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# The Canada School Journal.

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## THE CANADA SCHOOL JOURNAL

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

### — TERMS —

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**NADA SCHOOL JOURNAL PUB. CO. (Limited),**  
OFFICE; Toronto, Ontario.

ONLOOKER, in the *Canada Citizen*, referring to Mayor Howland's address before the Teachers' Association on the subject of Industrial Education, calls attention to "an important principle of pedagogy," "the necessity of so arranging school work that the hands shall be employed as well as the head," as follows:

"This is exactly where the Ontario school system is weak, and where it is excelled by some of the educational systems of some other countries. In point of technical skill on the part of the manufacturers, Germany is rapidly distancing the world. This is true of all kinds of products from toys to articles of vertu, from a pocket-knife to a Krupp gun, and her admitted superiority is due largely to early manual training. Boys and girls in this country may leave school with a fair knowledge of historical, geographical, and scientific facts, but they have not learned to 'do' anything. If a boy learns during his school period to handle a tool, he learns it somewhere else than at school. If a girl learns sewing or embroidery, she also learns it out of school. Why should manual skill not be regarded as a legitimate object of a school-training equally with an acquisition of book knowledge? Why should the term 'learning' not be extended to include acquired skill as well as acquired facts?"

ONLOOKER's emphatic "Why?" we would repeat with no less emphasis. We cannot say better what we would like to add on this subject than by quoting further:

"Fortunately, it is not necessary to pit the one kind of knowledge against the other—the practical against the intellectual. Mayor Howland was right in his contention, that a child may combine physical with mental occupation in such a way that he will receive a better intellectual training than if the physical element were omitted altogether, and all his time were given up to intellectual work. And—what is of at least equal importance—he will certainly receive a better moral training. The great thief of school time is inattention on the part of the pupils; the chief cause of inattention is mental weariness; and the best remedy for the evil is a judicious alternation of physical with mental occupation. I would like to see this subject get more attention than it has yet received from practical teachers, and I hope the suggestions on the subject will not come amiss, though their author is only a 'layman.'"

We are glad to see that Mayor Howland is urging the City Council to memorialize the Local Government in regard to the desirability of having industrial adjuncts to the city schools. It is to be hoped the Education Department will prove itself receptive of new ideas of the right kind, and at least, make arrangements to give the experiment a fair trial. Compulsory attendance at school will be placed on a basis doubly broad, and command much more popular sympathy, when such attendance means being taught the use of the hands in some honest industry as well as the mysteries of the "three R's."

FITCH's first three rules for the guidance of the young teacher are admirable, and should be well-conned and constantly remembered:

1. Never teach what you do not quite understand.
2. Never tell a child what you could make that child tell you.
3. Never give a piece of information without asking for it again.

DR. WITHERS-MOORE, a prominent English physician, is rather late in the day in taking up his parable and disparaging higher education for women on the grounds of danger to health and womanliness. Experience has now pretty well proved what good sense and reasonableness have always taught, that the proper development of brain power, and of all the higher faculties, is one of nature's prime conditions of the best health and truest womanliness. The very possession of faculties capable of being strengthened and cultivated is the best of all reasons for seeking to strengthen and cultivate them. Of course in the case of women, as in that of men, the laws of the physical system cannot be violated with impunity. Few thoughtful observers now doubt that, in the case of men and women alike, brain-workers, other things being equal, and due regard being had to the laws of the physical system, live longer and enjoy better health than any other class.

THERE are some hopeful indications that the study of Art may once more reassert its power as a great moral and spiritual influence. Too long the tendency of modern artists and the aim of the academies has been simple reproduction of natural objects, and often objects destitute of anything elevating in themselves or their surroundings. All tendencies towards spiritualizing, or bringing into play the "shaping power of imagination," have been ruthlessly frowned upon. Realism gone mad seems to have dominated the studios and art schools, and even the Royal Academy. As Holman Hunt says, "Low life—a dog on a cat's meat cart—is all the Academy looks for from an artist, instead of encouraging historical painting and fine poetical and noble conceptions." Both in New York and in England there are indications of a revolt against the tyranny of petty and fashionable conventionalism and the academies which wield it. A demand is being made for a radical reform, and a proper recognition of good work by outside artists, of "art which is characterized by elevated aim and unconventional treatment."

UNDER the guidance of M. Goblet, the new Minister of Instruction, France is making some important innovations in its school system. The reaction which has already taken place in America, and to some extent in England, against giving undue prominence to the classical branches, has begun to set in in the French Republic. The Council of Public Instruction has prepared a new programme for the secondary schools, founded on the principle that the study of ancient languages and literature is best adapted for those who choose the higher professions, and that an acquaintance with scientific, commercial and industrial topics is better suited and more practically useful to lower and middle class pupils. Consequently modern languages are being substituted for Latin and Greek in the new programme. This innovation is cautiously introduced, and the liberty of choice amongst various courses of study still too narrow. But the wedge has been entered, and the intrinsic force of the new educational ideas will gradually press it home.

"ONE teacher looks at his pupils and sees nothing in their faces but an exhaustive demand on his strength and patience; another sees in each face a mute appeal to all the wisdom, sympathy, and love that are in him." So says the *Christian Union*. The words are fitly spoken. We commend them to the consideration of every teacher who reads the CANADA SCHOOL JOURNAL. Let each ask himself and herself, "What do I see in the faces of my pupils? To which class of teachers do I belong?" The answer will go far to enable one to determine whether he is a true teacher or no.

## TWO PRACTICAL QUESTIONS.

IN our Question-Drawer a correspondent puts two questions which deserve serious consideration. If we were prepared to recommend resort to corporal punishment in mixed schools, under any circumstances, we should find it difficult to give any good reason why the teacher should discriminate in favor of girls. If the rod is used because absolutely necessary, the

necessity must sometimes apply to the gentler sex as well as to the other. Girls are not free from natural depravity any more than boys, and though the cases in which resort to the argument of physical pain is necessary, may be much more rare with the sisters than the brothers, no one can logically argue that they occur frequently in the case of the one sex and never in that of the other. If, again, corporal punishment is used as a means of moral good, it is manifestly unfair to the girls to deprive them of its elevating and refining influence.

DOES not the fact alluded to by our correspondent, and it is an undoubted fact that many teachers make the distinction in practice, suggest that the teacher himself shrinks from carrying his belief in the efficacy of the rod to its logical result? He either does not believe that it is indispensable, or salutary, or he shrinks from an unpleasant duty and convicts himself of partiality, unfaithfulness, and moral cowardice.

As to the second question, it seems to us to be the *reductio ad absurdum* of corporal punishment in schools. To flog the little boys and let the big ones go free seems unfair and cowardly. And yet there is a point beyond which the attempt to inflict corporal punishment becomes manifestly demoralizing. Fancy a struggle for the mastery before the school! We have heard of such things. When, as may often happen, the teacher is physically slight, and the boy big and robust, the thing may become not only absurd and demoralizing, but even dangerous. Where shall the line be drawn? When does a boy become too old to be flogged? Evidently no rule can be laid down, so much depends upon the physical powers of the teacher and of the boy.

FOR our own part, we have no faith in either the necessity or the moral efficacy of corporal punishment in schools. While the parent lives we do not believe any one else has a moral right to lift a rod against the child. Nature has implanted in the parental heart the feeling which alone can make such a punishment morally beneficial. Not one teacher in a hundred flogs a pupil in the only spirit which can make the punishment effectual for good. In the great majority of cases the child resents it as a wrong, as the tyranny of brute force. At the best, it appeals to the low motive of abject fear. At the worst, it stirs up hatred, evil passions, and a desire for revenge.

ONCE more: Is it not a personal degradation to the teacher to inflict, or to be expected to inflict, such chastisement? Are not the prevalence of this mode of punishment, and the associations it has created in the public mind, amongst the great weights which tend to drag down the teacher's occupation below the level of the other professions?

THE argument from necessity is answered by pointing to hundreds of schools all over America where the best of discipline prevails, and corporal punishment is utterly discarded. Of course, power must be given to dispose of incorrigibles by handing them over to parents, reformatories, etc. But there is

a wonderful efficacy in kindness, tact, self-control, and mind-power. The teacher seldom develops these to their full extent until he has flung away his rods and committed himself to better methods—burned, as it were, his boats behind him.

