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# The Canada School Journal.

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## The Canada School Journal

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### CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.  
Recommended by the Minister of Education for Ontario.  
Recommended by the Council of Public Instruction, Quebec.  
Recommended by Chief Superintendent of Education, New Brunswick.  
Recommended by Chief Superintendent of Education, Nova Scotia.  
Recommended by Chief Superintendent of Education, British Columbia.  
Recommended by Chief Superintendent of Education, Manitoba.*

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

### BLACKBOARD WORK.

Mr. Leitch observes, "This I take to be the golden rule in all teaching, viz., that in all school work children should do as much as possible for themselves—in other words *be trained*." The test of good teaching is the ingenuity and success of the teacher in applying this many-sided principle so as to maintain constant activity and pleasing variety. Every rational method must aim at carrying out this principle so as to interest the learner and completely avoid monotony. The Kindergarten has this for foundation. In our ordinary schools the black-board furnishes one of the simplest means of giving effect to the doctrine above enunciated. The laziest boy in school will *work* for the privilege of using the chalk ten minutes at the board. On a sultry afternoon during the last hour, when the attention flags and effective teaching seems no longer possible, let the teacher suddenly break the monotony with a cheerful school-song for five minutes, and then in rapid succession give out a variety of exercises to be done on the black-boards by as many pupils as can be accommodated at once.

"John Smith—Arithmetic page 99, question 6. Mary Johnston—The provinces of the Dominion with their capitals. Thomas Brown—List of the Angevin sovereigns with dates. Ella Morrison—Map of the Ottawa with its tributaries. Freddie Beatty—Avoirdupois Weight. Annie Jarvis—Names of the days of the week and of the months of the year. Johnnie Thompson—Draw the face of the clock showing the correct time. Katie Anderson—Write from memory three stanzas of 'Mary had a little lamb.' &c., &c. Time, fifteen minutes. All must resume their seats when the bell rings. Remaining part of class, take slates, write down in complete sentences what you think of any three of the black-board exercises. Five minutes will be given to hear your remarks."

Every pupil will instantly feel this stroke like a shock of electricity. The hum of real work resounds. There is a little bustle and noise. So much the better. A healthy noise is preferable to sleepy silence. At the end of half an hour all hands will be ready to go on with the usual programme, and will be grateful for the interruption. Next day the promise of work will secure industry more effectually than a solemn lecture on laziness, or a tirade of impatient scolding. It is folly to run the engine when the belt is off, we cannot teach without active attention; cold water will not make tea, the warmth of interest and pleasure is necessary to extract educative power from school exercises. Moral—Let every teacher agitate until every school has abundance of blackboards so placed that the smallest child in the school can reach them.

### BOOKS FOR TEACHERS.

The shortest books are often the longest. All who wish for mastery of any subject must go to the masters and keep tolerably clear of compends and summaries. These are usually far more difficult than the larger works they attempt to abridge and condense. If a teacher really wishes to acquire the art of Socratic questioning so that he may have something practically useful let him read the translations of Xenophon's *Memorabilia* and Plato's *Dialogues*. They will cost little and enable him to hear Socratic teaching itself, instead of merely hearing about it at second-hand. The third book of Mill's *Logic* will give one a speedier entrance to the method of induction than any number of short abstracts in which the paucity of examples and illustrations increases in duplicate ratio the difficulty of grasping and assimilating. "We shorten our books, and lengthen the time required to read them," says a good authority. By compressing the matter we squeeze out the flavor and lose the spirit. What was originally interesting and pleasant becomes dry and difficult. History and literature furnish clear examples of this principle. Compare the arid dicta of Spalding with the sprightly pages of Taine, or the ordinary school history with the fascinating stories of Green, Froude, Knight, or Macaulay. As repositories of dry facts compends may be excellent school-books, but they are not fit for teachers who need the power to clothe the skeleton, and cause dead facts to live and move before their pupils. So in the history of education also, it is cheaper and better to begin at the fountain head and read the larger books first. Abridgments will afterwards be useful for rapid review and will aid thorough digestion.

But if a teacher's circumstances prevent him from consulting the great works, then the lecture form should be preferred to formal analysis, as more likely to convey the real spirit and meaning. As many young teachers are seeking guidance in

their purchases at this season, we mention a few books which will be sure to turn out good investments: Russell's *Modern Europe*, Goldwin Smith's *Three English Statesmen*, Frank Bright's *History of England*, Fitch's *Lectures on Teaching*, Mathew Arnold's edition of Johnson's *Lives of the Poets*, Shaw's *English Literature*, Gladman's *School Methods*, Leitch's *Practical Educationists and their Systems of Teaching*, Mahaffy's *Old Greek Education*, Oscar Browning's *Educational Theories*, McCosh's *Intuitions of the Mind*, and Hopkins' *Outline Study of Man*.

Any teacher who will read such books as these we have mentioned will not soon stop growing; he will catch the step of the masters he walks with, and find his heart burning with their spirit and enthusiasm, while his contemporaries who stagnate in aimlessness will by and by be unable to understand how he comes to get such rapid promotion to lucrative positions. Make your own compends is the best motto.

#### REPORTS OF CASES.

We have frequently asked teachers to send us facts from their experience to tell us how they have been successful with whispering, tardiness, low morals, stubbornness, disobedience, inattention, how they have managed peculiar and difficult cases. A few have responded, but only a few. We shall not make satisfactory progress in the art of teaching until our teachers observe with accuracy the results of their experience in the school-room and report them carefully to their professional journal as the physicians are doing. At present the accumulated experience of our most powerful teachers does not tell, as it easily might do towards the general elevation of the teaching profession. Brethren, begin to-day. If teachers would unite for the common good of their profession, they might very soon wield much more influence than at present. Let us take a leaf out of the book of the medical men and embrace solid union on professional matters, therein lies our power.

Truancy is often very difficult to overcome. The principal of a Western town in Ontario adopts the plan of taking bail for a boy's regular appearance at school, and it is reported to be fairly effective. He gets several pupils to go security for their class-mate, and as it seems to us, the relation thus set must be highly beneficial to all the parties concerned. It is certainly a method in keeping with self government and the education fit to produce a free, self-governing race.

Some years ago the principal of a large public school in Ontario found a boy over whom both parents and teachers had lost all control. His father was excessively severe, and had punished him many times with no good result. The boy's violence, bad language, and utter defiance of authority were the terror of his class. He was treated on all hands as a hopeless criminal. The principal was asked to expel the boy, on the ground that his example was an injury to the school. Suspend-

tion had previously been tried without effect. The boy was sent for after school; the principal sat down beside him in a private room, and had a friendly conversation, in the course of which the boy acknowledged the truth of all the reports against him. The key to his sympathy was found through reference to the drowning of his little brother. He was led to detail the sad accident, and was deeply moved. The teacher determined to give him another trial, and ordered him to come and report himself regularly four times each day for the next three months. Accordingly at recess, at noon, at recess again, and after school each day James went to the principal, before going out. The report was simply a statement that he had behaved properly. At first these reports were often verified by a note from the teacher. At the end of three months, his conduct was so much improved that he was only required to report at noon and at four o'clock, and was sometimes invited to take a walk after school. In short, where violence had signally failed, kindness and sincerity were eminently successful.

We clip the following from the *N. E. Journal*. It is from the pen of Mrs. Eva Kellog:—

A bright little girl brought me a bunch of buttercups this morning, gathered in a flying country visit, and the involuntary "O—h!" as I caught them from her hand made the astonished children look up in wonder. One breath of their wild, earthly fragrance, and I was back again, a little girl, bending over the meadow-brook, gathering these yellow fringes on either side, as unconscious that I was studying from nature as that I was painting a picture in childhood's memories that would grow brighter every springtime of maturer life, till the longing for the old joyous associations of awakening spring would come to be a positive homesickness.

This one quick thought backward, and the next was for the city children before me. Poor things! thought I, you are being robbed every day of your natural birthright. Holding up this bunch of golden blossoms, I asked, "Who knows what these are? Who ever saw them growing?" Only a hesitating hand here and there in answer. I did not talk geography nor arithmetic in the next half-hour; nor I did not take the naturalness out of these little country visitors by calling them marsh-marigolds; nor did I call attention to the technical stamens and petals; but I just let those starved children leap over that low stone wall into the boggy meadow and gather them for themselves. They jumped that winding brook as they liked; they wandered away into firmer ground, and hunted for violets; they shouted over the Alder-tassels; they made discoveries everywhere. "But did you not bring them all back to a reproduction of this on their slates as a language-lesson?" asks some progressive utilitarian, who sees in this exercise,—an excellent one in its place,—only the fitting climax to every talking-lesson. No; it did not occur to me that

"Books in running brooks"

would suffer from the absence of this inevitable appendix. As well try to crystalize the subtle perfume of a bed of violets as to attempt to put on a slate the aroma of country spring-life which I tried to bring into that school-room. It is slightly difficult to reproduce soul-cultivation on a slate.

We take the following "cases" from Mr. David Maclure's articles in the *Teacher's Companion*, entitled "The School-master's Visitors":—

There comes the irate female. Heaven smile upon the teacher now! If he be of limb and good at vaulting back

fences, his safety is possible, but if old or shut off from escape he's "in for it." The aforesaid female is polite; she is doing her best to be polite and calm, though trembling in the attempt. She commences by cross-examining the teacher, but unfortunately forgets the sequence of logic and fact necessary to bring about a combination which (prepared beforehand) is to hopelessly entangle the teacher and cover him with the evidence of his own guilt. She fumbles with twitching fingers among the folds of her dress to find the lost thread of her arguments. Not finding it she becomes desperate, her thin film of etiquette evaporates; she stands as she was created, a silly and ill-tempered creature, totally unfit to be the custodian of an immortal soul (said immortal soul having, in the person of a youth named Edward, been reprimanded the day before for throwing a slate at a fellow-student in the primary department). She lifts her voice and utters her rhapsody in the treble clef, her vocabulary being somewhat limited, and rarely classic, she pours forth her billingsgate with vehement reiteration, she is in her element now and she revels in it; so with abuse and threats, she hurls her last volley at the devoted victim, and leaves *en route* for all the trustees, superintendents, and school boards in the country, who "will hear of this, sir, will hear of it, I say, before the blessed day is ended."

Comes the Hibernian visitor with the marks of his daily toil upon him, and his short, black pipe, which he endeavors to conceal in his horny hand, comes and says in his richest brogue, "I'll tell ye what ye'll do, young master. Ye'll take a good stout stick, d'ye hear me, and belt it into him. Shure and if ye don't do that same he'll have the best av ye; but indade, young master, I'll lather the bye meeself this night, plaze God, if I can lay me hands on him, and bedad! I'll get hould av him after he's in bed, d'ye hear, and good day to ye." And so he goes, and I picture a novel and exciting chamber scene, full of more horrors to one poor youth than even those that befell the luckless Desdemona at the hands of the Moor.

Comes the stolid German visitor. I hear his heavy boots on the stairs, and he salutes me in a loud, gruff voice, touching his hat in lumbering politeness. "I shust comed to say somedings about dot poy what is mine, dot Yacob. Well, dot poy comed to me lasdt night, und he say to me dot he vas keeped in after dis school vas oud, and all for nottings. For notting, I say. 'Vell,' he say, 'for nottings, but shust because I have not learned my lessons all day.' And did dot teacher keep you in for dot? I say. 'Yes, fadder,' he say. What is dot you say, Yacob? Did dot teacher keep n' poy in for dot? My good gracious, is dot so? Vell, ve will see about dot. Shust you go oud und got me dot horsewhip. So Yacob, he bring me dot whip, und I say, Now, my son, I tink dot teacher did not right, und I will shust begin where he left off. So I gif him some lickings mif dot whip, und I tink he will not tell me some more stories about dot teacher pooty quick already. Hey? what you tink?"

### PEDAGOGY AT THE UNIVERSITIES.

*The Schoolmaster* says: "The signs of the times are strangely misleading if they do not indicate a rapid approach to the days when the Universities will have a close connection with the certification of teachers. It is no new thing to insist upon the advantage of a university training for the young teacher. . . . that something more is desirable than is now provided by the training colleges for the great majority of the future teachers of the United Kingdom. To a certain extent, the training college students of Scotland are allowed to have the advantage of a university career. Teachers themselves are

alive to the necessity for such a double preparation, and frequently of late the strong desire has been publicly proclaimed. It is not mere scholarship alone that is wanted, nor the ability to take such degrees as those of London University. It is the self-measurement with the inevitable culture that comes from contact with those who are preparing for various walks in life. By widening a teacher's knowledge of men, especially of young men preparing for the professions, the general work of education must be improved."

The *Scotsman* has the following:—"Hitherto, the difficulty in the way of this has been that the requirements of the ordinary Arts' Degree are both wider and higher than are needed in cases of teachers who are to take charge of small schools in remote parts of the country; hence the expedient adopted of allowing only certain Normal students to take the University course. There is an obvious flaw in this argument. Schoolmasters, like ministers, who begin their career in small country parishes, hope, or ought to hope, to be promoted one day to important and lucrative posts in large towns. It is a mistake to educate any man for the beginning only of his life-work. If that were done in the case of clergymen or of physicians, these professions would very soon decline. But whatever force there is in the objection will most probably disappear when the Arts' curriculum in the Universities is remodelled, and the system of options introduced into it. Then there is no reason why the degree of M.A. should not be regarded in one of its aspects—as it was originally in its essential aspect—as an education degree. When the reform has been effected, every schoolmaster should be required to take the degree of M.A."

We condense the following from the *Wisconsin Journal of Education*.—"It is now nearly four years since this course of instruction (in Pedagogics) was begun. The chair of "the Science and Art of Teaching" was established (in the University of Michigan) June, 1879. The University had for years been supplying the higher positions in the public school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. There is no "Normal department" in the University of Michigan. There are merely courses of instruction in the science and art of teaching, just as there are in science and in mathematics. What is called a "Teacher's Diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teacher's course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. As a matter of fact, there has not been the slightest effect injurious to the Normal School through the introduction

of courses in pedagogics into the University. At their best these two schools can do but a fraction of the service the State requires in the education of teachers." Prof. W. H. Payne has been the lecturer.

Most of our readers are aware that in 1879 the Senate of the University of Cambridge determined to take measures to encourage among those who intended to adopt the profession of teaching the study of the principles and practice of their art. A "Teachers' Training Syndicate" was appointed, which shortly afterwards issued a scheme of examination in the history, the theory, and the practice of Education, and under this scheme the first examination was held in June, 1880. This Syndicate also provided courses of lectures. The first course was given by the Rev. R. H. Quick on the History of Education—and now forms a popular treatise on the subject. The following term, Mr. James Ward, Fellow of Trinity College, lectured on Mental Science in its special relation to teaching. The third course was given by J. G. Fitch, M.A., one of her Majesty's Inspectors of Schools, and related mainly to the practical aspects of the schoolmaster's work. The course is still continued, but we have not information up to date. Harvard has also established similar lectures.

These statements show what is doing elsewhere. We are in the same current, and have for some years been drifting towards the University as the centre at which our higher teachers must receive much of their special training. The Education Department already accepts certain honor courses as equivalents for the non-professional examinations for grades A and B of the first-class. The University has a high course in psychology, and if a special course in the history of educational effort and in methods were added, the Department would not need to establish the proposed lectures for first-class teachers. Such a course at the University would be attended by many undergraduates who intend to become teachers, by many non-matriculated students who are candidates for first-class certificates, and many of both these classes would almost certainly be ladies. The other departments in the University, as mathematics, science, English, etc., would also be utilized by the students. The sympathy of members, the contact of intellect, and the University library would be powerful educative factors. We hope to see the Provincial University follow the lead of Cambridge, St. Andrew's, John Hopkins, Harvard, and Michigan in establishing a course of lectures for higher teachers. We feel certain the Government would readily grant the money necessary to secure this great national benefit, which would communicate an impulse to higher education throughout the entire Dominion.

**A STORY ABOUT HAWTHORNE.**—A charming story of Hawthorne was told to Mr. Conway by an intimate friend of the novelist. One wintry day Hawthorne received at his office notification that his services would no longer be required. With heaviness of heart he repaired to his humble home. His young wife recognizes the change and stands waiting for the silence to be broken. At length he falters, "I am removed from office." Then she leaves the room; she returns with fuel and kindles a bright fire with her own hands; next she brings pen, paper, ink, and sets them beside him. Then she touches the sad man on the shoulder, and, as he turns to the beaming face, says "Now you can write your book." The cloud cleared away. The lost office looked like a cage from which he had escaped. "The Scarlet Letter" was written, and a marvellous success rewarded the author and his stout-hearted wife.—*Philadelphia Bulletin*.

## Mathematical Department.

### ADMISSION TO HIGH SCHOOLS.—JUNE, 1883.

#### ARITHMETIC.

TIME—TWO HOURS. 10 Marks for each Question

1. What is the object of Division? Write down the relation connecting the Divisor, Dividend, Quotient, and Remainder.  
Divide one hundred and eight billion, four hundred and nineteen million, seven hundred and sixteen thousand and one, by eighteen million, seven hundred and forty-eight thousand, and five.
2. Find by "casting out nines" whether the following is correct:  $349751 \times 28687 = 10015819397$ .  
Find the weight of 500,000 bricks at 4lbs. 2oz. each, and the cost—in dollars and cents—at 27s. 6d. each, allowing 4s. 2d. to make a dollar.
3. A merchant received from England the following invoice in sterling:—  
375 tons iron plates, at £8 15s. 6d.  
107½ tons bar iron, at £11 14s.  
10 tons bulb iron, at £10 10s.  
17 tons T iron, at £15 10s.  
48 tons steel, at £18 7s. 6d.  
15 tons rivets, at £11 1s.

Find the amount of this invoice in Canadian currency, allowing the shilling sterling to be equal to 24½ cents.

4. At \$1.75 per rod, what will it cost to fence a piece of land 63.5 rods long and 27.75 rods wide?

5. Simplify  $1 - \frac{1}{4} + \frac{1}{24} - \frac{61}{5040} + \frac{277}{72576}$ ; and  $\frac{4\frac{7}{10} + 5 \cdot 81 - 2 \cdot 5}{4\frac{1}{10}}$  of 32 of 45
6. Gunpowder is composed of nitre, charcoal, and sulphur, in the proportion of 15, 3, and 2. A certain quantity of gunpowder is known to contain 20-cwt. of charcoal; find its weight, and also the weight of nitre, and of sulphur it contains.
7. Bought 360 gallons of wine at \$2.60 a gallon; paid for carriage \$17.20, and for duties \$86.50. If  $\frac{1}{20}$  of it be lost by leakage, at what price must the remainder be sold to gain \$50 on the whole transaction?
8. Find the interest on a note for \$257.81, dated January 3rd, 1883, and paid April 6th, 1883, at 8 per cent. per annum.
9. The length of a second's pendulum is 39.37079 inches; if 64 French metres are equal to 70 yards, by what decimal of an inch will the length of a second's pendulum differ from one metre?
10. At what times between 4 and 5 o'clock are the hands of a clock (1) coincident, (2) at right angles?

