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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

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Table of Contents.

EDITORIAL :—	PAGE
The World.....	325
The School.....	325
Examinations.....	326
The Late Principal Buchan.....	327
The New Training Institutes.....	327
American Educators in Council.....	328
PRIZE COMPETITION :—	
Arithmetical Problems.....	329
HOLIDAY READINGS :—	
An Historical Libel Suit.....	331
TEACHERS' EXAMINATIONS.....	333
EDUCATIONAL NOTES AND NEWS.....	334
QUEBEC CORRESPONDENCE.....	335
NOVA SCOTIA CORRESPONDENCE.....	335
LITERARY CHIT-CHAT.....	336
QUESTION DRAWER.....	336
LITERARY REVIEW.....	336

The Canada School Journal and Weekly Review.

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

—o—TERMS.—o—

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

The World.

The victorious troops, returning from the scenes of their privations and triumphs in the Northwest have been accorded a right royal welcome in the cities and towns to which they so gladly return. The rebellion leaves a dark blot on the page of Canadian history. War is always terrible, and a fratricidal war doubly deplorable. But, whatever views may prevail as to the causes of the outbreak and the degrees of guilt of different actors, there can be but one opinion as to the bravery and endurance of the volunteers who so successfully quelled the insurrection. Their conduct merited all the praise their grateful countrymen are so lavishly bestowing. Let us hope they may now rest on their laurels, and return to the peaceful industry of their various callings, never again to be summoned to the front to meet either a native or a foreign foe.

After many months of suffering bravely and patiently borne General Grant has been laid to rest. For a long time it has been known that his recovery could not be hoped for, and it was rather a relief than otherwise to learn that the hour of his

release had at length come. The manly fortitude, and, it may be hoped, Christian resignation manifested during his tedious illness have given the public a higher conception of his personal character. But it is scarcely possible to condemn too strongly the unseemly way in which the journals have pandered to a morbid curiosity by publishing from day to day the minutest details of the progress of his disease. The sick chamber should be a sacred retreat, and not a public spectacle. The horrors of a death bed will be greatly enhanced for public men if every change of pulse, every gesture and utterance of weakness and pain are to be chronicled for the wide world to read.

What is to be done with the North-west Indians, is a question not yet settled. It is a question worthy of the most profound thought. But surely the worst thing that can be done with them, next to the hanging or shooting which would suit a few of those who cannot forgive the Red man for existing and standing in the way of their all-devouring covetousness is to pen them up on reservations to perpetuate filth, disease and helplessness. The true policy lies surely in the direction in which the people of the United States are just now beginning to look, *i. e.* in making men and citizens of them. This can be promoted in two ways, first by providing industrial education for the Indian boys and girls, and second by holding out inducements to adult Indians to take up locations in severalty and cultivate them like other citizens.

The School.

We give this week the Departmental papers recently set in English literature and history, and will give all the remaining papers for first, second and third class in subsequent numbers of the journal.

"Baldwin's School Management" duly received. I consider it worth many times the price of book and journal combined, to the young teacher." These words of one of our subscribers who has received the book premium agree in substance with letters and cards we are constantly receiving. They are undoubtedly true. "Baldwin's School Management" is an indispensable book. Every teacher should have it, and every teacher should have the JOURNAL. And every teacher may have both, since both can be had for little more than the price of one.

Dr. Ernest Horbacewicz has made, so says the London *Daily News*, a series of discoveries which should revolutionize education, especially moral education. The means indicated by the new methods are simple, direct, and capable of being applied by judicious arrangements in public schools. The learned Dr's. idea is to develop character by the action of colored lights. His experiments have hitherto been confined to puppies, but all analogy shows that they must be equally

efficacious on human beings. He has brought up puppies in lights of all shades and hues, with wonderful results. Those brought up in a green light, "present extreme liveliness, cheerfulness, etc." "Orange puppies are also prone to play, but their movements were heavy and awkward, and their temper cross." Blue puppies never play. Violet ones are "too fond of barking," while red ones "show no liveliness," and so on. What can be easier than, as the *News* suggests, to fit the windows of schools with movable stained glass of various educational shades and make or modify character to order?

From a legal opinion recently published in the *Shelburne Free Press* it appears that the notion which has somehow got abroad, and which was, if we are not mistaken, announced as a fact at some of the Teachers' Institutes, to the effect that the amended School Act enforces the quarterly payment of teachers, is erroneous. The agreement regulates the payment of the salary. That must however be a pretty small Board of Trustees which cannot and will not agree, as a matter of simple business justice, to pay its teachers at least quarterly, and find means to carry out its agreement.

Dr. Hodgins, Chairman of the Ryerson Memorial Fund, explains that the \$85,58, kindly contributed to that fund, (through D. J. McKinnon, Esq., Public School Inspector), by the schools in the county of Peel, were duly entered in the treasurer's books. By an oversight, not observed at the time,—as no list accompanied the remittance,—no acknowledgement of this sum was made in the printed statement recently published. The omission is now supplied. The amount was received and is invested with the other sums contributed to the fund.

Is there no way in which all the physical benefits of military drill and exercise may be had in our public schools, without the mimicry of the pomp and circumstance of glorious (?) war? The members of the Peace Society in England are making strenuous efforts to counteract the evil effects which come from thus inspiring the too susceptible youth with the military spirit. Few things can be more baneful in their effect upon national character, than the stimulation of the fighting propensities by putting weapons, even mimic weapons, into the hands of boys and familiarizing their ardent imaginations with ideas of war and slaughter. In fact every military pageant—even the just glorification of our returning volunteers—is injurious in its tendencies. It is high time the old, barbarous ideals were replaced by nobler ones. Under no circumstances is the military hero the highest type of manhood, and in nine cases out of ten the warrior who is said to lay down his life for his country, is but a sacrifice upon the altar of some national spite, some statesman's quarrel, or some dynasty's arrogant pretensions. Let teachers instil into the minds of the young broader views of justice, right and human brotherhood, and international wars would soon be things of the past.

We are sorry to observe that an opinion was pronounced at one of the Teachers' Institutes in favor of semi-annual exam-

inations for teachers' certificates. Any change in that direction would be, we are persuaded, a grave mistake. It would be a most effective inducement to cramming. The more frequent the examinations, and the smaller the number of subjects, the greater the temptation to cram. And then, again, the effect upon the High Schools would be almost inevitably bad. The subjects of the curriculum would of necessity have to be divided off to suit the convenience of teachers. Certain subjects would be taken up, and completed for them, and then laid aside or slighted for the rest of the year, to the injury of pupils who should be pursuing those subjects continuously. Nor would it be in the interest of the teaching profession to make entrance any easier, as such a method would certainly do. It is better for all the interests concerned that the door of the profession should not be opened wide enough to admit any but those who are willing to prepare themselves by a patient and thorough course of study. The man or woman who is coming into the profession to stay, and wants to do a good life work, will be glad to pay the price. Those who want to make it a stepping stone to something else, need not be met half way. The schools are generally better without them.

EXAMINATIONS.

Complaints are rife in regard to some of the questions set at the recent teachers' examinations. One "victim" writing to the *Mail* points out that whereas the Minister of Education announced a year ago that the examination in physics for second and third-class teachers would be confined to the Macmillan primers by Huxley and Stewart, the students were on this occasion, not only asked questions that cannot be answered from the books, but even required to point out wherever the books themselves are inaccurate. He even alleged that forty per cent. of the marks allowed for the paper were awarded to show Balfour Stewart's inaccurate and inconsistent statements! The fact is that the setting of examination questions for teachers or students is a most difficult business and requires men of broadest minds as well as the highest culture. Examining, as so much must be made to depend upon it, should be made a profession by itself. Where the results of the teaching of various institutions are brought into comparison it is obviously unfair that any one connected with the teaching department of any one institution should act as examiner. He may be the justest man living, but his own students are familiar with his modes of thinking and questioning. They know his hobbies and idiosyncracies, and can guess pretty closely what kind of questions to expect.

Another mistake is frequently made by appointing young men who have distinguished themselves as students but who have had no experience as teachers, and have no means of knowing what may fairly be expected from them—they have to examine. The aim of such examiners seems too often to show their own superior acquirements by puzzling and perplexing the pupil, or by showing off their own extensive acquirements.

It need hardly be added that no examiner should be permitted to have, directly or indirectly, any interest in the adoption or use of any particular set of text-books. There is no

use in mincing the fact that under our system great temptations sometimes occur just here. We cannot better express our meaning than by quoting a sentence or two from "Victim's" letter. His words are severe! the charge they imply is a very grave one. We could wish no ground for such a suspicion had ever been afforded. "Victim" says:

"We have been so long accustomed to having our teachers' examinations serve the money-making proclivities of Education Office officials, that we may now look for the appearance of a new text-book on this subject.

The plan of forcing a book upon the public is always the same; first, set questions that the authorized school book will not assist in answering, then publish a book that will be of assistance. It requires no act of official authorization to make the book sell. Candidates for teachers' certificates are shrewd enough to see that to pass the examination they must have the book at any cost, and so it is used; authorization and uniformity of text-books become a farce, and each goes to the pocket of the book compiler."

THE LATE PRINCIPAL BUCHAN.

The teaching profession has suffered a heavy loss in the person of J. M. Buchan, M.A., the late Principal of the Upper Canada College. He had before assuming that position served for many years as High School Inspector for the Province, having previously managed the Hamilton Grammar School with credit to himself and advantage to those who came under his care. His pedagogic experience was unusually long and varied for one so young in years—he was only forty-four when he died—and on one of his active mind and thoughtful temperaments such an experience produced its natural fruit. His brief time of office in Upper Canada College did something towards restoring the former *prestige* of that institution and postponing its abolition, and those interested in University College were looking forward hopefully to the time when he could be transferred to the chair of English Literature in that institution.