### THE COLLEGE OF PRECEPTORS.

WE lay before our readers in this number the introductory and argumentative portion of Principal Dickson's paper, read before the Ontario Teachers' Association. The practical part, in which the scheme is outlined, has been given in a previous number. No doubt a good many of our readers heard the paper read, and took part in the discussion which followed, in Toronto. These will be glad, none the less, to have the printed paper before them for more deliberate consideration. The many who were not present at the Convention will, we hope, avail themselves of the opportunity now afforded for a full consideration of the subject. The question is one of the first importance. Its discussion has but commenced. We shall be glad if those interested will make free use of our columns. Let the *pros* and *cons* be clearly presented and fully considered. Let those who have given special thought to the subject suggest extensions or modifications of the scheme proposed, as their judgment may dictate. The whole ground should be carefully and thoughtfully reviewed during the current year, in order that when the teachers next assemble in annual convention they may be prepared for action.

WE shall not attempt to forestall general discussion at the present stage of the movement by any extended criticism of details, but a few general remarks may be in order. On one point all are, it may be assumed, agreed—the necessity for some better organization of members of the teaching profession. The interests, not only of the teachers themselves, but of national education in all its grades demand that teachers should adopt some legitimate means of bringing their influence to bear upon the Government of the day, on the one hand, and upon parents, trustees, and the general public, on the other. Teachers should have more to do—they should, in fact, have almost everything to do—in directing all educational legislation. They should have a very influential voice in all matters of school administration. They should be able to speak with authority on such matters as the determination of courses of study, of school programmes, of methods of teaching. They should practically govern the choice of text books.

ON some other points we are not so clear. We are by no means sure that it should be in the power of any such organization to say who may and who may not be permitted to practice the profession to which its members belong. Such a power is very likely to be abused; at least its possession by those who are personally interested in the matter is a temptation to abuse. The fact that lawyers and doctors already have such powers settles nothing. The previous question is in order. Ought they to have it? Many will say, No! and bring forth pretty strong arguments in support of their negative. The manner in which the College of Physicians and Surgeons, for instance,

may punish any one who, without their diploma, presumes to prescribe for a sufferer and accept fees therefor, is very like an interference with the liberty of the subject. With our present light, we do not believe the College of Preceptors should have the power to impose a penalty upon any one for teaching without a license, nor do we believe it just that the Law and Medical Colleges should have that power. If the members of these organizations cannot convince the public that their certificates are the best and surest guarantees of professional ability by other means, we do not think they should be empowered to do so by legal penalties.

SURELY no such arbitrary powers are necessary to establish the authority and influence of a properly organized College of Preceptors. If such an organization can but secure the adherence and active co-operation of the great body of teachers in the country, and especially of the great majority of the best educators, it can soon establish its influence as an educational congress, without any legal pains or penalties. And this suggests one respect in which Principal Dickson's scheme needs enlargement. It should aim at enlisting not only first class teachers and High School masters, but College and University professors and tutors. Thus and thus alone can the proposed College be made to represent the highest intelligence of the profession. The present time is a very critical one in the history of educational movements. The new is everywhere striving to cast out the old. Nothing is accepted as settled. All the time-honored courses and methods of instruction are up for discussion and revision. In our Province a system of manufacturing, publishing and authorizing text books has been adopted which has been repeatedly tried and condemned elsewhere, and which, in the opinion of many of the best educators, must, if persisted in, speedily put our whole public school system on the down grade. The machine is being elaborated, complicated, and extended, until it threatens to destroy all individuality and originality on the part of teachers, and to drive every man and woman of independent spirit out of the profession. There is thus manifestly a large place and a wide scope for the deliberations and influence of an independent educational parliament. We are not sure that such a parliament will not speak with higher authority and exert, on the whole, a more salutary influence, by preserving its independence of the State and relying wholly on intellectual and moral influences for the enforcement of its decrees.

### Special.

#### THE ONTARIO COLLEGE OF PRECEPTORS.

BY GEORGE DICKSON, M.A., PRINCIPAL OF UPPER CANADA COLLEGE.

(Read before the Ontario Teachers' Association).

The consideration of the question of a grand union of all teachers of the Province into one Society, possessing the power of admitting members and of enacting by-laws for the regulation of all matters concerning the teaching profession, is now introduced for your consideration under the title of a "College of Preceptors." The designation of the proposed Union may first claim our notice; and on this point it may be said that as there is in Ontario a Law

Society, and Societies formed among the other professions of the Province, each conserving and advancing its own special interests, the title of "The College of Preceptors for Ontario" will, perhaps, be appropriate, considering the objects we have in view. Some suggested the title, an "Education Society" for our projected union: the aptness of the former, and the vagueness of the latter, are obvious, and will, doubtless, decide the matter as to the name by which the union shall be known. As an art, education is very old; old, I presume, as the human race; but as a science it is among the last born, scarcely yet named in the English language; and although it concerns itself with every other science, and is surpassed by none in its promise of ever-widening benefit to mankind, the followers of the art scarcely take rank as a recognized profession. The State in its desire to provide an education for youth takes charge of the teacher as well as of the school. His position is that of a sort of civil servant, "cribbed and confined" by regulations and by-laws; bound to serve, not one, but many masters; scarcely consulted in matters pertaining to his work; his part is to carry out a prescribed curriculum in a prescribed way; he is left limited room for development in his calling; and little opportunity for making his individuality felt.

It is the aim of the contemplated union to provide a remedy for these defects, and, it is fitting that this movement, which has been long talked of and discussed, should be taken up by the Ontario Teachers' Association—the only organization of the kind amongst us that is provincial in its character. We must have, as a representative body, a brotherhood of teachers; our aims and sympathies are in harmony; there is, or should be, a feeling of loyalty to the profession, and a professional *esprit de corps*, which is above mere personal matters. I feel, therefore, that whatever conclusion this Association comes to in regard to this very important question, it will meet with the hearty approval of all the teachers of the Province.

We need more organization and less isolation; we should know each other better than we do; we want a fuller recognition of the necessity of good professional training, and a more adequate appreciation of our work on the part of the public. I have no doubt that these objects may be pursued successfully, because the whole complexion and temper of the times are favorable to their present discussion. Not only is there a wide interest taken generally in education, but there is abroad a spirit of robust and intelligent criticism, not, of course, perfectly instructed, nor always based on profound study, but on the whole intelligent criticism; and it is assuredly a sign of a healthy condition when our work attracts such criticism.

Any effort at forming a union having in view merely our pecuniary gain will certainly fail, as savoring too much of trade unionism, and placing us in a position of antagonism to the other professions, and to a very important and influential class of sympathizers in our national system of education. There are defects in our educational system which our scheme should seek to remedy, if we cannot show that the projected scheme will benefit the public as well as the teaching profession, we need not hope to succeed. We want a fuller recognition as a profession; teaching is something more than a trade—a means of getting money; it is, or should be, a real vocation or mission—a something for which a man has certain talents to be turned to right account; it is not only a service but a ministry. It requires a professional training—the direct training in the art of teaching, and an indirect training which comes from our own devotion to thought and research into truth. We claim for those entering the teaching profession a professional training secured by the influence of spirit—the power of full conviction and of moral influence—and the influence of law.

The first and most important essential in teachers themselves is a conviction of duty—a something like enthusiasm for the work. The public can stimulate these influences for us; they can look upon our work in the same light, and from a point of view as high as that from which we ourselves regard it, but unless we have these higher influences, unless there is a feeling of duty, and that enthusiasm in the profession which is begotten of self respect, as well as an earnest regard for the good name of every member of the profession; and unless these are taken for granted by the public, we will never maintain the teaching profession in its true and fully accredited position.

But there is a decided function of law in this matter—its directing and stimulating function. The public have surely as good a right to be secured by proper qualification in this as in the medical or legal profession. So far as the patrons of the schools under government control are concerned, the protection is ample; but what of other schools? The injury done by an inexperienced or ill-trained teacher is infinitely greater than a mistake made in the other professions. The child is committed to the teacher's hands in the very morning of life, when the character, still more than the young limbs, is, so to speak, in the gristle. Both limbs and character have acquired some of their proper consistency and powers of resistance; but too low much of the intellectual and moral frame are not the first impress and shaping given at school? Is this a matter to be disregarded? Mistakes that lie on the surface, and are easily seen, are soon remedied, and the best means are employed to prevent their recurrence; but mistakes that affect the proper care and culture of the intellect and character—"that unspeakable mystery on earth, a thinking, reasoning, discoursing, immortal creature"—are so subtle and the consequences so remote that they often pass unheeded. No one now questions the value of the professional training of teachers, or the right of the State to impose a rigorous supervision of the teacher's work; but this supervision does not go far enough. Any scheme proposed will but half meet the necessities of the case that does not concern itself with teachers of all grades, and with teachers not at present under the control of the Department of Education; our organization must extend from the highest rung in the educational ladder to the lowest—from the highest chair in the university system to the humblest private school in the land. The inefficient teacher should not be permitted to practice privately in educational work any more than the sciolist should in medicine or in law. Teaching is not a mere piece of job-work to which any one may turn his hand, but a professional calling which requires knowledge, judgment, and experience.

