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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. XI.

TORONTO, JAN. 7, 1886.

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The re-election of M. Grevy as President of the French Republic is one of the events of the last week. Under the present constitution the President of France is elected by the joint vote of the Senate and the Chamber of Deputies united as an Assembly. The period of office is seven years, but M. Grevy is the first president who has as yet served a full term. There was no organized opposition to his election, but the members of the Right almost without exception refrained from voting, and at one stage of the proceedings became so turbulent that the President of the National Assembly was quite unable to maintain order and threatened to suspend proceedings. The French, however, are an excitable race, and after their little ebullition will no doubt subside and accept the situation. The fact that no opposition candidate was brought forward goes to show that M. Grevy is the right man in the right place, although the force of the inference is weakened by the fact that the Presidency has not yet become an object of the highest ambition to leading French statesmen, who seem to prefer the more active position of leaders in the Chamber of Deputies. M. Grevy is the third President since the collapse of the resuscitated empire under Napoleon III. His predecessors were M. Thiers and Marshal McMahon, neither of whom, however, continued in office for a full term. He is seventy-three years of age.

The Canada School Journal and Weekly Review.

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

—O—TERMS.—O—

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The World.

All the horrors of the old Indian warfare are being re-enacted by the remnant of the Apache tribe in the Territories of Arizona and New Mexico. Dozens of families, and it is said not less than 200 persons in all, have been massacred up to date. The United States troops are almost powerless in the matter as the wily savages have their retreats in the inaccessible fastnesses of the mountains, from which they emerge in the most unexpected places and at the most unexpected times, striking down relentlessly the weak and defenceless, and disappearing with such celerity that pursuit is well nigh hopeless. It is now gravely proposed in some quarters to use blood-hounds to hunt down the savages, and it is even said that a United States General approves the recommendation. No policy but one of utter extermination seems to be thought of. It is to be earnestly hoped that some means may be found by which history may be saved from having this atrocity to record.

The all-absorbing question in British politics is still that of Irish Home Rule. It is difficult for Canadians, accustomed as they are to the idea of local self-government, to understand the hostility of so many educated and generally broad-minded Englishmen to this measure of justice for Ireland. And yet, even in Canada, we find so influential an exponent of high culture and liberal views as Mr. Goldwin Smith, among the foremost of the alarmists. His course in opposing any concession to the demands of the Irish, with all the force of his polished rhetoric, though certainly without the conclusiveness which frequently characterizes his logic, seems inexplicable on any other ground than that of a radical distrust and dislike of the Irish. Meanwhile from one quarter or another Parnell and his followers may be said to have clearly within sight the object for which they have fought so persistently and desperately. It is believed that the Cabinet on the one hand and Gladstone on the other are diligently occupied in elaborating schemes for giving Ireland control of its own local affairs. The following sentence from the *Daily News*, is supposed to foreshadow Gladstone's guiding principle, and will commend itself to most Canadians as containing elements of both truth and justice:

"An Irish Parliament strictly limited to legislation on purely Irish questions, and to legislation on them in conformity with the fundamental principles on which the policy of the United Kingdom is based, would, in our belief, be the beginning of pacification, and is an essential condition of it."

The School.

Now is the time for teachers as well as others to form new plans and resolutions and to enter with new life upon their noble work. Let the coming year show a better record of good done than any that have gone before it.

One of the best resolutions you can form is to study the SCHOOL JOURNAL and other educational papers, if you can get them, carefully every week. Do not think you have nothing to learn. If you do you may safely take the opinion as proof that you have the greater need of such helps. We venture to predict that whatever your acquirements, or proficiency, it will be your own fault if you do not find something in the JOURNAL every week that will help you to do better work.

It is not wise for a man to be "concentrated in himself," and it is not judicious for the teaching profession to limit their horizon and observe matters of local interest only. The colonies naturally look to the Mother Country for *prestige* on subjects affecting the welfare of communities, and so far as educational affairs are concerned, we may derive some benefit from the contemplation of their systems by observing which plans are successful and which are not. With this in view we reprint from *The School Guardian* an article on the future supply of teachers in England, and our readers can draw their own inferences as to the development of educational resources in that country compared with this. We believe the future supply of *teachers* in Canada is not a matter to cause anxiety, judging from the recent large attendance at the Normal and the Model schools. The only trouble in prospect, from the teacher's stand-point, is, possibly, the future supply of *schools*.

The subject of school government is one of perennial interest to the public school teacher. Our exchanges teem with articles and paragraphs upon the best modes of maintaining discipline, most of which contain some useful suggestions. Perhaps the one thing at the same time most essential and most difficult is to carry an even hand. The same law should be in force to-day as yesterday, and should be administered with the same degree of rigidity. It is a well-worn but ever true maxim that the deterrent effect of a punishment depends more upon its certainty than upon its severity. But our experience has taught us that nothing is more difficult than to maintain a fair degree of evenness in school government. To keep the course of discipline smoothly flowing,

"Ne'er roughened by those cataracts and breaks
Which humor interposed too often makes,"

is indeed a difficult achievement. And yet much, almost everything, depends upon it. Teachers, like other mortals, and perhaps from the peculiarly trying effect of their profession upon the nerves, more than other mortals are subject to moods. The offence that seemed trifling yesterday appears flagrant to-day, when the head is aching and the nerves unstrung. Yet to conquer every tendency to rule according to temper and caprice, is the condition and price of success. The teacher whose

variableness enables "boding tremblers" to learn to trace "The day's disasters in the morning face," has lost, if he ever discovered the secret of power. Both he and his pupils are to be pitied.

The Provincial Board of Health has distributed circulars to the members of Municipal Councils, of Local Boards of Health, and of the Medical Profession, asking their opinion upon several points connected with the election of Local Boards, such as whether they should be appointed by the Municipal Councils, or elected by the people, whether persons should be at the same time members of the Municipal Council, and of the Local Board of Health, and whether all members of such Boards should be elected annually, or for a term of years, a certain number retiring annually in rotation. The questions are of importance as is everything connected with the efficiency of local Boards of Health, and the Provincial Board has done well to take many of those best qualified to form opinions into their counsels. We cannot anticipate the replies but if we were to render an opinion which has not been asked, we should pronounce decidedly in favor of direct election of Boards of Health by the local tax-payers. In this way a deeper interest would be awakened in them and their work. The members themselves would feel a deeper and more direct responsibility, and there would be less danger of appointments being made on other grounds than those of qualification for the work. The rotation plan of election and retirement seems also much better adapted to secure unity of design harmony and persistency. All school teachers should take an active interest in matters affecting the public health, and we see no reason why men of such intelligence and energy as every teacher should be, would not make excellent members of a local board.

Apropos to the Board of Health matter another way suggests itself in which every teacher can render excellent service to his generation. He can do much to educate youthful citizens in Sanitary laws. Science and experience are making it every year more certain that a vast amount of ill health and consequent poverty and suffering is self-inflicted. Ignorance or carelessness in regard to the condition of streets, lanes and above all back yards, is responsible for a great deal of misery which is attributed to mysterious dispensations of Providence. The laws of Nature and of Providence alike, if indeed this is not a distinction without a difference, hold men and women responsible for the use of their intellects, as well as of their moral faculties. Not only should every village have its intelligent and vigorous Board of Health, endowed with all the powers and means necessary to efficient action, but also every school should be a training school for the young in habits of neatness, cleanliness, and order. Children at all stages of growth are creatures of habit. Good habits soon commend themselves to taste, judgment and conscience. For instance there are, we fear, many persons to be found in Canada, of all ages, and of both sexes, who know little of the luxury of a regular and thorough bath. They have not been accustomed to it in youth and are not conscious of the need of it. But let

any one of these be induced to bathe regularly every day or even once or twice a week, for a few months, and see if self-respect and conscience do not unite to make him very uncomfortable when it is afterwards omitted. Every boy and girl should be taught that personal cleanliness, and cleanliness and tidiness of surroundings are essentials to respectability, and teachers can do much directly and incidentally to press home such lessons.

