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The Canada School Journal.

Vol. V.

TORONTO, JUNE, 1880.

No. 87.

JAMES DEMILLE, A.M.

It affords us pleasure to present to the readers of the JOURNAL a portrait of the late Professor DeMille. We regret our inability to furnish such a biographical notice as would do justice to his noble qualities as a man, to his scholarship, and to his meritorious contributions to literature. Dying at the early age of forty-three, he, nevertheless, in his chosen sphere of labor, has left a name second to that of no contemporary Canadian.

Mr. DeMille was a native of St. John, New Brunswick, in which city he received his early education. His college training was secured partly, we believe, at Acadia College, Wolfville, N.S., and partly at Brown University, Providence, R. I. At the latter institution his mental powers were brought under the plastic influence of that rare educator, Dr. Francis Wayland. The writer of this sketch first met Mr. DeMille a few months after his graduation, somewhere about the year 1859, when fate shut them up together for a day or two in the narrow confines of a Bay of Fundy packet. Even then his conversational ability, the extent of his reading and his literary enthusiasm were quite remarkable, and made an impression on his youthful companion not yet obliterated.

After graduation, Mr. DeMille visited Europe, spending much time in researches in the ancient cities of Italy. "Helena's Household," one of his first and most popular works, bears testimony to the profound impression made on his youthful mind by the memorials of early Christian faith and practice. On his return, after a brief career in business, he was chosen Professor of Classics in Acadia College, which position he filled for some four years to the entire satisfaction of the friends and supporters of that institution. Throughout his whole course as an instructor, he bound his pupils to himself with hooks of steel, so that though he has left behind him enduring literary monuments, the preservation of his memory is not self-dependent on them. By none is it more warmly cherished than by those who enjoyed his

lectures when he was in the fresh enthusiasm of his youth.

In 1864, the Governors of Dalhousie College invited Professor DeMille to accept the Professorship of History and Rhetoric in connection with their University. In this post he labored faithfully and successfully until his sudden and lamented death. For the duties of his dual professorship he possessed rare and equal qualifications. His lectures on historical subjects evinced patient research and deep philosophic thinking, while the style both of the composition and delivery was such as to make them peculiarly attractive. The recently published, but already well-known treatise on "Rhetoric," which bears his name, embodies, we suppose, the chief points of his discussion of the principles of that Art.

It is a thoroughly good and valuable book, and is even now a standard text in some prominent institutions in the United States. An elaborate consideration of his various contributions to popular literature is not required in the pages of an educational journal. Mr. DeMille was a tireless worker and wielded a singularly facile pen. His career as an author began with, we believe, anonymous contributions, which at once attracted attention in *Harper's Magazine* and other high-class periodicals. To the journal he afterwards contributed the "Dodge Club" series, which has done much to give him popularity. With all the merits, and these are great, of Mr. DeMille's well-known novels, it is the impression of those who were in the best position for gauging his mental powers that he was capable, when the ripe opportunity should come, of literary achievements surpassing any actually accomplished. The versatility

of his attainments and capabilities has perhaps not been adequately recognized. The author of the text-book on "Rhetoric" and of the famous "B. O. W. C." series, the very cream of modern literature for boys, must have been a many-sided man.

The tidings of Prof. DeMille's altogether unexpected death came to the citizens of Halifax like a shock of sad surprise. Though he was unobtrusive in manner and shy of public appearances, his death revealed the hold which genuine merit invariably has on popular esteem. Dalhousie College will find it difficult to fill Prof. DeMille's place with a man combining so many elements of power. Canada mourns the loss of one of her most gifted sons.



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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.

TORONTO, JUNE, 1880.

—We propose to issue the July number of the JOURNAL earlier than usual, that our readers may be able to have a correct guide to the great educational gatherings during the holidays.

—The Common Council of the city of London (Eng.) is about to establish a School of Music, to give thorough musical instruction at a moderate cost. In this connection it may be mentioned that there are in Great Britain and Ireland about 11,000 persons who obtain a livelihood by teaching music. Of these about 4,000 are in the metropolises.

—Mr. Richard Lewis, Professor of Elocution, will conduct a summer school of elocution in Toronto for the benefit of those teachers who wish to make themselves more proficient in that study. In addition to his long experience and great success in teaching elocution in Public Schools, Mr. Lewis has charge of this department in Knox College and the Divinity School of the English Church.

—We have received the annual report of Mr. C. C. McKenzie, Chief Superintendent of Education for British Columbia. Educational matters in that province are on the whole progressing favorably. A new School Act has been passed giving trustees more power, and establishing more intimate relations between the teachers and the Chief Superintendent. The Council of Education has ceased to exist. There are in all 58 teachers and 2,301 registered pupils. The highest salary paid is \$110 per month, and the lowest \$45. The average salary is \$61 per month.

—Mr. Gladstone having been asked to sign a memorial to the Vice-Chancellor of the University of Cambridge in favour of granting degrees to women, has sent the following reply :

"Sir,—My rule is strict against subscribing memorials to be presented to our authorities. But, having had a daughter for some

years at Nownham, my sympathies run strongly in your direction, though it is with deference that I submit any formed opinion. I do, however, lean to the opinion that the absolute restriction of university and college endowments to men is, under present circumstances, impolitic and unjust. I do not hereby imply that I am adverse to other aid and recognition.

Your very faithful and obedient, W. E. GLADSTONE."

—The following memorial to the Aberdeen School Board from the Free Presbytery of Aberdeen was remitted to a special committee :

"Your memorialists, being much concerned at the extent to which profane language and rude and indecent conduct prevail amongst some of the youth of this city, and having themselves resolved upon the adoption of all means of repression within their power, and being fully convinced that the co-operation of your Board will be of the greatest service in checking these evils, and further, having learned with much pleasure that you are engaged in considering these matters, respectfully approach you with the request that you will issue such instructions to your teachers as shall aid them in a special manner to impress upon the youth under their charge the evil of such practices, and that you will further use such other means as are competent to you to advance this object."

This subject might well receive a greater amount of attention from teachers in most cities and towns. Purity of language will preserve purity of thought. The contrary is equally true.

—At the last meeting of the Durham County Teachers' Association it was decided unanimously to give the CANADA SCHOOL JOURNAL to every member of the Association for the sum of twenty-five cents per annum, the Association paying the balance. It was held that this was a better use to make of the funds than the purchase of a library, owing to the great difficulties connected with the circulation of a library throughout a county. We commend the course to other associations who have not already adopted it. It is the intention of the publishers to produce a journal, each volume of which will be an educational library in itself, and to furnish it at the very lowest rates to associations. In addition to the many Canadian and American sources of information and experience which have been laid under tribute to produce a journal of the highest excellence, representatives have been secured in England, at Cambridge, and in connection with the College of Preceptors, and the National Union of Elementary Teachers; so that the freshest educational developments of the Mother Country, from the primary school to the University, will be laid before our readers each month.

—The opponents of any great reform in England frequently attempt to defeat the movement by caricature and doggerel. In the time of John Wesley his religious work was vainly attacked in this manner. He and his friends, including the noble Huntingdon, were represented in pictures as guilty of most obscene practices under the guidance of the arch-fiend himself, whose familiar figure always graced a prominent position in the sketches. We have been favored by receiving a copy of a Churchman's attack on the School Boards of Eng-

land in miserable rhyme, and accompanied by a lithograph of a school board in session, seated on a car of Juggernaut, which is crushing under its gigantic wheels the poorer classes of free-born Englishmen. Even the shingles seem to be rising from the roofs of the houses in honest indignation at the terrible ravages of the awful Public School system. His Satanic Majesty, in all the dignity of scales, claws, hoofs, and tail, is enthusiastically giving his blessing to the ladies and gentlemen of the school board for so effectively doing his work. Notwithstanding such dodges, the Board system continues to make rapid advancement in gaining the sympathies of the English people.

—A correspondent of the London *Schoolmaster* writes as follows in relation to Penny Banks :

"The value of Penny Banks in schools is recognized by the Education Department, who now require returns of them in the printed forms for school accounts. Thus children, who have pence but not often shillings at their command, are trained early in habits of thrift. Nor is the benefit confined to the children, for it has been found that the influence of the school acts upon the parents, and brings home to them the value of these institutions. The Yorkshire Penny Bank, which has now more than 500 branches, is doing great good in this way. The actuary of one branch wrote a short time ago to the central office—'I know for a fact that drunkards will often give money to their children to put in the bank, which otherwise would be spent in the public-house. These children will in time, no doubt, exercise great influence over their parents, and probably lead to their reformation.' In France, where the School Penny Bank system has had an extraordinary development, the influence of children upon their parents has been found most remarkable. While it is impossible to establish the larger savings' bank in every parish, penny banks will furnish places of deposit accessible to all."

A company is being organized to try the experiment in Toronto. Such institutions are working successfully in some of the United States cities.

—The *Lancet* has addressed the following series of questions to managers of private schools in England. They are suggestive to teachers of hygiene, and some of them should command the attention of Trustee Boards :

"1. How many boarders have you, and what are their ages, generally? 2. Were the premises now appropriated as a school-house built for that purpose, or adapted? What is the nature of the ground on which the building stands? Describe the locality, and give particulars as to climatic conditions. 3. What cubic air-space is allowed to each sleeper in the dormitories or bedrooms? 4. What is the size of the apartment used as a schoolroom, and how many cubic feet of air-space is there for each pupil? 5. What is the ordinary diet, as to the quantity and kind of food, and how are the meals distributed? 6. What time is spent in school-work, and what hours are devoted wholly to play? State the hours of retiring to bed and of rising, and mention the arrangements for visiting the sleeping apartments at unexpected times. 7. What cases of illness occurred in the school during the years 1878-9, and what has been the general state of health in the establishment? If any epidemic disease has visited the school, please state the circumstances. 8. What are the sanitary arrangements of the establishment as regards drainage, closets, lavatories, bathing, towels, &c., &c.? 9. What provision is made for the isolation of cases of infectious or contagious disease in the event of a sudden attack? 10. What system of medical inspection is adopted? Does a medical man systematically visit the establishment, or does the doctor only attend when called in to treat a case of sickness?"

—Our readers will be able to judge of the present position of the "Spelling Reform" movement in England by the following petition, which has been prepared by the Spelling Reform Association :

To the Honorable the Commons of Great Britain and Ireland in Parliament assembled. The humble petition of all the persons present at a public meeting, held in the theatre of the Society of Arts, in John Street, Adelphi, on Thursday, the 29th January, 1880, sheweth: 1. That the existing mode of spelling the words of the English language is altogether devoid of system, and entirely fails to attain the main object of written language, which is to express sounds by means of convenient and consistent symbols. 2. That this anomalous and chaotic spelling, in addition to many other serious defects, is the cause of one evil of the greatest magnitude, namely, the incalculable waste of time that results from endeavoring to enable children in schools to overcome its difficulties; so that out of the few years which can be given to instruction by the bulk of the population an altogether disproportionate share is allotted to the mere machinery of knowledge, instead of to knowledge itself. 3. That the natural tendency of written language to adapt itself to the spoken tongue is arrested and counteracted in England by the practice of Government Inspectors and other examining officers, by whom no credit is given (but, on the contrary, censure) to any spelling but the ordinary one. Wherefore your petitioners humbly pray your Honorable House—1. To declare your opinion to be in conformity with the present shewing. 2. To adopt legislative means for holding an inquiry into the desirability and practicability of a reformed system of English spelling. 3. And above all, to pass an enactment whereby all Government Inspectors of schools and all examining officers shall be authorised and enjoined to accept and give credit to spelling based upon other systems than that now in ordinary use with a view to determining by experiment whether and to what extent the adoption of any such other system may be practicable and advisable. And your petitioners will ever pray, &c.

EDUCATION IN ENGLAND.

The return of the Gladstone Ministry to power in England will undoubtedly greatly benefit the cause of popular education. We need not fear that the heads of the Education Department will disgrace their positions by speaking of the schools under their charge as for "gutter children only." Mr. Mundella, who is, in reality, the Minister of Education, delivered an address to his constituents recently, on the occasion of his reelection, in the course of which he gave the following interesting information :

"The English people have been very slow to realize the necessity for national education, but having taken it in hand it is simply marvellous, it is prodigious, the wondrous strides education has made in this country. Now let me just for a moment or two call your attention to the most recent statistics of the Department over which I have control; and you will carry away with you a few thoughts which will convey to you better than any longer description what has been the change during the short period of nine years. In 1870, Mr. Forster passed his Education Act. That Act did not come into operation until the very end of the year, and it was in November or December that the first School Board was elected. These are the statistics for 1879, the last year of our educational work. In 1870, the number of schools inspected by Her Majesty's Inspectors were 8,281. In 1879 they were 17,166. The scholars for whom education was provided in 1870 were 1,878,584. In 1879 there were places in our schools for 4,142,224. In 1870 the scholars on the school register—not in daily attendance, but on the registers—were 1,693,059. In 1879 there were 3,710,883. The scholars who were present on the day of inspection to be examined by Her Majesty's Inspectors in 1870 were 1,434,706. In 1879 there were 2,122,672, and the army of teachers—certificated teachers, assistant teachers, and pupil teachers—had increased from 88,038 in 1870 to 72,050 in 1878. Now, that is the outcome of the first nine years by the compulsory system of education. It is alto-

gether impossible to estimate the beneficent results of that great Act of Mr. Forster. No man or woman can compute, or can imagine what its influence will ultimately be upon the destinies of this great nation. If any one wishes to form some idea of what is doing in this country, let him go into one of our newly-filled schools in one of the crofts here. Let him go into the poorest districts of your own town, and see a new Board school filled with the poorest children of parents belonging to the very poorest of the community. Let him see these children becoming elevated, humanized, and refined, taught something of the value of cleanliness and of good order. Let him see the discipline that prevails amongst them, and then the spectator will form some sort of idea of the work that is going on amongst tens and hundred^s of thousands of children in this country. Where have those extra two millions of children come from, and what is going to happen in consequence of the teaching of this extra two millions of children in the future? I say it is a problem too big for human conception. This education scheme is one of the grandest works that ever was done by legislation in this or any other country. You are not only raising the children of the country—the future generation of men and women, remember—you are not only raising them in the social and intellectual scale, but you are preparing them, by giving them open and receptive minds, by giving them the elements of Scripture teaching, for that higher spiritual knowledge which makes a man better in this life and that which is to come. The Christian teacher, the Sunday-school teacher, the minister, the clergyman, all have a new and superior material to deal with—something more pliable, more malleable to their hands. And we hope that what we are doing, although it costs national money, money from the Exchequer, and money from rates, will be the best investment ever made by a free Christian people, one that will yield the greatest interest in the world that is, and in the world that is to come. This is the outcome of Mr. Forster's Act. But the work is far from complete. We have the schools; we have the teachers; but we have not yet all the children. Of the twenty-four millions of population in England and Wales, only seventeen millions are under by-laws which enforce the obligation of a parent to send his children to school. There are seven millions still exempt. It may be God's will that I shall complete the work. In Scotland all goes well. That enlightened people will make any sacrifice in order that the children may be educated. There is no parish, there is no district, there is no island hamlet so remote that the children are not in attendance at school. Every Scotch parent is under obligation to send his child to school; and as far as the Education Department can discover, there are actually more Scotch children in attendance than are accounted for by the statistics of the population. In Ireland, I regret to say, there is no obligation to send children to school. But I cannot believe that that magnificent appointment which Mr. Gladstone, with his fine perception, has made—that with William Edward Forster at the head of the Irish Department, the quick and intelligent capacity of the Irish people will be much longer neglected. Not only, I am sure, will he do justice to their intelligence, but with his ready sympathy, with his broad liberality, with his courage, and with his backbone, all Irish questions will meet with ready solution at his hands. It is now our duty to attempt—and may we not hope that we shall succeed—by slow degrees, by careful steps, by due consideration of the difficulties of parents, for local circumstances, for the wants and interests of labor and of the family—gradually to bring England and Ireland to as high a level as Scotland has already attained? Such, at least, shall be one of my constant considerations. I have scarcely entered upon the duties of my office—scarcely overhauled the immense work which devolves upon my department, but I am telling you of my vague aspirations, my desire that I may do something for the accomplishment of the work I have referred to. That, at least, I promise you. So long as I have any control in the Education Department, my efforts shall be directed not to work the machinery of that department, either for sectarian or party purposes. Education shall be paramount, and the one great end at which I shall endeavor to arrive shall be the best instruction for the children. Need I say to you that my warmest sympathies are with that large army of workers, that 70,000 odd teachers of whom I have spoken? I have ever shown it in the past, and, as I have professed it—professed it in public, and worked for them in Parliament—so I hope in practice, to the very best of my ability, I shall do all I can to free them from any of those restrictions, and the useless routine, the system of red-tape which prevails, that the defects of our educational system may have entailed upon them. I wish to set every man free, as much as possible, from the mere machinery and red-tapeism of the system, and to leave his energies at liberty

to devote his whole time, or as much of it as possible—his time and his heart and soul to the cause of education and the instruction of the children. There is one thing that we must not lose sight of. I believe it is possible, and I think it is desirable, that we should attain the best educational results, with the least possible pressure both upon the ratepayer and the taxpayer. There is no greater mistake than recklessness in expenditure, even for the best of causes. The effect is that it disgusts the public even with a noble work, where expenditure is wasteful and unnecessary. But I am not going, as far as I am concerned, to stint education. We hear a great deal of talk about the people being over-educated. Let me beseech you, people of Sheffield, not to give credence to these stories. You have done nobly hitherto. I am proud to represent a constituency which, in the Education Department, stands higher—I am not saying it to flatter you, I am saying what the public officials say to me—than any other constituency in the kingdom. Let me say a few words to show you how Sheffield ranks with respect to education, and I do this because I have witnessed, occasionally, some signs of dissatisfaction that Sheffield has spent too much, or is doing too much for its children. Listen to a few facts which have not yet been made public, and which I make public to-night for the first time, and which will enable you, I think, to go home contented and satisfied. You have had in this town for the last nine years a School Board that has done its duty, that is doing its duty, and that will make Sheffield a different borough twenty years hence to what it is to-day. I give you just the cost per head to the rates of every child in the Board schools of England and Wales. Listen! The average throughout England and Wales of the rate is 18s. 9¹/₂d. per child. How much does it cost you per child in Sheffield? 8s. 8d. Birmingham is 17s. 10¹/₂d. per head, Bradford is 18s. 2¹/₂d., Liverpool is 17s. 1¹/₂d., London is £1 11s. 0¹/₂n.—and you pay 8s. 8d. per head out of the rates for every child educated in the Sheffield schools. What do you pay for salaries per head in Sheffield? What is the whole cost of the salaries, which includes your School Board teaching staff and all your expenditure for compulsory attendance officers? Now listen! In England and Wales the average of the salaries per head is £1 14s. 8¹/₂d. In Bradford it is £1 11s. 7¹/₂d.; in London it is £2 1s. 0¹/₂d.; in Sheffield it is £1 7s. 3d. But let me give you the best test of all. What is the grant earned per scholar in Sheffield and in other towns? because that is the test of the efficiency of the child. That is the test of what standard the children are passing through—what is the state of attendance, what capacity they have, and what sort of teaching power you have. Let me give it to you. The average earnings per scholar in England and Wales are 15s. 3¹/₂d. In Birmingham every child earns 14s. 8¹/₂d.; in Bradford, 14s. 8d.; in Hull, 16s. 3d.; in Leeds, 15s. 2¹/₂d.; in Liverpool, 16s. 8d.; in London, 15s. 11d.; in Manchester, 16s. 2d.; and the highest of all in Sheffield, 17s. 1d. I hope it is not inappropriate that the member for Sheffield should preside over the Education Department.

