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The Canada School Journal.

VOL. I.

TORONTO, NOVEMBER, 1877.

No. 6.

JOHN WILLIAM DAWSON, M.A., LL.D., F.R.S., F.G.S.

Dr. Dawson, conspicuous among the scientific men of our age, no less for laborious and careful original investigation than for sound and cautious judgment in theorizing, and among educationists of this Dominion for earnest, devoted and successful effort as a teacher in the higher ranks of the profession, and as an organizer and director of the labours of other teachers, is one of that band of men, natives of our country, who, notwithstanding the discouragements and disadvantages of colonial life, have achieved a world-wide reputation. Born at Pictou, Nova Scotia, in the year 1820, he received his earlier education in his native town, and completed his academic course in the University of Edinburgh, of which he was a graduate.

It is as a naturalist, especially as a geologist, that Dr. Dawson is, and will continue to be, most widely known. At the early age of ten years he had commenced to collect fossil plants of the coal period, and has so ardently pursued the same and allied subjects since that he now stands confessedly the greatest authority on the Devonian and Carboniferous floras of the Western World, being himself the discoverer of the oldest known exogen and gymnosperm. In 1842, and again in 1852, he was associated with Sir Charles Lyell in his geological explorations in Nova Scotia, and by microscopical and field research threw a flood of light on both the fauna and flora of this interesting period. With Sir Charles Lyell he discovered the bones of the largest carboniferous reptile of America; he himself found the oldest land snail and the oldest millipede. In 1864 Dr. Dawson, by his microscopic skill and comprehensive insight, recognized the foraminiferous structure of *Eozoon Canadense*, and, after a sharp contest, established its claim to the position he had assigned it as the oldest known form of animal life, the uncouth precursor of the myriad forms that with ever more distinct differentiation of function and so, with ever higher type of structure have marched in long succession across the stage of existence.

It is impossible within the limits of this sketch to make a bare enumeration of the discoveries made and communicated in important papers by Dr. Dawson to the leading scientific societies and journals of Britain and America. But it must not be supposed that he has been a mere industrious collector of facts to be classified and

arranged by others. He has proved himself one of the most formidable opponents of certain brilliant, specious and fashionable theories, of the modern school of zoologists, and one of the ablest vindicators of the Biblical cosmogony, as rightly interpreted. He, in common with all profoundest thinkers of ancient and of modern times, sees that no merely material hypothesis can solve the mysteries of the universe. He catches glimpses as of a real but elusive spiritual presence in all the mystery of nature. He recognizes the essential distinctness of the universe of mind from the universe of organized matter. He acknowledges the impassable barriers that divide organized life from unorganized and dead matter, of vegetable from animal life, of Cuvier's four types of animal structure from each other, and of each species, when properly recognized and defined, from all other species. Now that Agassiz is dead, he is perhaps the foremost opponent of the seductive hypothesis of evolution of Darwin and Spencer.

Remembering that Dr. Dawson's has been eminently a busy life, as a man of affairs in the practical world, it is surprising that he has found time to write and publish so many valuable works. To mention only a few of the largest of them, his *Acadian Geology*, *Archaia*, *Air-Breathers of the Coal Period*, *The Story of the Earth and Man*, *Science and the Bible*, *The Dawn of Life*, and, latest of all, the *Origin of the World*, are all works that evince remarkable powers both of thought and expression. The writer of this sketch is glad to confess his great obligations to the author of *Archaia* for having set at rest in that work doubts that had long harassed him respecting the nature and reality of Biblical inspiration, and he hesitates not to affirm that no man



is competent to decide adversely to the ancient claims of the Bible to be considered Divine who has not satisfactorily answered the arguments of the author of that work, especially as reiterated and strengthened in "The Origin of the World."

Though most widely known as a man of science, it is as an educator that Dr. Dawson's labours have been most beneficial to his country. For three years, beginning with 1850, he held the post of Superintendent of Education in Nova Scotia, and by his visits, his lectures, his writings, and by the establishment of a Normal School, he gave an impulse, not yet lost, to popular education in that province. Appointed by his friend Sir Edmund Head, one of the commissioners for that purpose, he took an active part in establishing the University of New Brunswick upon a proper basis.

In 1855 he was called to the position of Principal and Professor of Natural History in McGill College and University. At that time the affairs of the University were in a lamentable state of confusion. Its Medical Faculty, largely through the unwearied assiduity of its Dean, the late lamented Dr. Holmes, was in a comparatively flourishing condition, but its Faculties of Arts and of Law were moribund. Winning in address, of large capacity of business, indefatigably persevering, and loyally subordinating all personal considerations to the success of his work, the new Principal gathered around him a body of large-hearted and influential men—the Messrs. Molson, the Hon. Judge Day, the Hon. Judge Dunkin, the Hon. Judge Torrance, Messrs. Moffat, Workman, Torrance, Redpath, McKenzie, McDonald, Frothingham, Gould, the Hons. James Ferrier, Sir William Logan, Sir George Simpson, and others, who, by their efforts and their wealth, nobly aided him in raising the University to a position of assured usefulness.

One of the great drawbacks to the success of the University at that time was the want in the Province of Quebec, and even more especially in the city of Montreal, of efficient elementary and superior schools to prepare pupils for matriculation. In co-operation with the Hon. P. J. O. Chauveau, Superintendent of Public Instruction for the Province of Quebec, and aided by the powerful influence of Sir Edmund Head, then Governor General, Dr. Dawson secured the establishment of the McGill Normal School, a training school for Protestant teachers, in 1857. In addition to his arduous and engrossing duties in the University, he assumed the position of Principal of the infant institution, and, greatly to its advantage, continued for thirteen years to preside over its work and to lecture on Natural History to its pupils. Though compelled to withdraw from his position in 1870, he has ever since maintained an active supervision of its affairs as Chairman of the Normal School Committee of the Corporation of the University.

Amidst many oppositions from men of narrower range of comprehension, Principal Dawson has laboured to secure in the University that recognition of Science as an element of liberal culture which its own essential character, no less than the needs of modern life, demands. His lucid and interesting lectures, as well as his personal popularity, have won for Natural History a place and an importance in McGill not usually accorded to it in University culture. A School of Civil Engineering was established in 1868, which, after a struggling existence of five years, succumbed to unfriendly legislation. This school was resuscitated and placed on a more comprehensive basis in 1871 as the Department of Practical and Applied Science. In this portion of his work Principal Dawson has taken deep interest, and it must be matter of great satisfaction to him to see that its increased efficiency attracts year by year an increasing number of students, and that its success is now indubitable.

McGill University, though still embarrassed by insufficient means, numbers in its Faculties of Arts, Medicine and Law, in its Department of Practical and Applied Science, and in its Normal School, a total of 57 Professors, Lecturers and Instructors, and 598 Students. Those who are most intimately acquainted with the history of the University during the past twenty-two years feel most strongly the importance to this result of the wise and arduous labours of Principal Dawson.

Since the year 1872 Dr. Dawson has been a valued member of the Protestant Board of School Commissioners of the city of Montreal. He is also a member of the Protestant Committee of the Council of Public Instruction of the Province of Quebec, and has taken an active part in devising the measures recently adopted by that body with a view to securing an effective inspection of the schools of the Province. Kindly, wise and conscientious, may he be long spared to serve the cause of education, science and religion.

Gleanings.

A TROUBLESOME VERB.—“I begin to understand your language better,” said my French friend, Mr. Dubois, to me; “but your verbs trouble me still; you mix them up so with prepositions.”

“I am sorry to find them so troublesome,” was all I could say. “I saw our friend, Mrs. Murkeson, just now,” he continued. “She says she intends to break down housekeeping; am I right there?”

“Break up housekeeping, she must have said.”

“Oh, yes, I remember; break up housekeeping.”

“Why does she do that?” I asked.

“Because her health is so broken into.”

“Broken down, you should say.”

“Broken down? oh, yes. And, indeed since the small pox has broken up in our city—”

“Broken out!”

“She thinks she will leave it for a few weeks.”

“Will she leave her house alone?”

“No, she is afraid it will be broken—broken. How do I say that?”

“Broken into.”

“Certainly—it is what I mean to say.”

“Is her son to be married soon?”

“No; that engagement is broken—broken—”

“Broken off?”

“Yes, broken off.”

“Ah, I had not heard that.”

“She is very sorry about it. Her son only broke the news down to her last week. Am I right? I am anxious to speak English well.”

“He merely broke the news. No prepositions this time.”

“It is hard to understand. That young man, her son, is a fine fellow; a breaker, I think.”

“A broker, and a very fine fellow. Good day.”

So much for the verb “to break.”

—The best mathematics—that which doubles the most joys and divides the most sorrows.

—Mr. Blank—“I always found that at school, the stupidest boy carried off all the prizes.” Miss Sparkle—“Did you get many?”

—First school-girl (sweet eighteen)—“I am so tired of walking along by twos and twos in this way! It's as bad as the animals going into the ark!” Second ditto (ditto, ditto)—“Worse! Half of them were masculine!”

—A schoolmaster tells the following story:—“I was teaching in a quiet country village. The second morning of my session I had leisure to survey my surroundings, and among the scanty furniture I espied a three-legged stool. “Is this the dunce block?” I asked a little girl of five. The dark eyes sparkled, the curls nodded assent, and the lips rippled out, “I suppose so; the teacher always sits on it.” The stool was unoccupied that term.

—Start an educational column in your country papers: fill it up with *short* items of what is being done in your schools.

—The true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.—*Indiana School Journal*.

—“Any one who pretends to teach, and does not read an educational paper or magazine, is not worthy of the name of teacher, and should leave the profession at once to make room for some one who will do what he should.”—*Prof. A. Earshman, in Wisconsin Journal of Education*.

—In choosing a teacher for my child, I would be willing to sacrifice some of the scholarship, if needs be, for the sake of womanly or manly dignity. I would sacrifice the drill-master for the sake of the *lady* or the *gentleman*. That which I value most in the character of my child I must demand in the character of my child's teacher.

—Children learn much faster by doing than by merely repeating what they have been told. Therefore, whenever possible, arrange the exercises of each subject so that the pupils may be called upon to do something which relates to the subject, *with their own hands*; also so as to require them to *tell* what they see and do.

—Do not always be telling a child how wicked he is—what a naughty boy he is—that God will never love him, and all the rest of such twaddle and blatant insanity. Do not, in point of fact, bully him (and many poor little fellows are bullied): it will ruin him if you do; it will make him in after years either a coward or a tyrant. Such conversations, like constant droppings of water, will make an impression, and will cause him to feel that it is no use to try to be good—that he is hopelessly wicked. Instead of such language give him confidence in himself; rather find out his good points and dwell upon them; praise him where and whenever you can, and make him feel that by perseverance and God's blessing, he will make a good man.—*Spiceland Reporter*.

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The Canada School Journal.

TORONTO, NOVEMBER, 1877.

UNIVERSITY EXAMINATIONS FOR WOMEN.

Amongst the Departmental Notices in this issue of the JOURNAL will be found the Statute recently passed by the Senate of Toronto University for the institution of local examinations for women. The provisions are easily comprehended, and the machinery for conducting the examinations is extremely simple. The subjects are identical with those prescribed for the regular Junior and Senior Matriculation Examinations of the University, both in number and extent, the chief difference between these and the local examinations being the extent to which options are allowed. It will be noticed that the subjects for the latter are arranged in groups, and that each candidate is allowed to select as many of these groups as she pleases. The questions used will be those prepared for the regular University Examinations, and the names of the successful candidates will be published in a special class list.

