first this subject for heroic song
Pleased me long choosing, and beginning late;

Not sedulous by nature to invite
Wars, hitherto the only argument
Heroic deemed, chief *mystery to dissect*
With long and tedious havoc fabled knights
In battles feigned; the better fortitude
Of patience and heroic martyrdom
Unsung; or to describe races and games
Or tilting furniture, emblazoned shields,
Impresses quaint, caparisons and steeds;
Bases and tinsel trappings, gorgeous knights
At joust or tournament; then marshalled
feast
Served up in hall with sewers and seneschals;

The *skill* of artifice or office mean,
Not that which justly gives heroic name

To persons or to poem. *Me* of these
Nor skilled nor studious, higher argument
Remains, sufficient of itself to raise
That name, unless an age too late, or cold
Climate, or years, damp my intended wing
Depressed, and *much* they may, if all be
mine,

Not hers who brings it nightly to my ear.

—MILTON: *Par. Lost*, Bk. IX.

1. Give the full syntactical parsing of the thirteen italicized words

2. Divide the extract into propositions, stating their kind and connection, and give a complete analysis of each proposition.

3. Parse the italicized words in the following:

"*To speak* the truth, I have never been in such distress as now."

"The king so *far* from raising the question attempted to prevent the queen from raising it."

"The performance of the pupils is wonderfully good *considering* that they have only one teacher.

4. Correct or justify:

"The pupils who have finished the exercise stand up."

"I intended to have written last week."

"Do for my sake be quiet."

"He got married to a widow."

"About one hundred feet of the dam has swept away."

5. Point out the figures in:

"O wild West Wind, thou breath of Autumn's being,

Thou from whose unseen presence the leaves dead

Are driven like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red.

Pestilence-stricken multitudes!"

6. "Substantives signifying the same thing agree in case." Point out the defects of this rule for apposition, and define *apposition*.

7. Name the inflected parts of speech, state the inflections to which they are subject and give an example of every inflectional form in the language.

Give all the inflectional forms of *abbot*, *me*, *was*.

Are *fatherly*, *happier*, *acknowledgement* inflectional forms?

8. When and under what circumstances did the principal elements which enter into

the composition of the English language severally take their places in it?

9. Give the derivation of: *Muslin*, *currant*, *hymeneal*, *bursar*, *coercion*, *rill*, *priest*, *deed*, *bishopric*, *urbanity*, *universe*, *here*, *inoculate*, *religion*, *gentry*, *chestnut*, *vulgate*, *preposterous*, *rival*, *romance*, *health*, *legend*, *fancy*; tracing the history of the meaning wherever you can.

SCHOOL LAW, 1ST CLASS.

1. How many and what kinds of schools may be established by trustees—

(a) In rural sections?

(b) In cities, towns and villages?

2. Sketch the provisions of the law with regard to compulsory education, and state what connection (if any) exists between it and free schools.

3. Summarize the provisions of the law and the regulations with reference to religious exercises and instruction, and explain how they may be carried out.

4. What appeals may be made to the county inspector? Mention restrictions on these appeals (if any.)

5. Summarize the duties and powers of trustees in rural sections with respect to—

(a) Raising or otherwise obtaining school moneys. Distinguish the objects in each case.

(b) Employment of teachers.

(c) The use of text books.

6. Sketch the provisions of the law with regard to the fees which may be charged in some schools. State the objects, and mention the schools (if any) in which fees cannot be charged.

7. Define "School Fund." To what purpose it must be applied? State exceptions, (if any.)

8. What are the regulations with regard to presents to teachers, and purchase and sale of stationery, books, &c., by them.

9. Distinguish union from united school sections, and give examples.

10. Summarize the provisions of the law with regard to the number of trustees in the different kinds of school corporations, and the number to be elected annually in each case.

11. What are the duties of public school inspectors with regard to—

(a) High Schools.

(b) The apportionment of the public school fund.

12. Sketch the powers and duties of township councils with regard to the raising or otherwise providing of school moneys. Point out wherein they have (if any) discretion in the matter.

13. State the arguments for and against township school boards.

EDUCATIONAL INTELLIGENCE.

CANADA.

—We have before us the joint report of the Inspectors for the County of Victoria, J. C. Knight and H. Reazin Esqrs. There are in the County 112 school houses, and buildings used for school purposes, of which 25 are brick, 32 frame, and 65 log. The Report points out the necessity and advantage of more Normal Schools, in order that there may be a better supply of trained teachers; refers to want of proper classification as one of the great evils of the schools; advocates the Township Board system, and points out the expediency of enforcing the compulsory clause of the School Act.

—We have received the Report of Frederick Burrows Esq., County Inspector, Lennox and Addington, presented to the County Council in March last. He reports gratifying progress as the result of the new order of things, no less than 20 new School Houses having been built during the year. The schools on the whole have the element of thoroughness, and the rote system is mostly abandoned. At the same time irregular attendance is a serious evil, there being no fewer than 1955 who attended less than 50 days during the year. Another difficulty, in some cases, is the low salaries paid to teachers. A County Teachers' Association was recently formed, and the interest in School matters is increasing.