Holding these views with regard to the value and character of the teacher's work, and of the necessity for some sort of organization, a review of the operations of the College of Preceptors London, England, will, I dare say, aid us in working out the problem before us. The English College of Preceptors was established in 1846, and incorporated by royal charter in the year 1849. It was founded, we are told, "for the purpose of promoting sound learning and of advancing the interests of education, especially among the middle classes, by affording facilities to the teacher for acquiring a knowledge of his profession, and by providing for the periodical sessions of a competent Board of Examiners, to ascertain and give certificates of the acquirements, and fitness for their office, of persons engaged or desiring to be engaged in the education of youth."

With these aims in view the charter empowered the College to hold examinations of teachers and schools, and to grant diplomas and certificates to such persons as pass these examinations satisfactorily.

To effect these objects, two plans of examinations were established:—

1st. The examination of *teachers*, to ascertain their qualification and fitness to take part in the work of instruction.

2nd. The examination of *pupils*, to test their progress, and to afford at once to the teacher and to the pupil a satisfactory criterion of the value of the instruction received.

It is a distinctive feature of these examinations that in all cases the *Theory and Practice of Education* is an obligatory subject for each grade.

The diplomas granted by the College to teachers are of three grades, viz.: *Associate, Licentiate, Fellow*.

"The pupils' examinations were established in 1854—four years before the institution of the University Local Examinations, and two years before those instituted by the Society of Arts, both of which may justly be regarded as more or less the fruit of the efforts and example of the College of Preceptors in their efforts to improve the education of the middle classes. These examinations have been carried on half-yearly since that time, with increasing success; during the past year the number of candidates examined for certificates amounted to more than 14,000. Visiting examiners were appointed by the College for the inspection and examination of Public and Private Schools. About 3,500 schools, of both classes, scattered over the country, are now brought under the influence of the College examination."

I may here add that the higher certificates awarded by the College at the half-yearly examinations of pupils are recognized by Her Majesty's judges, and by the General Medical Council, as guarantees of a good general education; the holders of them who may intend to enter the legal and medical professions are thus exempted from the necessity of submitting to the Preliminary Literary Examinations held by the Incorporated Law Society; and by the various medical corporations of the United Kingdom. All the College certificates above the third are also recognized by the Royal Veterinary College and the Pharmaceutical Society of Great Britain. The examinations, both of teachers and pupils, it may be remarked, are open to both sexes.

"The total number examined annually by the College at the various examinations that have been mentioned, and the pupils examined at their own schools by visiting examiners, is over 18,000—a number which, it may be observed, greatly exceeds that of the candidates who present themselves annually before any other examining body especially concerned with the improvement of the education of the middle classes."

The movement which resulted in the establishment of the College of Preceptors originated at Brighton, as I have said, in 1846; it spread rapidly, and within a year after its organization there were over 1,000 members. Unfortunately, in regard to membership, as a correspondent informs me, the very error for many years was committed which the College was founded to combat. "The promoters intended to include among the first members all persons of respectability, both male and female, who paid a yearly subscription of one guinea. But they also intended, at no distant date (a date not assigned), to subject a large number of candidates for membership to examination. Amid the pressure of other business, and of crippled resources, the latter intention was, however, lost sight of, and it would seem also that there had been some laxity in the granting of certificates. The consequence was that A.C.F., L.C.F., and F.C.F., became involved in a common depreciation." It must be understood, however, that the College, in its documents, had always drawn a clear distinction between examined and unexamined members—a distinction which the general public could not be expected to bear in mind, or even to apprehend. 'The investigation of the Schools'

Enquiry Commission, together with the action of various learned bodies, for stricter conditions of membership, drew the attention of the more active members of the College to the necessity of reform, and since 1870 no one was admitted who did not comply with the following requirements:—

"I. All persons, not being under eighteen years of age, who have passed the examinations hereafter specified, or such other examination as the council shall from time to time appoint or recognize, are admissible as members of the College:

"(a) Matriculation and all higher examinations in any University in Great Britain, Ireland, or the Colonies;

"(b) Examinations for diplomas at foreign Universities.

"(c) Foreign State examinations for licenses to teach.

"(d) The Senior Local Examinations held by the Universities of Great Britain.

"(e) The examinations for first-class certificates of the College of Preceptors.

"(f) The examinations held by the Committee of Council on Education for government certificates.

"II. Candidates who shall not be able to produce certificates of having passed one or other of the above mentioned examinations, will be required to pass an examination in all subjects required for the diploma of Associate, excepting the 'Theory and Practice of Education.'"

The condition of the College to-day. I am informed, is healthful and hopeful; the strictness of the regulations has not diminished the number of applicants, and the public now have the fullest confidence in the diplomas of the College.

In 1873 the College instituted a professorship of the "Science and Art of Education" (the first established in England) as a special subject of instruction. The late Joseph Payne was appointed to the chair; he was succeeded by Rev. R. H. Quick, M.A. author of "Essays on Educational Reform," a professional treatise, which is well known to you. Mr. Meiklejohn, who was subsequently appointed to the chair of Education in the University of St. Andrews, Scotland, and Mr. Croom Robertson, of London University, have also filled this chair.

It may be of interest to refer for a moment to some details which, in view of our projected scheme, it will be profitable briefly to notice. The annual subscription to the College is *one guinea*. All persons engaged in education are admissible as members, subject to election by the council; but all candidates are required either to give evidence of having passed an examination satisfactory to the council before some recognized examining body, or to pass an examination at the College.

The officers of the College are practical teachers in all grades of schools, and university professors. The governing body is a council of forty-eight members, elected by the Fellows. This council elects its officers—a *President*, and three *Vice-Presidents*, a *Dean*, a *Treasurer*, a *Secretary*, and a *Solicitor*.

The sources of income for carrying on the work are:—

(1) An annual membership fee of one guinea.

(2) An examination fee of one guinea.

(3) Fees for issuing certificates and diplomas:

(a) Associate, one guinea.

(b) Licentiate, two guineas.

(c) Fellow, five guineas.

The legal registration of teachers I have from an official communication, has long been advocated by the College. A proposal for a *Scholastic Registration Act*, analogous in its provisions to the *Medical Registration Act*, was brought before the public some time ago, and it continues to engage the attention of the council as a much needed reform, and a first step towards making teaching a

distinct and fully recognized profession. The educational systems of Britain are so complex, and the interests of the schools and masters so varied, that the passing of a Registration Act seems almost impossible of attainment. Notwithstanding the difficulties in the way, however, every succeeding year finds the teachers nearer their object; they are brought more together, and feel the necessity of hearty co-operation in securing their rights.

These extracts may assist us in devising some analogous scheme applicable to our own wants. In Ontario the teachers' interests are more in harmony, and we have an educational system flexible enough to adapt itself to our necessities. If we begin this work in a generous spirit, there can be no doubt of the ultimate success of the scheme. I feel that we deserve to succeed, and to deserve success will be to achieve it.

Now we come to the consideration of our projected College of Preceptors.

I cannot enter as fully as I should like into the details of the scheme I have in view without exceeding the limits of the present occasion. Indeed, it would not be well to do more, in the initiatory stages of the movement, than to suggest the foundation upon which to build.

(Here follows an outline of the constitution and aims of the proposed College which has been already published in connection with the minutes of the Convention. See No. 16 of SCHOOL JOURNAL, August 15.)

## ENTRANCE LITERATURE.

### THE VISION OF MIRZA.

#### SECOND READING.

*Several dropping unexpectedly.*—Explain who are meant by this class of persons.

*Catching at everything*—Give some instances, not necessarily real, as examples or illustrations.

*Some were looking up*—Describe in your own language, apart from allegory, the meaning of this sentence.