### INTERMEDIATE AND THIRD CLASS.—JULY, 1883.

#### ARITHMETIC.

TIME—ONE HOUR AND A HALF.

(Eighty per cent. of this paper will be considered a maximum.)

1. Add together  $\frac{1}{2}$  of £13,  $\frac{1}{3}$  of  $\frac{1}{2}$  of £2, 12s., and  $\frac{1}{4}$  of 0d.  
Reduce 18s. 4½d. to the decimal of 19s. 6d.
2. Find by Practice the value of 8596 lbs. at £10 18s. 7½d. each.
3. A person borrows \$500 on April 10th, and on June 22nd pays his debt with \$510.20. At what rate per cent. per annum was he charged interest?
4. A man having a certain sum of money to invest has an opportunity of purchasing 7 per cent. stock at 95, but delays until it has risen to 110. What per cent. is his income less than if he had purchased at the first price?
5. At an international exhibition one country was awarded 5 gold, 9 silver, and 11 bronze medals; and another 4 gold, 15 silver, and 10 bronze. Find a ratio of values for such medals that these countries may be regarded as equally fortunate.
6. In a box there is a certain number of sovereigns, three times as many guineas, and twice as many marks (13s. 4d.) as guineas. The entire amount in the box is £815. How many coins of each kind are there?
7. Find when first after 2 o'clock the hour and minute hands of a clock make an angle of 60 degrees with each other.

8. For each of three succeeding months the population of a North west town rose 50 per cent. ; and at the end of the third month was 2,700. What was the population at the beginning of the time ?

9. Leap year is omitted once in every century, except those centuries whose number is divisible by 4. What is the average length of a year ?

10. A cube is formed of a certain number of pounds avoirdupois of a substance, and the same number of pounds Troy of the same substance. What proportion will a side of the cube bear to a side of a cube formed of the same number of pounds as before, but all avoirdupois ? (175 lbs. Troy = 144 lbs. avoirdupois.)

Values—1, 10 ; 2, 6 ; 3, 8 ; 4, 10 ; 5, 10 ; 6, 10 ; 7, 12 ; 8, 12 ; 9, 10 ; 10, 12.

## ALGEBRA.

TIME—Two Hours.

(Eighty per cent. of this paper will be considered a maximum.)

1. Divide (1).  $(a-b)c^2 + (b-c)a^2 + (c-a)b^2$  by  $(a-b)(b-c)(c-a)$ .

(2).  $\frac{x^2+y^2}{x^2y^2} - \frac{x^2+y^2}{x^2y^2}$  by  $\frac{1}{x} - \frac{1}{y}$ .

2. What must be the values of  $a$ ,  $b$ , and  $c$  that  $x^3+ax^2+bx+c$  may have  $x-1$ ,  $x-2$ , and  $x-3$ , all as factors ?

3. Find the H.C.F. of—

(1).  $3x^4-4x^3+1$  and  $4x^4-5x^3-x^2+x+1$ .

(2).  $3x^3-y^3+27x^2+18xyz$  and  $4x^3+12xz+3z^3-y^3$ .

4. Simplify—

(1).  $\left(\frac{4x^2}{y^2}-1\right)\left(\frac{2x}{2x-y}-1\right)+\left(\frac{8x^3}{y^3}-1\right)\left(\frac{4x^2+2xy}{4x^2+2xy+y^2}-1\right)$

(2).  $\frac{x^3+(a+b)x^2+(ab+1)x+b}{bx^2+(ab+1)x+(a+b)x+1}$ .

5. Find a value of  $x$  that will make  $\frac{ac+bd+ad+bc}{x-3c+2d}$  independent of  $c$  and  $d$ .

6. (1). If  $a+b+c=0$ , then

$$\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} = \left\{ \frac{1}{a} + \frac{1}{b} + \frac{1}{c} \right\}^2.$$

(2). If  $x=a^2+b^2+c^2$  and  $y=ab+bc+ca$ , then  $x^2+2y^2-3xy^2 = (a^2+b^2+c^2-3abc)^2$ .

(3). If  $2a=y+z$ ,  $2b=z+x$ ,  $2c=x+y$ , express  $(a+b+c)^3 - 2(a+b+c)(a^2+b^2+c^2)$  in terms of  $x$ ,  $y$ , and  $z$ .

7. Find a value of  $a$  which will make the quantities

$$\frac{(a+b)(a+c)}{a+b+c} \text{ and } \frac{(a+c)(a+d)}{a+c+d}$$
 equal to one another.

8. Solve the equations—

(1).  $\sqrt{x+3} + \sqrt{x+2} = 5$ .

(2).  $\frac{5-x}{3} + \frac{5-2x}{4} + \frac{x+1}{3} - \frac{2+5x}{2} = 0$ .

(3).  $(x+a+b)(c+d) = (x+c+d)(a+b)$ , where  $c+d$  is not equal to  $a+b$ .

9. One side of a right angled triangle exceeds the other by 3 ft., neither being the hypotenuse, and its area is 18 sq. feet. What are the sides ?

10. A cistern with vertical sides is  $h$  feet deep. Water is carried away from it by one pipe  $\frac{1}{3}$  as fast as it is supplied by another. Find at what point in the side the former pipe must be inserted that the cistern may fill in twice the time it would did water not flow from it at all.

Values—1 (1) 6, (2) 4 ; 2, 6 ; 3 (1) 5, (2) 7 ; 4 (1) 5, (2) 6 ; 6 (1) 6, (2) 7, (3) 5 ; 7, 6 ; 8 (1) 6, (2) 5, (3) 5 ; 9, 7 ; 10, 8.

## EUCLID.

TIME—Two Hours.

Algebraical proofs will be allowed for 6, 7, and 8.

1. State the differences between a square, an oblong, a rhombus, and a rhomboid.

What name employed in Euclid will apply to all of them ? What to the first two only ?

2. Upon the same base, and upon the same side of it, there cannot be two triangles having their sides terminated in one extremity

of the base equal to one another, and also those terminated in the other extremity.

3. Equal triangles upon the same base and upon the same side of it are between the same parallels.

4. To find a point within a triangle such that if lines be drawn from it to the angular points the three triangles thus formed shall be equal.

5. The straight lines drawn through the points of bisection of two sides of a triangle is parallel to the third side.

6. If a straight line be divided equally and also unequally, the rectangle contained by the unequal parts is less than the square upon one of the equal parts, by the square upon the line between the points of division.

7. Show that the proposition of question 6 includes the following, viz. :—The rectangle under the sum and difference of two lines is equal to the difference of the squares upon the lines.

8. Of all rectangles with the same perimeter the square has the greatest area.

Values—1, 8+2+2 ; 2, 14 ; 3, 12 ; 4, 12 ; 5, 12 ; 6, 14 ; 7, 12 ; 8, 12.

## NATURAL PHILOSOPHY.

TIME—Two Hours.

1. How are forces measured ? What is the unit of force commonly adopted in statics ? What general relation is there between the latitude of any place and the magnitude of the statical unit of force for that place ?

2. What is meant by saying that two or more given forces exactly balance each other ?

If a body moving with constant velocity in a straight line be brought under the action of two forces which exactly balance each other, what will be the result with regard to the motion of the body ?

3. Explain how a force may be completely represented by a straight line.

Draw a diagram to represent the frame and the forces acting thereon in the following :—A square frame  $ABCD$ , whose sides are each 3 ft. long, is under the action of four forces ; 1st, a force of 3 lbs. acting at  $A$ , and from  $A$  towards  $C$  ; 2nd, a force of 3 lbs. acting at  $B$ , in the direction from  $D$  to  $B$  ; 3rd, a force of 6 lbs. acting at  $C$ , and from  $C$  towards  $D$  ; 4th, a force of 5 lbs. acting at  $D$ , in a line parallel to  $CA$ , and in the direction from  $C$  to  $A$ .

4. State the parallelogram of forces.

Two forces of 10 units each act in lines which meet in a point, and the angle between their directions is  $120^\circ$ . Show that they may be balanced by two forces of 5 units each, and determine the directions in which these must act.

5. State the principle of the lever.

Two boys playing a see-saw find they balance each other standing on the ends of a uniform plank laid across a log, when the arms of their see-saw are 7 ft. and 8 ft. respectively. Find the weight of the plank, the weights of the boys being 75 lbs. and 90 lbs. respectively.

6. What is meant by the specific gravity of a body ?

A cubic foot of anthracite coal which weighs 100 lbs. in the air is found to weigh only 45 lbs. 2 oz. in a certain specimen of petroleum. Find the specific gravity of the petroleum, assuming that a cubic foot of water weighs 1,000 oz.

7. Describe the common mercury barometer and state the principles of its action.

Find the greatest height to which water will rise in a common suction pump when the mercury in the barometer stands at 30 in., the specific gravity of mercury being 13.6.

Values—1, 10 ; 2, 10 ; 3, 20 ; 4, 15 ; 5, 15 ; 6, 25 ; 7, 15.

## MENTAL ARITHMETIC.

TIME—THIRTY MINUTES.

1. A hall-way is 90 inches wide, and takes 25 sq. yds. of oil-cloth to cover it. How long is it ?

2. A gentleman travels from Toronto to Montreal and back. He goes at an average rate of 33 miles per hour and returns at an average of 30 miles per hour, and he finds that he occupied one hour longer in returning than in going. Find the distance from Toronto to Montreal.

3.  $A$  can do a piece of work in 7 days, and  $B$  can do it in 8 days.  $A$  works at it for  $2\frac{1}{2}$  days, and  $B$  works at it for 3 days.  $C$  then finishes it in  $3\frac{1}{2}$  days. In how many days could  $C$  have done the whole work alone ?

4. By selling an article for \$21 I would lose  $12\frac{1}{2}\%$ . At what should I sell it in order to gain  $12\frac{1}{2}\%$ ?

5. A merchant marked his goods at an advance of 60% on cost. He gave one of his customers a discount of 15% off the marked price. What was his gain on \$6.80 received from that customer?

6. How much stock must I sell out of the  $3\frac{1}{2}\%$  per cents., at 84, to enable me to buy \$7,700 4 per cent. stock, the value of the stocks being proportional to the dividends they pay?

Values—1, 16; 2, 16; 3, 17; 4, 17; 5, 17; 6, 17.

SECOND-CLASS TEACHERS—July, 1883.

NATURAL PHILOSOPHY.

TIME—Two Hours.

1. Explain what is meant by the statement 'The body A is at rest relative to the body B.' Give illustrations.

If a body in motion be acted upon by three forces in equilibrium, what will be the result with respect to the motion of the body?

2. Explain the geometrical representation of forces.

Two forces acting in lines which meet in a point are represented by the straight lines AB, AC; show that their resultant is represented by 2 AD, where D is the point of bisection of the straight line BC.

Four forces acting in lines which meet in a point are represented by the straight lines AC, BC, AD, BD; show that their resultant is represented by 4 EF, where E and F are the respective points of bisection of the diagonals AB, CD of the quadrilateral ACBD.

3. What are the conditions of equilibrium of three forces—

- 1st, if two of them are parallel to one another;
- 2nd, if there are two not parallel to one another?

A body is pulled N., S., E. and W. by strings whose directions meet in a point, the forces of tension along the strings being equal to 26, 110, 75 and 88 lbs. weight respectively. Show that these forces may be balanced by a force of 85 lbs. weight in the proper direction and by no other single force whatever.

4. What is meant by the moment of a force about a given point? How is the moment of a force about a point measured? State the principle of moments.

A straight pole 12 ft. long and weighing 40 lbs. balances, when unweighted, about a point 5 ft. from one end. When loaded with 2 lbs. at this end and 10 lbs. at the other end, at what point must it be supported in order to balance?

5. Find the relation between the power and the weight in a system of pulleys in which one cord passes round all the pulleys and has its different portions parallel, neglecting friction and the rigidity of the cord, but taking account of the weight of the pulleys.

In such a system what power will sustain a weight (including the lower sheaf of pulleys) of 945 lbs., if the number of cords at the lower block be seven?

6. Four pine planks (specific gravity 48) 16 feet long, 12 inches wide and  $2\frac{1}{2}$  inches thick, are bound together to form a raft. Find the greatest load the raft will bear without sinking, granted that a cubic foot of water weighs 1,000 oz.

7. Describe the common pump and explain the principle of its action.

Values—1, 10; 2, 20; 3, 25; 4, 20; 5, 15; 6, 10; 7, 10.

EUCLID.

TIME—Two Hours.

1. With three given straight lines only one triangle can be formed. What is the character of the triangle formed by the lines whose lengths are given by  $\sqrt{27}$ ,  $\sqrt{48}$  and  $\sqrt{125}$ ?

2. If one side of a triangle be produced the exterior angle is equal to the sum of the two opposite interior angles.

ABC is an isosceles triangle, having the equal angles at B and C. BF and CF are drawn bisecting the angles B and C and intersecting in F.

Show that the angle BFC is equal to the sum of the vertical angle and one of the basal angles.

3. The sum of the interior angles of any rectilineal figure is  $2(n-2)$  right angles, where n denotes the number of sides.

Prove this and examine it if be true when the figure has one re-entrant angle.

4. ABC is a triangle, and AD bisects the base BC in D. Show that the sum of the squares upon the two sides is equal to twice the square upon half the base, together with twice the square upon the bisecting line.

KLMN is a square, O the point of intersection of its diagonals, and P any point whatever.

$PK^2 + PL^2 + PM^2 + PN^2$  is greater than four times  $PO^2$  by the square upon the diagonal.

5. In any triangle the square upon the side subtending an acute angle is less than the squares upon the sides containing the angle by twice the rectangle contained by one of those sides and the line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle. (Euc. II. 13).

6. In the triangle ABC, the perpendiculars BD and CE from B and C upon the opposite sides intersect in F. Show that the rectangle contained by BF and BD is equal to that contained by BE and BA.

7. In Euc. II. 11, find a point H in AB produced so that  $AB \cdot BH$  is equal to the square upon AH.

Values—1, 10+8; 2, 8+8; 3, 8+8; 4, 10+10; 5, 10; 6, 10; 7, 10.

ARITHMETIC.

TIME—Two Hours.

1. Prove that  $\frac{1}{2}$  of  $\frac{3}{4} = \frac{3}{8}$ .

Simplify

$$(2\frac{1}{2} \text{ of } 3\frac{1}{10}) + \frac{1}{3} - (1\frac{1}{3} \text{ of } 1\frac{5}{10}) - (1\frac{1}{2} \text{ of } 4\frac{1}{2} \text{ of } \frac{3}{4}).$$

2. The pendulum of one clock makes 24 beats in 26"; that of another 36 beats in 40". If they start at the same time, when first will the beats occur together?

3. A can do as much work in 4 hours as B in 6; and B in  $3\frac{1}{2}$  as C in 5. A does half a certain piece of work in 12 hours; in what time can it be finished by B and C, working separately equal times, and C succeeding B?

4. A note for \$500, made March 9th at three months, is discounted April 11th, at 8 per cent. What is received for the note? (True discount).

5. The unclaimed dividends on a certain amount of stock which pays 6 per cent. per annum amounted in 3 years to \$1152. The stock was sold at a discount of  $12\frac{1}{2}\%$  per cent. on its par value. What sum was realized?

6. Teas at 3s. 6d., 4s. and 6d. a pound are mixed to produce a tea worth 5s. a pound. What is the least integral number of pounds that the mixture can contain?

7. A man buys 150 lbs. of sugar, and after selling 100 lbs. finds he has been parting with it at a loss of 5 per cent. At what rate per cent. advance on the cost must he sell the remaining 50 lbs. that he may gain 10 per cent. on the entire transaction?

8. Each member of a pedestrian club walks as many miles as there are members in the club, and the expense of the trip is for each member as many pence per mile as there are members in the club. The total expense is £50 13s. 11d. How many members are there?

9. The hour, minute and second hands of a watch are on concentric axes. When first, after 12 o'clock will the direction of the second hand produced backwards bisect the angle between the hour and the minute hands?

Values—1, 7+6; 2, 11; 3, 11; 4, 10; 5, 10; 6, 10; 7, 11; 8, 11; 9, 13.

ALGEBRA.

TIME—Two Hours.

1. (1). If  $x^2 - mx + 1 = 0$ , express

$$\frac{1}{x^2}(x^4 - 3x^3 + 2x^2 - 3x + 1) \text{ as a function of } m.$$

(2). If  $x+y=n$ , and  $xy=n$ , express  $x^3+y^3$ , and

$$\frac{1}{x^3} + \frac{1}{y^3} \text{ in terms of } m \text{ and } n. = \frac{44}{m + \sqrt{(m^2 - 4n)}}.$$

2. If  $cx+sy = \sqrt{a^2c^2+b^2s^2}$ ,

$$-sx+cy = \sqrt{a^2s^2+b^2c^2},$$

$$\text{and } c^2+s^2=1,$$

$$\text{then } x^2+y^2 = a^2+b^2.$$



- ✓ 8. If  $a, b$  be integers, and  $\frac{a}{b} = \frac{3}{4}$ , then  $a$  is a multiple of 3, and  $b$  is the same multiple of 4.
- ✓ 4. (1). Simplify.  $\sqrt{x^2 - y^2} \sqrt{x^2 + y^2} \sqrt{x^2 - y^2} \sqrt{x^2 + y^2} = x^2 - y^2$
- ✓ (2). Extract the square root of  $\frac{x^2}{9y^2} + \frac{2x}{3y} + \frac{11}{9} + \frac{2y}{3x} + \frac{y^2}{9x^2} = \frac{y}{3y} + 1 + \frac{y}{3x}$
- ✓ 5. Solve the equations
  - ✓ (1).  $x + \frac{24}{3x+1} = 2x - 3\frac{1}{2}$ .  $5x = \frac{15}{6}$
  - ✓ (2).  $6x + \sqrt{x} = 2$ .  $5x = \frac{1}{4}$
- ✓ 6. Solve the equations
  - ✓ (1).  $x - y = 3, xy = 18$ .  $y = 6 \text{ or } -3, x = 3 \text{ or } -6$
  - ✓ (2).  $x^2 - xy = 3, x^2 - y^2 = 5$ .  $x = \pm 3, y = \pm 2$
  - ✓ (3).  $x - y = a, y - z = b, z + x = c$ .  $x = \frac{a+b+c}{2}, y = \frac{b+c-a}{2}, z = \frac{c-a-b}{2}$
- ✓ 7. (1). Solve the equation  $ax^2 + bx + c = 0$ , and interpret your result according as  $a=0$ , or  $b=0$ , or  $a=b=0$ .  $a=0$  then  $x = -\frac{c}{b}$
- ✓ (2). If  $a+b+c=0$ , find values of  $x$  that will satisfy  $\frac{a}{x+b} + \frac{b}{x+c} + \frac{c}{x+a} = 0$ .  $x = \frac{ac+bd-ab-c^2}{ad+bd-ab-b^2}$
- 8. If  $a, \beta$  be roots of  $ax^2 + bx + c = 0$ , and  $a+\beta, a-\beta$  roots of  $a'x^2 + b'x + c' = 0$ , show that  $ab'^2 - 2a'b\beta + 4a^2c = 0$ .
- ✓ 9. The sides of a box are all rectangles, and the areas of the unequal sides are  $7\frac{1}{2}, 15$  and  $4\frac{1}{2}$ . Find the lengths of the sides.  $5, 3, \text{ and } 1\frac{1}{2} \text{ inches}$

Special Articles.