Contributions and Correspondence.

UNIVERSITY OF MANITOBA.

BY REV. PROF. BRYCE, M.A., LL.B., PRINCIPAL OF MANITOBA COLLEGE.

His Excellency the Earl of Dufferin, when visiting Manitoba and the North-west, in 1877, showed the warm interest of a patriot, and the keen insight of the social economist, when he singled out the then newly established University of Manitoba for remark and hearty commendation. It was then, or is yet, far from being a full grown member of the learned sisterhood, but the noble Earl recognized in its infantile movements the promise and the potency of future greatness. At a dejeuner given him in Winnipeg, His Lordship said: "In no part of Canada have I found a better feeling in
 "all classes and sections of the community. (Cheers.) * * *
 "At the present moment it (the wide-spread sentiment of brotherhood) is finding its crowning and most triumphant expression
 "in the establishment of a University, under conditions which have
 "been found impossible of application in any other Province in
 "Canada—I may say in any other country in the world—for nowhere
 "else, either in Europe or on this continent, as far as I am aware,

"have the Bishops and heads of the various religious communities into which the Christian world is so unhappily divided, combined to erect an Alma Mater to which all the denominational colleges of the Province are to be affiliated, and whose statutes and degrees are to be regulated and dispensed under the joint auspices of a governing body in which all the churches of the land will be represented. An achievement of this kind speaks volumes in favor of the wisdom, liberality, and Christian charity of these devoted men."

Thus far in its history the University of Manitoba has been distinguished for all the gentle graces attributed to it by His Excellency. The object of the present paper is to state, shortly, its origin, and the main features of its constitution.

ST. BONIFACE COLLEGE.—Shortly after the arrival of the Selkirk colonists, or about the time of the absorption, in 1821, of the North-West Company—whose employees were largely French—the beginning of one—the oldest of the bodies which have now grown into a University—was made, viz., St Boniface College. The Rev. J. N. Provencher, who was afterwards the first Roman Catholic Bishop of the North-West, began a school—and as early as 1824 a statement is made, in a letter of the time, that several youths (enfants) were advanced in "Humanities." This school has kept pace with the advancement of the country, has been the principal foundation of the French education in the North-West, and has lately begun to turn more attention to English. In 1871, shortly after the establishment of parliamentary government in the North-West, the College was incorporated as the "College of St. Boniface," bearing the name of the Roman Catholic Archdiocese of the North-West—the name St. Boniface having been given in honor of their native country by some of the German soldiers of the Earl of Selkirk, who settled on the East bank of Red River.

ST. JOHN'S COLLEGE.—About the time of the consolidation of the rival fur companies, likewise, the Church of England Chaplain of the Hudson Bay Company began a school, on a beautiful site, a mile or two north of Fort Garry, overlooking Red River. This school came under the direction, a few years later, of Rev. J. Macallum, M. A., and was conducted under the name of St. John's College till his death. In 1866 the College was revived by the present Bishop of Rupert's Land, and has been enlarged and improved. In 1871 the College was incorporated. The College has been useful in educating a large number of the present officials of the Hudson Bay Company, and the old English-speaking people of Red River.

MANITBA COLLEGE.—The heart of the Selkirk colony was the Highland settlement of Kildonan, lying three or four miles north of Fort Garry, on Red River. For well-nigh a score of years, perhaps the best ordinary school of old Assiniboia was in Kildonan, The Rev. John Black, the first Presbyterian Missionary of the North-West, paid much attention to the education of his people. In 1871 application was made to the General Assembly of the Canada Presbyterian Church to have the means of obtaining a higher education afforded. The result of this application was the establishment, at Kildonan, in 1871, of this College. The College of Manitoba was incorporated in 1873, and in 1874, on account of the growing importance of the town of Winnipeg, was moved within its limits. Its history is entirely coincident with the new state of things since the transfer of the North-West to Canada.

THE UNIVERSITY.—These three Colleges, partaking of the feeling—the prominent one of the North-West—of laying foundations for the future, and, no doubt, considering whether the time was approaching for grappling with the question of granting degrees to those completing their course of study—came to the harmonious agreement that it would be far better to have only one source of degrees for the Province, and that all the Colleges in existence, and such others as might afterwards rise, should be affiliated to a Uni-

versity having ample powers. Naturally, some forbearance was required on the part of all, and careful dealing on the part of the Government, but on the 8th of February, 1877, an Act, on the whole satisfactory to all concerned, was assented to by the Lieutenant-Governor, establishing a Provincial University—the University of Manitoba.

Representation.—Each of the affiliated Colleges elects seven representatives. Convocation, a body formed by the registration of all graduates of Colleges in the Province, at the time of the passing of the Act, (these numbered between thirty and forty,) elects three; and the Board of Public School education elects two. These, with a Vice-Chancellor, elected by themselves, and a Chancellor, appointed by the Provincial Government, make up the Council of twenty-seven members, while the Lieutenant-Governor is visitor.

Powers.—Much power is placed in the hands of the Council, but there are the following limitations:—

(a) Each candidate may claim the benefit of the authors in Mental and Moral Philosophy, and History, which he has studied.

(b) The candidate has the right of answering either in English or French, as he may elect.

(c) Each College has the entire management of its internal affairs, studies, worship, and religious teaching.

(d) New Colleges may be affiliated, other than the three mentioned by the Lieut.-Governor in Council, on his being satisfied of such Colleges being in operation, and possessed of the requisite buildings, and a sufficient staff of professors and teaching officers to entitle such Colleges, in his judgment, thereto.

Degrees.—The degrees of Bachelor, Master, and Licentiate in Arts, Law, Medicine, and Science, may be granted candidates who have successfully passed such examinations as are required by the Council. Provision is also made for the granting of degrees in Honors, and for the giving of certificates of Honor.

Theological Degrees.—The giving of Theological degrees is a difficulty hitherto unsolved in Provincial or purely National Universities. It is believed the difficulty has been met in Manitoba in the following manner. Affiliated Colleges, with the sanction of the governing bodies to which they belong, have the power of forming a separate faculty in Theology, for the examination and granting of the degrees of Bachelor of Divinity, and Doctor of Divinity; and such degrees shall be entitled to all rights and privileges as if they were granted by the University.

Further, it shall be the duties of the President of the said faculties in Theology to report respectively, from time to time, to the Chancellor of the University, upon the organization of such respective faculties, the granting of the degrees, and such other matters as the Chancellor of the University and the Presidents of such faculties may have agreed to, for the material benefit of said University and faculties.

By an amendment to the Act, passed at the last meeting of the Legislature, candidates in the Theological faculties are required to pass a University examination in Greek, Latin, and Mathematics.

Organization.—While a general agreement on the provisions of the Act was got with comparative ease, it was all along evident that the difficulties would begin when the multifarious regulations relating to students, their admission, standing, studies, &c., required to be fixed. The main difficulties have been met and overcome by the "Curriculum Committee" and their successors, the "Board of Studies." The Committee, consisting of two members from each College and a member of Convocation, compared, with great diligence and care, the systems of higher education, French vs. English, and of English vs. Canadian, and by patience and mutual concession reached, without a division, conclusions accepted by all the bodies concerned.

Their labors have been chiefly directed as follows:—

(a) *Examinations.*—The system in vogue at St. Boniface is that in use in the Colleges in the Province of Quebec, and the University of Laval. The course of a lad extends over nine years. At the end of his seventh year an examination is passed—his first in the University—in Languages and Literature. These subjects are then omitted from his course of study, and two years spent at his College in the study of Science, (including Mathematics, Physical, Mental, and Moral Sciences,) after which the last examination,—his second in the University—is passed, and the successful candidate is entitled to his Bachelor Degree. It was found, on the other hand, that in a number of English and Canadian Universities, the University allows the affiliated Colleges to examine in all except two University examinations—one in the middle, and the other at the end of the third or fourth year's course—and then, two are compulsory.

Here, then, was a means of unifying the French and English systems. Some would have preferred more University examinations, but by arranging the subjects judiciously for the two examinations required, it is believed a sufficient test can be obtained.

Accordingly, two examinations for the ordinary B.A. degree are held necessary—the first called the *Previous*, the second the *Final*.

(b) *Admission of Students.*—Two modes of matriculating students are permitted.

(1) A student who has not completed his course in any of the affiliated Colleges, may pass an examination called the *Preliminary*, after which, in a year's time, he may proceed to the *Previous*, as a matriculation student. This examination may be taken by students of Colleges, and thus make a *third* University examination. It has been made compulsory in the students of the Manitoba College, going on with the University course, by the authorities of that College.

(2) A student of one of the affiliated Colleges who presents a certificate from the head of his College that he has completed the required College course, may go on to the *Previous* examination as a matriculated student.

(c) *Text-books.*—This subject afforded one of the greatest difficulties of the situation. Some slight difference as to the interpretation of the Act took place. Some maintained that to make out a *schedule of topics* best met the wording of the Act; others held that prescribing text-books was the best for the student, and most satisfactory for examiners. The difference of language afforded at length the means of settling the matter. It was found that the same text-book could very seldom be had both in French and English. Accordingly, text-books *corresponding* as much as possible were adopted, and the division rendered necessary by language was found nearly to coincide with the two lines of religious thought in the Council.

(d) *Subjects.*—Educationists differ so widely as to the comparative merits of Classics and Sciences, that more conservative or more progressive tendencies in this respect exhibit themselves among any combination of scholars. Probably the Western air, and the inevitable effect of the progressive movement in a new and rising country, made less trouble than usual in this matter. Modern Languages, Mental and Moral Sciences, are all dipped into, at least in the ordinary pass course for B. A., while "Natural Philosophy and Humanities" are by no means neglected.

(e) *Honor Courses.*—The very wise policy has been adopted of having several different Honor Courses proceeding to the degree of B. A. in Honors. The effect of this will be to encourage special excellence in certain selected and congenial departments. The discussion as to "Options," which took place in Ontario some time ago, and which has elsewhere been a "bone of contention," was fortunately omitted in Manitoba. Students, after passing the *Previous* examination of the University, may proceed to the Honor degree by one of the five courses:

- 1—Classics.
- 2—Mathematics.
- 3—Natural Sciences.
- 4—Modern languages.
- 5—Mental and Moral Science.

Prospects.—The examinations which are held in May annually began in 1878, so that only two have been held, and the first for final will be in 1880. These are conducted by printed papers and written answers. Thus far the examiners have been partly selected from the teaching staffs of the several colleges. This will probably become less and less necessary. This year six out of fifteen examiners are not on the teaching bodies of the colleges. At the first examination in 1878, seven students presented themselves; at the second in May, 1879, 16 students were present, and all the colleges were represented. So great an undertaking as the beginning of a university with imperfect resources might well fill its promoters with anxiety, but the disposition manifested to patiently meet and deal with differences of opinion give great hope for the future. The effort has certainly been to keep up the standard as high as the circumstances of the province will allow, to make the University useful in elevating the educational condition of the province, and to avoid the disgraceful "bathos" into which some of the Canadian Universities fell in their earlier years. A small grant for the necessary expenses is allowed by the Legislature, but no doubt the University will obtain its share of land set apart by the Dominion Government for purposes of "education," which amounts to one-eighteenth of the whole province. Necessary buildings must be erected; and it is to be hoped that the colleges on whose prosperity, after all, that of the University is based, will be made able to do their work by their friends. They are all three struggling, poor and proud, longing for new buildings and for firmer endowments. The cultivation of our people and the future character of our public men largely depend on them. Manitoba is the first of a series of great provinces to be reclaimed from the vast solitudes of the North-West; the beginning in self-government, social advancement, and educational organization in Manitoba will no doubt influence the newer provinces rising farther west. Quite possibly one of the first results of the University of Manitoba, receiving a respectable revenue either from her land grant or from bequests, will be the appointment of University Professors to supplement the work done in the colleges, which feel painfully the heavy responsibilities thrown upon them, and the weak teaching staffs at their disposal to prepare for the University examinations. Co-operation among the Colleges is also being spoken of to meet the want already mentioned. Every lover of his country must rejoice to see Canadian civilization spreading so rapidly; every true patriot will bid God-speed to all movements aiming at the advancement and enlightenment of the people, and will not withhold good wishes from our University, the youngest of the educational sisterhood.

Who loves not knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

HISTORY IN OUR PUBLIC SCHOOLS.

BY JOHN M'CASTER, HEAD MASTER PUBLIC SCHOOL, ALMONTE.

(Published by request of the Lanark Teachers' Association.)

Facts are the basis of history; reality is its very spirit and essence. It is made up, says Goldwin Smith, of human actions, whether these actions are political, military, social, religious, or of any other kind. These facts may be related in a variety of ways,

according to the taste, the ability, or the acquirements of the writer. They may be told in a dry unpalatable style, or in a style luscious as a honeycomb. If the bare facts are placed merely in juxtaposition, like beads on a string, history is certainly the most unreadable of all reading matter; if, however, these facts are glued together by the proper cements, history may be made to possess all the fascinations of a novel.

The statesman might read a history of dry facts, because his object is to learn from the past how to administer the affairs of the future, and because he well knows that without a knowledge of such facts he can lay no claim to statesmanship. The philosopher might study such a book, because his aim is to find out the causes of these facts, and to observe the effects of which these facts are themselves the cause; but such a book would not be read by one out of a hundred of those who usually read history. Only urgent necessity could induce the majority to read such a book.

A readable history is one that not only communicates information, but also gratifies the taste, excites the feelings and pleases the imagination. The author is anxious to instruct, but he is not less anxious to please. To do the latter, a great deal depends, of course, on his style, diction, etc., his ability to enlist the sympathies of his readers, to carry them along with him, and make them feel as if really actors in the scenes described.

All this is specially true of a history intended to teach young persons. A history for them must be a book pleasant to read. Wanting the quality of readableness, it wants everything; if we wish to give young people a life-long disgust at history, we have only to set them down to an abridgement heavily packed with facts, names, and dates. The mind which has been compelled to bear such a load will soon let it drop like a burden of lead, and never lift it again.

Have we not put such books of history into the hands of our public school children? Have we not and are we not using the merest abridgments, heavily packed with facts, names and dates; the veriest dry bones of history, bleached and whitened, till not a particle of flesh is left—or, to vary the figure, we might say, the quintessence of history, undiluted by anything to thrill the heart, gratify the curiosity, or excite the imagination?

And if such is the character of our school histories, is not the study of them doing more harm than good? Are we not giving our pupils a life-long dislike to the whole subject, instead of cultivating in them a taste for it? The late Rev. Wm. McKenzie, being one day in my room, took up Emilia B. Edwards' little book, and after looking at it for a few minutes, threw it down, with this remark, "What nonsense to expect children to learn history from such a dry affair as that."

If we had more time to devote to the subject, or only a very general outline of it to master, we might, without a text-book, with the aid of the black-board, little talks, pleasant stories, and other devices, break up a number of the hard crusts, moisten them if you will, and deal them out in dainty morsels, easy of mastication, deglutition and digestion. But it takes longer time, in my opinion, to teach a subject without a text-book than with one. Without one, the bulk of the work falls on the teacher, and the value of drill, in a measure, is lost to the pupil. But the time that must be devoted to other subjects renders it impossible to do in this history. The entrance examinations, speaking comparatively, demand considerable proficiency in reading, writing, spelling, arithmetic, grammar, geography, composition, Fourth Book work, etc., and if much time is spent on history, it must be at the sacrifice of one or more of these subjects. Before history was made a compulsory subject in our public schools, I spent half an hour more time in arithmetic than I do now. Indeed, we are so much crowded with other subjects, that I sometimes feel half inclined to think

that it would be better to let history drop out altogether, or, at most, to retain it only to a very limited extent.

Many parents, I know, disapprove of it, and think their children's time would be spent to better purpose in other subjects. Some educationists condemn it as a public school study, on the ground that the mere facts of history, without the general laws which they teach, are of no account, while the philosophy of history is too deep for immature minds. Professor Bain contends that history is a subject proper only for the University. It is, to say the least of it, a debatable point.

No more outline of the subject, however, will meet the requirements of the entrance examinations. We must come down to particulars, and select facts from the reign of every king and queen that has ever reigned in England. For proof of this take the following question from the July paper of 1877; "Edward III, my lords, had seven sons, and so on." After naming them all with their titles, the question is put: "Name in order the kings that reigned between Henry III and Henry VIII, and state from which of these seven sons each was descended." This question embraces eight kings and their descents, and requires a pretty exact knowledge of details to answer it. The examiner, no doubt, would smile at the audacity of such an insignificant mortal as I finding fault with his questions; nevertheless, I venture to say that such questions show a great lack of judgment in what may be expected from fourth-class pupils in our public schools. Nor is this question a solitary one. Any person acquainted with the entrance papers knows that many such might be cited. Then to show that we must travel over the whole length and breadth of English history, yes, and Canadian too, take the following two questions: 1st. Tell how the Roman Conquest of England was brought about, and what were the principal changes effected by it? 2nd. When did Queen Victoria come to the throne, whom did she succeed, and what have been the principal events in the history of Canada during her reign? The first of these questions takes us back to the middle of the century before Christ, the second brings us to the present. Is it reasonable, I ask, taking everything into consideration, to expect fourth-class pupils in ungraded schools to answer questions covering the whole extent of English and Canadian history, and embracing so many minute details? I, for my part, answer with a most emphatic no.

There is another very important consideration: We have no special text-book, guide, or standard for either examiner or teacher. Now, the mass of facts is so great that a selection of some kind or other must be made, and there being no special guide, every one is left pretty much to himself to make his own selection. But no two persons will think alike on the same subject, and consequently no two persons will make the same selections. Examine any number of different histories, even the most condensed, and you will not find any two of them agree. How many would fix on the eight kings and their descent as an important question? I, for one, though I had canvassed the whole domain of English history, would never have marked it so. Take men holding different religious creeds, or men holding different political opinions, and see how widely they differ from each other in their views of the importance of historical facts; and that too even in prominent events, such as the Reformation, Restoration, Revolution, etc. The consequence of all this is, that every teacher drills in what he deems important, and every examiner selects what he deems important and it may be the two classes of facts are wide as the poles from each other. Consequently our pupils will sometimes succeed very well, and at other times though equally well prepared, almost totally fail; their success or failure depending in a great measure on the class of facts selected by the examiner, and the class of facts in which they have been drilled.

Now, in view of what we have said, it may be asked, what do we

want? Well, if we are to have history in our public schools—and I would not like to say we should not—I answer :

1st. We want one uniform text-book for all the schools of the Province. This book should be the guide of both examiner and teacher. The teacher may supplement it if he wishes, but no examiner shall go outside this text-book in selecting questions for the entrance papers.

2nd. We want this duly authorized text-book to be confined to one brief period of English or Canadian history. The present reign, we think, would be a very suitable period. It is certainly the most important to us, and the one with which we ought to be best acquainted. Being well informed in the leading features of this part of our history as a nucleus, we might work our way back, epoch by epoch, as opportunity presented itself, in our High Schools and Universities, till the whole subject was embraced. Some may say, this is beginning at the wrong end of the subject. I am not sure of that. The reign of Queen Victoria should be of more value to us than the battles of Julius Cæsar.