*In the pursuit of bubbles.*—What are some of the bubbles referred to?

*Some with scimitars.*—Addison probably has in mind here specially the vast numbers who are killed in war, though the allegory may include all kinds of deaths by violence. The persons running to and fro may be meant to indicate simply those who kill others, as soldiers, etc., but are more probably intended to denote the few rulers and generals whose feuds and ambitions drive such multitudes of their fellow-beings to slaughter.

*Vultures.*—The vulture is marked by a long beak hooked at the end, and by having some part of the head, and in some cases, of the neck, bare of feathers. It is a cowardly bird and does not kill its own prey, but feeds on dead carcasses and offal. The king vulture is a native of Central and South America. It soars to a great height. Addison would probably know it simply as a voracious carrion bird.

*Harpies.*—The Harpy of Grecian mythology was a hideous winged monster, of fierce and loathsome aspect, represented as famishing with hunger, living in an atmosphere of filth and stench and defiling everything it touched. The name is however applied to a species of falcon, or eagle, which is of great size, with hooked bill, short wings and legs, and has the power of erecting its head feathers into a great ruff or crest. It inhabits the great tropical forests, and preys chiefly on quadrupeds. It has great strength and fierceness. The name *harpy* is also applied to the marsh hen, or duck-hawk. But from the connection Addison no doubt intended to denote the harpy eagle.

*Raven.*—A well known species of crow of great size. Can you distinguish it from the common crow?

*Cormorants.*—The cormorant is a sea-crow, being web-footed and pursuing its prey, which consists of fishes, by swimming and diving. It can dive to a great depth. The common British cormorant is nearly three feet in length. It has a long bill, rounded above, and with a strong hook at the point. The cormorant is proverbial for its excessive voracity.

*Several little winged boys.*—These are, of course, the Cupids, or loves. The name Cupid in Latin signifies *desire*. There were legions of little Cupids, who in the Greek and Roman mythologies, are always described as chiefly winged boys, armed with bows, arrows, and quivers. Their darts could pierce not only human beings, but the fowls of the air, the fishes of the sea, and even the gods on Mount Olympus.

*Envy, avarice, etc.*—Do you think Addison means each of these passions to correspond with a particular one of the birds of prey above mentioned, that is, does the vulture denote envy, the harpy, avarice, and so forth? If so, can you point out the grounds of the special resemblances?

*Cast thine eye on that thick mist.*—Let the bridge and its accompaniments be represented on the black-board if possible, as suggested in the former lesson.

*Rock of adamant.*—Why of adamant? What is symbolized?

*The clouds still rested on one half of it.*—Addison refrains from marring the picture of the delights awaiting the good in the regions of bliss (Heaven) by any attempt to depict the miseries of the lost in the regions of despair. The pupil should be made to dwell upon the various scenes in this delightful picture, and note how skillfully the writer has woven in the different sources of pure pleasures and joys with which we are familiar on earth. There is beauty to delight the eye, music to charm the ear; variety of scenery, pleasure of companionship, etc.

*Every island as a paradise accommodated, etc.*—There is a fine and consoling thought wrapped up in this sentence. Even the joys of the future state would be disappointing if they failed in adaptation to the various capacities and tastes of those admitted to them.

#### I.

Define carefully the meanings of the following words, giving derivations when you can:—*Structure, speculation, scimitar, melancholy, prospect, dissipate, adamant, innumerable, harmony, paradise, superstition, supernatural.*

#### II.

Distinguish the following pairs or triplets of words:—*Contemplate, perceive, observe; mirth, jollity; perpetual, continual; penetrate, pierce; degree, kind; envy, acarice, huge, immense.*

#### III.

Compose sentences containing each of the following words:—*Posture, comprehend, infest, habits, garlands, myriads, harmony.*

#### IV.

Mark carefully the pronunciation of the following:—*Contemplate, multitude, scimitar, ocean, innumerable.*

THORNTON can work miracles. Sawdust and the refuse of a soap factory has no explosive power, but thought has transformed these materials into the most powerful explosive known to modern science. There is great force in the remark made to a learner by an eminent artist, "Mix your work with brains." This mixing process has done wonders, and it will work greater. It is the province of the teacher to do this "mixing." "Think! think for yourself!" is the command now—not "Learn!" "Recite!" That day has passed. Let us rejoice and be glad that it has.—*Exchange.*

## OCTOBER.

October comes across the hill  
Like some light ghost, she is so still,  
Though her sweet cheeks are rosy;  
And through the floating thistle-down  
Her trailing, brier-tangled gown  
Gleams like a crimson posy.

The crickets in the stubble chime;  
Lanterns flash out at milking time;  
The daisy's lost her ruffles;  
The wasps the honeyed pippins try;  
A firm is over the blue sky,  
A spell the river muffles.

The golden-rod fades in the sun;  
The spider's gauzy veil is spun  
Athwart the drooping sedges;  
The nuts drop softly from their burrs;  
No bird-song the dim silence stirs,—  
A blight is on the hedges.

But filled with fair content is she,  
As if no frost could ever be,  
To dim her brown eyes' lustre;  
And much she knows of fairy folk  
That dance beneath the spreading oak  
With tinkling mirth and bluster.

She listens when the dusky eyes  
Step softly on the fallen leaves,  
As if for message cheering;  
And it must be that she can hear,  
Beyond November grim and drear,  
The foot of Christmas nearing.

—Susan Hartley, in *St. Nicholas* for October.

### Examination Papers Examined.

The circular, to which the following are replies, contained the following questions:

- (1). Were those Examination Papers, as a whole, such as to afford a fair and reasonable test of the fitness of candidates to receive non-professional certificates and to enter the High Schools, respectively?
- (2). If not, which of the papers were specially objectionable, and on what grounds?
- (3). What appears to be the cause of the faults indicated, and what remedy would you propose?

Yours respectfully,

Editor CANADA SCHOOL JOURNAL.

#### REPLIES FROM HEAD MASTERS OF MODEL AND PUBLIC SCHOOLS.

##### XVII.

1. I am not interested personally in the questions except those set for Entrance Examination. I have not seen all the Second and Third Class questions. As for the questions for Entrance Examination, allow me to say, I have not much fault to find in them. I have no reason to complain, for I passed over 40 per cent. of the candidates I sent up.

2. In answer to your second question I think the Grammar and History was too difficult for the majority of pupils that go up for examination, for they are too young to grasp such questions, especially Grammar, question (6). What pupil ever heard of the indicative tenses? Question 8 part (2).

Allow me to add that the time was too short for both these papers.

3. As for this, I do not know that I can offer any remedy.

##### XVIII.

I have seen the Second Class and Entrance papers only, and in my opinion some of them were not "such as to afford a fair and reasonable test of the fitness of candidates" at either of these examinations.

For the Entrance Examination, the Grammar paper was altogether unsuitable on account of the peculiar way in which some of the questions were framed, while the majority of them were too difficult. To this cause may be attributed the failure of so many of the candidates in Grammar. The Drawing paper covered too much ground for Entrance work; some of the questions would be more suitable for Third Class candidates. In the Second Class Papers, I find the Grammar, History and Literature papers, open to objection. The Grammar and Literature have the same fault as the Grammar for Entrance. Very many of the questions are framed in such a way that it is not possible to understand what is meant, while some others would require more time to answer than is given for the whole paper. This is especially true of the Literature. In History, the only objectionable feature is the time required to answer the questions fully. They are too comprehensive for the time given to answer them.

The apparent cause of the faults indicated, is a want of proper judgment and discretion on the part of the examiners. They do not seem to have a proper idea of what candidates should know in the different subjects, hence their failure to set suitable papers. I notice that with very rare exceptions, the Papers set by the Public School Inspectors are fair, while those of the other examiners, excepting Mr. Hodgson, betray a sad lack of judgment in the framing of the questions, as well as in the questions asked. The remedy would appear to consist in appointing those only who have had some acquaintance with Common School work to the position of examiners. In conclusion, I would suggest that Mr. Seath is not the right man to set papers for candidates for certificates, or for Entrance either, as his papers last year as well as this year, caused general dissatisfaction.

##### XIX.

I have not had an opportunity of comparing the papers for Entrance with the instructions given in connection with the programme of studies; but, having taught according to those instructions, I should be able to criticise the papers set by Mr. Hodgson and Mr. Seath.

Mr. Hodgson's papers were good, but not faultless. His questions were generally practical, but sometimes they betray a desire to catch pupils and teachers slumbering.