This is a matter which cannot fail to interest High School Masters in all our cities and large towns. Last June two Collegiate Institutes inaugurated a new departure by sending up female candidates for Junior Matriculation, and the stand they took was so creditable that the example will undoubtedly be followed. It is not at all probable that those girls who aim at passing in all the groups will elect to go up for the local examinations, nor is it desirable that they should. It is better for both the University and themselves that they should come up to the regular examinations, and have their names entered on the regular class list. But many, who cannot hope to pass in all the subjects of the curriculum, may reasonably expect to be able to pass in one or more groups, and there is no reason why every large High School should not furnish several candidates annually.

It is unnecessary to dwell here on the value of a University certificate, from a pecuniary point of view, to intending teachers; still less is it necessary to say anything of the good to be effected by placing these examinations before girls as an object to work for. They supply a much needed stimulus in this direction, and we expect to see them, at no distant date, extensively patronized. The Senate has wisely invited the co-operation of the ladies themselves in this movement, and on

them, and the teachers of High Schools and private seminaries, must rest the responsibility of failure if it proves unsuccessful. The first examination will be held in June, 1878, and as the time for preparation is rapidly passing, it behoves those who intend to take part in it to be up and doing. We cannot refrain from expressing the opinion that the Senate has acted rather inconsistently in requiring that each candidate shall pass in every subject as well as in the whole of each group, while it allows candidates at the regular examinations to pass on twenty-five per cent. of the marks in some of the groups, as for example, Classics and Mathematics. The test prescribed for the local examinations is the more satisfactory of the two, and we hope to see it applied before long to all the examinations held under the authority of the Senate.

AGREEMENTS BETWEEN TEACHERS AND TRUSTEES.

We had occasion to express our views last month on the question of paying Teachers' salaries for vacations, and those who are interested in the matter will do well to peruse the circular of the Deputy-Minister of Education, which will be found amongst the Departmental Notices. It will be seen that he strongly recommends written agreements, and though in some cases these may be dispensed with, it is, as a rule, much better to have them. It is of the utmost consequence that in drawing them up care should be taken to insert all the stipulations in such a way as to protect both of the contracting parties and give no undue advantage to either. Forms have from time to time been prepared and issued under the authority of the Department, and those to whom these are not otherwise accessible can doubtless procure them by applying there for them. In this connection we would remind both teachers and trustees that the sooner their engagements for next year are made the better. The first session of the County Model Schools has ended, and it is known who have obtained third class certificates in each county. Those schools are usually most favoured with good teachers whose trustees are on the alert in this matter, and secure the kind of person they want before eligible teachers become scarce.

We would also urge most earnestly on both parties the advisability of contracting for the quarterly payment of salaries. No teacher in this country can afford to get his pay six or eight months, much less a year or more, after he earns it. No other class in the community is treated so badly as teachers, and especially rural teachers, in this respect. They have to live from hand to mouth, run store bills, and suffer losses they can ill bear in the way of extortionate prices, simply because they cannot pay cash for the necessaries of life. It is quite safe to say that to a man who has no other means of support but his salary, the actual difference in money—to say nothing of peace of mind and consequent preparedness for work—between payment quarterly and payment in the old-fashioned way will amount to an average of from twenty to twenty-five per cent. The new Act enables trustees to borrow money for the purpose of paying salaries quarterly—to pay them monthly would be

much better still—and it is easy to see that the payment of interest on the amount borrowed will be an insignificant charge on the section in comparison with the relief it will afford the already overworked and overburdened teacher. No man, especially if he has a family dependent upon him, can be expected to discharge his duties as well while harrassed with care and anxiety as when he is by the wise forethought of his employers freed from all trouble of this kind.

—The English Literature for the December Intermediate and Second Class Examinations embraces one of Goldsmith's poems, "The Deserted Village," the "Traveller" being added for 1878. Those interested in the matter will find it useful to study these texts as edited by C. Sankey, M.A., and published by Rivingtons. They are published in one small volume, the poems being preceded by a good critical biography, and accompanied by elaborate notes and references. Even those who have no idea of going up for examination, but appreciate Goldsmith for his own sake, should study him in this admirable little edition.

Contributions and Correspondence.

THE STUDY OF ENGLISH IN OUR SCHOOLS.

BY G. A. CHASE, B.A.

II.

There arises now the important question, "How is our language to be taught in our public schools since grammar is ineffectual? What process is to be pursued in order to gain accuracy, clearness and forcibleness of expression, together with the mental training that grammar is supposed to give?" In principle the same process is to be pursued as the one with which the pupil has been familiar from his earliest years, and which gave him the power to express his childish thoughts simply and clearly.

In point of language, the beneficial effects resulting from cultivated society can scarcely be over-estimated. In our schools, the boy whose parents are educated is readily distinguished by his language from the one whose parents are not educated; the child on whose ears good English has always fallen, will use good English himself. He may not, indeed, be able to give the reason why one mode of expression under certain circumstances is better than another; or why one particular form of a word is right and another wrong; but his own language will be correct, age only being wanting to enable him to reason on the choice of words. In the school-room the children of the educated are found side by side with those of the uneducated; to correct the language of the one by means of grammar is a hopeless task, that of the other is good without the grammar. In the one case the language, being good already, has only to be extended; in the other it has to be both improved and extended. *The same method will exactly answer the requirements of both: put before both models of the best English.*

"E. K." in accounting for the archaic diction of Spenser's "Shephear's Calender," says, "In whom (i.e., Chaucer, &c.), when as this our poet hath bin much travailed and throughly read, how could it be, (as that worthy orator sayde), but that walking in the sunne, althouth for other cause he walked, yet needes he mought be sunburnt; and, having the sound of these ancient poets still ringing in his ears, he mought needes, in singing, hit out some of their tunes."

The same principle is emphatically insisted upon by Macaulay. "Give a boy," he says, "'Robinson Crusoe.' That is worth all the grammars of rhetoric and logic in the world." When the interest is engaged and the attention fixed, the turn of expression will be stamped upon the reader's memory; the language of narrative, of conversation, of oratory, of poetry; the inversions, the changes that bring the idea vividly before the mind, will all be grasped in their very life: a result that no rule, no reasoning, no philosophical discussion, no parsing could produce.

Apart from inborn aptitude, the power of using language well depends almost wholly upon imitation; or, as Professor Whitney puts it, "there must be a reference to direct authority." This power of not only using the words we employ in their accepted meaning, but also of having a wide and varied vocabulary at command from which to select words expressing the nicest shades of idea, is gained solely from extensive and careful reading over a wide field. My own experience as a teacher of language has, without doubt, been the same as that of others; in questions involving no grammatical "rule," but only of correct usage, or the reason of a certain usage, the boy who has read the widest and with the most care gives the best answer, although he may be comparatively ignorant of grammar. Dictionaries are good in their way, and grammars, and books of synonyms; but they fail, and necessarily fail, to reach the spirit with which our words are uttered. The object we have in view, the state of mind in which we are, must guide what we have to say, both in form and order. Will heartfelt sorrow make itself known in words chosen by art? Will joy or invective keep within the bounds of artificial rule?

No language can boast of a literature more extensive, more varied, or more excellent than ours; models of the best English in various styles are practically unlimited; every age and every taste can be readily satisfied, whether it ask poetry, oratory, narrative, fiction, or the essay; we may range from the Victorian English of De Quincey to the era of Shakespeare, or even of Chaucer. This wealth of literature is now practically forbidden to the vast majority of our pupils, and as they will have something they betake themselves to "Books for Boys," the "Boys' Own," and such like stuff. If we complain of the vitiated taste of our young people; if we lament, the craving for sensational literature, our schools and school authorities are chiefly to blame for it. The remedy lies within their hands, and we sincerely hope it will be applied. Give the science of language its proper place, but let it be the learner's first aim to acquire language itself, and that where it can be obtained in its richest, purest and fullest form, the masterpieces of our literature. If, instead of this, and under the fancied notion that we are taking the proper method for imparting a correct knowledge of our language, we put into the hands of our pupils, or even teachers, "composition books or grammars," we do harm where we wish to do good; for these books would have us to speak and write by art and rule, and teach that there is but one way to express a given idea. Some good, it may be readily granted, may have resulted from this way of studying English; but the amount has been exceedingly trifling to what would have been accomplished if the study of literature had been pursued in its stead. How few are our good writers or speakers now! Rules or forms of expression cannot be laid down to meet every idea that may rise in the mind, accompanied as it is by the varied emotions of the writer, the indefinite variety of time and place and circumstance. Instead of seeking to express our thoughts in one set form, the endeavour should be after variety; and no process can give this variety but that of wide reading, for by no other means can a command over the wealth of our language be obtained. It is not proposed that any one author should be set up as a model and imitated; but wide reading will bring the learner into contact with

various modes of expression, and he will insensibly choose what is suited to his own disposition.

Were the course that has been indicated once pursued; were the youth of our schools required, from the lowest to the highest classes, not only to read and study carefully according to their ability the works of the best writers, but also to express their own thoughts on paper, with these writers as their guide, and under the care of a skilful teacher, the reproach would be soon wiped away that "the English do not know their own language."

But this is not all. The study of literature serves other and greater purposes than even the acquisition of language. The literature of a nation embodies its life; what its poets have sung, or its thinkers have thought, is there displayed before us, and the pupil becomes acquainted not only with the language of great men, but with the maturest productions of their minds. Familiarized with what is best in thought; led by their teacher from the printed page before them into the actual life they see around them; taught to feel and share the spirit that animates the poet, could there be anything better calculated to stimulate the mind or warm the heart of the pupil than this unceasing intercourse with all that is great and good? I feel confident that, upon even a short consideration, there can be but one opinion when the two methods of studying English are compared: that by means of "grammar," and that through its literature. The grand principle that lies at the foundation of all successful teaching is the necessity of giving what the mind can grasp; if we fail to do this we fail to do good, however cleverly our words may be repeated after us. No more intangible thing than "grammar" could ever be required of a pupil.

It must not be supposed that the disuse of all grammatical teaching is here urged. Professor Whitney gives the correct principle when he says "grammar must be given indirectly, not formally." Every experienced teacher can say that what he has taught informally—by word, or illustration, or by any process apart from systematic rule—has been invariably successfully taught. It is astonishing how much can be done by this method almost imperceptibly. The study of systematic grammar, or science of language, should not be touched in the Public Schools, nor yet in the High Schools, before the most advanced class is reached, or at least the one next to the advanced class; hardly then, indeed, unless the pupils are preparing for the University and a higher education. In this practical age of ours we cannot afford to spend time on anything but what will yield the greatest results. Our youth who leave school to go at once into the business of life should be equipped as fully as possible; should know as much as possible not only of what will be practically useful, but of what will refine and elevate. Though our educational system is still burdened with the ideas of a bygone age, there are not wanting unmistakable evidences that a better time is coming. In spite of opposition, literature has forced its way into our High Schools; natural science, too, will soon rank as one of the most important factors in education. The policy of the educational authorities seems to be tentative; and while a bolder one would be more satisfactory, we accept gladly what has already been given. But we do not wish to stop where we are. Required in the upper classes of High Schools, let literature supersede grammar in all classes, as well in Public Schools as in the others; let it be required of all grades of teachers. If it be said that the great majority of teachers cannot teach literature, knowing nothing of it, the answer may be given that it rests with the Government to make some knowledge of literature a necessity in all teachers, and to provide for lectures on it in the Model Schools. All the necessary machinery is at hand; High Schools to teach and Model Schools to train.

We feel assured that if the Government will have the courage to make the changes proposed, no greater impulse to the cause of sound, popular education will have been given in the present century. It will lead in its train another long-felt want both in schools and colleges—the study of the history of a nation through its literature.

EFFECT OF TEACHING ON LONGEVITY.

Editor School Journal.