Mr. Buchan was a native of New York State, but he came early to Ontario and was a thorough Canadian in feeling and aim. He received an excellent education, which was completed in Toronto University, where he graduated in 1862 with a silver medal in the department of Modern Languages. Amongst his classmates were Prof. James Loudon, and Mr. W. H. Vandersmissen, of University College staff, and Mr. Samuel Woods, of the Ottawa Ladies' College, who acted as pall-bearers at his funeral along with J. M. Gibson, M.P.P., who graduated a year after Mr. Buchan. The latter was one of the comparatively few University men who remain students through life. His reading, which of late years was mainly in English literature, was wide and varied, and he kept himself well abreast of the day in the special subject of pedagogy. In addition to his other accomplishments he was a skilled botanist, and was thoroughly acquainted with anthropology, to a review of which science he devoted two years ago one of his inaugural addresses as President of the Canadian Institute. This office he filled for two years in succession, and it is safe to say that the society never saw two more active or prosperous years, much of the success of his *regime* being due to his own energy and the liberal interpretation he put on the term "science" in securing papers for its weekly meetings.

Mr. Buchan was of a very retiring disposition, and was the reverse of effusive in his intercourse with men. To those who had the good fortune to know him intimately he was singularly genial, and his conversation had that rare flavor which is imparted only by an intimate acquaintance with the works of great writers. He found time also to keep himself well acquainted with current events, and though he was never an active participant in ordinary political warfare he took a keen interest in the higher aspects of politics as they emerged in his own and other countries. His sympathies were with the masses, and his tendency was optimistic. Events which shock the timid pessimist and make him think of shooting Niagara, were for him political phenomena tending more or less directly towards the one great end, the elevation of humanity. It would be well for all other members of his noble profession if they could learn to take an interest at once as keen and as philosophical in the unfolding web of human history and destiny.

THE NEW TRAINING INSTITUTES.

It is announced that the Education Department has completed arrangements for opening Training Institutes in Kingston and Hamilton. We are sorry. We had hoped that reflection and criticism would have led the Department to abandon so penny-wise-and-pound-foolish a policy before it was inaugurated. It is perhaps some concession to what we venture to say would be the well-nigh unanimous opinion of all prominent educationists that we are to have but two of these half and half institutions instead of four or half-a-dozen. The multiplication of what must be of necessity inferior Normal Schools is an evil, in proportion to the scale on which it is carried out, but an evil, even on the smallest scale.

The system is unjust to the Head Master of the Institutions selected for the experiment. It is requiring of one man not only to do the work of two, but to do two kinds of work, each so difficult in itself and so different in character from the other that to perform both with any high degree of excellence is simply impossible. To conduct a High School, or Collegiate Institute efficiently, maintaining thoroughness in teaching, in discipline, in organization, will tax to the utmost the energies of the ablest man. To be able to conduct a Training Institute as such an institution should be conducted in Ontario, implies the devotion of so much time to the study of the philosophy of education, the best methods of teaching and management, in a word, to the science and art of pedagogics, as will leave neither room nor strength for any other service.

It is idle to say that an efficient Head Master can train teachers while going on with his own High School work. If the teacher in training can learn his profession by simple observation the setting apart of special schools as Institutes is superfluous. But if the Head Master is to give lectures on Education and School Management, if he is to stop at every step in his teaching to explain the philosophy of this method, and the ability of that, he is sacrificing both himself and his pupils. No patron of such a school will care to have his child made to serve the purpose of a patient in a hospital to a medical demonstrator of anatomy or physiology.

The system is equally unjust to the teacher in training. If he is required to spend time and money at a Normal Institute a condition precedent to obtaining a license he has a right to demand that the instruction shall be of the best. He wants to sit at the feet of a master, and no man, whatever his ability, can in these days take rank as a master in any science, much less in so abstruse a science as that of education, without having made it a subject of special, and, to a large extent, exclusive study.

From whatever point of view we regard the scheme, it is essentially weak. It is foredoomed to failure as cheap and ill-considered economies usually are. The country wants the best in its educational system and is willing to pay for it. One thoroughly equipped Normal School, with an able staff of men who have made a specialty of their respective departments, or perhaps better still, a properly qualified professor of education in the Provincial University, might help to raise education to its proper rank amongst the foremost professions. It would at least create some interest and some enthusiasm in a most important branch of study. The present arrangement can do neither one nor the other.

AMERICAN EDUCATORS IN COUNCIL.

The recent mammoth gathering of educators at the fifty-sixth annual meeting of the American Institute of Instruction recently held at Newport, Rhode Island, marks well the interest taken in public education by our cousins across the line. Some fourteen hundred members of the Institute were in attendance, among them many of the foremost men and women in intellectual ranks in America. Our educational exchanges teem with extracts from the many excellent papers and addresses presented. We call a few short paragraphs by way of enabling our readers to "sample" the works. In the welcoming addresses some felicitous allusions were made to the interesting historical associations that clustered around the place of meeting.

Dr. Warren Randolph, who welcomed the educators on behalf of the Newport School Boards, said:—

"We have invited you to come, not only to the real birth-place of 'liberty and law,' but to a town whose people cherish with an unflinching interest their early traditions relating to religion and education. Should any of your members, skilled in archæology, unravel for us the mystery which for two hundred and fifty years has hung over the ancient pile of masonry in one of our public parks, he will be judged by our people entitled to rank with the benefactor who deciphered the meaning of the Egyptian hieroglyphics.

The ancient temple is still standing among us in which the idealist, Dean Berkeley, worshipped, before he became the Bishop of Cloyne. And, if you will give us the time, we will show you the Rocks, now called Paradise, whereon he sat studying the virtues of tar-water, and putting into shape the subtle statements of his Minute Philosopher."

Amongst other allusions Mayor Franklin reminded them that :

"The Old Stone Mill stands in yonder park, which is named in memory of one of our public benefactors. His remains are in the quiet city of the dead of which Longfellow has written :

"How strange it seems ! These Hebrews in their graves,
Close by the street of this fair seaport town,
Silent beside the never-silent waves,
At rest in all this moving up and down.

Gone are the living, but the dead remain,
And not neglected ; for a hand unseen,
Scattering its bounty like a summer rain,
Still keeps their graves and their remembrance green."

To these reminiscences President Patterson added :

"On the last day of February, 1639-40, Robert Lenthall, a learned clergyman, who had been silenced at Weymouth for promulgating the dogma that persons should be admitted to the church only upon the confession of their faith, having wended his way through the intervening forest, arrived on this Island, where the discarded minister was allowed to preach, and in the beginning of the following August, in the employment of the municipality, he opened a free public school, for the keeping of which he was paid from the resources of the same municipality. This we claim to have been the first free school organized under municipal control, and supported by public taxation, in America ; possibly the first organized anywhere.

The ex-Senator, in a subsequent address on the Sources and Uses of Wealth reminded his hearers that :

"The cottages of the middle classes of England to-day surpass the palaces of the nobles in the days of Elizabeth. Here, in three centuries, we have passed from a wilderness to a continental republic, full of all resources and vast power. In 1830 we had but twenty-three miles of railroad ; to-day we have more than one hundred thousand. At the close of the Revolution we were encumbered with debt ; in 1880 we could discharge our liabilities and have a surplus of forty billions."

The following from Prof. W. H. Payne, was rather hard on the new education :—

"It is the name for something which has no existence, actual or probable ; the movement had its origin in sentiment, and its strength lies in the fact of its vagueness, wherever this sentiment appears in any strength, it tends to destroy the school as it actually exists, but provides no definite substitute for it ; it counsels a violent revolution instead of an equitable evolution ; it employs the language of exaggeration, and appeals to prejudices and narrow views ; it preaches absolute freedom and versatility, but it is dogmatic in its utterances and authoritative in its precepts ; it represents an impulse to abandon certain errors in practice, but rushes blindly into errors of an opposite sort, and so is in direct opposition to normal progress ; *per contra*, it summons public attention to educational questions, excites thought and discussion, stimulates the sluggish, forces the thoughtful to give a reason for the faith that is in them, and so is perhaps the cause of some actual progress, though in itself an indication of chronic unsoundness in the intellectual condition of the teaching profession ; it is better to move in this way than not to move at all ; but it falls almost infinitely short of an ideal mode of progress."

President Patterson, said well in his address on Tuesday :—

"Mental and spiritual activity is the indispensable condition of mental and spiritual growth. No amount of mere manipulation or of memorizing of facts and formulas, not comprehended, have any tendency to awaken the intellectual faculties. It is only essential truth, fused and vitalized in the alembic of thought, which, when brought in contact with the mind of the pupil, starts a corresponding vitality and growth in him. Facts and propositions are largely isolated, inapprehensible, and worthless, till we discover their esoteric significance ; but this, when seen, brings them into logical and natural relations, and

the mind grasps them with an intensity of interest that holds them as permanent possessions, and they become the principle of future discoveries and acquisitions.

The function of the school is to lift the standard of national taste, and to beget in the people the power to discern between the true and the false, and to enjoy what is highest, truest and best. An unschooled people in a republic will be debased and grovelling. Flattered and plundered by turns, they will become the helpless but savage tools of demagogues, and will at length unbar the bloody gates of civil discord, to be rescued only by the iron hand of a military despot."

Mr. H. M. Welland, Principal of Vermont Academy, on the "Education Needed," concluded rightly that :—

"The teacher's moral responsibility is second to none, intrusted as he is with the priceless possessions of family and state. Morality must be the fundamental principle of a successful system of education. The teacher cannot neglect his pupil's moral training, nor can the pupil disconnect his present conduct from the future results. Intellectual activity does not necessarily include moral rectitude, and that training is worse than useless which separates mental powers from reverence for the fundamental principles of morality, the safeguards of church and state. A comparison of teacher's intellectual work alone leads to trife for intellectual honors, and a cessation of moral training. The possibilities of genius are dependent upon the essential principles of morality. Law and morality in society are largely traceable to order and morality in the school. Lack of moral training in the schools renders compulsory education farcical. The mechanical harmony of organs conceived by man is nothing compared to the divine harmony of delicately organized individuals. Acquaintance with each pupil and intensity of action will achieve success. The influence of the moral teacher is never lost."