"A COLLEGE FETICH." \*

BY DAVID ALLISON, LL.D.

The author of this address cherished "a purpose." He "had something which 'he' much wanted to say." He came before his hearers—the Phi Beta Kappa Chapter of Harvard University—with "a message," and assuredly no lack of intense expression and moral enthusiasm characterizes this message.

The "College Fetich" is the deference still paid to classical studies in the chief universities of the United States, and by a natural consequence in the academical institutions which supply those colleges with students. The prevailing system of education in the leading New England University is represented and attacked by one of its most famous graduates as "a superstition."

I am strongly of the opinion that the address owes its chief value to the stirring tones in which it calls attention to pending educational problems of great moment, rather than to any special contribution made by it to the solution of those problems.

In the first place the historical argument—the appeal to facts—which runs through a considerable portion of the address seems to me to completely break down; or if not that, to prove a conclusion too insignificant to be taken into account in an important educational controversy. Mr. Adams, with all his well-developed pride of ancestry, undertakes to illustrate from the history of his own family the folly of making classical study the back-bone of academic and college curricula. How does he illustrate this? Four generations of Adamses have graduated at Harvard, Mr. Adams himself representing the fourth. He graduated in 1856; his great-grandfather, John Adams, in 1755. That great-grandfather played a leading part in a mighty revolution, became first, Vice-President, and then President, of the United States, and died on the anniversary of his country's independence one of the most conspicuous and honored of men. His son, John Quincy Adams, "the old man eloquent" of the American Congress, the steadfast

friend of human freedom, so far overcame the incubus of his classical training as to rise to the same great elevation, the presidency of the United States. The Adams of the third generation, Charles Francis, senior, also contrived to acquire some distinction, particularly as a refined and educated statesman. Not to speak of domestic positions of honor and influence, he was chosen to represent his country at a most critical period at the Court of Great Britain, and, again, upon the Board of International Arbitration at Geneva. Mr. Adams speaks modestly of his own achievements, not from pure modesty, perhaps, so much as from a desire to help his argument. Yet we well know that he and his three brothers, who are also Harvard men, have made no little stir in American social and political life; that they have an unmistakable stamp of scholarship upon them, that they speak well and write well, that they take an interest in useful reforms, and on most subjects reason logically. One is anxious to know how Mr. Adams proposes to press this phenomenal family history—four successive generations keeping themselves in the front and at the top amid the frictions and changes of a hundred and thirty years—into the service of his argument. The "Fetich," and the evil consequences of worshipping it, are not in sight to ordinary vision. There is, of course, always more or less uncertainty, and liability to error, in inferring from success in after life the excellence of early methods of instruction. It is always open to the proverbial doubter to say, "Oh, he would have been still more successful had he been educated according to my theory." But in the facts of so extended and varied an experience as this before us, we seem to have the basis of a reasonably sure induction. And that induction certainly does not lead us to the "Fetich." What, then, are the counterbalancing facts as yet hidden from us? As to his ancestors. Simply these, that the elder Adams, when acting as representative at Paris of the struggling American colonies, must have found his ignorance of French inconvenient; while John Quincy and Charles Francis, senior, happily possessing a knowledge of that language, though not obtained at Harvard, were enabled to render their country very effective diplomatic services at the Hague, at Ghent, at Paris, and at Geneva. As for himself, Mr. Adams tells us that his *Alma Mater*, bunting him up on Latin and Greek, sent him out "as a cavalry officer into the war of the rebellion equipped with shields and swords and javelins instead of repeating-rifles." When, at the conclusion of the war, he devoted himself to special studies and efforts "in connection with the development of the railroad system," he found himself "incapacitated from properly developing his (my) specialty by the sins of omission and commission incident to his (my) college training." In short, he stands before us "a sacrifice to the Fetich," but by no means does he propose to be "a silent sacrifice." A failure, as also his logic requires all his fathers to have been, he is bound to put the responsibility where it properly belongs, "at the door of his (my) preparatory and college education." This appeal to fact must be left to produce its own impression on the reader's mind. But I may draw attention to two points worthy of notice. In the first place, Mr. Adams should know that it is beyond the power of any American University to bestow that practical use of the European languages which may have been advantageously possessed by several of his ancestors, while a little inquiry would have convinced him that Harvard now makes admirable provision for teaching the languages of modern Europe, so far as reading and writing them are concerned—the only knowledge of them which can be said to be necessary for scientific purposes, such as "the development of railroads." Secondly, he altogether fails to show how he would have been less "a sacrifice to the Fetich" in respect to his "specialty" had the fates compelled him to study modern rather than classical literature. Modern

\* A COLLEGE FETICH: An address delivered before the Harvard Chapter of the Fraternity of the Phi Beta Kappa, by Charles Francis Adams, LL., 1883.



literature may be as serviceable for *literary* purposes as ancient, but it does 'ust as little as the latter towards "developing a speciality" for railroads.

The severe condemnation pronounced upon the methods of classical instruction pursued at Harvard in Mr. Adams' undergraduate days is in no way relevant to his main argument. The fact that science and the modern languages are often wretchedly taught proves nothing as against the propriety of including those subjects in a university course. The support on which he bases his insinuation, that even now things are not much better, strikes one as suspiciously slender. That support is the casual remark of a Harvard professor dropped one day before dinner to the effect that he found it easier to memorize than to observe and infer! If the prevailing characteristic of the classical methods at Harvard twenty-seven years ago was, as Mr. Adams alleges, "limp superficiality," I must venture to think that there has been great improvement since then. Harvard classics have at their head one of the foremost scholars of the age. The author of "THE SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB" is not just the man from whom we could expect "limp superficiality."

Other points of minor criticism might be found. Mr. Adams ridicules the idea that the study in youth of a language whose very characters he has now forgotten could have contributed to the growth and strengthening of his mental powers. However it may have been in his particular case, he consequently goes too far when he denounces as "cant" the theory of all educators that certain studies, apart altogether from practical results, have a high *educative* value, because they impart precision and power to the operation of our intellectual faculties in their general exercise. On this doctrine, proved true by the history of education and the history of mankind, Mr. Adams seeks to bring contempt—as if truth could ever be made contemptible!—by calling it "the great impalpable-essence-and-precious-residuum theory." Assuredly it is not by such absurd attempts at sarcasm that Latin and Greek are to be dislodged from their stronghold.

I have already expressed the opinion that the "College Fetich" does not materially contribute to a settlement of the conflicting claims of the old and the new learning. Things are left much as they were found. Notwithstanding the "Fetich," the "cant," and the "superstition," Mr. Adams finds himself compelled to put in a *caveat* against misinterpretation. Those who have seen only the telegraphic summaries of his tirade will be surprised to find that he "is no believer in that narrow scientific and technological training which now and again we hear extolled." Of this it is admitted that "a practical and too often a mere vulgar, money-making utility seems to be its natural outcome." "The broadened culture, which is the true end and aim of the University," is cordially endorsed, as well as the fact that "there is a considerable period in every man's life when the best thing he can do is to let his mind soak and tan in the vats of literature." This is excellent, but is it logically consistent with the whole drift of the previous reasoning, even though *modern* is put on a par with *ancient* literature, and Goethe and Montaigne are made equal to Sophocles and Cicero? Can a knowledge of Goethe and Montaigne conduce to the "development of a speciality" in connection with the railroad system? What has modern literature, even though one should "soak and tan" in its "vats," to do with "locomotive enquiries"?

In short, Mr. Adams, when he comes into the region of *practical suggestion*, beats his own reasoning with contempt, and writes very much as a discreet advocate of the claims of classical learning and literature would write. At first brandishing the axe of utter destruction, he eventually makes it appear that it is only a little

modest pruning he is aiming at. Banish the classics, indeed! Why, who does not recognize and admire "the subtle, indescribable fineness, both of thought and diction, which a thorough classical education gives to the scholar," and who among Mr. Adams' countrymen does not "deplore the absence of this in the writings and utterances of many of our own authors and public men"?

How to do justice to this marvellous instrument of grace and polish, how to preserve this "subtle fineness" and yet meet the obvious demands of this busy age, is one of the greatest educational problems of the day. On its solution, I regret to say, the "College Fetich" sheds no light whatever.

## ENGLISH IN SCHOOLS.

[Continued from last month.]

Let the efficacy of a very few good books be seasonably steeped into the mind, and then, in the matter of their reading, people will be apt to go right of their own accord; and assuredly they will never be got to go right except of their own accord. You may thus hope to predispose and attune the faculties of choice to what is noble and sweet, before the spring of choice are vitiated by evils or ignorant conversations. If people have their tastes set betimes to such authors as Spenser and Shakespeare, Addison, Scott, Wordsworth, and Charles Lamb, is it likely that they will stomach such foul stuff as the literary slums and grog-shops of the day are teeming with? I hope it is not so, and I will not readily believe it can be so. Nor can I see any impracticability, any insuperable difficulty. Instances of native dulness or perversity there will indeed be, such as no soul-music can penetrate; but that, as a general thing, young minds, yet undeflowered by the sensational flash and fury of vulgar book-makers, will be found proof against the might and sweetness of that which is intellectually beautiful and good, provided they be held in communication with it long enough for its virtue to penetrate them, is what I will not, must not, believe, without a fairer trial than has yet been made.

In reference to the foregoing points, a well-chosen and well-used course of study in the best English classics seems the most eligible and most effective preparation. Whether to the ends of practical use or of rational pleasure, this cannot but be the right line of early mental culture. The direct aids and inspirations of religion excepted, what better nursery can there be of just thoughts and healthy tastes? what more apt to train and feed the mind for the common duties, interest, affections, and enjoyments of life? For the very process here stands in framing and disposing the mind for intercourse with the sayings of the wise, with the gathered treasures of light and joy, and with the meanings and beauties of Nature as seen by the eye, and interpreted by the pen, of genius and wisdom.

We are getting sadly estranged from right ideas as to the nature and scope of literary workmanship. For literary work, in its proper character, is nowise a something standing outside of and apart from the practical service of life; a sort of moonshine world, where the working understanding sleeps for the idle fancy to dream. This is no doubt true in regard to most of the books now read; which are indeed no books, but mere devils and dunces in books' clothing; but it is not at all true of books that are books indeed. These draw right into the substance and pith of actual things; the matter of them is "labour'd and distill'd through all the needful uses of our lives"; the soul of their purpose is to arm and strengthen the head, and to inspire and direct the hand for productive work. That an author brings us face to face with real men and things, and helps us to see them as they are; that

he furnishes us with enablements for conversing rationally, and for wrestling effectively, with the problems of living, operative truth; that he ministers guidance and support for thinking nobly and working bravely in the services, through the perils, under the difficulties and adversities of our state, — this is the test and measure of his worth; this is the sole basis of his claim to rank as a classic. This, to be sure, is not always done directly, neither ought it to be; for the helps that touch our uses more or less indirectly often serve us best, because they call for and naturally prompt our own mental and moral co-operation in turning them to practical account.

It is such literature that the poet has in view when he tells us,—

books, we know,  
Are a substantial world, both pure and good;  
Round these, with tendrils strong as flesh and blood,  
Our pastime and our happiness will grow.

And books are yours,  
Within whose silent chambers treasure lies  
Preserved from age to age: more precious far  
Than that accumulated store of gold  
And orient gems which, for a day of need,  
The Sultan hides deep in ancestral tombs:  
These hoards you can unlock at will

Nor is it the least benefit of such authors that they reconcile and combine utility with pleasure, making each ministrative to the other; so that the grace of pleasant thoughts becomes the sweeter for their usefulness, and the virtue of working thoughts the more telling for their pleasantness; the two thus joining and rejoicing together. For so the right order of mental action is where delight pays tribute to use, and use to delight; and there is no worse corruption of literature in the long run than where these are divorced, and made to pull in different lines. Such pleasure is itself uplifting, because it goes hand in hand with duty. And as life, with its inevitable wants and cares and toils, is apt to be hard enough at the best with most of us, there is need of all the assuagements and alleviations that can come from this harmonizing process. Pressed as we are with heavy laws, happy indeed is he

Who from the well-spring of his own clear breast,  
Can draw, and sing his griefs to rest.

Next to a good conscience and the aids of Christian faith, there is no stronger support under the burdens of our lot than the companionship of such refreshing and soul-lifting thoughts as spring up by the wayside of duty, from our being at home with the approved interpreters of Nature and truth. This is indeed to carry with us in our working hours a power

That beautifies the fairest shore,  
And mitigates the harshest clime.

Now I do not like to hear it said that our school-education can do nothing towards this result. I believe, nay, I am sure, it can do much; though I have to admit that it has done and is doing far less than it might. I fear it may even be said that our course is rather operating as a hindrance than as a help in this respect. What sort of reading are our schools planting an appetite for? Are they really doing anything to instruct and form the mental taste, so that the pupils on leaving them may be safely left to choose their reading for themselves? It is clear in evidence that they are far from educating the young to take pleasure in what is intellectually noble and sweet. The statistics of our public libraries show that some cause is working mightily to prepare them only for delight in

what is both morally and intellectually mean and foul. It would not indeed be fair to charge our public schools with positively giving this preparatic.; but it is their business to forestall and prevent such a result. If, along with the faculty of reading, they cannot also impart some safe-guards of taste and habit against such a result, will the system prove a success?

As things now go, English literature is postponed to almost everything else in our public schools; much as ever it can gain admission at all; and the most that can be got for it is merely such rag-ends of time as may possibly be spared from other studies. We think it a fine thing to have our children studying Demosthenes and Cicero; but do not mind having them left almost totally ignorant of Burke and Webster. Yet in the matter of practical learning, aye, and of liberal learning too, deep and comprehensive eloquence, for instruction in statesmanship and in the principle of civil order and social well-being, Burke alone is worth more than all the oratory of Greece and Rome put together, albeit I am far from meaning to discount the latter. And a few of Webster's speeches, besides their treasure of noble English,—“a manly style fitted to manly ears,”—have in them more that would come home to the business and bosoms of our best American intelligence, more that is suited to the ends of a well-instructed patriotism, than all that we have inherited from the lips of ancient orators.

So, again, we spare no cost to have our children delving in the suburbs and outskirts of Homer and Virgil, for not one in fifty of them ever gets beyond these; yet we take no pains to have them living in the heart of Shakespeare and Wordsworth; while there is in Shakespeare a richer fund of “sweetness and light,” more and better food for the intellectual soul, a larger provision of such thoughts as should dwell together with the spirit of a man and be twisted about his heart for ever, than in the collective poetry of the whole ancient heathen world.

It may indeed be said that these treasures are in a language already known, and so are accessible to people without any special preparation; and that the school is meant to furnish the keys to such wealth as would else be locked up from them. But our public schools leave the pupils without any taste for those native treasures, or any aptitude to enjoy them; the course there pursued does almost nothing to fit and dispose the pupils for communing with the wisdom and beauty enshrined in our mother-tongue; while hardly any so master the Greek and Latin as to hold communion with the intellectual virtue which they enshrine. Few, very few, after all, can be trained to love Homer; while there are, I must think, comparatively few who cannot be trained to love Shakespeare; and the main thing is to plant that love. The point, then, is just here: Our schools are neither giving the pupils the key to the wisdom of Homer, nor disposing them to use the key to the wisdom of Shakespeare. And so the result is that, instead of bathing in the deep, clear streams of thought, ancient or modern, they have no taste but for waddling or wallowing in the shallow, turbid puddles of the time:—

Best pleased with what is aptliest framed  
To enervate and defile.

It is a notorious fact that among our highly-educated people, the graduates of our colleges, really good English scholars are extremely rare. I suspect it is not too much to say that among our instructors there are at least twenty competent to teach English literature. Very few indeed of them are really at home in the great masters of our native tongue, so as to make them matter of fruitful exercise in the class-room. They know not how to come at them; or to shape their course in teaching them. Their minds are so engrossed with the verbal part of learning, that, unless they have a

husk of words to stick in, as in studying a foreign language, they can hardly find where to stick at all.

This habit, I suppose, comes mainly as a tradition from a former age; a habit which, though begun upon good causes, has been kept up long after those causes were done away. The prevailing ideas herein got fixed at a time when there was no well formed English literature in being, when the language itself was raw and rude, and when the world's whole stock of intellectual wealth was enshrined in other tongues. The custom thus settled from necessity is continued to this day, when the English tongue, besides its own vast fund of original treasure, has had the blood of all the best human thought transfused into its veins, and when its walks have grown rich and delectable with the spoils of every earlier fruitage of genius and learning.