TEACHERS' INSTITUTE.—J. H. Sangster Esq., M. A., M. D., will hold a Teachers' Institute for Middlesex and Lambton, at Strathroy, on Friday and Saturday, the 26th and 27th of September, in the M. E. Church. The following is the programme: Friday, 9-9.30 a. m., Opening Remarks, by President; 9.30-11 a. m., School Organization; 11-12 m., Reading to Junior Classes; 1-4 p. m., Mode of Teaching Arith-

metic; 4-5 p. m., Method of Teaching Object Lessons; 7½, Public Lecture on "Education." Saturday, 9-10 a. m., Method of Teaching Grammar to Junior Classes; 10-11 a. m., Method of Teaching Composition; 11-12 m., Address to Teachers; 1½-3 p. m., Question Drawer; 3-4 p. m., Closing Exercises. Friday will be allowed teachers as a visiting day. Several Inspectors from neighboring counties are expected to be present.

—The meeting of the County of Prince Edward Teachers' Association on Thursday and Friday, July 24th and 25th, was one of more than ordinary interest and success. The attendance of teachers was quite large, though not quite so numerous as it should have been—a greater number of visitors than usual was present, while as a special point of attraction, Dr. J. H. Sangster, of Toronto Normal School and Text Book fame, occupied the position of lecturer during the space of about five hours each day, in placing before a deeply interested and attentive audience his thoroughly tested plans of instruction. Dr. Sangster explained his method of teaching the different branches with his usual ability and clearness. A very cordial and unanimous vote of thanks was passed to the Dr. at the close of the Convention, and he was elected an honorary member of the Association. In acknowledging the compliment he expressed his desire to pay Picton another visit as soon as the Railway shall be completed. G. Striker, M. P. P., was also elected an honorary member, and made an appropriate acknowledgement. Several visitors from Belleville, including the P. S. Inspector and a number of teachers, were present during the last day of the Convention.

PERTH TEACHERS' ASSOCIATION.—The members of this Association met in Stratford on the 23rd inst., and in the absence

of the President, Mr. Marshall occupied the chair. After reading the minutes of the previous meeting, the Secretary informed the meeting that Dr. Sangster, formerly Head Master of the Normal School, Toronto, kindly offered to address the Association on educational subjects, sometime during September or the beginning of October. It was therefore resolved, on motion of Mr. Steele, seconded by Mr. Stewart, that the Secretary desire Dr. Sangster to state the time he can meet the Association, and assure him that an address from him, on School Organization, will be received as a great favor. Mr. A. C. Steele then stated, in a brief and comprehensive address, his method of teaching Geography to beginners. Afterwards, papers on "School Attendance" and "Arithmetic for Beginners" were read by Mr. A. Stewart and Miss H. L. Whitcombe respectively. Interesting discussions followed, upon each of the subjects. Due notice of the next meeting will be given, on which occasion a most interesting and profitable time is expected. (COM.)

LITERARY AND MUSICAL ENTERTAINMENT, under the auspices of the County of Lanark Teachers' Association. This much looked for entertainment came off on Thursday evening, July 17th, and, despite the unfavorable weather all though the day—the rain only abating about seven o'clock—was well attended, and the sum of \$50 realized. The drama, "Aunt Peabody's visit to the city," was the most exciting and racy feature of the evening's proceedings. The performance throughout was excellent, and gave the best satisfaction to the entire audience. The County Inspector, H. L. Slack Esq., filled the chair. The following was the Programme:—Opening remarks, Chairman; Piano Solo, W. Warren; Song, "Let Erin remember the days of old," Miss Ewright; Reading, "Scene from Richelieu," Rev. R. S. Stephenson; Violin Solo, Mr. McCarlon; Song, "Cam' ye by Athol," Miss McCormack; Reading, "The Bridge of Sighs," H. S. Slack; Drama, Misses Lafferty, May, Campbell and Hogg; Concertina Solo, W. Warren; Violin Solo, Mr. McCarlon; Song, "The merry, merry Sunshine," Miss McCormack; Reading, "Mary, the Maid of the Mountain," Miss Ewright.

The proceeds of these entertainments,

of which this is the second, are to be devoted to establishing a Teachers' Professional Library. The Association is about to invest \$75 in that object. (COM.)