In the following criticism what is not condemned is generally sanctioned.

*Arithmetic* should be free from technical terms—save the most important of those belonging to Arithmetic. "Front" and "depth" would be Greek to pupils from the country. All the work was not examined. *Composition*.—The questions should be set in plain, familiar language, and such questions as No. 1 in Composition containing a "catch," should not be set. This paper was also too long, and the question on original Composition was not prominent enough.

*Geography*.—In teaching Geography to a Fourth Class, it is folly to spend time in teaching the philosophy of natural phenomena, and to expect pupils to discuss the principles underlying the growth of cities. Some of us too are willing to believe that Father Point, Port Moodie and other such places are not of much importance. Writing was a good test.

Mr. Seath's papers have scarcely a redeeming feature. It is hard to understand that any man would prepare such papers as could not but bring forth discontent and hatred. He seems to think that the reasoning faculties of children are fully developed, and that they are possessed of so vast a fund of information, that they can assign poets their places in the history of a nation, and estimate the historical value of individual character. I think that pupils should be supplied with information for reasoning purposes, but that we should not expect to reap as soon as we have sown. *Grammar*.—Like small boys we are inclined to stand aside, and with affected surprise ask, "What is it?" "Will it bite?" It is ambiguous and is no test of ability—children can not wrestle with a mist. This paper is like Carlyle's London—a monstrous tuberosity. *Orthography* and *Orthopy*.—These were too difficult. Spelling should be taken from the *Extracts* in the Fourth Reader, and not from the *Notes*. *Orthopy* should not be all "catches," and words such as "peremptory," having good authority for being accented on either of two syllables, should not be given. [See Appendix of "Orthoëpist"]. This paper was composed of words generally mispronounced, and might be an amusing one for the Chataougan Circle. It is to be hoped that Mr. Seath will be so ashamed of his papers that he will never attempt to prepare another set. If he wishes to educate the



teachers of Ontario, let him use the Educational Papers and the Teachers' Associations, and not use so underhand a plan as the one he is evidently using.

I have not time to enter into a fuller discussion of the papers already noticed, or to criticise the papers not noticed. Neither shall I make any suggestions regarding changes I consider desirable (1) in the mode of conducting those examinations, (2) in the mode of preparing papers, and (3) in the instructions given to teachers respecting those examinations.

## XX.

They were not a fair and reasonable test according to the programmes and the questions set at former examinations.

The Grammar papers for Entrance, Third Class and Second Class, were objectionable on account of the obscurity of the questions and the shortness of the time allotted for answering them. There was not sufficient time to think.

The Chemistry and Algebra were objectionable for the same reason, and the Algebra Third Class paper exceeded the limits prescribed.

The Orthography and Orthoepy were much too difficult, and far exceeded any former papers in severity.

The Geography (perhaps not too difficult) was so different from former papers that candidates were taken by surprise, which accounts for the low marks obtained in that subject.

The History has always covered too much ground, and has caused more candidates to fail than any other subject. A much shorter portion should be assigned, or the examiners should confine their questions to the *Outlines*.

It may be that the examiners considered the standard of examination too low, and sought to remedy the defect by increasing the difficulty of the questions, but the increase was too sudden.

I do not say that the examinations for Entrance into High Schools, and into the teaching profession is as difficult as it ought to be, but it would be better to revise the programmes of examination and give timely notice of the changes made.

## XXI.

Although well satisfied with many of the question papers set at the late examinations, I cannot endorse them as a whole as "fair and reasonable." The Grammar and English papers, the Second Class Algebra, and the Entrance Orthography and Orthoepy and History, were either too long, too difficult, or too obscure.

The examiner in Grammar and English, evidently wished to find out if the candidates had sufficient maturity of thought and judgment to understand English as exemplified in the papers set; and apparently he has puzzled a good many. Had the papers been made a little more difficult year by year for several years, there would have been a better preparation on the part of pupils, and consequently less hardship and grumbling, and the desired result would have been gained.

When a candidate glances over a paper and finds that every question is a hard one, it gives him such a nervous shock that it unfit him for work for some time; and then the thought that so much time is lost keeps up and intensifies the paralyzed condition, and nothing is done. Such a one would probably sit down quietly at home and make a good percentage on the paper. The Second Class Algebra paper particularly was faulty in this respect. There should always be something comparatively easy to give the candidate a start.

In the Entrance Orthography and Orthoepy, the words on paper B, and also those at the bottom of paper A are not a fair test, being either too difficult, seldom used, or not found in the lessons selected for special preparation.

The aim in training a class for the Entrance, should be to make them thoroughly familiar with the sound, the use, and the meaning of all common words, and with all the words in the selected lessons.

If examiners take hard words, such as—"rhetoric," "bivouacked," "beleaguers" etc., from any part of the Reader, teachers will be compelled to run through the whole book, giving attention to such words only; and thus teaching would be at a discount and cramming at a premium, as there is not time enough between examinations to thoroughly master more than the selected lessons. Entrance History is made as difficult as for Third Class teachers.

The causes of the faults appear to be want of sufficient thought and judgment on the part of the examiners. They forget that the majority of Entrance candidates range from eleven to thirteen years, and that Third and Second Class candidates are only three or four years older.

The obvious remedy is that the youth, immaturity of mind, and want of judgment of the candidates should be considered, and that the examiners should be men capable of gauging these points, and framing their questions accordingly.

## XXII.

I consider the History paper for High School Entrance unfair, because it asked for information not contained in—at least—one of the authorized text books (the Epoch Primer), and because in order to answer some of the questions, pupils would require a more intimate acquaintance with English History than is implied in the expression *Outlines of English History*. (See Reg. 24).

In Orthography and Orthoepy, Reg. 24 prescribes "The pronunciation, the syllabication, and the spelling from dictation, of words in common use etc." The words selected were so far from being in common use, that some presiding examiners (not teachers however) could not pronounce them correctly.

In Grammar and Literature the questions were couched in language, unfamiliar to, and beyond the apprehension of pupils of the average age at which it is desirable they should enter the High Schools. Some pupils probably failed in these subjects from misapprehension of the meaning of the question while they were actually in possession of the requisite knowledge.

The cause seems to have been a neglect on the part of the examiner to become acquainted with the provisions of the programme of Public School studies, as contained in the Department's Regulations—which programme is the only guide of the Public School teacher in preparing candidates for the examination. Another cause may have been a lack of acquaintance with children—particularly in the rural districts—this lack leading to too high an estimate of their intellectual development. I can suggest no better remedy than to remove from the position of examiner any person who proves himself incapable of setting proper question papers.

I leave the Teachers' Examinations in the hands of High School Masters and others who are more interested than I am in those examinations.

I have seen an attempted defence of the objectionable papers set for the late Entrance and teachers' examinations—which suggested that the questions were intended to indicate the course of teaching which the examiner thought should be pursued in future. Surely this was meant for a joke—no sane man would be so unjust as to visit the sins of the teachers on the heads of the unfortunate pupils. A better course would be to give such hints at the beginning of the term instead of at its close.

Another suggestion was—in substance—that the Department found that too many teachers were likely to enter the ranks, and therefore, in the interest of the profession, gave orders to have papers specially prepared to pluck a large number. Such a course would be so glaringly unjust, that I only mention the suggestion to show the extreme difficulty of defending the examiners, and to say that I do not believe such motives ever actuated the Education Department.

## XXIII.

I think the First Class papers were not too difficult, and that, with the exception of the paper on Botany, they were such as should be readily answered by candidates prepared for the examination.

I do not think the Second and Third Class papers were any too difficult, as those who intend to teach, should have more than a limited knowledge of the subjects; they should be acquainted with the general principles at least. Objection might be taken to the Second Class Algebra, on the ground that the principles involved were not general, but rather special.

The Entrance papers with the exceptions of the papers on Grammar, Orthography, Orthoepy and History, were well suited to test a pupil's knowledge of the different subjects.

The papers on the three subjects specified can not be too strongly condemned.

The questions in Grammar and History were beyond the capacity of average Entrance pupils; not so much on account of the difficulty of the questions as the peculiar way in which they were asked.

There seems to have been more trouble with the Second and Third Class and Entrance papers set by Mr. Scath, in finding out their meaning than in answering them. Mr. Hodgson's questions I think were very fair, and show an intelligent knowledge of the work expected from candidates. The same may be said of Mr. McLellan and Mr. White.

