

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Canada School Journal.

VOL. VI.

TORONTO, JULY 1, 1886.

No 13

Table of Contents.

	PAGE
EDITORIAL.....	145
Permanent Tenure for Teachers.....	147
SPECIAL—	
Entrance Literature.....	147
The True Object of Free Public Schools.....	149
OUR HOLIDAY STORY—	
The Experiment at Darragh's Run.....	149
EDUCATIONAL NOTES AND NEWS.....	151
QUESTION DRAWER.....	153
CORRESPONDENCE.....	153
TEACHERS' ASSOCIATIONS.....	154
LITERARY CHIT-CHAT.....	155
LITERARY REVIEWS.....	156
As Others See Us.....	156

THE CANADA SCHOOL JOURNAL.

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

—O—TERMS.—O—

THE SUBSCRIPTION price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

DISCONTINUANCES.—THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

RENEWALS of subscriptions should be made promptly.

ALL BUSINESS communications should be addressed to the business manager. Articles intended for publication should be addressed to the editor. Post Office Orders to be made payable to Manager Canada School Journal.

ADVERTISEMENTS of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

"THE teacher is of chief importance in a school. He is more essential than the desk, the book, the cupola, or the facade, to the training and well-being of the pupil." So says some one in an exchange. The words sound very like a truism, yet they contain a truth often overlooked in these days, but a truth which should never be forgotten. Fine buildings, good furniture, costly apparatus, are all very desirable, and a great help to the teacher. But it cannot be too deeply impressed upon the minds of taxpayers, and trustees, and all who have to do with educational matters, that far more important than any or all these things is the living presence and energy of the true teacher. Better, infinitely better, for the boy or girl, is the influence and inspiration of a cultivated, clear-headed, noble-hearted man or woman in a log hut, than the petty routine of a mercenary hireling in the grandest educational palace.

DR. DICKINSON, the Secretary of the Massachusetts Board of Education, in a paper read at the late National Superintendents' Meeting in Washington, took strong ground against the introduction of manual training in the common schools. His

arguments are thus summarized by the *N. E. Journal of Education* :

"The use of tools is imitation, therefore of no educational value."

"Manual training has no value as a means of developing moral power."

"All the manual training necessary can be found in making apparatus to illustrate the teaching of physics."

Dr. Dickinson is, we believe, an educator of superior intelligence and ability. The above summary, though by no means exhaustive of the objections that may be brought against manual training in the schools, contains the gist of those most frequently urged from the purely educational point of view. Let us look at them for a moment.

In the first place, neither of the three propositions is self-evident. We doubt if either of them, as thus broadly stated, is true, or capable of proof. It is evident that by "educational value" is meant value for purely intellectual development. Even so, we should challenge the statement. The use of tools is by no means simple imitation. This may be seen by watching any two or more workmen handling the same tool, or manufacturing the same article. There are few trades in which mind force does not tell, or in which the man whose mind is constantly on the alert, with both perceptive and reflective faculties engaged, will not succeed where the mere imitator will fail. Again, there is scarcely a product of manual labor which does not afford, in its manufacture, a wide scope for the play of moral qualities. Producers of the same article are morally separated from each other by all the distance which divides conscientious work from "scamped" work. In the third proposition, the word "necessary" clearly begs the very question at issue. Necessary for what end?

LIKE most other objectors to the manual education movement, Dr. Dickinson tacitly assumes that mental and moral development *per se* are the sole ends to be sought in a system of public education. This theory is a great advance on that which it superseded, which made the impartation of a certain amount of knowledge of facts and of processes the sum and substance of the teacher's work. We have made great progress, but there is yet much room for growth in our educational theories. In the article in another column from the Boston, U. S., *Citizen*, the true relation of the State to education is very concisely put. The chief end of the State in providing free education is not to produce learned men and women, nor to fit a certain number for certain professions and pursuits in life; nor to store the minds of the rising generation with useful knowledge. These ends may be gained incidentally, with great advantage to individuals, but neither of them, nor all of them, would justify a system of free public schools. The State supports schools because it is its business and duty to fit

those who are to be its future citizens for the duties and responsibilities of citizenship.

ADMIT this and what follows? First, the material prosperity of the State depends upon the industry of its citizens, and the measure of that prosperity upon the ability of those citizens to make that industry productive. The greatest drag upon the material progress of any country is its idle, non-producing population. Idleness is the result of inability or disinclination to work, or of both. No surer, more effective means to remove both these baneful causes can be devised than to reduce to the minimum the number of those who have never either learned the art or formed the habit of working with their hands. This manual training in the schools would go far to accomplish.

In the second place, the well-being of the State depends upon (1) the morality, (2) the intelligence of its citizens. All are agreed in regard to the latter point, and it may be at once dismissed. But there can be no grosser error than to suppose that "manual training has no value as a means of developing moral power." Moral power, like every other kind of power in a voluntary agent, is largely the result of habit. The habit of earning one's own bread by the sweat of the brow, instead of depending upon one's wits to get it out of other people's earnings, becomes in itself a mighty moral force enlisted on the side of honest industry. Again, idleness being the prolific mother of vice, the very best moral lever that can often be applied to raise a vicious man to a higher moral plane, is to induce or compel him to form a habit of industry. The very exercise of skill in any productive art tends to bring with it a sense of power and a feeling of self-respect, which are in themselves sources of moral strength. We have space just to hint at these thoughts. Our readers who choose to follow them out will, we are confident, become convinced with us that an efficient system of manual training for the young, especially for those who would not otherwise receive it, would be one of the grandest agencies for the development of moral power in the State that can be conceived of.

THE third argument may be dismissed with a word. It seems based on the assumption that all the pupils in the public schools are to become specialists in the study of physics, an assumption so absurd that we suspect there must be some mistake in the way of putting it.

OUR English exchanges are still busy discussing the corporal punishment question. Many correspondents, with true John Bull conservatism, plead strongly in favor of the free use of the rod by teachers. One fact, and it is a fact of great weight in the discussion, seems to be lost sight of by those who think the teacher placed at a great disadvantage in maintaining order by any restrictions upon his liberty to use rod or ferule. That fact is this. The young teacher who is not permitted or encouraged to resort to the brief and ready argument of brute force on every provocation, is thereby placed under a necessity of seek-

ing out other modes of enforcing his authority. A demand is made upon his mental resources which, if those resources are ample as they should be, is pretty sure to be answered. Thus the educator is himself educated in the art of governing. He is placed under bonds to study child-nature, and the use and force of a higher class of motives than any which can spring from the degrading fear of physical pain.

ANOTHER new departure in the matter of time is shortly to be taken by the Canadian Pacific Railroad. It is announced that, for all the purposes of the road, the twenty-four hours of the day will be numbered continuously from midnight to midnight. In this way the confusing *a.m.*'s and *p.m.*'s will be got rid of in its time-tables. Arrangements are being made for the necessary changes on the dial plates of clocks and watches of officers and employees of the road. This is a very simple business. All that is required is to paste a paper dial, of so much less diameter than the original one that the old figures may not be covered, on the face of the time-piece, said paper dial having its twenty-four divisions numbered 1 to 24. It may for a time seem strange to hear it announced that such and such a train will leave a quarter before nineteen, or arrive at half-past twenty-three, but the public will soon become used to it, and the new method has so many advantages that there is little doubt it will, in a few years, become universal.

THE *Educational Weekly*, in discussing the "Patent Bible" article of the *Presbyterian Review*, defends the book of "Scripture Readings" as follows:

"There is a difference between religion and morality. It is not within the sphere of government to teach the former; it is within its sphere to inculcate the latter. The Bible is admitted by the vast majority of people to contain the highest ethical code yet formulated. But the Bible, or portions of the Bible, are made use of to teach very different forms of religion. With these portions of the Bible, therefore, the State and State-aided schools have nothing to do; with such portions as contain moral principles they have, in a Christian country, everything to do. Creeds cannot be taught by governments," etc.

This evidently proves too much. If the selections are made simply for the ethics they contain, it would surely be much better for the Department to employ some of its book-makers to choose and formulate those ethics in a connected system, rather than give them to the children in their present disconnected form, as a mere bundle of extracts. But the fact is that those who are contending for the use of the Bible in schools want, not only the ethical system, but the solemn and sacred sanctions on which that system rests. They believe the precepts and laws of Scripture should be taught, not only as admirable in themselves, but as being the words of the Book of God, and of the Teacher who "spake as one having authority and not as the Scribes." They believe that the words will come direct from the Bible to the child mind clothed with an authority and sacredness which are lost when they come from a book of extracts, a mere school-book. We present this view of the case, not by any means as not seeing the difficulties in the

way of the compulsory use of the Bible in schools, but to point out why the book of Scripture Readings fails, as such attempts at compromise usually do, to remove those difficulties.

We invite the attention of our readers, especially those interested in the question of phonetic spelling, to Mr. Houston's clear and concise letter in another column, summarizing the spelling reforms recommended by the philological societies of England and the United States.

PERMANENT TENURE FOR TEACHERS.

The Committee on Education of the Legislature of Massachusetts recently took a great deal of pains to obtain the opinions of practical men on the question of the desirability of legislation to secure more permanency in the tenure of office of teachers in the public schools. A circular letter was addressed to one hundred and fifty persons, representing State and city superintendents, and others prominently interested in public instruction. Of those who answered, over 98 per cent. favored civil service reform in the school-room. We quote a few of the replies of superintendents and other prominent educators:

William Connell, supt., Fall River: "I see no reason why teachers of ability, experience, and success, should be subjected to the ordeal of annual elections."

J. L. Pickard, State supt., Iowa: "Teaching will never become a profession by annual appointment."

Hiram Orcutt, manager of the Educational Bureau, Boston: "I am emphatically in favor of such legislation, not so much for the teachers' benefit as for the benefit of our schools."

William J. Milne, principal State Normal School, New York: "I regard it as exceedingly important that the tenure of office should be more permanent."