A superintendent somewhere says:—"I have seen teachers conducting lessons on the need of ventilation, the atmosphere of the recitation rooms being at the time almost suffocating." That alas! is too often the normal state of the school-room a half hour or so after it is occupied. This is one of the worst practical difficulties the teacher has to meet. Neither teacher nor pupil can do good work in a vitiated atmosphere. What a wilderness of flushed cheeks, of dull, heavy eyes, of listless, drowsy faces, is often spread out before one who enters a crowded school-room as the day advances. Too often teacher and pupil alike are unconscious of the evil. They do not know what is the matter, or why they cannot rouse their minds to vigorous action. Let such a room be cleared for a few moments. Let teacher and pupils go out into the open air while doors and windows are thrown open. What a change as they come together again! The blessed pure air of heaven has re-created them. They seem like different beings. Fresh air is indeed a regenerator, a dispeller of dullness, a solvent for peevishness, a messenger of life, of brightness and vigor of body and mind, and being so plentiful and cheap why should it ever be wanting? Aye there's the rub. Fresh air gets very cold out doors on a Canadian winter's day, and if too freely admitted may come as a messenger of chills, coughs, and colds, as well as of brightness and clear-headedness. The ventilation question is a difficult one, at the best, and at the worst is often a despair to the teacher in a poorly warmed country house. But no care and effort will better repay him, from every point of view, than that given to the task of keeping the atmosphere of the class-room pure and invigorating.

THE LATE MINISTER OF EDUCATION.

The fell disease which for the last two or three years preyed upon the physical and mental constitution of the Hon. Adam Crooks, LL.D., Q.C., terminated fatally on the 28th ult. His death took place in Hartford, Conn., at the institution in which he has been for some time under treatment. The deceased was born at West Flamboro, December 11th, 1827, and was consequently 58 years old at his decease. He was educated at Upper Canada College and the University of Toronto. At his graduation as B.A., in 1850, he took very high honors in classics and mathematics. He subsequently proceeded to the degrees of M.A. and LL.D., in the same institution. He always, while in health, took a warm and active interest in the affairs of his Alma Mater, and for some years occupied the honorable position of its Vice-Chancellor. From 1871 to the date of his retirement he was a distinguished member of the Ontario Legislature, representing first

Toronto West and afterwards South Oxford. Shortly after his first election he was made a Cabinet Minister with the portfolio of Attorney-General, which was a year or two after exchanged for that of Treasurer. Upon the change of Educational policy in pursuance of which the headship of the Education Department was made a Government office, Mr. Crooks was made Minister of Education, for a time in connection with the Treasurership, but from 1877 as his separate and sole department. Though many doubted the wisdom of bringing the affairs of public education into the arena of party politics few questioned the wisdom of the selection made when the Hon. Adam Crooks was appointed the first Minister of Education for Ontario. He administered the affairs of his department with wisdom and vigor until the ravages of disease began to tell upon his previously robust intellect and well-balanced judgment. The sad story of his declining bodily and mental health need not here be repeated. In his necessary withdrawal from public life the cause of education suffered a loss which, in the dearth of public men of his high scholarly attainments and administrative ability, was and is still deeply felt. The teachers of Ontario who knew him as the head of their profession will remember him with kindly regret, and will feel sincere sympathy with his sorrowing relatives and friends.

THE QUEEN'S ENGLISH.

It has long been evident that no proficiency in either the rules of grammar or the science of language will suffice to prevent the most atrocious murdering of the Queen's English by school children. The forces of early education and daily habit are too strong. Nothing but practice, practice, practice, in correct speaking can eradicate this tendency to relapse into the accustomed solecisms and barbarisms of free speech. Hence every teacher should find some time for free and easy conversation with the pupils with a view to aid them in forming habits of correct expression.

It would be vain, for a long time, to criticise every error. Tact too, is required to save the pupils from such embarrassment under criticism as will either close their mouths, or lead to the use of stiff and stilted phrases. But the teacher who has, or will take the pains to acquire, the power of talking freely with pupils and leading them to talk freely with him and with each other, may do more in a month in helping them to form habits of correct speech than can be done by the study of books and systems in a year. The grosser errors in diction may either be pointed out pleasantly in passing, and better expressions substituted, or they may be jotted down in a list for reference at the close of the exercise. The main point is to lead to the habit of self-criticism. The young person who is conscious of shortcomings and really ambitious to speak correctly will pretty surely make progress towards that end. Only let the impression be fixed that the thing is of importance, that it is really worth while to speak one's native language with some degree of purity, and improvement will follow as a matter of course.

Nor is it the blunders in pronunciation, or in syntactical structure alone, which require attention. Much can be done by a

judicious teacher towards correcting the defects in tone and in accent, and the tendency to flattening of vowel sounds, which are so characteristic of us provincials. Many wrong voice inflections need only to be pointed out to make their absurdity manifest. Should the teacher, undertaking this work, find it in any case necessary to apply the proverb, "Physician, heal thyself," he will share the profit with his pupils. We have on the whole the noblest, most capacious and flexible language the world has ever produced, and the members of the teaching profession owe it to themselves, their employers and their country to do what they can to preserve it in its purity. As members of a learned profession and one closely allied with the study of literature and language, they may fairly be expected to be themselves exemplars in the use of good English.

Special.

ELEMENTARY CHEMISTRY.

WATER.

Symbol, H_2O . Molecular Weight, 18.

COMPOSITION—(A) SYNTHETICALLY.

By uniting two volumes of Hydrogen and one of Oxygen.

It has already been shown (Art. 20) that water is composed of two volumes of hydrogen and one volume of oxygen.

Exp. 1.—The above experiment can be varied by admitting hydrogen into the eudiometer and noting the volume; taking care not to more than about half-fill the tube with the gases. Press down the mouth of the tube on a piece of india-rubber or pad of blotting paper, and explode the gases. When the tube has cooled admit the water, and note the volume of the residual gas. If 100 volumes of hydrogen and 75 volumes of oxygen be admitted, the gas which remains will be found to occupy 25 volumes. Hence 100 volumes of hydrogen have combined with 50 volumes of oxygen.

By the reduction of Copper Oxide by Hydrogen.

The method of performing the experiment has already been described (Art. 79).

(B) ANALYTICALLY.

By Electrolysis.

This has been fully described (Art. 19).

By decomposing Water by red-hot Iron.

That water is made up of hydrogen and oxygen in the proportion of 2 parts by weight of hydrogen to 16 parts by weight of oxygen, may be shown by passing steam over a weighed quantity of red-hot iron. The water is decomposed, the hydrogen passing over in a free state, and an oxide of iron is formed. The hydrogen may be measured and its weight estimated, whilst the weight of the oxygen in combination with the iron may also be determined (Art. 82).

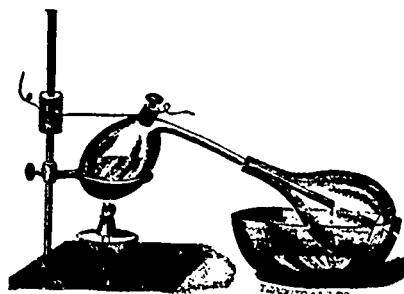
Pure Water.

The preceding experiments have shown that pure water is composed of hydrogen and oxygen. But the water which occurs

in nature is never absolutely pure. It may be obtained in a pure state by the following methods:—

Purification of Water.

Exp. 2.—(1) *Distillation.*—Half-fill a moderately large sized retort with water, place its neck in a large flask, and place the



flask in a pan of cold water. Cover the flask with a cloth or with blotting paper, and pour cold water from time to time upon it. Place the retort upon wire-gauze on a ring of the retort-stand, and boil the water. As fast as the

water in the retort is converted into steam, the vapor will pass over into the cold receiver, and will there be condensed again to the liquid state. Reject the first portion of the water that comes over, as it contains carbon dioxide, ammonia, and many volatile substances which the water may have held in solution.

Observe that the *pure water* obtained by distillation in the preceding experiment is colorless, inodorless, and insipid. As regards color, however, when a layer of it, about six feet in thickness, is examined by transmitted light, it appears of a bluish green tint.

(2) *Filtration.*—The separation of suspended matter is effected on the small scale for laboratory purposes by filtration through porous paper placed on a glass funnel; and on the large scale by employing filtering beds of sand and gravel. In order to separate suspended matter from water used for drinking purposes filter through a layer of charcoal; animal charcoal in coarse grains is the best, but if that cannot be obtained common wood charcoal will do very well. A common garden flower-pot, having the hole covered with a bit of clean-washed flannel, which should be changed from time to time, will make a good filter. Into this put some small gravel, then some white sand, and press down the charcoal on the top of this, and the filter is ready for use. When the charcoal gets clogged take off the top, boil well, dry and it will be as good as ever.

(3) *Freezing.*—Under ordinary circumstances, pure water freezes at $0^{\circ}C$. or $32^{\circ}F$. It becomes more difficult to freeze when certain substances are dissolved in it; thus, sea water freezes at about $3\frac{1}{2}$ degrees lower than fresh water. Dissolved matters are to a great extent, although not completely, separated from ice, and retained in the unfrozen water. Water obtained by melting the ice of sea water is used for drinking in the Arctic regions.