The examiners whose papers have been found so much fault with, appear to be so little acquainted with Public School work in particular, that they do not know what should be expected of an Entrant whose average age is perhaps 12 or 13.

I do not object to difficult examinations, but I do object to being obliged to take pupils over so much ground in so short a time. We have not time in our High and Public Schools to teach all the subjects as thoroughly as they should be taught. There are too many Entrance Examinations in the year, one each year is enough. Then if the papers be a little difficult, the pupils may be prepared for them.

The papers at these examinations should be set by only those who are actively engaged in the profession, and afterwards submitted to a committee.

## Examination Papers.

### DRAWING PAPERS.

BY W. BURNS,

South Kensington Certified Art Teacher.

The questions given will be arranged thus: 9 and 10 Freehand Pencil; 11 and 12, Model—these can also be done by the student in Crayon, on coarse paper, to a larger scale; 13 and 14, Geometrical Drawing; 15 and 16, Perspective. In every case it is requested that the whole working be shown, and the answers lined in more heavily. As the object more especially to be attained is to prepare students for examination work, the papers should be worked as would be done at an examination, except in the matter of using books of reference. The answers to these are to be sent to Mr. William Burns, Box 326, Brampton, and if the fee for examination of the answers for the course of ten papers (\$1.00) is enclosed, the papers will be mailed, when corrected and noted, to the student's own address, which should be annexed to each set of answers.

9. Draw a square of 4 inches side, within it place the largest possible octagon. Join every alternate fourth point. Form these lines into interlacing bands of one quarter of an inch in width.

10. Draw two parallel horizontal lines, 5 inches long and 2 inches apart. Divide these into squares, and form within these squares bands of interlacing curved lines, to form continuous bordering.

11. Draw model of a cubical wooden block to the right of spectator, and place upon it a common basin; the top of basin to be below the level of the eye of spectator.

12. Draw model of fruit tazza, with handles on both sides.

13. On a line  $2\frac{1}{2}$  inches long, construct a pentagon and a heptagon, by means of a general method applicable to all polygons.

14. Construct a true ellipse on axes of 4 inches and  $1\frac{1}{2}$  inches. First, by means of arcs of circles. Second, by means of a slip of paper.

15. Give, in parallel, perspective view of a flight of 4 steps. Height of each step, 6 inches, and tread, 9 inches. Tread of upper step to be 2 feet.

16. Give perspective view, at an angle of 45 degrees, of two cubical blocks, one above the other. Lower block, 3 inches side; upper,  $1\frac{1}{2}$  inch.

Dimensions of pictures 15 and 16: Height of eye, 5 inches; distance of spectator, 15 inches. The pictures to be to the right of line of sight and on the picture plane.

## EDUCATION DEPARTMENT, ONTARIO.—MID-SUMMER EXAMINATIONS, 1886.

THIRD CLASS TEACHERS.

### GEOGRAPHY.

Examiner—J. J. Tilley.

NOTE.—Candidates will only take 6 questions, but of these the first and sixth must be two.

### Questions of equal value.

1. Mention the different causes which affect the climate of a country, and give the effect of each.

2. Account for dew, fog, rain, glaciers, icebergs, land and sea breezes.

3. Draw an outline map of the Province of Ontario, and locate (1) The Northern and Northwestern Railway System, (2) The C. P. Railway from St. Thomas to Ottawa, (3) Smiths Falls, Gravenhurst, Callander, Picton, Rice Lake, Walpole Island, Severn River, L'Original, Sandwich, Walkerton.

4. Where are the following, and for what are they noted in history:—Quebec, Queenston Heights, Richmond, San Salvador Island, Khartoum, Elba.

5. (i) Define: Oblate Spheroid, Zodiac, Summer Solstice, Vernal Equinox, Neap Tide, Celestial Equator.

(ii) Give the position of the Circle of Illumination at the time of the Autumnal Equinox.

(iii) What is the length of the night in the North Frigid Zone at the time of our Winter Solstice?

6. Name the principal commercial and manufacturing emporiums of Great Britain and Ireland, and state for what each is especially noted.

7. Where and what are San Juan, Juan de Fuca, Belize, Miquelon, Three L'ers, Valparaiso, Cotopaxi, Barbadoes, Hecla, Minch, Lomond, Thanet, Menni, Aran, Saone, Basle, Samarcand, Djecan, Batavia, Magdala?

8. Give the form of government and the principal occupations of the people in four of the following:—France, Nova Scotia, Norway, Belgium, Scotland, Pennsylvania.

### HISTORY.

Examiner—Jus. F. White.

NOTE.—Answers should be concise. Only six questions are to be attempted, of which 8 and 9 must be two.

1. Give some account of the origin, character and civilisation of the Normans. Show the chief results of their conquest of England. (Value 16).

2. What are the principal provisions of the Magna Charta and of the Habeas Corpus Act? State why, and under what circumstances each was obtained. (Value 16).

3. Show how the various races in England became fused into one nation. (Value 16).

4. Write a paper on the condition of the English working classes during the Middle Ages, and state any efforts made to alleviate their condition. (Value 16).

5. What were the chief characteristic ideas of the contending parties in the civil war of the 17th century? Describe the great effects of this war upon the liberty and social life of the people. (Value 16).

6. Show the state of affairs that led to the bringing in of the Reform Bill in the reign of William IV. State the feeling of the country towards it, and the changes it effected. (Value 16).

7. Give a concise account of literature in England under Queen Victoria, with especial reference to the life, work, and influence of Macaulay. (Value 16).

8. Give a brief history of Canada from the conquest by England to the Union in 1841. (Value 18).

9. From what sources are the Dominion and the Provincial revenues, respectively, derived, and for what purposes are they expended? (Value 18).

### ARITHMETIC.

Examiner—J. C. Glashan.

Value of Questions, 16 marks each.

1. A had \$7 less than B had, and B had \$10 less than C had. A gave \$5 to B and \$12 to C. How many dollars had C more than A then?

2. One-quarter of the time which a man spent on a journey from A to T he travelled by steambat, at an average rate of 14 miles an

hour; two thirds of the time he travelled by railway train, at an average rate of 25 miles an hour; and the remaining hour of the time he rode the remaining 7 miles of his journey. Find the distance from M to T.

3. At what time between 4 and 5 P.M. is the minute-hand exactly 2 minute-spaces ahead of the hour-hand of a watch marking correct time?

4. A man, assisted part of the time by a boy, completed a job in 15 hours. The man received five-sixths of the pay and the boy received one sixth, but the man was paid at double the rate the boy was, in proportion to the amount of work each did. How long would the man, unassisted, have taken to accomplish the job?

5. How much water must be added to a mixture of 15 gallons of vinegar, costing 52 cents the gallon, and 13 gallons, costing 49 cents the gallon, that \$5 may be gained by selling the whole at 15 cents a quart?

6. A total of 250 marks is to be allowed to a paper of 10 questions. To the first 7 questions the average is given. Divide the remaining marks so as to allow 7 marks to the tenth question, and 5 marks to the ninth for every three marks allowed to the eighth.

7. A bookseller charges on certain books 35 cents on the shilling of the published price, and gives a discount of 35 per cent. What is the actual rate he charges on the shilling?

8. A bill for \$253.03, dated 7th October, and payable at London in 3 months from date, was discounted in Toronto on 20th October, the discount being at the rate of 9% per annum, and 45 cents being charged for exchange. Find the proceeds of the bill.

9. A cubic foot of water weighs 62.426 pounds, and a gallon of water weighs 10 pounds. How many gallons will a cylindrical cistern of 5 feet diameter by 4 feet deep hold?

### PRINCIPLES OF READING AND ORTHOEPY.

Examiner—J. Dearness.

1. Show all the different meanings the following sentence may have according to the different positions of the emphasis:

*Did you see your brother to-day?*

(Value 6)

2. "Hallo, driver! Take a passenger?" shouted he.  
"Room on top!" answered the driver.  
Up mounted David and bowled away merrily.

Distinguish between pitch and force; illustrate the distinction by reference to the above example. (Value 6).

Mark inflections on "Hallo," "driver," "passenger." (Value 3).

3. Who does not venerate the chief of that illustrious family, who, being stricken by misfortune, wisely and greatly turned his attention to "coals,"—the accomplished, the epicurean, the dirty, the delightful Micawber? I may quarrel with Mr. Dickens's art a thousand and a thousand times; I delight and wonder at his genius; I recognize in it—I speak with awe and reverence—a commission from that Divine Beneficence whose blessed task we know it will one day be to wipe every tear from every eye.