SIR,—On page 67 of the October number of the JOURNAL, I find it stated on the authority of a table prepared by the Massachusetts Bureau of Vital Statistics that the average duration of a teacher's life there is only thirty-four years, while that of the farmer, mechanic, lawyer, &c., is fifty years. Surely this cannot be accounted for on the supposition that a teacher's work is so much more unhealthy than that of others. Is the explanation to be found in the fact that so few remain in the profession till old age comes on? If the Buffalo gentleman who quoted the statistics referred to drew a fair inference from them, it will be a great discouragement to young teachers. Wishing you success,

I subscribe myself,

A YOUNG TEACHER.

Oct. 16, 1877.

[We have no means of knowing whether the statistics above referred to are correct or not. If the facts and inference are trustworthy they should furnish food for reflection, but not necessarily for alarm or discouragement. There may be something in the suggestion offered by our correspondent, but it may as well be admitted at once that, as *ordinarily pursued*, the teacher's occupation is a very unhealthy one. To say nothing of the inevitable strain on the nervous system, which is unnecessarily intensified by wrong methods and bad habits in the school-room, it is notorious that nearly all schools are badly ventilated and heated, while very few of them, on account of defective appliances, can ever be anything else. A more extensive and intelligent application of sanitary principles to school life would do much to promote longevity amongst teachers, and at the same time enable the pupils to make more rapid and satisfactory progress. It is hardly necessary to add that great numbers of teachers are constantly committing suicide by depriving themselves of the amount of physical exercise in the open air necessary to enable them to eat and sleep.—ED. SCHOOL JOURNAL.]

QUESTIONS ON THE ENGLISH LITERATURE FOR SECOND CLASS AND INTERMEDIATE EXAMINATIONS.

BY J. HOUSTON, B.A.

It is not supposed that the following are all the questions that may be asked. The purpose is to furnish to students preparing themselves for examination some information as to the kind of questions they may expect. As examples of questions on the "Lady of the Lake" may be seen in the previous number of the CANADA SCHOOL JOURNAL, I have confined myself almost exclusively to "The Deserted Village." In a few cases hints are given. The numbers used are the numbers of the lines.

1. Sketch the life of Goldsmith. (Note the dates 1728, 1744, 1752, 1759, 1764, 1770, 1774; the colleges he attended; the countries through which he travelled; his connection with the Johnsonian circle, and the occupation of his father and brother.)
2. What poet does Goldsmith imitate in the form of his poetry?
3. Name his chief poetical and prose works.
4. Name the chief contemporary literary men.
5. What village is meant by Auburn? (Some suppose Albourne in Wilts; others, Lissoy in Ireland, but probably only an imaginary village.)
6. To whom did he dedicate the poem?
7. State his purposes in writing this poem.

8. Write notes on the proper names in the poem.
9. What is the style and what the species of the poem? (Simple and graceful style, didactic species.)
10. Give examples of assonance from this poem. See 29 and 80, 186 and 187, 205 and 206, 219 and 220. Are 107 and 108, 117 and 158, 207 and 208, 289 and 240 examples?
11. Give the meaning of *parting* 4, *simply* 24 (= foolishly), *would* 29, *state* 105, *passing* 142, *place* 144, *woodman* 244 (= hunter), *tides* in 209 and in 269.
12. Parse *village* 1, *seats* 6, *cut* 10, *made* 14, *are fled* and *with-drawn* 86 (Mason 187), *prey* 50, *companions* 61, *want* 67, *fang* 68, *keep* 88, (so *tell*, and *die*. Why is *to* omitted? Read Mason 191, 192, 368, 372), *vezations* and *past* 95, *to fly* 102 (Mason 191, 469), *angels* 108, *she, historian* 181-5, *near* 187, *skilled* 148, *strength* 398.
13. Why the spelling *topt*, *distrest*, *deckt*?
14. What reason could be given for parsing *pair*, *swain*, *looks*, *glance*, as nominative in apposition with *sports* in 24? (He uses the same term in 81, but there is a period after *reprove*.)
15. Scan lines 88, 126, 182. (May not *loud laugh* be called a spondee?)
16. Give examples of alliteration from the poem. See 42, 68, 119, 128, 214, 228, &c.
17. Line 46, whose echoes? "Unvaried cries:" what is the cry?
18. Give the derivation of *lapwing* (= flapwing), *fares*, *spurn*, *murmur*, *close*, *spendthrift*, *dismayed* (= un-strengthened), *tides*, *cupher*, *truant*, *ballad* (meaning formerly and now), *brocade*, *seats*.
19. What rhetorical figures in lines 50, 66, 106, 180, 248-5?
20. Line 52. "Men decay." How? Morally or numerically? (See 89 and 125.)
21. Lines 53 and 54. Explain what is meant. Whose breath?
22. What is the force of *ry* in *peasantry*, of *for* in *forlorn*, *fore-done*, *forefended*, *foregone advantage*, *forbid*? (In these words *for* = away, but *fore* = before in *foresee*, *foregone conclusion*.)
23. Line 79. Why is an absolute phrase called an extension of the predicate?
24. L. 83 and 84. Explain, by referring to Goldsmith's history, the allusions in *wanderings* and *griefs*.
25. L. 112. "Be." Why this form?
26. L. 189. "Disclose." How? (See *torn*—as a torn veil discloses the face, not as a post would mark the place.)
27. Is it his father or his brother whom he pictures in the village parson? Give reasons.
28. L. 155. "Broken." What was the Latin term? (Compare "Fain was their war-broken soldier to stay.")
29. "Errors he (Goldsmith) undoubtedly makes—errors of fact and errors of interpretation (or inference)." Give examples of each kind from this poem.
30. "Goldsmith and his age disbelieved in large towns; they thought such unions of men mere conspiracies of vice." Refer to passages in illustration of this statement. (Compare Johnson's "London.")
31. Compare the condition of emigrants as described by G. with their actual condition in Canada and U. S.
32. Why the definite articles in 187 and 286?
33. Discuss the spelling of *cheerful*, *landschape*, *groupe*, *echoes*, and the use of *an* before *hare* in 98.
34. What contradiction in lines 40 and 305?
35. Discuss the truth of the picture in 375-384.
36. "Here, as in his other poems, Goldsmith entertains not only an artistic but also a didactic purpose." Explain, and refer to passages.
37. "In any period of English literature such a poem as the 'Deserted Village' would have won and have deserved notice." Why? Why would it receive special notice in Goldsmith's age?
38. How far is the charge in 409 and 410 true of his time? Refer to the reception of his own poem by the public.
39. Compare Scott and Goldsmith as humorists, referring to passages in illustration.
40. "He (Goldsmith) knows not or he ignores the happier side of the exile's prospects." What part of the poem is referred to? Discuss the truth of the statement.
41. What great writer on political economy lived in Goldsmith's time? How did their views differ?
42. Is Goldsmith equal to Scott as an inventive poet? Refer to passages. (See the account of Fitz-James's dream. *Lady of the Lake*, Canto I.)
43. Compare Scott and Goldsmith as descriptive poets.

To the Publishers of the Canada School Journal:—

DEAR SIRS,—We are again safely at Cambridge, and our Michaelmas term has commenced. I was absent from home when your letter arrived. Since my return I have been so overwhelmed with many pressing duties and engagements that I have been obliged to defer everything in the way of correspondence not immediately urgent. Be assured, I shall always be ready to do anything in my power to promote sound intellectual education. * * * I shall be glad to render you any help in my power in connection with the CANADA SCHOOL JOURNAL, and will try and send you an article now and then on educational matters. * * *

Yours faithfully,

R. POTTS.

Cambridge, 17th Oct., 1877.

[We have much pleasure in calling attention to the above letter from Mr. Potts, well known to Canadian teachers as the author of the "Euclid" that goes by his name. We have no doubt our readers will be glad to peruse what so eminent a fellow teacher has to say on the work in which they are engaged.—ED. JOURNAL.]

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on only one side, and properly paged to prevent mistakes. ALFRED BAKER, B.A., Editor.

NOTES ON EUCLID, BOOK II.

Prop. I. is the geometrical expression of the distributive law of Algebra.

The propositions at the beginning of this book may be stated in a variety of ways. Thus Prop. II. may be enunciated; *The difference between the rectangle under two straight lines and the square on one of them is equal to the rectangle under that one and their difference*; AB, BC , or AB, AC being the lines spoken of. Or thus: *The square on the sum of two straight lines is equal to the rectangles contained by their sum and each of the lines*; AC, CB being the lines spoken of.

The former of these enunciations includes Prop. III. Props. II. and III. are merely particular cases of Prop. I., and are immediately derivable from it. Thus Prop. II. says that the rectangle contained by AB, AB is equal to the rectangles contained by AB, AC and AB, CB ; Prop. III., that the rectangle contained by AB, BC is equal to the rectangles contained by AC, BC and CB, BC .

Prop. IV. is the geometrical equivalent of $(a + b)^2 = a^2 + 2ab + b^2$. It may readily be extended to prove the geometrical equivalent of $(a + b + c + \dots)^2 = a^2 + b^2 + c^2 + \dots + 2ab + 2ac + 2bc + \dots$

It will assist in recalling the enunciations, each of which includes both V. and VI., (*the rectangle under the sum and difference of two straight lines is equal to the difference of the squares on these lines*; and *the rectangle contained by two straight lines together with the square on half their difference is equal to the square on half their sum*), to remember the figures $A \begin{array}{c} C \\ D \end{array} B$, $A \begin{array}{c} C \\ B \end{array} D$, AC, CD being the lines spoken of in the former enunciation, and AD, DB in the latter, and then state either of the propositions having regard to these lines as the elements of the figures. The enunciations, each of which includes both IX. and X., (*the square on the sum of two straight lines with square on their difference is double the sum of the squares on the lines*; and *the sum of the squares on two straight lines is double the square on half their sum with the square on half their difference*), may be recalled in the same way, AC, CD being the lines spoken of in the former case, and AD, DB in the latter.

The first statement of Props. V. and VI. given above shows them to be the geometrical equivalent of $a^2 - b^2 = (a + b)(a - b)$.

The following demonstration includes both Props. V. and VI.: If there be two straight lines, sq. on greater is equal to the rectangle under the lines together with rectangle contained by greater and difference of lines by Prop. II. And rectangle under lines is equal to sq. on less with rectangle contained by less and difference by Prop. III. Hence sq. on greater is equal to sq. on less with rectangles contained by greater and difference and by less and difference; i.e. is equal to sq. on less with rectangle contained by sum and difference by Prop. I.; and this result is the first enunciation given above of Props. V. and VI.

Prop. VII. is the geometrical equivalent of the identity $(a - b)^2 = a^2 - 2ab + b^2$.

The following proof includes both IX. and X.: The sq. on AD (see above figures) is equal to the sqs. on BC, CD with twice the rectangle BC, CD. To each add the sq. on DB; then the sqs. on AD, DB are equal to the sqs. on BC, CD, DB with twice the rectangle BC, CD. And by Prop. VII. the sq. on DB with twice the rectangle BC, CD is equal to the sqs. on BC, CD. Hence the sqs. on AD, DB are equal to twice the sqs. on BC, CD.

Prop. XI. gives a geometrical construction for one of the roots of the quadratic equation $x^2 = a(a - x)$, a being the length of the given line, and x the part whose square is to be equal to the rectangle contained by the whole and the other part. A geometrical construction for the other root may be obtained as follows: Let AB be the given straight line. On it describe a sq. ABCD. Bisect AD in E. Produce EA to F making EF equal to EB. Produce BA to G. Bisect the angle GAF by AH. Let AH, BF produced meet in H. Draw HG perpendicular to BG. Complete the square AH. On GB describe the square GKLB. Produce BĒ to bisect GK in M. It may be shown in quite the same way as in Prop. XI, that the square on AG is equal to the rectangle AB, BG; i.e. AB is externally divided in G so that the rectangle contained by the whole line and one of the parts is equal to the square on the other part. Hence AG must represent one of the roots of $x^2 = a(a - x)$, and AH in the ordinary figure representing the positive root, this must represent the negative root.