COUNTY OF LANARK TEACHERS' ASSOCIATION.—The annual meeting of the County of Lanark Teachers' Association was held in the Town Hall, Perth, on Monday evening, July 14th. Through various causes the attendance was not so numerous as it otherwise would have been, yet, along with the character of the proceedings of the evening, it was sufficient to impress upon one the conclusion that the interest manifested by those who have been chiefly concerned in instituting and maintaining the Society, has in no wise abated. The President, H. L. Slack Esq., who occupied the chair, after calling the meeting to order, adverted to the warm response with which his invitation to establish a Teachers' Association had been met, adding, that from the liberal support it had received from its beginning, there was every encouragement to proceed. He pointed out the many good results attending such Societies, in affording opportunities to teachers to become better acquainted with each other, and to feel more sensibly the bond of union that should exist among them, as members of the same profession. He also impressed upon the teachers present the great influence for good which an interchange of thought, and a comparison of their views on the various subjects connected with a practical education, exerts. After stating the order of business for the evening, the Secretary proceeded to read the minutes of the previous meeting, which were adopted. The subject of Competitive Examinations was then laid before the meeting, when, after considerable discussion, a number of regulations were adopted.

The propriety of being attached to the Ontario Teachers' Association was discussed, when a motion was passed appointing the President, Vice-President, and Mr. J. L. Davis delegates to its next meeting. Papers had been prepared to be read, but, as the evening was already far advanced, it was resolved that they lay over till the next meeting. In the election of officers for the current year, H. L. Slack Esq., was chosen President; Rev. F. F. McNab, Head Master High School, Carleton Place,

1st Vice-President; Miss Elizabeth Meredith, 2nd Vice-President; and James H. Stewart, Secretary and Treasurer. The meeting adjourned to meet at Lanark Village, on Saturday Oct. 11th. Com.

—It is expected that a Teachers' Institute will be held in Berlin on some day yet to be fixed in October, when Dr. Sangster will deliver an address on some practical subject connected with the Teacher's work.

—At the Teachers' Examination in Walkerton in July out of eight who entered for 2nd class certificates only one succeeded, and of over 64 who entered for 3rd class, and the seven 2nd class who were reduced to this grade, only 30 succeeded, being less than the half. This does not promise a very plentiful supply of teachers.

—It is somewhat late in the day to be receiving the report of the educational work in Quebec during 1871, but better late than never. The progress made during the period embraced in this report seems to have been encouraging. In 1857 there were only 2,015 school houses in the Province, while in 1871 there were 3,233, an increase in fourteen years of 1,223. In 1853 there were 2,352 institutions of all kinds for public instruction in Lower Canada, in 1870 there were 4,027. The scholars had increased during the same period from 108,284 to 217,504, while the increase in the contributions was still more remarkable. In 1853 all that was raised amounted only to \$165,848, while in 1870 it had risen to \$976,788. In 1871 there was a slight diminution, but only in the department of building and repairing school houses. The Normal Schools appear to have had a very gratifying amount of success, the number of pupils having increased from 70, in 1857, to 246 in 1871. The number of Protestant Dissident Schools now amounts to 132, with an attendance of 6,464 pupils.

ONTARIO TEACHERS' ASSOCIATION.—The thirteenth annual convention of the Ontario Teachers' Association opened August 12th, in the Theatre at the Normal School Buildings. There was a large attendance of teachers from different parts of the Province.

The first day's session commenced at

three o'clock p. m. Prayer was offered up by Dr. E. Crowie, after which Mr. Robert Alexander, of Newmarket, who presided in the absence of the President, Prof. Nicholson, who was away on the Lakes, briefly addressed the meeting. He called on the Secretary, Mr. A. McMurchy, to call the roll of officers of the Association:—President, Professor Nicholson, Toronto University; Vice-presidents, Messrs. R. Alexander, E. B. Harrison, J. H. Hunter, M. A., D. J. Johnston, G. D. Platt, and Dr. McCoomb; Treasurer, Mr. A. McAllister; Recording Secretary, A. McMurchy, M. A.; Corresponding Secretary, Thomas Kirkland, M. A.

Mr. McMurchy, in presenting the report of the Incorporation Committee, said the Committee had asked for the incorporation of the Association as a Society; all they asked for was that they should be allowed the privilege and right to elect to the upper institution three or more members.

Mr. Miller of Goderich, moved, and Mr. Johnston, of Cobourg, seconded, "That the report be received and adopted, and the request of the Committee granted that they be continued." Carried.

Mr. Samuel McAllister, Head Master of John Street School, read a paper he had prepared on the subject of Industrial Schools. He discussed the best method of dealing with the large number of children who attend no school, and advocated the establishment of Industrial Schools, similar to that at Rochester, U. S.

After some discussion, the following, moved by Mr. Glaisher, seconded by J. H. Smith Esq., was carried:

That this Association having considered the importance of Industrial Schools, hereby appoint the following Committee to wait on the Government and impress on them the necessity of establishing one or more of such schools in this Province, the Committee to be Messrs. McAllister, Kirkland, and McCallum.

A vote of thanks was unanimously passed to Mr. McAllister for the able paper read.

The evening session was occupied in hearing a very able address, written by Professor Nicholson, in whose absence it was delivered very effectually by Professor Wilson.

The theatre was filled with ladies and gentlemen, who listened with much interest

to the address of the President of the Association.