3rd. We want this book at least to be a somewhat readable book. It is not to be a mere bundle of dry facts, names and dates, placed side by side, like beads on a string, but a book giving of course the facts, but giving them in such a manner as to command the attention and excite the curiosity of the reader. But what if such a book cannot be had? Then, I would say, let us have the driest thing possible, a mere nomenclature of events, names, and dates, which we can commit wholly to memory. But we must insist that even this driest possible affair be, nevertheless, the sole guide of both examiner and teacher.

EDUCATION OF THE INDIANS.

To the Editor of the Canada School Journal.

SIR,—I have already, in the columns of your Journal, called attention to the efforts which are being made to place education within the reach of the Indian tribes in some of the outlying districts of this Province.* It is gratifying to know that these efforts are being systematically followed by the Indian Board of the Department of the Interior, and directed to those parts of the Dominion where Indian tribes or bands exist.

In a report which I prepared on the "Educational Features of the Centennial Exhibition" in 1876, I pointed out what was being done for the education of the Indians of the United States by the Department of the Interior there, and under the direction chiefly of various religious bodies.†

It may be interesting to note that the Indian population and schools of the Dominion at present, according to the report of the Minister of the Interior, are :—

	Schools.	Pupils.	Boys.	Girls.
Ontario	15,941	52	1695	
Quebec	12,054	10	327	
Nova Scotia	2,126	3	78	
New Brunswick.....	1,433	0		
Prince Edward Island.....	266	1	25	
Manitoba and N.W. Territories	30,277	10	376	
Arthabaska District	2,498	0	214	
British Columbia.....	85,152	11	615	
Rupert's Land	3,770	0		
Total	109,367	94	3230	1377

Of these 94 schools, nine are supported either wholly by the Methodist Church in Canada, or partly by that Church and from

the Indian Fund ; three by the Church of England, either wholly or in part ; three by the New England Company (also Church of England), either wholly or in part ; twenty-eight from Indian funds and other sources, and the remaining fifty-one wholly from Indian funds. Seven of these schools are either wholly or partially industrial in their character. Most of the schools, however, report nothing more taught than the "Catechism," "singing, Scripture and Catechism," "Scripture and needlework," "dictation, needlework and drawing," "Scripture talks and recitations," "Catechism and English," "Catechism and French," etc. In the various branches of secular learning there are (of the 3,230 pupils on the rolls) 3,137 reported in reading and spelling ; 2,974 in writing ; 1872 in arithmetic ; 673 in grammar ; 625 in geography and 161 in drawing."

From the report of the Minister of the Interior for 1879, the following interesting extracts are given. Speaking of the general condition of the Indian in our Dominion the Minister says :—

"The condition of the aboriginal inhabitants of the Dominion is on the whole not only satisfactory, but gradually and surely improving. In the other provinces they have in many cases attained to an intellectual standard not second to that of their white neighbors, engaging with much success in agriculture, mechanics, commerce and the learned professions, and taking a creditable part in social and religious life, and in the political government of the country.

Speaking of the condition of the schools in the various provinces the Deputy Superintendent-General (L. Vankoughnet, Esq.) says :

Ontario.—"An increased interest is apparently taken by the Six Nations in education. The school buildings are better constructed, and more competent teachers are employed. . . . On some of the reserves in the Central Superintendency (Hastings) there are as many as three or four teachers in operation in each, and in Tyendenaga a fourth school-house has been built. In the Northern Superintendency new schools were established. On the Missionary Reserve, on Blind River, north shore of Lake Huron, from the reserves at Henby Inlet and Sawanaga, in the Parry Scand district. At the Pic, on Lake Superior, a commodious school-house has also been erected by the Indians, and they have applied for a teacher. Near Sault Ste. Marie, a new industrial institution for Indian girls was brought into operation by the Rev. Mr. Wilson, the well-known and successful Principal of the Shingwauk Home—an industrial institution for boys at that place ; and three boys, having acquired the trades respectively of tinsmithing, bootmaking and carpentering, left the latter institution and obtained employment at their trades elsewhere ; while a fourth boy from the same institution was sent to fill the position of school teacher on Garden River reserve. At Wikwemikong, Manitoulin Island, increased facilities have been afforded to Indians desirous of placing their children at the Industrial Schools there to be educated, through the extension of the buildings during the past year. The well-known and long established Mohawk Institute, near Brantford, has also been greatly improved by a large addition to the main building, and the number of resident pupils now at that institution is ninety. At Christian Island, Georgian Bay, a good school-house has been erected during the year."

Quebec.—Mr. Vankoughnet says :—"Schools are established upon each of the reserves in this Province, and returns are regularly received therefrom ; but it is to be regretted that they do not, with one or two exceptions, indicate much progress in the education of the pupils."

Nova Scotia.—The report states that "the few schools that have been established in Cape Breton are reported to be making favorable progress."

New Brunswick.—"The Department is negotiating for the erection of a school-house for the Indians owning the reserve on the Tobique River, Victoria County, there being a sufficient number of children of an age to attend school on that reserve. The Indian children on the reserves of Little Falls, Madawaska County, attend the Public School in the vicinity of the reserve. The Superintendent of the Northern and Eastern Counties reports that several of the Indian Boards are anxious to have schools established among them. A contract has been made for the erection of a school-house for the Indians living on the Burnt Church reserve, Northumberland County, there being a sufficient number of children of school age to warrant the establishment of a school there."

Prince Edward Island.—No educational report.

Manitoba.—"The benefit derived by the Indian bands among whom schools have been established is very marked, according to the Inspector's report. Twenty-four schools are in operation within this Superintendency; and the Inspector states that the intelligence disseminated by them makes a gratifying distinction between the Indian who is the recipient of their civilizing influences and his wild untutored brother, whose mind is still enveloped in ignorance and superstition. Returns have been regularly received from schools on the various reserves which receive subsidies from Indian funds; and the Department has furnished the requisite books and other school apparatus for properly conducting the schools to all that have applied for the same."

North-West Territories.—No educational report; but in regard to farming instruction, Mr. Vankoughnet says:—"The satisfaction with which the intelligence was received that the Government had sent them relief, and had appointed persons to instruct them in farming and herding cattle, was great; and the willingness which the Indians expressed to receive instructions in farming and to devote their energies thereto is encouraging. The Indian Commissioner (E. Dewdney, Esq.) reports that the policy of the Government in attempting to make the Indians of the North-West self-supporting, by instructing them in cultivating the soil, herding cattle, etc., will, in his opinion, prove a success. . . . And even should the attempt prove a failure, the establishment of government farms throughout the Territories, with plenty of land thereon, to raise grain and root crops, will contribute largely towards diminishing the expense of feeding the Indians, should it turn out that such a course is inevitable."

British Columbia.—In the report of D. W. Powell, Esq., the Superintendent, there are a few incidental references to the schools established, but nothing of special interest.

Although there are some grounds for satisfaction in regard to what has been done in some places for the education of the Indians, yet the progress made has not been at all equal to what was expected when the report of the "special commissioner appointed to investigate Indian affairs in 1856" was issued. The present system, or probably lack of system, is too desultory and uncertain in its operation. No general plan has been agreed upon, and none, so far as I am aware, has been devised or promulgated by authority. This was probably to be expected in the altered state of affairs as regards the Indians which was caused by confederation. There was also a degree of uncertainty as to the attitude of the Indian tribes in the North-West Territories. Now, however, as things among them have settled down, and a policy in regard to the temporal and physical conditions of the Indians has been agreed to and acted upon, it seems a fitting time that a comprehensive and exhaustive enquiry should be made into the educational and industrial wants of the Indians in all of the provinces. Such an enquiry as that instituted in 1856, to which I have refer-

rod, is especially desirable, both in regard to the best interests of the Indians themselves, and for economic reasons. Large sums of money are being spent for the benefit of the Indians, but on no comprehensive plan designed gradually to change the nomadic habits of the Indian to those of the white settler, to furnish them with schools taught by well-trained teachers and conducted in a systematic and efficient manner.

Toronto, May, 1880.

J. G. HODGINS.

Deputy Minister of Education.

*CANADA SCHOOL JOURNAL for October, 1879, pages 237, 228.

†See report, Part xi. pages 96, 98.

To the Editor of the Canada School Journal.

SIR,—I have read Mr. Harrison's views on my rendering of John i. 1, and while I acknowledge his very courteous criticism, I do not think it necessary to enter into any further discussion on the subject. Whatever I might say would probably be only a repetition of the views stated in different words; and as I have advanced all I can advance in defence of the passage, I am content to leave the result to the judgment of your readers. I think, however, that Mr. Harrison must have entirely misunderstood me when he refuses to be guided in the vocal rendering of any literary composition by the explanations of commentators. The commentator is supposed to be learned in all that constitute the difficulties of a passage. He analyses the thought and the language, and endeavors to throw every light upon whatever is doubtful and difficult. He may have no knowledge of the laws of elocution; but when more than one meaning can be attached to a difficult passage, the elocutionist will often derive the best help from the well-formed views of a thoughtful and qualified commentator. When, therefore, the commentator explains the exact nature and force of a reading which, like this verse in John, has a special meaning attached to every statement, the elocutionist is then prepared to give such emphasis, intonation and expression as will infallibly convey the meaning which the commentator has sanctioned. For my own part, I confess that I am often under the greatest obligations to commentators on Shakespeare when I have doubts as to the nature of the literary expression; and I must add that as the Bible presents greater difficulties in this regard than any English author, both because it is a translation and because it abounds in mysteries which perplex the profoundest thinkers, able commentaries are invaluable as guides to just delivery. In conclusion, allow me to suggest to Mr. Harrison that he and I, in our two communications, have, in a very humble fashion, been making our commentaries on the verse under discussion. We first comment and then we guide our rendering of the passage according to our commentaries.

Respectfully yours,

R. LEWIS.

CORRECT READING OF JOHN I. 1.

To the Editor of the Canada School Journal.

SIR,—Having read Mr. Lewis's letter and the remarks of J. M. H. Harrison, A.M., on the above subject, I am still of opinion that Mr. Lewis is right, for the following reasons:—

1st. I disagree with Mr. Harrison when he says that "with God" is only a secondary idea to the capital thought "the Word was God," also when he says, "if the Word was God it must have been with God," for, according to Gentile ideas, the Word might have been with God, but not God, or the Word might have been a God, but not the supreme God, that is, he might have been a rival God; but St. John says, the Word was *with* God, and the Word *was* God." Again, you would not say of two persons, "Cain was with Adam, and Cain was Adam," nor of one person, "Jacob was with Israel, and Jacob was Israel," but when the Evangelist wishes to teach the distinct individuality, and at the same time the complete unity of the Father and the Son, he says "the Word was *with* God, and the Word *was* God."

2nd. I consider Mr. Harrison's quotation unfortunate, because, while emphasizing "was," in the passage "In the beginning of this century the British Empire *was* a strong nation," might imply that it is *not* strong now, it could not have that effect with "was God,"

for once admit the divinity of the Word from eternity, and you must admit his divinity to eternity; that is, no one would suppose that God would cease to be God, and you would not go out of your way to prevent a person falling into an error into which he was not likely to fall.

3rd. As the word "Word" occurs three times in a short sentence, the emphasis on the first "Word" is stronger than on the other two, and the emphasis on "with" relatively stronger than it would be if the first proposition were omitted. Again, the word "God" occurs twice, and the emphasis on the first "God" is greater than on the second, and consequently, the emphasis on "was" is relatively stronger than if the third proposition stood alone.

4th. If it be any satisfaction to Mr. Harrison I will admit that Dr. Watts agrees with him in one of his least effective stanzas, the third line being its weakness.

"Ere the blue heavens were stretch'd
From everlasting was the Word;
With God he was, the Word was God,
And must divinely be ador'd."

And lastly, as to Mr. Harrison's sneer about Barnes, Scott, and others, I will merely remind him that many of the best orators have known nothing of the rules, and many who were well up in the rules have been but ordinary readers, simply because, while the natural orator would be very little better for rules, the ordinary reader would be much worse without them.

J. H. KNIGHT,
P. S. Inspector.

Lindsay, May 20th. 1880.

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on one side only, and properly paged to prevent mistakes. They must be received on or before the 20th of the month to secure notice in the succeeding issue, and must be accompanied by the correspondents' names and addresses.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1880.

First Year Mathematical Papers.

ARITHMETIC AND ALGEBRA.

Examiner: F. HAYTER, B.A.

1. Enumerate the points of difference between algebra and arithmetic.

2. Given $a=3, b=4, c=-5$, find the value of $(3a+4b+5c)^2+(4a+3b+12c)^2-(5x+5y+13z)^2$

Given $a=2, b=1, c=0$, find the value of $(a^b+c^a+b^c)^b \div (a^b+b^c+c^a)$

3. Simplify

(1) $(a-5b - \{a - (5c-2c-b-4b) + 2a - (a-2b+c)\})$

(2) $a-2\{b+3\{a-2(b-c)+2b-3(a-b+2c)\}\}$

4. Find the value of

(1) $\frac{1+2x}{(3-x)(1+x)} + \frac{7}{(2+x)(1-8x)} + \frac{x}{(1+x)(2+x)}$

(2) $\frac{1-x}{1+x} + \frac{1-x-x^2}{1+x+x^2} + \frac{1-x-x^2-x^3}{1+x+x^2+x^3}$

(3) $\frac{x^{2n}}{x^n-1} - \frac{x^{2n}}{x^n+1} - \frac{1}{x^n-1} + \frac{1}{x^n+1}$

5. Describe Horner's method of division.

Divide according to Horner's method:

$4x^5-7x^4+25x^3-15x^2+8x+10$ by x^2-x+5

$6a^4-a^3b+2a^2b^2+18ab^3+4b^4$ by $2a^2-8ab+4b^2$.

6. Prove the rule for finding the least common multiple of two quantities.

Find L. C. M. of $(21x^2-26x+8)$ and $(7x^3-4x^2-21x+12)$.

7. Solve

(1) $(12+x)^{\frac{1}{2}}=2+x^{\frac{1}{2}}$

(2) $\frac{x}{2} - \frac{\frac{1}{2}(2x-8) - \frac{1}{2}(3x-1)}{\frac{1}{2}(x-1)} = \frac{8}{2} \left(\frac{x^2+2}{3x-2} \right)$

(3) $\frac{66x+1}{1.5x+1} + \frac{4x+5}{.5x-1} = 52.$

(4) $\frac{\sqrt{a} - \sqrt{a-\sqrt{a^2-ax}}}{\sqrt{a} + \sqrt{a-\sqrt{a^2-ax}}} = b.$

8. Find the fraction which, if 1 be added to its numerator, becomes $\frac{1}{3}$; but if 1 be added to its denominator becomes, $\frac{1}{4}$.

Two persons A and B could finish a work in m days; they worked together n days when A was called off, and B finished it in p days. In what time could each do it?

9. Solve

(1) $(x+22)^{\frac{1}{2}} - (x+3)^{\frac{1}{2}} = 1$

(2) $\frac{(a-x)^4 - (x-b)^4}{(a-x) - (x-b)} = \frac{(a-b)c}{(a-x)(x-b)}$

(3) $\begin{cases} x+y+xy = 11 \\ x^2y+xy^2 = 30 \end{cases}$

(4) $\begin{cases} x^{\frac{1}{2}} + y^{\frac{1}{2}} = 126 \\ x^{\frac{1}{4}} + y^{\frac{1}{4}} = 6 \end{cases}$

10. The sum of two numbers added to the sum of their squares is 42, and their product is 15. Find the numbers.

If \$800 be laid out at simple interest for a certain number of years, it will amount to \$360. If the same be allowed to remain two years longer, and at a rate of interest one per cent. higher, it will amount to \$405. Find the rate and number of years.

11. Given the first term, common ratio, and number of terms in a geometrical progression, find the sum.

If a, b, c be in G. P. Prove

$$(a^2+b^2+c^2) > (a-b+c)^2$$

EUCLID.

Examiner: A. K. BLACKADAR, B.A.

1. Any two sides of a triangle are together greater than the third side.

If a point be taken within a parallelogram, the sum of its perpendicular distances from the sides of the parallelogram is less than the sum of the diagonals.

2. If the side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles, and the three interior angles of every triangle are together equal to two right angles.

From the base BA, or BA produced, of the isosceles triangle ABC, BD is cut off equal to the side BC; from DC, DE is cut off equal to BC; prove that the angle DCA is double of the angle CBE.

3. Triangles upon equal bases, and between the same parallels are equal to one another.

The angle BCA of the triangle ABC is bisected by the straight line CE which meets AB in E; CA is produced to D so that AD is equal to BC; prove that the triangle CED is equal to the triangle ABC.

4. If a straight line be bisected, and produced to any point, the

rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line which is made up of the half and the part produced.

Produce a given line so that twice the rectangle contained by the whole line produced and the part produced may be equal to the square on the given line.

5. The angles in the same segment of a circle are equal to one another.

ABC is a triangle in the circle ABC ; AOD is drawn from A bisecting the arc BC in D and meeting the side BC in O ; prove that DB is a tangent to the circle through A, O, B .

6. If two straight lines cut one another within a circle, the rectangle contained by the segments of one of them shall be equal to the rectangle contained by the segments of the other.

Two circles with centres C and E touch each other internally at the point A ; from the centre C of the smaller circle CB is drawn at right angles to CE meeting the circumference of the larger circle in B ; and from E the centre of the larger circle ED is drawn parallel to CB meeting the circumference of the small circle in D ; prove that the straight line AB is equal to straight line AD .

7. To describe a circle about a given triangle.

O is the centre of the circle inscribed in the triangle ABC ; circles are described about the triangles BOC, COA, AOB , having as centres A', B', C' , respectively; prove that $AO.OA' = BO.OB' = CO.OC'$.

8. Define similar rectilinear figures and reciprocal triangles.

ACB, ADB are two triangles upon the same base AB and between the same parallels; AD and BC meet in O ; shew that AOB, COD are similar triangles and COA, DOB are reciprocal triangles. Also, if EOF be drawn through O parallel to AB , shew that the quadrilaterals $CDOE, CDOF$ are equal.

9. In a right angled triangle, if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle, and to one another.

Construct a right angled triangle having given the hypotenuse and the difference of the squares on the two sides.

10. In equal circles, angles, whether at the centres or at the circumferences, have to one another the same ratio as the arcs on which they stand.

TRIGONOMETRY.

Examiner: CHARLES CARPMAEL, M.A.

1. Define the logarithm of a number, and explain what is meant by the "base" of a system of logarithms.

Shew that $\log \frac{a^n}{b^m} = n \log a - m \log b$.

Find $\log 175$, and $\log 6860$.

Of what numbers are 2, 0, $\bar{8}$, 0.25 the common logarithms?

2. Find the logarithm of, the square root of $\frac{\sqrt{8} \cdot \sqrt[3]{577}}{49 \cdot \sqrt{686}}$, and of $\frac{\sqrt[3]{.002}}{\sqrt[3]{.07}}$.

3. Define the terms sine, cosine, and tangent, and make a table of their variations in magnitude and algebraic sign from 0 to 180°.