Moses Merrill, head master Boston Latin School: "I deem it a matter of great importance that the tenure should be good behavior and efficiency."

Thomas Hunter, president of Normal College, New York City: "It is highly important that there should be legislation making the teacher's office permanent."

W. E. Archambault, supt. of Catholic schools, Montreal: "The effects of such legislation would be to retain in the profession the best teachers. As a consequence, the schools, being managed by able and experienced teachers, would advance rapidly."

A. G. Boyden, principal at the State Normal School, Bridgewater: "Teachers in the normal schools have not been subject to annual elections. The continuance in office has been a strong inducement to make the best possible preparation for the work, and has given the time and the means to carry into effect the work thus planned and prepared for."

G. Stanley Hall, John Hopkins University, Baltimore: "Our schools are deteriorating in very many parts of our country, and will continue to do so till we can free our school teachers from the control of those whose interest in education is mostly political and commercial. Permanent tenure in

Germany has made teaching a profession. With us it is a trade."

We do not know to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, still prevails in Canadian Public Schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public school-master's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned.

This is one of a class of subjects which could be taken hold of with advantage by a Provincial Teachers' Union, when formed. The united influence of the teachers would soon effect any desirable amendment in legislation. By the way, we are surprised to see that the projected Union is meeting with opposition in some quarters from the teachers themselves. We are unable to understand on what grounds such opposition can rest, unless on a misconception of the true work of such a union. We do not for a moment suppose that the teachers of Ontario would suffer such an association to degenerate into a mere machine for forcing better terms from trustees and taxpayers, although the raising of salaries would be one legitimate and worthy object. But we should expect to see such an organization speedily take its proper place as a dignified and influential deliberative body.

Special.

ENTRANCE LITERATURE.

LESSON LXXXV. MARMION AND DOUGLAS.

J. STUART CARSTAIRS, CHESTERTVILLE.

CLASS EXERCISES.

I.

Lines 1-10.

Improve the first couplet.

D. q.—On what "day" was it?

Troop.—Describe. *Camp.*—Where was it?

Array, safe-conduct, 'royal seal and hand."—Fully explain the meaning. What is "royal seal"? Why was the "safe-conduct" necessary?

Band.—Distinguish from *troop* (l. 2), *train* (l. 11).

Ancient.—Distinguish from *old*, *antique*, *antiquated*.

With stately grace.—Put in another expression meaning the same.

Would.—What action on Clara's part does this imply? Why?

Palfrey.—Distinguish from *horse*, *charger*, *steed*.

Paraphrase line 10, bringing out fully its meaning and explaining everything implied in it. What figure in it?

What word in lines 1-10 gives an idea of meaning by its sound? What figure? Marmion, Surrey, Douglas, Clara, write notes on these names, distinguishing the fictitious characters from the real.

Lines 11-18.

Point out any beauty in lines 11, 12.

Train.—Give the different meanings of this word, tracing their connection.

From—something. Parse. Mason § 372. What is contrasted with line 11? with line 13?

Might plain.—Give force of *might*. What figure in *plain*?

Hither.—Distinguish from *here*.

Line 15. Give the circumstances referred to.

Towers.—Distinguish from *castle* (l. 11), *turret* (l. 26).

Stayed.—Distinguish from *stopped*. Verbalist.

Part.—What mood?

Noble.—Distinguish from *stately* (l. 7).

Describe "Tantallon's towers."

Give Marmion's *adieu* in the indirect form.

Point out an example of false syntax in lines 11-18.

II.

Lines 19-24.

What does Douglas's action (in line 19) express? Why does he use Marmion thus? Why does he "fold his arms"?

Manors, halls, bowers, shall.—Put in other expressions that will mean the same. Why "shall"? What other word is afterwards used to include the three first?

Sovereign.—Write a note on the spelling of this word.

Lines 25-29.

Alone.—Distinguish from *only*; which would be preferable here?

Distinguish *My castles* { *only* } *are my King's*; *My castles are my King's* { *alone* }.

Express line 26 by one word.

What is contrasted with line 27?

Put the last couplet in its prose order.

What sound predominates here? Its effect?

Point out any beauties in lines 25-29.

III.

Lines 30-39.

In the first couplet, what sounds are commonest? Their effect? What are the important words? The effect of their position?

Like fire.—Point out the comparison.

Very.—What is implied in this? What does the introductory couplet imply? Why does not the stanza open with Marmion's answer?

"*This to me!*"—What feeling does this mark?

Hoary beard.—What figure?

Hoary.—Distinguish from *gray*.

Such hand.—Does this denote innocence or guilt on Marmion's part?

Had spared.—What mood? *Douglas.*—In what person?

The meanest.—What is contrasted with this?

Proud.—Distinguish from *haughty, vain*.

What object has Marmion in making the statement in lines 37-39? What is their effect?

Give other expressions in place of *swarthy cheek, had not spared to cleave, haughty, peer*, line 37, *the meanest in her state, be thy mate*.

Lines 40-49.

More.—Give the force. Parse. *Vassals.*—Parse.

What causes Marmion to use this parenthesis?

Criticize line 41.

Saidst.—What difference would it make if he had said *sayest*?

Give other expressions meaning the same as *pitch of pride, vassals, thou'rt defied, peer to any lord*.

"Marmion's speech is a climax." Show this.

"The power of this speech is partly due to the contrasts." Point them out.

Note the different ways in which he addresses Douglas, and from each title used judge of his feelings. "The language of Marmion is very bold. It is that of one who feels his own guilt and evinces, as a consequence, a lack of moral courage."—*Millar*.

Wherein does Marmion show that "he feels his own guilt"? Where does he "evince a lack of moral courage"? How would you expect an innocent man in similar circumstances to act? Give Marmion's rejoinder in the other narration.

IV.

Lines 50-58.

Distinguish *flush, blush*; *rage, fury* (l. 74) *anger*; *ashen, ashy*; *hue, color, tint*; *o'ercame, conquered*.

O'ercame.—Give the exact force.

Ashen hue.—What is contrasted with this?

What figure in line 53?

How does line 56 begin and end? What figure?

Saint Bryde.—Who was she?

Drawbridge, portcullis.—Explain fully.

Give other expressions that mean the same as lines 50-51, *Fierce he broke forth, To beard the lion in his den, grooms, warden*.

Point out any example of poetic license.

V.

Lines 59-64.

Well was his need.—Put in prose order. Supply the ellipsis.

Rowels.—Mark diacritically.

Sprung.—Give a better word. Does this word suit the simile in arrow?

Point out any deviations from grammatical accuracy.

Point out any words that by their sound give some indication of their meaning and that are consequently well-chosen.

VI.

Lines 64-78.

"The tenses of the verbs are changed in this stanza." What is the effect? Point out any exception to this change of tenses.

Rise.—Mark diacritically.

What idea is prominent in lines 67, 68? How do the lines read? Slow or fast, smooth or harsh? What causes it? What is this agreement called?

Clenched.—Explain the force of the mark over *d*. Its name?

Pours.—What does this imply? *Gauntlet.*—Describe.

Point out examples of Harmony, Simile and Hyperbole in stanzas V and VI.

VII.

Lines 79-90.

Reined, pace.—What figures?

Royal messenger.—Express by one word.

Unworthy.—Why? Tell the story.

A letter forged.—Give authentic instances of this crime in that age.

Knight.—Name other noble titles and distinguish them.

King.—Who? *St. Bothan, Gawain.*—Write notes on these names.

Son of mine.—Name his sons. Parse *mine, save*.

Fiery.—What is contrasted with this?

Bold.—Distinguish from *brave, etc.* Verbalist.

Point out deviations from strict grammatical accuracy.

Give other expressions meaning the same as *he reined his fury's pace, it liked me ill, his clerkly skill*, lines 83, 84, 88, *his mandate he recalls*.

Point out Harmony in lines 89, 90.

Mandate.—What was it? Meaning.

GENERAL EXERCISES

I. Tell the story of the quarrel of Marmion and Douglas.

II. What traits of the character of (1) Marmion, (2) Douglas are brought out?

III. Which part of this selection do you like the best? Why?

IV. Give, from the poem, five examples of what are, in your estimation, beauties of poetic diction.

V. Which of the characters has your sympathies? Why?

VI. Describe the person and appearance (1) of Marmion (Canto I, stanzas 5 and 6), (2) of Douglas (Canto VI, stanza 11), (3) of Clare (Canto VI, stanza 3).

VII. We say "the Douglas," why not "the Marmion"?

THE TRUE OBJECT OF FREE PUBLIC SCHOOLS.

From the Boston, Mass., Citizen.

The reasons for furnishing free education to the individuals composing a community will vary in accordance with the idea upon which the organization of that community is based.

If the State (e. g., the community acting as a whole for a common purpose) is a communistic body, controlling and taking the proceeds of the labor of each individual to itself, it is evidently bound to provide him in return, not only with free instruction, but with free food, shelter, clothing, care in sickness and old age, and, in short, with everything requisite to his well-being.

But our form of government wisely recognizes the right of the individual to personal independence, with the right to labor for his own proper benefit, and the duty to provide, for himself and those who are dependent upon him, the essentials enumerated above. It also leaves to him the formation of organizations for religious and social purposes. It may be stated, broadly, that the State only interferes with the affairs of the individual, or assumes any part of them, when it is necessary to do so in order to secure some benefit to itself; or, in other words, to promote the welfare of the whole.

Now, while the right of suffrage is accorded to every citizen, practically giving to the majority absolute control of State affairs, it is, evidently, of the greatest importance that he should be possessed of a general knowledge of the principles upon which a proper conduct of such affairs is based, and of their practical application.

And herein lies the reason for the establishment of free public schools. The State gives free instruction to all, in order that they may be properly qualified to perform their civic duties.

It follows, then, that the course and method of instruction should be adapted to secure the end in view. The State should receive its *quid pro quo*. The object of the establishment is not, primarily, to qualify the scholars for the practice of professions, for undertaking business operations, for private ends, or personal emolument; it is only to enable them to exercise understandingly the duties of citizenship.