Professor Nicholson's address was devoted to illustrating and substantiating the position that science ought to take in education in general, and more especially in the education of the young.

Votes of thanks were unanimously passed to Prof. Nicholson for his ably written paper, and also to Professor Wilson for reading the same.

The second day's session opened with an address by J. R. Miller Esq., Inspector, Huron County, on "School Organization." The address was very instructive, and at the close a unanimous vote of thanks was tendered to Mr. Miller.

Mr. Thomas Kirkland, M. A., science master at Normal School, read a paper on Euclid as a text-book. He pointed out at some length the defects of Euclid. A cordial vote of thanks was given to Mr. Kirkland for his able paper.

At the evening session an address was delivered by Dr. McCaul, Toronto University. The subject of the address or lecture was "Common Sense of Logic."

Mr. Glaisher moved, and Mr. McCallum seconded a vote of thanks, alluding to the great interest all had felt in the practical address delivered by Dr. McCaul.

The Association resumed on Thursday morning.

Mr. J. Campbell, chairman of the Committee on the Superannuation Fund, reported, That having examined the proposed amendments of the School Bill of 1873, with reference to the Superannuation Fund, the Committee were of opinion that the following changes in the Act should be asked for:—1st. That every teacher who has been worn out in the profession, or who has taught 25 years, or who has arrived at the age of 55 years, be entitled to the pension, even though he may not have become infirm. 2nd. That any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent the whole of any sums paid by him or her to the fund, through the P. S. Inspector or otherwise. 3rd. That the annual allowance to any superannuated or worn-out teacher, shall not be less than six dollars for each year that such teacher has taught in a Public or High School in Ontario.

On motion of Mr. McAllister, seconded by Mr. McCown, it was agreed "That, in

the opinion of this section, the compulsory clauses of the School Act of 1871, which relate to the Superannuation Fund, should be repealed as soon as practicable."

The 1st and 3rd clauses of the report were adopted, and the second clause struck out.

On motion of Mr. Mackintosh, seconded by Mr. Ferguson, a Committee consisting of Messrs. Lewis, McQueen, and the mover was appointed to wait upon the Attorney-General to lay before him the expression of the Public School teachers.

Mr. Mackintosh presented the report of the Committee on model schools and teachers, which was as follows:—

1. That as teaching is a profession, its members require professional training, and that no teacher should receive a certificate who has not received such training.
2. That in order to provide such training, some existing public school in each electoral division of the county selected by the Council of Public Instruction, on the recommendation of the Public School Inspector, be constituted a model School, and that all candidates for third class certificates who have not previously taught a Public School for three years, be required to receive a training as pupil teachers in some such Model School for that period.
3. That the head masters of said Model Schools be first class certificated teachers of at least five years' standing.
4. That Teachers' Institutes be established in each county.
5. That each County Teachers' Association having regular meetings at least quarterly, be constituted a Teachers' Institute.
6. That an Inspector of Teachers' Institutes be appointed, whose duty it shall be to visit each Institute at least annually, and conduct its proceedings during the whole of one of its sessions.

The report was adopted.

The meeting then adjourned.

At a meeting of the Inspectors a base of union between the Inspector's Association and Inspector's branch of Teachers' Association, was unanimously adopted and a union thereupon effected. Officers, J. J. Tilley chairman; W. R. Bigg, secretary, Executive Committee, Dr. Kelly, W. Carlyle, H. L. Slack, E. B. Harrison, J. J. Tilley.

The afternoon session was occupied by

Mr. J. H. Hunter, Principal Collegiate Institute, St. Catharines, who read an ably written paper on "Modern Culture in Schools."

A cordial vote of thanks was passed to Mr. Hunter for the paper read.

In the evening there was a crowded meeting to hear an address from Professor Goldwin Smith, who spoke with his usual ability; subject, "The moral element in education."

Mr. J. Hunter moved a vote of thanks to Professor Smith for the admirable and practical lesson he had just given to them, seconded by Mr. Harrison; carried amid applause.

The Chairman announced that Professor Smith had consented to become President of the Ontario Teachers' Association.

Mr. Jas. Turnbull B. A., Principal High School, Clinton, read an able paper on Township Boards of Trustees. Messrs. Grote, Carlyle, Smith, and others, spoke in favor of the system.

The closing session was held on Saturday. Mr. McMurchy offered some explanations.

The report of the Superannuation Committee was received and adopted, and a vote of thanks passed to the Committee.

The report of the delegate to the Protestant Teachers' Association at Quebec, was read and adopted. A vote of thanks was unanimously passed to the delegate.

Mr. Ross announced that he and Mr. McColl, Publishers of the "ONTARIO TEACHER," would give a prize of \$20 worth of Books, for the best essay on "The Necessities of our Rural Schools."

The Treasurer's Report was read and adopted.