Having given the tangent of an angle, find the sine and cosine.

4. Find the sine, cosine, and secant of 80° and 45°.

5. If ABC be a triangle, right-angled at C , shew how to find any of the quantities B, a, b , if A, c are given.

6. Prove that

$$\sin A \pm B = \sin A \cos B \pm \cos A \sin B.$$

$$\sin 3A = 3 \sin A - 4 \sin^3 A.$$

7. Prove the following formulæ:

$$\cos \theta = \frac{1 - \tan^2 \frac{\theta}{2}}{1 + \tan^2 \frac{\theta}{2}} \quad \sin 45^\circ + \theta \sin 45^\circ - \theta = \frac{1}{2} \cos 2\theta.$$

$$\sin^2 \theta - \sin^2 \phi = \sin \theta + \phi \sin \theta - \phi.$$

$$\frac{\sin \theta + \sin 3\theta}{\cos \theta + \cos 3\theta} = \tan 2\theta. \quad \tan 67^\circ 30' = 1 + \sqrt{2}.$$

8. In any triangle, prove

$$(i) \cos A = \frac{b^2 + c^2 - a^2}{2bc}. \quad (ii) \cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}$$

9. Solve completely the triangles:

(i) $a = 1263, b = 1859, c = 1468$.

(ii) $A = 67^\circ 59', a = 2045, b = 2000$.

10. Find the areas of the triangles in question 9.

11. The elevation of a tower is found to be 45°, and on retiring 60 yards it is 30°, find the height of the tower.

No.	Log.	No.	Log.	ANGLE.	L. SIN.
12680	.10140	20450	.31069	46°58'	9.86389
18590	.18322	30000	.47712	52°54'	9.90178
14680	.16678	57700	.76118	59° 7'	9.98360
14948	.17458	68600	.83632	65° 8'	9.95745
16124	.20747	70000	.84510	67°59'	9.96711
20000	.30103	78200	.89321		
		79561	.90070		

ALGEBRA AND TRIGONOMETRY—HONORS.

Examiner: CHARLES CARPMAEL, M.A.

1. Prove that

$$n^r - n(n-1)^r + \frac{n \cdot n-1}{2}(n-2)^r - \frac{n \cdot n-1 \cdot n-2}{3}(n-3)^r + \dots$$

is $= |n$ if $r = n$, and is $= 0$ if r be less than n .

2. Enunciate and establish the principle of Indeterminate coefficients.

Employ it to find the sum to n terms of the series $1 \cdot 1^2 + 2(2^2 + 1^2) + 3(3^2 + 2^2 + 1^2) + \dots$

3. Prove that a series is convergent if the ratio of each term to the preceding be less than some assignable quantity which is itself less than 1. Will this test apply if the ratio being always less than 1 approaches 1 as its limit?

Determine whether the series whose n^{th} term is $\sqrt{n^2 + 1} - n$ is convergent or divergent.

4. What are figurate numbers? Show by induction that the figurate numbers of the r^{th} order are the successive coefficients of the binomial expansion of $(1-x)^{-r}$.

If f_r denote the r^{th} number of the q^{th} order, prove that

$$m f_{r+s} = f_r \cdot m f_s + 2 f_r \cdot (m-1) f_s + 3 f_r \cdot (m-2) f_s + \dots + m f_r \cdot 1 f_s.$$

5. Show that any convergent is nearer to a continued fraction than any other fraction having a smaller denominator than the convergent has.

If $\frac{p_n}{q_n}$ be any convergent to $\frac{1}{1+} \cdot \frac{2}{2+} \cdot \frac{3}{3+} \dots$, prove that $p_n + q_n = |n+1$.

6. Find the number of divisors of a given composite number, and the sum of the cubes of these divisors.

7. If θ be the circular measure of an angle $< \frac{\pi}{2}$, show that the limiting value of $\frac{\sin \theta}{\theta}$, and of $\frac{\tan \theta}{\theta}$, when θ is indefinitely diminished, is 1.

If $f(\theta)$ be a function of θ given by the equation $f(2\theta) = (1 - \tan^2 \theta) f(\theta)$, and $f(\theta) = m$, shew that $f(\theta) = m \theta \cot \theta$.

8. If $27r^2$ is less than $4q^3$ shew that the roots of the equation $x^3 - qx - r = 0$ are

$$2 \left(\frac{q}{3}\right)^{\frac{1}{3}} \cos a, \text{ and } 2 \left(\frac{q}{3}\right)^{\frac{1}{3}} \cos \left(\frac{2\pi}{3} \pm a\right)$$

$$\text{where } \cos 3a = \frac{r}{2} \left(\frac{3}{q}\right)^{\frac{3}{2}}$$

9. Show that $\sin a = a - \frac{a^3}{3!} + \frac{a^5}{5!} - \frac{a^7}{7!} + \dots$

$$\cos a = 1 - \frac{a^2}{2!} + \frac{a^4}{4!} - \dots$$

10. If n is a positive integer, prove that

$$2 \cos n \theta = (2 \cos \theta)^n - n(2 \cos \theta)^{n-2} + \frac{n(n-3)}{1 \cdot 2} (2 \cos \theta)^{n-4} - \dots$$

$$+ (-1)^r \frac{n(n-r-1)(n-r-2)\dots(n-2r+1)}{r!} (2 \cos \theta)^{n-2r} + \dots$$

11. Shew that

$$\cos x = \frac{e^{x\sqrt{-1}} + e^{-x\sqrt{-1}}}{2}, \sin x = \frac{e^{x\sqrt{-1}} - e^{-x\sqrt{-1}}}{2\sqrt{-1}}$$

Find the sum to n terms of series.

$$\sin a + c \sin(a+\beta) + c^2 \sin(a+2\beta) + \dots + c^{n-1} \sin\{a+(n-1)\beta\}.$$

12. Resolve $\sin \theta$, and $\cos \theta$ into their factors.

Shew that

$$1 + \frac{1}{3^2} + \frac{1}{5^2} + \frac{1}{7^2} + \dots \text{ to infinity} = \frac{\pi^2}{8}$$

$$1 + \frac{1}{3^4} + \frac{1}{5^4} + \frac{1}{7^4} + \dots \text{ to infinity} = \frac{\pi^4}{96}$$

ANALYTICAL PLANE GEOMETRY.—HONORS.

Examiners: { A. K. BLACKADAR, B.A.
F. HAYTER, B.A.

1. Investigate the equations to a straight line in the following forms:—

$$\frac{x}{a} + \frac{y}{b} = 1, (2) y = mx + c, (3) \frac{x-x'}{A} = \frac{y-y'}{B} = r.$$

Shew that the area of the triangle formed by the three straight lines

$$\frac{x}{a} + \frac{y}{b} = 1 = \frac{x}{a'} + \frac{y}{b'} \text{ and } x+y = \frac{1}{2}(a+b), \text{ is } \frac{1}{8} \frac{(a-b)^2}{a+b}$$

2. Find the angle between the two straight lines,

$$Ax + By + C = 0 \text{ and } A'x + B'y + C' = 0,$$

and deduce the condition of perpendicularity and that of parallelism.

Shew that the two straight lines represented by the equation $ax^2 - 2(1-b)xy - ay^2 = 0$, bisect the angles between the two straight lines represented by $bx^2 - axy + y^2 = 0$.

3. Shew how the position of a point is expressed by the method of polar co-ordinates.

Find the distance between two points whose polar co-ordinates are given.

4. Write down the general equation of the second degree, and find the co-ordinates of the centre.

What is the condition that the equation may represent (1) central curves, (2) non-central curves, (3) two parallel or coincident straight lines?

If the equation

$$ax^2 + by^2 + 2nxy + 2mx + 2ly + c = 0$$

represents two intersecting straight lines, shew that

$$abc = (l \pm \sqrt{l^2 - bc})(m \pm \sqrt{m^2 - ca})(n \pm \sqrt{n^2 - ab}).$$

5. Obtain the equation of a circle. What does the equation become when the circle is referred to a pair of tangents as axes?

Find the locus of the centre of a circle which passes through a given point and touches a given straight line.

6. Find the equation to the Radical Axis of two circles, and shew that if from any point of it straight lines be drawn to touch both circles, the lengths of these lines are equal.

7. Find the tangent and the normal to an ellipse at any point.

If from the point P on an ellipse a normal PUV be drawn meeting the major and minor axes in the points U and V respectively, prove that

$$\frac{PU}{PV} = \frac{b^2}{a^2}.$$

8. If in the ellipse or hyperbola two diameters be such that one of them bisects all chords parallel to the other, then the second will bisect all chords parallel to the first.

If tangents at P and D , ends of conjugate diameters of the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, meet in the point T , and if (x', y') be the co-ordinates of P , and (x, y) those of T , prove that

$$\frac{x}{a} \left(\frac{x'}{a} + \frac{y'}{a}\right) = \frac{y}{b} \left(\frac{x'}{a} - \frac{y'}{b}\right).$$

9. Prove the following focal properties in an ellipse:—

(1) $SC = cAG$.

(2) $SP + PH = 2AC$.

(3) If SP meets CD in E , shew that $PE = CA$.

The four foci of a complete hyperbola lie on a circle, which also passes through the points where the directrices meet the hyperbola, and circumscribes the rectangle formed by the tangents drawn at the ends of the major and minor axes.

10. Write down the equation to the parabola in its simplest form, and shew that the ellipse ultimately becomes a parabola when one vertex and focus are fixed and the major axis increases without limit.

11. Find the equation to the chord joining the points of contact of two tangents drawn from any point (x', y') to a parabola.

Investigate a method of drawing geometrically a pair of tangents to a parabola from a given point, and prove that the chord joining the points of contact of these tangents is bisected by the diameter through the given point.

PROBLEMS.—HONORS.

Examiners: { CHARLES CARPMAEL, M.A.
A. K. BLACKADAR, B.A.
F. HAYTER, B.A.

1. Find a point within an isosceles triangle such that its distance from each of the base angles is half its distance from the vertical angle.

2. If an exterior angle of a triangle be bisected by a straight line which likewise cuts the base; the rectangle contained by the sides of the triangle, together with the square on the line bisecting the

angle is equal to the rectangle contained by the segments of the base.

8. If x, y, z , be the perpendiculars from the angles of a triangle on the opposite sides, and if

$$\frac{1}{x} + \frac{1}{y} + \frac{1}{z} = \frac{2}{\sigma},$$

prove that

$$4\sqrt{\frac{1}{\sigma} \left(\frac{1}{\sigma} - \frac{1}{x} \right) \left(\frac{1}{\sigma} - \frac{1}{y} \right) \left(\frac{1}{\sigma} - \frac{1}{z} \right)} = \frac{1}{\text{area of triangle}}$$

IV. Prove that every power of the sum of two squares may be divided into two parts, each of which is the square of an integer.

V. Find the sum of the series

$$\frac{4}{1 \cdot 5} + \frac{9}{5 \cdot 14} + \frac{16}{14 \cdot 30} + \frac{25}{30 \cdot 55} + \dots \text{ to } n \text{ terms.}$$

the last factor in the denominator being the sum of the other factor and the numerator.

VI. If n be prime, prove that any number in the scale whose radix is $2n$ ends in the same digit as its n^{th} power.

VII. If $\frac{p_r}{q_r}$ be the r^{th} convergent to $\frac{\sqrt{5} + 1}{2}$ prove that

$$p_3 + p_5 + \dots + p_{2n-1} = p_{2n} - p_2,$$

$$q_3 + q_5 + \dots + q_{2n-1} = q_{2n} - q_2.$$

VIII. Find the number of combinations that can be made out of the letters in the following line :

$\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha, \alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha\alpha.$

taking them (1) 5 together, (2) 25 together.

IX. If $\phi(r) = \frac{1}{r} \left\{ \frac{1}{|r|} \frac{1}{|n-r|} + \frac{1}{|r-1|} \frac{1}{|n-r+1|} \cdot r \right.$
 $\left. + \frac{1}{|r-2|} \frac{1}{|n-r+2|} \cdot \frac{(r-1)(r-2)}{1 \cdot 2} + \dots \right\}$

prove that

$$2[\phi(0) + \phi(1) + \dots + \phi(n-1)] + \phi(n) = 3^n.$$

X. Eliminate x, y, z from the simultaneous equations

$$\begin{cases} \frac{\alpha}{x} = \frac{1}{y} + \frac{1}{z} \\ \frac{\beta}{y} = \frac{1}{z} + \frac{1}{x} \\ \frac{\gamma}{z} = \frac{1}{x} + \frac{1}{y} \end{cases}$$

Why are these three equations sufficient for the elimination of the three unknowns?

11. If $A + B + C = \frac{\pi}{2}$, shew that

$$(1) \cot A + \cot B + \cot C = \cot A \cot B \cot C.$$

$$(2) \tan A + \tan B + \tan C = \tan A \tan B \tan C + \sec A \sec B \sec C.$$

12. ABC is an equilateral triangle; circles are described on AB and AC as diameters; tangents are drawn through the points B and C . Prove that the radius of the circle touching these tangents and the two circles is very nearly one-eighth of the side of the side of the triangle.

13. On the side BC of the triangle ABC are drawn two equilateral triangles, $A'BC$ and $A''BC$; likewise, the equilateral triangles $B'CA, B''CA$ and $C'AB, C''AB$ are drawn on the sides CA and AB respectively. Prove that

$$A'A \cdot AA'' = B'B \cdot BB'' = C'C \cdot CC''.$$

XIV. If (p, q, r) be the perpendiculars on the sides of a triangle ABC from the centre of the circumscribing circle, prove that

$$aqr + brp + cpq = \frac{abc}{4}.$$

XV. A circle is described through the foci of an ellipse and any point on its circumference. Two tangents are drawn to this circle

through one extremity of the major axis. Shew that the locus of the points of contact of these tangents is a circle whose radius is equal to the minor axis of the ellipse.

16. CP, CD are conjugate semi-axis of an ellipse; PNE is drawn parallel to the minor axis CB , meeting the major axis in N and CD in E . Prove that the area of the triangle

$$PCE \text{ is } = 2 CB^2 \cdot \frac{PN}{CN}.$$

17. OA and OB are asymptotes of a hyperbola; CEI a tangent perpendicular to OA ; from C the foc. of this perpendicular CD is drawn at right angles to OB . Prove that every perpendicular drawn from the curve to CD or CD produced will subtend at E , where the tangent CEI meets the hyperbola, a constant angle.

18. TP, TQ are two tangents to an ellipse at right angles to one another, S a focus, prove that

$$\sin^2 SPT + \sin^2 SQT = \text{constant.}$$

Practical Department.

ELOCUTIONARY STUDIES.

BY RICHARD LEWIS, PROFESSOR OF ELOCUTION, TORONTO.

MARK ANTONY'S ORATION.

(Julius Cæsar, Act III., Sc. II.)

Passages of great dramatic power and excitement follow the announcement of Antony to the people that he holds in his hands the will of Cæsar. He affects to restrain their wild violence, yet by hints and suggestions he whets their appetites to fury. Skillfully, yet as if by accident, he says

"Tis good you know not that you are his heirs;
 "For if you should, O what would come of it!"

The manner of saying this depends so much on a full conception of its spirit, of the assumed terror of doing wrong, of exciting his audience to commit the violence to which he is inevitably urging them, that no hard rules will suffice, the reader must conceive and interpret as poet and actor, to do the passage justice.

But now we enter upon a passage in which Shakspeare combines the profoundest knowledge of character with the highest efforts of oratorical skill and passion. The multitude has been conquered, won over to his designs. But that is not enough. Antony's purpose is to destroy the murderers of Cæsar, and that purpose and destruction must have all the semblance of public virtue and justice. He must hurl the vengeance of public wrath, roused to fury on their heads, and conceal his motive under the semblance of pity for the dead.

Let the student mark now that the speaker descends in obedience to the demand of the people, professedly to read the will, but in reality to strengthen every sentiment of pity and horror for the crime and of hatred against the assassins. He therefore holds up the mantle rent with their daggers and covered with the blood of Cæsar. It is a human instinct to pity the dead. Its solemn aspect, its silent helplessness is an appeal to our best and tenderest sympathies. We forgive our very enemies, when death has taken away power to harm us. But Cæsar had made the people his heirs—they had no reason to doubt his generosity. Yet Antony knows the triumph of Roman arms was dearer to Roman patriotism and national pride than the richest legacies. So, holding up the mantle covered with the blood of Cæsar before their eyes, that they may feel how great a national loss they have had, he reminds them that the first time he ever put on this dreadful witness of cruelty and ingratitude he had "overcome the Nervii," "the stoutest warriors of all the Belge," when Cæsar had exhibited the highest valour

and ability as a general. Now it is the skill of the orator that we are contemplating, and the reader must be guided by all these considerations to give the best effect, such as Antony must have given, and Shakspeare conceived, to the passage. It is the preparation for the storm of passion that instantly follows, and ends in all that Antony desired.

"You all do know this *mantle*:"

(given rather as a question than a statement).

"I remember |

"The first time | ever Cæsar put it on ;

"'Twas on a summer's evening | in his tent."

These lines must be read with gentleness of manner, the voice tremulous with tender memories—all marking the skill of studied thought and delivery. The succeeding line is uttered with awakening animation, as if the memory of the glorious event had suddenly flashed on the speaker's mind,

"That day | he overcame the NERVII."

Now Antony has their ears and their hearts, and with irresistible passion and power he points to the marks of the bloody crime against their benefactor:

"Look,—in this place | ran CASSIUS' dagger through."

"Look" must be delivered with full and explosive force, followed by a brief pause, that all eyes may be fixed on the mantle. Then with the vehemence of passion he adds, "in this place ran Cassius' dagger through. Evidently "Cassius" is the leading word, and not "dagger." They all know that these are the marks of daggers, but Cassius was the most relentless of the conspirators. It is against the men, not against the weapons, that Antony is invoking judgment.

"See what a rent | the envious CASCÀ | made :

(1) Through this | the well-beloved BRUTUS stabb'd

(2) And, as he pluck'd his *cursed* steel away—

(3) *Mark*—how the *blood of Cæsar* | follow'd it,

(4) As *rushing out-of-doors* | to be resolved—

(5) If BRUTUS | so unkindly knock'd or no."

Only three of the slayers of Cæsar are named, and Brutus is the last, since he is not only the most criminal because the most ungrateful, but the most formidable by his professions of patriotism and his moral influence over the people. Line (1) therefore must be read with greater solemnity and dignity, as if Antony mourned to think how he had "fallen from his high estate." The conjunction "and" of line (2) is delivered in the same high pitch as line (3), which it connects; and to distinguish the subordinate from the principal, the pitch must be lower and the time more rapid in reading the clause "as he pluck'd," &c; yet there must be no weakening of force—it is suppressed hatred bursting into power momentarily on "cursed." But when the reader begins line (3) he returns to the same elevation of pitch and force with which he started upon "and." This is an example of what Dr. Rush calls the emphatic tie, and forms one of the most delicate distinctions of good from bad reading. Then from "Mark" onwards he is swept along by passionate sympathy with the murdered.

"For *Brutis*, as you know, was Cæsar's *angel* :

Judge, O you gods, how dearly Cæsar *loved* him !"