(a) What difference, if any, do you make in reading "who" (l. 1) and "who" (l. 2); "thousand" and "thousand" (l. 5); "every" and "every" (l. 8)? (Value 6).

(b) Mark the modulations of the voice heard in reading "the accomplished, the epicurean, the dirty, the delightful Micawber." (Value 5).

What difference in the stress on "dirty" and on "delightful"? (Value 2).

(c) Point out the phrases and clauses in the extract that should be read in different tone and pitch from those of the context, also the examples of emphasis by contrast. (Value 3 + 2).

(d) How do you show, in reading, the connection between "recognize" (l. 6) and "commission" (l. 7)? How would you avoid connecting "commission" with "to wipe" (l. 8)? (Value 4)

4. Farewell ' farewell ' but this I tell  
To thee, thou Wedding Guest!  
He prayeth well, who loveth well  
Both man and bird and beast.  
He prayeth best, who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loves them all.

(a) Mark, by vertical lines, the pauses in the first stanza. (Value 4).

(b) What differences should be made in reading lines 3 and 5? (Value 3).

(c) Distinguish between emphasis and stress, and illustrate by reference to these stanzas. (Value 8).

5. Divide the following words into syllables, accentuate, indicate the sounds of the vowels and italicized consonants:—

epicurean, finances, amenable, levee, chivalrous, pedagogy, usury, deficit, Mogul, misanthropic, leisurely, posthumous.

(Value 18).

NOTE.—In indicating the sounds of letters, the candidate is recommended to use phonetic spelling. If he uses diacritical marks other than the long (—), short (˘), and obscure (·), he must give the key to such other marks.

(60 marks will be counted a full paper).

### EUCLID.

Examiner—J. Dearness.

NOTE.—Contractions and symbols, except of operation, may be employed. Use capital letters on the diagrams. It is recommended that every step in the demonstration should begin on a new line, and references and authorities be placed opposite in the margin.

1. Wherein, if at all, are the following definitions incomplete:—

An acute angled triangle is that which has two acute angles. (Value 2).

A parallelogram is a rectilinear figure whose opposite sides are parallel. (Value 2).

Parallel straight lines are such as being produced ever so far do not meet. (Value 3).

2. Distinguish between a rhombus and a square. What parallelograms are not rectangles? Illustrate by diagrams. (Value 5).

3. The angles which one straight line makes with another upon the same side of it are together equal to two right angles. (Value 8).

What is a corollary? Give an example and demonstrate it. (Value 7).

AB makes two unequal angles upon one side of CD; show that the bisectors of these two angles are perpendicular to each other. (Value 7).

4. Two triangles have two angles of the one equal to two angles of the other, each to each, and the side adjacent to the equal angles in one triangle equal to the corresponding side of the other. Show that the two triangles are equal in every respect. (Value 9).

Through a given point draw a straight line which shall form with two given intersecting straight lines an isosceles triangle. (Value 8).

5. If a side of a triangle be produced, the exterior angle is equal to the sum of the two interior opposite angles, and the sum of the three interior angles to two right angles. (Value 9).

If the three sides of a triangle be produced both ways nine angles are formed outside the triangle; compare the sum of these nine angles with that of the three interior angles. (Value 5).

Which of the nine outside angles are called exterior angles? (Value 3).

6. To describe a square upon a given straight line. (Value 8).

Describe the square of which AB is the diagonal. (Value 8).

7. Construct a square equal to the sum of two given squares. (Value 8).

The sides of a triangle are measured by 2, 3, and 4 units respectively. Show whether it is an obtuse angled triangle. (Value 8).

### A GEOGRAPHICAL GAME.

Each person takes pencil and paper, and in a given number of minutes writes as many geographical words beginning with a specified letter as he can recall. When "Time" is called a player reads his list, and any name that he has and the others have not, counts as many for him as there are players besides himself. Each player then reads his list in turn, and the one who scores the greatest number when all have read wins the game. If any name is challenged during the reading, and the player is unable to describe if it be a river, sea, bay, lake, etc., or locate it if it be a city, mountain, cape, etc., every other player counts one.

## Practical.

## TWENTY PIECES.

BY ANNA C. BRACKETT.

I send you this month twenty pieces of advice, which I made out for two girls just beginning their teaching in a country town. They may be of value to others in the same place. They are made by a practical teacher for young teachers, and, if followed, will save many troublesome days and much weariness.

1. Let nothing prevent you from thoroughly preparing every lesson—no matter how simple—that you are to give next day. Never go into the school-room without knowing exactly, even to details, what you are to do.

2. No matter what happens be sure you keep your temper.

3. Don't omit to visit all the families who send children to your school. Make a friendly call. Don't wait for them—and show yourself really interested in them and their children.

4. If any trouble occurs with any child, or there is danger of any—go and see the parents and get their co-operation.

5. Don't be in a hurry about punishing, if necessary. Waiting to think it over never does any harm.

6. Be sure everything about your dress, desk and school-room is always in perfect order.

7. Try and make the room attractive, so that the children will find it pleasant.

8. Remember always that it is the best interest of the children and school—not your own—that you are to work for.

9. Be sure that you carry out exactly all the directions you give. Think well before you give them; but then carry them out.

10. You must be entirely, wholly, and always just. If not you will not command respect—and not to have that, means failure.

11. Be very careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. If you are working for the schools, there can be no jealousy—make them welcome in your rooms. Seek to know them. You can both give and get help, if you work in the right spirit.

12. Dress perfectly—simply. Celluloid collars and cuffs will save washing, and can always be neat and clean. Dress should be plain, without much trimming. If it were not for the washing, I would say, wear white aprons in school.

13. For arithmetic classes. Do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

14. Talk over all your difficulties together.

15. Don't take any part in any village gossip. Don't allow yourself to talk about any one in the village, unless you have something good to say.

16. Try and make the children polite to each other in school.

17. Try the plan of having a school house-keeper for each day. Try and get the children to feel interested themselves in keeping everything neat and in order.

18. Don't be afraid to say *I don't know*, if you don't.

19. If you have made a false statement about anything in a lesson, don't be afraid to acknowledge it.

20. Correct all errors in English speaking that you notice. —*American Journal of Education*.

TEACHER, don't be a clam!

Of the various types of invertebrata, the clam is the most ultra conservative. It lives precisely as its prehistoric ancestor.

When the bivalve shell is open if anything save the regular and customary form of food approaches, it is quickly closed. There is no desire to investigate—no desire for anything new. The clam is content to exist. So unless we would deserve the appellation of a school-room clam, let us be progressive.

Give new methods a study and a trial. Find out if they are good for anything; if not, discard them. Be alert to catch new ideas about the work.

Look about you! Visit other schools! Compare your work with that of others. Read some good book on pedagogy every year. It is the live man and woman whose work counts—whose influence tells. Egypt is a better place for mummies than the school-room. So again: Whatever other faults you may have, don't be an educational clam. —*Central School Journal*.

## Question Drawer.

## QUESTIONS.

(a). Would you recommend the practice of those teachers of mixed schools who, using corporal punishment, make it a rule to inflict such punishment on boys only?

(b). Would it be proper for a male teacher to inflict corporal punishment, for grave offences, on pupils under a certain age, and, at the same time, to resort to suspension as a punishment for similar offences in the case of grown pupils, of either sex? R. S.

(a). Is a holder of a Certificate of Qualification from Training Institute considered, by law, qualified to teach in public schools, and what grade First Class is he entitled to?

(b). Is there any authorized text-book on Writing, and if so, what is it? W. A. McP.

(a). Can a B.A. of McGill University teach in the High Schools and Collegiate Institutes of Ontario, or must he be the holder of a Provincial Certificate?

(b). Answer same with regard to Lower Provinces and United States.

(c). Is there such a word as *vice-patron*, and, if so, when is it used? TEACHER.

(a). What subjects are teachers in Manitoba examined in?

(b). When are the examinations held?

(c). Who is the Inspector in Winnipeg?

(d). Were all the papers of those who failed at the Midsummer Examination for teachers in Ontario examined?

(e). Is Gage's Map Geography authorized? A. H.

(a). I obtained a Non-Professional Third Class Certificate in July, 1883. I attended the County Model School and received a Professional Third Class the same year. In July, 1885, I was successful in getting a Non-Professional Second. Does this last give me a renewal of my Third Class; if so, for how long, and from what date?