To make others true, you must be true yourself; to make others wise, you must be wise.

Remember that one book thoroughly digested, is better than twenty quickly hurried through.

The pupil thoroughly knows only that which he knows how to tell reasonably well.

Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

The earnest, progressive teacher will be successful, even if the surroundings are not what they should be.

ABOUT SALARIES.

The man who has determined to make teaching his life-work, cannot but feel solicitous as to the remuneration he will get. Thousands begin to labor, hoping for an increase of wages, but as it does not come, they become discouraged; they leave the field, and thus some who would have been of the highest usefulness to the world are lost. Every teacher wants an increase of salary; many deserve it. What can be done to increase the pay of teachers?

1. In what way are the salaries of the profession in general increased?

2. In what way can an individual teacher obtain an increased salary?

(1) When Francis Dwight began his self-devoted labors in behalf of education, between 1840 and 1845, in New York State, seventy-five cents per week was not an uncommon price for female teachers in country schools. The writer remembers when, in a central New York district, it was debated whether one dollar per week should be paid to a female teacher; and it was agreed to because she would board with her parents. Mr. Dwight saw that the cause of low wages was the belief in the public mind that it required no special preparation to teach school, and proposed the founding of a normal school. His work was ably seconded by strong men; a normal school was established; the people assented to the principle that teaching was a business no one could work at successfully without a special training; others have been established, and wages have been greatly increased. Instead of seventy-five cents, and one dollar per week, the average is about six dollars per week to female teachers. This is for the country schools; in the cities the increase has been even greater than six times. All this has come about by announcing and holding to the principle, that the important work of teaching human beings requires careful, prolonged, and special preparation.

But the teachers were opposed to normal schools! They did not want to spend the time and money a special preparation would require. They wanted the school-rooms to be easy of access—not perceiving that this made wages low. The rise in wages is not due to what the teachers have done, but to what the people have done.

If the teachers want wages to rise, they must increase their abilities; they must give more time for preparation, they must diffuse the principle that only trained teachers can teach.

(2) Daniel Webster replied to a young man who asked whether the legal profession was not crowded: "There is plenty of room at the top." The teacher who is receiving a small salary, can increase that salary by learning to do more difficult work than he is now doing. Suppose that we form a pyramid of salaries. All receiving \$100 and under, per year, shall form the bottom layer; those receiving \$200, the next; \$300, the next; \$400, the next, and so on; the top layer shall be of those receiving \$10,000. Our pyramid has grown steadily smaller, and the top is a point! Those who are in the \$100 layer are there because they are not skilful workmen. They must increase in power. How?

1. A good principal or superintendent makes good teachers.

The teachers associated with Co'. Parker at Quiney were invited away, at double salaries; those that replaced them were also invited away at a similar increase. A poor superintendent or principal depresses the salary of every teacher under his charge.

2. Through training at a normal school or institute. We believe the normal schools of the State of New York have doubled the salaries of teachers. The graduates of the school at Oswego, especially, have been in great demand; many have received large salaries. Oswego has had a powerful effect on salaries. The insti-

tute in Queen's and Suffolk counties, New York, were conducted by Prof. D. H. Cruttenden for several years, and wages there are higher than in the other counties of the state, (excepting those in which Brooklyn and New York are situated). His work left a deep mark. A good teachers' institute is a sure means of raising wages; it tends to make the work professional—that is, work that can be only done by those who are specially trained.

3. Through a good system of examinations. New Jersey is an example of this. State Superintendent Apgar deserves credit for his wise forecast in this matter. The plan is, a division of the teachers into three grades; and then requiring those receiving the lowest certificate, to study so as to obtain the next. In most of the states, teachers can renew the lowest certificate as many times as they please. Not so in New Jersey. Prof. DeGraff used to say that a difference in the teachers was perceptible as soon as the state line is crossed. The pay of teachers in New Jersey is larger than in New York; the system of examinations has made it larger. Yet the teachers have fought against the system.

4. Through reading of educational journals and books. The publishers of the *School Journal* have abundant testimony of the practical value of reading that paper. There are two classes of readers, however—those who read to increase in power, and those who read to while away the time; thousands read the newspapers who do not know what they have read ten minutes afterward. Advancement in teaching is not made by this mode of reading an educational journal.

All these things fit men for higher salaries; but that is often not enough. The man who wants a larger salary must not sit down and wait. Let him, if he is receiving \$500, and wants \$1,000, inquire where the places are where \$1,000 is paid; what the requirements are, and act accordingly. It is no uncommon thing that school officers become sadly perplexed to find men capable of earning good salaries. Hence the teacher must let his abilities be known. As an example: a young man in this city wrote to thirty-five cities, setting forth his abilities and the salary he desired. He was engaged by one of those cities to superintend their schools.

Power to teach can be increased, and, as a rule, the salary paid is in proportion to that power. More is meant by this, however, than a knowledge of text-book lore.—*School Journal*, N. Y.

Examination Papers.

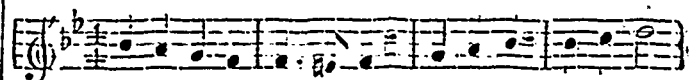
EDUCATION DEPARTMENT, ONTARIO.—JULY EXAMINATIONS, 1885.

THIRD AND SECOND CLASS TEACHERS.

MUSIC.

Examiner—J. A. McLellan, LL. D.

1. Write four measures of any song contained in the authorized text-books.
2. Write the time-names which you would use in learning the following:



BOTANY.

Examiner—J. C. Glashan.

1. Enumerate the difference between exogens and endogens, and describe the structure of the seed and the mode of growth of the stem, in each of these classes.
2. How can underground stems be distinguished from roots? Name three common Canadian plants that produce underground stems.
3. Define *tuber*, *bulb* and *corm*, and give examples of each. What is the chief function of these parts of plants?
4. Briefly describe the structure of foliage-leaves. What are the functions of foliage-leaves?
5. Name and describe the parts of a simple flower. Which are the essential organs of the flower? What are the chief functions of the non-essential organs?
6. Define *fruit*, *drupe*, *pome*, and *berry*, and give an example of each of these. Describe the structure of a strawberry and of a raspberry.

FRENCH GRAMMAR AND COMPOSITION.

Examiner—J. E. Hodgson, M.A.

1. Give the feminine singular of:—*pêcheur*, *chanteurs*, *empereur*, *é ignes*, *majeur*, *grec*.
2. Compare the adverbs corresponding to:—*bon*, *mauvais*, *petit*.
3. Illustrate the two ways of forming the superlative relative of adjectives.
4. Write the third person singular of the present indicative and of the imperfect subjunctive of:—*prendre*, *plaire*, *dire*, *venir*, *devoir*, *suffire*, *faire*, *ouvrir*, *accomplir*, *atteindre*.
5. Make a list of five French nouns that differ in meaning according to gender, and state the distinctions.
6. State rules for the pluralization of compound nouns formed of:—(a) two nouns joined by a preposition, (b) an adjective and a noun, (c) two nouns placed together.
Pluralize:—*une grand'mère*, *un coq à l'an*, *un essuie-mains*.
7. Translate into French:—
(a) Have you any wine in your glass? No, I have none in it.
(b) Who is at the door? Aunt Jane, my uncle John's wife.
(c) Is your sister in town? No, she is in the country with a cousin of mine.
(d) It was with James the first, that began that series of misfortunes which gave to the house of Stuart the title of unfortunate.
(e) Open the door and walk in.
8. Re-write the following sentences, substituting for each pronoun and verb, the corresponding plural form:—
(a) *Je m'y suis bien amusé.*
(b) *Il n'est pas encore venu me voir.*
(c) *Pense-tu que j'y aille?*
(d) *Je ne connais pas ce jeune homme.*
(e) *Pourquoi ne t'es-tu pas promené?*
9. Translate into French:—

I thank you, my dear mamma, for all your kindness; but I no longer care for toys (*joujou*); I am going to tell you, since you bid me (to do) it, what would please me at this moment. There is here an old peasant-woman, very good and very poor. It is true that her grand-daughter is engaged to a rich vine-dresser (*vigneron*), but as it is the husband that will have the money, it may be that he will not give to the grandmother so much of it as her girl would wish; at least I fear so, and I would like the old lady not to want anything.

LATIN AUTHORS.

Candidates for III take A and B. Candidates for II take B and C.

A.