We had noted other excellent passages for extraction, but have space in this issue only for the following, from "The Influence of Woman's Education on National Character," by Miss Freeman, President of Wellesley College. The *Journal of Education* says that Miss Freeman spoke for three quarters of an hour with eloquence, and with clearness, but without a note, and she seems to have awakened more interest than any other of the talented speakers who addressed the Convention during the week :—

"I have been asked, to-day, for the practical outcome of this new movement for the higher education of women. I was told this morning that even though all this was true, there is no place now for the work of all the "highly-educated women" we have. Hardly a week passes that fathers and mothers and teachers do not ask me whether it will pay to send some brilliant, ambitious girl to college. There is but one answer : If civilization pays, if education is not a mistake, if hearts and brains and souls are more than the dress they wear, then every interest dear to a Christian republic, by all the hope we have of building finer character than former generations have produced, give the girls the widest and the highest and the deepest education we have dreamed of, and then regret that it is not better, broader, and deeper. Never ask, as did a New England college president, "If this girl marries, then what becomes of her education?" A beautiful woman, a professor in a prominent college, resigned her position last May to be married to a business man in a little lumber town, in the woods of a Western state. He is not a college graduate, but he has made this town a centre of good influence, and will make it a city of importance. My friend said to me when she left her work in college, "I'm going to a broader work, as the wife of a business man, in a new town, where there is no church, no school, and

no library, and I want the congratulations of college presidents and professors." Never believe that there is no room for such women, while the Southern States show their record of illiteracy, while Utah's heathenism blots out civilization, while the Indians harass the West, when European pauperism flocks to the East. But let us have hope that we shall meet the demands of the foreign population, that we shall uplift the ignorance of the South, while the women and girls stand ready for the higher education, and more than ready to give as freely as they have received. France never needed educated mothers as America needs them to-day, and France nor Europe ever realized the glory of civilization which will crown our republic, when all the homes, school-rooms, and churches are filled with women as intelligent as they are loving, as broad-minded as they are large-hearted, as strong in body and mind as they have proved themselves generous in heart. The civilization of the Anglo-Saxon race in America, therefore, depends upon the education, —physical, mental, moral, and social,—of the women for the next fifty years."

Prize Competition.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—THIRD CLASS QUESTIONS.

1. Simplify $\frac{3}{4}$ of $(\frac{1}{2}$ of $2\frac{1}{2} + 6\frac{7}{8} + 2\frac{1}{4}) + \frac{1}{2}$ of $(5\frac{1}{2} + 2\frac{1}{2} + 3\frac{1}{4})$.
 Solution. $\frac{3}{4}(\frac{1}{2}(\frac{5}{2} + \frac{53}{8} + \frac{5}{4}) + \frac{1}{2}(\frac{11}{2} + \frac{5}{4} + \frac{13}{4}))$
 $\frac{3}{4}(\frac{1}{2}(\frac{52}{8} + \frac{53}{8} + \frac{10}{8}) + \frac{1}{2}(\frac{22}{4} + \frac{5}{4} + \frac{13}{4}))$
 $\frac{3}{4}(\frac{1}{2}(\frac{115}{2}) + \frac{1}{2}(\frac{40}{4})) = 6\frac{1}{4}$ Ans.

2. A grocer bought 54 gallons of molasses for \$32.40 ; a part being lost by leakage, he sold the remainder for $\frac{2}{3}$ of cost per gallon, gaining $\frac{1}{2}$ of original cost. How many gallons were lost ?
 Ans. $5\frac{1}{2}$

Solution. $\frac{1}{2}$ of \$32.40 = \$16.20 selling price.
 \$32.40 ÷ 54 = 60 cents cost per gallon.
 $\frac{2}{3}$ of 60 = 40 " selling price per gallon.
 \$35.10 ÷ 72 = 48 $\frac{1}{2}$ gallons sold.
 54 - 48 $\frac{1}{2}$ = 5 $\frac{1}{2}$ gallons lost.

3. A room 20 feet long, whose width is $\frac{2}{3}$ of its length, and capacity 2,720 cubic feet, is papered for \$5.40, with rolls of paper, containing 8 yds. each, the paper being 27 inches wide, costing 30 cents per roll. Find the number of rolls required, and what was charged for the work. Ans. 11 $\frac{1}{2}$ rolls, and \$2.00 for work.

Solution. $20 \times \frac{2}{3}(20) = 320$ area of floor.
 2720 ÷ 320 = 8 $\frac{1}{2}$ ft. height of room.
 $2(20 + 16) \times 8\frac{1}{2} = 612$ sq. ft. area of walls.
 $8 \times 3 \times 2\frac{1}{2} = 54$ " " " roll.
 612 ÷ 54 = 11 $\frac{1}{2}$ rolls.
 11 $\frac{1}{2}$ × 30 = \$3.40 cost of paper.
 \$5.40 - \$3.40 = \$2.00 charge of workman.

4. If 30 men do as much work as 72 boys in a day ; in what time will sixty boys finish a work that requires 20 men for 15 days to do $\frac{1}{2}$ of it ? Ans. 36 days.

Solution. By problem 72 boys' work = 30 men's work.
 $\therefore 1$ " " = $\frac{2}{3}$ man's "
 $\therefore 60$ " " = 25 men's "
 If 20 men do $\frac{1}{2}$ of work in 15 days.
 $\therefore 20$ " " = 45 " "
 $\therefore 25$ " " = 36 " " Ans.

5. A boy finds that in going along the road he passes a telegraph pole every 30 seconds, making 88 steps. If poles are 66 yards apart, find his rate of walking per hour, and the length of his step.

Solution. By problem he walks in 30 sec. 66 yds.
 \therefore " " " 1 " "
 \therefore he walks in 1 hr. or 3,600 sec. 7,920 yds. or 4 $\frac{1}{2}$ miles.
 And $\frac{2}{3}$ of 1 yd. = 2 ft. 3 in. in length of step.

6. A merchant hired a car that would hold his whole stock of tea and sugar ; viz. 60 chests of tea and 40 bbls. of sugar ; but as other merchandise would occupy $\frac{1}{4}$ of the space he found he could only take 54 chests of tea and 24 bbls. of sugar. How many chests or barrels separately would the car hold ?

Solution. By problem. 40 bbls. and 60 chests=space.
 And 24 " " 54 " = $\frac{3}{4}$ space.
 $\therefore 32$ " " 72 " = space.
 $\therefore 8$ " " = 12 " "
 $\therefore 1$ " " = 1 $\frac{1}{2}$ " "
 $\therefore 40$ " " = 60 " "
 $\therefore 60+60 = 120$ " " car would hold.
 And $\frac{3}{4} \times 120 = 80$ bbls. " " "

7. A tailor bought 4 pieces of cloth, each containing 30 yards, 3 $\frac{7}{8}$ quarters, at \$2 per yard. He sold $\frac{1}{2}$ of it at \$2.20 per yard, and made up the remainder into suits, each containing 7 yds. 2 qrs., which he sold for \$18.50 each. How much did he gain?

Solution. 30 yds., 3 $\frac{7}{8}$ qrs. $\times 4 = 123\frac{3}{4}$ yds.
 $123\frac{3}{4} \times \$2 = \247.50 cost of cloth.
 $41\frac{1}{2}$ yds. $\times \$2.20 = \90.75 price of cloth sold.
 $82\frac{1}{2}$ " $\div 7\frac{1}{2}$ yds. = 11 suits.
 $11 \times \$18.50 = \203.50 price of suits.
 $\$203.50 \times \$90.75 = \$294.25 - \$247.50 = \$46.75$ gain.

8. A man walking at the rate of 2 $\frac{1}{2}$ miles an hour, walks around a field, whose length is half as much again as its breadth, in 15 minutes. Find the length and breadth of the field.

Solution. 2 $\frac{1}{2}$ miles = 800 rods.
 In 60 min. he walks 800 rods.
 $\therefore 1$ " " 13 $\frac{1}{2}$ "
 $\therefore 15$ " " 200 "
 $\therefore 200 \div 2 = 100$ sum of length and breadth.
 By problem, sides are as 3 to 2.
 $\therefore \frac{2}{5}$ of 100 = 40 rods in breadth,
 and $\frac{3}{5}$ of 100 = 60 " length.

9. A merchant bought 60 yards of broadcloth, 1 $\frac{1}{2}$ yards wide, for \$4 per yard, but the cloth being wet shrank $\frac{1}{4}$ of its length and breadth. For what must it be sold per square yard to gain $\frac{1}{2}$ of cost?

Solution. $60 \times \$4 = \240 cost.
 $\frac{3}{4}$ of \$240 = \$288 selling price.
 $\frac{3}{4}$ of $1\frac{1}{2} \times \frac{3}{4}$ of 60 = 103 $\frac{3}{4}$ square yards.
 $\$288 \div 103\frac{3}{4} = \$2.77\frac{1}{2}$ Ans.

10. By selling sugar at \$42 per barrel of 280 lbs., I gain $\frac{1}{4}$ of cost. What fraction of the cost is gained by selling at \$13.50 per cwt? Ans. $\frac{1}{8}$.

Solution. If 280 lbs. are sold for \$42.
 $\therefore 1$ lb. is " 15c.
 If 100 lbs. are " \$13.50.
 $\therefore 1$ lb. is " 13 $\frac{1}{2}$ c.
 If $\frac{1}{8}$ of cost = 15c.
 $\therefore \frac{1}{8}$ " = 3c.
 $\therefore \frac{1}{8}$ " = 12c.
 $\therefore 13\frac{1}{2} - 12 = 1\frac{1}{2}$ c. gain per lb.
 $\therefore \frac{1\frac{1}{2}}{15} = \frac{1}{10}$ Ans.

11. A person, standing on one side of a strait, noticed that he heard the report of a cannon, fired on the opposite side, 4 $\frac{1}{4}$ seconds before the ball struck an object near him. If sound travels 1,140 feet per second, and a cannon ball, on an average, 800 feet per second, find the width of the strait? Ans. 2 $\frac{3}{4}$ miles.

Solution. In 1 sec. ball travels 800 feet.
 $\therefore 4\frac{1}{4}$ " " 3,400 feet, distance gained by sound in crossing.

By problem: sound gains 340 feet in 1 sec.
 \therefore " 1 foot in $\frac{1}{340}$ "
 \therefore " 3,400 feet in 10 sec. time in which sound crosses.