In the ordinary figure for this proposition, if from HA, HK be cut off equal to HB, AH is divided in medial section in K, for $\frac{AB}{AH} = \frac{AH}{HB} = \frac{AB - AH}{AH - HB}$ i.e. $AH, AK = HK^2$. If from KH, KL be cut off equal to KA, and if this process be carried on indefinitely, the point ultimately reached divides AB in medial section. For the distance from B ultimately reached is the sum

$$ad\ inf. \text{ of the series } a - a \frac{-1 + \sqrt{5}}{2} + a \left(\frac{-1 + \sqrt{5}}{2} \right)^2 - \dots$$

$$= \frac{2a}{1 + \sqrt{5}} = \frac{a}{2} (-1 + \sqrt{5}) = AH.$$

Props. XII. and XIII. furnish us with a method of finding the area of a triangle when the three sides are given. For we have at once CD or BD; thence AD, and thence the area. (Prop. XLI., Bk. 1.)

The following paper was set at the Matriculation Examinations in June last. The solutions of the more difficult problems are given.

ALGEBRA.

HONOR.

1. If α, β be the roots of $x^2 + px + q = 0$, then $\alpha + \beta = -p, \alpha\beta = q$.

Form the equation whose roots are $\frac{1}{\alpha^2}, \frac{1}{\beta^2}$.

2. Solve the equations

$$\begin{aligned} z(x+y) &= 3+xy, \\ x(2y-1) &= y, \\ xyz &= 1. \end{aligned}$$

3. A and B start to walk from two places M, N, at the same time, and towards another. A is delayed one day on the road, in consequence of which he meets B 6 miles rearer M than he would otherwise have done. Continuing their walking, A and B reach N and M in $4\frac{1}{2}$ and $8\frac{1}{2}$ days respectively after leaving one another. Find the distance from M to N.

4. Is it a convention or a matter of proof that $a^{\frac{p}{q}}$ is the q^{th} root of the p^{th} power of a ? Explain clearly.

Extract the square root of

$$a^{-\frac{3}{2}} - 2a^{-\frac{9}{8}} + 3a^{-\frac{3}{4}} - 2a^{-\frac{3}{8}} + 1.$$

Expand $\left(\frac{\sqrt{3} - \sqrt{3}}{a + a} \right)^4$.

5. If b be not a perfect square, and $a^2 - b = c^2$, shew that

$$\sqrt{a + \sqrt{b}} = \sqrt{\frac{a+c}{2}} + \sqrt{\frac{a-c}{2}}$$

Simplify $\frac{2 + \sqrt{3}}{\sqrt{7 - 4\sqrt{3}}} - \frac{2 - \sqrt{3}}{\sqrt{7 + 4\sqrt{3}}}$.

6. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$, each of these fractions is equal to

$$\frac{ma + nc + pe}{mb + nd + pf}.$$

Solve the equations—

$$\frac{x + 2y}{3z} = \frac{z + 2x}{3y} = \frac{y + 2z}{3x} = x + y + z.$$

7. Find the sum to n terms of a Geometric series, whose first term and common ratio are given.

Sum to n terms the series $1 + 2x + 3x^2 + 4x^3 + \dots$

An equilateral triangle is inscribed in a given circle, a circle within the triangle, an equilateral triangle in the second circle, and so on *ad. inf.*; compare the area of the first triangle with the sum of the areas of all that follow.

8. Find the Arithmetic, Geometric, and Harmonic means between a and b .

Show that three quantities cannot be at the same time in two kinds of progression.

9. Find the number of combinations of n different things r at a time.

An even number of points, n , are arranged at equal intervals on the circumference of a circle, and triangles are formed by joining them. Find the number of such that are oblique-angled.

10. Establish the Binomial Theorem in the case of a fractional index, assuming that it holds in the case of an integral index.

Find the n^{th} term in the expansion of

$$\left(1 - \frac{1}{n} \right)^{1 - \frac{1}{n}}$$

1. $\frac{1}{\alpha} + \frac{1}{\beta} = -\frac{p}{q}$; $\therefore \frac{1}{\alpha^3} + \frac{1}{\beta^3} + \frac{3}{\alpha\beta} \left(\frac{1}{\alpha} + \frac{1}{\beta} \right) = -\frac{p^3}{q^3}$,
 $\frac{1}{\alpha^3} + \frac{1}{\beta^3} = \frac{3pq - p^3}{q^3}$; and $\frac{1}{\alpha^3\beta^3} = \frac{1}{q^3}$; \therefore eq. required is $x^3 + \frac{3pq - 3pq}{q^3}x + \frac{1}{q^3} = 0$.

2. From (2) $\frac{1}{x} + \frac{1}{y} = 2$; from (1) and (3) $\frac{1}{x} + \frac{1}{y} - \frac{1}{z} = 3$; $\therefore z = -1$. Thence $x = -1 \pm \sqrt{2}, y = -1 \mp \sqrt{2}$.

3. Let x, y be the rates of A and B, and a the whole distance. Then from the first statement $\frac{x}{x+y}$ of $y = 6$; also $\frac{x}{x+y} (a - y) =$ distance travelled by A and to be travelled by B, $\frac{y}{x+y} (a - y) + y =$ distance travelled by B and to be travelled by A. $\therefore \frac{x}{x+y}$

$$a - y = 8\frac{2}{5}, \frac{y}{x+y} = \frac{a+x}{x} = 4\frac{2}{5}; \text{ also } \frac{xy}{x+y} = 6. \therefore a - y = \frac{7}{5}y^2,$$

$$a + y = \frac{11}{15}y^2; \text{ hence } \frac{11}{15}y^2 - \frac{21}{15}y^2 = a + y = \frac{xy}{6}, \text{ and } y = \frac{2}{3}x,$$

whence $a = 150$.

4. If we agree that $a^m \times a^n = a^{m+n}$ whatever m and n may be, it is a matter of proof that $a^{\frac{p}{q}}$ is the q^{th} root of the p^{th} power of a . If, however, we agree that $a^{\frac{p}{q}}$ represents the q^{th} root of the p^{th} power of a , we may shew that $a^m \times a^n = a^{m+n}$ when m and n are fractional. Hence in the theory of indices, the meaning of $a^{\frac{p}{q}}$ might be either a matter of proof or a convention.

$$a^{-1} = \frac{1}{a} + 1; a^{\frac{1}{2}} = \sqrt{a} + 1; 4a^{\frac{1}{3}} = 4\sqrt[3]{a} + 6 + 4a^{-\frac{2}{3}} + a^{-\frac{4}{3}}.$$

5. $8\sqrt{3}$.

6. Each fraction equals $\frac{3x + 3y + 3z}{3x + 3y + 3z} = 1$; whence $x = y = z = \frac{1}{3}$.

7. (1) $S = 1 + 2x + 3x^2 + \dots + nx^{n-1}$.

$$\begin{aligned} Sx &= x + 2x^2 + \dots + (n-1)x^{n-1} + nx^n \\ S(1-x) &= 1 + x + x^2 + \dots + x^{n-1} - nx^n \\ &= \frac{x^n - 1}{x - 1} - nx^n, \therefore S = \frac{nx^n}{x-1} - \frac{x^n - 1}{(x-1)^2}. \end{aligned}$$

(2.) Side of second triangle is half that of first, and triangles are as the squares of their sides; hence sum of areas of triangles = area of 1st $\times \left\{ 1 + \frac{1}{4} + \frac{1}{8} + \dots \text{ ad. inf.} \right\} = \frac{4}{3}$ of area of 1st, and \therefore area of 1st is three times the area of all that follow.

8. Let a, b, c be in A.P. and G.P.; then $\frac{1}{2}(a+c) = b = \sqrt{ac}$; whence $a = c$, &c.

9. Whole no. of triangles is $\frac{n(n-1)(n-2)}{3}$. No. of right

angled triangles = $\frac{n}{2} \times 2 \left(\frac{n}{2} - 1 \right)$; \therefore number required =

$$\frac{n(n-1)(n-2)}{3} - \frac{n(n-2)}{2} = \frac{n(n-2)(n-4)}{3}$$

$$10. \frac{(-n+1).1.(n+1)(2n+1). \dots \{(n-3)n+1\}}{n^{\frac{2(n-1)}{2}} \cdot n-1}$$

Practical Education.

Queries in relation to methods of teaching, discipline, school management &c, will be answered in this department. J. HUGHES, Editor.

ERRORS IN ARTICULATION AND HOW TO REMOVE THEM.

I.

Austin, in his "Chironomia," says: "Words should be delivered out from the lips, as beautiful coins newly issued from the mint, deeply and accurately impressed, neatly struck by the proper organs, distinct, sharp, in due succession and of due weight." It is greatly to be regretted that these words describe something almost entirely unknown at the present time. The vocal coins now in circulation are not of the character described. They might be, if teachers only took an interest in securing the perfect utterance of the sounds of our language, separately and in combinations. It is astounding and very sad that teachers usually allow their classes to acquire and continue to practise slovenly or erroneous habits of forming their words, as though they had no power to prevent such a course of things. Defective articulation is commonly regarded as a "dispensation" with which the teacher need not interfere.

The reason for this common carelessness on the part of teachers is, they are unacquainted with the true causes of these "vocal diseases," and are therefore incapable of prescribing a proper course of treatment for their cure. The subject of *Perfect Articulation* has hitherto not received much attention in the schools where teachers have received their training, and it is treated so *technically* in most of the books written on the subject, that teachers conclude they cannot comprehend the matter, and therefore neglect it altogether. The object of these articles will be to show in simple language that every teacher can cure the cases of bad and imperfect utterance in his or her own school. Very few such cases arise from imperfect formation of the vocal organs.

ERRORS.

Nearly all the errors made in articulation and enunciation may be summed under a few heads. The most important of these are: **Stammering, Weakness of Voice, Thickness of Utterance, Lispings, Omission of Sounds, Addition of Sounds, Substitution of Sounds, Transferring Sounds, and Transposing Sounds.**

STAMMERING.

This is one of the most serious difficulties in connection with articulation. It is certainly the greatest affliction connected with speaking, and yet it is not an infliction of nature, but results from an improper working of perfect organs. It is the very worst use a man could make of such admirable apparatus, and it is a pity that teachers generally regard it as an affliction to be endured instead of cured, although it is often one of the least difficult of the errors in articulation to correct.

CAUSES.—The causes which induce stammering are **diffidence, embarrassment, hasty utterance, trying to speak before deciding fully what to say, speaking without a proper supply of air in the lungs, and trying to speak when drawing in the breath.** But these are merely the initiatory causes or conditions necessary to produce a lock in the vocal apparatus. Any one who has carefully noticed the movements of his own vocal organs in the formation of the various sounds of our language, must have noticed that several of these sounds are made by abrupt explosions. The letters **b, d, g, j, k, p** and **t** are sometimes named **abrupts** on this account, and to these may be added **f, l, m, n** and **v**, when they commence a word. In commencing to form these letters the passage of the air from the lungs is intercepted, wholly or partially, by the tongue, the lips, or the lips and teeth combined. As the air cannot pass out, and the lung pressure still continues, the air becomes more or less compressed according to the length of time the obstruction remains, and the sudden removal of this obstruction allows the forcible expulsion of the sound. Stammering usually occurs when an attempt is made to articulate an **abrupt explosive sound**. Either the tongue is too slow in removing from its obstructive position, or the lips remain closed too long. If the tongue be allowed to remain too long in its first position in making one of these sounds, it is quite natural that the pressure of the air behind it should tend to keep it there. This is clearly proved by attempting to enunciate **d** with the tongue **firmly fixed** in the position necessary for its correct utterance, viz., against the **gums of the upper teeth**. A man may strive to do so, as stammerers frequently do, until his face becomes distorted, and the more he tries the more completely does he prevent the possibility of accomplishing his purpose.