Translate:—

Jucundum potius, quam odiosum! Ut enim adolescentibus, bona indole præditis, sapientes senes delectantur, leviorque fit eorum senectus, qui a juvenute coluntur et diliguntur. sic adolescentibus ænum præceptis gaudent, quibus ad virtutum studium ducuntur. Nec minus intelligo, me vobis, quam mihi vos esse jucundos. Sed videtis, ut senectus non modo languida atque iners non sit, verum etiam sit, verum etiam sit operta et semper agens aliquid, et moliens; tale scilicet, quale cujusque studium in superiore vita fuit. Quid, qui etiam addiscunt aliquid? ut Solonem versibus gloriantem videmus, qui se quotidie aliquid addiscentem dicit senem fieri; ut ego feci, qui Græcos literas senex didici: quas quidem sic avide arripui, quasi diuturnam sitim explere cupiens, ut

ea ipsa mihi nota essent, quibus me nunc exemplis uti videtis. Quod cum fecisæ Socratem in fidibus audirem, vellem equidem etiam illud (discebant enim fidibus antiqui): sed in literis certo elaboravi.

1. Parse fully:—*potius*, *indole*, *sit*, *minus*, *tale*, *versibus*, *sentem*, *cupiens*, *exemplis*, *illud*.
2. Give the derivation of:—*adolescentibus*, *virtutum*, *atque*, *aliquid*.
3. *Quid*, *qui etiam addiscunt aliquid*. *Vellem equidem et illud*. Supply the ellipses.
4. *Quibus uti*. Name four other verbs that govern the ablative.
5. Distinguish:—*colentur*, *diliguntur*; *aliquid*, *aliquod*; *quotidie*, *in dies*; *litteras*, *epistolas*.
6. *Sed in literis certe elaboravi*. Who is the speaker? To what does he allude?

B.

Translate:—

Fructus autem senectutis est, ut sæpe dixi, tanto partorum bonorum memoria et copia. Omnia vero, quæ secundum naturam fiunt, sunt habenda in bonis. Quid est autem tam secundum naturam, quam senibus emori? quod idem contingit adolescentibus, adversante et repugnante natura.

1. Parse:—*ante*, *fiunt*, *emori*, *natura*.
2. *Contingit adolescentibus*. Distinguish from *accidit adolescentibus*.
3. *Omnia autem*. Mention two other post-positive words.

Translate:—

Nec vero clarorum virorum post mortem honores permanent, si nihil eorum ipsorum animi efficerent, quo diutius memoriam sui teneremus. Mihi quidem nunquam persuaderi potuit, animos, dum in corporibus essent mortalibus, vivere; cum exissent ex his, emori: nec vero, tum animum esse insipientem, cum ex insipienti corpore evasisset; sed cum omni admixtione corporis liberatus, purus et integer esse cœpisset, tum esse sapientem. Atque etiam, cum hominis natura morte dissolvitur, ceterarum rerum perspicua est quo quæque discedant, abeunt enim illuc omnia, unde orta sunt: animus autem solus nec, cum adest, nec, cum discedit, apparet. Jam vero videtis, nihil esse morti tam simile, quam somnum.

4. *Si efficerent*. Why is the subjunctive used here?
5. *Quo . . . teneremus*. When is "quo" used to denote purpose?
6. *Mihi . . . persuaderi potuit*. State the rule for the construction.
7. *Admixtione*. Why in the ablative?
8. *Capisset*. When is the deponent form used?
9. *Morti simile*. Distinguished from *mortis simile*.
10. Give an epitome of the arguments for *Old Age*.

Translate:—

C.

Juppiter angusta vix totus stabat in aede,
Inque Jovis dextra fictile fulmen erat.
Frondebatur ornabant, quæ nunc Capitolia gemmis.
Pascobatque suas ipse senator oves;
Nec pudor in stipula placidam cepisse quietem,
Et foenum capiti supposuisse fuit.
Jura dabat populisposito modo praetor aratro,
Et levis argenti lamina crimen erat,
At postquam fortuna loci caput extulit hujus,
Et tetigit summos vertice Roma deos;
Creverunt et opes et opum furiosa cupido,
Et cum possideant plurima plura petunt.
Quærere ut absument, absumpta requirere certant;
Atque ipsæ vitis sunt alimenta vices.
Sic, quibus intumuit suffusa venter ab unda,
Quo plus sunt potæ, plus sitiuntur aquæ,
In pretio pretium nunc est; dat census honores,
Census amicitias; pauper ubique jacet.
Tu tamen auspiciam si sit stipis utile quæris,
Curque juven nostras acra vetusta manus.

1. Parse:—*Capitolia*, *capiti*, *modo*, *opum*, *quibus*.
2. *Jura dabat*. Distinguish from *jus dabat*.
3. *Alimenta*. What other case might have been used?
4. *Pis struntur aquæ*. Supply the ellipsis.
5. Give the derivation of:—*Juppiter*, *vertice*, *fictile*.
6. Scan the seventh couplet of the extract, giving the name of each line and marking the quantity of each syllable.
7. Express in Latin:—May 6th, Sept. 24th, Dec. 3rd.
8. Give Ovid's name in full. Where and when was he born?

Practical.

PRACTICAL HINTS.

HOW TO GET PURE AIR INTO THE SCHOOL-ROOM.

Open a hole under the stove, and be certain that it communicates with pure air out of doors. This can easily be done when the school-house is building. A tight wooden box, about six inches square, can open directly under the stove, and half way to the eaves outside. The ends should be closed by sliding doors. At the opening of the school both ends of this duct should be closed, but as the room becomes heated, and foul air accumulates, open both doors enough to admit a sufficient quantity of fresh air. With this arrangement no window should be opened, except in case of smoke or dust. Great injury results from requiring pupils to sit in drafts when heated. Severe colds and more serious sickness are thus frequently caused. With the arrangement here mentioned an abundance of pure air can be admitted into a room, and no draft caused. This is a very great advantage.

HOW TO GET FOUL AIR OUT OF THE SCHOOL ROOM.

Open a door in the ceiling, and be certain that it communicates with pure air. If the ceiling is directly under the roof, it will be sufficient to let the heated air escape into the space under the shingles, but if another room is above, care must be taken to be certain that the door communicates with out-doors. This is essential, or opening the door will be of no account. Several small openings in different parts of the ceiling, closed by sliding doors, are better than large ones. How large these openings in the ceiling are made, depends upon the difference of temperature between in-doors and out-doors. In managing such an arrangement as we are describing, a modicum of common sense should be used. Without it, the best apparatus man ever will make will be useless or injurious.

REMEMBER :

The foul air in a heated room is near the ceiling.

The foul air in a cold room is near the floor.

Hot air is not necessarily foul air.

Drafts are often more injurious than foul air.

A child should never sit for a minute in wet clothes. If he is exercising, his wet clothes will not hurt him very much; but if he is quiet he will be certain to receive injury.

Urge children to bring dry socks to school on a wet day, and put them on if their feet are wet. If a child's clothes are wet, and he cannot go home let him exercise until he is dry and warm. Sitting near a hot stove in wet clothes is nearly as injurious as sitting by a cold one.

Don't be ashamed or afraid to look after the health of your pupils. Don't be "fussy," but be sensibly attentive. Health is better than arithmetic, and good lungs than grammar. If you save a girl from a fit of sickness by cheating her out of a day's study, you have done her an incalculable service; perhaps have saved her life.

A hungry child can't remember. Children need food oftener than grown people. It isn't out of place at all to let a little child eat a part of her lunch in the middle of the forenoon.—*N. Y. School Journal.*

A FEW FALSE RULES IN GRAMMAR.

Here are a few so-called rules that have been taught for generations, and are still taught in many schools. Look at them carefully, and say why it is that the generation of school-masters stick

to what is false, when there is so much truth within easy reach :

A verb does not, except in a few instances, agree with its subject in number and person.

Pronouns do not agree with their antecedents in person, number, and gender.

Active transitive verbs do not govern the objective case, or any other.

The subject of a finite verb is never a noun in the nominative case.

Prepositions do not govern the objective case, or any other.

One verb does not govern another in the infinitive.

The infinitive is not a mood, and is never governed.

Conjunctions need not connect the same moods and tenses of verbs.

In English the verb is almost without distinction of number and person.

English nouns are entirely without gender, and are never in the objective case.

The infinitive is not an inflection of a verb.

Conjunctions are free from all rules except common sense.

The word *government* is the most misleading word in English grammar. It implies a power one word has over another. There is in no language any such power or any relation which is symbolized by such a power.