In reading the apostrophe to the gods, the manner of the orator changes from sympathy with the dead to the solemnity of religious fervor. The appeal is exclamatory and ends with the rising inflexion; but the spirit is that of religious awe; the audience for the moment is forgotten, and with hands and eyes uplifted, the speaker by that solemn apostrophe deepens the horror of his hearers, and gives the murder the dignity of political martyrdom. But the interruption is only momentary, for he never forgets himself nor his great purpose.

(1) "This | was the most unkindest cut | of all :

(2) For, when the noble Cæsar saw him stab.

(3) INGRATITUDE—more strong than *traitors' arms*

(4) Quite | vanquished | him : Then burst his mighty heart."

Lines (1) (2) (3) are to be read with fervor, rising on "ingratitude" into fierce indignation, sustained and growing fiercer on "traitors' arms," then passing into mournful dirge-like solemnity with an expression of tenderness, marked by the tremor of the voice, on "quite vanquished him." The passages that follow demand special study, and the best conception of the surrounding circumstances and the character of the audience. Cæsar fell at the base of Pompey's statue, and Antony excites in his audience a supernatural horror by asserting that the statue of Pompey bled in sympathy with the murdered Cæsar, and the best skill of the reader must be displayed in giving effect to this sentiment.

(1) And, in his mantle muffling up his face,

(2) Even at the base of Pompey's statue,

(3) Which all the while ran blood—*great Cæsar fell*.

Line (1) must be read solemnly with appropriate action, and high enough to allow the voice to descend in pitch on line (2). Then, after a brief pause, the reader must assume a still deeper tone and more solemn manner, as if filled with awe, when he contemplates so dread and miraculous an event. A brief pause follows, that the impression may tell with the best effect, and this gives Antony breathing time to complete the sentence which began with "and," its connective, and to deliver the words "great Cæsar fell" with full oratorical power. From this clause to the end of the paragraph, the display of passion is lofty and irresistible, and demands on the part of the reader the highest elocutionary skill.

(1) "O, what a *fall* | was there | my countrymen !

(2) Then *I*, and *you*, and ALL of us | fell down,

(3) Whilst *bloody treason* | FLOURISH'D over us.

All the delivery of this passage is to be marked by fierce energy, yet the reader must be careful that the voice has nothing harsh in it. The quality must be a pure orotund, and the force explosive in character. But in the succeeding lines the manner changes to an affected admiration of the sympathy which the people are evidently displaying. Their sobs and tears possibly touched the heart of Antony; but they gave him the best assurance of success, and after the word "soul" he gives way again to an indignation which bears all before it, and rises to a climax on the last word "traitors."

(1) "O, now you weep, and I perceive you feel |

(2) The dint of *PIRY*."

(prolong this word and throw tremor into the voice.)

(2) "These are *gracious* drops.

(3) Kind souls,—*What* | weep you | when you but behold

(4) Our Cæsar's *vesture* wounded? Look you here,

(5) Here is *HIMSELF*,—*mar'd*—as-you-see with *TRAITORS*."

Let the reader be sure he gives the emphasis to "vesture" with the rising inflexion and not to "wounded," as the contrast lies between "vesture" and "mantle," which he now with dramatic art flings away, and "himself"—Cæsar marred with wounds.

Now he has almost accomplished his purpose—the people are wild with the desire for vengeance. But the Will has not been read, and with an affected concern for the public peace the orator checks them that he may give new impulse to their passions in one final burst of eloquence, the crowning and immortal peroration of his speech.

(1) "Good *friends* | *sweet* friends, let *mè* not stir you up

(2) To such a sudden flow of *mutiny*.

(3) *Thèy* | that have done this deed | are *honorablè*.

(Give the bitterest expression of irony, by means of the circumflex intonation to "honorablè.")

(4) What *private* griefs | they have I know not,

(5) That *màde* them do it : They are *wisè* and *honorablè*,

(6) And will no doubt with reasons—answer you.

(Give equal irony to "reasons." They would have plenty of them to give.)

(7) I came not, friends, to steal away your hearts:

(8) I am no orator as Brutus is;

(9) But, as you know me all, a plain blunt man,

(10) That love my friend; and that | they know full well |

(11) That gave me public leave | to speak of him.

(12) For I have neither wit, nor words, nor worth

(13) To stir men's blood: I only speak | right on.

In the delivery of the passages from (7) to (13) Antony assumes an off-handed bluntness, as if he did not pretend to be an orator equal to Brutus. This is not only in keeping with the temper of the people, who, no doubt, had wearied under the studied and rhetorical sentences of Brutus, and preferred a man who professed to be no orator and spoke right on; but it renders them more susceptible to the burning and lofty passage that closes the oration.

(1) I will tell that | which you yourselves | do know;"

(Another appeal to their judgment and their vanity.)

(2) Show you sweet Caesar's wounds,—poor, poor dumb mouths.

Here Antony feels what he says, and the reader must utter the words in italics which express that natural emotion in tones of tremulous pathos and tenderness.

"And bid THEM speak for me."

This line demands renewed energy, and altogether the reader must prepare by conception of the spirit in which Antony closes, and by physical control of voice, to give the grandest effect to passion, and by kindling of passion to give fire and irresistible force to the language in which the passion is clothed.

"But were I BRUTUS,
And Brutus ANTONY, there were an Antony
Would ruffle up your spirits, and put a tongue |
In every wound of Cæsar—that should move
The STONES of Rome to rise and MUTINY."

Let the reader note that Antony had begun this peroration by imploring the people with an affectation of earnestness "not to rise and mutiny." It is then with more terrible effect that this rebuke falls upon their ears, and after a brief reference to the will he sends them forth, the ministers of his vengeance and the instruments of his will.

"Now let it work. Mischief thou art afoot,
Take what course thou wilt."

The highest value I can attach to this analysis is that it may be suggestive. The reader may form a different conception of the passage and of the feelings and motives that influence Antony. But that is the very issue desired. If the student allows himself to be entirely guided by the hints and rules put forth in these papers, his renderings will be tamely, lifelessly mechanical. He must study the passages as the great actors, who are always the best interpreters of dramatic poetry, study them. They fathom the meaning and the spirit of a thought; they seek for the special word which embodies that spirit and thought, and then with fastidious anxiety they give it the vocal interpretation, ascertain what pitch and intonation and force it shall have, so that it shall not have a mere theatrical effect, but all the power and truth of nature, and all the delicacy and beauty and finish of Art. But, besides all this, which may after all be rigidly correct, but rigidly mechanical, the reader must feel as if he were the very character which genius has created; and the study of passages like the one under consideration, in something of the method indicated, cannot fail to strengthen taste and judgment, and develop that imaginative power by which the reader becomes the true artist, and realises to himself and his hearers the true spirit of a composition.

Several typographical errors occurred in the first paper on this speech, which the writer will correct in his next contribution.

SYSTEMS OF ELEMENTARY EDUCATION IN READING.

BY PROFESSOR HOLBROOK, LEBANON NORMAL SCHOOL, OHIO.

The prevailing systems of teaching beginners to read may be divided into two general classes.

A. The NAMING SYSTEMS, which proceed by teaching names of letters, not teaching their sounds.

B. The SOUNDING (OR PHONIC) SYSTEMS, which present sounds first, and as the essentials, the names of the letters being given as the teacher chooses.

Of the NAMING SYSTEMS there are two.

(a) The Letter System, which first presents the names of the letters and then passes to the words.

(b) The Word System, which first presents words, then passes to letters.

The SOUNDING SYSTEMS may be grouped, first, into

(c) The Romanic Systems, or those preserving the common spelling, and, second,

(d) The Phonic Systems, or those using only the letters or characters necessary to represent the actual sounds of the words.

Although the most prevalent, the Naming Systems have the least claim to be called systems, since they involve only the most general principle that can enter into an arrangement of subject-matter for instruction, namely, that the simple should precede the complex; and even this is observed in many presentations of these systems with very little practical skill. One of the most popular and practical exemplifications of the (a) Letter System is the "McGuffey's Pictorial Eclectic Primer," first issued by W. B. Smith & Co., in 1849, then with improvements by Sargent, Wilson & Hinkle in 1867, and finally by Van Antwerp, Bragg & Co., as "McGuffey's New Eclectic Reader," with numerous valuable changes.

A very interesting presentation of the Word System may be found in "The Little Teacher. No. 1. First Book on the Word Method," by the same firms. This affects also to arrange for the teaching of the sounds, but the selection of the words does not indicate the slightest regard to that feature.

The scientific objection to the Naming Systems is that, in teaching them, those fundamental processes of every method, analysis and synthesis, are impossible. Names of letters cannot be reconstructed into words, neither can words be separated into names of the letters. There is a mere mechanical separation of the printed words into the printed letters in the Word System, and juxtaposition of the letters to form the printed words in the Letter System, but between these performances and any method there is no possible connection. They are two parallels which can never meet.

This fatal objection is entirely overcome in the SOUNDING or PHONIC Systems. They all permit either or both of the fundamental processes. I would better say both, only, for no method is complete which does not involve both the analysis and synthesis. To start with one and omit the other is wrong. To start with the other and omit the one is wrong. To start always with one and close with the other is wrong. The correct teacher will sometimes start with analysis, sometimes with synthesis.

The teacher, therefore, who subjects his practices to any scientific test, or, more probably, who has learned the sounds of the language well enough to teach them, will surrender both of the NAMING Systems for some one of the PHONIC Systems, and begin to study and recognize the differences upon which the latter are based.

While he appreciates the advantages of a phonetic language and the consequent theoretic superiority of the phonetic system, he is

compelled to remember the prevalence of the common spelling as well as the prejudice awakened by the phonetic spelling, and therefore to conclude upon the practical superiority of the *Romanic Systems*. While perhaps reform urges the *Phonetic*, he soon learns that while he may be a reformer, he must be a teacher.

Some one of the *Romanic systems* must then be chosen. This requires the examination of the new text-books, for the materials of the old, having no reference to the sounds, can hardly be adapted to a *Phonic system*. He knows that, in this day of pedagogical enlightenment and publishing enterprise, he may expect to find a first reader that will meet his most scientific and practical demand.

In this mood, the young teacher is liable to let some theoretical considerations with reference to the selection of the sounds, overbalance his practical judgment concerning the nature of the young mind, and perhaps he will learn only by experience that sensible sentences, with a few phonic irregularities, are much better than such sentences as could be formed with words meeting strictly the phonic demands.

Having reached this point, he will then realize the advantage and necessity of diminishing the phonic difficulties by giving the letters which have different sounds, certain marks to indicate those sounds. For such a purpose he will naturally prefer the diacritical marks of the dictionary.

A first reader which most perfectly meets these practical and theoretical demands of the *Romanic Systems*, and which sets forth lessons in a style most beautifully illustrated and artistically constructed, is that of the revised edition of the Series of McGuffey's Eclectic Readers, just published by Van Antwerp, Bragg & Co.

The first lesson is a marvel of artistic and pedagogical skill. What better theme than the dog? How could the theme be made more alluring, introduced as it is by two really good engravings of a dog, one occupying a full page? The only possible sentence is "The dog ran," yet it involves phonic difficulties. For instance, *th* a digraph, the sound of *e* in "the," the sound of *g* hard, yet these sounds are practically unavoidable, and the slight objections to them are entirely counterbalanced by the usefulness of the words "the" and "dog." The sound of *e* in "the" is undoubtedly *e* long, its dubious character being entirely due to its obscuration by being unaccented. There has been much needless hair-splitting here. Let the sound be taught as *e* long, but let the word "the" be always unaccented, that is, when it ought to be. The *e* in "desire" presents the same peculiarities.

The same remarks apply to the article "a." Its real sound is *a* long, as can be easily determined by accenting it, for instance, in the following sentence: "I mean *a* not *the* book." Whatever change of sound it has in other positions is because of obscuration from not being accented. To attempt to teach these obscurations is unnecessary, as well as impossible.

Again, in this lesson, the word "the" is to be taught as a whole without analysis, until the fifth lesson, where *e* long is introduced. It is to be considered an extra unaccented syllable of the word it precedes. So also the article "a" introduced in Lesson III.

In presenting this first lesson, the teacher may hesitate as to whether to teach the sounds first, and with them form words, or to teach the words, and by decomposing them teach the sounds. It matters little which process is first. The important thing is that *both* are faithfully taught. This is true, that failure in giving pupils *power* to discover new words, the sounds being known, is more likely to follow when the *words* are taught first, for the reason, that the words being known, the necessity of the sounds to discover these words is taken away. Here is just the mistake of many phonic teachers, and the reason that they settle back upon the *Word System*, concluding it is not worth the while to bother with the sounds. Let the teacher always remember that the sounds of the

letters are to be used by the pupils to discover new words, and that after the first few lessons, a new word should never be pronounced by the teacher, until the pupils have first formed it with the aid of the known sound which it contains, and the unknown sound if there be any, which the teacher may pronounce; and when a new word is pronounced first by the teacher it should be to give the pupils the enjoyment of discovering the sound of the new letter which it may contain.

Again let it be impressed, that the teacher use *both* processes, never as a mere routine, but always to lead the pupils to independent discovery. The wire edge of curiosity should never be dulled by telling the pupil what he is (or should be) able and anxious to find out for himself. The passion for "hunting" should never go unutilized. Let the teacher lead the chase, but let the pupils be "in at the death," and have the satisfaction of dealing the mortal blows.

A very common objection to a new reader presenting a new system is:—If, after old readers are changed for new, and old systems for better, it is found that from the incompetency of the teacher, or other reasons, the new systems cannot be made practicable, the new books will be unavailable for the old methods.

There is some force in this as against *Phonetic Systems*, but not the least as against the *Romanic*. On the other hand, it is strikingly true that while a *NAMING-System* reader cannot be easily adapted to any *SOUNDING Systems*, yet any text based on the *Romanic System*, such as the reader referred to above, is *better* adapted to the *NAMING Systems* than a *NAMING-System* reader itself, for the reason that whether he is taught the sounds or not, every pupil learns the secret that letters do stand for sounds before he reads independently, and, therefore, that selection of words which makes the letters most consistent, such as is made in every *Romanic-System* reader, will serve to diminish those difficulties of the pupil which the teacher ignores, and shirks even, by not teaching the sounds of the letters.

These few points and directions, which, it is hoped, have been made more practical by referring to particular readers, are general in their application.

KEEPING IN.

M. J. HAW IN "THE EDUCATIONAL JOURNAL OF VIRGINIA."

So much has been said and written on this subject, that I should consider its further discussion entirely superfluous but for the fact that a somewhat kindred subject, that of judicial penalties, after a still more extensive and thorough discussion, is yet considered an open question. Public opinion throughout Christendom, with regard to the punishment of civil offences, is very decidedly in favor of clemency, so far as it is compatible with security and good order. This, too, is the theory of the most advanced and successful educators with regard to school discipline; and it is generally carried into practice in institutions under the management of such, as well as in the public schools under State control. Yet, as in these days of liberal and advanced political views there are still absolute monarchs, so, in spite of the revolution in school discipline since the era of Dotheboys Hall, there are still absolute pedagogues, whose rules are as rigorous and whose punishments as severe as if no arguments had ever been advanced in favor of mildness.

Lord Brougham's aphorism, "The best governed States are the least governed," applies as well to school discipline as to civil government. The best informed and most successful teachers are agreed that in the government of the school there should be as few rules as possible, and that these should allow the pupils as much

latitude as is compatible with the object in view. They are agreed also that the punishment for the infraction of the rules should not be in every case very severe. Very few of the most enlightened and humane among them have declared in favor of the total abolition of corporal punishment. As a class, these consider that it ought to occupy the same place in school discipline that capital punishment does in the criminal code, only to be resorted to on rare occasions and in extreme cases. There is, however, much diversity of opinion regarding the comparative efficacy of minor punishments, such as "bad marks," "keeping in," etc.

Where the child's sensibilities are not blunted, and his conscientiousness and self respect are cultivated, almost anything which passes for punishment will answer that end. But I think the most proper and efficacious of all punishments, that which meets the greatest variety of cases and can be adapted to the widest range of offences, is "keeping in." Adults, who have been disciplined by the habit of long years to quiet and confinement, have no conception how irksome, how absolutely torturing they are to a child, nor how long a minute seems to him under such circumstances, how interminable an hour.

As to civil government, jails and penitentiaries have so largely superseded the block and the gallows, so confinement and lessons out of school hours may be made to take the place of the rod to a very great extent for aggravated offences, the term being continued from day to day. This punishment is highly favorable to salutary reflection, and does not excite the tempest of angry and vindictive passions aroused by whipping. For imperfect lessons, which is far the most common offence requiring correction, "keeping in" is unquestionably the best remedy. The idleness or incapacity of those who do not study, is generally accompanied by a lack of sensibility and self-respect, which renders them totally indifferent to low figures in daily, monthly, or sessional reports. For gauging a child's mental calibre there is no test like "keeping in." For the delinquent to be imprisoned in the school-room when the other pupils are enjoying the liberty of the play-ground, with the teacher's eye upon him, and to be assured that as soon as he knows the lesson before him he will be allowed to join in the sports of his companions, and that until he does know it he will be kept in durance, will effectually bring out all his application and capacity. Idleness, unless hereditary and constitutional, will very soon yield to this remedy. Stupidity, alas! has so far resisted all remedies. How to "rear the tender thought" in a perfect vacuum, and to teach the "young idea how to shoot" from an utterly barren soil, is a problem yet to be solved. However, that it cannot be done by whipping is a fact too well established by thorough and extensive experiment to be further questioned. The human mind never entertained a wilder absurdity than the notion that a child's intellect can be stimulated or developed by irritating his tactile nerves. Moreover, to whip a dunce merely because he is a dunce, is a crime in the sight of Heaven. It would be just as humane and reasonable to whip the blind to make them see, the deaf to make them hear, or the lame to make them walk.

EDUCATIONAL PRINCIPLES.

If we endeavor to ascertain the mode by which human beings learn, we soon perceive that one proceeds precisely as another; in other words, that the method is in accordance with a fixed principle. Hence those who teach should proceed according to fixed principles. Among these fixed principles, in accordance with which intelligence acts, the one that appears most prominent is self-employment.

1. *Unceasing activity is the index of intelligence.*—As soon as the child obtains the use of his eyes, he employs them; when he can

use his hands and feet he employs them. He needs constant watching. Once he sat on his mother's lap, now he glides down and is busy with his new found powers. The teacher must impress this law deep in her mind. She is not to think of the school-room as a place where the children are to be "kept still," no matter what tradition may have to say; nor as a place where reading, writing, etc., are to be taught—but where the children are to exercise their activities.

2. *Employ the Senses.*—Many will admit that children are active and need employment, but they give inappropriate employment. They furnish occupation for the memory only. They put long rows of children on benches and set them to learning abstract things. Before he could read well the writer was set to learn that "A had four sounds, as heard in fame, far, fall, fat; B has one sound, as heard in ebb; C has two sounds; it is soft before e, i, y, and hard before a, o, and u," etc. This was in accordance with the directions of the county superintendent, a man of learning and ability. "The pupils must be made thorough," was his main direction. To be "thorough" may be a maxim, but not a principle.

Let the teacher, then, who thinks of a school-room, not people it with children, all busy with a book, and herself at a desk overseeing them. But let her think of a company of children actively employing their senses. Childhood lives in the world of its senses; it is a work of time and development to create a world of ideas. No teacher can implant ideas; that the ongoing development of the mind will do; a proper employment is what is needed. Here is the significance of the great discovery of Froebel; so antagonistic was it to the popular idea of the school that he was called in his time "a fool," because he collected the children and played with them.