The following officers were chosen for the ensuing year:-- President, Professor Goldwin Smith; Vice-Presidents, J. B. Dixon, J. J. Tilley, W. Mackintosh, W. W. Tamblyn, J. Kilgour, Robert Quinn; Treasurer, S. McAllister; Secretary, A. McMurchy; Corresponding Secretary, J. Kirkland.

There was a long discussion with respect to the manner of selecting a representative to the Board of Public School Instruction, which will be in the presence of the Association on the passing of the Bill to amend the Public School Act, introduced by Mr. Mowat. Some contended that the power of selecting a representative should be left

in the hands of the Executive Committee, whilst others maintained the whole Public School section should convene for that purpose. Ultimately it was decided by a resolution that the Chairman of the Association should be empowered to call a meeting to take into consideration the nomination of a candidate for the representation of the Public School Teachers' Section of the Association.

The following are the Representative Council:--W. Watson, Weston, President; H. Dickinson, Brantford, Secretary; R. McQueen, Kirkwall; J. Johnson, Cobourg; W. Mackintosh, Campbellford; W. L. Brown, Hyde Parke, Ont.; J. Dearness, Lucan.

Mr. Fotheringham moved, and Mr. McCallum seconded the following resolution:--"That the evil of irregular attendance and non-attendance at our Public Schools throughout the Province is of a serious character, and demands immediate and stringent legislation for its removal." Carried.

Mr. Fotheringham read an able paper on this subject which appeared in the August No. of the TEACHER.

The following is a summary of the proceedings of the High School section, which consists of High School Masters:--A discussion arose out of a proposal to revise that clause of the amended constitution which relates to special meetings of sections of the Association; and after explanation of the machinery already provided had been given, the motion to amend was lost on a division. A resolution was offered recommending the omission of history as a test for admission of pupils to High Schools, but on an intimation having been received from the Education Office, that this amendment to the examination scheme had already been entertained, and probably approved of by the Central Examiners, the resolution was withdrawn.

The High School regulations were considered and discussed.

Mr. J. Hunter moved, and Mr. Wm. Houston seconded, That it is the unanimous opinion of this section, that the 22nd regulation, which relates to the re-examination of pupils for admission to High Schools and Collegiate Institutes should be withdrawn. Carried.

Mr. Tamblyn moved, seconded by Mr. J. B. Dixon, that they recommend that all

Boards of Examiners for admission into the High Schools and Collegiate Institutes, accept the papers of the Council of Public Instruction for the examination in October next.

It was moved in amendment by Mr. W. Olliver and seconded, that in the opinion of this section uniform papers be prepared as proposed in section 4 of the regulations; and further, that such a change be made in the law as to make this mode of procedure imperative, and that in the meantime H. S. section recommend the use of said papers in October next.

Amendment was declared lost, and resolution carried.

Mr. D. C. Sullivan moved, Mr. J. Hunter seconded, that the High School examination papers ought to be transmitted to the Chairmen of the several High School Boards of High School Examiners, and that all duties assigned in these regulations to the Inspectors as presiding officers should devolve on the Chairmen of the High School Board. Carried.

Mr. J. C. McGregor moved, and Mr. J. Hunter seconded, that clause 9 of the regulations, which refers to the consent of parents, should be omitted as unnecessary. Carried.

Mr. McGregor moved, seconded by Mr. J. Scott, that section 13 be amended so as to read, "that four examinations for the admission of pupils into High Schools be held, and that the said examinations be held two weeks after the commencement of each term. Carried.

Mr. J. Turnbull moved, and Mr. H. Strong seconded, That section 19 of the regulations be amended as follows:—The attendance of candidates at a High School or collegiate institute will not be credited in making the appointment to such school or institute, unless their admission be favorably reported on by the High School Inspectors, as being agreeable to the regulations; but the Head Master of the High School shall have the power to admit pupils professionally until the first entrance examination thereafter. Carried.

Mr. McGregor moved, seconded by Mr. J. Scott, That the clause of the High School Bill which provides for the transfer of the powers of the High School Boards to municipal corporations, ought to be expunged. Carried.

The following were elected members of

the High School Committee:—Messrs. Mills, Ballard, McMurchy, Hunter, and Turnbull.

It was resolved, on the motion of Mr. Hunter, seconded by Mr. McGregor, That in all intended changes in the regulations of the Council, at least six months public notice be given of said changes.

Mr. Scott moved, and Mr. Crozier seconded, that in the opinion of this section, the High School Bill should provide for each High School a district based on a minimum assessment capable of maintaining it in a state of efficiency. Carried.

Messrs. McMurchy, Hunter and Olliver were chosen to form a committee to present to the Council of Public Instruction and to Government the views of the Association, as expressed in the resolutions passed.

Previous to the reading of the report of the Committee of High School Masters Professor Nicholson appeared on the platform. He stated that he had returned somewhat sooner than he expected from Lake Superior. He was sorry he had not been present at their discussions, but that could not have lost anything by his absence. Next year he hoped to be present in another capacity, namely, as a spectator of their proceedings.

The Association closed their session by singing "God save the Queen."