In Languages which have a variety of inflections, *words do not govern each other.* The attempt to bind words together by links of etymology and syntax, and to make grammatical rules for a language in which the noun has only one case, in which there is no gender of noun, adjective or participle, in which distinction of tense, number, person in verbs is almost unknown, and that of voice absolutely wanting, is *absurd.*

See Richard Grant White's "Use and Abuse of Words," to which we are indebted for many of these hints.—*N. Y. School Journal.*

TO DETERMINE BY INSPECTION THE GREATEST COMMON MEASURE.

BY HENRY A. JONES,

Author of an "Aid to Numerical Calculation."

In nearly all of our schools it has been deemed necessary for scholars, in determining the Greatest Common Measure, or Divisor of Numbers, to make the operation a written exercise. The operation, however, can be either wholly, or at least in great part, made a mental operation. The application of the following tests, as shown by the illustrative examples, will in all ordinary cases determine it.

It is required to determine the G. C. M. of 12 and 18.

It is evident that the G. C. M. of any two numbers cannot be greater than the smaller number, it is likewise evident that it cannot be greater than the difference between the two; therefore, as 6 will divide each of these numbers, 6 is the G. C. M. of the numbers.

It is evident that the G. C. M. of several numbers cannot be greater than the least number. It is likewise evident (and this is the important test) that it cannot be greater than the difference between the two which are the nearest to each other in value. Consequently, if to the foregoing numbers we attach the number 15, we readily see that their G. C. M. cannot be greater than 3, and as 3 will divide each, the fact desired is determined.

Again, if to the three numbers mentioned we attach the number 20, we readily see that their G. C. M. cannot be greater than 2, but, as one of these numbers is an odd number, and cannot be di-

vided by an even number, the G. C. M. of these numbers is 1. The application of the test renders the operation easier, in proportion to the increase of the number of numbers, whose G. C. M. is to be determined.

It is required to find the G. C. M. of 740, 333, 296. It is evident that it cannot be greater than 37. Thirty-seven is a prime number, therefore the G. C. M. of these numbers is either 37 or 1. As 37 will divide each, it is their G. C. M. Illustrations might be multiplied, but it is believed that a sufficient number has been cited to show the great value of the test. The use to which the G. C. M. is commonly applied is in the reduction of the more difficult fractions to lower terms.

Instead of its use, the operation in many schools has been made a trial process. This should not be. The thought should go directly to the point desired.

It is required to reduce to lowest terms $\frac{323}{347}$. It is evident that the G. C. M. cannot be greater than 34. It cannot be 34, and if the G. C. M. is other than 1, it is factor of 34, which is odd : 17 is such factor. Consequently 17, and only 17, will divide each term, or else the fraction is in its lowest terms.

It is required to reduce to lowest terms $\frac{329}{347}$. It is evident that the G. C. M. cannot be greater than 138, the difference between the two terms, but 138 is an even number. If its factor 6 be expunged, the factor 23 remains; therefore, if the terms of the fraction are each divisible by any number, that number is 23.

It may be asked, Why should six be expunged? By well-known tests, neither 529 nor 667 can be divided either by 2 or 3; consequently they cannot be divided by their product.

The knowledge of the G. C. M. can be applied in the solution of many problems, which some arithmeticians have solved by means of a lengthy process of analytical induction. When the knowledge is thus applied, it renders the solution not only mental, but nearly instantaneous. The citation of such examples may hereafter be given in these columns.

HELPFUL HINTS.

Be natural ; a poor diamond is better than a good imitation.

Try to be accurate, not only for your own sake, but for the sake of your sex ; the incapacity of the female mind for accuracy is a standard argument against the equality of the sexes.

Observe . the faculty of observation, well cultivated, makes practical men and women.

Try to be sensible , it is not a particular sign of superiority to talk like a fool.

Be ready in time for church : If you do not respect yourself sufficiently to be punctual, respect the feelings of other people.

Avoid causes of irritation in your family circle ; reflect that home is the place in which to be agreeable.

Cultivate the habit of listening to others ; it will make you an invaluable member of society, to say nothing of the advantage it will be to you when you marry ; every man likes to talk about himself ; a good listener makes a delightful wife.

Be contented ; " martyrs " are detestable ; a cheerful, happy spirit is infectious ; you can carry it about with you like a sunny atmosphere.

Avoid whispering ; it is as bad as giggling ; both are to be condemned ; there is no excuse for either one of them ; if you have anything to say, say it ; if you have not, hold your tongue altogether ; silence is golden.

Be truthful ; avoid exaggeration ; if you mean a mile, say a mile, and not a mile and a half ; if you mean one, say one, and not a dozen.

Sometimes, at least, allow your mother to know better than you do ; she was educated before you were born.—*Southern Journal of Education.*

READING.

Special drill exercises suitable to either primary or advanced classes :

1. Each as he reads a paragraph closes the book, and tells in his own language what he has read.

2. One reads, another tells what has been read.

3. All read silently, close books, and one tells the thought gained from the reading.

This is a very valuable exercise. The power to use books profitably and pleasantly will be in proportion to the power of gaining rapidly and easily the thought of a sentence through the medium of the eye. Silent reading should be a daily exercise.

4. After a lesson has been read, either silently or aloud, the teacher may, by questions, bring out the main thoughts of the lesson.

5. After a lesson has been completed, either silently or aloud, books may be closed, and one pupil gives a complete summary of it, without questions.—*Bell S. Thompson, in N. E. Journal of Education.*

DRAWING.

BY WILLIAM BURNS, DRAWING MASTER, HIGH SCHOOL, BRAMPTON.

(The Editor of this Department will be glad to answer questions for information addressed to him in care of the SCHOOL JOURNAL.)

XIII.

LEAF-DRAWING.—(Continued.)

After having made the single leaf-forms as described in our last paper, it will both instruct and amuse the pupil to require him to combine them in various ways, especially as rosettes and mouldings. The prettiest and most artistic forms of ornament can thus be made ; many children show great natural taste even in the grouping of a few flowers or in making an ornament out of a few dried or withered leaves—and in the Greek story of the origin of the Acanthus ornament we have the same idea of leaf-beauty ; now this is a taste that is worth cultivating, and one whose best models are supplied by Nature all around us.

Let the teacher take a few dried leaves, maple, oak, ivy, &c., and arrange them in a rosette, or as a running pattern, by fastening them to a card or board—he will have an excellent model for this part of our work. Suppose, then that a square rosette of Ivy has been made, the next point is to make the pupils give a conventionalized copy of the natural one. Draw a square of $2\frac{1}{2}$ or 3 inches side (be very careful in this branch also that minute drawings are discouraged)—then mark the diameters and diagonals. In each of

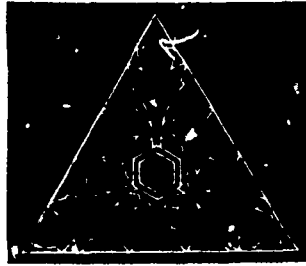
the four squares place the design required, the diagonals forming the centre of the leaf, then in order to avoid the inartistic appearance of the junction of stalks, place at the centre of the original square, an ornamented circle or square of about $\frac{1}{2}$ inch radius or side ; of course the leaves must all be exactly similar and also equal otherwise an unsymmetrical form is



the result ; a smaller leaf may be introduced between the others, should the first not be made to cover the whole space. Another variety may be made by causing the leaves to overlap, and erasing the hidden portion of the one below.

Similarly a triangular or circular rosette of "maple" may be

drawn. Let an equilateral triangle of tolerable size be drawn, then bisecting the sides and joining these points with opposite angular points, the triangle will be divided into 3 equal parts, in each of which a "conventional" leaf may be drawn, having the line drawn to the angular point for centre of leaf—an ornament may here also be placed at the centre as in former case, but it had better be either circular or hexagonal in outline.



The various forms of mouldings may also be imitated in leaf-work. The most appropriate leaf to use for a running border is ivy—naturalness as well as ornament being readily combined.