3. *Proceed from the known to the unknown.*—The foundation already laid in the mind at the earliest period is the power to attend to and interpret sensation. And so, at any period there is a solid ground or shore against which the new material must be impacted, and to which it adheres, and into which it grows. To know this state or condition of the mind is indispensable to the teacher, and besides, he must know how to go out into the unknown. The child has never seen a hammer; when presented, he touches it, his mind seizes the sensation and acquires an idea; if similar to the sensation it has received in touching other bodies it notes it, or if unlike; if the latter, it proceeds to ascertain in what particular the unlikeness consists, etc. Then it proceeds to experiment with the hammer, and finds out it can pound with it better than with any other thing it has yet had. This becomes a known quality henceforth.

It is in this way the child acquires all information, and hence the first question this true teacher asks herself is, "What do these children know?" and then, "What is the appropriate knowledge for them next to acquire?" And finally, "In what way shall this unknown be presented?" Instead of education being that easy art, within the grasp of any young boy or girl that chooses to undertake it, it is really a difficult and intricate business. The teacher must study perpetually to know the secrets of the human mind, its modes of acquiring, using, and retaining knowledge.

(a) *There is a natural order in the procedure by which we educate.* The teacher in calling up before her the exercises of a school, must not deem she has a real school when classes in reading, writing, etc., succeed each other. All this may happen and no education be imparted. The central point is the growth or development of the mind—on this the attention must be constantly fixed. The question is not, are these children learning to read, but are their minds growing? The order to be chosen must be that which will develop the mind, add to its power, enlarge the faculties and encourage further progress. For example, you wish to teach the idea of a fraction (not how to operate with number-fractions); you take an apple and cut it into two parts; you take a stick and cut that, etc. The child learns that all things can be divided into parts; you ask him, "Can I cut the sugar into parts?" He will answer "Yes." You wish next to show that halves are greater than thirds. You will proceed to cut an apple into halves; then one of equal size into thirds. Then comes the question, which is the largest, this or that? Of course this step is dependent on the preceding one, and should follow and not precede it. So of all teaching.

It is important that two rules be noticed here. First, go step by step. That is, go so that a conclusion is dependent on what has gone before. Some imagine that to teach children the only thing needed is a miscellaneous collection of *small thoughts*—a mental hash—but no mistake is greater. And second, the teacher must measure the amount of education the child is getting by his capa-

city to use. The child is not to be treated like an empty vessel to be filled. No person is so likely to be deceived as the routine teacher; she thinks a pupil is learning because she is laboriously imparting!

(b) *The subject to be presented for the thought of the pupil must be reduced to its elements.* One difficulty is enough, two will distract the attention. Suppose it is numerical addition. The teacher writes the numbers under each other; this is enough for a lesson, perhaps for several lessons; begin with single figures; write these, one beneath the other; then three, then four, and so go on, until the pupil can do it without a distinct effort of thought or without bestowing attention upon it. Then write numbers of two figures, write two, then three, etc., etc.

No better illustration can be given than the art of painting with water-colors. The artist puts in a wash of color, so thin that it is hardly different from the paper on which it is laid; when this is dry, i. e., incorporated with the paper, another is laid on, etc. The best artist is the one who grades the tints the most perfectly. To teach well, *tint, tint, tint.*

(c) *Ascertain the need of a term before the term is given.* A child has seen a dog and knows its name; when he sees another dog he feels no need of a term. But show him a bird and he instantly cries "what is it?" This is the voice of nature. The procedure should be the same. You wish to teach him to use the terms noun and verb. *It is in vain unless he recognizes a difference.* To show him ice in a vessel and tell him it is ice, and not let him ascertain that it is solid, would not be an educative process. Yet, very much teaching is of this kind.

(d) *The order of nature must be followed in presenting subjects to the mind.* To teach geography, begin with the ground under the feet of the scholar. To teach any subject, present the whole and direct attention to its parts. Explain the processes gradually. To show a pupil a piece of cotton, then to show him it can be twisted, then to explain the principle of weaving, and finally to exhibit cloth; then the great varieties of cloth—would not be in accordance with the natural order. We acquire knowledge in the reverse way; we learn a little of many things, then a little more of each, etc., etc.

(e) *Go over the ground many times.* The common maxim or direction of repeating again and again is much abused. Repetition without thought or attention is hurtful. The boy learns to catch a ball by much practice, but he employs his powers at every repetition; nay, he uses more and more effort. For example, the child learned yesterday that some leaves have stipules, to-day the teacher will repeat the term, will ask for leaves with stipules. In succeeding lessons the term will come up again and again, until it has become a part of the child's vocabulary. The art of teaching requires a teacher to repeat with *variety*. Dull repetition is very bad. A disgust is imparted to the work, and then a process of deterioration has set in.

(f) *There must be a practical result.* To know simply for the sake of knowing is not in accordance with nature. A child applies the object it has seized to its mouth, and therein results knowledge and gratification. To look at a picture of a strange animal, qualifies and instructs. We have many appetites and desires that can be gratified; there is a desire for knowledge, yet it is ever with an object. Some objects are more apparent, and some more remote than others. An education is a practical art.

The above survey should be carefully studied. Day by day the teacher should endeavor to proceed in accordance with these principles. Let him frequently ask, "Why do I teach in this manner?" He will not unfrequently find that the only answer he can give is, "It is the traditional way." But this will not be enough. He must proceed according to science, or he is no better than a cobbler or a tinker. He should put a principle underneath his *practice*. By proceeding in an intelligent way he will produce results that will surprise him; he will find his occupation one that will invigorate him; he will renew his strength; he will run and not be weary; walk and not faint.—*New York School Journal.*

READING IN COMMON SCHOOLS.

BY G. H. BURNETT, KESWICK RIDGE, NEW BRUNSWICK.

A great many teachers do not know or seem to think what their object is in teaching reading. Of course many, if asked the ques-

tion, would say, "My object is to make my scholars good readers." Now, let us see if we can find out what is meant by good readers, and how they become such. *Good readers are those which make themselves understood and also please their hearers.* Our aim is not merely to produce theatrical readers; although some have this idea when they are drilling their pupils in vocal gymnastics.

I. *Reading must be understood.* To accomplish this the reader must understand what he is reading, and be able to make others understand him. In order that he may understand it, it must be within his grasp, not containing words or expressions which convey no meaning to his mind. It is a great mistake to try to make children read well, when they do not know what they are saying. A great deal of poor reading is chiefly owing to this fact. The child on the playground will utter an exclamation of surprise or ask a question which the highest art cannot excel; but when he comes into his class what a great difference there is! Then the reading lesson must be brought down to the level of the child's understanding, and must be of interest to him, and something he can sympathize with. So, if any emotion is to be brought out, he will do it naturally, because he knows what he is reading and wishes to make others know it also.

The reader must be able to make himself understood. Nothing is required to be said about this, because it is purely natural. When we have ideas and wish to express them in words, nature has given us the gift of speech which fully answers our requirements.

II. *Reading must please.* The emotions of the piece must be felt in order to be pleasing to the ear, and the reader's voice and manner must be agreeable. To make the emotion felt, the reader must feel the emotion himself. If the emotion of pleasure occurs he must feel pleased, and so with any other emotion.

The reader's manner must be in harmony with the sentiment of the piece, and must not be such that it will attract our attention or draw our minds from what he is saying. Bad habits of standing and restlessness must be avoided, and right habits established by means of suitable physical exercises. But the principal means of pleasing and gaining the attention of the listener is varied intonation. The human voice has great power when judiciously used. This is where the most training is necessary, to make it obedient to the will. Let the teacher practise various intonations, and let the pupils imitate him. High and low Pitch, different degrees of Force and Movement, the different qualities of Tone, upward and downward slides and waves are to be drilled upon until they are at the ready command of the pupil, and can be given when asked for.

1. *Cultivate a love of reading* by giving the pupils interesting pieces to read, and frequently reading some interesting story, so that they will read for the pleasure of reading.

2. *Give them abundant exercise in voice practice*, so that they can give pleasing and varied sounds. If this is done gradually, they will learn to take great pleasure in the use of their voices.

3. *Teach them how to apply their voices* by illustration, and abundant and varied practice in reading and recitation.

Our main object in teaching reading in common schools is to root out faults and make *natural*, not *artificial* readers.

THE TEACHER WHO IS A GROOVE-RUNNER.

B. F. TAYLOR.

The most useless of stupidities is the teacher who is a groove-runner; who has swallowed text-books without digesting them, and feeds his pupils with the morsels, as old pigeons feed squabs, until, like himself, they are all victims of mental dyspepsia, which is a curious synonym for education. Children subject to such diet

are as likely to get fat and strong as so many grist-mill hoppers, that swallow the grain without ginning the kernel. Such teachers forget that one, like Judah's sister "Feeble Mind" in Cooper's Novel, have a prodigious memory. Who has not known a fool who remembered everything he heard, and just as he heard it, who could run up and down the multiplication table like a cat upon a ladder, and rattle off rule after rule without missing a word; and that was all there was of it—he was a fool still! A good memory built upon a well-made intellectual structure is a noble blessing, but that same memory with nothing to match it, is like a barret without any house under it, a receptacle of odds and ends, that are worth less than those papers that losers of lost pocket-books are always advertising for, "of no value except to the owner."

Take English grammar under the man of groove. Learning to swim upon kitchen, buying a kit of tools and so setting up for carpenters, are all of a piece with his grammar. Hear them defining a preposition as "connecting words, and showing the relation between them," when not one pupil in a hundred ever finds out whether it is a blood relation or a relation by marriage. Hear them parse: John strikes Charles. 'John is a noun, masculine gender, third person, because it's spoken of, singular number, nominative case' 'strikes.' 'Strikes' is an irregular, active, transitive verb, strike, struck, stricken, indicative mood, present tense, third person singular, and 'grees with John. Verb must 'gree with its nominative case' n number and person. 'Charles' is a noun, masculine gender, singular number, third person, 'cause it's spoken of, objective case, and governed by 'strikes.' Active verbs govern the objective case—please, sir, S'mantha and Joe is a-makin' faces!" And all in the same breath! What ardor! What intellectual effort! What grooves! Meanwhile grammars mended, amended, and emended, multiply. There are four things anybody can do: Teach a school, drive a horse, edit a newspaper, and make a grammar. Meanwhile the same old high crimes and misdemeanors against the statutes are daily committed. This comes of grooves, and the lack of a professorship of common sense.

Take geography. The young lady fresh from school, who from a steamer's deck was shown an island, and who asked with sweet simplicity, "Is there *water* the other side of it?" had all the discovered islands from the Archipelago to Madagascar ranged in grooves and at her tongue's end. "Didn't you know?" said the father to the son who expressed great surprise at some simple fact, "didn't you know it?" "Oh, no," replied the little fellow; "I learned it a great while ago, but I never *knew* it before!"

Take arithmetic. Show a boy who has finished the book, and can give chapter and verse without winking, a pile of wood and tell him to measure it, and ten to one he is puzzled. And yet he can pile up wood in the book, and gives you the cords to a fraction, but then there isn't a stick of fuel to be measured, and that makes it easier, because he can sit in his groove, and keep a wood yard. "So you have completed arithmetic," said the late Professor Page, of the State Normal School, to a new-come candidate for an advanced position; "please tell me how much thirteen and a half pounds of pork will cost at 11½¢ a pound?" The price was chalked out in a minute. "Good," said the professor; "now tell me how much it would cost if the pork were half fat." The chalk lost its vivacity, the youth faced the blackboard doubtfully, and finally turning to the teacher with a face all spider-webbed with lines of perplexity, and with a little touch of contempt at the simplicity of the "sum," and, possibly of himself, he said, "It seems easy enough, but I don't know what to do with the *fat*!" That fellow was not a fool, but a groove-runner. A little condition was thrown in that he never saw in the book, and that groove of his had never been lubricated with fat oil.

—*Pennsylvania School Journal.*

SCIENCE OF EDUCATION—DEFINITIONS AND GENERAL PRINCIPLES.

Education is that perfecting of the individual which prepares him for practical usefulness.

2. That system of education is best which prepares the individual for the highest and the greatest usefulness.

3. Teaching is developing, instructing, and training mind.

4. Teaching is essential to education.

5. That method of teaching is best which best secures the chief object of education.

6. The mind can only be properly developed, instructed, and trained by the proper exercise of its powers and faculties.

7. In order to the proper exercise of the mental powers and faculties, suitable material must be furnished as subject matter for the exercise, and the mind must be properly directed in such exercise.

8. Since the pupil can only furnish a portion of the subject matter suitable for mental exercise, it is a part of the teacher's work to provide such material.

9. Since the pupil, comparatively undeveloped, uninstructed and untrained, cannot, unaided, so direct the exercise of his mind in using suitable material as to secure the most beneficial results, it is also a part of the teacher's duty to aid the pupil in securing such results.

10. The proper exercise of the mental powers and faculties upon suitable material will result in useful knowledge, development, and training.

11. That knowledge, development and training alone, is useful, which contributes to the perfection of universal being.

12. That culture, knowledge and training is most useful, which secures this object to the greatest extent.

13. The most useful culture, instruction and training, contribute most largely to the perfection of universal being by securing the highest individual perfection.

14. Hence it is the teacher's imperative duty to secure such culture, instruction and training to his pupils.

R. A. WATERBURY.

Notes and News.

ONTARIO.

Hon. Adam Crooks has returned from England. Messrs. J. King, Berlin; S. Woods, Kingston; and A. F. Campbell, Toronto, have been elected members of the University Senate.

The half-time system has been introduced into the Galt schools, and seems to be both beneficial and popular.

A prize for blank verse, open to undergraduates of Albert College, presented by Mr. S. J. Bull, and competed for by six students, was won on Saturday last by M. J. McGill.

The London (Ont.) School Board recently passed the following resolution. That home studies are necessary within reasonable and proper limits; and if any irregularity exists in the apportionment of home studies in the various schools, that the Inspector be requested to correct the same, and to establish uniformity, as far as possible, in the schools of equal grades.

Peterborough School Board has appointed a committee to prepare a form of prayer for use in the schools of that town.

In *Reeves vs. the Colborne Board of Education*, the plaintiff was non-suited. The action was to recover \$460 on a contract for graining, fencing and constructing outbuilding, for the Colborne school house. The claim was resisted on the ground that the work was not properly done. The remarkable feature of the case was that the Chairman of the Board acted as foreman to Reeves, the contractor. Reeves took no part in the work himself.

Mr. Spotton, the able Head Master of Barrie Collegiate Inst., has recently had the honor conferred upon him of being appointed a fellow of the *Linnæan Society of Great Britain*.

At the Teachers' Convention, at Picton, the following resolutions relative to the superannuation of teachers, were adopted: 1st. That 25 years' service in the profession, or having reached the age of 50, should entitle a teacher to superannuation; 2nd. That the widows of all superannuated teachers should be entitled to no less than three-fourths of the yearly allowance granted to their husbands; 3rd. That no part of the yearly subscription to the funds should be repaid to teachers who retire from the profession before ten years' service; 4th. That in case a tax be imposed upon candidates for certificates, the money so paid should go to supplement the superannuated teachers' fund; 5th. That a copy of these resolutions be forwarded to the Hon. Minister of Education.

The following candidates were successful in passing the last professional examination at the Ottawa Normal School: *Males*—Wm. George Armour, Francis Barkey, Frederic Wm. Barnett, Samuel Cameron, Adam S. Case, Wm. Patrick Coates, Thos. W. T. Cook, Cyrus Coombe, Robert G. Croskery, John Edward Crowle, Walter T. Cody, Archibald E. Duke, Isaac A. Erratt, Wm. T. Ferguson,

Wm. A. Graham, James E. Hanna, Anthony R. Hanks, Francis Leigh, Millard Maybee, Wm. Moore, Anthony Mott, Nowby S. Muir, Duncan McDougall, Alex. McDonald, John McJanot, Peter McLaughlin, Philip P. Park, Alfred T. Platt, Wm. Prince, Chas. B. Rae, Hugh S. Robertson, Wm. A. Robinson, Andrew Robinson, Chas. Roberts, Wm. Ed. Rose, Edward S. Roy, Alfred J. Shields, Harry F. Sharpe, John C. Smith, Alexander Stackhouse, Joseph H. Thompson, Daniel C. Throop, Ailen H. Weagant, Thomas F. Young. *Females* Christina Allan, Annie Conlon, Mary E. Crepar, Charlotte Dunbar, Dorothea J. Hall, Fannie E. Hislop, Catharine M. Keane, Ida Bell Leavens, Jessie E. Muir, Louise M. Marsh, Helen E. Melville, Evelyn M. Macdonald, Jennie A. Patterson, Chrissa Patterson, Emma Jane Powell, Elizabeth Robertson, Mary N. Simpson, Elizabeth Smith.

The *Brantford Expositor*, in speaking of the Brantford Collegiate Institute, says that during the past five years its students have won at matriculation in Toronto University 2 scholarships in Mathematics, third scholarship in General Proficiency, a fifth scholarship in the same, a second scholarship in Classics; a first rank in General Proficiency; a second rank in Mathematics; a second rank in French; a first rank in German; six first-class honors in Classics; 8 first-class honors in Mathematics; 8 first-class honors in English; 3 first-class honors in History and Geography; two first-class honors in German; one first-class honor in French, and a long list of second-class honors. In Victoria University they have won four first scholarships in Classics, two first in Mathematics, and two first in General Proficiency. In McGill University, a first scholarship in Classics, a first in General Proficiency, two first ranks at Senior Matriculation in Civil Engineering. In the University of Trinity College one obtained a second scholarship in General Proficiency, and in Queen's College another obtained a first scholarship in Classics. Besides these, two obtained scholarships at Knox College, and 134 were successful candidates at the Intermediate examination, not including a large number who passed successfully the examinations for law, medicine and third-class certificates. At the recent matriculation examination in the University of Toronto, the following honors were obtained. A First Scholarship in Mathematics; Third Place in First Class Honors in Classics; Second Place in First Class Honors in French; First and Fifth Places in First Class Honors in German; six obtained First Class Honors in English; one obtained First Class Honors in History and Geography. Besides these last mentioned honors, one of the students in 1879 obtained a first-class certificate on six months' preparation, and out of 67 candidates, 44 passed the non-professional teachers' examination, the highest number passed by any other Institute or school in the Province at the same examination being 35.

NOVA SCOTIA.