Three centuries ago Chaucer was the only really good English author, he was then two hundred years old, and the language had changed so much since his time, that reading him was almost like studying a foreign tongue. So much was this the case, that Bacon thought the English was going to bankrupt all books entrusted to its keeping. He therefore took care to have most of his own works translated into Latin, and now our greatest regret touching him is, that we have not all those works in his own noble English. Before his time, the language changed more in fifty years than it has done in all the three hundred years since. This is no doubt because the mighty workmen of that age, himself among them, did so much to "bolt off change" by the vast treasures of thought and wisdom which they found or made the language capable of expressing. The work then so gloriously begun has been going on ever since, though not always with the same grand results, until now the English is commonly held to be one of the richest and noblest tongues ever spoken, and the English literature is, in compass and variety of intellectual wealth, unsurpassed by any in the world.

How strange it is, then, that, with such immense riches at hand in our vernacular, we should so much postpone them to the springs that were resorted to before those riches grew into being. Because Homer and Sophocles had to be studied before Shakespeare wrote, why should Shakespeare still be ignored in our liberal education, when his mighty works have dwarfed Homer and Sophocles into infants. There might indeed be some reason in this, if he had been in any sort the offspring of these Greek masters; but he was blessedly ignorant of them, which may partly account for his having so much surpassed them. He did not conceive himself bound to think and write as they did, and this seems to have been one cause why he thought and wrote better than they did. I really can see no reason for insisting on learning from them rather than from him, except that learning from him is vastly easier.

Nevertheless I am far from thinking that the Greek and Latin ought to be disused or made little of in our course of liberal learning. On the contrary, I would, of the two, have them studied in college even more thoroughly than they commonly are, and this, not only because of their unequalled use in mental training and discipline, and as a preparation for solid merit and success in the learned professions, but also because a knowledge of them is so largely fundamental to a practical mastery of our own tongue. And here I am moved to note what seems to me a change for the worse within the last forty years. Forty years ago, besides that the Greek and Latin were made more of in college, at least relatively than they are now, the students had both more time for English studies, and also more of judicious prompting and guidance in their reading. But, of late, there has been so much crowding-in of modern languages and recent branches of science, that students have a good deal less time than formerly for cultivating English literature by themselves. In short, our colleges, it seems to me, did much more,

forty years ago, towards setting and forming right literary and intellectual tastes than they are doing now. I believe they are now turning out fewer English scholars, and that these are not so well grounded and cultured in the riches of our native tongue. The fashion indeed has been growing upon us of educating the mouth much more than the mind, which seems to be one cause why we are having so many more talkers and writers than thinkers. An unappeasable itch of popularity is eating out the old love of solid learning, and the old relish for the haunts of the Muses.

It may have been observed, that in this argument I distinguish somewhat broadly between a liberal and a practical education. Our colleges ought to give, and, I suppose, aim at giving, the former, while the latter is all that our public schools can justly be expected to give. And a large majority of the pupils, as I said before, are to gain their living by hand-work, not by head-work. But then we want them made capable of solid profit and of honest delight in the conversation of books, for this, as things now are, is essential both to their moral health and also to their highest success in work, to say nothing of their duties and interest as citizens of a republican State. And, to this end, what can be more practical, in the just sense of the term, than planting and nursing in their right intellectual tastes, so that their reading shall take to such books as are really wholesome and improving?

On the general subject, however, I have to remark further, that our education, as it seems to me, is greatly overworking the study of language, especially in the modern languages. From the way our young people are hurried into French and German, one would suppose there were no English authors worth knowing, nor any thought in the English tongue worth hearing. So we cram them with words, and educate them into ignorance of things, and then exult in their being able to speak no sense in several languages." Surely a portion of the time might be as innocently spent in learning something worth speaking in plain mother-English. When we add that, with all this wear and tear of brain, the pupils, ten to one, stick in the crust of words, and never get through into the marrow of thought, so as to be at home in it, our course can hardly be deemed the perfection of wisdom.

Our custom herein seems to involve some flagrant defect or error in our philosophy of education. The true process of education is to set and keep the mind in living intercourse with things; the works and ways of God in nature are our true educators. And the right office of language is to serve as the medium of such intercourse. And so the secret of a good style in writing is, that words be used purely in their representative character, and not at all for their own sake. This is well illustrated in Shakespeare, who in his earlier plays used language partly for its own sake, but in his latter plays all traces of such use disappear, here he uses it purely in its representative character. This it is, in great part, that makes his style so much at once the delight and the despair of those who now undertake to write the English tongue. And in other writers excellence of style is measured by approximation to this standard. Thus it is that so highly distinguishes Webster's style,—the best yet written on this continent. His language is so transparent that in reading him one seldom thinks of it, and can hardly see it. In fact the proper character of his style is perfect, consummate manliness; in which quality I make bold to affirm that he has no superior in the whole range of English authorship. And in his *Autobiography* the great man touches the secret as to how this came about. "While in college," says he, "I delivered two or three occasional addresses, which were published. I trust they are forgotten; they were in very bad taste. I had not then learned that all true power in writing is in the idea, not in the style; an error into which the *Arts Rhetorica*, as it is usually taught, may easily lead stronger heads than mine."

Hence it follows that language should be used and studied mainly in its representative character; that is, as a medium for conversing with things; and that studying it merely or even mainly for its own sake is a plain inversion of the right order. For words are of no use but as they bring us acquainted with the facts, objects, and relations of Nature in the world about us. The actual things and ideas which they stand for, or are the signs of, are what we ought to know and have commerce with. In our vernacular, words are, for the most part, naturally and unconsciously used in this way; except where a perverse system has got us into a habit of using them for their own sake, which is indeed the common bane of American authorship, making our style so intensely self-conscious that an instructed taste soon tires of it. But, in studying a foreign tongue, the language itself is and has to be the object of thought. Probably not one in fifty of our college graduates learns to use the Greek and Latin freely as a medium of converse with things. Their whole mental force is spent on the words themselves; or, if they go beyond these to the things signified, it is to help their understanding of the words.

I freely admit that language, even our own, ought to be, to some extent, an object of study; but only to the end of perfecting our use and mastery of it as a medium. So that the true end of mental action is missed where language is advanced into an ultimate object of study; which is practically making the end subordinate to the means. Here, however, I am anxious not to be misunderstood, lest I may seem to strain the point too far, for I know full well that in such a cause nothing is to be gained by breaches of fairness and candor. It is a question of relative measure and proportion. And I mean that our education treats language quite too much as an object of thought, and quite too little as a medium. Our students, it seems to me, are altogether too much brought up in "the alms-basket of words"; and of too many of them it may not unfairly be said, "They have been at a great feast of languages, and stolen the scraps."

I have said that our custom in this matter stands partly as a tradition from a long-past age when there was no English literature in being. But this does not wholly explain it. The thing proceeds in great part from a perverse vanity of going abroad and sporting foreign gear, unmindful of the good that lies nearer home. Hence boys and girls, especially the latter, are hurried into studying foreign languages before they have learnt to spell correctly or to read intelligibly in their own. I say girls especially, because, since the women set out to equal, perhaps to eclipse, the men in brain-power, a mighty ambition has invaded them to be flourishing their lingual intellectuality in our faces. Besides, the fashion now is to educate young women for any place rather than for home. Most of them hope some time to spend six months travelling in Europe; and they think far more of preparing for that holiday than for all the working-day honours and services of life. And I fear it must be said withal, that we are the most apish people on the planet. I wish we may not prove "the *sericum pecus* of a Gallic breed." Be that as it may, parents among us apparently hold it a much grander thing to have their children chopping Racine and Voltaire than conversing with the treasures of wisdom and beauty in our own tongue, as if smattering French words were better than understanding English and American things.

Thus our school education is growing to be very much a positive dispreparation for the proper cares, duties, interests, and delectations of life. The further a thing draws from any useful service or common occasion, the more pride there is in studying it. Whatever will serve best to prank up the mind for flaunting out its life away from home, that seems to be their first concern. To this end, we prefer something out of the common way; something that can be turned to no account, save to beguile a frivolous and fashionable leisure, or to mark people off from ordinary humanity, and wrap them up in the poor conceit of an aristocratic style. In short, we look upon the honest study of our honest mother-English as a vulgar thing; and it pleases us to forget that this squeamish turning-up of the nose at what is near and common is just the vulgarlest thing in the world. Surely we cannot too soon wake up to the

plain truth, that real honor and elevation, as well as solid profit, are to grow by conversing with the things that live and work about us, and by giving our studious hours to those masters of English thought from whom we may learn to read, soberly, modestly, and with clear intelligence, a few pages in the book of life.

The chief argument in support of the prevailing custom is that the study of languages, especially the Greek and Latin, is a mental gymnastic. No doubt it is so. But the study, as it is managed with us, may be not unfairly charged with inverting the true relative importance of mental gymnastic and mental diet. Formerly the Greek and Latin were held to be enough; but now, by adding three or four modern languages, we are making the linguistic element altogether too prominent. We thus give the mind little time for feeding, little matter to feed upon; and so keep it exercising when it ought to be feeding; for so the study of words has much exercise and little food. Now such an excess of activity is not favorable to healthy growth. Substituting stimulants for nourishment is as bad for the mind as for the body. Supply the mind with wholesome natural food; do all you can to tempt and awaken the appetite; and then trust somewhat to nature. True, some minds, do your best, will not eat, but, if they do not eat, then they ought not to act. For dulness, let me tell you, is not so bad as disease; and from straining so hard to stimulate and force the mind into action without eating, nothing but disease can result. Depend upon it, there is something wrong with us here; food and exercise are not rightly proportioned in our method. In keeping the young mind so much on a stretch of activity, as if the mere exercise of its powers were to be sought for its own sake, we are at war with Nature. And a feverish, restless, mischievous activity of mind is the natural consequence of such a course; unless, which is sometimes the case, the mental forces get dried into stiffness from mere heat of gymnastic stress.

We are now having quite too much of this diseased mental activity. Perhaps our greatest danger lies in a want of mental repose. The chronic nervous intensity thus generated is eating the life out of us, and crushing the nobler energies of duty and virtue, aye, and of sound intelligence too. For, while we are thus overworking the mind, the muscular and nutritive systems of course suffer; so that, first thing we know, the mind itself gives out; and people go foolish or crazy from having been educated all into nerves. Composure is the right pulse of mental health, as it is of moral; and "a heart that watches and receives" will gather more of wisdom than a head perpetually on the jump. We need "the harvest of a quiet eye," that feeds on the proportions of truth as she beams from the works of Nature and from the pages of Nature's high priest. But now we must be in a giddy whirl of brain-excitement, else we are miserable, and think our mental faculties are in peril of stagnation. Of intellectual athletes we have more than enough; men, and women too, who think to renovate the world, and to immortalize themselves, by being in a continual rapture and tumult of brain-exercise, minds hopelessly disordered from the calmness of reason, and held in a fever of activity from sheer lack of strength to sit still. It was minds that Bacon had in view when he described man in a certain state as being "a busy, mischievous, wretched thing, no better than a kind of vermin." To be intellectual, to write books, to do wonders in mental pyrotechny, is not the chief end of man, nor can we make it so. This is indeed what we seem to be aiming at, but we shall fail; Nature will prove too strong for us here; and, if we persist, she will just smash us up, and replace us with a people not so tormentedly smart. It is to the meek, not the brilliant, that the possession of the earth is promised. My conclusion from the whole is, that, next to the elementary branches, and some parts of science, such as geography, astronomy, and what is called natural philosophy, standard authors in English literature ought to have a place in our school education. Nor am I sure but that, instead of thus postponing the latter to science, it were still better to put them on an equal footing with it. For they draw quite as much into the practical currents of our American life as any studies properly scientific do; and what is of yet higher regard, they have it in them to be much more effective in shaping the character. For they are the right school of harmonious culture as distinguished from mere formal knowledge; that is, they are a discipline of humanity; and to have the soul rightly alive to the difference between the noble and the base is better than understanding the laws of chemical affinity.

(To be continued).

## Promotion Examinations.

COUNTY OF LANARK, JUNE, 1883.

## ENGLISH LITERATURE.

GRADE IV.

*(Pupils will open their books at page 74.)*

1. Explain the meaning of:—'stockade fort,' 'gallant defence,' 'they attempted to decoy them from their fastness,' 'to stand a siege,' 'a hollow square.'
2. Explain the title of this lesson.
3. Give the meaning of:—'pioneers,' 'renegade,' 'garrison,' 'defenceless,' 'ambush,' 'expedient,' 'hazardous.'
4. Who were their natural protectors? Where were they?
5. Write from memory any three stanzas of "The Wreck of the Hesperus."

*(Pupils are not to have books in answering 5th Question.)*

## GRAMMAR AND COMPOSITION.

1. Name the parts of speech in the following:—"We visited Niagara Falls and admired their grandeur; our guide was a Canadian who pleased us highly."
2. Divide the following into subject and predicate:—  
(a) Fine feathers do not make fine birds.  
(b) She dwelt on a wide moor.
3. Write a simple sentence containing the word *horse*, and one containing the word *pigeon*.
4. Write a description of any game at which you play.

## GEOGRAPHY.

1. What is a continent? a bay? a plain? an archipelago? a strait? a river?
2. In what township, county, province, hemisphere, and zone do you live?
3. Name the largest ocean, sea, lake, river, continent, and island in the world.
4. Give the boundaries of the continent of America.
5. Name the counties on Georgian Bay, Lake St. Clair, and River St. Lawrence, with county town of each.
6. Into what waters do the following rivers empty:—Saugeen, Grand, Moira, Sydenham, Niagara, Ottawa, Bonnechere, McKenzie, Mississippi?
7. Where is each of the following:—Allumette, Scygog, Quinte, Manitoulin, Peel, Guelph, Lindsay, Farewell, Vancouver?
8. What railway would you use, and what places would you pass in going from Arnprior to Perth?

## ARITHMETIC.

*(Time—One and one-half Hours.)*

1. Express in Roman Numerals 940, 4808, also the difference between above numbers, and express in figures seven hundred thousand and seventy; 7 billions 49 millions and six.
  2. Find the value of  $17086 + 6909 - 456 \times 4 + 21741 \div 3 + 314658 - 1045 + 6789071$ .
  3. A merchant bought on an average 6 loads of grain daily, each containing 78 bushels. How many bushels would he buy in 3 months, allowing 4 weeks to a month and 6 days to a week?
  4. A merchant spends \$1397.34 in tea at 63 cents a lb. How many lbs. does he buy?
  5. I sold 20 horses at \$152 each, and bought 19 cattle at \$48 each, 98 calves at \$8 each, and spent the remainder in sheep at \$8 each. How many sheep did I buy?
  6. Explain the terms: difference, quotient, plus, reduction, and write the table for Beer Measure.
  7. Reduce 691 scr. to lbs.
  8. How many yards in one mile and a-half?
- Values—10 each. 75 full value.

## READING.

Third Book—Page 51.

Value—50.

## SPELLING.

1. Punctuality, conscience, pastry, assistance, subsistence, harangue, despondence, precipice, tenacity, imagination, moustache, sausage, venison, abominable, ungrateful, aviary, docility, benevolence, partial, field-marshal, nautical, voracious, superciliously, manoeuvre, rebellion, aperture.
  2. The tears came into his eyes. All the kings vied with each other in enriching their national museum with the beautiful products of his genius. Variegated pictures. His cage was well stored with finches, linnets, wrens, ringdoves, and pigeons. Austere symphony.
- Value—40. 2 off for each error.

## CANADIAN HISTORY.

GRADE V.

*(Time—One and one-half Hours.)*

1. Who discovered Canada? When? How did he come to call it Canada?
2. When was Quebec founded? By whom? When was Montreal founded?
3. Give the most important events in Frontenac's rule.
4. Who was the last French Governor of Canada? Mention some of the events of his rule.
5. Name the Provinces of the Dominion at the present time with date when each was admitted.
6. Give in order the Governors of the Dominion since Confederation. Why do we celebrate Dominion Day?

## LITERATURE.

*(Pupils will turn to page 193.)*

1. Explain the title of the lesson fully.
2. Explain the meaning of:—'encounter their fellow men amid the din of battle,' 'fury of the elements,' 'noble self sacrifice,' 'not aware of their dangerous position,' 'generous anxiety,' 'arouse the inmates,' 'rightly conjectured,' 'enveloped the house,' 'fearful responsibility,' 'heroically executed.'
3. Give the meanings of:—'palmated,' 'promptitude,' 'rampart,' 'martial,' 'upbraid,' 'random,' 'proprietor.'
4. What classes of persons are meant by 'those who encounter,' and 'those who strive.'
5. Write from memory one verse of "Twenty Year's Ago."

*(Pupils are not to have books for 5th Question.)*

## GRAMMAR AND COMPOSITION.

1. Parse—"I broke a chord of my violin by tying a cord too tightly upon it."
2. Analyze the following sentences:—  
(a) John gave me a shilling yesterday.  
(b) The soldiers of the tenth legion were wearied with their long march.  
(c) Do you work well?
3. Define—Relative Pronoun, Transitive Verb, Comparison.
4. Write six simple sentences of not less than six words, and draw a line under the predicate.
5. Describe the building in which you are writing, telling as you know about its size, the material of which it is built, &c.
6. Correct the following sentences:—  
(a) It's mc. Yes.  
(b) Him wants going home.  
(c) I done a sum.  
(d) Ho was drowned.  
(e) These apples is sweet.

## GEOGRAPHY.

1. Define—Coast, Plateau, Watershed, Longitude, Ecliptic.
2. Name the maritime provinces with capital of each. What are their principal industries?
3. Name the islands, gulfs, bays, and straits on the east coast of Canada, and state the location of each.
4. What lakes are discharged by the following rivers:—McKenzie, Abbitibbo, Bonnechere, Severn, Detroit, Chaudiere, Saguenay?
5. Name the mountain ranges of North America; the rivers of South America.
6. Name the interior counties of Ontario, with the county town of each.
7. What, and where are:—Matchedash, Necbish, Southampton, Belle Isle, Catoche, Honduras, Monte Video, Pyrenees, Azof, Candia.

## ARITHMETIC.

1. The smaller of two numbers is contained 32 times in 576, and the greater number is 18 times the smaller; find the product of the numbers.
2. Find the cost of building a fence 1 mile, 435 yards long, at 45cts. a rod.
3. Find the total cost of:—  
10ac. land @ \$15 a rood.  
75bus. oats @ 12cts. a peck.  
2520lbs. wheat @ 95cts. a bushel.
4. A gentleman bought a house, lot, and furniture. The house cost \$526, the lot \$244 less than the house, and the furniture \$18 more than the lot; what was the cost of all three?
5. If an acre of land produce 65 bush., 3 pks., 7 qts., how much ought 17 acres to produce at same rate.
6. What is meant by a multiple of any given number, a common measure of two or more numbers? Find the L.C.M. of 288 and 432, and the H.C.F. of 9, 15, and 30.
7. If 12 men can do a work in 15 days, how long will it take 18 men to do the same work?
8. A man's coat and vest are worth \$15.60, and his coat is worth 5 times as much as his vest. Find the price of each.  
Values—10 each. 75 full paper.