Let two vertical parallel lines be drawn at a distance of 1 inch apart, and rather more than 6 inches in length. Mark these off into equal squares of 1 inch side, then draw diagonals alternately from right and left corners, so as to make a continuous broken line which can be converted into a continuous stem if it is desired to attach the leaves to it, but if required to be joined to the sides, these lines will form the centre lines of the leaves and stalks. In each semi-square draw an ivy-leaf joined either to stalk or to side as desired. An additional artistic improvement will be made by adding a bunch of berries at intervals, and strengthening alternate sides of the outlines. Any leaves may be similarly treated—the rose-leaf, for example, giving an excellent outline. As children will take more interest in these patterns if they can be reduced to practical use, it will be as well to explain to them how readily they can be multiplied by mechanical means, either by the method of 'rubbing' or by 'pricking and pouncing.' The first consists in drawing an outline with a soft and dark pencil, then laying this upon the place required for the next, and rubbing it smartly upon the back of the paper—a sufficiently good impression will generally be produced to enable the pupil to outline the second leaf. If in doing the first rosette mentioned in this paper, the upper two leaves are thus drawn, and the paper then folded over, the lower two can be produced sufficiently strong to outline. The great disadvantage of this is—the tendency to inequality in the outline of the various leaves. The best plan for reproducing these patterns is that mentioned before, namely, pouncing—take a piece of strong paper or cardboard, not too thick, however, and on it draw the design required. Puncture this at close intervals so that the design is well outlined by these points—then laying the prepared paper upon the material on which the design is required, and 'pouncing' it with chinese white, or black lead, an outline will be formed below, well enough marked to be used for outlining. This is a very simple mode for re-producing running scrolls or patterns for needlework—such as are used for trimmings of brackets, &c.

In speaking to a teacher a few days ago in regard to reading he remarked that he could always tell whether the parents of a child pronounced well or not, by the children's style of speaking,—so with drawing,—artistic patterns in a house will refine the children's taste, and render the work easier to them. As teachers we must not forget that our true work lies in teaching the next generation, and that the ideas of taste imparted to the children of to-day can only bear their fullest fruits in the days to come.

Let the teacher remember that he is a teacher all the time, not merely from nine till four.

Educational Notes and News.

There are over four hundred thousand school teachers in the United States.

Mrs. R. Bobier has been re-engaged as teacher in S. S., No. 1, Dunwich, for 1886.

Miss Kate McPherson, of Dutton, has been engaged as teacher in S. S., No. 14, Dunwich, for 1886.

Mr. L. Cameron, formerly of Seagrave, has been engaged at the Fingerboard, Mariposa.

Miss Laura Levey, Woodville, lately from the Lindsay Model School, has been engaged as assistant teacher in the Kirkfield P. S.

Mr. Johnson, of Highgate, has been appointed head teacher at Thamesville, and Misses Brownlee and Davis retained as assistants.

The services of Hugh McIntyre have been secured for Dewart's school section, North Yarmouth, at a salary of \$395 per annum.

Mr. Logan, honor graduate of Toronto, has been engaged as a specialist in the department of classics in Aylmer High School.

Miss Martha Smith, of Woodville, has been engaged to teach in Union S. S. No. 4, Mariposa. The trustees of S. S. No. 4 are to be congratulated in securing her services.

Mr. M. Brown, who has taught during the past year at the Fingerboard, Mariposa, has resigned to attend Collingwood Collegiate Institute.

We regret that Cambay is to be minus the services of Mr. Rodgers for the coming year. He goes to Collingwood. Mr. D. McMillan, a painstaking teacher, takes his place.

The Woodville School Board did right in re-engaging Miss Pattyn as assistant for the coming year. She gets an increase of salary.

G. J. Riddell, B.A., mathematical master of St. Mary's Collegiate Institute, has had his salary recently raised from \$800 to \$900.

It is understood that the Minister of Education has decided to continue the existence of the Vienna High School until the end of the financial year, July next.—*St. Thomas Journal*.

Mr. S. Ranton, who has occupied the position of Principal of the Glencoe school for the past two years, goes to Lucan this year, at a salary of \$500.

Mr. D. W. McGill, of Wallacetown, who attended Elgin Model School last term, has been engaged as teacher in Dexter Public School for 1886.

Mr. J. Douglas Christie, B.A., of St. Catharines, has been appointed head master of the Chatham High School at an initial salary of \$1,200.—*St. Thomas Journal*.

Ridgetown High School closed a week ago Friday, when an entertainment was given by the pupils. Mr. C. Williams, the master in mathematics, was presented with a watch and chain.

Miss Steele, of the Aylmer Public School, was presented with a beautiful silver napkin ring, and Miss Arnold with a crimson plush dressing case, by their pupils on Wednesday, 23rd ult.

Out of the seventy-three candidates who wrote at the Oakwood Entrance Examination, forty-three passed. This certainly speaks well for Mr. Gilchrist, their teacher. He has been engaged for another year at an increase of salary.

We thank sincerely those subscribers who, when renewing their subscriptions lately, have expressed their satisfaction with the *JOURNAL*. We shall spare no trouble or expense to render it still more acceptable during the present year.

Mr. Whitney, headmaster of Iroquois high school, on retiring was presented with a gold-headed cane suitably engraved, and Mr. Dougal, headmaster of the public school, with a dressing case.—*Brockville Recorder*.

We Ashburn are losing our teacher. Mr. Archer goes to Smith's Falls to be assistant in the High School there. The many friends of Mr. and Mrs. Archer wish them success in their new home.—*Whitby Chronicle*.

A few years ago the highest salary paid in Kinloss, County of Bruce, was about \$200. As evidence of improvement it may be mentioned that for 1886. Mr. J. McDonald will receive \$495 in section No. 6, Mr. Powell, \$490 in No. 2, while in another section Mr. W. Walker will receive \$510.

Mr. George Middleton has been appointed to the position of second teacher in Lucknow Public School. Mr. Middleton formerly held the same position for a number of years, doing excellent work. During the past year he has not been teaching.

Mr. Thomas Elliot, well known as a teacher in West Haron, has given up the profession for mercantile life. Early in 1885 Mr. Elliot was compelled to resign his position as principal of Danganon School on account of ill health.

A very successful entertainment was given just before the Christmas holidays by the pupils and friends of Caledonia High School. The proceeds will be spent in buying additional books for the school library.

The Goderich High School Board advertised for a female assistant at \$400 per annum, but on reading the applications it was found that none of the applicants were qualified under the new regulations. The Board re-advertised offering a higher salary.

The head master of the Chatham High School has been dismissed and given a three months' notice to quit. He threatens under a clause in his agreement to sue for a year's salary.—*St. Thomas Journal*, Dec. 31st.

At the examination of the Corinth school on Wednesday 23 ult., the assistant teacher, Miss Larkworthy, was presented with a writing desk as a slight token of the appreciation in which she was held by her pupils.

Mr. J. K. Johnson, teacher of S. S., No. 3, Aldborough, was presented by his pupils on Wednesday, the 23rd ult. with a handsome pair of gloves and a silk handkerchief, as a very slight token of the esteem in which he is held.

Miss Maggie Gillies has been appointed to the vacancy in the Galt Central School staff caused by the resignation of Miss Linton. Miss Gillies is a graduate of the Galt Model School, and taught very successfully in the New Dundee School last year.

Mr. W. J. Freeland, of this city, who has been so successful with his class in the Tonic Sol fa system of music in Knox Church. Ingersoll, has been engaged by the Board to teach the same in the High School.—*Free Press*.

Miss Watson, of Whitfield Public School, was presented by her pupils with a large scrap album, two beautiful photo. cases and a short address. As she is about to attend the Normal School, her place will be filled by Miss Kitty Poole, of New Durham.

Into these three classes, all teachers may be divided—teachers who have nothing more to learn; those who are imitators of methods; and lastly, those who study and apply principles. In which class are you?—*Teacher's Institute*.

E. Higley has been re-engaged as head teacher for the West Lorne school for 1886, Miss Mary J. McColl as first assistant, and Miss Jenne Stewart for second assistant. The school roll is said to number about 160.

Owing to illness, Miss Clemmie Henderson, who was appointed teacher in one of the departments of the St. Mary's Public School, has been compelled to send in her resignation. The Board met on Tuesday evening last, and appointed in her place Miss Annie Thompson.

Mr. D. C. Smith, teacher, Islay, has resigned, although offered an increase of salary. His pupils presented him with a "Gentleman's Companion" on his examination day. He proposes attending Collingwood Collegiate Institute to study for a higher grade of certificate.

An excellent article, entitled "Singing Lessons for Little Children," is published in December number of the *Kindergarten*. It is by Prof. Daniel Batchelor, Philadelphia, who makes a specialty of teaching music to little children, and has met with the greatest success. He uses the Tonic Sol-fa system.

Miss Lizzie L. Cousin, who has taught in S. S. No. 13, Westminster, the last two years, was before leaving, presented by her pupils with a handsome floral album, and an accompanying address. The address was read by Miss Lizzie Cameron, and the presentation made by Miss Millie Eden.