REMEDIES.—As the cause is a want of harmony in the action of the muscles attached to the vocal organs, the remedy must be found in measures calculated to produce the needed harmony. The following rules will aid the teacher in accomplishing this result:

1. The actual contact of the vocal organs in forming consonants should be maintained for as brief a space as possible.

2. The lungs should be well supplied with air.

3. The air should be expelled from the lungs **very slowly** and **smoothly**. The ability to do this is the **first** thing the teacher should aim to secure for his stammering pupils. Most stammerers expel the air from their lungs suddenly and forcibly. To cure this habit they should be made to say **awe** or some similar sound as **as long as possible** without drawing breath. This practice should be continued by the pupils at home and wherever convenient until they are able to breathe **deeply** and allow the air to pass from the lungs very slowly.

4. **Steadiness** and **deliberation** should be assiduously cultivated in both physical and mental action. **Reciting poetry** in a measured manner, **beating time** while repeating, is often productive of good results.

5. No attempt should be made to utter a sentence until it is definitely arranged in the mind. The worst stammerers frequently **sing** or **recite** without hesitation.

6. When it is fully settled what to say, the **fingers should be moved**, or some other action performed to take the mind from the vocal organs. Until a man has fully overcome the habit of stammering, thinking about it is one of the most certain modes of producing it. The fear of falling makes the acrobat dizzy.

7. Every possible effort should be made to acquire **confidence**.

8. When a **lock** occurs, the key to unlock it should be **some sound** whose formation requires the removal of the tongue from its fixed position. You can say "**a dog**," or "**a judge**," although you may not be able to say "**dog**" or "**judge**."

9. It is a good plan in many cases to make the stammerer speak in a **higher or lower key** than the one he is accustomed to speak in.

Those who attempt to speak while the air is passing **toward** the lungs are the worst stammerers. They are using their vocal apparatus in inverse order; trying to utter words **before they are formed**. Any teacher who allows a child in his class to acquire or continue to practice such a habit is guilty of gross negligence.

A great amount of patience will be necessary in dealing with stammerers. The earlier they are cured the better. If ill-health or defective nervous systems render the cure more difficult, a course of gymnastic exercises in the open air, or medical treatment, or both, should be advised. In curing stammering, lessons should be given at very short intervals. Occasional lessons sometimes do very little good.

DRILL IN SCHOOLS.

II.

The following paragraph shows that the School Board of London, England, take steps to test the efficiency of the teaching of Drill in their schools. The programme for this subject in Ontario is precisely that adopted by the London School Board. It is to be hoped that their example in annually reviewing their school companies may be imitated by Canadian Boards:—

"Near the end of July the London School Board held a review of nearly 10,000 scholars, chosen from the best schools of London, on the green lawn of the Regent's Park. These 9,880 pupils, from ten to fifteen years of age, defiled by schools and divisions of the ten scholastic districts, in lines of twenty-five boys each, with an assistant-master to every line. At the head of each district-division marched a standard-bearer and the band of music, which stationed itself in front of the jury as the procession marched by. The school board forming the jury has for president Sir Charles Reed, a member of Parliament. All were present on this interesting occasion, as well as many strangers of distinction."

STANDING AT EASE.

1. By Numbers.

Stand at ease, by numbers—

ONE.

On the word *One*, raise the arms from the elbows, left hand in front of the centre of the body, as high as the waist, palm upwards; the right hand as high as the right breast, palm to the left front; both thumbs separated from the fingers, and the elbows close to the sides.

TWO.

On the word *Two*, strike the palm of the right hand on that of the left, drop the arms to their extent, keeping the hands together, and passing the right hand over the back of the left as they fall; at the same time draw back the right foot six inches, and bend slightly the left knee.

Position when the motion is completed: Weight of body on right leg, left knee bent; arms, with hands crossed, hanging loosely in front against body; attitude easy. The right thumb will find its place between the thumb and palm of the left hand, as the hands fall, after they are clasped. Do not move the left foot from its place. The position of standing at ease should be followed by that of attention.

2. Judging the Time.

After a few repetitions of the two foregoing practices, the pupils will be found thoroughly grounded in the positions, and will next proceed to *Stand at ease, judging their own time*, for which the command will be *Stand at—EASE*. On this word, they will go through the motions as explained, each to be distinctly and smartly executed, but without any pause between them, the Instructor cautioning them not to wait for the words *One, Two*, but to act at once on the word of command.

On the completion of the practice, and when standing at ease, the command *Stand Easy* may be given, when the boys will be permitted to move their feet, each taking care not to quit his own ground. When simply standing at ease the *left foot must not quit the ground*.

On the word *squad* being given to the pupils, when *standing easy*, they will at once assume the position of *standing at ease*.

TURNINGS.

In going through the Turnings the *left heel must never quit the ground*, it being used as a pivot on which the boy turns, so that he may not shift his ground. The *right foot is drawn back* to turn the body to the *right*; and *carried forward* to turn it to the *left*. This must be impressed upon the boys' minds; and the best way of doing so is to make a boy draw back his right foot, and tell him to turn to the left; he will find that he is blocked and cannot do so. The knees must be kept straight, and the body must incline very slightly forward. The Turnings must first be taught "by numbers," and then "judging the time."

In the first part of each of the following motions, the foot is to be moved to its position without a jerk, the movement being from the hip; so that the body may be kept perfectly steady until it commences to turn. Allow no looking down at the feet.

Right—TURN.

On the word *Turn*, place the hollow of the right foot smartly against the left heel, keeping the shoulders square to the front.

TWO.

On the word *Two*, raise the toes, and turn a quarter circle to the right on both heels, which must be pressed together.

Left—TURN.

On the word *Turn*, place the right heel against the hollow of the left foot, keeping the shoulders square to the front.

TWO.

On the word *Two*, raise the toes, and turn a quarter circle to the left on both heels, which must be pressed together.

Right about—TURN.

On the word *Turn*, place the ball of the right toe against the left heel, keeping the shoulders square to the front.

TWO.

On the word *Two*, raise the toes, and turn to the right about on both heels.

THREE.

On the word *Three*, bring the right foot smartly back in a line with the left.

Left about—TURN.

On the word *Turn*, place the right heel against the ball of the left toe, keeping the shoulders square to the front.

TWO.

On the word *Two*, raise the toes, and turn to the left about on both heels.

THREE.

On the word *Three*, bring up the right foot smartly in a line with the left.

Squad-Front. { On the word *Front*, come to the *right about* in three smart and distinct motions as taught above. After having turned to the right about, *always* come to the front by the right about, *never* by the left about, *viz.*, "complete the circle."

DISMISSING.

Squad-Right Turn. { On the word *Turn*, the squad will turn as directed. **Dismiss.** { The *front rank* will take a short side step to the *left*, the *rear rank* a short side step to the *right*, and leave the drill-ground quietly, without clapping the hands.

EXTENSION MOTIONS.

In order to open his chest, and give freedom to his muscles, the pupil should be practised in the following extension motions.

Pupils formed in squads with intervals will be turned a half turn to the right, before commencing the following practices. If extended according to the second method recommended in Article I., this will not be necessary.

First Practice.

ONE. { On the word *One*, bring the hands, at the full extent of the arms, to the front, close to the body, knuckles downwards, till the fingers meet at the points; then raise them in a circular direction over the head, the ends of the fingers still touching and pointing downwards so as to touch the cap, thumbs pointing to the rear, elbows pressed back, shoulders kept down.

TWO. { On the word *Two*, throw the hands up, extending the arms smartly upwards, palms of the hands inwards, then force them obliquely back, and gradually let them fall to the position of attention, endeavoring as much as possible to elevate the neck and chest.

THREE. { On the word *Three*, raise the arms outwards from the sides without bending the elbow, pressing the shoulders back until the hands meet above the head, palms to the front, fingers pointing upwards, thumbs locked, left thumb in front.

FOUR. { On the word *Four*, bend over until the hands touch the feet, keeping the arms and *knees* straight; after a slight pause, raise the body gradually, bring the arms to the sides, and resume the position of attention.

N. B.—The foregoing motions are to be done slowly, so that the muscles will be exerted throughout.

Second Practice.

ONE. { On the word *One*, raise the hands in front of the body at the full extent of the arms, and in line with the mouth, palms meeting, but without noise, thumbs close to the forefingers.

TWO. { On the word *Two*, separate the hands smartly, throwing them well back, slanting downwards; at the same time raise the body on the fore part of the feet.

ONE. { On the word *One*, bring the arms forward to the position above described.

THREE. { On the word *Three*, smartly resume the position of Attention.

Having practised the above motions a few times, the Instructor will give the words *One, Two*, in rapid succession for the space of one minute, followed by the word *Steady* (when the arms are in the first position), and then give the word *Three*, on which the squad will resume the position of Attention.

Third Practice.

The squad will turn to the right as into file, previous to commencing the third practice.

ONE. { On the word *One*, raise the hands in front of the body, having them clenched, at the full extent of the arms, and in line with the mouth, thumbs upwards, fingers touching.

TWO. { On the word *Two*, separate the hands smartly, throwing the arms back in line with the shoulders, back of the hand downwards.

THREE. { On the word *Three*, swing the arms round as quickly as possible from front to rear.

STEADY. { On the word *Steady*, resume the second position.

FOUR. { On the word *Four*, let the arms fall smartly to the position of attention.

ANSWERS TO QUERIES.

1. What is the practical difference, as recognized by School Law, between a "monitor" and an "assistant teacher?" A. E. K. A monitor is examined only in Reading, Writing, Spelling, and the elementary parts of Geography, Grammar and Arithmetic. An assistant teacher must be examined in all the subjects of the 3rd class programme. A monitor must be 15 and an assistant 16 years old. A monitor may be taken from the 4th class; an assistant must be in the 5th at least.

2. Is it in keeping with the spirit of the School Law to place a "monitor" in charge of the second or junior department of a Public School? A. E. K.

No. A monitor is not competent to take charge of a division, keep register, &c. He simply aids by teaching under the supervision of a regular teacher.

3. Can a teacher who has taught three years in Ontario in a Public or High School obtain a "professional" second class certificate on passing the "intermediate" examination in December without attending the Normal School? TEACHER.

Not unless a special regulation is issued by the Minister to meet such cases.

Examination Questions.

Under this head will be published from month to month the papers set at the examination for entrance into the High Schools of Ontario, the Intermediate High School Examination, the examination of candidates for Public School teachers' certificates, and the Junior and Senior Matriculation examinations of the University of Toronto. The Mathematical papers will in all cases be accompanied by analytical solutions of the more difficult problems and hints on the best methods of solving the others.

PAPERS FOR JULY, 1877.

EDUCATION AND SCHOOL LAW.

SECOND CLASS TEACHERS.

Examiner: GEO. W. ROSS.

1. Discuss the proper method of conducting class recitation: (a) As to position of the class; (b) Management; (c) Object.
2. You have a reading class of fourteen pupils. Time at your disposal, half an hour. Lesson to be read for the first time. How would you occupy your half hour?
3. What do you mean by a school well organized—(a) As to classification; (b) Discipline?
4. There is no grander thing in all the universe than a strong, decided, self-reliant and independent character. Strength of will, decision of purpose, independence of action and thought—these form the levers that move the world (*Prof. Woods*). Show how the teacher is responsible for the development of these qualities.
5. In what way has the law been changed—(a) Regarding the issue of second class certificates; (b) The extent of school accommodation?
6. What are the duties of trustees—(a) In the matter of school accommodation; (b) Annual reports; (c) Calling special school meetings; (d) Auditing school accounts.
7. A school corporation wishes to borrow \$2000 for the erection of a new school-house. What is the legal mode of procedure?

EDUCATION.

FIRST CLASS TEACHERS.

Examiner: GEO. W. ROSS.