$\therefore 1140 \times 10 \div 5280 = 2\frac{3}{4}$ miles. Ans.

12. A locomotive, whose driving wheel is 192 inches in circumference, makes the run from Toronto to Hamilton, a distance of 40 miles, in 1 $\frac{1}{4}$ hours, allowing 15 minutes for stoppages. What is the average number of revolutions made by the wheel per minute? Ans. 146 $\frac{2}{3}$.

Solution. $192 \div 12 = 16$ feet circumference.
 $40 \times 5280 = 211200$ distance in feet.
 $211200 \div 90 = 2346\frac{2}{3}$ distance in feet travelled per minute.
 $2346\frac{2}{3} \div 16 = 146\frac{2}{3}$ revolutions. Ans.

13. A mill-race 60 feet long 5 feet 6 inches wide, is frozen to a depth of 8 inches. If water expands $\frac{1}{10}$ of its bulk in freezing, and a pint of water contains 24 $\frac{5}{8}$ cubic inches, find how many gallons of water the ice contains, and the weight of the ice in tons, if a gallon of water weighs 10 lbs. avoird.

Solution. $60 \times 1\frac{1}{2} \times \frac{5}{8} = 220$ cub. feet of ice in race
 If $\frac{1}{8}$ = 220 " "
 $\therefore \frac{1}{16} = 200$ " "
 If 34.56 cub. in. = 1 pint
 $\therefore 200 \times 1728$ cub. in. = 10000 pints or 1250 gallons.
 If 1 gallon weighs 10 lbs.
 $\therefore 1250$ gallons weigh 12500 lbs. or 6 $\frac{1}{2}$ tons.

14. A farmer has a pile of wood for which he is offered \$40.00 by one party; another offers him \$4.00 per cord. If the pile is 6 feet high and 4 feet wide, how long must it be that he may gain \$2.00 by the latter offer?

Solution. By problem \$42.00 = second offer.
 $\therefore 42.00 \div 4.00 = 10\frac{1}{2}$ No. of cords.
 $\therefore 10\frac{1}{2} \times 128 = 1344$ cub. ft. in pile.
 $\therefore 1344 \div 24 = 56$ feet length of pile.

15. A steamer whose rate of sailing is 10 $\frac{1}{2}$ miles per hour, leaves Southampton for Bruce Mines, a distance of 175 miles, at 6 o'clock a.m. Another which leaves at 45 minutes past 10 o'clock a.m., arrives at Bruce Mines 15 minutes before the first. Compare their rates of sailing.

Solution. First steamer sails 2 $\frac{1}{2}$ miles per hour.
 \therefore " " " $\frac{1}{2}$ " " $\frac{21}{2}$ "
 \therefore " " " 175 " 16 $\frac{2}{3}$ "
 \therefore " " arrives at B. M. 40 min. past 10 p.m.
 and second " " " 25 " " 10 p.m.
 \therefore " " makes the trip in 10 $\frac{1}{2}$ hours.
 $175 \div 10\frac{1}{2} = 15$ miles rate per hour of second.
 \therefore rates are as 10 $\frac{1}{2}$ to 15,
 \therefore " " 7 to 10. Ans.

16. A man bought a house, which cost him $\frac{1}{5}$ of purchase money to put in repairs; it then stood empty for a year, during which time he reckoned he was losing $\frac{1}{10}$ of his total outlay. He then sold for \$1192.00 gaining $\frac{1}{10}$ of purchase money. What did he give for the house?

Solution. Let 1 = cost.
 $\therefore \frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$ = " of repairs.
 $\therefore \frac{1}{10} \times \frac{1}{5} = \frac{1}{50}$ = loss by being empty.
 $\therefore \frac{1}{10} \times \frac{1}{5} = \frac{1}{50}$ total cost of house.
 and $\frac{1}{10} \times \frac{1}{5} = \frac{1}{50}$ selling price.
 $\therefore \frac{1}{50} = \1192
 $\therefore \frac{1}{10} = 4$
 $\therefore \frac{1}{50} = \1000 . Ans.

17. A gentleman on arriving at Halifax, which is in 63° 36' west long., set his watch to true time. What time will his watch indicate at noon, when he arrives at Quebec in west longitude, 71°, 12', 15".

Solution. 71°, 12', 15" - 63°, 36' = 7°, 36', 15" = 27375" dif. in Lon.
 There are 360° in a circle and 1440 minutes in a day.
 $\therefore 1440 \div 360 = 4$ min. for every degree of Lon.
 and 1° = 3600".
 \therefore If 3600" = 4 min. dif. in time,
 $\therefore 1$ " = $\frac{1}{900}$ "
 $\therefore 27375$ " = 30", 25 sec.

$\therefore 30$ min. 25 sec. past 12 o'clock is the time by his watch.
 18. If the price of gold be \$20.00 an oz., and alloy 75 cents per oz., find the price of an ornament weighing 3 ozs., 16 carats fine, allowing $\frac{1}{4}$ of the cost of the material for workmanship.

Solution. By problem, gold = 16 parts out of 24,
 \therefore gold = $\frac{2}{3}$ of ornament or 2 ozs., and alloy = 1 oz.
 $\therefore 2$ oz. $\times \$20.00 = \40.00 ,
 and 1 oz. $\times 75c. = 75$ cents.
 $\therefore \frac{1}{4} \times \$40.75 = \$50.93\frac{1}{4}$ cost of ornament.

19. A cistern can be filled by two pipes, A and B, in 4 minutes and five minutes respectively, and emptied by C in 2 $\frac{2}{3}$ minutes. A is opened for 2 minutes, then A and B together for 1 minute, when C is also opened. In what time would the cistern which now contains 361 gallons be full? and how many gallons would have passed through A and B respectively? Ans. 1 $\frac{1}{2}$ min. 473 $\frac{1}{2}$ and 190.

Solution. By problem—
 A is open for 3 min. filling $\frac{3}{4}$ of cistern.
 And B " " 1 " " $\frac{1}{5}$ "
 $\frac{3}{4} + \frac{1}{5} = \frac{19}{20}$ part filled. C empties $\frac{1}{3}$ in a min.
 $\therefore \frac{1}{3} + \frac{1}{5} - \frac{1}{3} = \frac{1}{15}$ part filled in 1 min. when all 3 are open.
 If $\frac{1}{15}$ is filled in 1 min.
 $\therefore \frac{19}{20}$ are " " 30 "
 $\therefore \frac{1}{15}$ is " " 1 $\frac{1}{2}$ " Ans. or time required to fill cistern.

If $\frac{1}{30} = 361$ galls.
 $\therefore \frac{2}{30} = 380$ "
 $\frac{1}{2}$ of 380 = 95 " pass through A in 1 min.
 $4\frac{1}{2} \times 95 = 427\frac{1}{2}$ " " " A " $4\frac{1}{2}$ " Ans.
 $\frac{1}{2}$ of 380 = 76 " " " B " 1 "
 $2\frac{1}{2} \times 76 = 190$ " " " B " $2\frac{1}{2}$ "

20. The population of a city increases $\frac{1}{5}$ each year; its present population is 34,560. Find the difference between what its population was two years ago, and what it will be a year hence.
 Solution. $\frac{1}{5} \times \frac{1}{5} \times 34560 = 30375$ population 2 years ago.
 $\frac{1}{5} \times 34560 = 36864$ " 1 year hence.
 $30375 - 34560 = 4185$ Ans.

21. Bought 4 hds. of sugar, each containing 1825 lbs, at 6 $\frac{1}{2}$ ¢ per lb., and paid \$31.975 for freight, storage and cartage. Allow- ing $\frac{1}{5}$ for leakage and waste, for how much per lb. must I sell the remainder to gain $\frac{1}{4}$ of outlay?
 Solution. $1825 \times 4 \times 6\frac{1}{2} = \4562.50 cost price.
 $\frac{1}{5}(4562.50 + 31.975) = 610.28\frac{1}{2}$ selling price.
 $\frac{1}{5}$ of 7300 = 6935 lbs. to sell.
 $\frac{610.28\frac{1}{2}}{6935} = 8\frac{1}{4}$ or $8\frac{1}{4}$ ¢ nearly. Ans.

22. A room 20 feet long can be carpeted for \$48, with carpet worth a certain price per square yard; or for \$72, with carpet $\frac{1}{2}$ of a yard wide, worth 30 cents per yard more. Find the width of the room. 18 feet. Ans.
 Solution. $\frac{1}{2}$ of \$72 = \$36 cost, if second carpet were one yard wide.
 $\$60 - \$48 = \$12$ difference in cost.
 $\$12 \div 30 = 40$ square yards in room.
 $40 \text{ sq. yds.} \div 20 \text{ feet} = 18 \text{ feet. Ans.}$

23. Six men can do a piece of work in $7\frac{2}{3}$ days. How soon after beginning must they be joined by 2 men more, so as to complete it in $5\frac{1}{3}$ days? Ans. $1\frac{2}{3}$ days.
 Solution. If 6 men would require $7\frac{2}{3}$ days.
 $\therefore 1$ man " 46 "
 $\therefore 8$ men " 5 $\frac{1}{3}$ "
 $\therefore \frac{5\frac{1}{3}}{7\frac{2}{3}} = \frac{188}{207}$ part done by the 8 men.
 $\therefore \frac{207}{188} - 1 = \frac{19}{188}$ " 6 " before the 2 men came.
 Again if 6 men would do the whole work in $7\frac{2}{3}$ days.
 $\therefore 6$ " " $\frac{19}{188}$ of " $1\frac{2}{3}$ " Ans.

24. By selling a lot of land for \$600 gaining $\frac{1}{3}$ of cost; a second for \$600, losing $\frac{1}{3}$ of cost; and a third at a gain of $\frac{1}{3}$ of cost, I find I have made \$75 on the whole transaction. Find cost of each lot.
 Solution. $\frac{1}{3}$ of \$600 = \$200 cost of first.
 $\frac{1}{3}$ of \$600 = \$200 " second.
 $1250 - 1200 = \$50$ loss.
 By problem—\$75 total gain $\therefore 75 \times 50 = \125 to gain.
 If \$1 = gain on \$5.
 $\therefore \$125 =$ " \$625 cost of third.