The proper preparation for this special instruction involves the necessity of giving to them a good general education, which will be equally applicable to other and personal objects, but it should ever be borne in mind that these advantages are incidental to, and not the main object of, the establishment.

The pupil should be taught to realize that he owes a debt to the State for his education, which he is bound in honor to repay by, at the first, diligently learning and, subsequently, well and faithfully performing, his civic duties.

C. F. CREMORE.

Our Holiday Story.

THE EXPERIMENT AT DARRAGH'S RUN.

In the Court House of—County, Southern Ohio, of a November day, some fifty or more candidates for teachers' certificates were gathered. Five grave and revered seigniors constituted the Board of Examiners, and conducted the investigation with a judicial demeanor that struck terror to the soul.

The questions were oral, which made the ordeal acutely distressing to most among the examined who hadn't learned, in crowded class-rooms, to rally their scattering wits under fire. Constantly one tingled to hear a faint, palpitating "I know, but I'm too confused to think," and not a third of the candidates bore off the coveted certificates.

"I didn't put up any prayers for fair winds for you," Serena Blake said to me, as we drove to her boarding-place in the district where she was to teach:

"How, then, did I ever make my port?"

"I've been an idiot," Serena continued, "and I'm more unhappy than I've been since I tried to drown a kitten a half-dozen years ago. This part of Ohio was settled by Pennsylvania Dutch, the logiest people on earth. They build no churches, they fight against schools, they thump-a-ty bump over corduroy roads, they've neither books nor newspapers, they care little for what's going on in the world, except as it affects the market for pigs and wool. Sometimes the stable part of the house, and the women will all be clumping about in wooden shoes. They'll feed you on blood-puddings, sauer-kraut, carrion cheese, bonny-clabber, and a dozen kinds of sausage, and as for the sleeping arrangements"—awful blank!

"And to think that a spoiled only child like you, a Yankee girl hardly out of short dresses, perfectly new to any Western life, and knowing nothing of Public Schools East or West, should, just for a whim—good gracious! there's Mr. Darragh, your trustee. Do give the whole business up!"

She stopped our carriage beside a lumber-wagon halted in the road.

"Good-day, Miss Blake!" called the man sitting composedly on the loose board that served for a waggon-seat. "It's Miss Lyman with you, I reckon. I've got her trunk and things aboard here, and if she'll get in, I'll just haul her up to my house to oncet."

"To haul me up!" I whispered to Serena, as I gave her a parting hug. "This is the first time I was ever 'evened,' as Bridget used to say, to a stick of timber. Mind, we are to spend our Saturdays together!"

"Do you think you can climb up here?" my trustee said, as I approached the wagon. "This mar' aint used much, except under a saddle, and she's rather dandery at this cart, and flings round some." He reached down his hand as an aid, and incited to my best by doubts as to the effect upon the "mar's" agitation of my skirts whisking about her, I sprang upon the thill, and a flying leap landed me in the wagon.

"Pretty well done," cried Mr. Darragh, approvingly. "You're limber, anyhow," and was set off with a rush.

"Lady! Lady! don't be a fool!" and while he was struggling with the mare, I could take a survey of my trustee.

A man sixty years old, with a harsh, yellow face seamed with wrinkles, a big, strong nose blunted at the tip, iron-gray eyes, with a wrinkle of fun in them, a mouth that shut like a steel trap, a chin like a clenched fist, a week's unshaven stubble of grizzled beard.

Presently Lady sobered somewhat, and Mr. Darragh in turn could look at me.

"I'm afeared this is an ornery business!" he broke out, after a minute.

The mare was going steadily; I stared at him in amazement.

"I mean this yer school business," he explained. "You know I hired another woman teacher first at that college you and Miss Blake come from?"

"Yes, Miss Nutting. But her brother is too ill to be left. She wrote you about me, and Miss Blake came to see you in my behalf?"

"Yes, yes, all that, but I've been carless! I knowed Miss Nutting was no chicken, that she'd teach'd a good deal hereabouts, and was called right smart of a hand at it. So when she wrote't she could recommend somebody't could do it as well as she could, why, I reckoned 'twould be a woman 'bout her age and so on. But you're not twenty. I'd take my oath o' that, and what opporchunity can you have had for teachin'? It's a mighty ornery business!"

"May be not," I ventured. "I'm not twenty, it's true, but I ought to know something about schools. I've been in them all my life."

"No such great all, is it?" answered my worried trustee, laughing a little. "'Taint your schoolin' I'm doubtin'; it's the age and experience you lack. And if 'twas any other deestric in the country! Last winter we had three masters in as many months. I mistrust some on 'em hadn't no great o' learnin', and one on 'em was a poor shoat, surely! He come to me actilly whimperin' 't his life was in danger, and he should sue the trustees for the vally o' the clo'es he'd had plashed with surrup!"

"I told him to sue and be bounced for a mean-sperreted critter. But at last the boys got too owdacious, and I was 'bleeged to 'pear to 'em. I threatened 'em high; had the old school-house tore down, and the deestric's had no school this summer. And they don't like not to have a school, mind you."

"So I thought we'd try a new plan in the new schoolhouse; get a tip-top woman teacher, and see what she could mako out. But

goodness! They're half on 'em older'n you be, gals and all. It looks jubous!"

"I can but fail," I suggested. "It'll be no worse to have three women teachers in a winter than three men. I suppose my scholars would hardly pour syrup on me?"

"Oh, there'd be none o' that roughness to a woman, sartainly not to a gook-lookin', young one. But there 'tis! You're too good-lookin'. I'm afeared that's what'll be the mahter! The whole boilin' 'll be for sparkin' you, and there'll be no end o' rumpus!"

"There, at any rate," I burst out, "I can relieve you. There'll be no trouble of that whatever! My sole business here is to teach."

"To teach, hey? Well, so 'tis! so 'tis! But if you're right smart of a pretty gal, if you be an eddicated one, we can't get shut of it, can we? And the boys aint fools, and have got eyes, if they aint been to college! I dono's I'm a-blamin' 'em so much; but I'm afeared it won't work. Well, you'll have to try. You've got some sand, I reckon; you'll need it," with which darkling prophecy my trustee dropped the subject.

"Sand? That's Western for grit," I thought nine or ten hours later, when at last my head was on my pillow: "but ch' could all the granite in New England stiffen me up to go through with this foolish, dreadful adventure?" and I ended in a flood of tears that would have been a storm of sobs had not one of Mr. Darragh's two daughters shared my couch, while a trundle-bed that was drawn part away from beneath it was occupied by two wide-awake Darragh boys of eight and ten.

Mr. Darragh was a widower, with nine children, eight of whom would be my pupils.

Their house was a log one, of two rooms, with a lean-to room added at each end of the cabin. One of these lean-to additions was the sleeping-room of Mr. Darragh, his youngest boy, his married daughter, and her husband and baby.

The other, used as kitchen and dining-room, was also the bedroom of the house-keeper, a widow, and her little girl. The living room had the high-piled state bed and trundle-bed, while up the ladder to the loft had climbed the four older Darragh boys and the hired men. The loft was larder, also, for while supper was getting up and down, down and up, those ladder-rounds the women-folk, bearing cake, crullers, cheese, sugar, pies, honey, peach butter, apple butter, pickles and preserved persimmons had mounted and descended in dizzying procession.

At supper the men had eaten first. Then came the turn of the inferior sex, with a sprinkling of small boys. The women supped in the abject sunbonnets they wore during all their waking hours, indoors and out. I had a clean cover provided, but the others used the plates, cups, knives and forks that had served the men. Beside the loft dainties, we had hot bread, corn-cake, hominy and fried chicken, and in each one of five berry saucers picketed round my plate, I was expected to eat a different kind of preserve, deluged with yellow cream.

If this world doesn't altogether fade from us when we leave it, I think it will be rather far on in the future when I forget my emotions during the first half-hour in the new school-house that morning.

"And there were giants in those days."

There were a dozen children; there were the Darraghs, ages from six to twenty-two; the rest of my flock were grown men and women, who to Western height and vast frame-work joined a solidity their away-back ancestors in Deutschland hardly surpassed. Their size and their mature looks frightened me. The feeblest young woman before me could easily clap me up on her shoulder, and there were four too-solid sisters weighing amongst them, as they proudly told me later, more than seven hundred pounds.

Suddenly a story I had read—"Body and Brains"—flashed across my mind.

"Brains," I apostrophized, "if I have any, now's your chance! And tact, and mother-wit, and whatever gift or grace I've inherited, here's your field!"

As I began to recover the use of my paralyzed faculties, the situation looked less menacing than I had dreaded, and there were but three scholars whom I mentally placarded "Dangerous!" These were, first, and worst, Mark Darragh; second, Mahlon Browers, Mark's crony, a rather obstinate-looking young Dutchman but altogether a more manly, hopeful subject than Mark; third, Jakey Greenawalt, a *non-compus* giant, who, at any species of witless farm work could do the stint of two good men in a day, but who, at twenty three, after years of wrestling, was still prostrate before the severe intellectual exercises of the primer's early pages,

the h, e, n, a, d, h, a, t, columns; "The cat has got a rat," etc., legends.

The forenoon sped away quietly, though I once inadvertently convulsed the house by replying, to a query from one of the smaller girls, "Teacher, dare I g'wout?"

"I'm sure I don't know, but I wouldn't try without leave."

The child stared at me, hesitated, then dropped into her seat. I, probably, looked as bewildered, for heads sheltered themselves behind books and slates, and shoulders shook with some inexplicable amusement. But I soon had the key, for a little later a boy's hand was lifted,—

"Teacher, dare I get a drink?"

And thereafter petitions in that school-room were couched in more intelligible form.

For a week I had a host of minor outlawries to combat, and there was a palpable feeling as of an armed truce, a feeling that as palpably softened day by day.