1. What should be a Teacher's habits, (1) as to health, (2) study (3) morals?
2. What incentive to study do you consider legitimate, and which the most effective?
3. Sketch the history, design and object of the "Kindergarten."
4. Cramming is a species of intellectual feeling which is neither preceded by appetite nor followed by digestion (*Prof. Blackie*). Discuss this in connection with the Teacher's daily work.
5. Discuss the relative value of Reading and Arithmetic, properly taught, as an intellectual exercise.
6. How would you deal with the following cases:—(1) Indifference to study. (2) Truancy. (3) Neglect of home work.

7. You are appointed master of a Village School, classified as follows:—1st reader, 20 pupils; 2nd, 35; 3rd, 25; 4th, 40; 5th, 30. How would you organize such a school with two assistant Teachers?

8. You are appointed a Public School Inspector: what points would you consider most important in your Inspection of a Public School?

SCHOOL LAW.

FIRST CLASS TEACHERS.

Examiner: JAMES HUGHES.

1. On what condition may non-resident children attend any school?

2. State the steps necessary to be taken in order to secure the establishment of township boards of trustees.

3. When and how may a by-law for the establishment of township boards be repealed, and section boards substituted.

4. How may third class certificates be renewed?

5. How may a vacancy be formed in a trustee board?

6. When is it necessary for the trustees of rural schools to consult the assessed freeholders and householders of their section?

7. (a) Who should enforce the compulsory clauses of the School Act? (b) What legal excuse may parents urge for not sending their children to school, and who should decide whether such excuses should be accepted or not?

8. What steps should be taken by a ratepayer to secure the transfer of his property from one school section to another?

CHEMISTRY.

Examiner: J. A. McLELLAN, LL.D.

I.

SECOND CLASS TEACHERS AND INTERMEDIATE.

1. Give two methods of preparing Hydrogen. By what experiments would you show its most important properties?

2. How would you prepare Nitric Acid? Describe any experiments with Nitric Acid which you have seen.

3. State the different forms in which Carbon occurs in nature. Port Wine filtered through charcoal is deprived of its color; give the reasons of this. How is charcoal used as a disinfectant? Give the theory of its action.

4. How would you prepare Carbonic Acid from Chalk and Sulphuric Acid? Express the reaction by an equation. Bread is raised by the liberation of Carbonic Acid. Explain.

5. What is meant by combustion? Explain fully the substances formed when a candle is burned (1) in oxygen, (2) in a limited supply of air.

6. Write down the formulæ and molecular weights of water, ammonia, hydrochloric acid, sulphuric acid, ferrous sulphate, phosphoric acid.

7. (1) How many grams of oxygen are required to burn 24 grams of carbon and 32 grams of sulphur?

(2) How many lbs. of zinc are there in 350 lbs. of zinc sulphate?

8. Describe any two experiments which you have performed yourself, and the purpose for which you performed them.

9. How would you obtain chlorine from common salt? Give the equation respecting the reaction. Describe any experiments with chlorine you may have seen.

II.

FIRST CLASS TEACHERS.

1. Distinguish between atomic, equivalent, and molecular weights. Give the atomic and equivalent weights of mercury, zinc, chlorine, iodine, sulphur, iron, and copper. Write down the molecular weights of H_2S , PCl_5 , AsH_3 , H_2SO_4 .

2. Enumerate very briefly the various methods by which atomic weights may be determined; and indicate in the case of each of the following elements the method or methods which would be applicable—oxygen, chlorine, carbon, sulphur, lead, arsenic.

3. Half a pound of pure zinc is put into a vessel containing a small quantity of water; H_2SO_4 is then added in quantity just sufficient to dissolve the zinc, and leave no free acid; name, describe briefly, and give the exact weight of all the resulting products, whether gaseous or solid, the superfluous water being evaporated.

4. Draw a diagram representing the structure of flame, and explain briefly. Of three lamps, one is burning in the ordinary way, another has the wick turned up so high as to give off a large amount of smoke, while the third is so much agitated by the wind as to be rendered almost non-luminous; describe accurately the chemical processes going on in each of these cases.

5. Certain hard waters become soft after boiling, while others retain their hardness: explain the reason, naming the substances present in each case, stating how the latter class may be rendered soft, and representing by equations the chemical changes that take place.

6. How would you prove that the burning of diamond in a jar of oxygen, and the consuming of particles of carbon in the lungs, are really the same processes and produce the same results?

7. The analysis of a compound leads to these numbers:—

Carbon	37.20
Hydrogen	7.90
Chlorine	54.95

100.05

Prove that the formula C_2H_5Cl represents correctly the composition of the body.

8. A piece of bright green wall paper supposed to contain arsenic is given you: describe fully all the experiments by which you could ascertain the presence of arsenic in the paper.

9. State fully how salt-cake (sodium sulphate) is prepared from common salt.

A ton of salt is converted into salt-cake, find the weight of sulphuric acid required, and the weights of the resulting products.

10. The formula of water was formerly written $H O$, and subsequently for some years $H_2 O_2$ (assuming $O=8$). Discuss both these formulæ, pointing out any inconsistencies you may detect in them. Give reasons for adopting the formula now in use.

BOTANY AND PHYSIOLOGY.

SECOND CLASS TEACHERS.

Examiner: J. J. TILLEY.

1. Describe the different parts of a flower, and give the use of the stamens and pistils. What peculiarity in the structure of pendulous flowers, as the Fuchsia?

2. Explain the mode of life of biennial plants?

3. Describe the process of absorption, transpiration, and assimilation, as carried on in plants.

4. Describe two of the following: the human stomach, the skin, aorta, optic nerve.

5. Give the use of the epiglottis, mesenteric glands, pancreas, tendons, capillaries, synovia.

6. Write short notes on one of the following subjects: muscles, circulation, respiration.

BOTANY, AGRICULTURE, AND DOMESTIC ECONOMY.

FIRST CLASS TEACHERS.

Examiner: J. M. BUCHAN, M.A.

1. Give an account of the various means by which cross-fertilization is secured.

2. Describe the composition and properties of protoplasm, and tell what part it plays in vegetable organisms.

3. Explain the structure of the sting of the nettle, showing how the irritation caused by it is produced.

4. State wherein gymnospermous plants differ from other phanerogams.

5. State the theories held as to the origin of species.

6. Sketch a vertical section of a flower of the Mallow Family.

7. Explain the terms *rhizome*, *plumule*, *cotyledon*, *achene*, *corymb*, and *catkin*.

8. Explain how you would feed cattle in order—
(i.) To fatten them. (ii.) To obtain the largest possible quantity of milk. (iii.) To obtain milk of the best possible quality. (iv.) To obtain the largest possible return in cheese.

9. State when it is advisable—

(i.) Not to plough deep. (ii.) To use the subsoil plough. (iii.) To drain.

10. Explain the value of lime as a manure, and state on what

soils it is most advantageous. Give the chemical composition of quick lime, slaked lime, mild lime, limestone, and chalk. What is marl?

11. Under what circumstances is ammonia known to be produced naturally? Explain its importance in regard to the vegetable world.

Female Candidates may, if they choose, substitute the following Questions for Questions 8, 9, 10, and 11.

12. How would you proceed in order to—

(i.) Cook a beefsteak. (ii.) Poach eggs. (iii.) Make good toast. (iv.) Prepare a nice dinner in the month of July at a farmhouse, where the only meat procurable is fat salt pork. *N.B.*—Nothing expensive is to be used, and nothing that cannot usually, or at least easily, be had in a farmhouse.

13. Why should a house be ventilated and beds aired?

14. Point out the advantages and disadvantages of having many windows in a house.

PHYSIOLOGY AND ZOOLOGY.

FIRST CLASS TEACHERS.

Examiner: JAMES HUGHES.

1. (a) Explain the process of circulation. (b) What is the shortest course by which a drop of blood can return to the right auricle after leaving the left ventricle? (c) Why is it so dangerous to drink freely of cold water when the body is overheated? (d) A pupil is bleeding profusely. How would you decide whether he had severed an artery or a vein? If an artery, what course would you adopt?
2. Describe the structure of the eye, and mention the uses of its most important parts.
3. (a) Name the four classes of substances of which the food is composed. (b) Which are essential? (c) Why would a person fed only on Fats, Starches, Sugar, Dextrine, and Gums gradually die of starvation?
4. When is it particularly injurious to study hard? Give reasons for your answers.
5. (a) Describe the circulation of reptiles. (b) How do reptiles reproduce themselves?
6. (a) Give the general characters of the mammalia. (b) Which mammals have no hair when grown up, and no external ears?
7. (a) Explain the nature and objects of the peculiarities in the skeletons of birds. (b) What means are adopted to reduce the specific gravity of their bodies?
8. Give the sub-kingdom, class and order of the following: Gorilla, Rabbit, Bear, Buffalo, Owl, Pigeon, Stork, Parrot, Alligator, Turtle, Salmon, Clam, Lobster, Beetle, Butterfly.

Notes and News.

ONTARIO.

FRAUDULENT PRACTICES AT TEACHERS' EXAMINATIONS.—Evidence having been submitted to the Minister of Education by the Central Committee that certain parties had obtained copies of the First and Second-class Examination Papers previous to the last Examination, Mr. James Hughes, Public School Inspector of Toronto, was appointed a Commissioner to investigate the matter. Mr. Hughes has not, at this writing, concluded his investigation, but sufficient has already been elicited to show that a large number of candidates actually had the papers for some three weeks before the Examination took place. These candidates were most of them in attendance at the Toronto Normal School. The evidence shows that the papers were stolen from the establishment of Messrs. Hunter, Rose & Co., by one of their pressmen, named Frank Metcalfe, although the press-work was done at night and three foremen remained to watch those who worked the presses. He disposed of both First and Second class papers to a printer in the employ of Lovell & Co., named Wm. Patterson. He was the chief distributing agent. He sold the papers to another printer named Pritchard; to a teacher in Walkerton, named Collins; to his brother Adam, for a man named Morrison, who resides in Newark, New Jersey; to William Clarke, a First-class candidate, and to five Second-class candidates who attended Toronto Normal School. Clark gave the papers to

J. Smith Wood, and he gave them to Wm. Neilly, Wm. McGregor, and David Cornell. These, so far as known, are all the First-class candidates who had the papers. The five Second-class students who received the papers from Patterson were E. Rowe, J. A. Webster, R. E. Preston, C. J. Atkinson and H. McKone. They re-sold the papers to D. G. Storms, J. Mabee, J. J. Beattie, J. Dick, W. C. Murray, A. Dickie, J. Hogarth, W. Irwin, A. Smith, James McStevenson, R. C. Cheesewright, J. D. Webster, T. O. Webster, G. Wilkinson, Playter May, R. Gornley, and Miss E. Hudson. Besides these Pritchard, above named, supplied papers to R. J. Trumppour, for himself and five others; viz.: H. T. Johnston, J. A. Dole, J. A. Rutherford, J. Ross, and Noble Dickey. Robert White and J. Gilchrist were shown parts of the papers. H. T. Collins, of Walkerton, got the Mathematical and Book-keeping papers worked for him by D. Forsythe, B.A., Mathematical Master, Berlin High School. Other revelations are expected by the Commissioner before the evidence is completed. A notable feature in connection with the case is the fact that George Morrison, from Newark, New Jersey, has apparently been connected with the pre-issuance of examination papers in this Province for years past. He was introduced to some of the Normal School students at the close of 1869, and then gave assurances of his ability to give "assistance" at future examinations. In 1873, he assured Adam Patterson, in New York, that if he (Patterson) returned to Toronto to reside, he could put him in the way of making money by selling examination papers. Altogether, the case reveals a low state of feeling on the part of many candidates, and shows the absolute necessity for making a change in the present system of having the papers printed. The Department might have a press in connection with the Education Office, and the papers for First-class candidates ought, if possible, to be Papyrographed in the Examination Hall on the morning of the examination. If necessary, all First-class candidates might be brought to Toronto in order to carry out this plan. The investigation will doubtless have a salutary effect in calling the attention of all Examining Boards to the fact that candidates for honours are not always honest.