25. Seven men engaged to do a piece of work in a given time, but 3 of them failing to come, the work was prolonged $7\frac{1}{2}$ days. In what time would the 7 men have done it? 10 days. Ans.
 Solution. By problem—
 $\frac{1}{7}$ of work is done by 4 men in $7\frac{1}{2}$ days.
 $\therefore \frac{1}{7}$ " " 1 man " $15\frac{1}{2}$ "
 $\therefore \frac{1}{7}$ " " 7 men " $15\frac{1}{2} \times \frac{7}{4} = 10$ days. Ans.

26. A garden is $10\frac{1}{2}$ rods long and $8\frac{1}{2}$ rods wide, and surrounded by a fence $7\frac{1}{2}$ feet high; a walk is laid out around it within the fence $7\frac{1}{2}$ feet wide at the sides, and $5\frac{1}{2}$ feet wide at the ends. How much remains for cultivation? 21,296 sq. ft. Ans.
 Solution. $4\frac{1}{2} \times 11\frac{1}{2} \times \frac{1}{2} = 14\frac{1}{2}$ length in feet.
 $\frac{1}{2} \times 11\frac{1}{2} \times \frac{1}{2} = 14\frac{1}{2}$ breadth.
 $14\frac{1}{2} \times 14\frac{1}{2} = 25364\frac{1}{2}$ area in sq. ft.
 $\frac{1}{2} \times 11\frac{1}{2} \times \frac{1}{2} = 2660\frac{1}{2}$ " " of two sides.
 $(143 - 15) \times \frac{1}{2} \times \frac{1}{2} = 1408$ " " " " ends.
 $\therefore 25364\frac{1}{2} - (2660\frac{1}{2} + 1408) = 21296$ sq. ft. Ans.

27. A grocer mixes 17 lbs of tea with 13 lbs. of superior quality, and gains $\frac{1}{3}$ of cost by selling at 65 $\frac{1}{2}$ cents per lb. If one kind cost 10 cents per lb. more than the other, find the price of each per lb.
 Solution. By problem $\frac{2}{3}$ of price = 65 $\frac{1}{2}$ cents per lb.
 $\frac{1}{3}$ " " = 10 $\frac{1}{3}$ " "
 $\frac{1}{3}$ " " = 54 $\frac{1}{3}$ " "
 $\therefore 30 \text{ lbs.} \times 54\frac{1}{3} = \1630
 and 17 " $\times 10 = 170$.

And $16.30 + 1.70 = 18.00 \div 30 = 60$ ¢. price of better tea.
 And $60 - 10 = 50$ ¢. " cheaper "

28. A certain principal, at simple interest amounts to \$1033.20 in $4\frac{1}{2}$ years; and to \$1041.40 in $4\frac{1}{2}$ years. Find the principal and rate per cent. Ans. \$820 and 6.
 Solution. $4\frac{1}{2} - 4\frac{1}{2} = \frac{1}{2}$ year, and $1041.40 - 1033.20 = \$8.20$ int. for $\frac{1}{2}$ year.
 If int. for $\frac{1}{2}$ year = \$ 8.20
 \therefore " " " " = 49.20.
 \therefore " " " " = 213.20.
 $\therefore 1033.20 - 213.20 = \820 principal Ans.
 If int. on \$820 for one year = \$49.20.
 " " " \$100 " " = \$6.00. Ans.

29. A speculator gained $\frac{1}{5}$ on $\frac{1}{2}$ of his investment and lost $\frac{1}{5}$ on the remainder, and his net profits were \$720.00. What would have been his profits had he gained $\frac{1}{5}$ on $\frac{2}{3}$, and lost $\frac{1}{5}$ on the remainder? \$405 Ans.
 Solution. $\frac{1}{5} \times \frac{1}{2} = \frac{1}{10}$
 $\frac{1}{5} \times \frac{1}{2} = \frac{1}{10}$ and $\frac{3}{10} + \frac{1}{10} = \frac{4}{10} = \frac{2}{5}$
 Again if \$8.00 are gained on \$50
 $\therefore 1.00$ is " " $\frac{1}{5}$
 $\therefore \$720.00$ are gained on \$4500 amount invested.
 $\frac{2}{5}(4500) \times \frac{1}{5} = \2340
 $\frac{1}{5}(4500) \times \frac{1}{5} = 2565$
 $\therefore 2340 + 2565 - 4500 = \405 Ans.

30. A farmer has a bin of wheat 16 feet long 7 feet 6 inches wide and 4 feet 4 inches deep, for which he is offered 85 cents per bushel by measure, or 84 cents per bushel by weight. If every bushel by measure weighs 62 lbs.; and a gallons contains 277 $\frac{1}{2}$ cub. inches, find which is the better offer, and the gain by accepting it.
 Solution. $16 \times 7\frac{1}{2} \times 4\frac{1}{3} = 520$ cub. ft. in bin = 898560 cub. in.
 $277\frac{1}{2} \times 8 = 2218\frac{1}{2}$ cub. in. a bushel,
 If $\frac{2218\frac{1}{2}}{898560}$ cub. in. = 1 bush.
 $\therefore \frac{898560}{2218\frac{1}{2}} = 405$ "
 $\therefore 405 \times 85 = \344.25 first offer.
 Again if 1 bush. weighs 62 lbs.
 $\therefore 405$ bush. weigh 25110 lbs.
 If 60 lbs are worth 84 cents.
 $\therefore 25110$ lbs. are worth \$351.54 second offer,
 $351.54 - 344.25 = \$7.29$ gain by latter offer.

31. If a gallon of water weighs 145.83 oz., Troy, and 1 pint of water contains 34 56 cub. inches, find the weight of cub. foot of water in ozs. avoird.
 Solution. If 34.56 cub. in. = 1 pint,
 $\therefore 1728$ " " = 50 "
 Again if 1 gallon of water weighs 145.83 oz. Troy,
 $\therefore 50$ pts. or $6\frac{1}{4}$ " " 911 $\frac{1}{4}$ " "
 Again 1 oz. Troy = 480 grs.
 $\therefore 911\frac{1}{4}$ " " = 437500 grs.
 If $\frac{437500}{1728}$ grs. = 1 oz. avoird.
 $\therefore 437500$ grs. = 1000 ozs. avoird. Ans.

32. The interval between the firing of two guns on a wharf is 10 minutes, and a passenger on board on approaching steam-boat hears the second report 9 minutes and 45 seconds after the first, the boat moving at a uniform rate, and sound travelling 1125 feet per sec. If the steamer's whistle is heard at the wharf, when she is 5 miles off, how soon after that will she arrive there?
 Solution. 10 min. — 9 min. 45 sec. = 15 sec.
 If in 1 sec. sounds travels 1125 ft.
 \therefore " 15 " " 16875 ft.
 Again by problem steamer travels 16875 ft. in 9 min. 45 sec.
 \therefore " " " 5 miles in 15 min. 15 $\frac{1}{2}$ sec. Ans.

CEISDAN.

Holiday Reading

AN HISTORICAL LIBEL SUIT.

On the twelfth of May, Earl Grey mentioned in the House of Lords that a Mr. Hone was proceeded against for publishing some blasphemous parody; but he had read one of the same nature, written, printed, and published some years ago by other people, without any notice having been taken officially of it. The parody to which Earl Grey alluded, and a portion of which he recited was

Canning's famous parody "Praise Lepaux;" and he asked whether the authors, be they in the Cabinet or any other place, would also be found out and visited with the penalties of the law. This hint to the obscure publisher against whom these ex-officio informations had been filed for blasphemous and seditious parodies, was effectually worked out by him in the solitude of his prison, and in the poor dwelling where he had surrounded himself, as he had done from his earliest years, with a collection of odd and curious books. From these he had gathered an abundance of knowledge that was destined to perplex the technical acquirements of the attorney-general, to whom the sword and buckler of his precedents would be wholly useless, and to change the determination of the boldest judge in the land to convict at any rate, into the prostration of helpless despair.

Altogether the three trials of William Hone, are among the most remarkable in our constitutional history. They produced more distinct effects upon the temper of the country than any public proceedings of that time. They taught the government a lesson which has never been forgotten, and to which, as much as to any other cause, they owe the prodigious improvement as to the law of libel itself, and the use of the law in our own day, an improvement which leaves what is dangerous in the press to be corrected by the remedial power of the press itself; and which, instead of lamenting over the newly acquired ability of the masses to read seditious and irreligious works, depends upon the general diffusion of this ability as the surest corrective of the evils that are incident even to the best gift of heaven, that of knowledge.