Collars, ruffles, knots of ribbon, began to appear at the necks of the girls, white aprons to replace the pink or yellow print ones. Some of the girls copied the arrangement of my hair. Some amenities even crept into the toilet of the young men. Trousers were not invariably worn *a la* cow-boy; hands were scrubbed to ruddy cleanliness, finger-nails mourned their owners' inattention less profoundly, and odors of vasoline and bergamot began to be rather oppressive.

Then came a test collision. It was during the noon interval. A frozen rain was falling, so all were within doors. Reading at my desk, I suddenly smelled cigar-smoke. Two young men were smoking.

"Mahlon, Mark," I said, "please to put away your cigars directly. You must know that the school-room is not a suitable place for smoking, and that it is, beside, to offer me and these young ladies a great rudeness."

Mahlon's cigar came out of his mouth as if it burned him, and was flung into the stove.

"What d'ye do that for?" demanded Mark. "'Taint school-time. Nobody's got any right to boss round now. Gettin' sick, aint ye?" puffing away himself like a charcoal-pit.

Mahlon made some answer I did not catch.

"I won't, then!" Mark replied.

All talk and frolic had ceased, and there was a hush of expectancy. My heart, too, stood still, but I managed to say, quietly,—

"Mark, while I teach in this schoolroom no scholar will smoke in it. You can either put away your cigar, or take your books, go home, and stay there, for here I will not receive you again."

"Who'll make me quit smokin'?" he blustered.

"Your own good sense, I hope."

And either that, or his knowledge of the vigorous support the trustees "lowed" to give me, prevailed, the cigar was pocketed, and the cause of law and order won for my reign.

A few days later I discovered I need not keep up cautionary signals for Jakey.

"Girls," I heard Phil Ruckert say one morning before school-time, "Jakey's goin' to get married in the spring."

"Fudge!" cried Mina Ruckert, "Jakey's been a-gettin' married the last six years."

"But it's true, this time," declared Phil. "Aint it, Jakey?"

Jakey grinned yes.

"He's hired his cabin and piece o' land a'ready," went on Phil; "old man Krause's."

"Who you goin' to marry, Jakey?" asked Rosie Gross.

"Oh, I dono yet," returned Jakey, with beaming frankness, "but somebody jest like teacher, only a little older, and not so—so skittish-lookin'!"

The roof remained stanch above the shrieks and roars of laughter that followed this, and then Dan Darragh said,—

"What'll you do 'bout help in harvestin'? If she has hands like teacher's, they won't be of much 'count reapin', bindin', cradlin', and so on."

Jakey stretched forth a fist like a Western yellow-washed ham for size and shape.

"Reckon I can get along 'thout no help," he said, proudly.

The four-months term was nearly over when I opened the school-house door one afternoon to a visitor, Dr. Dunton, Superintendent of the county schools, and President of the Examining Board.

"Miss Lyman," he said, as he seated himself beside my desk, "I never believed the age of miracles has passed, and they tell me you've been instrumental in working one in this district."

"I, sir? Then I'm afraid you'll go away an utter skeptic. But what shall I ask the scholars to do? This time Friday afternoons we generally give to what they call their world-as-it-moves lesson, but we will change to any exercise you prefer."

"No, please. Just go on as if I were not here. Let us hear how the world wags according to these young folks."

I was delighted, for my scholars were at their best in this little departure from the daily routine I had devised as a mental awakener.

Each pupil over eight years old brought, Friday, one fact or event freshly discovered or occurring in the world at large, with anything relating to it he or she could possibly glean. When these gatherings had all been read and described, we chose, by acclamation, the topics of most interest or importance, and devoted an hour to discussion and research concerning them.

This special afternoon the death of the Prince Imperial was the only topic dwelt upon, that leading us to the Zulus, the diamond-fields, ostriches, and ostrich-farming, the Boers, English military schools, and a graphic sketch of the Bonapartes from *Madame Mere* down—this last the contribution of Dr. Dunton. I furnished illustrated newspapers with pictorial scenes in South Africa.

All the faces were animated. The smallest children looked eagerly as their elders at maps and pictures, and got some idea of South African life, and even Jakey, I think, could have given clearly the details of the young prince's tragic fate.

Dr. Dunton praised and congratulated the Darragh's Run pupils till their hearts must have glowed, for mine was warm and happy for them. When they were gone he said, "I hear, Miss Lyman, this is your first school?"

"Yes, sir."

"H'm. 'A stout heart to the steep hill.' How many schools in this county have been offered you this winter?"

"I believe five, sir. I can hardly help remembering, Mr. Darragh is so furious when the different trustees come to ask me."

"You look so very young that I should like to know just how old you are. Is that indiscreet?"

"Not from you, sir. But I should not answer the question to anyone in this district. I shall be seventeen in another month."

"A babe—well! well! And when do you think it was this afternoon that I said to myself, 'The miracle is wrought?' When that long fellow,—Mark, did you call him?—rushing to bring me a map, caught his foot in a desk-iron and fell headlong in the aisle. There was not a smile on a face in the room! A year ago the girls would have screamed, the young men fairly yelled, with delight. How have you changed all that so quickly?"

"A little by ding-dong, and a good deal by being scrupulously polite to them, I suppose. But, really, with one exception, they've all tried very hard to please me. I think they must have considered me too small and helpless to be crossed.

"The worst struggle was about tobacco-chewing. At first, the young men munched all day like so many army worms, and the hiss! hiss! of ejected juice nearly drove me frantic.

"I appealed to their chivalry. A man-teacher in high boots might possibly, I told them, ford those brown floods and get safely to dry land, but could they expect me to sweep my skirts through them? In a week chewing was ended, in the room, save by the scholar who fell to-day, Mark, who continued to surround himself with dreadful pools, and finally I opened the stove and shovelled ashes in a ring about him. That cut, and we've had a clean floor since, but he still chews, and, I'm told, spits—in his boots!"

Dr. Dunton laughed and rose. "And how have you succeeded with the old folks? or is it all a romance about those reading-circles weekly from house to house, and old man Krause crying like a baby because King Lear's troubles were so much like his own?"

"Dr. Dunton! has 'our own correspondent' been interviewing this district?"

"My dear young lady," he said, shaking hands with me to go, "the real teacher is like the poet, 'born, not made.' Your 'prentice hand has driven a great entering wedge in here this winter. I hope the four months' work has convinced you what your vocation is. When you are ready to go on in it, I am at your service for any credentials, any help I can give."

S. F. HOPKINS.—*In the Youth's Companion.*

A Chicago man who has recently returned from Europe was asked what he thought of Rome. "Well," he replied, "Rome is a fair-sized town, but I couldn't help but think when I was there that she had seen her best days."

Educational Notes and Acts.

Brown University has opened its doors to women.

There are thirty colored students in the freshman class at Yale.

New Public Schools are to be built in two of the wards in Orillia.

Public education will this year cost Kingston, deducting the Government grant, \$20,297.78.

The Strathroy Collegiate Institute Board ask for \$2,500 to provide additional accommodation.

Germany has no college papers, while of 365 colleges in the United States, 150 publish papers.

Mr. David Fotheringham, late I. P. S. for North York, has been appointed Inspector for South York, *vice* Mr. James Hodgson.

Waterloo County Council has made a grant in aid of both Berlin High School and Galt Collegiate Institute of \$800 each.

Vacation schools have been established in Boston for the benefit of poor children who cannot go away from home during the summer months.

There were 1,296 teachers employed in the Chicago schools last year, the total enrollment being 79,276, and the average daily attendance being 57,954.

Residents of the town of Woodstock, Ont., have subscribed \$10,500 in aid of the fund for the enlargement and improvement of the Baptist College buildings.

The amount refunded to teachers from the superannuated fund last year was \$10,593.30; the year before, \$4,037.59. Fifty-seven teachers in Middlesex and 51 in Elgin withdrew their subscription during 1885.

The number of educational institutions in the Province of Quebec has increased from 5,079 in 1883-84 to 5,131 in 1884-85, and the number of pupils attending these from 252,932 to 258,099 during the same period.

The best evidence that a teacher is trying to better himself in the work of teaching is the fact he reads educational works and learns what others are doing to improve themselves in their noble undertaking.—*Normal School Instructor.*

The concert in connection with the closing exercises of Hellmuth Ladies' College on the 22nd ult. was pronounced a great success. The manner in which the several young ladies taking part rendered the difficult pieces assigned them elicited much praise.

The late Professor Leopold von Ranke is said to have worked eight hours a day for more than forty years. His first heat at his work each day was from 10 to 12, and at 9 in the evening he returned to it until 1 in the morning. Midnight was his favorite working time.

At the next meeting of the Uxbridge School Board, Mr. Crosby will introduce a motion to reduce the salaries of the public school teachers. Mr. Crosby is evidently a fellow who has been taught by cheap teachers in his youth and the job was not well done.—*Whitby Chronicle.*

The Bowdoin College baseball nine wanted a certain player's services, so money enough was provided to enable him to take a special course in college, and thus make him a member of the nine. Other college clubs care so little about education that they kick at this arrangement.—*Boston Herald.*

Mr. Wm. Lochhead, B.A., Science Master in Perth Collegiate Institute, has been appointed to the vacant Fellowship in Chemistry and Mineralogy in Cornell University. Mr. Lochhead was 2nd man in First Rank Honors Natural Science, McGill University, 1885. All honor to Canada!

Amongst other features of the commencement exercises at the Brantford Ladies' College was the excellent rendering of Masaniello with four pianos (sixteen hands), which so delighted the audience that by request it was repeated the second evening. The vocal solos and choral class selections are said to have showed fine taste and admirable training.

A new High School is shortly to be erected in Regina, the sum of \$30,000 having been voted for school supplies by the Board of Education. A portion of this sum will be devoted to providing the new school building with maps, apparatus, etc. A praiseworthy enterprise is shown by the Board in thoroughly establishing a school system on a most liberal basis.