The Teachers' Association for Annapolis County, referred to in last month's notes, was organized at Lawrencetown, on the 20th April. L. J. Morse, A. M., Inspector of District No 4, presided at all the sessions. Mr. E. J. Lay (Grade A), Principal of the Annapolis Academy, was elected Vice-Principal; C. F. Hall, (Grade A), Secretary-Treasurer; J. M. Langley (Grade A), S. C. Shafner (Grade A), M. L. Fields (Grade B), and A. D. Brown (Grade B), Managing Committee. The enrolled membership comprised upwards of seventy teachers, of whom fifty-two were actually engaged in teaching during the then current term. The Superintendent of Education was present at several of the sessions, and in the evening of the 29th addressed a crowded audience in one of the village churches, on the present status and outlook of education in Nova Scotia. Formal papers as follows were read. *The Multiplicity of Studies in Public Schools*, by E. J. Lay; *A Uniform Course of Study for our Public Schools*, by J. M. Langley, A. B.; *Health in the School Room*, by F. Primrose; *Elocution*, by Miss N. R. Grant; *School Government*, by C. S. Phinney; *Success in Teaching*, by C. F. Hall. These papers were all of a high order of merit, while some of the special views expressed elicited earnest and interesting discussion. A valuable contribution to the profit of the meeting was *An oral lesson on Multiplication and Division of Common Fractions*, by Mr. M. L. Fields. A "Question Box" gave opportunity to consider both speculative and practical aspects of the educational problem. The Association is regarded as equaling in good results any yet organized in the Province.

The corner stone of the new Pictou Academy was laid on the 24th ult., by the Superintendent of Education. An account of the ceremony, with a description of the building, will appear in next month's journal.

J. S. Merton, Esq., A.B., has resumed the Principalship of the Shelburne Academy.

NEW BRUNSWICK.

The Board of School Trustees of St. John has received a valuable addition in the person of Silas Alward, Esq. M.A., Barrister-at-Law, etc.

Alex. Barntill, Esq., was appointed by the Government last month to be a member of the Board of School Trustees for the town of Portland.

The St. Stephen press gave full and flattering accounts of the terminal examinations of the schools of that town, claiming that their staff of teachers were second to none in the Province. Among the teachers named were J. Arthur Freeze, A.B., C. B. Wathen, Jas. Lawson, Geo. J. Clarke, J. B. Bogart, Miss Annie M. Harvey, Miss Dowling, Miss Emma Morrison, and Miss Robinson. Special interest seems to have centred in the High School, where the graduating exercises of the class of 1880 drew a large assembly and gave much satisfaction,—and in the primary department taught by Miss Harvey, whose tiny pupils always do so well and seem so happy as to delight everybody. The Lorne medal at the High School was won by Miss Emily Markee.

Mr. David Wilson, B.A., on taking leave of his school in district No. 3, Lancaster, St. John, was the recipient of a gift of valuable books from his pupils. He has taken charge of the Grammar School at Georgetown.

The Grammar School at Bathurst is still in charge of Mr. G. W. Mersereau, B.A., who succeeds well under many difficulties.

Several teachers who were on the staff in the city of St. John last term, have retired, some of whom were mentioned in our May number, and others are Mr. Wm. Bennett, Mr. Coleman, Principal of St. Malachi's Hall, Mr. Baskin, Mrs. McDermott, Mrs. Dienaide, and Mrs. Helena Kirk. Most of the vacancies are filled by transfers. Among the new appointments are Mr. Henry Town, Mr. John McKinnon, and Mr. C. C. Connolly, B. A.

Mr. J. F. Horseman, B. A., has taken the place at the Collegiate School, Fredericton, vacated by Mr. Sims.

The York County Teachers' Institute met at Fredericton on the 20th and 21st of May, and was a pleasant and profitable gathering. About seventy teachers enrolled themselves as members—the whole number employed in the county being nearly 150. E. Mullin, Esq., the Inspector of Schools for the 7th district, was elected President, Miss Francis J. Ross, Vice-President, Mr. R. S. Nicolson, Secretary-Treasurer, Messrs. B. C. Foster, B.A., and G. H. Burnett, additional members of the Committee of Management. The principal matters that engaged the attention of the Institute were as follows. *1st Session*.—Address by the President and informal speeches on a variety of topics by the Chief Superintendent and several other gentlemen. *2nd Session*.—Illustrative lecture by Professor Fowler, of the Normal School, on the Chemistry of the Atmosphere,—intended specially to show how lessons in chemistry and physics may be illustrated experimentally without the aid of expensive apparatus. *3rd Session*.—Address by H. C. Creed, M.A., on "How to teach Canadian History." *4th Session*.—Paper on "Plain Sewing and Knitting as a part of school instruction," by Miss Ross; paper on "Health in the School Room," by Dr. Patterson; address by Mr. Nicolson, on the use of the white-board instead of the black-board, for lessons on color and for other purposes. *5th Session*.—Visit to the museum of the Provincial University, and lecture (at the University) by Prof. Bailey, on "The Minerals of New Brunswick." *6th Session*.—Report and discussion on time tables; Conversation in reference to the specimens of manual work displayed by the teachers of Fredericton; Question Box; fixing time and place for next meeting. The display of manual work on slates and paper, just mentioned, was one of the most interesting features of this Institute. Each teacher had furnished three specimens (best, medium and poorest) of each kind of pencil or pen work done in each grade of pupils under his or her instruction. The object was to show the general character of the work rather than the excellence attained by any teacher or pupil. The exercises were only marked with the number of the grade and the age and sex of the pupil. Discussions followed the several papers read before the Institute, the speakers being Inspector Mullin, Dr. Rand, Principal Crocket, G. R. Parkin, M.A., H. C. Creed, M.A., Jas. Fowler, M.A., J. R. Mace, B.A., J. Meagher, R. S. Nicolson, Berton C. Foster, B.A., J. T. Horseman, B.A., Frederick Carpenter, E. Everett Miles, G. H. Burdett, C. A. Murray, W. T. Day, J. W. Sherwood, Miss Ross, Miss Brymer, Miss Loring, Miss Lyle, Miss Thorne, Miss Duffy, Miss Pickard,

and others. The Institute is to meet next year in October, when all the teachers in the County are to be invited to furnish specimens of certain kinds of work done by their pupils.

At the formal opening of the Summer Session of the Provincial Normal School, on Wednesday, the 5th of May, there were present, His Hon. the Lieut. Governor, the Chief Superintendent of Education, the President of the University, Prof. Fletcher, the teachers of the Model Schools, and several other visitors, both ladies and gentlemen. The usual inaugural address was given by the Principal, who was followed by Dr. Rand, Dr. Jack, and His Honor.

Dr. Rand made a statement which, to say the least, went far to disprove the positive assertions of many persons for a year or two past, to the effect that the country was overstocked with teachers, and that the supply from the Normal School should be stopped. He was understood to say that 1,436 Provincial Licenses had been issued under the Common School Act, since 1871. There were at the present time about 1,200 holders of Provincial Licenses, either actually in the service or available. There were also about 200 persons teaching on Licenses issued under the Parish School Act. Add to these say 100 of the present student teachers at the Normal School, and we should have about 1,500 teachers available next November, to supply about 1,350 schools throughout the Province. This the Doctor thought only a reasonable proportion. He also asserted that in Ontario there were about six licensed teachers to every school, and in Nova Scotia, when the present Superintendent came into office, about ten persons holding license to teach for every school in the Province.

The number of student teachers in the Normal School at the commencement of the present session was 125. Of 140 candidates examined for admission, 74 were successful, 28 failed, 35 were taken on trial for a month, and 3 were admitted to the French Preparatory Department. Sixteen licensed teachers seeking advance of class made up the actual number enrolled.

An interesting part of the proceedings on the opening day was the presentation of the Lorne medal to the winner, Miss Freeman.

QUEBEC.

At the meeting of Convocation in McGill University, held on the 30th April last, degrees in arts were conferred, and the results of the sessional examination announced. The degree of Bachelor of Arts was conferred on the following gentlemen: *In Honors*.—1st Rank.—Harcourt J. Bull, Dugald Currie, J. Herbert Darcy, Paul T. Lafleur, and Charles A. Molson; 2nd Rank.—James A. Craig, Thomas E. Cunningham, George F. Roberts. *Ordinary*.—In order of merit. McGill College. Class I.—Charles H. Keays; Class II.—Charles Raynes, Archibald Ogilvie, Carrol E. Pillsbury, Charles W. Scriver, Frank A. Allen, Vitalier Larivier, George D. Bain; Class III.—Andrew C. Muir, Robert A. Klock, James Bennet, and Walter D. Mercer. Morrin College.—Class I.—Henry Hemming; Class III.—John Walker and James D. Ferguson. The degree of Master of Arts was conferred in course on the following gentlemen who had already taken the degree of Bachelor of Arts:—George B. Ward, B. A.; Henry H. Lyman, B. A.; Calvin E. Amaron, B.A., and George H. Forncret, B. A. The degree of Doctor of Laws was conferred in course on the following gentlemen who had already taken the degree of Master of Arts:—Sampson P. Robins, M. A.; James D. Morrison, M.A.; James McGregor, M. A. On the occasion of the *laureation* of the gentlemen named above, there were on the dais of the Molson Hall the Chancellor of the University, the Principal, and a large staff of Professors in academic robes appropriate to their several degrees, the Governor, etc., the whole presenting a very brilliant and imposing appearance, whilst the body of the hall was filled to its utmost capacity with the candidates for the different degrees, in their distinctive costumes, and with the friends of the students, and the supporters of the Universities. It must be very gratifying to the authorities and friends of McGill College to see how this Institution has grown from such small beginnings, and on the whole with so little pecuniary means, to its present prosperous condition; with all the faculties in full operation, with an able staff of Professors in each; with numerous medals and prizes to stimulate and encourage the students; with Chairs of applied science and civil engineering, and with a large attendance of youth, the hope of our new country, taking advantage of the great scholastic advantages which it offers, before the first half century of its existence has been completed. Dr. Murray, Professor of Mental Philosophy and Logic, delivered an able address to the young graduates, giving an account of the rise and meaning of the terms College and University, what was at first expected from the students of such Institutions, and what their

alma mater now looks for from those who leave her learned halls crowned with honors and degrees.

Recent amendments to the Ontario laws with regard to Teachers' certificates and provincial land surveying have materially benefited McGill University. With regard to land surveyors, as the law previously stood, no Quebecer could obtain the right to practise as a land surveyor in Ontario without serving an apprenticeship of three years and passing preliminary and final examinations. Now, however, according to the Act just passed, "Any person who has followed a regular course of study in all the branches of education required by law for final admission as a land surveyor, throughout the regular sessions of at least two years in any University of Ontario, or in McGill University in Montreal, shall only require to be articled for twelve months' actual service before being granted the degree." The number of students attending the engineering classes in the University will likely increase greatly owing to the favourable provisions of this enactment. The other provision in regard to teachers, will be of great advantage to graduates of Quebec Universities, as it entitles them to first class non-professional certificates in Ontario, that is to say, certificates enabling the holders to take any position (such as Inspector, &c.) under the School Board, except that of professional teacher. The first of these amendments in favor of McGill students is due to the active exertions of Mr. D. McMaster, M.P.P.

The ninth annual meeting of the Ladies' Educational Association, Montreal, was held lately in the Synod Hall, Principal Dawson in the chair. The Reverend Principal Grant, of Queen's College, Kingston, opened the past session on October 2nd, with an address, and on the following Monday Dr. Johnston's course of ten lectures on astronomy was begun. Professor Moyses gave thereafter a course of lectures on "the great poets of the nineteenth century." During the second part of the session, lectures were given on "Domestic surgery and nursing." Dr. George M. Dawson gave a series of admirable lectures on "Physical Geograph." There was a large attendance of ladies at the lectures on each of these courses, and much interest manifested in them. The thanks of the Association were tendered to Dr. Johnston for the donation of \$200, the lecture fee for his course in astronomy. The number of lady students enrolled for the past session is 108—the greatest yet on record. Of these 77 obtained one or more certificates, viz., first-class, 79; second-class, 49, and third-class, 14—142 in all. Twelve ladies had fulfilled the conditions necessary for the prize competition, the largest number who had yet done so, seven being previously the highest. To Miss Eva Dawson the "Physical Geography" prize was awarded; and to Miss Agnes Hunter that of "Domestic surgery and nursing." The finances of the Association are in a satisfactory condition, the income exceeding the expenditure by \$344.96.

The annual oral examinations of the Preparatory High School, Montreal, were held lately, and proved interesting and very satisfactory to the examiners, as well as to the parents of the pupils, and to all friends of the Institution present.

A meeting of the two Committees, the Roman Catholic and the Protestant, will be held in the Education Office, Quebec, on Tuesday, the 1st June, to take into consideration the new bill on Education for the Province of Quebec, proposed to be brought before the Provincial Legislature at its approaching session. It professes to be a bill to consolidate or codify the various existing acts respecting public instruction, but there are not a few new provisions introduced into its various sections. It is very lengthy, containing 722 paragraphs, some of them long, and others with not a few subdivisions. Its numerous provisions will require, and will doubtless receive careful consideration on the part of the members of both Committees, mentioned above, of the Council of Public Instruction as well as of the friends of education in this Province.

MANITOBA.

At the recent annual meeting of the Selkirk Teachers' Association, the following officers were elected for the ensuing year, viz.:—

President.—Rev. W. Cyprian Pinkham.

First Vice-President.—J. B. Ferguson.

Second ditto.—Mrs. Chisholm.

Recording Secretary.—P. C. McIntyre.

Corresponding Secretary.—Geo. Munroe.

Treasurer.—Miss Wright.

Management Committee.—Miss Shore, W. A. McIntyre, Miss McIlroy, G. Bursell, and Miss Spencer.

Among other business transacted, the meeting adopted the following resolution, viz.:

That this Association, feeling the necessity of a suitable map of

Manitoba and the North-West Territories, for school purposes, respectfully ask the Board of Education of Manitoba to take such steps as will meet the want."

At the last quarterly meeting of the Protestant section of the Board of Education, Canon O'Meara moved, seconded by Col. Kennedy, the resolution of which he had given notice at the last meeting, and which is as follows: "That this Board is of opinion that some distinctively religious undenominational teaching is necessary in our schools, and that such teaching should form part of our system of instruction, and that a Committee of the Board be appointed to consider the best means of carrying into effect the above principle."

The Rev. J. Robertson, seconded by Mr. S. Mulvey, moved in amendment, "That in view of the fact that a Committee of the General Board, has been appointed to consider the matter of amendments to the School Act, and that important changes may be recommended owing to the Municipal Act having gone into operation, action in this matter be postponed until the amendments suggested by this Committee may be ascertained, and that in the meantime a committee be appointed to collect information in reference to the matter of religious instruction in schools, and to lay such information before the Protestant section of the Board for its guidance."

A division on the amendment was taken with the following result: Yeas—Rev. J. Robertson and S. Mulvey, Nays—Bishop of Rupert's Land and Canon O'Meara, the Rev. J. F. German, Col. Kennedy and the Superintendent.

The original motion was then carried on the same division.

The following Committee was then named to carry out the purport of the resolution, viz.—Canon O'Meara, Professor Hart, and Rev. J. F. German, with Col. Kennedy as a substitute, in the event of Mr. German's absence.

On motion of Mr. Robertson, seconded by Mr. Mulvey, a resolution was adopted, asking His Lordship the Bishop of Rupert's Land to nominate a Committee, with himself as Chairman, on text-books, and a number of books were referred to such Committee, with a view to their being placed on the authorized list.

The Board of Education have sanctioned plans and specifications for a fine brick veneer school-house, to be erected at Morris. This rising town had the honor of possessing the first brick school-house in the Province. That building is now much too small.

Some very good school-houses are being erected in various parts of the Province. Emerson and Selkirk both expect to have fine new buildings erected this year.

The authorities of St. John's College are advertising for a gentleman in mathematical honors who either is in orders or is a candidate for orders, to take Professor Baume's place, whose resignation takes effect at the end of the present term.

Professor Hart is an active member of the Board of Education and of the Council of the University of Manitoba.

PRINCE EDWARD ISLAND.

An Educational Association has been recently formed in Charlottetown, P.E.I. It is composed of teachers and others who are actively engaged in the cause of education, either as trustees or as general promoters. Its objects are, the mutual improvement of its members and the discussion of professional, literary, and educational subjects. The officers are: President—Dr. Montgomery, Chief Supt. of Education; 1st Vice-President—Dr. Leeming; 2nd Vice-President—Miss Emma Barr; Secretary—J. D. Seaman; Treasurer—R. E. Gaul, B.A.; General Business Committee—Dr. Leeming, P. R. Bowers, A. A. McKenzie, R. E. Gaul, and Thos. Mackinlay. At the first regular meeting the subject of "Corporal Punishment in Schools" was discussed. The subject was opened by Dr. Leeming. He was followed by P. R. Bowers, who read a very excellent paper on the subject. The following gentlemen addressed the association: Prof. Anderson, Hon. A. A. McDonald, Donald Cameron, M.P.P., Hon. A. B. McKenzie, M.L.C.

FOREIGN NOTES.

In 1859, at the Iowa Wesleyan University at Mt. Pleasant, Dr. Charles Elliott, as President, is said to have conferred the first degree of Bachelor of Arts ever bestowed upon a female graduate of a college in this or any other country.

England has four Universities; Scotland, four; France, fifteen; Germany, twenty-two; Russia, nine and Spain, ten.

At a recent meeting of the Boston School Committee, it was stated that the result of a test made upon 14,946 school-going male children, was that about 4 per cent. were colour-blind, and

out of 13,458 girls, only .06 per cent. were afflicted in the same manner.

The cost of elementary instruction in Prussia amounts to \$3,100,000 annually; the sum being covered by eleven and a-half millions of marks from property and legacies, five and a-third millions from State subventions, and the balance from communal grants. Gratuitous instruction is given in seventeen out of the sixty towns in Prussia which count over 20,000 inhabitants.

There is only one country in the world in which there are no illiterate people; it is the Sandwich Islands. The population of the islands is 58,000. They have eleven high educational institutions, 169 middle public schools, and 43 private schools. The public instruction is under the supervision of a committee appointed by the King, and composed of five members, who serve without remuneration, the committee appoint a general inspector and a number of sub-inspectors. The Government takes care that every person shall be able at least to read and write, and pursues energetically all parents who neglect to send their children to school.

Madagascar has a Normal School, which was opened in October last, under the presidency of the Prime Minister. It is situated at Antananarivo, and is in connection with the London Missionary Society. According to recent reports there are in Madagascar 150 schools, with 9,375 children, supported by the Government, and in connection with the London Missionary Society 657 schools and 37,412 children. The Government teachers are trained in the Normal School.