On the morning of the 18th of December there is a considerable crowd around the avenues of Guildhall. An obscure bookseller, a man of no substance or respectability in worldly eyes, is to be tried for libel. He vends his wares in a little shop in the old Bailey, where there are strangely mingled, two-penny political pamphlets and old harmless folios that the poor publisher keeps for his especial reading as he sits in his dingy back parlor. The doorkeepers and officers of the court scarcely know what is going to happen; for the table within the bar has not the usual covering of crimson bags, but ever and anon a shabby boy arrives with an armful of books of all ages and sizes, and the whole table is strewed with dusty and tattered volumes that the ushers are quite sure have no law within their mouldy covers. A middle-aged man, a bland and smiling man with a half sad, half merry twinkle in his eye—a seedy man, to use an expressive word, whose coat is wondrous brown and threadbare—takes his place at the table, and begins to turn over the books which wore his heralds. Sir Samuel Shepherd, the attorney-general, takes his seat, and looks compassionately, as was his nature to do, at the pale man in threadbare black. Mr. Justice Abbott arrives in due time, a special jury is sworn, the pleadings are opened, and the attorney-general states the case against William Hone for printing and publishing an impious and profane libel upon the Catechism, the Lord's Prayer, and the Ten Commandments; thereby bringing into contempt the Christian religion. "It may be said," argued the attorney-general, "that the defendant's object was not to produce this effect. I believe that he meant it, in one sense as a political squib; but his responsibility is not the less." As the attorney-general proceeded to read passages from the Catechism the crowd in court laughed, the bench was indignant, and the attorney-general said the laugh was the fullest proof of the baneful effect of the defendant's publication. And so the trial went on in the smoothest way, and the case for the prosecution was closed. Then the pale man in black rose, and, with a faltering voice, set forth the difficulty in addressing the court, and how his poverty prevented him from obtaining counsel. And now he began to warm in the recital of what he thought his wrongs, his commit-

ments, his hurried calls to plead, the expense of copies of the informations against him; and, as Mr. Justice with perfect gentleness, but with his cold formality, interrupted him, the timid man, who all thought would have mumbled forth a hasty defence, grew bolder and bolder, and in a short time had possession of his audience as if he were "some well-graced actor," who was there to receive the tribute of popular admiration. They were not to inquire whether he were a member of the Established Church or a dissenter; it was enough that he professed himself a Christian, and he would be bold to say that he made that profession with a reverence for the doctrines of Christianity, which could not be exceeded by any person in that court. He had his books about him, and it was from them that he must draw his defence. They had been the solace of his life. He was too much attached to them to part from them. As to parodies, they were as old at least as the invention of printing, and he never heard of a prosecution for parody, either religious or any other. There were two kinds of parodies: one in which a man might convey ludicrous or ridiculous ideas relative to some other subject, the other where it was meant to ridicule the thing parodied. This latter was not the case here, and therefore he had not brought religion into contempt. This was the gist of William Hone's defence. To show how fully this argument was worked—with what readiness, what coolness, what courage—would be to transcribe the trials of three days; on the first of which the defendant spoke six hours, on the second seven hours, and on the third eight hours. It was in vain that the attorney-general urged that to bring forward any previous parody, was the same thing as if a person charged with obscenity should produce obscene volumes in his defence. It was in vain that Mr. Justice Abbott repeated his wish that the defendant would not read such things. On he went, till interruption was held to be in vain. It was worse than vain, it was unjust. Truly did Hone reply to Mr. Justice Abbott, "My lord, your lordship's observation is in the very spirit of what Pope Leo the Tenth said to Martin Luther. For God's sake don't say a word about the indulgences and monasteries, and I'll give you a living—thus precluding him from mentioning the very thing in dispute. I must go on with these parodies or I cannot go on with my defence." Undauntedly he went on, from the current literature of the time such as grave lawyers read in their few hours of recreation, to the forgotten volumes of old theology and polemical controversy, that the said grave lawyers of modern days are accustomed to regard as useless lumber. The editor of "Blackwood's Magazine," was a parodist—he parodied a chapter of Ezekiel; Martin Luther was a parodist—he parodied the first Psalm; Bishop Latimer was a parodist and so was Dr. Boys, Dean of Canterbury; the author of the "Rolliad" was a parodist and so was Mr. Canning. Passage after passage did Mr. Hone read from author after author. He thought it was pretty clear that Martin Luther did not mean to ridicule the Psalms; that Dr. Boys did not mean to ridicule the Lord's Prayer; that Mr. Canning did not mean to ridicule the Scriptures. Why then should it be presumed that he had any such intention? As soon as he found that his parodies had been deemed offensive, he had suppressed them, and that he had done long before his prosecution. It was in vain that the attorney-general replied that Martin Luther was a libeller, and Dr. Boys was a libeller. The judge charged the jury in vain. William Hone was acquitted after a quarter of an hour's deliberation.

But "Guildhall saw another sight." With the next morning's fog the lord chief justice rose from his bed enfeebled by illness but undiminished in the energy of his talent. He had been deeply mortified by the acquittal of Watson for high treason. He was now resolved that the libeller should not go unpunished. "He swore," says Lord Campbell, "that at whatever cost he would preside in

court next day himself, so that conviction might be certain and the insulted law might be vindicated." With lowering brow Lord Ellenborough took his place on that judgment seat which he deemed had been too morefully filled on the previous day. The mild firmness of the poor publisher and his gentlemanly sense of the absence of harshness in the conduct of his first trial had won for him something like respect; and when on one occasion Mr. Justice Abbott asked him to forbear reading a particular parody, and the defendant said "Your Lordship and I understand each other, and we have gone on so good-humoredly hitherto, that I will not break in upon our harmony," it became clear that the puisne judge was not the man to enforce a verdict of guilty on the second trial. Again Mr. Hono entered the court with his load of books on Friday, the 19th of December. He was this day indicted for publishing an impious and profane libel called "The Litany or General Supplication." Again the attorney-general affirmed that whatever might be the object of the defendant, the publication had the effect of scoffing at the public service of the church. Again the defendant essayed to read from his books, which course he contended was essential to his defence. Then began a contest which is perhaps unparalleled in an English court of justice. Upon Mr. Fox's libel bill, upon ex-officio informations, upon his right to copies of the indictments without extravagant charges, the defendant battled his judge—imperfect in his law no doubt, but with a firmness and moderation that rode over every attempt to put him down. Parody after parody was again produced, and especially those parodies of the Litany which the Cavaliers employed so frequently as vehicles of satire upon the Roundheads and Puritans. The lord chief justice at length gathered up his exhausted strength for the charge, and concluded in a strain that left little hope for the defendant; "He would deliver the jury his solemn opinion, as he was required by act of Parliament to do, and under the authority of that act, and still more in obedience to his conscience and his God, he pronounced this to be a most impious and profane libel. Believing and hoping that they, the jury, were Christians, he had not any doubt but that they would be of the same opinion." The jury in an hour and a half, returned a verdict of not guilty.

It might have been expected that the prosecutions would have here ended. But the chance of a conviction from a third jury upon a third indictment was to be risked. On the 20th of December, Lord Ellenborough again took his seat on the bench, and the exhausted defendant came into court, pale and agitated. The attorney-general remarked upon his appearance and offered to postpone the proceedings. The courageous man elected to go on. The third indictment was for publishing a parody on the creed of St. Athanasius, called "The Smecurist's Creed." After the attorney-general had finished his address, Mr. Hono asked for five minutes delay to arrange the few thoughts he had been committing to paper. The judge refused the small concession, but said he would postpone the proceedings to another day, if the defendant would request the court to do so. The scene which ensued was thoroughly dramatic. "No, I make no such request. My lord I am very glad to see your lordship here to-day, because I feel I sustained an injury from your lordship yesterday—an injury which I did not expect to sustain. If his lordship should think proper, on this trial to-day, to deliver his opinion, I hope that opinion will be coolly and dispassionately delivered by his lordship. . . My lord I think it necessary to make a stand here. I cannot say what your lordship may consider necessary interruption, but your lordship interrupted me a great many times yesterday, and then said you would interrupt me no more, and yet your lordship did interrupt me afterward ten times as much. . . Gentleman it is you who are trying me to-day. His lordship is no judge of me. You are my judges, and you only are

my judges. His lordship sits there to receive your verdict. . . I will not say what your lordship did yesterday, but I trust his lordship will to-day give his opinion coolly and dispassionately without using either expression or gesture which could be construed as as conveying an entreaty to think as he did. I hope the jury will not be beseeched into a verdict of guilty." The triumph of the weak over the powerful was complete. "The frame of adamant and the soul of fire," as the biographer of Lord Sidmouth terms the chief justice, quailed before the indomitable courage of a man who was roused into energies which would seem only to belong to the master spirits that have swayed the world. Yet this was a man who, in the ordinary business of life, was incapable of enterprise and persevering exertion; who lived in the nooks and corners of his antiquarianism; who was one that even his old political opponents came to regard as a gentle and innocuous hunter after "all such reading as was never read;" who in a few years gave up his politics altogether, and, devoting himself to his old poetry and his old divinity, passed a quarter of a century after this conflict in peace with all mankind, and died sub-editor of a religious journal. It was towards the close of this remarkable trial that the judge who came eager to condemn, sued for pity to his intended victim. The defendant quoted Warburton and Tillotson, as doubters of the Athanasian Creed. "Even his lordship's father, the Bishop of Carlisle, he believed took a similar view of the creed." And then the judge said solemnly, "Whatever that opinion was, he has gone, many years ago, where he has to account for his belief and his opinion. . . For common delicacy, forbear." "Oh my lord, I shall certainly forbear." Grave and temperate was the charge to the jury this day, and in twenty minutes they returned a verdict of not guilty.

Knight's Popular History of England, Vol. 8.

Teachers' Examinations.

EDUCATION DEPARTMENT ONTARIO,
JULY EXAMINATIONS, 1885.

ENGLISH LITERATURE.

THIRD CLASS.

Examiner—JOHN SEATH, B.A.

NOTE.—150 marks constitute a full paper. In valuing the answers, marks will be deducted for bad literary form.

1. What is the connection between the Spenserian stanzas and the rest of "The Lady of the Lake?" Give details in each case.
2. Quote the description of Loch Katrine at "summer dawn."
3. "Have, then, thy wish!"—he whistled shrill,
And he was answered from the hill;
Wild as the scream of the curlew.
From crag to crag the signal flew.
Instant, through copse and heath, arose
Bonnets, and spears, and bended bows;
On right, on left, above, below,
Sprung up at once the lurking foe;
From shingles gray their lances start,
The bracken bush sends forth the dart,
The rushes and the willow-wand
Are bristling into axe and brand,
And every tuft of broom gives life
To plaided warrior armed for strife.
That whistle garrisoned the glen
At once with full five hundred men,
As if the yawning hill to heaven
A subterranean host had given.
Watching their leader's beck and will,
All silent there they stood, and still;
Like the loose crags whose threatening mass

Lay tottering o'er the hollow pass,
As if an infant's touch could urge
Their headlong passage down the verge,
With step and weapon forward flung,
Upon the mountain-side they hung.
The Mountaineer cast glances of pride
Along Benledi's living side,
Then fixed his eye and sable brow
Full on Fitz-James—"How say'st thou now?
These are Clan-Alpine's warriors true;
And Saxon—I am Roderick Dhu!"

(a) Develop the meaning of "are bristling," "gives life," "as if the yawning hill to heaven a subterranean host had given," "their leader's beck and will," "hollow pass," "urge their headlong passage down the verge," "Benledi's living side," "fixed his eye and sable brow."