Following is a list of the officers appointed at the last meeting of the East Lambton Teachers' Association: President, W. N. Norton; Vice-President, T. B. Hoidge; Secretary-Treasurer and Librarian, John R. Brown; Management Committee, D. Whyte, T. Henderson, D. B. Bentley, C. S. Falconer, W. B. Anthony.

The exercises held by the Hellmuth Ladies' College on the completion of the school year seem to have been this year exceptionally brilliant and successful. There was a series of five concerts, the first of which was held on Monday evening, June 14th. The art department displayed some 1,500 specimens of art work, two-thirds of which were original. The Governor-General's medal for general proficiency was awarded to Miss E. Seaborn, London.

The W. C. T. U. of Aylmer offers two valuable poems of equal value as prizes to be competed for by the pupils of the Public School. One will be given for the best essay on "Temperance," written by any pupil in the fourth class; the other for the best essay on the same subject, written by any other pupil of the same school. The essays are to be written at school on Friday afternoon, the 18th inst., and will be judged by the teachers of the High School.

The Massachusetts Institute of Technology is to have by far the largest entering class in its history the coming year, and it promises to be as large as the freshman class of any institution in the country. Examinations of candidates are held this year at Montreal, New York City, Philadelphia, Washington, Cincinnati, Chicago, St. Paul, St. Louis, Denver, and San Francisco, while the number of applicants at Boston alone is far beyond the expectations of the most ardent friends of the school.—*N. E. Journal of Education.*

A teacher in the Lawrence Street school, Newark, N.J., gave to her pupils—lowest grammar grade—the following words to be used in statements: *Livelong, squirrel, agile, haughty, wholly.* In less than ten minutes the little Honeyville (colored) presented the following:

*The shepherd works the live ony day attending to his sheep;
The squirrel, so agile at his play, has seldom time to sleep;
The haughty butterfly doth say, "These flowers are wholly mine;"
The bees make honey all the day, and never stop to dine.*

An exchange says:—"There is an epidemic of forgery of a mild kind prevalent among school children. The young scamps and scampesses, some of them are in the habit of forging the names of parents to their excuses for tardiness or absence from school. In other cases the excuses are written without parental authority by obliging sisters, cousins, and aunts. Other children neglect or omit to present their monthly reports, which contain, besides a record of their standing, a full report of their absences and late-comings. Every parent should demand from his child the report at the beginning of each month. If the report is not voluntarily produced there is something the pupil desires to conceal, and consequently something wrong."

At the recent examinations of candidates for teachers' certificates in Charlottetown, P.E.I., the following passed for First and Second Class respectively. The order of names indicates the comparative standings. *First Class.*—Thos. McLeod, Georgetown; Herbert Shaw, Brackley Point; W. W. Alexander, Stanhope; John McIntyre, Clifton; James Landrigan, Covehead; Roderick McNeill, St. Catharines; Wallace McIntyre, New Perth; Jas. Dovereaux, New Haven; Donald Cameron, Glen William; James McPhail, Orwell; Geo. Gordon, Sam'l Robertson, Bedeque, Minnie Howatt, Centreville; Maggie Maxfield, Charlottetown. *Second Class.*—Ernest Matheson, Brackley Point; John T. McLaren, Flat River; Janetta McPhail, Orwell; Amy DesBrisay, Charlottetown; Simon J. Fraser, Avondale; Henry Lawson, Stanhope; James E. Pollard, Charlottetown; Thos. Kennedy, Charlottetown; Duncan Martin, Uigg; John T. Young, Cherry Valley; Andrew Harding, Graham's Road; Lavinia McKenzie, Murray Harbor Road; Henry Gordon, Rosenath; Herbert McLeod, Dunstaffnage; Annie McRae, Point Prim; Barbara McNeill, West River; Matthew Pratt, Alberry Plains; Maria Lawson, Charlottetown; George S. McLeod, Stanhope; Alice Landrigan, Covehead; James McLeod, Murray River; Albert E. Douglas, Hillsboro'; Geo. Arthur, Alberton; Lauchlin McDonald, Hampton; Sarah Mallard, Souris; Frank Lawson, Charlottetown; Stephen Balderston, North Wiltshire; Lois White, York Point; Neil A. McLeod, Bideford; Kate Crawford, Tryon; W. H. Cummings, East Wiltshire; Alex. B. McDonald, St. Andrew's, Fannie Hogg, Bedeque, Robt. D. McLaughlan, Hillsboro', G. P. McDougall, Miscouche, Elizabeth McCallum, Harrington, Georgina Morrison, Crapaud; Emma McCallum, Southport.

An overture from the Presbytery of Guelph was presented to the Synod at Hamilton to the effect that the book of selections from the Bible which was prepared for use in the Public Schools did not meet the general want, and that the Bible as a whole should be used.

The Supreme Court of Indiana has recently decided a case of some importance to teachers and superintendents. The attorneys-general have ruled for several years that the trustees had no right to employ the teaching force for the next year until after the election of a new trustee in June. In 1895 the School Board at Noblesville re-employed Supt. Rebuilt. After the election of a new member in June the contract was repudiated. He entered suit against the Board, and has just had his contract confirmed by the Supreme Court, although the lower courts held that the new Board alone had the right to contract. This is as it should be, for the Board for whom teachers have worked for one or more years is certainly best qualified to judge of merit or demerit.—*N. E. Journal of Education.*

Following are the results of the late examinations at the Toronto Normal School: The following students having obtained not less than 60 per cent. of the marks awarded to Practical Teaching, and an average of not less than 60 per cent. of the marks awarded for the written examination held during the term, and the final examination held by the Central Committee, and not less than 40 per cent. on each subject on which they were examined, are recommended for "Professional Normal School Certificates":

Messrs. Allon, Burke, Bell, Blair, Bothwell, Becker, Bowie, Catley, Dandeno, Doupe, Elliott, Eggleton, Grant, Gray, L. K. Graham, Hamilton, Holland, Hamlen, Hull, Jamieson, Meade, Millington, McGregor, McCormick, McAlpine, McPherson, McNamara, McDonald, Oliver, Reynolds, Seaton, Shearer, Solmes, Talbot, Theobald, Wado, Watson, Wanless.

Misses Anderson, Applebee, Burritt, Butchart, Baxter, Brown, Burke, Beattie, Baird, Barltrop, Bowes, Bowis, Baillie, E. D. Chapman, Cameron, Climie, Currelley, Carey, Cogen, Duncan, Douglas, Eagle, B. Evans, A. Evans, English, Fyle, Ferguson, Gould, Goodwin, Grieve, Halls, Hyndman, Harrison, C. Koneuly, Keith, Kelley, E. Kennedy, Livingston, Marshall, Moir, Munro, J. Morrison, A. Morrison, Misner, Mulholland, Murphy, Murray, McKechnie, Macullum, McPherson, McKim, McCall, McMaster, Nicol, Noecker, Powell, Preston, Riddell, Riggins, Ross, Read, Reinhart, Rutherford, Sanson, Sheehan, Sutherland, Spark, Stalker, J. Thompson, J. Taylor, C. Thompson, A. Taylor, E. White, E. Whyte, S. Weir, Walter, Wildern, Walker, Woolcott, Wright, Wilson, A. Weir, Mary Ann Moir.

CERTIFICATES RAISED.

The following students holding second-class certificates, Grade "B," and having obtained more than 70 per cent. of the marks awarded for practical teaching in the Model School, and not less than 70 per cent. of the marks awarded for the written examinations held by the Central Committee, have had their certificates raised to Grade "A":

Messrs. F. Blair, H. Catley, J. Dandeno, E. Eggleton, L. K. Graham, J. Gray, R. Meade, W. McAlpine, D. McGregor, A. McNamara, G. Theobald.

Misses Anderson Applebee, Baird, Beattie, Barks, Barltrop, Climie, Currelley Chapman, Gould, E. Kennedy, Marshall, Nichol, Preston, Reinhart, Riggins, C. Thompson, J. Taylor, J. Thompson, A. Weir.

HONORABLE MENTION.

The following students, holding second-class certificates, Grade "A," and having obtained more than 70 per cent. of the marks awarded for the written examinations held during the term, and the final examination held by the Central Committee, are recommended for honorable mention:

Messrs. T. Bell, J. Bothwell, H. Hamilton, J. Millington, J. McDonald, B. J. Oliver, A. Reynolds, E. Seaton.

Misses M. Baillie, M. Cogan, R. Fyle, M. Goodwin, M. Moir, M. Munro, C. McKechnie, A. Powell, A. Read, E. Sanson, K. Sheehan, A. Wilson.

The Prince of Wales Gold Medal was presented to Miss Mary Ann Moir, the student who had the highest number of marks on all subjects, including teaching. The presentation was made by Prof. Young.

Question Drawer.

QUESTIONS.

1. Are the certificates of Canadian teachers recognized in the States of the American Union?

2. What are the names and addresses of the Chief Superintendents of Education in the following States: Ohio, Colorado, Nevada, California, Illinois?

C. M. S., Thamesville.

1. How many legal teaching days will there be in 1886?

2. Can a teacher, after having been absent two weeks through sickness and certified to that effect, take these days into account when calculating what his portion of the summer salary will be?

A.

Please publish in your next issue a recipe for renewing blackboards.

TRUSTEE.

1. Which is the better Normal School, Toronto or Ottawa?

2. What are the subjects prescribed for the Normal School course for the year 1887?

J. A. A.

Has the "Teacher's Reading Circle" been put in operation yet or not? If so, how is a person to proceed with it to complete it in the three years specified?

N. G., Dixie.

In the poem "Marmion and Douglas," last verse, and second line of verse: "But soon he reined his fury's pace." Would you take *fury's* to mean "horse or steed?" I find in a small work, prepared by two teachers of North York, such to be the meaning attached to it, but which I do not think is correct. My own explanation is that Douglas, after the first heat of passion had passed, cools down: *his fury's pace*, i. e., *his hasty temper*. He had been exasperated by the manner in which Marmion defied him, and his anger being raised to the highest pitch he gives the command, but after thinking over all in the preceding 14 lines, he recalls his first command. Kindly answer and give your opinion in JOURNAL.