The attendance of teachers at the last meeting of the West Durham Teachers' Association, held at Newcastle, was good, and the business transacted and topics discussed were of importance to the teaching profession. During the first day the subject of competitive examinations was discussed and arrangements made for next year. A number of resolutions were also passed bearing upon school law and departmental regulations, viz.: expressing confidence in the County Model School system lately established, as admirably adapted for the training of Public School teachers; recommending that the work for first-class certificates be divided into three sections—English, Mathematics, and Natural Science—any one of which may be taken in one year, thus giving an opportunity to pass the first-class examination by taking one department at a time; also recommending that those third-class teachers who have taught successfully for three years be, in future as well as the past, allowed to take a second-class without attending a Normal school; and expressing an opinion that the addition of Euclid, Algebra and English Literature to the list of subjects for third-class certificates will be advantageous to the country.

The High School system of the Province appears to be expanding and improving more rapidly this year than ever before. Amongst recent changes and proposed changes we notice that the people of Mount Forest are petitioning for leave to start a new school and are willing to give the necessary guarantees. A third teacher is about to be added to the Goderich High School staff, and that of London has recently been increased, while a new and handsome school building is in process of erection. A marked change for the better has taken place in the condition of some of the smaller schools, which were not long ago in a moribund condition. Under the management of the present Head Master, Mr. Cruikshank, Gainsby school, which had fallen very low, is steadily improving, and may now be regarded as out of all danger, provided the trustees second liberally the efforts of the masters. Port Rowan school, under A. Carlyle, M. A. (Tor.), has shown greatly increased vitality, and the trustees now manifest a disposition to keep it in good working order. It too may be regarded as in a fair way to assured permanency and success. On the other hand, an effort to revive the defunct High School at Stirling is not likely to be favorably regarded at head-quarters, mainly on account of the fact that the construction of a new railroad has made Madoc or some other place north of Stirling a more desirable site for a High School.

QUEBEC.

It does not say much for the general culture of members of the medical profession, or for classical education in Quebec, or yet for the stringency of the matriculation examination required by the Medical Faculty of Bishop's College, if the words of Dr. Kollinger, in his recent inaugural address, as reported in the papers, be true. Speaking of those entering upon the study of medicine, Dr. Kollinger states that the Faculty has to teach the elements of Latin and Greek, sufficient to enable entrants to understand the data of the science.

The Rev. Philip Read, M.A., the new Rector of Bishop's College School, of Lincoln College, Oxford, was first class at Moderations, and second class at the Final School. It is stated that he resigned his position in Marlborough College on account of ill-health. He appears to have created a very favorable impression in regard to his energy, ability, and scholarship. The new Principal of Bishop's College, the Rev. J. A. Lobley, M. A., late Principal of the Anglican Theological College, Montreal, is a graduate of Trinity College, Cambridge. He graduated 8th wrangler and in the second class in classics.

The opening of the current session of Laval University took place on the 8th Oct. The canonical erection of the University was thereby formally inaugurated. In the morning, Dr. Conroy celebrated the Mass *De Spiritu Sancto* in the Basilica, in presence of the Bishops of the Province and the Professors and Students of the University. In the evening a convocation was held in the College Hall, at which His Honor Lieutenant-Governor Letellier was present. The proceedings were enlivened by selections played by the Seminary band. The Rector of the University, the Very Rev. Mr. Hamel, sketched the history of the University, bestowing especial praise upon its founder, the Very Rev. L. J. Casault. He was followed by Rev. L. Paquet, D.D., who read an eulogium upon Cardinal Franchi, who has been appointed by the Pope, Protector of the University, and whose portrait hung over the dais. The prizes having been distributed, Dr. Conroy read, in English, an address, in which he drew a parallel between the Quebec of Bishop Laval's time and the Quebec of to-day, spoke of the care the Catholic Church had ever taken in the conduct of seats of learning, felicitated Laval on its advantages, and expressed his hope of its success. This closed the proceedings.

The Marriage License Fund amounts this year to \$6,358. At the last meeting of the Protestant Committee of the Council of Public Instruction, it was resolved "That the balance of the Marriage License Fund, after the application of \$5,000 for University Education, be added to the general Fund for superior education." At the same meeting Mr. Emberson and Mr. Weir were appointed to inspect academies and model schools, the former to take the Western division, the latter the Eastern; the inspection is to be made in the months of April and May, the returns to be given in before the August meeting of the Committee, and notice to be given to the schools of the contemplated inspection.

The annual convention of the Protestant Teachers was held on Thursday and Friday, the 11th and 12th October. The attendance of teachers was small, owing to the inclemency of the weather and other causes. The chair was occupied by Mr. R. W. Fencker, President. Among those present were Hon. Mr. Robertson, M.P.P.; C. C. Colby, M.P.; the Bishop of Quebec, and Dr. Miles. Resolutions were passed expressing regret for the loss sustained by the cause of education in the deaths of Hon. Judge Sanborn and Rev. Principal Nicholls. The following papers were read before the Convention: Mr. Emberson, "On the importance of Closing Schools on Saturdays;" Mr. Hubbard, "On Linear Drawing;" Mr. McVicars, of Potsdam Normal School, N.Y., "On the Use of Globes;" Mr. McGregor, "On the Normal Training of Teachers;" Reverend T. W. Fyles, "The Cultivation in Schools of a Taste for Natural History;" Dr. Miles, "On Teaching Phonography in Schools;" Mr. Robins explained the graded school system as established in Montreal; Mr. F. W. Hicks, "On the Inculcation of Courage and Truthfulness among Students;" Dr. Howe presented a report of the committee appointed to confer with Roman Catholic teachers respecting a scheme of superannuation similar to that which prevails in Ontario, which was adopted on motion; the Rev. P. Reed, of Lennoxville, "On Classical Education in Canada, its means and hindrances." The Convention meets next year at Bedford, with Mr. Butler, M.A., as President.

In the *Annuaire* (Calendar) of Laval University for the academic year 1877-78, are published several documents which will interest

the friends of that institution. (1) The Papal Bull "Inter varias sollicitudines," by which the University is canonically erected. (2) The letter of Cardinal Franchi transmitting to Archbishop Taschereau the decision of the Congregation of the Propaganda with respect to the reference of the Bishop of Montreal for the erection of a University in his Diocese. (3) The *mandement* of the Archbishop of Quebec promulgating the Papal Bull. (4) The address of the University to Dr. Conroy, the Apostolic Ablegate, and the reply to the address. From the reply we take the following quotation: "The history of the great ancient Universities shows that they are indebted for their origin and growth to the fostering care of the Roman Pontiffs. Unhappily, however, many, if not all, of them have departed from the plan on which they were first established, and following the irreligious tendencies of the age, have abandoned the Christian traditions of the schools that created European civilization. The results of this change have been most injurious to the interests of learning, of morality, and consequently to the best interests of society." The following is the paper in Philosophy for Candidates for the degree of B.A.: (1) Difference between faith and knowledge (*la science*). (2) How do we know the truths which surpass the reach of reason? Proofs. (3) How refute this objection: The indefinite progress of the sciences authorises us to believe that reason can attain to every truth? (4) How reply to the following objection: The form cannot exist out of its subject: The soul is the form of the body: therefore the soul will not survive the body? (5) Is man born for society? Proof. (6) Does the right of property arise from human laws or from natural law? Proof.

NOVA SCOTIA.

THE LATE REV. A. S. HUNT, M.A., SUPERINTENDENT OF EDUCATION FOR NOVA SCOTIA.—After a severe illness of a few days duration the Rev. Abram S. Hunt, Superintendent of Education for Nova Scotia, died at his residence, Dartmouth, Halifax, on Tuesday, the 23rd October. He was born in New Brunswick in 1814, and had, consequently, reached his 63rd year. His college education was obtained at Acadia, or, as it was called when first founded, Queen's College, Wolfville, under the presidency of the learned and respected Dr. E. A. Crawley. He was thirty years old when he graduated, and belonged to the second graduating class, which comprised five members besides himself. As a young man he was distinguished for his profound and unobtrusive piety, and the gentleness and amiability of his character. Immediately after graduating he was ordained to the ministry of the Baptist Church, the ceremony taking place at Dartmouth. Shortly afterwards he was called to the pastorate of the Canara Baptist Church, Cornwallis, King's Co., and labored there for twenty-four years, till, finding that the exacting nature of his duties was telling injuriously upon his health, he accepted the charge of the small Baptist Church in Dartmouth. This he held for two years, when the office of Superintendent of Education, previously held by Dr. T. H. Rand—now Superintendent of Education in New Brunswick—was offered him by the Local Government. After considerable deliberation he closed with the offer at the earnest solicitation of his numerous friends, and for the past seven years faithfully discharged the duties of his post. He was the second Superintendent appointed under the new School Law, the provisions and benefits of which he sought to disseminate as widely as possible throughout the Province. His administration of affairs scholastic did not please everybody; he had opponents who zealously endeavoured to impeach his policy, and who created enough trouble for him, especially within the past year, but the smooth working of the law was undoubtedly facilitated by the conciliatory spirit displayed by the Superintendent. There were charges brought against him during the course of last winter by a clerk in his office, and they were formally investigated by the Council of Public Instruction, the result being, as was generally anticipated, the vindication of the Superintendent's character, though the Council has not yet officially reported. Nevertheless, the worry caused by the mere bringing forward of grave accusations told upon the Rev. Mr. Hunt's health, and very probably hastened his death. He was married, shortly after his ordination, to Miss Catharine Johnston, daughter of Lewis Johnston, M.D., and niece of the celebrated Judge Johnston, who figured so largely in Nova Scotian politics. He had two sons—one a medical man, and the other a lawyer in Halifax—and two daughters, all of whom are still living, as well as his widow. Mr. Hunt took a lively interest in whatever promised to further the cause of education, and warmly supported the project of founding the University

of Halifax, though in this he had to go counter to the beliefs and opinions of his co-religionists in Nova Scotia and New Brunswick, a majority of whom feared, and still fear, that the success of the non-sectarian University will imperil the existence of their own College—Acadia. When the University was founded by Act of the Local Legislature, Rev. A. S. Hunt was appointed a Fellow and a member of the Senate.

MANITOBA.

Convocation, the Protestant section of the Board of Education, St. John's College, and Manitoba College have each elected their representatives to the Council of the University of Manitoba. In Convocation the vote was decided by a majority of the members by ballot. The first who obtained a majority was J. F. Bain, B.A., (Queen's); the second Rev. J. F. Germain, M.A., (Victoria); and the third W. Cowan, M.D., (Glasgow). They hold office for one year. In the election by the Board of Manitoba College the first choice was John Cameron, B.A., (Toronto), and then Rev. John Black, D.D., (Queen's); Rev. Prof. Bryce, M.A., (Toronto), Rev. Prof. Hart, M.A., (Queen's); Hon. Messrs. Bannatyne and McMicken, and Mr. D. McArthur. Their terms are as follows:—Messrs. Cameron and McArthur for one year; for two years Hon. A. G. B. Bannatyne and Hon. Gilbert McMicken; and for three years Revs. Dr. Black, Prof. Bryce and Prof. Hart. The Protestant Board has elected Rev. James Robertson for a term of two years. St. John's College has elected Archdeacon Cowley, B.D., (Oxford); Canon Grisdale, B.D., (Oxford); Canon O'Meara, M.A., (Toronto); Rev. O. Fortin, B.A., (Bishop's College); Rev. R. Young, B.A., (Cambridge); Rev. S. P. Matheson and Hon. J. Norquay. They are appointed for four years.

Answers to Correspondents.