(b) Indicate the chief means by which the poet has given beauty and force to his language.

(c) What is meant by describing this scene as highly dramatic?

(d) Write concise elocutionary notes, bringing out as fully as possible the spirit of the passage.

4. Contrast life in the village before Rip's long sleep with life there on his return.

5. Whoever has made a voyage up the Hudson, must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lordling it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day produces some change in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a band of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

(a) What personal attributes does Irving assign to the Kaatskills in this description? Develop the meaning of each of the expressions used to denote these attributes.

(b) *Every change—barometers.* Account for the repetitions here. What justification does Irving give for describing the mountains as "barometers"?

(c) We have, "are clothed" and "print" but "will gather" and "will glow and light up." Explain this use of "will."

(d) Distinguish the meanings of "made a voyage" and "sailed" "bold" and "distinct," and "glow" and "light up."

(e) Show from the derivation, the exact meaning of "dismembered" and "perfect."

(f) What characteristics of Irving's style are here exemplified?

6. Write concise critical and explanatory notes on the following passages.*

(a) The Knight of Snowdon, James Fitz-James.
Lord of a barren heritage,
Which his brave sires, from age to age,
By their good swords had held with toil,
His sire had fallen in such turmoil,
And he, God wot, was forced to stand
Oft for his right with blade in hand.

(b) And thus an airy point he won,
Where, gleaming with the setting sun,
One burnished sheet of living gold,
Loch Katrine lay beneath him rolled,
In all her length far winding lay.
With promontory, creek, and bay,
And islands that, empurpled bright,
Floated amid the livelier light,
And mountains, that like giants stand
To sentinel enchanted land.

(c) The rocks presented a high, impenetrable wall, over which the torrent came tumbling in a sheet of feathery foam, and fell into a broad, deep basin, black from the shadows of the surrounding

* In answering this question, the candidate will be expected to explain and comment on the chief difficulties only, and to point out any blemishes and develop any beauties of thought or expression.

forest. Here, then, poor Rip was brought to a stand. He again called and whistled after his dog; he was only answered by the cawing of a flock of idle crows, sporting high in air about a dry tree that overhung a sunny precipice; and who, secure in their elevation, seemed to look down and scoff at the poor man's perplexities.

HISTORY.

THIRD CLASS.

1. Write a clear and concise account of the inhabitants of England before and when the Romans arrived. What traces of the presence and influence of the Romans are still to be recognized there?

2. Mention the leading features of the Feudal System. Explain the causes of its decay in England.

3. Narrate the circumstances that led to the assembling of the first English House of Commons. Show how the country had previously been governed.

4. When and by what means did parts of France come under English rule? State how they were severally lost.

5. What was the condition of Education and of Literature in England under the Tudors?

Name the great English authors of that period and give some account of their writings.

6. Explain clearly what is meant by Responsible Government. Give the history of its establishment in Canada.

7. Write brief notes on the Quebec Act, Abolition of Seigniorial Tenures, Secularization of Clergy Reserves, Expulsion of the Acadians, Treaty of Washington.

Educational Notes and News.

ONTARIO.

A correspondent speaks in strong terms of the flourishing condition of the Stayner Public school, under its present efficient Head Master, Mr. D. L. McPherson. The discipline and classification of the school are said to be excellent. Our correspondent also refers to the interesting fact that the Chairman of the Stayner Board of Trustees, Mr. Andrew Hill, has occupied a position as trustee for more than twenty four consecutive years. A good record.

It is pleasing to note that one of the young ladies who successfully passed the late matriculation examinations, was a representative of the colored race.—Miss Blanche Williams, of Brantford Collegiate Institute. Miss Williams passed in mathematics, history, geography, classics, and English, and obtained second-class honors in French and German. We believe two colored ladies, the Misses Jones, of Chatham, matriculated some years since, but did not proceed, as women were not then admitted to attend lectures in University College.

Mr. Bellamy, the mathematical teacher of the Oshawa High School, has tendered his resignation to the Board of Education, owing to his acceptance of the position of Head Master of the High School at Colborne, Northumberland County, his old home. He gets a salary of \$900 in his new position.—*Wentworth Chronicle*.

The winner of the "Gunn Scholarship, \$100," at the recent Matriculation Examination in connection with Queen's University, was J. H. Mills, an old Renfrew boy.

Mr. H. Kay Coleman, Head Master of the Peterborough Public Schools, recently received a pleasing proof of the regard in which he is held by his associates and pupils, in the gift of a silver tea set, which was presented to him at his residence by the teachers and pupils of the schools over which he presides. We are glad to notice that the trustees have voted to increase Mr. Coleman's salary, and that his efficient labors are to be continued in Peterborough.

Mr. R. K. Orr, B.A., has been appointed Modern Language Master of Guelph Collegiate Institute, to begin service on the opening of the school after the holidays.

On the evening of July 15th the pupils of Newcastle High School surprised Mr. Jardine, the Head Master, by reading a flattering address, and presenting him with a set of silverware.

The *Hammarville Statesman* is proud of the honors won by pupils of the High School of that town, at the recent University examinations.

Miss Ellen Freeman, of Nova Scotia, has been appointed Lady Principal of the Ladies' Department of Woodstock College.

The schools of Charlottetown, P.E.I., cost about \$17,000 per year. The school population of the city is estimated at about two thousand two hundred, of whom about two hundred are attending schools in the Royalty, four hundred the convent schools, thirty St. Peter's schools; and (according to the above statement) eleven hundred and sixty-four the city schools,—leaving about three hundred who are not in regular attendance at any school.

A sweet girl graduate of the Harvard Annex, this year, showed a higher percentage in the classics than any of the young men in the parent institution. The latter, however, find solace in pointing to Harvard's brilliant record in the various athletic contests of the year.

Two hundred and forty representative teachers from different parts of the Province were received at Government House yesterday afternoon. They admired the beautiful grounds, inhaled the fragrant perfume from the flowers in the conservatory, and inspected the rare paintings which adorn the walls of Government House. Dr. May conducted the party to the Zoo, where Ald. Piper was introduced and made a few remarks. They gazed upon the ferocious animals and took their leave of Mr. Piper after having a thoroughly enjoyable as well as profitable visit. These are teachers from High, Model, and Public Schools, who are taking a course of instruction in drawings.—*Toronto Globe of 23rd ult.*

There were present at the meetings at Newport from fifteen hundred to two thousand teachers. Only two or three meetings of the Institute, during the fifty-five years of its existence, have exceeded it in numbers. In quality, value, and real enjoyment, this meeting ranks high among all the meetings ever held. Several of the papers were of a very high order, and will have an important influence upon the future history of education in this country.—*N. E. Journal of Education.*

TRAINING INSTITUTES AND READERS.

MEMORANDUM FROM THE EDUCATION DEPARTMENT.

The Education Department has completed arrangements for the establishment of a Training Institution at Kingston and Hamilton, and accordingly announces that such institutes will be opened on September 8th for the purpose of qualifying graduates in Arts and holders of first-class non-professional certificates to be assistant masters in High Schools.

Heretofore a graduate of any university in Ontario was eligible to be appointed assistant master in a high school or collegiate institute. By the regulations of the Department respecting high schools a graduate in order to be qualified as an assistant master must now take his professional course at a training institute, and pass the examination prescribed.

By an Order in Council passed on the 22nd of September, 1882, it was provided that persons holding second-class Provincial certificates would not be eligible for appointment as assistant master in high schools. This order was suspended from year to year, but by a new regulation it is now confirmed. It is provided, however, that any teacher who on the 1st day of July, 1885, was employed as an assistant in a high school or collegiate institute, shall be deemed a legally qualified assistant for such high school, but for no other until he has passed the examination herein prescribed at a training institute.

Holders of a first-class non-professional certificate will also, hereafter, get their professional standing at a training institute. Provision will be made for allowing attendance at a Normal School and experience as a teacher in some cases to be taken in lieu of actual attendance. The final examination will, however, be obligatory.

Under the regulations of the Education Department Parts I and II and the 2nd book of the old Ontario Readers cease to be authorized for use in the Public Schools after the 1st of August. The 3rd, 4th, and 5th Readers may be used until the 1st of January, 1886, but no longer. The authorization of the Royal Readers and the Gage Readers also expires on the 1st of January, 1886. The new Ontario series, from the 1st to the 4th Reader inclusive, and the Tablet Lessons of Part I will be ready for the opening of the schools in August.

The regulations respecting Public and High Schools are being consolidated, and will be distributed along with the new School Acts about the middle of August.

QUEBEC.

From Our Own Correspondent.

Teachers' Institutes which were introduced into the Province of Quebec last year have done a great deal in promoting the interests of Protestant education in this Province. Our Normal School session has been shortened, and the Professors have been directed to hold Normal Institutes at local centres throughout the Province. The first Institute for the current year opened at Bishop's College, Lennoxville, on June 30th. Notwithstanding the very unfavorable weather ninety-three teachers came to take advantage of the lectures which were delivered by Dr. Robins, Dr. McGregor, and Rev. Elson I. Rexford. The best methods of teaching arithmetic, Grammar, Drawing, Singing, Language Lessons, and Scripture History, were discussed by the lecturers during the four days in which the Institutes were in session. The teachers present manifested great interest in the work of the Institute, and took an active part in the discussion. The Lord Bishop of Quebec, Dr. Heneker, and Mr. Masten, members of the Council of Public Instruction were present, and took part in the proceedings of the Institute. During the following week a similar meeting was held at Waterloo, which was attended by one hundred and fifteen teachers. The citizens of Waterloo extended hospitality to the members of the Institute, and the excellent arrangements made by the local committee did much to promote the success of the meeting. The third and last of these gatherings for the year is to be held at Ormstown. The success of these Normal Institutes is now established, and they will exercise a powerful influence in raising the efficiency of the teachers' work throughout the Province.