UNITED STATES.

—Prof. Charles Fairman, of Shurtleff College, Ill., has accepted the position of Principal in the new Cook Academy at Elmira, N. Y. The founder of the school, Mr. E. W. Cook, has lately given it \$50,000, and others have given \$5,000 more.

—Among the provisions of the new educational law in Indiana is one directing that no text book adopted by a county board shall be changed within three years from the date of such adoption, except by unanimous consent of the members of said board.

—The Supreme Court of Ohio has decided, all the judges concurring, that boards of education have the right to allow or forbid the reading of the Bible and the imparting of religious instruction in the public schools. This leaves the question, just where it has always been left in this State.

with the people. The decision of the Superior Court of Cincinnati was reversed.

—Indiana is conducting four State Normal Institutes this summer. The one at Vincennes, opening July 28th for three weeks, is under the supervision of D. Eckley Hunter, of Princeton, Ind., who is assisted by Prof. S. S. Hamill, of Illinois, Miss L. D. Hampton, Louisville, Ky., Hiram Hadley, Chicago, and Messrs. Gow, Bell, Jones, McRae, Hough, and others, of Indiana. Tuition, \$3.

—Rev. A. E. Taylor, D. D., of Cincinnati, succeeds Dr. Willis Lord, resigned, as president of the University of Worcester; and Mr. A. D. Hepburn has resigned the presidency of Miami University. The Trustees of Otterbein University have increased the salaries of the professors \$200 a year each.—Miss Rebecca S. Rice, a former teacher in Antioch College, who has been studying in the University of Heidelberg, Germany, for more than two years, has returned to Yellow Springs, and accepted the professorship that was awaiting her.

—The Superintendent of the Public Schools of Cincinnati reports that the condition of the schools of that city for the year 1872-'3 is as follows: Enumeration, 5,534; enrollment, 1,616; average daily attendance, 1,114.2; number of teachers, males (including music teachers), 9; number of teachers, females, 18; monthly salary of teachers, males, \$75; monthly salary of teachers, females, \$53; average belonging to each teacher, 45.3; average attendance to each teacher, 42.8, cost per pupil, for tuition, on enrollment, \$11.32. The present school buildings are reported by the Superintendent totally inadequate to meet the educational wants of the city.

—The policy of employing female principals was freely canvassed in Dayton, Ohio, prior to the last annual election of members of the board of education, and in several of the wards men were elected who were opposed to the "innovation." At a

late meeting of the board the subject was fully discussed, and male principals were elected in a majority of the districts. The salaries of principals, whether male or female, was fixed at \$1,500, which gives Miss Westfall and Miss Wilson, the two lady principals retained, an increase of \$500. It seems to us to be the true policy in cities to fix the salaries of principals high enough to secure the services of a competent man, and then, if a lady fills the position with equal success, let her have an equal salary. It is service in these positions, not sex, that should be paid for.

BRITISH AND FOREIGN.

—The women medical students who have been rejected at Edinburgh are trying what the University of St. Andrew's will do for them. In their application they point out that there are 15 women at least prepared to be graduated at once; that they will bear all the cost of obtaining a supplementary charter, if necessary, and that they are also prepared at once to hire or build suitable premises for a medical school, and are also in a position to arrange for a complete course of lectures.

—The London School Board voted, last month, to borrow from the Public Works Loan Commissioners the further sum of £250,000, making £500,000 in all, for the purpose of providing additional school accommodation in London. It is proposed to build three more school-houses, and to increase in other ways the facilities for education. The results of this new movement are gratifying. It appears from the last official report that the average attendance during the quarter ending June 24 was 223,970, which, compared with the attendance for the quarter ending at Lady-day, showed an increase of 21,838. The proportion of this increase assigned to voluntary schools was 16,209, and to the board schools was 5,619. Comparing the average attendance now with the attendance in the spring of 1871, there is an increase on the whole of 55,686.

CHOICE MISCELLANY.

THE TEACHER.

With a longing look in her weary eyes
And a half unconscious sigh,
She gazes out on the fresh green grass
And the glorious azure sky.

The warning bell is in her hand,
And she stands in the open door,
But mute and still the shadow lies
In the sunshine on the floor.

Her thoughts are wandering far away,
She takes no note of time ;
It matters not the faithful clock
Is on the stroke of nine.

The dreamy sound of wavy trees
And music of the stream
Invite her from her task to turn,
And only gaze and dream.

The merry group of boys and girls,
So busy at their play,
She watches with a half-formed wish
That she was free as they.

But soon the happy, joyous laugh,
And sounds of playful strife,
Recall her wayward thoughts again
To the humdrum work of life.

The same old round of irksome toil
She follows without change ;
And is it strange her mind should seek
A wider, freer range ?

'Tis hard, indeed, to bind her thoughts,
By pleasing fancy led,
Within the narrow sphere which Fate
Compels her feet to tread.