## READING.

## GRADE V.

Third Book—Page 250.

Value—50.

## SPELLING.

1. Insectivorous propensities. Parochial livery. Roguish, saucy familiarity. Impudent nonchalance. Imminent jeopardy. He crouched in that most ominous attitude. The bees had stored their luscious hoard in artful cells. Miniature sleigh. He planted his talons round his adversary's throat and held him as in a vice. Creation's tyrant. Ethereal sky. Though they struggled desperately they were separated.
2. Correspondent, peregrinations, rhinoceros, bowful, paroxysm, exigencies, enthusiastic, thermometer, pageantry, chivalry, cannibal, indignant, irresistibly, inextricably, reminiscence, precipice,  
Value—40. 2 off for each error.

## ENGLISH HISTORY.

## GRADE VI.

(Time—One and one-half hours.)

1. Who were the Saxons, where did they come from, and what was their religion? Tell anything else you know about them.
2. Who was the greatest of the Saxon kings of England, and for what was his reign principally noted?
3. What was the Great Charter? The Wars of the Roses?
4. What great events took place in A.D. 1066, 1172, 1282, 1346?
5. Explain what is meant by *to prorog*, *to adjourn*, and *to dissolve* parliament.

6. What is the difference between the government of Britain and the government of the United States?

## CANADIAN.

7. What happened in Canada in 1812? Why? Who were at war? Name the Canadian battle-fields. What happened in 1840?
8. What is meant by Confederation? When was it brought about?
9. Tell what you know about Brock, Tecumseh, Lord Durham, and Champlain.

## ENGLISH LITERATURE.

(Pupils will open their books at page 105.)

1. Give the meanings of:—'council,' 'resplendent,' 'gorgets,' 'ally,' 'salutations,' 'parallel,' 'absolutely,' 'subside,' 'divested,' 'facilitate,' 'exordium,' 'aborigines.'
2. What did "the pipe of peace" indicate? By whom was it smoked? Give another name for it.
4. Explain in your own words the following:—"linked together in a chain of friendship," "mode of utterance," "how continuously the race of red men had melted, and were still melting, like snow before the sun."
4. Who was the "Great Parent"? What is meant by the "Salt Lake?"
5. Give a description, in your own words, of the "Fire in the Woods."

(Pupils are not to have books in answering 5th Question.)

## GRAMMAR AND COMPOSITION.

1. What is the use of Grammar? What is a sentence? Give an example of a simple sentence.
2. Analyze the following:—  
(a) In these journeys he encountered the most frightful perils.  
(b) How had she contrived to sustain life?  
(c) Lay aside your white skin wrapper.
3. Parse—"England had not been idle in taking possession of new countries, and planting her sons therein."
4. Write the plural of calf, me, beauty, journey, monarch; and compare big, various, good, evil, much.
5. Change the voice of all transitive verbs in the following:—  
(a) They kept the birds enclosed till they were wanted for the table.  
(b) These old voyagers tell us that thirty boats could be filled with the birds.
6. Combine the following into a simple sentence:—  
(a) In that year a pair of birds was shot.  
(b) The birds were male and female.  
(c) They were shot at their nest.  
(d) The nest was on an islet.  
(e) The nest was near one of their former breeding places.
7. Write a short sketch of some story you have heard or read.
8. Correct what you see wrong in the following, and give your reasons as far as you can:—  
(a) He told me a lie.  
(b) There's two or three of us going.  
(c) Them was not at school to-day.  
(d) Them lessons are hard to-night.  
(e) I did not get no sleep to-night.

## GEOGRAPHY.

1. Define—Delta, Firth, Oasis, Republic, Kingdom. Give an example of each.
2. Name the principal branches of the Atlantic Ocean on its eastern side.
3. In what county, and on what river are the following situated:—Oxatham, Galt, Stratford, Belleville, Perth, Amherstburg, Brantford, Winnipeg?
4. Name the mountains of British Columbia, the lakes of Quebec, and the rivers of New Brunswick.



5. Name the political divisions of South America, and give the capital of each.

6. Outline a map of the southern coast of Europe, marking the seas, gulfs, straits, and islands.

7. What and where are:—Mississagua, Dunkirk, Hull, Orleans, Miramichi, Portage-la-Prairie, Hooker, Faroe, Perokop, La Hogue?

#### MENTAL ARITHMETIC.

1.  $17+9-12 \times 3-17 \div 5 \times 9+5 \div 10$ .
2.  $1250 \div 25 \times 11$ .
3. A grocer mixes 8 lbs. of tea at 60 cts. a lb. with 4 lbs. at 75 cts. What is the mixture worth a lb.?
4. If 9 cords of wood cost \$27, how many cords can be bought for \$19.50?
5. Reduce 192 farthings to shillings.
6. What change should I receive out of 40 cents after paying for 2 dozen oranges at 4 for 5 cents?
7. Divide \$45 between A and B, giving A \$4 as often as B gets \$5.
8. A boy gave away  $\frac{2}{3}$  of his marbles to one boy and  $\frac{1}{4}$  to another, and then had 18 left. How many had he at first?
9. What part of 7 times 4 is one-ninth of 72?
10.  $\frac{2}{3}$  of 27 is  $\frac{1}{4}$  of how many times 3?

#### ARITHMETIC.

1. Define—Unit, Abstract Number, Greatest Common Measure, Fraction.
2. The product of two numbers of which one is thrice the difference between ten thousand and one, and nine thousand nine hundred and ninety seven, is three hundred and twenty three thousand seven hundred and ninety-six. Find the other number.
3. Find the total cost of:—  
2462 ft. of boards @ \$7.25 per 1000.  
1830 lbs. of hay @ \$9.00 a ton.  
2828 lbs. of clover seed @ \$6.25 a bushel.
4. If a farm of 300 ac. two lots were reserved; one 25 ac. 3 ro. 27 po., and the other 57 ac. 2 ro. 36 po.; the remainder sold at 45 cents per sq. per.; how much did it bring.
5. A rule 2 ft. 6 in. long is contained in two ropes 29 and 57 times respectively. How much longer is one rope than the other?
6. What must be added to  $\frac{2}{3} + 1\frac{2}{3} + \frac{5}{8}$  to make the sum equal to 4?
7. Find the cost of plastering the four walls and ceiling of a room 20 ft. long, 16 ft. wide, 10 ft. high, at  $7\frac{1}{2}$  cents a sq. yd.?
8. A can do a piece of work in 20 days, B in 24 days, C in 30 days; how long will it take them to do the work altogether?  
Values—10 each. 75 full paper.

#### READING.

Fourth Book—Page 115.

Value—50.

#### SPELLING.

1. Icy embrace. Executive council. The snow was whirled to eddying mist. The dread torpor crawling came. He manifested unparalleled fortitude. With the deep guttural bellowings of the antlered monster, and the plaintive answers of his consort. The pigmy ancestor of a numerous and giant progeny. The muzzle pointing vertically downwards upon the bait. Mr. Grant, at the imminent peril of his life, saved the remnant of the settlers from extirpation. The larch's supple sinews. Sylvan happiness reigned here. A cake of hard deer's fat with scraps of suet toasted brown intermixed, was eaten with the meat; soup was the drink. Three completed the complement. He paid him this compliment.

2. Interpreter, apprentice, myriads, lustreless, phenomenon, halibut, cels, cranberry, mat-weed, unpalatable, combustible, belligerent, biscuits, alacrity, decoctions, abutments, grotesquely, independence, sturgeon, salmon, picturesque.

Value—46. 2 off for each error.

"OH, THAT PLATO!"—Somebody tells a good story at Emerson's expense. A Yorkshireman was advised to read some really good book, and Plato was mentioned as likely to suit him. Afterward he was asked, "Well what do you think of Plato?" "Plato? Oh, that Plato! I'll tell you what I think of him. He's as big a humbug as ever lived. Why, man, Emerson has said it all before him."—*Ex.*

## Practical Department.

### SCHOOL DISCIPLINE

(1.) *Reasoning.* A large number of cases yield to skilfully applied argument. The teacher, by studying case after case, learns to speak so wisely that the pupil yields at once.

A pupil had refused to obey, and stood before his teacher. Without excitement the teacher said: "So, John, you refuse to give Robert his pencil?" "Yes, sir." "Let me see it." The pupil demurred, fearing the teacher would retain it. "Ah, John, you need not fear; I don't keep people's pencils; it is not my style." It was handed out. "How much is this worth, boys?" Some said it was worth a cent. "Well, John, will you sell this to me? The boys say it is worth a cent." Of course the matter was adjusted at once.

The teacher had given an example of the aspirate tone; the expression: "Ha! who comes there?" One tried it and another. One boy refused. "Try it, John." John doggedly refused. "John gives it up, it is too much for him." And without provoking trouble took up the lesson.

William had been appointed "hall monitor," but refused to serve, saying he "did not come to school to do such business." "Why, President Garfield swept the rooms and rang the bell at Hiram academy, and you think the work of assisting in making a good school is beneath you? You don't understand the sort of a world you are in. You should be glad to help forward any good work anywhere, and everywhere. I will do this. You look on to-day and to-morrow, and if you don't then want to help things along here, you will be the only one ever heard of."

John had been busy in troubling his neighbors; the teacher commanded him to come and write his name on the blackboard in a black list—(a very questionable device). The boy refused. The pupil was a large one; the teacher was on the alert. "John feels ashamed, and his penmanship is not good; Henry may write it for him." The teacher thus got himself out of a difficulty.

Another teacher not so wise took out his watch, "I will give you one minute to write the name." (No movement.) "I will give you one minute more." (No movement.) "You may now take your books and leave the school." (No movement.) At recess the pupil went home and told his father; the trustees took the boy's side, and thus this little incident nearly broke up the school. The teacher claimed he was right. Was he?

The above is a fair sample of thousands of troubles that occur in school-rooms.

(2.) *Penalties.* The teacher who makes rules must have penalties—that is clear enough. Hanging for stealing was once common in enlightened England. Whipping was the schoolmaster's favorite penalty; the rod was ever in the teacher's hands; for poor lessons, no lessons, disorder and stubbornness, it was laid mercilessly on the pupil's back. The writer remembers at a teachers' institute hearing the details of a flogging bestowed on a pupil who came late to school. "I gave him the biggest licking he ever had," said the teacher—and he was applauded! What was the spirit of the teacher?

It is of not so much importance what the penalty is, as that there is one.

1. Looking at a pupil.
2. Reproving a pupil in private.
3. Reproving before the school. (This is about the most severe of all.)
4. Putting name on roll.
5. Detention.
6. Notifying parent.
7. Suspending pupil from a class. (Hearing him recite after school.)
8. Visited by a committee.
9. Removal from his seat.
10. Sent out at recess after the rest.
11. Notifying school officers.
12. Suspension from school.—*Teachers' Institute.*

## ADVANTAGES AND DISADVANTAGES OF THE ALPHABETIC METHOD.

## (a) ADVANTAGES.

(1) This method is the general one. Other things being equal, methods which are most in use are the best. If a boy came from another school, for example, where the ordinary method had been adopted, he would lose time if he had to commence on another system.

(2) It is very minute in its processes, proceeding letter by letter, and thus cultivates the attention by requiring the scholars to pay regard to small details.

(3) It teaches spelling simultaneously with reading from the very commencement.

(4) Being the common method, it is provided with abundance of good material and apparatus. With other methods the books, sheets, etc., are more scarce, and not so perfected and elaborated by the labor and experience of many minds.

(5) It facilitates reference to dictionaries, encyclopædias, and other works drawn up in alphabetical order.

(6) It commands greater confidence among parents than any other. They can tell whether their children are "getting on" when their young ones are learning by the ordinary method, that with which they are acquainted themselves. They are apt to consider phonetic and other systems as mere "nonsense," and will sometimes take their children away in consequence. Of course mere prejudice against improved methods must not be regarded; this has to be overcome in the case of nearly all improvements. Still it has to be considered, and a novel system should not be introduced unless it presents decided advantage over the old one.

## (b) DISADVANTAGES.

(1) It is of a dry and formal character, requiring great and exceptional skill on the part of the teacher to awake an interest in the learner.

(2) It follows the names of the letters instead of their sounds. As in English there is a great divergence between the names and the sounds of the letters, this method is a difficult one.

(3) The teacher is obliged to begin with very small words, and even with syllables which do not alone constitute words. Hence it is impossible to present the children with interesting lessons at the early stages of their school course, when it is so important to gain their attention and interest.

(4) Owing to its difficulty, much time is required to make good progress under this system, and thus many children, who have to leave school at an early age, go forth into the world without the power of reading fluently or intelligently.

(5) The mechanical difficulties of this method absorb the time which, under an easier one, might be devoted to explanation and illustration of the matter of the lesson.—*Moffatt's Scholarship Answers.*

## SCHOOL MATTERS IN ENGLAND.

BY CHAS. W. ATHENS, O.

There are some things in the English public school system to which attention may very properly be called here. My observations have been confined chiefly to London; but its schools are conducted in the main like those of other large cities in England, some of which they do not surpass in excellence. The code of regulations now in effect was adopted in May, 1882, and all quotations in this paper are from the document of that date.

England has no free public schools. As compulsory education is

pretty stringently enforced there are of course a good many children whose parents are too poor to pay for tuition, and in such cases it is remitted by the board of education. The minimum weekly tuition fee for each child is two cents; the maximum, eighteen cents. As the law however compels children to attend only "half-time," they are required to pay no more than half tuition, except in the lowest grade. The head teacher in each department is charged with the duty of collecting the fees. As an offset to this, the pupils do not furnish their own books, these being, in most cases, at least, provided by the boards of education. In London, there is in vogue a system of prize-giving by which pupils may earn books as rewards of merit. Each pupil that has attended punctually for one quarter receives from the head teacher a card of which the pecuniary value in books or work-boxes is from six to thirty-six cents, according to the grade of the school. Only girls in the advanced classes are allowed the option of work-boxes. But teachers may withhold from pupils the rewards earned by punctuality if their conduct in other respects has been unsatisfactory. Thus while there are no free schools so-called, children may not only receive gratuitous instruction, but earn articles of value in addition.

On the subject of punishment, I cannot do better than quote the words of the code: "Every occurrence of corporal punishment must be formally recorded in a book kept for that purpose. Head teachers must exercise the utmost caution in inflicting corporal punishment so as never to strike a child on any part of the head, either with the hand or any instrument whatever. Corporal punishment must not be inflicted during school hours. The name of any child to be punished shall be put down, and the cases of corporal punishment be dealt with at a particular time set apart for the purpose. Head teachers may inflict immediate corporal punishment in exceptional cases which, in their judgment, require such a course; but a special report of each case must be made by them in the punishment book, giving in full the reasons for departing from the ordinary rules of the board. Assistant teachers and pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher is held directly responsible for every punishment of the kind."

I found among the London teachers, and also in the board, a strong sentiment against the infliction of corporal punishment. Some teachers with whom I conversed seemed to take pride in showing that their punishment books contained but a meagre record. An instance was related to me of a school in the East End of London, attended chiefly by the children of the worst and lowest classes, which had caused the authorities a great deal of trouble, because no teacher would remain long in charge of it, even if some would go so far as to try. At length, with considerable difficulty, the services of a lady were secured who had made an exceptionally fine record in another part of the city. She at once wholly discontinued the infliction of corporal punishment, and in a very short time, by the mere influence of her admirable tact and skill in school government, had transformed the school into one of the most orderly.

As a rule, teachers in England are not employed independently who have not attended a training school and served an apprenticeship to some older teacher. Head teachers may have in charge as many pupil teachers as they can oversee, but cannot receive pay for more than six. Naturally those teachers who have the best reputation are most sought by those intending themselves to enter the profession. Pupil teachers pay for this instruction—males twenty-five dollars, females twenty dollars per annum—and head teachers whose services are in demand may thus considerably increase their income. The absurd notion so prevalent here that any young person who knows a trifle more than other youth is a proper

and fit person to teach them independently has no defenders on the other side of the Atlantic, so far as my observations have extended.

The teacher's income may be made up from one or more of the following sources:—1. A fixed salary paid monthly. 2. A share in the government grant. 3. Payment to head teachers from pupil teachers. 4. Payment for instruction in drawing. As to point 2, it needs to be said that once a year regularly all the pupils are individually examined by a government inspector, and the teacher receives a pecuniary allowance for each one found competent to pass into the next grade. In some cases a teacher may take a school at a fixed annual rate without regard to the report of the inspector, but generally the sliding scale, or payment according to success, is found most efficient to secure the best work. In the lower grades there is not much difference between the salaries of males and females, usually about twenty-five dollars, up to a maximum of four hundred dollars. Beyond this the difference is greater, so that where a male head teacher receives five hundred and fifty dollars, a female receives but four hundred and fifty. Going still higher, when a male receives ten hundred and fifty dollars, the female teacher of the same grade receives but seven hundred and fifty. As a part of the fixed salary is reckoned the annual increase made upon each "good report" which the teacher receives from the inspector. This increase is fifty dollars for a male teacher and thirty for a female. The apparently unjust discrimination arises from two causes: The older male teachers, those whose wages are highest, have more frequently families to support than the females; the supply of the latter is much greater than of the former, and their services can be obtained for less money. A very large number of ladies find employment as public school teachers in England. No part of the English system appears to me more worthy of imitation than to pay according to success. And the teacher has usually a very competent judge to decide whether he has succeeded, as the inspectors are always the best educated men that can be had, and the position is so well paid that men of ability seek it. Besides, his relation to the teachers of his district is such that he can have no interest in keeping any of them back. It is too often the case under our system of union schools that boards feel themselves limited in the expenditure of money; and in such cases, the superintendent, if a shrewd manager, succeeds in getting the lion's share, while the remaining teachers are put off with what is left. And yet the schools are probably none the better for the disproportion of salary and the nominal oversight. From the commencement of his career the English teacher has before him strong incentives to do well, and he may win prizes in two or three different directions each year.

The English system is largely based upon the German, though that has not been slavishly copied. The English people deserve great credit, not only for the zeal with which they have recently entered upon the improvement of public education, but also for the judgment they have shown in adopting whatever is good in the systems of other countries. Consequently the uniform improvement of their schools has been greater in five years than that of Ohio in four times five, though Ohio has doubtless some as good schools as England's best.