(b). If a pupil commit an offence during recess or noon, may a teacher lawfully inflict corporal punishment during such intermission, or is it necessary to call in school? A. B.

(a) Will pupils be required to show their Drawing books at the Entrance Examination in December?

(b) What Drawing is required for Second Class Examinations in July, 1887? J. Mc.

## ANSWERS.

R. S.—For our opinions, see articles in editorial columns.

W. A. McP.—(a). The holder of such certificate is qualified to teach in a public school, but there are now no grades recognized.

(b). There is no authorized book.

TEACHER.—(a). The degree of B.A. from any British or Canadian University qualifies its holder for the head-mastership of an Ontario High School or Collegiate Institute.

(b). The above applies to Lower Provinces. U. S. degrees are not included.

(c). The dictionaries do not recognize such a word as *vice-patron*. There seems to be no reason, however, why the prefix *vice*, meaning in place of, should not be used, if necessary, in a compound *vice-patron* just as well as in *vice-president*, etc., in any case where *patron* denoted a position having official duties connected with it.

The answer to the questions of another correspondent, whose note we have unfortunately mislaid, will be found in Section 177 of the published "Regulations," which is as follows:

"Any teacher who holds a First Class Non-Professional Certificate and a Second Class Professional Certificate, and who has taught successfully for at least two years in a Public School, High School, or Collegiate Institute, shall be entitled to rank as a First Class Teacher or Assistant-Master of a High School, on passing the final examination prescribed for a Training Institute, without attendance thereat."

A. H.—(a). To answer this in full would occupy too much space. Write to the Superintendent of Education at Winnipeg, J. B. Somerset, Esq.

(b). We do not know the exact dates. Inquire from Inspector.

(c). Daniel McIntyre, Esq.

(d). Probably not. The custom is, we think, when two or three of a candidate's papers are found quite below par, to omit examining the rest.

(e). No, but its use is permitted, and it is used very extensively in the schools.

A. B.—(a). Section 163 of the "Regulations" provides that "a holder of a Third Class Certificate who passes the Non-Professional Examination for any certificate of a higher grade shall, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, be entitled to have such Third Class Certificate extended, by endorsement, for a period not exceeding three years from the date of such Examination, but no certificate shall be extended for a longer period than three years without re-examination."

(b). This question involves a legal point upon which we cannot pronounce positively. Probably some reader may know of a case in which a legal decision has been rendered. Our opinion is that a teacher would make a grave mistake in inflicting punishment during intermission. Nor do we see that his position would be helped by calling in the school before the proper time. The same difficulty might be involved in that. The only proper course is, we should say, to wait until the school is properly re-assembled.

J. Mc.—(a) Yes. See JOURNAL, No. 17.

(b) Probably same as above. We are not aware that any more definite announcement has been made.

### Educational Notes and News.

The Simcoe Model School has 26 students; Windsor, 19; Chatham, 43; and Ingersoll, 18.

It is estimated that 75,000 teachers in the United States are reading methodically and professionally.

Yale College has granted a diploma to Miss Alice Jordan, of Michigan, a student of the Law School.

Annie S. Peck, A. M., of Ann Arbor '78, has been elected to the professorship of Latin in Smith College.

Mr. C. S. Falconer has been appointed Headmaster of the Forest Public School, vice Mr. Brown, who goes to Fort William.

The contracts for additions to the Woodstock College have been awarded. The building will be 60x80, three storeys high, and will cost \$20,000.

Teacher: How many mills make a cent? Sagacious Pupil: It depends on whether the hands are on strike or not. Sometimes none of 'em make a cent.—*Exchange*.

The Model School at St. Thomas, under the able supervision of N. M. Campbell, Principal, is in a flourishing condition. It opened with over fifty students in attendance.

The result of the recent enquiry by the Government into charges made against Mr. Colles, Inspector of Public Schools for East Kent, is a finding by the Department favorable to Mr. Colles.

Miss Winifred Edgerton, upon whom Columbia College has conferred the degree of Doctor of Philosophy, *cum laude*, was a graduate of two years' standing of Wellesley College.—*N. E. Journal of Education*.

We note with pleasure that R. W. Murray, formerly Principal of the Public School, Pictou, is now in charge of the Brockville Public School. Mr. Murray recently obtained the highest grade of Provincial certificate—1st A.

Following are the positions now occupied by the Forest School teachers. Principal, C. S. Falconer, 2nd division, Miss Sutherland, 3rd division, Miss Dickey, 4th division, Miss Livingston; Ward School, Miss Kirkland.

A little Rochester girl drew the picture of a dog and a cat on her slate, and, calling her mother's attention to it, said: "A cat oughtn't to have but four legs, but I drew it with six, so she could run away from the dog"—*Christian Register*.

Master Fred H. ap, the winner of the "Mackerras" scholarship at the late Queen's University examination, has been presented by James F. Dennis, Esq., of Peterboro, and brother in law of the late Professor Mackerras, with a foundation examination of the value of \$120, which frees him from class fees during his University course.—*Victoria Warbler*.

### Literary Chit-Chat.

Bjornstjerne, the Norwegian poet, has returned to his home in the Norwegian mountains, after a sojourn of three weeks in Paris. He intends to devote himself entirely to literary work.

The late Paul H. Hayne is described as "a spare man of medium size, with dark eyes, and most refined, unostentatious manners; he had the aspect of a poet, with that far-away, dreamy look which seemed to peer into the vast beyond."

The author of the "Schönberg-Cotta Family" gives to the reading public a new book, "Three Martyrs of the Nineteenth Century," sketching impressive points in the lives of Livingston, Gordon, and Patterson.—*N. E. Journal of Education*.

Macmillan & Co. have issued a new and very complete classified catalogue of books published by them. The catalogue includes the works issued by the Oxford Clarendon Press and Cambridge University Press. It has also an index, which makes reference very easy.

One of the accomplishments of Senator Evarts is thus touched upon by the *Charleston News*: "Mr. Evarts can see a nominative case over a wider syntactical chasm, and bring it down at longer range to the proper verb, active or transitive, than any other senator in or out of Washington."

Very bright with picture, and amusing with story, is the October number of *Our Little Men and Women*. There is the tale of an antelope some Western children had for a playfellow; a charming chapter of "Me and My Doils, by L. T. Meade, the English author; a true history-paper about Columbus; a little talk about silk-worms, and some funny poems.

*Treasure-Trove*, for September, is a bright and beautiful number. Miss Kate Ellison tells about "The New Scholar;" Mrs. Mary B. Sleight, a well-known writer, tells about "When I was a Boy;" Albert Harkness tells "What to Do;" Dr. Dio Lewis' article is on "The Voice." There is a new dialogue, there are pages for little ones. There is a stirring article on "California Life," and many short articles, poems, etc.

While with us the "Japanese craze" is everywhere apparent in the introduction of Japanese costumes and numberless embellishments for the interior decoration of houses; it is curious to notice how the Japs are doing their best to ape us in their dress, their customs, and their methods of bringing up and educating the rising generation. A description of Japanese life is running in "Outing," and the August contribution of "The Last Voyage of the Surprise," contains much that is interesting on this subject.—*Christian Union*.

"The Browning Clubs are amusingly described," says the *New York Tribune*, "by Mr. Arlo Bates in the *Providence Journal*. The central and prime principle of all these clubs," he says, "seems to be that a poem by Robert Browning is a sort of prize rebus, of which the solution is to be reached rather by wild and haphazard guessing than by any process of reasoning. 'What does it mean?' is always the first question, although to an ordinary and commonplace intellect it may appear perfectly obvious that it means what it says."

The publishers of *The Century* announce that its leading feature for 1887 will be "The Authorized Life of Lincoln," by his confidential Secretaries, John George Nicolay (now Marshal of the Supreme Court of the United States) and Col. John Hay (lately Assistant Secretary of State of the United States). It is further announced that this work, which was begun with the sanction and assistance of President Lincoln himself, and has been continued under the authority of the sole survivor of the President's immediate family, has been in active preparation during the past sixteen years, and is the only full and authoritative record of the private life and public career of Abraham Lincoln, including an account of the causes of the rebellion, and a record, at first hand, of the inside history of the civil war, and of President Lincoln's administration, important details of which last have hitherto remained unrevolved, in order that they might first appear in their proper connection in this authentic history.