Miss Susan Jones, on retiring as teacher in school section No. 2, Logan, where she is very popular and taught with great success, was presented by her pupils with a handsome satchel and an address. Mr. Wm. Greenwood also presented the lady with a very handsome and valuable book as a mark of his appreciation and respect.

The present teachers in the Theford school have both been engaged for 1886, Mr. Jones, head master, at a salary of \$500, the same as this year, and Miss Crookenden at \$275, an advance of \$25 over this year. Both have given complete satisfaction to the people of Theford, and are well liked by the pupils under their charge.—*Free Press*.

In the Georgetown public school Mr. Harrison has been re-engaged as principal for 1886. Miss Pringle again takes charge of the 2nd department and Miss Godfrey the 3rd. Miss King who had charge of the 4th department, is succeeded by Miss Foster, while Miss Hutchison takes the 5th department instead of Miss Crosby, who leaves to attend the Normal School at Ottawa.

Previous to the closing of the Georgetown public schools for Christmas holidays, Tuesday, December 22nd, the principal, Mr. R. E. Harrison, was presented by his pupils with an address and a beautiful album. Miss Pringle was also presented with an address and a suitable gift from her scholars, and a nicely worded address was presented to Miss King previous to her leaving.

To the friends who have sent us, from time to time, notes of educational events transpiring in their respective neighborhoods, we return sincere thanks. Our desire is to make this page newsy and interesting, and we would urge our correspondents to help us regularly, not spasmodically, as is frequently the case. Please write on one side only of the "copy."

At the closing of the Brooklyn school on the 23rd the pupils presented Mr. and Mrs. Edwards with a lamp, a pair of vases, a card basket, and an ornamental inkstand. Mr. and Mrs. Spence were presented with an elegant workbox and a bound volume of *The Leisure Hour*. The presents were accompanied by suitable addresses. Mr. Edwards leaves the village highly respected and esteemed by all.—*Whitby Chronicle*.

On Tuesday last as Mr. Geo. Wilson, teacher of Williamsburg School, was bidding farewell to his pupils, they, to show their respect for his valuable service during the past year, presented him with a handsome easy chair for which they received his hearty thanks, Mr. Richardson, of Port Perry, takes charge of our (Cartwright) school for 1886. Mr. Geo. Wilson gets \$500 salary at Fenelon Falls.—*Canadian Statesman*.

Mr. T. W. Scott, Principal of Lucan Public School, through ill-health, recently resigned the position, and his pupils endeared to him by two years of faithful and kindly instruction, not wishing to have him depart without some expression of their feelings toward him, on the last day of school presented their teacher with a beautiful gold-headed cane and an address couched in well-chosen words. Mr. Scott made a feeling reply to the address.—*Free Press*.

Mr. C. B. Edwards, teacher of S. S., No. 8, London, was very pleasantly surprised on Wednesday, when two of his pupils came forward, and on behalf of the fifth class presented him with a nicely worded address and a handsome gold chain. Mr. Edwards' pupils from lowest to highest have done well at the examinations this year, some of the highest class passing creditably at the non-professional examination for teachers certificates.—*Free Press*.

Mr. James H. Fell, who while in charge of the second department of the Milton Public School proved himself a painstaking, thorough, practical, and successful teacher, returned last week from Ottawa, where he has for some time been attending the Normal School. He brings with him a second class A certificate and was among the five students who carried off honors at the recent examinations at the capital. His services will now, no doubt, be in demand.—*Canadian Champion*.

Mr. J. B. Ganton, who has been engaged as teacher in Nas-sagawaga during the past year, was offered recently an increase to remain for another term, but thinking the offer not sufficiently large enough he declined. However, Mr. Ganton has accepted a salary of \$415 to teach a school in an adjacent section. This speaks well for a juvenile teacher. There have been several good teachers during the past three years turned out of Oakville. They were all students at our High School.—*Oakville Independent*.

We notice in Monday's *Globe* that Arthur H. Sinclair, of Ridgetown, has been successful in carrying off the Prince of Wales' gold medal at the Provincial Normal School, Toronto, ranking first in a class of 120 students, a number of whom were first-class men. This medal is awarded for highest standing in proficiency and aptitude to teach. Mr. Sinclair has made a brilliant record to commence with, and shed a glory on our schools, where he received his preliminary training.—*Ridgetown Plaindealer*.

ST. JAMES PARK, P.O., Dec. 22nd, 1885.

TO THE EDITOR.—In a late number of the JOURNAL Mr. J. R. Brown is said to claim that he had a pupil who obtained a higher mark than any in Lambton or Middlesex. Would he or you kindly state how many marks his best pupil obtained and give his name. One in this county (East Middlesex) obtained 678 marks. His name is W. Woodhull, Lambeth P.O.

Yours etc,

A. GREENS.

Miss Doyle, who has so efficiently taught the Roman Catholic Separate School in Whitby for the past eight years, has left for Detroit, Mich. Before leaving she was presented with a beautiful and costly dressing-case by her pupils, and the School Board also showed their appreciation of her services by giving her a cheque for \$25. During her stay in Whitby Miss Doyle made many warm friends. Her pupils all expressed, and, indeed, showed great sorrow when she was leaving. Her hosts of friends here join in wishing her all prosperity and happiness.—*Whitby Chronicle*.

Mr. J. Tait, English and Commercial master in the Collingwood Collegiate Institute, left for Tacoma on the 22nd ult. Prior to his departure he was presented with a purse and an address by the Institute students. He was one of the teachers in the Sunday school. The scholars there presented him with a gold-headed cane. He was also connected with the Sons of Scotland and the St. Andrew's Society, who assured him of their loss of so valuable a member by the presentation of a purse and an illuminated address.

On the day closing the Duart Public School, the teachers unexpectedly received presents from the pupils. Mr. D. McKillop, teacher of the senior department, a valuable gold ring, and Miss McKinnon, junior teacher, a pair of beautiful vases. The school has been conducted in a thorough and very agreeable manner, the teacher being highly respected and very successful. All were very deeply affected at parting with their teachers. Mr. McKillop goes to study law, and Miss McKinnon to her home near Collingwood.—*Dutton Enterprise*.

Thousands of children in our public schools are from the poorer classes, and the time soon comes when they are beyond the reach of the books or teachers. It becomes a vital question, What kind of an education will best fit them for the lives they will probably lead? Since the time is short, and there is much to do it is a sin to waste it in studying what will do but little good. A proper course of study for an ungraded or intermediate school is a moral debt the present generation must pay to the one just coming on the stage of action.—*Teachers' Institute*.

Teaching, more than statecraft or the mastery of production and trade, ministers to the edifying and progress of society, and is entitled to a foremost place in the procession of industries. Considering the relative value of the great officers of society, and their historic achievements in the march of events, our guild can accept no inferior honors, and is entitled to the emoluments which are awarded to the benefactors of the race. To the teacher it transforms duty into privilege; it smooths the asperities of the day and sweetens the bitterness of ingratitude.—*Southern Journal of Education*.

We had occasion, two or three years ago, to make note of the fact that a score or more of Yankee girls, graduates of normal schools, had gone to South America, under a contract with the government of the Argentine Republic, to take charge of normal schools, young ladies' seminaries, etc. The report comes back that these young ladies have conducted themselves in a most exemplary manner, and are regarded with the greatest admiration by the government and by the people. The only complaint is that several of them have violated their contracts with the government, and have become the wives of prominent Argentines. It is said that the men in the Argentine Congress are warmly in favor of larger importations.—*Ohio Educational Monthly*.

The Collegiate Institute Board (Collingwood) have been fortunate in securing the services of Mr. T. H. McGuirl, B.A., to fill the place lately vacated by the resignation of Mr. Tait. Besides being a graduate of Queen's College, Kingston, Mr. McGuirl is the holder of a first-class provincial certificate, of a certificate from the Military School, and was for some time on the staff of the Dominion Business College. At present he is Commercial Master in the Sarina High School. He comes with the highest testimonials, and his classes received the warmest encomiums from the High School Inspector. [We clip this from the *Collingwood Bulletin*. The *Sarina Observer* reported last week that Mr. McGuirl had accepted a position in Guelph Collegiate Institute. Wherever he goes he has the best wishes of the CANADA SCHOOL JOURNAL.]

Practical Methods

[NOTE. We have opened this department for the discussion of best methods of teaching subjects that present difficulty in teaching, especially by young teachers. We desire to obtain the experience of teachers who may have found successful plans and are willing to impart them to others.—ED. C. S. JOURNAL.]