Carlyle says that. "If the devil were passing through my country, and be applied to me for instruction on any truth or fact of this universe, I should wish to give it him. He is less a devil, knowing that three and three are six, than if he didn't know it, a light spark, though of the faintest, is in this fact; if he knew facts enough, continuous light would dawn upon him; he would (to his amazement) understand what this universe is, on what principles it conducts itself, and would cease to be a devil!"

## THE HIGH SCHOOL: ITS RELATION TO THE LOWER GRADES OF PUBLIC SCHOOLS.

BY JOHN HANCOCK, PH. D.

No school system can effectually meet the object of its creation which does not embrace in its constitution provisions for carrying the education of youth beyond the common branches. With one hand the high school beckons the pupils of the elementary schools to come upward to its more elevated outlook, and with the other it points its own students to the still higher outlook of the college. Lacking the high school, the pupils of the lower schools would lose a chief incentive to exertion. Built in front of him at the very start of his career an impenetrable wall, barring all future progress, and the motive to activity is gone. His life at once begins to shape itself to lower aims, and he grows content to be a small creature. On the other hand, with a good high school to crown the public school system, there is provided for every child, even the youngest, a potent and ever-acting incentive to push forward. Each promotion in grade comes to be regarded as but another step in the upward march to the high school. Of course the larger number of pupils fall out by the way, but most will have climbed higher, and have done their work better, from having had their eyes fixed on the goal. The atmosphere of a generous equality comes to pervade the community, and the poorest and most neglected child is led to feel that there is something in the world for him to do which shall be well worth the doing.

The course of study, too, for the lower schools is certain to feel the influence of the high school. This course is too often afflicted with a fearful leanness—built on the principle that the three R's, and but little of them, are sufficient to meet all the educational needs of common people. In forming a curriculum for the lower schools, the liberal spirit begotten of the high school is sure to furnish here and there a new element—a germ of growth which shall develop with the advancing civilization and culture of the community—nay, rather shall be the chief cause of this advance in civilization and culture. In other words, the course of study for the elementary schools, instead of being a meagre, dead stalk, becomes a living growth, full of sap and vigor.

But perhaps the influence of the high school upon the lower schools is exerted most powerfully in providing for them a class of teachers of a higher grade of qualification than it was possible to secure under the former order of things. No argument is needed to show the utter vanity of all schemes of public education which at the same time fail to place a competent teacher in every school. The high school cannot give us professionally trained teachers—the supplementary work of the normal school is required for that—but it does give us teachers whose views have been broadened and love of knowledge deepened by some taste of a liberal culture. Nor is this taste so slight as some might be inclined to think; for it should be remembered that the high school of to-day, as constituted in most of our large towns and cities, gives a better education in the sum total than did the average New England college fifty years ago.

And this higher education of teachers as a class renders possible the successful introduction into the lower schools—especially into the primary departments—of those improved methods of instruction which have lifted teaching from something less than an empiric art to the level of a science, and are doing more than any other agency to make knowledge loved by the whole people. Without the character-training and resources which come to our teachers from a high school education, these methods would prove an utter failure, or degenerate into a mechanism more lifeless than the worst mechanism of the dreadful past; for it may be stated as an educational axiom, that intelligent methods can be applied by intelligent teachers only. Machine methods are necessary wherever machine teachers are found.

## GLEANINGS FROM FITCH.

Variety and versatility are of the very essence of successful teaching.

You teach, not only by what you say and do, but very largely by what you are.

No one can teach the whole, or even the half, of what he knows. If you want to teach well the half of a subject, know first for yourself the whole, or nearly the whole, of it.

For all lessons which do not lie in the ordinary routine, the careful preparation of notes is indispensable. The moment any man ceases to be a systematic student, he ceases to be an effective teacher; he gets out of sympathy with learners, he loses sight of the process by which new truth enters the mind; he becomes unable to understand fully the difficulties experienced by others who are receiving knowledge for the first time.

When your strictly professional work is done, follow resolutely your own bent; cultivate that side of your intellectual life on which you feel that the most fruitful results are to be attained.

## Notes and News.

## ONTARIO.

Of the 44 candidates from the Seaforth high school who wrote at the recent examinations, 35 or 79 per cent. passed. The record stands 4 A's, 3 B's, 13 thirds, and 15 intermediates. The school is only five years and a half old.

Daniel Hetherington, of Fullarton, has been appointed principal of the St. Catharines public schools.

Listowel high school received \$311 government grant for the last half year.

In the Mitchell public school Miss E. Marty and Miss E. Hutchinson have been engaged for the fifth and sixth departments respectively at salaries of \$300 and \$270.

At the Goderich high school 32 out of 39 candidates were successful at the late examination.

Mr. F. W. Sellars, late principal of the Brucefield public school, has resigned, and Mr. Charles McKay has been appointed to succeed him. Mr. Sellars is a graduate of Ann Arbor, and goes to Michigan to enter on the practice of medicine.

At the Clinton high school about 40 candidates wrote, and 34 were successful at the last examinations. The report gives 2 seconds, 15 thirds, and 17 intermediate.

Alex. Crichton, B.A., silver medallist in classics at Toronto University, has been appointed classical and English master in Seaforth high school at \$800.

Dr. Smith, late of the first Presbyterian church, New Carlisle, Ohio, has been appointed principal of Demill college, Oshawa. Dr. Smith was formerly pastor of St. Andrew's, Uxbridge.

Samuel Woods, M.A., formerly principal of Kingston collegiate institute, has been appointed principal of the Ottawa ladies' college.

Rev. J. May resigned his position as inspector of schools in the county of Carleton. He has subsequently been appointed immigration agent in the North-west.

Orillia can boast of a splendid school building, and the work carried on in it reflects much credit on the principal, Mr. Geo. McKee, and his assistants. In this school the half-time system is adopted in the primary class. Mr. G. McKinnel is second master, and he has been very successful in teaching bookkeeping to his class. The reading in Miss Lafferty's class is exemplary. The other teachers, namely, Misses Wainwright, Henderson, Cameron, Cooke, and Coleman, are earnest, effective teachers.

The Barrie separate school possesses a diligent and highly qualified head master in Mr. John Rogers. His class has been very successful in passing at the entrance examination, and the school is prospering under his care and the valuable assistance given by the Sisters who have charge of the junior departments.

A \$3,000 school-house is to be erected at Decewville.

As a class, school teachers are very little better remunerated than clergymen, although there is this in favor of teaching, that the time devoted to preparation can be utilized for other and more profitable occupations. But even this is no excuse for the low salaries paid in most cases. It would be to the advantage of the teachers as well as to the people to have trained and experienced hands remain in the profession. This, however, will never be the case so long as the remuneration is so inadequate as it now is. If, instead of rendering the examinations more stringent, and thus making it more difficult to gain admission to the profession, the educational department could devise some means of encouraging those who take to teaching as a life-work, much greater good would be accomplished. As it is, it is simply passing strange that the two professions which are of paramount importance to the well-being of society are the very ones which are the most poorly remunerated. This is an anomaly which should not exist, and which will, we hope, be very soon wiped out, as its existence is not creditable to us as a people.—*Huron Expositor*.

Ingersoll high school prospers under the head-mastership of F. W. Merchant, B.A. Full classes are formed for all grades of certificates, and for junior and senior matriculation. Miss Ella Gardner, a pupil of this school, passed with honors in French, German, English, and history at the recent second year examination of Toronto University. The name was first on the first-class honor list in English.

The several departments in the Barrie model school, under the experienced and skilful management of Mr. W. B. Harvey, head master, are in a highly creditable condition. In the primary class, which is under Miss Burd's care, the half-time system is adopted—one-half the room alternating with the other in lessons and play. In the second class, under Miss Eva Lee, the children, among other subjects, show a very intelligent knowledge of geography, and the filling in of blank maps. The discipline of the schools is remarkably good, and the wholesome manner in which it is exercised may be inferred from the fact that since Mr. Harvey's appointment not a single complaint was made to the School Board. The head master is fortunate in possessing an excellent staff, namely, Mr. R. R. Jennison, second master, and the Misses Lee, King, E. Lee, Boys, and Bird.

In the West Ward school, Barrie, Mr. J. B. Carruthers is doing excellent work. He is assisted by Misses Watson, Todd, and Clara King. The East Ward school is under the efficient control of Miss Appelbee.

Industrial drawing is a special feature in the Nottawa public school, of which Mr. W. A. Furlong has been the respected teacher for 16 years. In addition to the instruction comprised in Walter Smith's Primary Manual, some of the pupils are taught sketching. The children in the primary class exhibit excellent specimens of figures copied from the drawing cards and blackboard, and seemed to take pride in their work.

Mr. R. H. Luck is making good progress as principal of Beeton public school. He is an energetic teacher, and has earned the esteem of the trustees.

Vocal music is cultivated very successfully in Ayr public school, which is under the principalship of Mr. G. D. Lewis. The school has improved in many respects lately, chiefly in attendance, which is due to the increasing prosperity of the village. The Misses Cameron, Renwick, and Crozier are very diligent teachers.

An improvement in the school building is much needed in Drumbo. Mr. A. S. Bueglass is principal, and is assisted by Miss Holmes. The attendance has increased lately, and is rather more than can be accommodated with convenience or good results.

It is expected that an improvement is about to be made in the high school building, Park Hill, which will give the head master, E. M. Bigg, M.A., better facilities for carrying on the excellent work he is engaged in. Twelve pupils were candidates for intermediate examination. Mr. Darrach is much appreciated as assistant. Mr. Bigg is also principal of the public schools; Mr. W. S. McBrain has the 4th class, Miss Spencer the 3rd, Miss Taylor the 2nd, and the primary classes are under the care of the Misses McLeod and Baxter.

The children of the Ancaster public school give an entertainment every year. The proceeds are devoted to supplying them each with a present, generally taking the form of a book. The school is in a very flourishing condition under the head-mastership of Mr. W. R. Manning, assisted by Misses Ryan and Taylor.

Since the appointment of Mr. J. A. P. Clark to the principalship of Stayner public school much satisfaction has been expressed at the progress made. He is well assisted by the Misses Robertson, Logan, and Craig.

Dundas is badly in want of increased school accommodation. During the winter months it has been found necessary to adopt the half-time system with some divisions. This reduced the attendance from 766 to 620, whereas there are only seats for 504 in all the schools together. It is to be hoped that the trustees will see their way clear to supply this serious deficiency soon. As far as work is concerned the schools are in a thoroughly sound condition. J. D. Bissonnette, B.A., is a most energetic principal. He is assisted in the high school by L. A. Kennedy, B.A. The public school has a very efficient staff, consisting of Messrs. J. W. McLeane and Chas. Roberts, and Misses Young, Somerville, Knowles, Scott, Laidlaw, McFarlane, and Clark. Miss Young is leaving after sixteen years of work in these schools, and Miss McGorman has been appointed to enter on duties as teacher after the summer vacation. There is an excellent Literary Society in connection with the schools which has a capital museum containing many fine geological, ornithological, and other specimens, besides many curiosities. With more room and better means of displaying its specimens this collection would soon become a most useful and attractive institution. The teachers have been most energetic in forming and arranging the museum, and deserve all the support that the people of Dundas can give them to make it a thorough success.

The Berlin Central School passed fifteen pupils into the Berlin High School at the recent Entrance Examination. Elmira passed 10, three of them being at the head of the honor list; Waterloo 6, Winterborn 4, Doon 4, Conestogo and 14th Wellesley each 2, Heidelberg, Hawksville, Erbsville, St Jacobs, Yatton, and Redhill each 1. The people of Berlin have reason for gratification that their school makes such an improved record on some preceding years. — *Berlin Daily News*.

The Executive Committee of the Durham Teachers' Association met at Bowmanville, on Saturday Sept. 8th. Present, Messrs. Tilley, Gilfillan, Goggin, Reynolds, Barber, Keith, and Stirling. The convention will be held Oct. 19 and 20. G. W. Ross, Esq., M. P., will be present both days, and lecture on "Cultivation of the National Sentiment" on Friday evening. Particulars in circulars.

At the July examinations Orillia passed 21 candidates—Second Class, three A's and one B, seven Third Class, and ten intermediates.

We regret that we have been unable to collect the results of the late examinations in many schools. If our friends will forward them at once they will appear next month.

One of the series of Township Institutes, organized by D. P. Clapp, B. A., Inspector of Schools for North Wellington, was held at Glenalban, Peel Township, on Friday 22nd June. The Inspector was called upon to preside, and the affair was a complete success. There was a fair attendance of teachers and the resident clergymen, Rev. B. Sherlock of the Methodist, and Rev. Mr. Morris of the Presbyterian Church were present, together with some of those from the village and vicinity who were interested in educational matters. The teaching by members with the criticism thereby evoked, and the discussion of essays, occupied the whole of the day, which was very pleasantly and profitably spent.

The Kingston Collegiate Institute has been recently reorganized, and enters upon the present term with an able staff of teachers, all specialists in their respective departments, and all new with the exception of the efficient Principal, A. P. Knight, Esq., M.A. From the personnel and high educational standing of the entire staff, we predict for the institute a most successful career, surpassing even its palmiest days. We notice that a very important subject has been added to the curriculum,—namely, "Short-Hand," which is fast becoming a necessary part of the education of both boys and girls.

A vigorous article appears in the last issue of one of the leading educational journals attacking the management of the Collegiate Institute of this city. We do not know that there is ground for the charges made, but the fact that they have been made in a journal of educational standing is a reason for some attention being paid to them by those most interested. The Collegiate Institute is the most important public school in the city, and in the interest of education such an article should not be passed by in silence. The charges are in brief that "old-fogeyism" is the order of the day both on the part of the board of trustees and of the teaching staff. — *Telegram*.

## MANITOBA.

A convention for the election of three members to represent the graduates of the University of Manitoba was held on the 22nd of August.

On the same day the University Council met at the call of the Chancellor, who is appointed one of the trustees of the estate of the late A. K. Isbister, to take into consideration the conditions of the bequest and to express a due sense of the munificence of the donor in making liberal provision in his will for the advancement of education in the Province.

The public schools opened on Tuesday, 21st August.

Two new school-houses will be opened by the Protestant Board of School Trustees of this city at the beginning of the new term, and three additional teachers are called for to meet the demands of the increasing attendance, one of them to take the assistant's position in the collegiate department.

An election of school trustees for the city was held on August 3rd, in accordance with the late Act amending the school law. The old members were nearly all re-elected, and at the first meeting of the new board Stewart Mulvey, Esq., was duly elected chairman.

The examination of teachers for certificates was held August 7th at Winnipeg, with an attendance of ninety candidates; at Brandon, with twenty-seven, Pilot Mound, twenty-two, Birtle and Minnedosa, about twenty each. The examiners have not yet concluded their labors.

## NOVA SCOTIA.

The fourth annual meeting of the Provincial Educational Association was held in Halifax on the 11th and 12th of July. Mr. Alex. McKay, professor of mathematics in the Halifax high school, and Mr. A. J. McEachern, of the county academy, Antigonish, were unanimously elected to the posts of secretary and assistant secretary. Prior to the formal opening of the session a large number of members had enrolled themselves.

The first business transacted was the presentation of reports from the Executive Committee and the committee appointed the year before to further consider and revise the proposed course of study for high schools. The report of the former committee epitomized the necessary business of the year of an *ad interim* character, and embraced the programme of exercises about to be submitted; that of the latter was presented in the shape of a printed curriculum. By eleven o'clock the spacious hall in the Freemasons' building—the place of meeting—was crowded to the doors. Principal Calkor, of the provincial normal school, having taken the chair, the Superintendent of Education proceeded to deliver the opening address, in which the chief topics discussed were the relation of general to technical education, and the proper equipage of competing studies in an advanced scheme of public instruction. He contended that as practical educationists they were in duty bound to see if there was any good ground for the complaints so generally urged that education among us has concerned itself too exclusively with groups of subjects, which though susceptible of much ingenious analysis and classification, are still adapted to contemplative rather than practical business purposes; with the critical study of absolute political ideas, and the evanescent opinion developed centuries ago by passing circumstances; with the niceties of language, and the curiosities of literature; with the names and dates and genealogies of infinitesimal beings, whom accident once thrust into prominent positions, but whose lives touch not at a single point the needs and the duties of the present hour, rather than with studies which would open up new capabilities for promoting human comfort.

Those urging this claim could certainly find in the history of education a reason why it should not be thrust aside simply because it proposed something *new*. The history of education was the record of great waves of change successively rolling in on the established order of things. Old systems and appliances are found unsuitable and useless in periods of intellectual revolution. A new order of ideas calls for new methods of propagation. The "Clouds of Aristophanes" was referred to as a case in point. The immortal productions of that poet, with their sparkling humor, all their thrilling lyric music, were after all but the impotent protests of a man of genius, out of sympathy with his times and unable to comprehend the irresistible progress of events. That "new education" against which this gifted conservator of old forms and ideas polished his wit and tuned his lyre came in despite him, and however much subsequent events have modified it, the world feels its influence still, and will continue to do so till the names of Socrates and Plato are forgotten.



And so at no time can we positively affirm that the wants of the age do not demand some modification of the stereotyped instruments of education. The ancient classics themselves, about whose utility so hot a controversy now rages, were brought in on the crest of a great revolutionary wave, and whatever be their merits as educational instruments now, none can doubt that they aided in accomplishing one of the grandest forward moments ever made in the intellectual life of man. After considering in detail the appeals made in behalf of technical instruction in connection with common school work, the Speaker closed up this part of his subject as follows :--

"If the demand made upon us be that in our public schools the youth should receive just as fair a start towards the special study of, say, agricultural science as towards the study of any of the so-called non-productive professions, it is an eminently reasonable demand. It is to be urged that even yet in our curriculum the studies which have relation to practical pursuits are too much jostled and crowded by subjects which, having originally got their places by accident, retain them not by virtue of relative educative power or utility, but by mere prescription. Let us with candor admit the possibility of the criticism being founded in justice. But if we are asked to turn out accomplished agriculturists and mechanics, we are asked to do a palpable impossibility. Why, look at our colleges? They pick up our boys at the most advanced stage of our public school work; they subject them to a four years' course; they examine them and re-examine them; they take them through literatures ancient and modern, through sciences various, through the fiery furnace of mathematics and the spongy bog of metaphysics; and yet they do not profess even to have made them doctors, or lawyers, or clergymen, but only to have fitted them to begin to study to be doctors, or lawyers, or clergymen. It ought to satisfy all reasonable friends of technical education if we turn out of our common schools boys ready to enter special schools organized for the purposes of technical education, ready by virtue, not only of their general training, but also and especially by virtue of that impulse towards untried pursuits which we may hope it will soon be in the power of all our schools to impart."