MAC.

ANSWERS.

C. M. S., Thamesville.—1. Certainly not in lieu of State certificates. Probably they would have weight with officials in granting certificates.

2. Ohio, Hon. LeRoy D. Brown, State Commissioner of Common Schools, Columbus; Colorado, Hon. Leonidas S. Cornell, State Superintendent of Public Instruction, Denver; Nevada, Hon. Charles S. Young, State Superintendent of Public Instruction, Carson City; California, Hon. William T. Welcker, State Superintendent of Public Instruction, Sacramento; Illinois, Hon. Henry Raab, State Superintendent of Public Instruction, Springfield.

A.—1. Consult the School Law, of which the Trustees will have a copy.

2. If no deduction is made from the term's salary on account of the sickness, we should suppose the whole time would be counted as if no absence had occurred. But, in case of dispute, address the Secretary of the Education Department.

TRUSTEE.—Perhaps some reader can furnish one for next issue. The Diamond Dyes are said to answer well for all such purposes.

J. A. A.—1. We should not like to venture an opinion on so delicate a point. Both are presumably good.

2. Will be answered as soon as we can get the information.

N. G.—The Reading Circles are local, and should be arranged for by teachers themselves in their Associations or otherwise. In some cases this has been done. The Department, we think, only prescribes or recommends the course.

MAC.—Your explanation is correct. It is not clear that Douglas took horse at all before recalling his mandate, and, if he did, there would be no force in the term *fury* as applied to the horse, while there is much force in it as applied to the hot resentment which urges him to the pursuit.

Correspondence.

A PROBABLE DISCOVERY.

I have been spending much time at the resolution of any three cubes into three other cubes. For example: $1^3 + 2^3 + 3^3 = 2^3 + 1^3 + 4^3$; to find the rational values for x, y, z , was the object of pursuit. I have found them. Their values are: $-\left(\frac{377}{26}\right)^3, \left(\frac{1243}{26}\right)^3, \left(\frac{955}{26}\right)^3$. The work is lengthy and abstruse, hence I shall not attempt its exposition in the CANADA SCHOOL JOURNAL; but those who take an interest in it may correspond with me. When the three cubes are equal, as $1^3, 1^3, 1^3$, to find three other cubes whose sum is 3 the cubes are $\left(\frac{31}{10}\right)^3, \left(\frac{9}{10}\right)^3, \left(-\frac{25}{10}\right)^3 = 3$. Both problems have many answers.

JOHN IRELAND, DRACON.

SPELLING REFORM.

To the Editor of the CANADA SCHOOL JOURNAL:

SIR,—As there is amongst those who have the direction of education in this country widespread misapprehension of the aims and methods of the spelling reformers, kindly grant me the privilege of calling public attention to the amended spelling recommended by the Philological Society of England and the American Philological Association. These two learned bodies, after years of cooperation, formulated their recommendations in twenty-four rules, which may be thus briefly stated:—

1. Drop final *e* when it is phonetically useless, as in *live, have, vineyard, masculine*, etc.

2. Drop the phonetically useless letter out of the digraph *ea* in such words as *head, heart, earth, meant*, etc.

3. For *beauty* use the old English form, *beuty*.

4. Drop the phonetically useless letter out of the digraph *eo* in such words as *people, leopard, yeoman*, etc.

5. Drop *i* out of *parliament*.

6. Substitute *u* for *o*, dropping phonetically useless letters when there are any, in such words as *above, some, dozen, tongue (tung)*, etc., and substitute the Old English *wimen* for *women*.

7. Drop *o* from *ou* in such words as *journal, nourish, trouble, rough (ruf)*, etc.

8. Drop *u* from such native English words as *guard, guild, guilt, guess*, etc.

9. Drop the digraph *ue* after *g* when the change would not affect the pronunciation, as in *apologue, dialogue, demagogue, colleague, harangue*, etc., retaining it in such words as *vogue*.

10. Substitute *rime* for *rhyme*.

11. When doubling final *b, d, g, n, r, t, f, l*, or *z* serves no useful phonetic purpose, drop the last letter, as in *ebb, add, egg, inn, purr, butt, staff, dull, buzz*, retaining such forms as *all, hail*, etc. Omit also one *b* from *abbreviate*, one *c* from *accrue*, one *f* from *affix*, one *l* from *traveller*, etc.

12. Drop silent *b* from *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*, etc.

13. Change *c* back to *s* in *cider, fierce, hence, pence, whence*, etc.

14. Drop the *h* from *ch* when it is phonetically useless, as in *chamomile, stomach, cholera, school*, etc.

15. Substitute *t* for *d* or *ed* in *crossed, looked, passed*, etc., retaining the *e* when the loss of it would modify the sound of the preceding syllable, as in *chanced, chafed*, etc.

16. Drop *g* from *feign, foreign*, and *sovereign*.

17. Drop *h* from *aghost* and *ghost*.

18. Drop *l* out of *could*.

19. Drop *p* from *receipt*.

20. Drop *s* from *island, aisle, and demesne*, and write *z* for *s* in *abuse, rise*, etc.

21. Drop *c* from *scent*, and write *sithe* for *scythe*.

22. Drop *t* from *catch, pitch, witch*, etc.

23. Omit *w* from *whole*.

24. Write *f* for *ph* in *philosophy, sphere*, etc.

I need only say by way of remark on these rules:—(1) That their number might be considerably reduced by a different mode of statement; (2) that though our spelling would, in spite of their opera-

tion, remain somewhat capricious and irregular, the changes they suggest would greatly enlarge the area of constant orthography; (3) that as spelling is a purely conventional matter, we have a right to make these changes if we choose to do so; (4) that English spelling has in the past undergone changes far greater than those recommended by the philological societies; (5) that orthography has been similarly simplified in other languages; (6) that even this amount of simplification would greatly facilitate the work of teaching children the use of written language; and (7) that there would be no appreciable loss to offset this great gain.

Yours, &c.,
WM. HOUSTON.

Legislative Library,

Toronto, June 24th, 1886.

Teachers' Associations.

WEST BRUCE.—The annual meeting of the West Bruce Teachers' Association was held in the head master's room in the Model School, Kincardine, on June 10th. The roll call showed 55 teachers in attendance. The report of the committee on Uniform Promotion Examinations was read, and, on motion of F. C. Powell and A. McNeill, was referred to a committee to be nominated by the president. The report of the committee on the circular from the Waterloo Association read as follows: 1st. Inasmuch as an entrance fee is now charged, we deem it inexpedient to make any change. 2nd. The establishing of an advertising bureau for the benefit of teachers and trustees we believe would be an advantage. 3rd. That though unprincipled persons will sometimes enter the profession, and perhaps take advantage of those already in the profession in securing situations, still your committee deem it inadvisable to establish a court of inquiry, as such would lead to endless trouble and expense. The report was received and adopted on motion of N. D. McKinnon and Alex. McLeod. Miss A. McKenzie read, in her usual good style, a piece entitled "Eliza." R. D. Hall gave an address on "Business Letters and Forms." He illustrated on the blackboard the nature of instructions pupils should be given in all letter writing, respecting the date, address, salutation, body of letter, subscription and superscription. He exhibited several charts showing different business forms, such as notes, due bills, drafts, cheques, receipts, and in each case gave suitable explanations. John Dearness, P. S. Inspector East Middlesex, gave an address upon "Attention and Memory." He pointed out the differences between memory and attention. The various external and internal stimuli that should be used in securing attention were discussed. The noisy teacher and preacher were contrasted with the logical and quiet. The power of concentrating the mind and the methods of doing so were well handled. The different kinds of memory were discussed, and the value of each, and the modes of cultivating each, clearly indicated. The advantages to be derived from an intelligent application of the laws of association, contrast, classification and resemblance were aptly illustrated. The effects of impure air, poor food and bad cooking upon the nervous system, and consequently upon attention and memory, were well shown. F. C. Powell read a paper on "First Lessons in History." He strongly favored making pupils first acquainted with matters in their own locality. He would first teach local history, dealing with pupils, parents, teachers, trustees, councilmen, etc. He would occasionally have a mock election to incite interest; would combine history, geography and literature; and use maps as much as possible. He considered the history required of entrance candidates far too extensive, and the questions usually set too abstract and comprehensive. D. D. Yule quite agreed with the plans explained in Mr. Powell's paper, and was strongly in favor of teaching local history and biography first. Mr. Dearness dealt with "Reading in First Lessons." He explained the different kinds of reading, and showed the difference between a good reader and a great reader. He considered that synthesis should precede analysis in dealing with small words, and that in analysis of words the initial letter should be taken before the final. He was in favor of supplementing the first reading lessons in the books with plenty of board exercises and tablets, prepared by the teacher; and strongly urged phrase reading, and would use two pointers, placing one at each end of the phrase. The Association adjourned at 5 o'clock p.m.

The entertainment given on Thursday evening was only fairly attended. The audience would not exceed 200. The programme was well sustained. Mr. Dearness' address on Hygiene discussed the great importance of looking after the health of children. The advantages of good food, proper clothing, and pure fresh air were clearly shown. The lamentable defects in the ventilation of nearly all school-rooms were forcibly impressed by statistics furnished from various sources. The poisonous effects of exhaled air on children and teachers were fully explained. The Kindergarten songs given by the children in attendance were deservedly well received. The appearance of the little boys

and girls was decidedly good, and reflects credit on the mothers by whom they were so tastily dressed. The actions and singing, together with the many pretty faces, produced a very pleasing effect. The readings and recitations given by Misses Kate Ross, A. McKenzie and Lily Evans were well-received, showed good elocutionary powers, and gave evidence of the excellent training lately given in town by Miss Churchill. A leading feature of the entertainment was a debate on "The Advisability of Forming a Teachers' Union." The affirmative was well-argued by John Millar and Alex. McLeod. They pointed out the great advantages to be derived from such a course, paying special attention to increase of salary and permanency of tenure. The negative was ably handled by S. D. Bradley and C. J. Cameron. They showed that much of what the supporters for the affirmative contended for could not be accomplished by unions; that such a course would degrade the profession, and destroy the sympathy of the public towards teachers and education. The committee—John Dearness, A. H. Smith, N. D. McKinnon, H. Crawford and F. C. Powell—appointed to weigh the arguments, decided by a vote of four to one in favor of the negative.