The latest educational returns in Russia show that among the recruits for the Imperial army only 10 per cent. could read, and only 4 per cent. could write. The rest were perfectly ignorant—only about 5 per cent. being able either to read or write. The peasant women are so deplorably ignorant that not above one-half of one per cent. of them can read the Scriptures in the most imperfect fashion. They live in extreme poverty, and, in spite of all representations to the contrary, are kept down simply by the overawing force of the army. Among these peasants the leaven of Nihilism is spreading, and however much this may be deplored, it can be little wondered at.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

NORTH HASTINGS.—This Association met in Madoc on Thursday and Friday, May 13th and 14th. There was a large attendance of teachers, and the discussions were of the most practical nature, and could not fail to profit those who listened or took part in them. Mr. Mackintosh, I.P.S., President, took the chair, and the minutes of last meeting were read and approved. It was resolved that in order to make the library in connection with this Association more profitable, a catalogue of the books, with the amount of postage required for each, be printed, and a copy sent to each teacher. The subject of Geography was then introduced by Mr. Kirk, who gave many valuable hints as to the proper teaching of this important subject. A lively discussion followed, in which Messrs Mulloy, Burrows, D. Johnston, J. Johnston and Mackintosh took part. *Afternoon Session*—Mr. Burrows, I.P.S., Lennox and Addington, gave some valuable "Hints to Young Teachers." He laid down the principle that the secret of good order is to keep the pupils busy. Mr. Sutherland then opened a discussion on written examinations, in which he was followed by Messrs. Shirr, Morton, Johnston, Burrows, McPhie, and Mackintosh. The unanimous feeling of the meeting being in favor of uniform promotion examinations, a committee was appointed to prepare sets of papers for the purpose. After a short intermission, Miss McDermid read an admirable paper on Geography to 2nd and 3rd classes. A vote of thanks was tendered her for her able essay. Mr. Mulloy was then called upon to introduce the subject of "Literature in Public Schools," which he did in a scholarly essay. Owing to the lateness of the hour the discussion on the subject was postponed till the following day. On Thursday evening, after the question drawer had been disposed of, Prof. Wright, of Albert College, delivered an interesting and instructive lecture on "History in Public Schools." A hearty vote of thanks was given Prof. Wright for his address. Friday morning, after a short discussion on Literature, the following officers were elected for the ensuing year:—President, Mr. Mackintosh, Vice-President, Mr. Stirk; Secretary-Treasurer, Miss Riddell; Librarian, Mr. Kirk; Councillors, Messrs. Sutherland, Sharmon, Mulloy, Morton, Henderson, and Misses McDermid, Croper and Breeze; Delegate to Provincial Association, Mr. Sutherland. After an essay on School Management by Miss Riddell, the subject of "Health in Public Schools" was taken up by Dr. Dafeo. A vote of

thanks was tendered Dr. Dafoc, and he was requested to allow the Association to publish his paper. Mr. D. Johnston, Cobourg, then read an excellent paper on Teaching, for which he received the thanks of the Association. Friday afternoon, the subject of Grammar was taken up, first by Miss Hornibrook, who read a well-written essay on Grammar to juniors, and afterwards by Mr. Johnston, I.P.S., South Hastings, who dealt with mistakes made in teaching Grammar to 4th and 5th Classes. A vote of thanks was given by the Association to the gentlemen who had so ably contributed to the success of the Convention, namely, Messrs. Burrows, J. Johnston, and D. Johnston. The following resolution was passed during the Convention.—“That in the opinion of this Association, the Provincial Association should be constituted as follows: 1st. Of delegates elected by each local association, one delegate being elected for every fifty paying members; 2nd. That in addition all persons engaged in any department of education should be eligible for membership; 3rd. That the right of discussion in the meetings of the Association should belong equally to all members; 4th. That to the delegated portion alone should belong the right of voting in the meetings of the Association.”

JESSIE RIDDELL, Secretary.

COUNTY OF LANARK.—The Semi-Annual Meeting of the Teachers' Association for the County of Lanark was held in Almonte on Friday and Saturday, May 21st and 22nd. There were present more than ninety teachers. This being the regular business meeting, the election of officers was proceeded with. H. L. Slaak, M.A., I.P.S., Co. of Lanark, was elected President; P. C. McGregor, M.A., Head Master High School, Almonte, Vice-President; H. Beer, Head Master Model School, Perth, Secretary-Treasurer. The following were elected a Committee of Management: Miss Todd, Mr. Raino, Mr. Moag, Mr. Hannah, Mr. J. P. Anderson. Mr. Michel and Mr. McCarter were appointed auditors of accounts. The instructive part of the proceedings consisted of a paper on the subject of writing by Mr. Dovitt. This was a practical paper, and the teachers who were present cannot fail to be benefitted by the hints thrown out by this gentleman. He was followed by Mr. Berlinguette, who read a paper on “Want of Connection in Studies an Evil in Our Schools.” This gentleman has had a large experience as a teacher, and his paper was listened to with great attention. Mr. J. McCarter, Head Master Public School, read a paper on History, which the Association asked his permission to have published in the CANADA SCHOOL JOURNAL. Mr. E. Anderton read a paper on the assigning of lessons, and in the discussion which followed it was apparent that a general opinion prevailed that our children were too heavily taxed with lessons, especially in our town and city schools. Mr. Hanna, of Lanark, gave an essay on the Prize System. He said prizes should only be awarded on the result of a carefully kept record of the session's work, and should be given for general proficiency. Mr. Raine gave a valuable paper on Grammar and how to teach it. J. A. McCabe, M.A., Principal Ottawa Normal School, began the proceedings on Saturday morning by a practical lesson on teaching the important subject of reading. Mr. McCabe took lessons from the Fifth Book, and showed how to excite an interest in the subject. Mr. Lawe, of Almonte, followed with an essay on School Management. He deplored the unruly behaviour of our children generally, and a contrast between the behavior of children of forty or fifty years ago and those of the present time was made, much to the disadvantage of the present generation. Mr. J. P. Anderson then read an excellent paper on conducting examinations. This paper contained some new and original ideas, and was well received by the Association. The last subject was Algebra, which was very ably treated by F. L. Michell, M.A., Head Master Perth High School. Mr. Michell went to the blackboard and there solved a number of problems according to the most approved methods. This was work suitable chiefly for candidates for Third Class certificates. This closed the regular business of the Association. On Friday evening a public lecture was given by J. A. McCabe, M.A., on the cultivation of a taste for the beautiful, especially among children. This was a very instructive lecture, and was ably delivered by the lecturer, who kept the attention of his audience by a flow of language replete with poetic expression and beautiful imagery. The teachers separated on Saturday evening, feeling that their time had been well and profitably spent.

BRANT.—Friday and Saturday, June 4th and 5th, 1880. First day.—10.00 to 10.30 a.m.—Time-table for Rural Schools, Mr. M. Sipprell, Master No. 11, S. Dumfries; Critic Messrs. John McLean and J. Patton. 10.45 to 11.15 a.m.—Geography to a Junior Class, Mr. J. D. Webster, Master No. 5, S. Dumfries; Critic—Mr. A. E. Kennedy and Miss Clarke. 11.30 to 12 a.m.—Music in Public Schools, Mr. J. M. White, Master No. 1, Brantford; Critic—Misses Farves and Knowles. 2.00 to 3.00 p.m.—Factoring and Theory of Divisors, Mr. J. A. McLellan, LL.D., Senior Inspector of High Schools. 3.00 to 3.30 p.m.—Essay, Mr. J. W. Narraway, Master Cainsville School. Second day. 9.00 to 11.00 a.m.—Business meetings of Committees. 10.00 to 10.30 a.m.—Geography to an Advanced Class, Mr. J. A. Dale, Master No. 7, Brantford; Critic—Messrs. Burke and J. Ross. 10.45 to 11.15 a.m.—Paper on Spelling, Miss Knowles, Central School; Critic—Messrs. Kelly and Akers. 11.30 to 12.00 a.m.—Elementary Arithmetic, Mr. D. Reid, Master St. George School; Critic—Messrs. Rothwell and Dale. 2.00 to 2.30 p.m.—English Literature, Mr. Morrison, Student B. C. I.; Critic—Messrs. Hodgson and Wilkinson. 2.45 to 3.15 p.m.—Essay, Miss Mary Clarke, Teacher Coll. Inst., Brantford. 3.15 to 3.35 p.m.—Solutions of Equations, Mr. E. Bruce, Student B. C. I.; Critic—Messrs. Wm. Rothwell and A. E. Kennedy. I. An effort will be made to render all the exercises practical, and to conduct them with reference to the School Room. II. The Committee deemed

it advisable to appoint critics in advance, that those appointed might be prepared to discuss the different subjects. III. On the evening of Friday, June 5th, a public meeting will be held in the hall of the B. C. I., when J. A. McLellan, LL.D., will deliver a Lecture. Addresses will also be delivered by other friends of education. Music by Glee Club. M. J. KELLY, LL.B., President. W. ROTHWELL, Secretary.

OTTAWA. Friday and Saturday, June 18 and 19, 1880. First day—9.00 to 10.00.—Preliminary Business. 10.00 to 11.00 a.m.—Address, A. Smith, Esq., Vice-President. 11.00 to 12.00 a.m.—J. Thorburn, LL.D., Ottawa Collog. Institute. Names and Places. 2.00 to 3.00 p.m.—J. A. McCabe, M.A., Prin. Normal School Ottawa, “The Teaching of English Composition.” 3.30 to 5.00 p.m.—Mr. R. J. Tanner, Cen. Sch. West, “Geography.” Second day. 9.00 to 11.00 a.m.—J. C. Ginsuan, Inspector Public Schools, Ottawa, On Counting. 11.00 to 1.00 a.m.—Election of Officers. 2.00 to 4.00 p.m. Mr. Smith Curtis, Central School East, “Orthopy.” C. CASPBELL, Secretary.

PRESCOTT.—The next session of the County of Prescott Teachers' Association will be held at Hawkesbury Village on Friday and Saturday the 4th and 5th. Programme. Friday, 10-10, Opening address T. O. Steele, I. P. S., 104-114. Composition: J. A. Houston, B.A., 114-121, Geography: H. Gray, H.M.M.S., 2-3, Grammar: T. O. Steele, I. P. S., 3-33, French Address: Rev. J. Routhor, C.P., 34-4, General Business, 74-84, Public Lecture by J. Maxwell, B.A. Saturday, 10-11, Arithmetic: J. McCutcheon, H.M.H.P.S., 11-12, English Literature: T. O. Page, B.A., 2-3 Object Lessons: E. Robinson, O.M.H.H.J., 3-4, Reading and spelling, Mrs Gray and others. N.B.—Fail not to attend. H. GRAY, Secretary. T. A. STEELE, President.

LINCOLN—Programme.—Friday, 10 a.m.—Election of officers, reception of Reports, and miscellaneous business. 11 a.m.—Discussion on Corporal Punishment in school—its necessity or otherwise, and the proper occasion and method of its infliction: Introduced by Mr. F. Davis, of Merriton. Afternoon Session.—1.30 p.m.—Merit Marks to Pupils—The expediency of using and the proper method of awarding them. Introduced by Mr. A. E. Moore, Jordan. 2.30 p.m.—Talking in school.—Should it be permitted? If so, to what extent? If not, how to repress it effectually: Introduced by Mr. Gray, Inspector of Schools, St. Catharines. 3.30 p.m.—Importance of Physical Culture.—The School Room the place for it. Practically illustrated by means of a class by Miss L. Darcho, of St. Catharines. 4 p.m.—Uniform and simultaneous Promotion Examinations for the county.—Their object and how they are conducted elsewhere, and the expediency of adopting them here. Introduced by Mr. Somerset, County Inspector. Saturday Morning—9 a.m.—Teachers' Vacations; with special reference to the late modifications of the law respecting them. Introduced by Mr. Jacob Hippo, of Campbell. 9.30 a.m.—Industrial Drawing, as a means of Training and Culture, with illustrative lessons to a class: by Miss L. F. Gross, of St. Catharines. 10 a.m.—Teaching History; A few common mistakes and how to rectify them, to what extent should the text-book be depended upon? With class illustration, by Mr. W. F. Rittenhouse, of St. Catharines. 11 a.m.—Address by Professor Bell, on the Teaching of Reading to children, with special reference to the work of our Public Schools. Afternoon Session.—1.30 p.m.—Object Lessons—their importance in developing the thinking and observing faculties of children; with illustrative lessons by Miss M. A. Snively, of St. Catharines. 2 p.m.—Algebra Lessons suitable for students for Second and Third-class certificates: By Mr. W. J. Robertson, of the Collegiate Institute, St. Catharines. 3 p.m.—The teaching of English Literature: Mr. Seath, Head Master of the St. Catharines Collegiate Institute. Evening Entertainment.—Professor David Charles Bell, of Brantford, will give a “Literary Evening” on Friday, in the City Hall, consisting of selected Reading from various authors. J. B. SOMERSET, President. W. F. RITTENHOUSE, Secretary.

WENT WORTH.—Friday and Saturday, May 14th and 15th. Programme.—Friday, May 14th.—10.00 to 11.00 a.m.—Routine business. 11.00 to 12.00 a.m.—School Discipline. 1.30 to 2.00 p.m.—Question Drawer, English, T. C. L. Armstrong, M.A. 2.00 to 2.30 p.m.—Question Drawer Mathematics, W. H. Ballard, M.A. 2.30 to 3.30 p.m.—Address, J. M. Buchan, M.A. 3.30 to 4.00 p.m.—“Arithmetic Begun,” G. W. Johnston. Evening Session—at 8 o'clock—Prof. D. C. Bell. Saturday, May 15th. 9.00 to 10.00 a.m.—Penmanship, N. Stillwell. 10.00 to 11.00 a.m.—Physical Geography, Dr. Hare. 11.00 to 12.00 a.m.—School Amusements, Jas. Herald, M.A. J. H. SMITH, P. S. Inspector GEO. DICKSON, M.A., President.

Readings and Recitations.

THE SCHOOLMASTER TO HIS PUPIL.

CONSEQUENCES.

The following is taken from a book entitled “The English School Master,” bearing the date 1680. It is a very quaint old book, written by a famous English schoolmaster, Edward Coote.

My child and scholar, take good heed,
unto the words that here are set,
And see thou do accordingly,
or else be sure thou shalt be beat.
First, I command thee God to serve,
then, to thy parents, duty yield;
Unto all men be courteous
and mannerly, in town and field.
Your cloths unbuttoned do not keep,
let not your hose ungartered be,
Have handkerchief in readiness,
wash hands and face, or see not me.

Lose not your books, ink-horns, or pens,
nor girdle, garters, hat, or band,
Let shoes be tied, pin shirt-band close,
keep well your hands at any hand.

If broken-hosed or shoed you go,
or slovenly in your array,
Without a girdle or untrust,
then you and I must have a fray.

If that thou cry or talk aloud,
or books do read, or strike with knife,
Or laugh, or play unlawfully,
then you and I must be at strife.

If that you curse, miscall, or swear,
if that you pick, filch, steal, or lye;
If you forget a scholar's part,
then must you sure your points untye.

If that to school you do not go,
when time doth call you to the same;
Or if you loiter in the streets,
when we do meet then look for blame.

Wherefore, my child, behave thyself,
so decently in all assays,
That thou may'st purchase parents' love,
and eke obtain thy master's praise.

EDUCATION FOR GUIDANCE.

What shall we say of a system of education which throws its students into society unable to protect themselves from the grossest impostures? To what end is a community filled with colleges, high schools, and common schools, upon which millions of dollars are spent, when its graduates go out to become the ready prey of charlatans and sharpers, who can enrich themselves by pushing the most absurd and preposterous projects?

We are led to these reflections by the last curious report of lightning-rod swindles. The proud State that gives us our President and Chief Justice, and makes a great ado about its education, has also the honor of originating and harboring "Chambers's National Lightning Protection Company" of Cincinnati. The Americans are a progressive people, great on improvements, and the Westerners are specially wide-awake in this respect. So the new lightning-rod is a great step forward in inventive science. It is laid flat upon the ridge of the building, and turned up at the two ends, and has no connection with the ground. Its rationale seems to be that the lightning-discharge is caught upon one of the points, and, there being no rod to convey it to the earth, it is obliged to "diffuse back into the air, where it belongs and whence it came." Of course, such an arrangement is worthless for protection, and is, moreover, absolutely dangerous, as every intelligent schoolboy ought to know; and yet such is the grossness of public stupidity that the company drove a thriving business with their contrivance, mounting it upon a great number of private dwellings, and even upon school buildings. Professor Macomber, of the Agricultural College at Ames, Iowa, seeing the extent to which people were humbugged by this so-called "Protector," publicly denounced it as a fraud, whereupon he was prosecuted by the company, which laid its damages at \$50,000.—*Prof. E. L. Youmans, in Popular Science Monthly for February.*

IMPORTANT FACTS CONCERNING COMPULSORY EDUCATION AND ILLITERACY. State Superintendent Smart recently answered the following questions through the *Indianapolis Daily Journal*—

1. What nations have now in force a compulsory education law?
2. What per cent. of the population of each nation can read and write?

3. What per cent. of the population of the United States can read and write?

4. Have any of the States had such a law, and what ones?

The nations having compulsory educational laws are as follows: Prussia, since 1732; all the German States, before 1810; Austria, in a modified form, for a hundred years; the Scandinavian Government and Denmark, since 1814; Greece, since 1834; all the cantons of Switzerland except Geneva; Turkey since 1869, but the laws

have not been enforced; Italy since 1871; Spain and Portugal, but the laws are not enforced. The school boards of England have had the power to compel attendance since 1871, and the cities of Liverpool, Manchester, Oxford and many other towns have compulsory laws.

2. The per cent. of population of different nations that can read and write is as follows, viz.: Switzerland, 100; Denmark, 100; Sweden, 100; Norway, 100; Japan, 90; Germany, 88; United States, 80; Belgium, 70; England, 67; France, 67; Austria, 51; China, 50; Italy, 27; Spain, 20; Greece, 18; Argentine Republic, 17; Russia, 09; Poland, 09; Mexico, 07; India, 05.

3. Per cent. of population of the United States that can read and write, 80.

4. Names of States that have had compulsory educational laws are as follows, viz.: Maine, New Hampshire, Massachusetts, Connecticut, New York, New Jersey, Michigan, Nevada, California, Texas.

In most, if not all, of these States the law is practically inoperative.

PRONUNCIATION vs. SPELLING.—A copy of Webster's Unabridged Dictionary was offered at a teachers' institute in Pennsylvania to any teacher who would read the following paragraph and pronounce every word correctly, according to Webster. No one succeeded in earning the dictionary, although nine teachers made the attempt: "A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely, lenient, and docile young lady of the Malay or Caucasian race. He accordingly purchased a calliope and a coral necklace of a chameleon hue, and securing a suite of rooms at a principal hotel, he engaged the head waiter as his coadjutor. He then despatched a letter of the most unexceptional caligraphy extant, inviting the young lady to a matinee. She revolted at the idea, refused to consider herself sacrificeable to his desires, and sent a polite note of refusal; on receiving which, he procured a carbine and bowie knife, said that he would not forge fetters hymeneal with the queen, went to an isolated spot, severed his jugular vein, and discharged the contents of his carbine into his abdomen. The debris was removed by the coroner."

Dream of the Past,
'Tis joy unspeakable thus now, as then,
To see those visions, though they may not last—
May never come again.

Still are they mine—
Not of the earth, all earthly and unblest;
Their home within my heart, my soul the shrine
Where they so calmly rest! *Lyle.*

Publishers' Department.

The following is a sample of numerous letters received from various parts of the United States regarding Mr. Hughes' work, "Mistakes in Teaching":

Messrs. GAGE & Co.

Gentlemen,—The book sent me by your house fully confirms the statement made by the Hon. W. D. Henkle, of Ohio. It really is "a happy hit," and in reading its pages I was reminded of many a blunder that took place in my early experience. I think he who makes himself intimately acquainted with the contents of "Mistakes in Teaching" is sure to succeed, provided he makes and holds a thorough acquaintance with the details of school work. Noticed advertisement of CANADA SCHOOL JOURNAL in said book; would thank you for a sample copy.

I remain, yours truly,

H. LENICH MEYER (Teacher),
Kutztown, Pa.

Messrs. Carter, Dinsmore & Co., Boston and New York, Manufacturers of Carter's Writing Fluids, Inks and Mucilages, received the "First Award," the highest given, at the International Exhibition just closed at Sydney, Australia.