On the subject of high school studies the speaker carefully balanced the claims of modern literature and science and the ancient classics. To the latter he expressed strong attachment, but freely recognized that they could no longer be taught in the same methods, or devoted on the same grounds, as when they locked up the whole treasure of the mind. It was stupid conservatism to adhere to what has plainly outgrown its usefulness. He asked for the new course liberalit, breadth, adaptation. Let the classics be taught, not as the sole intellectual instrument of our rising youth, but as a valuable means of mental discipline. In conclusion, after bidding his hearers to keep in mind the practical tendencies of the present day and the wisdom of adapting themselves to them, he exhorted them also to remember that the words of the Divine Founder of Christianity, "man shall not live by bread alone," have an intellectual as well as a spiritual application, and that science, art, and industry have their chief inspiration in the gratification of tastes which nothing but long processes of general culture could have created.

The next paper read was by Professor Caldwell, of Acadia College, on "Science in Schools." After dilating on the advantages of education in every walk of life, he proceeded to enforce the idea that education should be promoted by all available means, and that it was fitting for everybody to obtain all the mental culture within his reach in order that he might be of more commercial value in the world, and that he might stand higher in the scale of being further removed from the brute creation towards the supreme intelligences. The stimulating and directing of the youthful intellect was considered and the best modes of effecting it. He believed in the intelligent mastery of a few subjects rather than an attempt to cover the whole field of knowledge. He thought a large amount of teaching was unproductive because unnatural, not taking into account the natural order of mental development. In youth, curiosity, imitation, and memory are predominant; later in life reason and judgment are mature. A sound system of education would follow this line of natural development. Let the child learn grammar by imitation rather than by rule. These general ideas were enlarged upon and elucidated in detail. The difficulties of the average child in learning were instanced, and the best methods of profiting by natural capabilities for the greatest advantage in imparting instruction, according to the speaker's opinion, shown up. He thought primary instruction was confined far too much to rules

and text-books, without sufficient explanation of the why and wherefore. The various requisites of a good teacher were pointed out, and the benefits of the Acadian Science Club, a worthy Wolfeville institution for aiding teachers in acquiring scientific knowledge, were given a lengthy exposition. He instanced a method of instructing pupils in such a science as geology, and closed with an appeal to teachers to pay more attention to the careful and considerate instruction of youth.

Mr. S. K. Hitchings, State assayer of Maine, was called upon for an address, and occupied a few minutes before closing the session in some account of the high school system under the American flag, which were very acceptably received.

In the afternoon the association went on a scientific excursion about the harbor, arm, and basin in Mr. Waddell's commodious steam lighter, the Robbie Burns. Mr. McKay, of the Pictou academy, delivered a highly edifying lecture on board on the subject of botany, with illustrations of numerous specimens collected at points touched at. A most interesting little botanical expedition was made in the grounds at the head of the N. W. Arm.

(The conclusion of the association's proceedings will be given in next month's notes.)

Mr. John A. Smith (A.B. Mount Allison college, provincial grade A, 1883) has been appointed head master of the model school, Truro.

#### UNITED STATES.

In the public schools of Ohio 98,691 scholars are taught the alphabet, 642,748 reading, 653,368 spelling, 528,417 arithmetic, 221,051 grammar.

The school authorities of Juniata, Adams county, Nebraska, have introduced reading the daily newspapers in the schools, instead of the Readers so long in vogue. The plan is said to work well.

Kansas owns 5,555 school-houses, worth \$5,000,000. It has a State university, a State agricultural college, two normal colleges for the education of teachers for the public schools, a college to teach the deaf and dumb to speak and the blind to read.

The Board of Education of Cleveland have in consideration a measure to discontinue the services of women as principals of public schools. The *Cleveland Leader* does not believe that there is any good reason for such a step. No fact, it says, has been more completely established in this age of common schools than that ladies make competent and successful teachers.

Overwork in schools is not confined to this country; there are serious complaints of it in England. A gentleman wrote a letter a few weeks ago to the *Liverpool Mercury*, in which he criticized severely the schools of Liverpool for over-teaching. The day's study, he says, begins at 7.45 a.m., and lasts until 8 p.m. Besides this, the evenings are supposed to be devoted to study at home, and there are no holidays on Saturday.

Miss Pingree, the superintendent of the Boston free kindergartens, has written a letter for the *Kinderzarten Messenger* which is an interesting review of what the Boston kindergartens have accomplished. There are at present thirty-one free kindergartens for poor children in and near Boston, carried on by the private charity of one lady. Four of these kindergartens began their work in 1877, during 1878 and 1879 fourteen others were started, and in 1880 the remaining thirteen.

Girard College, which has already grown to noble proportions, has quite recently entered upon a new branch of educational work. It is training its boys to fit them to become mechanics and manufacturers. The education in mechanics and the use of hand tools will be of value to them, even if they should enter upon the learned professions of becoming clerks or bookkeepers. It is such a development of the educational features of the college as we might easily imagine a man of hard sense like Girard to heartily approve if he were living.

The expense imposed upon society to protect itself against a few thousand criminals, most of whom were made such through the neglect of society to take care of their education when young, is one of the heaviest of the public burdens. In the city of New York it is fifty per cent. more than the whole cost of the public schools.—*Dezter A Hawkins.*

Dr. McCosh has presented a proposition to the trustees of Princeton to start a school of Philosophy. He wishes to have this Department in charge of three other professors beside himself, and asks for \$150,000 in order to carry out the scheme.



## ONTARIO TEACHERS' ASSOCIATION.

The twenty-third annual meeting of the Ontario Teachers' Association was convened at the theatre in the Educational Department on the morning of Tuesday, Aug. 15th. Mr. MacMurchy called the meeting to order shortly after 11 o'clock, and the proceedings were opened by the reading of a portion of Scripture by Mr. White, after which Mr. Brobner, of Brampton, led in prayer. Mr. Campbell was appointed secretary of the minutes of the convention.

Communications were read from Provost Body, Prof. Marshall, and Prof. Goldwin Smith, in which each of these gentlemen regretted that being in Europe they were unable to deliver addresses at the time requested.

## THE TREASURER'S REPORT.

The Treasurer's report showed that the association was at present in a better financial condition than at any previous time. The receipts during the year amounted to \$650.06 and the expenditures to \$165.35, leaving a balance of \$484.71.

On moving the adoption of the report the Chairman said money was the sinews of war, and if the work of the Association was to be carried on successfully it would be necessary to have funds. He was pleased that the report was so satisfactory. The report was adopted.

Mr. MacMurchy stated that Dr. Goldwin Smith had sent an invitation to the members of the Association to meet this week at the Grange. They had decided to accept the invitation for Thursday afternoon.

## LITERATURE IN SCHOOLS.

At the afternoon session, after the reading of minutes, the following paper on "Literature in Schools," by Mr. D. G. Goggin, Port Hope, was read:—No power is capable of doing more for schools than literature, if we understand by it the works of the best writers. To feel thus the influence of literature thoroughly we must begin at an early age with such prose and poetry as children can then comprehend, and from this go on gradually until the works of the great masters can be read, not only in, but out of the school, and appreciated. These are the words of one of America's greatest educationists. By far the larger number of pupils leave school without going further than the fourth class or without entering a high school, where the study of literature proper now begins. I hold that we should introduce into the Public Schools programme a course in literature that will enable those who proceed no further to leave with a fair knowledge of a few great authors and with a taste for good reading formed. We ought to open the road and start the pupil on the way, else for him it is a sealed book. We have fed him too long on scraps. Our reading books, containing a mass of short extracts with little if any order in their arrangement, have been our only means of forming our pupils' tastes or interesting them in any author, and the sixteen lessons chosen for special study cannot by any stretch of courtesy be said to have accomplished either; and just a chapter or two of one author or a poem or two of another, often, indeed, but a mere fragment of a poem, with rapid transition from author to author and from age to age, will leave most pupils confused rather than inspired. I had hoped some time since that when the change of reading books became necessary it might be possible after the Third Reader to substitute for the Fourth and Fifth Readers one complete and characteristic work of each of say six authors. By this means the pupils, instead of knowing, as now, almost nothing about many authors, would know considerable about a few, and would be inclined to extend this acquaintance. In Boston they have gone even farther than this, and believing that the lesson should lead the child to take to reading as a recreation and amusement first, and later on as a means of agreeable knowledge, have introduced into the 2nd and 3rd classes a two-fold series of popular tales. The superintendent remarks:—"I have seen children read these tales as I never before saw them read anything in a primary school." If we could make for the 4th and 5th books the substitution I have suggested I am satisfied that we could do far more than we now do to form that intellectual taste which is a young man's best companion and protection through life. The substitution is now hopeless, since the new Readers, though certainly in advance of the old, follow in the main the same plan, and are excellent scrap-books, and not much more. Surely in the wide field of literature there is some complete work of an eminent author suited to the age and attainment of our pupils. Surely the pupils will take more interest in this work than in the selected lessons.

## LITERATURE IN AMERICAN SCHOOLS.

In Boston a select number of books for supplementary reading has been provided by the Board in sets of 35 for the High Schools and 56 for the Grammar Schools. They are used for slight reading, and at different hours of the day, so that the one set supplies several classes in the same building. They may be taken home at night and returned in the morning—a certain number of pages being assigned by the teacher. Next day the pupils are required to tell in their own words the story they have read. They discuss the character introduced, and note carefully the construction of the story, and acquire the use of language by using it. Ostensibly to beautify the walls of the school-room, it was proposed some years ago that each pupil who chose should contribute not more than ten cents each half-year. With this some pictures of Longfellow, Bryant, Whittier, Tennyson, Scott, Shakespeare, and others were purchased and hung. Flower pots and hanging baskets completed the first part of the plan. Then, incidentally as it were, each teacher began to talk about the man whose portrait hung on the wall, telling stories about him to encourage the pupils to find out from their parents or books other stories respecting him. Next an offer was made to read on Friday some interesting story that he had written, provided that certain school tasks were performed during the week. Then some gem selected from the story or poem was written on the board, its meaning fully brought out, the substance of it given by the children in their own language, and finally it was committed to memory. So popular did this work become with both teacher and pupil that an hour previously allotted to reading and composition was set apart each week for it, and an attempt made to obtain a fair knowledge of a few authors and to commit to memory some of their choicest thoughts. As time went on the work widened, and now the senior third class studies Whittier, the junior fourth (girls) studies Longfellow, while the boys read "Tom Brown at Rugby" and two or three of Longfellow's poems. The senior fourth studies Bryant and Scott; the fifth Tennyson and Dickens.

A vote of thanks to Mr. Goggin was passed for the paper.

## MORAL EDUCATION.

A paper by Mr. John Millar, St. Thomas, on "Moral Education," was read. Following is a *resumé* of the paper:—The constant discussion to which the various features of our system of education are subjected is a hopeful sign. As teachers we have been accustomed to watch carefully public sentiment. We cannot afford to disregard the objections which are occasionally raised against our schools. It would be folly to give no attention to the suggestions offered by clergymen and others, who are co-workers with ourselves in the great cause of education. In the public press and in synods and conferences the religious and moral aspect of our system has engaged much attention. The use of the Bible has been the leading topic discussed. This and those akin to it in the great subject of education may be examined under three heads: (1) The province of teachers; (2) that of the State, and (3) that of the Church. The ultimate object of the teachers' profession is not, it should be observed, the training of mind, but the training of man. The vice of most systems of education is one-sidedness. The human faculties are many, and provision must be made to meet the wants of the moral and religious as well as the physical and intellectual parts of our nature. The vast majority believe that moral instruction should be based on Christian principles. A few consider that moral training may be conducted without any regard to religion. Indeed, occasionally one may be found to maintain that even the atheist should not be debarred from teaching school. The law is quite clear on this point, and it is satisfactory to have the decisive opinion on the question from the Minister in his last annual report. To teach morality on any other basis than that which accords with Christian doctrine would be a violation of the school regulations as much as to neglect the teaching of English grammar or arithmetic. Certainly the parent is responsible for the religious training of his child. Our school system is the result of a compact, by which the parent delegates a portion of his duty to the teacher, who, as a public officer, performs his work in harmony with the terms of the agreement entered into between the parent and the State. About many religious topics the teacher must speak if he feels, and if he does not feel he is no teacher. The teacher cannot separate his personality from his instruction. What he is tells far more upon his pupils than what he says. Our teachers should be persons whose conduct, both in and out of school, should be above reproach. Moral teaching to be most effective must be a silent teacher.

## SCHOOLS NOT RELIGIOUS INSTITUTIONS.

Our national schools and colleges are not religious institutions, but they are institutions of a religious people. We do not write God in our legal enactments, but we inscribe His name on the tablets of our hearts. Canada is not behind the neighbouring country in its recognition of religion. He who would remove the Bible, the grandest code of ethics, from the teacher's desk, little understands what has made our system of education so popular. "Christianity is the basis of our system of education," is the language of the venerated Dr. Ryerson uttered some 30 or 40 years ago. The Minister of Education gives confirmation to the same view. "To say that the State," remarks the Rev. Dr. F. L. Patton, "cannot recognize religion because it cannot confer exclusive privileges on a particular form of religion, is absurd. To say that we may not be a Christian nation because no single denomination of Christians can lay claim to precedence, is also absurd. Because we cannot Presbyterianise the State it does not follow that we must atheise it. Our law on this question does little more than assert that Christian morality shall be taught in our schools. The nature and extent of the moral training are left to be decided by each locality. We should hesitate before changing the optional principle in the matter. Of the 5,230 schools in operation in 1881 we find 4,501 of them had the daily exercises opened and closed with prayer. The regulations onjoin that "no person shall require any pupil in any Public School to read or study from any religious book or to join in any exercise of devotion or religion objected to by his or her parents." We have, nevertheless, regulations of a recommendatory nature on the subject, with forms of prayer, etc. As the regulations are not compulsory, does it not speak well for public sentiment to find 85 per cent. of the schools of Ontario doing even so much under the voluntary plan? The ministers of the deputations who brought up the question of using the Bible school were not definite or agreed as to the amendments proposed. The present law, it is held, practically removes the Bible from the schools. The trustees have the remedy in their own hands; no change in the law would give them any advantage. The voluntary principle is in harmony with our entire system of self-government, and the strongest argument in its favor is that it has worked well. Training in Bible lessons should go on with geography, history, and every other subject on the time-table. If a series of Bible readings were prepared by a competent committee, it would, I think, come into general use.

## ATTITUDE OF THE CHURCH.

Suggestions from the clergy are always in order; the Church should rule the State. Both Protestants and Roman Catholics are opposed to a non-religious system of ethical instruction, but they have antagonistic views regarding the means by which moral instruction should be conveyed. Have the religious bodies interested made any request to the trustees of any school section which did not receive respectful consideration? Have they urged the reading of the Bible in any locality where it is entirely neglected? Where it is only read by the teacher, have the clergy urged that it should also be read by the pupils? In how many places have the ministers of different bodies taken advantage of the present law for the purpose of giving religious instruction to the children of their own denominations? If the clergy have not taken any steps in their own localities to remedy what they regard as a defect, I fail to see any necessity for any general movement for securing a change in the law. Our institutions will never be "Godless" if the Churches do their duty. Those who are friendly to our system of education will do well to consider carefully the injurious effect of all efforts to establish Separate Schools. If I were to give advice to any religious body it would be to support, from the Public School to the University, the religious but undenominational character of our school system. Let us not, however, forget the essential features which have characterized our system; and while steadfastly maintaining the ground that morality should be taught on a religious basis, let us not render that basis denominational.

## THE BIBLE IN SCHOOLS.

A discussion followed the reading of this paper, in which many of the teachers present participated. It was finally decided to leave the report to the consideration of a committee appointed by the Chairman. The committee appointed by Mr. MacMurchy was: Messrs. Maxwell, McKinnon, Alexander, Strang, McHenry, and McAllister.