On Friday morning, Mr. Dearness discussed methods of teaching oral and written composition. He paid special attention to the methods that should be adopted in junior classes. More time should be devoted to teaching pupils how to speak and write correctly, and less to arithmetic. Exercises in composition should be daily, not weekly. Teachers should talk less and pupils more. Objects of various kinds should be presented by the teacher and described by the pupils. Suitable exercises should be given to teach the proper use of such words as *a* and *an*, *this* and *that*, *these* and *those*, *I* and *me*, *their* and *there*, *is* and *are*, *was* and *were*, &c. The order should be—names, qualities, actions. The pupils should be taught to say things in various ways, and select the best sentences. In describing objects, the parts, color, size, shape, and use, should receive considerable attention. Teachers should keep an experience book, and make good use of it. The plans practised in Indian schools should be utilized. All exercises should be short, and aim at correct expression. Pupils should be taught to talk with the pencil and pen. Parker's Methods should be consulted and tried. Pictures should be shown to the pupils for a few seconds, and then they should be asked to describe on slates points of interest in the picture; this cultivated observation. Short stories should be read by the teacher and reproduced by the pupils. The pupils should be frequently required to ask on their slates four or five questions, and then have their slates changed and the questions answered by other pupils. Debates may occasionally be given as composition exercises, having sides chosen. Those on one side write in favor of the affirmative, and those on the other in favor of the negative. Business forms should also receive some attention even in junior classes. Miss K. M. Ross favored the Association by reading "Henry of Navarre," in good voice and suitable emphasis and gesture. The committee on Uniform Promotion Examinations reported recommending as follows: 1st. That a committee, consisting of A. Campbell, F. C. Powell, James Ferguson, Thomas Rankin, and N. D. McKinnon, be appointed to act with the East Bruce committee in preparing a limit table and arranging all the details of the examinations, and that the chairman of West Bruce committee confer with the East Bruce committee as to time and place of meeting. 2nd. That the examinations be held half-yearly, in March and October. 3rd. That the Inspector prepare all examination papers. 4th. That teachers examine the papers of their own pupils for the first examination. 5th. That the papers be sent to the teachers in sealed parcels, to be opened before the pupils. 6th. That the teachers send the result of the examinations in each subject to the Inspector. 7th. That papers be prepared for all classes to the end of the Junior Fourth. 8th. That all appeals be sent to the Inspector within fifteen days after examination. 9th. That printed certificates of promotion be given to each pupil, signed by the teacher and Inspector. 10th. That the results of the promotion examination be not published. 11th. That all written answers be kept until the next inspectorial visit. There was considerable discussion on the report. John McClung, D. D. Yule, and Alex. Gordon spoke against the system, and would substitute July and December for March and October in clause 2. A. Campbell, John Dearness, M. McLachlan, C. J. Cameron, and N. D. McKinnon were anxious to give the system a trial, and said it worked well in many places where tried. The report was adopted without any changes. The report was adopted without any changes. The report of the committee on officers recommended as follows: President, N. D. McKinnon; Vice-President, B. Freer; Librarian, R. D. Hall; Sec. Treas., F. C. Powell; Executive Committee, A. Campbell, A. H. McDougall, Alex. McLeod, and Misses L. Sturgeon and A. M. Johnston. On motion of B. Freer and A. H. Smith, the report was amended by substituting the name of Thomas Rankin for that of B. Freer as vice-president. The report as amended was adopted. On motion of F. C. Powell and Thos. Rankin, the President and Inspector were appointed delegates to the P. T. Association.

In the afternoon, Mr. Dearness gave a short address on "Seat Occupation for Junior Pupils." Junior pupils should have at least four reading lessons daily, and should be constantly employed at some useful work in their seats. Each pupil should be supplied with a slate, penci

and ruler, and given numerous exercises in Drawing. Several illustrations of suitable work were given on the board, in drawing, arithmetic, blank exercises, and composition. Card exercises of various kinds were explained, and various artifices in arithmetic shown on the board. Colored crayons should be used frequently to interest pupils, and give variations in coloring, etc. Tablets should be placed on the walls, to be used by the children. Short pieces of stick should be given to very young children, and they should be encouraged to form with them different letters and represent short words and sentences. On motion of John McClung, seconded by Alex. McLeod, Mr. Dearness was tendered the thanks of the Association for the able assistance rendered during the meetings. John Millar moved, seconded by A. McLeod, that in the opinion of the Association, it is desirable that teachers should form a Union. F. C. Powell moved in amendment, seconded by Thomas Rankin, that the matter of union be postponed until the next meeting of the Association, and placed on the programme for full and free discussion. The amendment was carried by a small majority. The beautiful display of flowers and plants in both the school-room and town hall added much to the general effect, and were fully appreciated by all who attended.

OXFORD TEACHERS' INSTITUTE.—The seventeenth session of the Oxford Teachers' Institute was held in the High School on Thursday and Friday last. There were about 150 teachers present, and great interest was shown in the proceedings of the Institute. Dr. McLellan was unable to be present through illness, but his place was admirably filled by W. Houston, M.A., of Toronto, whose addresses were intensely practical and contributed greatly to the success of the session. A cordial vote of thanks was given to Mr. Houston by the assembled teachers for his discussions before the Institute, and for his excellent lecture on Thursday evening. The Institute opened at 10.30 on Thursday morning. The time until 12 o'clock was occupied chiefly in transacting business. The afternoon session opened with the discussion of "Literature to Junior Classes." J. P. Archibald, of Beachville, and Mr. Dowler, of Springford, presented the subject in a very interesting way. Mr. Archibald gave the Institute the results of his teaching of Literature in Beachville public school. We are sorry that space will not permit a full explanation of Mr. Archibald's system of creating and sustaining a love for good Literature in the minds of pupils. Suffice it to say that a much-desired reform would take place in our schools if the principles enunciated by the Principal of Beachville school were practised by all teachers of Literature. Mr. Dowler's remarks were also well-received by the Institute. Next followed a very interesting exercise on "Book-keeping in Public Schools," by J. W. Westervelt, Principal of Forest City Business College. W. Carlyle, I.P.S., then addressed the Institute, explaining the Cleveland system of education. Cleveland has an education system, separate from the State to which it belongs, and managed by a Board appointed by the city. The system has many advantages which are worthy of imitation. Mr. Houston followed with a discussion on "Reform Spelling." He takes no extreme view of the spelling reform, but favors only those changes which can be made according to philological principles. His two principles were:—The spelling of a word may be changed if the change can be brought about by improving the word philologically and not injuring it phonetically, and *vice versa*. His opinions on this question were endorsed by the majority of the teachers.

Friday morning session was well attended. Mr. Houston discussed "Composition." In this, as in all his addresses, the learned gentleman impressed the teachers with the importance of a rational method of teaching. Mr. Taylor, Mathematical Master of Ingersoll Collegiate, then took up the subject of Arithmetic. His leading ideas were that pupils should be taught to put their solutions of mathematical problems on paper in an intelligible way, and further, that in giving explanations the teacher should insist on having answers expressed in the form of complete sentences. These ideas were illustrated by examples. "Philology" was then discussed by Mr. Houston, and the morning session closed. In the afternoon, Inspector Smith, of Wentworth, addressed the Institute on the "Art of Questioning." This gentleman was well received and listened to with marked attention. Prof. Freeland, of London, and Prof. Misner, of Norwich, explained the merits of the two systems of music, Tonic Sol-Fa and Staff Notation, Mr. Freeland supporting the claims of the former, and Mr. Misner those of the latter. Each gentleman succeeded in showing advantages for the system he represented. During the afternoon a committee was appointed to visit the Methodist Conference and present an address of greeting and welcome to the Ministers in conference assembled. The committee was warmly received. The following is the address of the Institute and the reply by the Conference:

.. the President and Members of *Nia ara* Conference of the Methodist Church in session assembled:

The Oxford Teachers' Institute, this day by resolution, appointed the deputation to be before you to convey to your venerable body their fraternal greetings, and to extend to you a hearty welcome to the County of Oxford.

They deem it of the highest importance that the work of cultivating the moral and intellectual faculties of the youth of our land should ever be in harmony with the teachings of the Word of God, the principles of which are so faithfully and efficiently

inculcated by the Church which you represent, and which has so greatly contributed to the moral and spiritual elevation of the people of this Dominion.

We pray that Divine Wisdom may guide you in your deliberations, and that the blessing of the great Head of the Church may be richly showered upon you in your self-denying efforts for the elevation of our fallen humanity.

D. H. HUNTER, Chairman Committee.

RESOLUTION OF CONFERENCE.

Moved by the Rev. Dr. Burns, seconded by Rev. S. J. Hunter, and resolved, That this Conference has been much pleased with the visit of the delegation from the Teachers' Convention of the County of Oxford, and would assure them of the sincere and hearty sympathy of the Conference with them in their honorable, patriotic and Christian work. We can promise them the unbroken and unequivocal co-operation of the Conference, and, we may say, of the Church we represent. Next to the work of the Christian Minister, and hardly less important, would we place that of the Teachers of our land, and we sincerely pray that in their patient, plodding efforts for the intellectual development of our country, they may find their brightest and fondest anticipations more than realized.

WILLIAM J. HUNTER, President.