But she must break the dreamy spell
That she would fain have stay,
And turn again to the dull routine
She follows day by day.

But courage, weary, toiling one !
Your field of work is wide ;
And though your lot may oft seem dark,
It has a sunny side.

The little seeds you daily sow
Will reach a fertile soil,
And by a harvest fair and bright
Repay you for your toil.

HINTS TO TEACHERS.—There is one suggestion of like importance for both teacher and pupil, to begin with, and that is: Take care of your health. By this is not meant only avoidance of severe colds, for every person will be careful here, nor caution against dangerous and contagious diseases.

It is the "little foxes that spoil the grapes;" it is the little irregularities that interfere with the success of teacher or pupil.

Improper food, improper times or quantities, resulting in dyspepsia or any form of indigestion, will prevent clearness of mental activity and success in any study.

If every member of school or college had at the start a good knowledge of himself hygienically so as to guard against constitutional ailments, half the labor of getting an education would already be accomplished.

"Do not worry!" It is easier to say this than it was for the writer to practice it when he first taught school!

Night after night was passed without sleep; visions, before the morbidly excited brain, would pass and repass, as the battles of the school room were fought over again. The result was bad on teacher and scholars. And yet there is no royal road to self-control in this respect.

One suggestion, however: The teacher should have good, cheerful company out of school hours, and not shut himself up like a hermit to brood over troubles. Take out-door exercise; go among the people; visit the homes of the pupils; seek congenial society at all events, and have faith in yourself and in God, and troubles of this kind will vanish.—*American Journal of Education.*

TEACHERS' DESK.

J. C. GLASHAN ESQ., EDITOR.

—Contributors to the 'Desk' will oblige by sending answers with their questions and solutions with their problems. Attention is called to 'Young Teachers' Queries'; other questions of like practical character are solicited, as also are *essays* and *discussions* in answer. The latter should be on separate sheets from any matter intended for the 'Desk,' as they will be handed to the General Editors for insertion among "Contributions."

CORRECT ANSWERS AND SOLUTIONS RECEIVED.

Jno. Pierce, Ailsa Craig, 32, 33.

A McIntosh, Pinkerton, 32, 33, 34, 35, and 36, as in our common arithmetic.

EXTRACT FROM A LETTER FROM H. T. SCUDAMORE.

"The institution of the 'Desk' is calculated to do much good; more especially if teachers correspond therewith liberally. It is not desirable that the correspondence should be printed every time, nor should they desire it; for the 'Desk' is limited in space. Yet multiplicity of correspondence is requisite to insure vivacity and variety. Neither should the problems offered be all of a recondite order. There are several thousand teachers in Ontario, besides advanced pupils, and many others taking an interest in education; and amongst so many is much diversity of talent. Therefore, should there be a diversity in the subject matter of the problems and queries. Besides, the 'Desk' desires to 'promote' information; therefore, do you want to know anything, enquire of the 'Desk,' which, though without a tongue, can reply in many voices. It is also desirable that a goodly number of queries be sent, that the Editor may have wherewith to make choice. As preaching without practice is apt to be unprofitable, I herewith send a few, which, if acceptable, are at your service when fit opportunity occurs."

ANSWERS TO PROBLEMS ALREADY GIVEN.

29 The poet seeks to combine allusion to the eagle as the emblem of *The Empire* with its poetic use, as representing the heroic. 'The Fox' refers to the French nickname of Louis Philippe, and is here chosen for the purpose of contrast with *The Eagle*, Napoleon Buonaparte.

"The 'Fox' represents Louis Phillippe, who was the first to bear the title of King of the French. Reynard is the prince of craft, and Louis was especially cunning and tortuous in policy. Whilst the

Lion and the Bear fought over the proceeds of their united chase, Reynard sneaked in and carried the spoil away. Whilst Legitimists and Republicans contended, Louis Phillippe crept slyly in and stole away the kingdom. The Fox, with all his craft and multiplicity of resource, was caught at last, and Louis Phillippe — — Well, there was a certain Mr. Smith landed at Brighton, having made his escape from France, one drizzly morning in 1848." H. T. SCUDAMORE.

30 The proposed answer is incorrect, and can only be obtained by a method which, to one working by the general rule, misses the *only point* in the question; viz: if working in gains, *to subtract a loss add an equal number of units of gain*. Gross gain first 11 yrs. is £2030. 6s. 6d. But the first year he *lost* £76. 8s. 4d. so in the remaining 10 yrs. he must have made up this sum, and gained, *over and above it*, the £2030. 6s. 6d. or, from 1854 to 1863, both inclusive, he gained £2106. 14s. 10d., and in 1864 he gained £151. 9s. 10d. or during the last 11 yrs. he gained £2258. 4s. 8d. or an annual average of £205. 5s. 10½d.

31. (a.) *To dispose* means here *to incline, to influence, to determine*. The last was one of the post-classical meanings of *dispono*.

(b.) *Willing* refers to the condition of us, to which it belongs; *from ourselves* belongs to lead.