In No. 46, Dec. 17th, we gave notice that the subject for discussion in this number would be "The best plan for marking writing lessons." The correspondence thereon has been much smaller than we anticipated, which is due, no doubt, to the fact that examinations, holidays, and removals have so occupied the time that teachers could give no attention to it. We need not again refer to the importance of this department,—it must be obvious to all, and shall only request that our friends will contribute to the general good by sending us their opinions in time to have them appear in the appointed number of the JOURNAL.

PLANS FOR MARKING WRITING LESSONS.

My school is ungraded and I find much difficulty in securing careful writing in consequence of having to take one class while the other is writing. I have, however, adopted the plan of getting the writers to cease work about eight minutes before the end of the half-hour appointed for the exercise, and call them out to exhibit their copy books in class. I then point out to each any errors I observe and, having adopted ten marks as the standard, give as many as I consider the copy is worth, keeping a record in my class book. General improvement, cleanliness, and absence of blunders secure the highest marks.

RURAL TEACHER.

Instead of writing the whole page in the copy book I require my pupils to write only half of it, and go on to the next copy. When they are through the book in this way I desire them to commence it again, doing the other half page. In this I expect to see a decided improvement on comparison with the previous half page. At some convenient time after the lesson, generally after school, I examine all the copy books, note errors and malformations, and mark on each copy the value, deducting the number of errors from the standard, ten. For neatness and cleanliness I have a special mark, viz., A, very neat; B, neat; C, careless; D, soiled, &c. A well-written copy, free from blots and errors would be marked 10 A; three errors, with a blot, 7 D, &c. I find the special mark has much influence in cultivating neatness and care. In the class record at the end of the month I add five marks to the sum of the daily judgments for each A, and take off one mark each for the other letters, in the alphabetical order. Thus a pupil having written 15 copies in the month with, say, 95 marks, 10 A's, 3 B's, and 2 C's, the record would be $95 + (10 \times 5) + (3 \times 4) + (2 \times 3) = 163$.

ALPHA.

MR. EDITOR.—Will you please help me in your "Practical Methods" in a matter that puzzles me. I have a large second book class and find that I cannot have each scholar read *individually* in the reading lesson in the time appointed for that lesson. Some complain of it and do not improve. Can you suggest a plan, or obtain it from some of the readers of your valuable paper, for getting out of the difficulty? I do not think it sufficient for each pupil to read only a few words, and when we practise much simultaneous reading the class seems to grow tired of it. I give my name but do not wish you to publish it. call me

Wellington Co., Dec 22nd, 1885.

STELLA.

It is probable that many besides "Stella" have found it hard to give every pupil a fair share of reading in a large class. We shall be pleased to discuss this matter in our issue of January 28th, and hope that those who have hit upon a good plan will favor us with their experience.

SUBJECT FOR JANUARY 28TH.

How to secure a suitable amount of individual reading in a large second or third class, in half-an-hour's lesson.

Question Drawer.

QUESTIONS.

I am a regular subscriber to your valuable paper and find it indispensable. If you will kindly furnish me with the solution of the following exercise, found on page 101 of Hamblin Smith's Arithmetic, you will confer a great favor on,

Respectfully yours,
PEARL, Wallace, N.S.

$$\text{Simply } 16 \left\{ \begin{array}{l} 1 \quad 11 \quad 11 \quad 11 \\ 5 \quad 35 \quad 55 \quad 75 \end{array} \right\} \times \dots \left\{ \begin{array}{l} 4 \\ 239 \end{array} \right.$$

[Now that our readers have resumed their labors we hope some one will render the service "Pearl" asks for. There are several questions still unanswered, given in previous numbers, to which we would draw attention.—Ed. C. S. J.]

Literary Chit-Chat.

The publishers of *Mind in Nature* announce that they will issue a limited edition of the first volume, handsomely bound in dark green, fine English muslin, with yellow edges, which will be sold at the extremely low price of One Dollar and Twenty-Five Cents. Unique in aim and purpose—*Mind in Nature* claims to be following a trail which it is "blazing" for itself along the borderland of the unknown—or if you prefer the "uncanny"—it evinces a purpose to leave a track along which none need fear to venture.

The *New York Sun* calls attention to the curious fact that Mark Twain's article, in the *December Century*, entitled, "The Private History of a Campaign that Failed," by an odd coincidence, a contemporaneous supplement to chapter 18 in the first volume, just printed, of General Grant's memoirs. It appears that the only time that General Grant was really scared when he had to meet the little army in which the future publisher was a private. At Palmyra, Grant, then a colonel, was ordered to move against Col. Thomas Harris, who was said to be encamped at the little town of Florida, some twenty-five miles away. In his memoirs General Grant tells how his heart kept getting higher and higher as he approached the enemy, until he felt it in his throat, but when he reached a point where he expected to see them and found they had fled, his heart resumed its place. Mark Twain was one of the "enemy," and that he and his fellow-soldiers were equally frightened appears in his frank confession in the *December Century*. The difference between the two soldiers was that Mark Twain was thrown into such trepidation that he then and there abandoned forever the profession of arms, whereas General Grant made on that occasion the discovery that the enemy was as much afraid of him as he had been of them. "Thus," says General Grant, "was a view of the question I had never taken before, but it was one I never forgot afterward. From that event to the close of the war, I never experienced trepidation upon confronting an enemy, though I always felt more or less anxiety."

At a recent sale in London several of Keats' love letters sold for \$100, \$150, and \$200; one beginning "Sweet Fannie," brought \$275.

Goethe's journal and other important manuscripts are shortly to be published. The collection will include poetical and epigrammatical fragments, Homeric studies and notes upon Faust and Egmont.

S. E. Cassino & Co. (Boston) have just issued what they call "The Insuppressible Book." It contains the controversy between Frederic Harrison and Herbert Spencer, of which Mr. Spencer ordered the suppression in this country. Additional fuel is added to the flame in this case by the comments of Gail Hamilton.—*Christian Union*.

The interesting symposium discussion of the question, "Is Boston losing its Literary Prestige?" in the *Brooklyn Magazine* for December seems, on the whole, to decide that Boston not only is losing its literary pre-eminence, but has lost it. Boston still possesses the best libraries in the country and Harvard University, the most fully equipped of all our great schools of learning, and these will always present so many advantages to the author and scholar, that there will ever be a large literary class in and around Boston. But that lofty literary pre-eminence that Boston once

held, when Hawthorne, Emerson, and Longfellow were living and were showing their greatest literary activity, is lost. To be sure Holmes and Lowell still survive, and neither have lost their literary powers, but they belong to yesterday rather than to to-day.—*The University*.

"*The Thought of God*" is the suggestive title of a little book of hymns and poems which is very favorably criticised. It is by Frederick L. Hosmer and William G. Garnett and is published by Roberts Brothers, Boston. The *University* says: "Here is no cathedral dim with memories of the past, no church of stone with its hour of suspended animation between the weariness of Saturday and the hurry of Monday; but a temple of the fields and woods, with a Sabbath calm resting on the air and the anthem of living waters filling the hush wherein the soul thrills with a sense of silent communion with the oversoul."

Mr. Grant Allen's little book, in a very condensed form, renders a great service even to scientific, and much more to general readers, in showing precisely how Darwin stands to the discovery with which his name is associated. Darwinism, and the entire theory of organic development to which it belongs, must be carefully discriminated from evolution at large as a universal and all-embracing cosmical system. It is simply a part or a factor of a great whole that has been growing up in the minds of men for the past two centuries. Mr. Allen understands this, and his work, beside giving what one most desires to know about Darwin, is especially valuable because it properly relates him to the greater movement, in which he holds a distinguished place.—*Boston Herald*.

For Friday Afternoon.

"ROBERT OF LINCOLN,"

BY W. C. BRYANT.

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Suag and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee.

Robert of Lincoln is gayly dressed,
Wearing a bright black wedding coat;
White are his shoulders and white his crest,
Hear him calling in his merry note:
Bob-o'-link, bob-o'-link,
Spink, spank, spink,
Look, what a nice new coat is mine,
Sure there was never a bird so fine.
Chee, chee, chee.

Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,
Passing at home a patient life,
Broods in the grass while her husband sings:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Brood, kind creature; you need not fear
Thieves and robbers while I am here.
Chee, chee, chee.

Modest and shy as a nun is she,
One weak chirp is her only note,
Braggart and prince of braggarts is he,
Pouring boasts from his little throat:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Never was I afraid of man;
Catch me, cowardly knaves, if you can.
Chee, chee, chee.