J. S. WILLIAMSON, Secretary.

T. J. PARR, Secretary Oxford Teachers' Institute.

NORTH YORK.—The regular meeting was held in Aurora's fine new school-house on Thursday and Friday, 10th and 11th June. About 80 teachers were present. Dr. McLellan was there and gave addresses on "The ABC of Arithmetic," on "Teaching of English Literature," and on "The Art of Questioning," besides a public lecture, Thursday evening, on "The Teacher's Work." His lectures were interspersed with considerable humor, and were highly appreciated by all present. Excellent papers were given by Mr. Price, of Queensville, on "Composition to Third and Fourth Classes"; by Miss Lizzie Ross on "Look and Say" and "Phonic Reading"; by Mrs. Wylie, of Richmond Hill, on "Primary Writing"; by Mr. Wilson, of Sharon, on "Uses and Abuses of Text-books"; and by Mr. Dickson, of Newmarket, on "Difficult Points in Teaching of Grammar." Mr. Lent, of Richmond Hill High School, gave an address on Teachers' Unions, during the course of which he emphasized the necessity of increased efficiency on the part of each teacher to secure an elevation of the profession. At the same time, he strongly advocated a union for the sake of greater protection, and of securing more control over the entrance to the profession. To this end he suggested a remodelling of our Central Committee, making it an elective body, chosen by the teachers. It should be given extensive powers over the examination and admission of candidates to the profession, and over the authorization of text-books, etc. This would remove the possibility of such blundering as had characterized the work of the Department the last few years. He pointedly contrasted the Departmental action in the case of the Scripture readings, where they had submitted the work to the revision of a representative body of clergymen, who were the most competent for such a work, and their action in the case of the Readers, and still more recently, in the case of the new Public School History that has been authorized ere it issued from the press,—before the public, especially the teachers who, in such a case, are the most competent body to pronounce a verdict on its merits, had ever seen it. Had such a representative body as suggested had control no such mistake would have occurred. He moved a resolution "That, in the opinion of the teachers of North York, the time has arrived for a closer union of the teachers of Ontario for the purpose of mutual aid and protection." It was carried unanimously, as was also a resolution expressing approval of the course of the Department in preparing a series of Scripture readings. Mr. Dickson and Mr. Lent were elected delegates to the Provincial Association. Mr. Fotheringham and Mr. Rennie were re-elected President and Secretary respectively; the other officers being about the same as before. There was a marked absence of discussion, a matter much to be regretted. It was suggested that in future parties introducing a subject take only 20 minutes or thereabout,—not read lengthy papers. It would be better, too, if they had a less number of subjects on the program, then there would be no excuse for such summary shutting-off of attempts at discussion. A proposal to try Township meetings in the fall was lost. It was resolved to have the next meeting in Aurora. The hospitality of the people was very marked, and every one went into raptures over the new school-house. Certainly no finer or better equipped school is in Ontario.

Literary Chit-Chat.

"Yes," said the bookseller, "we have a great deal of fun in our line of business; but I presume a great many of the things that seem funny to us would not strike the ordinary observer as specially amusing. For instance, a person came in the other day, and wanted to know the price of a set of Mr. Waverley's novels. Another asked for a list of David Copperfield's works in paper bindings. A lady, looking for something to read, was recommended by one of my clerks to try something of George Eliot's. 'He is a good writer,' said she; 'I have read a number of his works, and like them very much.'—Exchange.

Houghton, Mifflin & Co., Boston, announce the Riverside Paper Series, for Summer reading, comprising such authors as Elizabeth Stuart Phelps, Scudder, Mrs. Whitney, Holmes, Aldrich, and Howells. Last season's issue was so successful as to warrant the continuance, now announced.

ENCYCLOPEDIA BRITANNICA.—Subscribers to this work will be glad to find by a note contained in Vol. XX., just published, that the completion of the ninth edition is now within measurable distance. It is expected that the entire remainder of the alphabet of subjects will be contained within four more volumes, followed by a volume containing a general index. The newly published volume carries the alphabet from Pru. to Ros. As the work nears completion the extraordinary assemblage of distinguished men, who are amongst its contributors becomes more and more conspicuous. Hardly a man of note in any department of science, literature, or the arts but has contributed to enrich its pages. Cost has not been counted by the publishers, and whatever may have been the merits of former editions, they are quite eclipsed by the thoroughness with which every subject is treated, and by the paramount authority of its different contributors.—*Books and Notions.*

The June number of EDUCATION is excellent. In strength of thought, force of expression, and the choice of topics, now prominent before the community, this magazine is proving itself of great power and value. Among the writers in this number are Prof. William T. Harris, of Concord, Mass., Prof. Herbert B. Adams, of John Hopkins University, Mrs. Addie A. Knight and Miss Julia H. May, Dr. Charles E. Lowrey, of Ann Arbor; Lillie J. Martin, of Indianapolis; May Mackintosh, Elizabeth Porter Gould, and Frances C. Sparhawk. The poetry is charming, "June Blossoms," by Miss May, is exquisite. The "Editorial" articles are numerous and vigorous. "Current Literature" forms an interesting and useful feature. "The Résumé of Current Educational Literature" will be welcomed by all. The "Foreign Notes" are judicious and valuable. The "Book Table" is full, discriminating and fearless. Altogether this number of EDUCATION will commend itself as a valuable addition to our Educational Literature. \$3.00 a year in advance. William A. Mowry, editor and publisher, 3 Somerset Street, Boston.

Literary Reviews.

BYRON.—CHILDE HAROLD. Edited, with Notes, by H. F. Tozer, M.A., Fellow and Tutor of Exeter College, Oxford. Clarendon Press Series. Toronto: Williamson & Co.

Like all school and college books issued by the Clarendon Press, this annotated edition of Byron's most famous poem is printed on good paper and is excellently bound. The increased interest in the study of Literature both in this country and in England has given to the student abundant editions of the works of our standard poets. Byron, though possessing wonderful powers and employing his genius with great effect, is commonly shunned by many on account of the looseness of his morals. Like Coleridge, Southey, Shelley, and Wordsworth, his poetry was the outcome of the French Revolution, but, unlike some of these, he continued through life to be the apostle of his extravagant political principles. In "Childe Harold" is required careful study to reach the exact significance of the metaphorical language employed by the author, but we apprehend that the student of our High Schools will find Byron's style interesting, even should he find it difficult to understand many of his condensed forms of expression and to follow him through his transitions of thought. Mr. Tozer's notes will give all needed help. Indeed, it is just possible that, as in the case of many editors of the present time, his notes are too copious, and may not leave the student sufficient room for independent investigation. The "Preparatory Notes" to each canto will be found very valuable, and the "Essay on the Art, Style, and Versification of the Poem" gives much that will assist the student regarding the figures of speech, grammatical irregularities, and structure of the poem. An admirable sketch is given of the poet's life, and the editor puts in convenient shape his estimate of Byron's character, his religious opinions, his literary characteristics, his influence on literature, and a general summing up of "Childe Harold." As this poem will in a couple of years be a part of the work in English Literature required for matriculation, many teachers and students will doubtless read with interest this work from the Clarendon Press.

OLD SCHOOL DAYS. By Amanda B. Harris. Boston: Interstate Publishing Company. Price 60 cents.

This entertaining book contains Miss Harris' recollections and reminiscences of school-days in the country forty years ago. It will bring vividly before the minds of many readers the happy times of childhood, days which had a peculiar charm and delight which city school children can never know or understand. The old-fashioned New England and Canadian school-houses are fast passing away, and modern structures, a great deal more comfortable and convenient, but not half so picturesque, are taking their places. The children, too, are changing with their surroundings. There is not that simplicity of dress that there used to be, nor, we are sorry to say, the natural politeness that one used to find even in the most rural districts. It would be hard nowadays to find a place where girls of twelve and fourteen go barefoot to school in the summer, and yet forty years ago it was the commonest thing in the world, even among the daughters of wealthy farmers. It was no sign of poverty, but a matter of choice and comfort. A boy of that age who stuck to stockings and shoes in July and August would have been a subject of derision to his mates. The plays, too, which used to rejoice the hearts of the children are unknown to the greater part of the present generation of New England juveniles—"Pison," "The Needle's Eye," "Green grow the Rushes," "We're Marching on towards Quebec," and others as delightful to remember. In her book Miss Harris tells us all about these and other things which are just as pleasant to remember, and in a style which adds to the charm of the narrative. This bright little book is published by a new company recently incorporated in Illinois. The purpose of the company is announced to be the publishing of books supplementary to the ordinary school text-books, to be used in schools and at home. The growing demand for good reading books, especially for supplementary reading in schools, has been noted by other publishers, but no house has before undertaken to make a specialty of this kind of literature. The book before us harmonizes well with this idea, and is also excellent for relief to a tired teacher or overworked business man.

As Others See Us.

"Your premium, 'Mr. Fitch's Lectures,' was duly received. I thank you for it, and may say that my interest in your JOURNAL increases on the receipt of each copy. Yours truly,
Fairbank. "A. FLAWS."

"I am one of the numerous subscribers to your valuable paper. I admire it very much.
Thamesville. "C. M. S."

"In subscribing for your paper I was not aware that you gave any premiums with it, but consider the JOURNAL alone worth the money.
Glendale, Man. "E. J. COADE."

"Have not received the copy of June 1st of CANADA SCHOOL JOURNAL, and it has become to me now too valuable to miss a number. Think there is no school journal equal to it for Public School Teachers.
Springdale, Ont. "C. W. FINCH."

"Had subscribed to the JOURNAL since its first publication, but allowed my subscription to expire a few months ago. I have been taking another educational newspaper, but find that it does not contain as much useful information as is to be found in your columns.
Wyoming. "C. S. FALCONER, Prin. Public School."

"Think very highly of your educational journal.
Patillo. "I. WELLS."

"I find the JOURNAL very instructive and beneficial.
Lumley, Ont. "W. H. BAKER."

"The JOURNAL gives great satisfaction.
Wellandport. "ADA KILLINS."

Many educated persons find reading the Roman numerals rather perplexing. An old Scotch clerk who had given out the Psalms for years was always more or less confused by the numbers. One morning, after puzzling over Psalm XLI., he announced it as follows: "Let us sing the X, the L, and the one-eyed Psalm."