32 I have the use of the money (worth 8 per cent. per annum) for 6 months, hence my gain is 4 per cent. This will not be gained until the end of the 6 months. One contributor gave the *present value* of the 4 per cent. He really answered, "What will be the *immediate value* of my gain &c.?"

33. The question was proposed as one in book-keeping, and was generally solved as such.

"Let Jones open a cash account:

	Dr.	Cash	Cr.
To cash	\$222.10	By grain	\$1346.40
To grain	1171.97	By salary	48.12
To bal. due	.45		
			<u>\$1394.52</u>
			\$1394.42

A. D. CAMPBELL, GEORGETOWN ACADEMY.

34. *Namely* has been discussed by grammarians, and accounted for in every way, possible and impossible. The difficulty arose from the adverb being used for the ablative, and from a confusion of the English namely with the Latin viz. or *videlicet*, the Englishing of which *being forsooth*, might have given the hint for disposing of *namely*. The

phrase is *being by name*, with elision of *being*, and reduction of *by name*. The Latin *vic.* is reduced in an English sentence to a mere *particle of apposition*.

Plants is in apposition with *inhabitants*; properly it is the participial predicate after *being* understood, but in English generally, (and in Latin always) this participle is omitted, and the predicate becomes either an attribute or an appositive.

35 *Who* is here an example of Rhetorical Anacolouthon, or Change of Construction.

"The word *who*. Who refers to Caius Verres, and is in the Nom. case, being the subject of a sentence introduced, but not proceeded with. The orator has been speaking of Verres by description in the former part of the discourse. He now mentions him by name, and proceeds as if to express something about Verres, but having spoken the relative pronoun, pauses slightly, seems to change his mind as to what he is going to say, and varies his discourse {to suit the altered current of his thought. By this rhetorical artifice the orator causes Verres to assume the most prominent position in the auditors' minds." H. T. SCUDAMORE.

Decline. "To explain the meaning is as impossible as to explain the colloquial English of a

Chicago Dutchman. The most lucid supposition is that the "Song of Steam" was written by a lunatic, and inserted in the Fifth Reader, out of compliment to Dr. Workman." H. T. SCUDAMORE.

By the way, the "Song of Steam" is marked *Anon* in the Fifth Reader. Was it not by one Ferguson, not the *Ferguson*?

PROBLEMS.

40. Twice James' money is quadruple William's and the interest at 5 *per cent.* for 33 years, on what they both have is \$55. How much money had each? A. MCINTOSH, PINKERTON.

41. A liquor agent of a Canadian town held the office for one year, at the close of which he gave the following statement of his accounts :

Amount of cash received upon assuming office.....	\$32.17
Value of liquor received at same time....	57.54
Cash received from sales during the year..	107.97
Cash paid for liquors bought during the year.....	59.91
Salary of agent.....	25.00
Value of liquor on hand at close of year....	31.37

Does the town owe the agent, or the agent owe the town, and how much? A. MCINTOSH.

EDITOR'S DRAWER.

TRINITY COLLEGE, MEDICAL DEPARTMENT.—We would call special attention to the announcement of this Institution, which will be found on the cover. The Medical Department of Trinity College has a very high reputation, and the Faculty includes a number of the most eminent medical men of the Province. The next Session will commence on the 1st of October next.

PRIZE ESSAY.—The Publishers of the ONTARIO TEACHER, being anxious to assist in the development of a native literature of education, take pleasure in offering to the Public School Teachers and Inspectors of Ontario, a prize of Twenty Dollars' worth of books suitable for a Teacher's Library, for the best Essay on "The Requirements of our Rural Schools." The conditions are that the Essay shall not exceed twelve pages of the TEACHER; that each competitor shall send his manuscript sealed, and designated by some appropriate motto, but without his name to the Publishers of the TEACHER, on or before December 1st, 1873; he shall also write separately to the Publishers, giving his name and the motto used; the Essay shall then be submitted for their award to a competent Committee, who shall not be aware of the names of the

writers, and one of whom shall be one of the Professors of Toronto University; the essays to be the property of the Publishers, and the successful one to be published in the TEACHER as early as possible in 1874. We trust this liberal offer may draw out a large number of essays. The following is a list of books we propose to give, but should the successful competitor desire it, will be willing to substitute for them any others that can be conveniently obtained, the value of the whole to be \$20 :

- Worcester's Dictionary, unabridged.
- Spencer's Education.
- Everett's Practical Education.
- Wickersham's Method of Instruction.
- Thompson's Wayside Thoughts.
- Currie's Principles and Practice of Public Schools.
- Miller's Schools and Schoolmasters.
- Trench on the Study of Words.
- Sheldon's Lessons on Objects.
- Bautain's Art of Extempore Speaking.
- Alford's Plea for the Queen's English.
- Moore's Dean's English.
- Craik's English Literature.
- A volume of the ONTARIO TEACHER for 1874