## SPELLING REFORM.

The next subject taken up was "Spelling Reform," which was introduced by William Houston, M. A., in a conversational form. After dwelling briefly on the general interest which all classes of the community should feel in the simplification of English spelling, and the special interest which the subject ought to have for those who are compelled to waste a great part of their time in teaching children how to spell and read, he traced the defective spelling of English words to the defective character of the English alphabet as its primary cause. The elementary sounds used in the spoken language are variously estimated at from 40 to 42, while the effective letters to represent these sounds number only 23. One way of supplying the deficiency is to make one letter represent two or more sounds, another is to use such orthographical expedients as doubled letters digraphs, and other combinations. If these devices were used consistently the irregularities in spelling would be much fewer than they are, but the fact that some sounds are represented each in several different ways makes the confusion worse confounded. Several methods of spelling reform have been proposed, which may be thus classified:—(1) *The invention of a perfectly new alphabet*, each character in which shall have a constant, individual value, and which should be phonographic in its nature; (2) *the addition of from seventeen to twenty new letters to our present alphabet*, and the consistent use of this enlarged system of characters; and (3) *the elimination of such irregularities and redundancies as can be got rid of without any alteration of the alphabet*. The last method was the only one discussed on this occasion. In reply to the taunt sometimes levelled at spelling reforms,—Why do you not set about reforming your own modes of spelling if you believe in them? Mr. Houston drew a broad distinction between a moral principle and mere matter of convenience. Those who advocate a principle on moral or conscientious grounds should be prepared to act on them from the outset. It is different with spelling reform. It is more convenient that the written words in which thoughts are clothed for purposes of inter-communication should keep as generally as possible the same form, no matter who uses them. If each reformer were to follow a line of his own the confusion would be increased; if by discussion a certain line of change can be definitely agreed to by the majority of educated men, they can by adopting the new spelling force its use on the minority, and thus lessen the confusion instead of increasing it. The endeavor to secure concerted action has led to the formation of Spelling Reform Associations in England and the United States, and a similar Association has recently been organized in Toronto, under the title of the "Canadian Spelling Reform Association." The English and American societies have so far acted in perfect accord, and the Canadian society proposes to act with them. Mr. Houston read over a partial list of the changes proposed to be made, such as dropping the silent letter in the digraph "ea" in such words as head, heart, spelling them hed, hart; dropping the "o" out of the digraph "eo" in such words as jeopardy, leopard; dropping the silent "e" when it is phonetically useless, as in live, vineyard, bronze, engine; writing "u" for "o" in such words as above, dozen, some, tongue; dropping "ue" in catalog, dialog, demagog, leagues, &c.; dropping silent "b" in such words as bomb, crumb, limb, dumb; dropping "g" in feign, foreign, sovereign, &c., &c. He urged teachers to join heartily in the movement, partly because it is sure to go on whether they do so or not, and it ought to be controlled by educated men, and partly because they have in their local association meetings a means of discussing the question which other spelling reformers have not. While he would not advise them to practise the reformed spelling in private on account of the danger from impending examinations, he protested against the capacity to spell well according to a complicated and arbitrary system being prescribed as a fair test of a man's educational attainments in English, and also against the prevalent mode of applying spelling tests in examination papers. Instead of giving a list of words, some of them correctly and others incorrectly spelt, and asking the candidate to make the necessary corrections according to the received standard, the examiner might give a list of words correctly spelt, and ask the candidate how the spelling might be improved etymologically or phonetically, or both. Such a question would be a far better test of a candidate's knowledge of English than a question of the usual stock kind. In the course of his remarks Mr. Houston gave numerous illustrations of the application of two general principles, which he laid down as follows:—(1) *Simplify spelling whenever it can be done by following more closely the etymology of the word*, and (2) *simplify spelling phonetically whenever this can be done without*

*violating the etymology.* By the operation of these rules proceed, exceed, and succeed would be conformed to accedo, recedo, concedo, intercedo, and secedo; ascendant and resistance would conform to ascendancy and subsistence; receive, deceive, conceive, perceive would lose the "i"; programme would be conformed to anagram, diagram, telegram, and monogram; island, rhyme, foreign, sovereign, ghost, aghast, whole, and while would become island, rime, foren, soverrn, gost, agast, holo, and hwile. Nouns ending in "o" would all form the plural by adding only "s"; all nouns ending in "f" or "fo" would form the plural either one way or the other; words ending in "our" would all drop the "u," etc. He also read lists of words from Milton, Spenser, and still older writers to show that old English spelling was much more phonetic than modern spelling, and quoted the explicit testimony of Mr. Skeat to the same effect, adding the explanation that in making their list of changes the Spelling Reform Associations aimed at restoring wherever it was practicable the old spelling. After an interesting discussion of the subject and a vote of thanks to the lecturer the convention adjourned.

#### THE PRESIDENT'S ADDRESS.

At eight o'clock the meeting was called to order and the annual address of the President, Mr. MacMurchy, was delivered. It dealt with education in Ontario and teachings therefrom. He said:—

The work to be done under any school law is threefold. *First*, to provide sufficient and suitable school accommodation; *second*, to enforce regular attendance of all children of school age at the schools thus provided; *third*, to adopt the necessary means to secure for the children thus assembled a complete and efficient education.

#### SCHOOL ACCOMMODATION.

On the first object, *viz.*, school accommodation, I do not intend to say anything, except to state that very satisfactory progress has been made, and to express the conviction, which I have had for some years past, that too much attention has been paid to the material development of the schools—and slight interest taken in the well-being of the living agent—to the detriment of the progress of the country, since it is true for all time, like master, like school.

#### SCHOOL STATISTICS.

The population of this Province of the Dominion of Canada is now over 2,000,000, and by the last annual report (1881) of the Minister of Education the whole number of school children is 489,924. From this number deduct one-seventh for those who are not likely to be found in the public elementary schools, and we have 419,935 as the numbers which would be taught in these schools. I may be allowed to express a doubt as to the accuracy of the returns in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of five and fourteen inclusive forms about a sixth of the population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual departmental reports on education, I find that for the year 1858 the daily average attendance was 35 per cent. of the number on the roll, for the year 1868 the daily average attendance was 40 per cent., for 1880 46 per cent., and for 1882 45 per cent. So that apparently the average increase in the average daily attendance has been  $\frac{1}{2}$  per cent. Examining the last report issued by the educational authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was 34, whereas the daily average percentage of the number on the roll for the same year was 59 per cent.; in one city the daily average attendance of those on the roll is reported to have been 89 per cent. The school age in England and Wales is between 5 and 13; the percentage of the whole number of school children whose names were on the roll for 1881 was 70; the daily average attendance of those whose names appeared on the roll for the same year was 83.45 per cent., and is year by year becoming higher. For Scotland, where the school age is between 5 and 14, the percentage for 1881 of the whole number of school children expected to attend public elementary schools was 66, and for those whose names were on the roll the percentage of the daily average attendance for the same year was 79; also, as in England and Wales, this percentage is annually becoming greater. From these figures it is seen that

we are far behind England and Wales, Scotland, and even the States of the neighboring Union in the matter of school attendance. Though the machinery provided is complete in all its parts, the learners are not in the school-rooms. Much more attention is required from trustees, inspectors, teachers, and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions in the essential requisite of prosperous school-keeping.

#### QUALIFICATIONS OF TEACHERS.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers: as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. In all the public elementary schools there are 6,927 teachers engaged. By the last annual report of the Minister of Education they are classified as follows:—Number of teachers holding third-class certificates, 4,346; number holding second-class certificates, 2,059; and number holding first-class, 523; that is, the percentages of third, second, and first-classes, respectively, are 63, 29, and 8. You will observe no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of Examiners, nor is the number of those holding permits only excluded from the third-class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers, to improve the grade of their certificates, and to continue without interruption in the profession. To secure those worthy ends, the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service; and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which is the best interests of the country we all regret so much. I found it impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given as to the longest period of service. Examining the list of those who are receiving the allowance from the superannuation fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of service in Ontario was respectively for the same years, 22. From this it is manifest either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be 50 per cent. more. A man is only at his best as a teacher between the ages of 40 and 60 or 65.

#### THE AIM OF THE TEACHER.

The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible; we should not attempt to split it.

Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never have them out of view. Every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train to habits of organized and steadfast effort—should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral, and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Principal Dawson, of McGill College and University, says that no education worthy of the name can overlook the religious instinct of man, and the late Chief Superintendent of Education, Rev. Egerton Ryerson, said that "as Christian principles and morals are the foundation of all that is noble in man, as well as most prosperous in a country, it is gratifying to see the Public Schools avowedly impregnated with these to so great an extent, thus tending to build up a comprehensive system of Christian education." The case being so, how are we to realize this, the highest function of our life work? I know of no way, and the

world has not yet discovered, nor is it likely to find, any other way, but by Scripture reading and teaching of Bible precept. By religious and moral education I understand, not merely a set of Bible or religious lessons, or the regular and constant repetition in season and out of season of pious phrases, but the hourly training which is carried on in every lesson of the day. Nevertheless, though this is the case, I hold Bible reading in our Public Schools to be of prime importance, not for the teaching of doctrine, but for the teaching and emphasizing reverently of the great truths of our common Christianity. In the city of London, England, this is done most successfully. For the year 1882 the number of school children whose names appeared on the school roll for the city of London, at the date of the last examination for Scripture prizes, was 203,001. Of this number 158,134 were examined in the selected portions of Scripture for that year. "When it is borne in mind," says the Chairman of the School Board, "that all the infants, except one standard, are excluded, it will be seen that practically all the children in attendance were examined." Why should we not have a similar record for our Province? I take it, ladies and gentlemen, that this question of Scripture knowledge, moral and religious education, is the vital question for Ontario, yea, for the whole Dominion, in this and all succeeding generations.

A number of questions set the scholars at the late examination for Scripture prizes for the city of London, England, were appended to the address. A short discussion on the collection of statistics followed, after which a vote of thanks for the address was passed to the President. After receiving the reports of delegates the Convention adjourned till two o'clock on Wednesday afternoon.

NOTE.—Owing to pressure on our columns we are compelled to hold over balance of this report for next month.

#### MANITOBA TEACHERS' ASSOCIATION.

The Eighth Convention of the Manitoba Teachers' Association began in the Central School on Friday morning, Aug. 17th. The President, Ven. Archdeacon Pinkham, occupied the chair, and opened the proceedings with reading of the Scriptures and prayer. The members present were as follows:—

Ven. Archdeacon Pinkham, B.D., President; J. B. Somerset, Inspector of City Schools, First Vice-President; W. A. McIntyre, Secretary; Messrs. Fawcett, Garratt, Blakely, Hewit, Kerr, Eaton, Branford, D. McIntyre, and Misses Wright, Eyres, Inglis, Sharpe, Todd, Garwood, McIlroy, Johnston, Saunders, Barber, Hargrave, Roblin, Christie, Kerr, from the city teachers, and Messrs. Schaffner (Rapid City), Lent (Brandon), Montgomery and Acheson (Selkirk). Among others present, not members, were Messrs. Galton, Palk, Erskine, Ferguson, Bowerman, and Very Rev. Dean Girsdale.

The forenoon session was taken up with the reading and discussion of a paper by Mr. W. A. McIntyre, Principal of the Boys' Central School, Winnipeg, on

#### PRACTICAL EDUCATION.

We regret that our space this month will not admit of even a synopsis of this and other papers read. The remainder of the forenoon was spent in an animated discussion of the paper, and a cordial vote of thanks was tendered to Mr. McIntyre for his essay.

In the afternoon session, after routine business, the Rev. J. B. Silcox gave an excellent lecture on Pedagogics, on which another interesting discussion took place, bearing mostly on the dignity of labor and the best means of training children to respect it. The election of officers was next in order. The following were elected by acclamation:—

President, Ven. Archdeacon Pinkham, Superintendent of Education; First Vice-President, Mr. J. B. Somerset, Inspector of Winnipeg Schools; Second Vice-President, Mr. J. Houston, M.A., Portage la Prairie; Secretary, Mr. W. A. McIntyre; Treasurer, Mr. F. F. Kerr.

Five Councilors were elected by ballot as follows:—Miss Archibald, Mr. E. A. Garratt, Miss Inglis, Mr. J. D. Hunt, and Mr. J. Fawcett, B.A.

On Saturday morning Mr. L. Schaffner, B.A., read a paper on Associations. After a lively discussion, the President then deliver-

ed his annual address. In the afternoon Mr. J. A. Houston, B.A., read a paper on "The Study of Higher English." Miss Wright read an essay on "Lady Teachers' Salaries," in which she fearlessly took high ground, and put the question of inequality of salary very pointedly. We hope by-and-by to publish some of these papers in our Special Department.

Before closing a resolution was passed expressing appreciation of the bequest left by the will of the late A. K. Ibister for the advancement of education in this Province, to be expended under the control of the university. It is expected that the annual income from this source will be about five thousand dollars.

## Readings and Recitations.

### THE MODEL GIRL.

A practical, plain young girl;  
Not-afraid-of-the-rain young girl;  
A poetical posy,  
A ruddy and rosy,  
A helper-of-self young girl.

At-home-in-her-place young girl;  
A never-will-lace young girl;  
A toiler serene,  
A life pure and clean,  
A princess-of-peace young girl.

A wear-her-own-hair young girl;  
A free-from-a-stare young girl;  
Improves every hour,  
No sickly sunflower,  
A wealth-of-rare-sense young girl.

Plenty-room-in-her-shoes young girl;  
No indulger-in-blues young girl;  
Not a bang on her brow,  
To fraud, not a bow,  
She's a just-what-she-seems young girl.

Not a reader-of-trash young girl;  
Not a cheap-jewel-flash young girl;  
Neither flippant nor lax,  
Nor a chewer of "wax,"  
A marvel-of-sense young girl.

A lover-of-prose young girl.  
Nor a turn-up-your-nose young girl;  
Not a slattern nor shrew,  
But a "know what I do,"  
And a matter-of-fact young girl.

A rightly-ambitious young girl;  
Red-lips, most-delicious young girl;  
A sparkling clear eye,  
That says "I will try,"  
A sure-to-succeed young girl.

An honestly-courting young girl;  
A never-seen-firting young girl;  
A quiet and pure,  
A modest, demure,  
A fit-for-a-wife young girl.

A sought-everywhere young girl;  
A future-most-fair young girl;  
An ever discreet,  
We too seldom meet,  
This queen-among-queens young girl.

## HO' REAPERS OF LIFE'S HARVEST!

FOR RECITATION.

(This poem was a favorite with President Garfield. It was a cause of great regret, he said, that he did not know the authorship.)

Ho, reaper's of life's harvest!  
Why stand with rusted blade  
Until the night draws round thee  
And day begins to fade?  
Why stand ye idle, waiting  
For reapers more to come?  
The golden morn is passing,  
Why sit ye idle, dumb?

Thrust in your sharpened sickle,  
And gather in the grain;  
The night is fast approaching,  
And soon will come again  
The Master calls for reapers,  
And shall he call in vain?  
Shall sheaves lie there, ungathered,  
And waste upon the plain?

Mount up the heights of wisdom,  
And crush each error low.  
Keep back no words or knowledge  
That human hearts should know.  
Be faithful to thy mission  
In the service of thy Lord,  
And then a golden chaplet  
Shall be thy just reward.

## REVIEWS.

NOTES OF TALKS ON TEACHING, given by Francis W. Parker. Reported by Lelia E. Patridge. *New York E. L. Kellogg & Co.*, \$1.00. This is a book for teachers and for students of the theory and practice of teaching. It is a sketch—an instantaneous photograph, as it were—of a great living teacher at work teaching teachers. The artist, Miss Lelia F. Patridge, who made the sketch, was both intelligent and sympathetic; the genial, incisive, strong individuality of Col. Parker meets the eye everywhere, not less in the frontispiece than in the brief biography and the subject matter of the many and varied talks. These talks were made to members of the Martha's Vineyard Summer Institute, and extended through five weeks of the summer of 1882. In spite of all that has been published on the subject, they constitute the best, because a comprehensive and authoritative presentation of the methods of the Quincy schools. They derive some intrinsic interest and value from the consideration that, like the Sybilline leaves, these talks at the Summer Institute, are growing less and less, and will cease after the Institute of this summer of 1883. The book opens with a brief introductory sketch of Col. Parker's life and work. Then follow in order, one talk preliminary and general, eight talks on Reading, one on Spelling, three on Writing, one on Composition, three on Number and Arithmetic, four on Geography, and one each on History, Examinations, School Government and Moral Training. These talks do not aim nor assume to prescribe fixed modes for teachers to follow in their work. They say: "No one was ever great by imitation; imitative power never leads up to creative power." "I shall object quite as strongly to your taking the methods which I may present, unquestioned, as I should to your acceptance of others in which I do not believe." They present the art of teaching as the greatest art, demanding, "first, honest, earnest investigation of the truth as found in the learning mind and in the subjects taught, and, second, the courageous application of the truth when found." Col. Parker has had abundant success in investigating mind and subjects of instruction, as the talks clearly show; but his greatness in the art of teaching has shown itself in his "courageous application of

the truth" in spite of opposition from every source. The Colonel is a warrior-teacher, and his battle-cry is "Freedom!"—freedom of the teacher from dust, rust, ruts, ignorance, servile imitation, and slavish submission to dictation, in the business of his school-room. The book is well printed on good paper, bound in English cloth, and has a life-like cut of Col. Parker.

HISTORY OF ENGLAND, by J. F. Bright. New Edition. 3 vols. 8vo. *Rivingtons, London*. A concise and trustworthy text-book, is one of the chief desiderata of the student of English History, we would, therefore, direct the attention of Teachers and Students to a work on this subject, far less known than its merits deserve; namely that of Professor Bright of Oxford. This combines the good points of both systems of historical writing—dividing the study into three great periods, and then grouping together all events having a common result, and by not following the bare chronological order of events, it gives the reader a clearer insight into the period under consideration. Further, unlike so many other historians, it is written without political or sectarian bias, and the aim of the author has obviously been to present a true view of English history, and not merely his own opinions on the subject. We trust this work will soon be one of those appointed as a text-book by the Universities and the Education Department, for the consideration of their respective candidates. While the work will be welcomed by the general reader, it is pre-eminently a work for the student who has to "master" English History—or any period of it—for the examinations. For this purpose, it is, we believe, the best History that has yet been published. Vol. I. *Treats of Mediaeval Monarchy; 440—1485*. Vol. II. *"Personal Monarchy; 1485—1688*. Vol. III. *"Constitutional Monarchy; 1688—1837*. The vols. may be bought separately.

THEY WERE ALL POOR BOYS.—An exchange culls the following historical facts, which should encourage every young man struggling under discouragements and poverty:

John Adams, second president, was the son of a farmer of very moderate means. The only start he had was a good education.

Andrew Jackson was born in a log hut in North Carolina, and was raised in the pine woods for which the State is famous.

James K. Polk spent the earlier years of his life helping to dig a living out of a farm in North Carolina. He was afterwards clerk in a country store.

Millard Fillmore was the son of a New York farmer, and his home was a very humble one. He learned the business of a clothier.

James Buchanan was born in a small town among the Alleghany mountains. His father cut the logs and built his own house in what was then a wilderness.

Abraham Lincoln was the son of a very poor Kentucky farmer, and lived in a log cabin until he was 21 years of age.

Andrew Johnson was apprenticed to a tailor at the age of ten years by his widowed mother. He was never able to attend school, and picked up all the education he ever got.

General Grant lived the life of a common boy in a common house on the banks of the Ohio river until he was 17 years of age.

James A. Garfield was born in a log cabin. He worked on a farm from the time he was strong enough to use carpenter-tools, when he learned the trade. He afterwards worked on the canal.—*New England Journal of Education*.

MACAULAY'S LITERARY STYLE.—With being blind to its obvious faults, Mr. Morison points out that to some extent those faults may be accounted for by a not unnatural tendency to transfer the diction of oratory to that of literary composition; and he dwells with sufficient, but not so strong, emphasis on the architectonic character of his narrative. "Any one," he says, "who knows by experience how difficult it is to conduct a wide complex narrative with perspicuity and ease, and then observes the success with which Macaulay has conquered the difficulty will be apt to fall into a mute admiration almost too deep for praise. . . . Each side of the story is brought forward in its proper time and place, and leaves the stage when it has served its purpose—that of advancing by one step the main action. Each of these subordinate stories, marked by exquisite finish, leads up to a minor crisis or turn in events, when it joins the chief narrative with a certain *clat* and surprise. The interweaving of these well-tight endless threads, the clearness with which each is kept visible and distinct, and yet is made to contribute its peculiar effect and color to the whole texture, constitute one of the great feats in literature.