The Convocation of Bishop's College, Lennoxville, which took place June 25th, was an occasion of special interest. The approaching retirement of Dr. Lobby filled many hearts with regret, for it was generally felt that his removal marked a crisis in the history of the college. Great faith, however, is expressed in the new principal, the Rev. Mr. Adams, who takes charge of the college in September next. Honorary degrees were conferred upon the Bishop of Niagara, Bishop of Iowa, Robert Hamilton, Esq., and others. The Convocation was one of the most interesting and successful that has been held for several years.

The Closing Exercises of the more important schools of the Province were held as usual during the last days of June. The reports presented by the principals of the several schools show that good progress is being made by our superior institutions. Dr. Howe, the veteran head master of the High School, Montreal, in presenting his annual report took occasion to refer to the increasing distaste among parents and pupils for the study of Latin and Greek.

NOVA SCOTIA.

From our own Correspondent.

The closing exercises of the Provincial Normal School, Truro, were held on the 14th inst. The proceedings were witnessed with delighted interest by an unusually large gathering of spectators. Among others present outside of the Faculty and leading citizens of Truro may be mentioned, Sir Adams Archibald, Hon. W. S. Fielding, Provincial Secretary, Hon. J. W. Langley, Chief Superintendent of New Brunswick, Dr. Allison, Provincial Superintendent of Education, Supervisor McKay of Halifax and a large number of Inspectors and leading teachers of the Province gathered to attend the forthcoming session of the Provincial Educational Association. The programme of professional exercises was most successfully carried out as follows:

1. Examination of the students on the principles of teaching, by Miss Brodie, of Halifax, and Miss McQueen, of Pictou county.
2. Lessons on industrial drawing, conducted by Miss Cobb, of Yarmouth, and Miss Florence, of Halifax.
3. A lesson on physics, conducted by Mr. J. Fritz, of Annapolis county.
4. Lesson on the geography of Afghanistan, conducted by Miss Warner and Miss Moody, of Halifax.

These lessons were interspersed with vocal and instrumental music by the students of the institution.

The Governor-General's medals were awarded as follows:—Silver, Miss Mosely, Halifax, Bronze, Miss Cunningham, Halifax.

The subject of the competing essays was announced to have been "The Educational Reformer Jacotot." The medals were presented by Sir Adam Archibald. The following statistics were presented by the Principal:—Total number of students enrolled during session, 225; obtained professional classification, 162; Grade Superior 9; Grade Good, 78; Grade Fair, 78. The pupil-teachers

receiving Grade Superior Diplomas were as follows:—Maggie Moody, of Halifax; Lizzie N. Hibbert, of Yarmouth; Sara Creelman, of Stewiacke; Jessie Rettie, of Truro; Bessie Warner, of Halifax; Blanche McLatchy, of Windsor; Lily A. Scott, of Newport; Elizabeth Stewart, of Pictou; Jessie McQueen, of Sutherland's River.

Following the regular exercises were addressed of an informal character from several of the visitors present. The Provincial Secretary gave eloquent expression to his gratification at being present; and reviewing the educational occurrences of the year, congratulated the Province on the willingness of her public men "to bury the hatchet" of party warfare when considering the claims and interest of education. The Hon. Mr. Langley emphasized the importance of physical culture and of attention to the amenities of speech and behavior on the part of both pupils and teachers. Sir Adams Archibald interestingly advocated the claims of arboriculture, while Chief Superintendent Crockett spoke in warm terms of the meritorious character of the exercises of the day. Drs. Allison and Rand also made brief speeches.

Literary Chat.

Messrs. Ginn & Co. have in press and will issue about Aug. 15th a new work entitled "A Handbook of Poetics": by Francis B. Gummere, Ph.D., Head Master of the Swain Free School, New Bedford, Mass., and formerly Instructor in English in Harvard College. The book is designed to supply the lack of a good textbook on the science of poetry, such as are in use in the German schools. It is claimed that to make poetics a branch of instruction in literature is not to complicate, but to simplify, the work of that department.

The Normal Book Concern, of Ladoga, Ind., announces the publication of the second of a series of School Helps, of which "United States History Outlined" was the first. Number Two will be "Civil Government Outlined." It will consist of a complete topical analysis of Civil Government in general, and of The United States Constitution. It is a commendable fact that teachers everywhere are taking a lively interest in this important branch of study. "Civil Government Outlined" will be ready for distribution in a few days. Price by mail, 10 cents.

The transactions of the Hamilton Association now going through the press are to contain a monograph on Canadian Ornithology, by Thomas McLivraith, Superintendent of the Ontario District for the Migration Committee of the American Ornithologists' Union. The paper will give in detail the habitat, technical and common name, and a description of the nest and eggs of two hundred and seventy Canadian birds, and cannot fail to be of great interest and value to students on ornithology.

Messrs. Cupples, Upham & Co., are about publishing a little book by William H. Rideing, entitled "Thackeray's London, His Haunts and the Scenes of His Novels," which will no doubt prove very attractive to all admirers of the great humorist and novelist.

MacMillan's Magazine for July opens with "An Australian Appeal to the English Democracy," by Bernard Wise. The paper may be described as a fresh attempt to solve the Imperial Federation problem, but the writer is far more successful in pointing out the difficulties in the way of any other project than in proving the feasibility of his own.

"Free Niagara," from the Art-Printing Works of Matthews, Northrop & Co., Buffalo, N. Y., is not only a beautifully illustrated guide to the wonders of Niagara, now thrown open to the public in the Free Park which New York has so generously established, but is also a proof of wonderful business enterprise and energy, as coming from an establishment which was almost totally destroyed by fire on the 16th of April last.

Question Drawer.

QUESTIONS.

Will you kindly inform me where I can find the following pieces of poetry:—(1) "Alum Ben Adhem," by Leigh Hunt; (2) "The Children's Home," by Longfellow; (3) New Year's Eve, "Ring Out Wild Bells," by Tennyson; (4) "There's a Good Time Coming," by Charles Mackay.

F. G. H. B.

1. To whom can I apply to get full information concerning educational matters in Dakota?

2. Concerning Idaho?

3. Give solution of following:—A man borrows \$1,000 at six per cent. interest, principal and interest to be paid in ten equal annual instalments. What will each instalment be? A SUBSCRIBER.

1. Please give solution of Problem 57, Ex. LXXVIII, Hamb. Smith's Algebra; (2) of problem 58, same exercise, and (3) problem 61, same exercise, page 163, and oblige IGNORAMUS.

ANSWERS.

F. G. H. B.—We do not know any book containing all of the extracts referred to. Some of them may be found in the School Readers, e.g. (1) is in Gage's Fourth Reader; (1) and (4) may also be found in *The Town and County Reciter*. The others we do not know where to find outside of the volumes of the respective author's works.

A SUBSCRIBER.—1. Hon. W. H. H. Seadle, Territorial Superintendent of Public Instruction, Yankton, Dakota

2. Hon. James L. Onderdonk, Territorial Superintendent of Public Instruction, Boise City, Idaho.

Literary Review.

THE SEVEN AGAINST TREMER OF AERCHYLAR. With an introduction and notes by Isaac Flagg, Professor in Cornwall University.

This is an attractive edition from the press of Ginn & Company, Boston, Mass. The Greek letter-press is beautifully clear and distinct, the historical and analytical introduction, though brief, is comprehensive and well written, and will be of great service to the youthful student in helping him to trace the deeper meaning of the play, all the way up to the closing scenes in which the division of the chorus and accession of one-half of A to side of Antigone, enabling her to disregard the edict and carry into effect her determination; "restores to the ethical its due elevation above the civil view, and overlays the temporal considerations of the play with the eternal thoughts which the whole trilogy was meant to inculcate." The notes are copious, occupying nearly two-thirds of the whole volume, but probably not too full for beginners. So far as we have been able to examine them they seem to be eminently judicious and helpful.

OBJECT LESSONS ON PLANTS, an Elementary Botany for Primary, Intermediate and Grammar Grades; including a transcript of lessons given in Primary Department, Grammar School No. 49, New York City. A. Lovell & Company, New York. This very useful and handsome manual constitutes part 3 of "Practical Work in the School room," in course of publication by the same company. The explanations in the work before us are simple, the arrangement seems good, and the directions for the aid of the teacher are clear. If this and similar books, for making which our American cousins have such a genius, have any special fault, it would seem to lie in the direction of making the work of the teacher too easy and his way too smooth; and thus tempting him to neglect that vigorous personal study and effort without which the highest success is impossible.

LECTURES ON TEACHING. J. G. Fitch M.A., American edition, Macmillan & Co. It seems almost superfluous to say anything with respect to a work now generally regarded as an authority by the majority of educators. The new edition, however, presents in addition to the thought of the writer, a brief history of the origin of the work, is neatly printed, though perhaps in too small type, and will doubtless become generally circulated amongst the profession that it addresses. To those, if any, who have not yet read Prof. Fitch's lectures we would earnestly recommend this volume. It is the work of a scholarly teacher written in clear, concise, sometimes eloquent style and points out the mistakes of young and thoughtless teachers by dialogues and examples drawn from the result of a careful and extensive course of reading. Delivered as lectures the subject matter possesses that charm of personal interest that pertains to no mere, philosophical dissertation on this great subject, pedagogy. The teacher who reads this work carefully must arise from its perusal refreshed and invigorated, and prepared to perform his responsible duties more intelligently, and hence more satisfactorily than before.

HAND BOOK OF DATES, by Henry C. Brown, Published by A. Lovell & Co., New York. The Handbook of Dates is, as its preface plainly shows, the work of an enthusiast in this sphere. Of late years it has been the custom to regard a knowledge of the exact date of an event as useless information perhaps as the sign of a pedant. The philosophy of history has usurped the place of the good old cram of names and dates. It may be that we are drifting too far from the exact, and are becoming too fond of generalizing from hasty and badly digested information. To supply a convenient handbook for arriving at the exact date of any great event of history and to do this without unnecessary loss of time are the aims of the author both of which he has satisfactorily overtaken. We would recommend this most little work to the student on account of its convenient size and arrangement, and to the general reader because it will enable him to satisfy himself concerning matters that constantly arise in ordinary literature.

Letters addressed to the editor of this paper on matters of interest should always be written with one of Esterbrook's delightful easy-writing pens.