TO CORRESPONDENTS.—All requests for information, as well as communications intended for insertion in the SCHOOL JOURNAL, should be accompanied by the name and address of the sender.

A. W.—There are several Manuals to be had containing either the School Acts or digests of them, and also the Regulations passed under the authority of these Acts, but they have all been rendered practically useless by recent legislation. The Minister of Education, we believe, contemplates the preparation of a new Manual containing the Consolidated School Acts and all the Regulations now in force under their authority. It will probably contain also brief reports of the Superior Court decisions on various points in the School Law, without which no Manual can be regarded as complete.

Departmental Notices.

HIGHER EDUCATION OF WOMEN.

STATUTORY PROVISIONS FOR LOCAL EXAMINATIONS.

Whereas, It is expedient to permit women to present themselves for examination at suitable places in certain of the subjects prescribed for junior matriculation, and the first year without requiring them to take the whole examination,

By the Senate of the University of Toronto,
Be it enacted:

I. That examinations for women in certain of the subjects in the Faculty of Arts may be held at Toronto and elsewhere in the Province according to the regulations hereinafter mentioned.

II. No examination shall be held at any place until after the formation of a Local Committee prepared to guarantee the attendance for the examination of at least six candidates and the payment to the University of a sufficient sum to defray the additional expenses occasioned by holding such examinations.

III. Upon application being made for holding the examinations for women at any place, the Committee to be appointed under this Statute, as hereinafter mentioned, shall approve of the Local Committee before such application is granted.

IV. At least five ladies shall be members of the Local Committee, and they shall undertake that suitable board and lodgings shall be provided at reasonable rates for candidates who may come from a distance.

V. The Local Committee shall be required to make arrangements for the attendance of at least two ladies (members of the Committee) in the examination, to assist the person to whom the papers are sent in supervising the candidates.

VI. No candidate shall be admitted to the first examination unless she

has completed her fifteenth year, nor to the second examination unless she has completed her sixteenth year.

VII. The examinations shall be upon the subjects of junior and senior matriculation hereinafter specified, and shall be held simultaneously with the ordinary June examinations for matriculation, and the papers shall be distributed by a person to be named by the Senate, who shall collect the answers and return them under seal to the Registrar for delivery to the examiners.

VIII. The questions shall be precisely the same as those proposed to male candidates in the same subjects.

IX. The subjects shall be subdivided into groups, for any one or more of which a candidate may enter, and a candidate may take either the Pass examination or both the Pass and Honour examination in any such group or groups.

X. The names of all the successful candidates shall be published in a separate list in the class list, the names of those who have taken honours being placed in order of merit, and of those who have simply passed alphabetically.

XI. Every candidate who passes in all the subjects of the Pass examination for junior or for senior matriculation shall be entitled to a certificate, signed by the Vice-Chancellor and Registrar, of her having passed.

XII. Every successful candidate for honours shall be entitled to a certificate of her exact standing among all the candidates at the examination for women.

XIII. A standing committee shall annually be appointed by the Senate in the same manner and at the same time that other standing committees are appointed, to arrange the requisite details for carrying on the examinations hereby authorized.

XIV. The subjects shall, for the purposes of this statute, be subdivided into the following groups:—

Group I. Classics of Junior Matriculation.

Group II. Mathematics of Junior Matriculation.

Group III. English, History and Geography, French, or German, of Junior Matriculation.

Group IV. Latin, English, History and Geography, of Junior Matriculation.

Group V. Latin, French, and German, of Junior Matriculation.

SECOND EXAMINATION.

Group I. Classics of Senior Matriculation.

Group II. Mathematics of Senior Matriculation.

Group III. English, French, and German, of Senior Matriculation.

Group IV. English and Latin, of Senior Matriculation.

Group V. Latin, French, and German, of Senior Matriculation.

Group VI. The first examinations in Chemistry, Natural History, and Mineralogy and Geology.

Group VII. Logic and Mental Philosophy of second year.

XV. No candidate shall be considered to have passed in any subject unless she shall have obtained at least twenty-five per cent. of the marks; and no candidate entering for a single group shall be entitled to a place in the Class Lists unless she shall have obtained an average of not less than fifty per cent. of the total number of marks allotted to the subjects of that group; and no candidate entering for two or more groups of subjects shall be entitled to a place in the Class Lists unless she shall have passed in each subject and obtained an average of at least thirty-three and a third per cent. of the total number of marks allotted to all the subjects comprised in such groups.

XVI. No examination under this statute shall be held until after the Matriculation examination of September, one thousand eight hundred and seventy-seven.

SUBJECTS FOR JUNE, 1878.

FIRST EXAMINATION OR JUNIOR MATRICULATION.

Group I.—*Classics*—Xenophon, Anabasis, Bk. I.; Homer, Iliad, Bk. VI.; Cæsar, Bellum Britannicum; Cicero, Pro Archia; Virgil, Æneid, Bk. II., vv. 1-317; Ovid, Fasti, Bk. I., vv. 1-300; Translation from English into Latin prose; Paper on Latin Grammar, on which special stress will be laid.

Group II.—*Mathematics*—Arithmetic; Algebra, to the end of Quadratic Equations; Euclid, Bs. I., II., III.

Group III.—*English*—A paper on English Grammar; Composition; Critical analysis of Goldsmith's "Traveller" and "Deserted Village."

History—English History, from William III. to George III., inclusive; Roman History, from the commencement of the Second Punic War to the death of Augustus; Greek History, from the Persian to the Peloponnesian War, both inclusive.

Geography—Ancient: Greece, Italy and Asia Minor. Modern: North America and Europe.

French—A paper on Grammar, translation from English into French prose; Souvestre, Un philosophe sous les toits.

German—A paper on Grammar; Musæus, Stumme Liebe; Schiller, Die Bürgerschaft, Der Taucher.

Group IV.—Latin; English; History and Geography, as above.

Group V.—Latin; French; German, as above.

*French and German being optional subjects for junior matriculation, only one of them is compulsory in Group III.

SECOND EXAMINATION OR SENIOR MATRICULATION.

Group I.—*Classics*—Herodotus, B. I., chaps. 26–92, Homer, Iliad, B. XII.; Livy, B. IX., chaps. 1–22; Horace, Odes, B. III.; Virgil, Æneid, B. VII.; translation from English into Latin prose, paper on Latin Grammar.

Group II.—*Mathematics*—Arithmetic; Algebra, to the end of Progressions; Euclid, Bs. I., II., III., IV., VI., and Definitions of B. V.; Plane Trigonometry as far as the solution of plane triangles.

Group III.—*English*—Composition; History and Etymology of the English Language; Rhetorical Forms; History of English Literature during the reigns of Elizabeth and James I. (Books of Reference: Craik's History of Literature and Learning in England, B. V.; Earle's Philology of the English Tongue; Bain's English Composition and Rhetoric.)

French—Grammar; Madame De Staël's L'Allemagne, Premiere Partie; Erokmann-Chatrion, Madame Therese.

German—A paper on Grammar; Fouque, Aslauga's Ritter; Outlines of German Literature to the end of the 13th century.

Group IV.—English and Latin, as above.

Group V.—Latin, French and German, as above.

Group VI.—*Chemistry*—Inorganic Chemistry (Books of Reference: Roscoe's Elements, Madan-Wilson).

Natural History—Rudiments of Animal and Vegetable Physiology, Rudiments of Animal and Vegetable Morphology.

Mineralogy and Geology—Rudiments of Mineralogy, Rudiments of Physical Geography, General Principles of Geology.

Group VII.—*Logic*—Formal Logic (Jevon's).

Mental Philosophy—The Origin of Knowledge (Locke's Essay on the Human Understanding).

CIRCULAR TO COUNTY INSPECTORS IN REGARD TO THE ISSUE OF SPECIAL THIRD CLASS CERTIFICATES.

SIR,—With a view to provide an ample supply of Teachers for our Public Schools, and to retain in the profession deserving Teachers who have given proof of their ability and skill, the following Interim Regulation for 1877 was framed, viz :

"As cases may arise where Third Class Teachers are unable to qualify themselves for passing the examination prescribed for Second Class Certificates, and as, nevertheless, it is desirable, in some such cases, that the Teachers who are in this position should not be excluded from the profession; the Minister may, on the recommendation of the County Inspector, allow a Third Class teacher, of experience and proved teaching ability, to teach permanently, or for any specified length of time, on a Third Class Certificate within the County for which the Certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule."

As some Inspectors have had some doubts as to the scope and intention of this regulation, I desire to say that it was the intention of the regulation, and it was specially framed with this object, that all Teachers holding Third Class Certificates, who can be specially recommended as possessing teaching ability and experience, should be specially recommended by the County Inspector for an extension for a more or less period of years, having regard to the probability of their being able to reach a higher class in the profession.

Where Teachers possess recognized teaching ability, and are not likely to gain a higher certificate, the recommendation should be as a permanency; but where the circumstances point to the desirability of the Teachers gaining Second Class Certificates, then the extension should be merely for such period as would give them a reasonable opportunity of so doing.

I trust that Inspectors, while exercising a wise and judicious caution in this matter, will give as liberal a construction to the regulation in question as possible.

I may mention that none of these extended Third Class Certificates issued by me can be lawfully "endorsed" by any Inspector.

I have the honour to be, sir,

Your obedient servant,

ADAM CROOKS.

EDUCATION OFFICE,
Toronto, 11th Oct., 1877.

EXAMINATIONS OF CANDIDATES FOR SECOND CLASS CERTIFICATES AS PUBLIC SCHOOL TEACHERS, DECEMBER, 1877.

In accordance with the Statute, and the General Regulations, the Semi-Annual Examination of candidates for Public School Teachers' Second Class Certificates will be held in each County of Ontario, commencing on Monday, the 17th December, at 1:30 p.m. Forms of the notice to be previously given by the candidates, can be obtained on application to any County Inspector. It is indispensable that candidates, whether from a county or a city, should notify the presiding County Inspector (as the case may be), not later than the 10th November, of their intention to present themselves for examination. The presiding Inspector will also send to the Department the names of the

Second Class Candidates, in the form of Return provided, not later than the 17th November. The Examination Papers will be sent to the presiding Public School Inspector (who will be responsible for the conduct of the examinations). The presiding Inspector will, at the close of the examination on the last day, transmit to the Department the answers of the Candidates, and the Schedule as per form provided. The surplus Examination Papers are also to be returned for binding. The presiding Inspector will give the public notice required by the regulations respecting the Examinations, and obtain from his co-Inspector (if any) the names of Candidates who may happen to send their applications to him.

EDUCATION OFFICE,
Toronto, 8th October, 1877.

INTERMEDIATE AND SECOND CLASS EXAMINATION.

Notice is hereby given that arrangements will be made by the Central Committee, so that all answers of the respective Candidates at the next Intermediate Examination and the Examination for Public School Teachers' Certificates, will be read, and the standing of each Candidate in the several subjects denoted by his marks.

PAYMENT OF SALARY FOR VACATIONS.

EDUCATION OFFICE, Toronto, 12th Oct., 1877.

SIR,—I have the honour to state in reply to your letter of the 10th that the law applicable to the case is as follows: "Every Master or Teacher of a Public or High School or Collegiate Institute, shall be entitled to be paid his salary for the authorized holidays occurring during the period of his engagement with the Trustees, and also for the vacations which follow immediately on the expiration of the school term during which he has served, or the term of his agreement with such Trustees."

If, therefore, the period for which the Teacher was engaged was completed at "the expiration of the School Term," he was justly entitled to payment for the holidays or vacation immediately following that term. If, however, the agreement has still a further time to run, and was broken by the Teacher withdrawing from the School before the time mentioned in that agreement, or failing to get a Certificate, which might have expired, it would be optional with the Trustees to allow for the holidays or vacation. It must, however, be borne in mind that this view applies only to cases where, by the non-compliance of the Teacher to continue his professional duties during the term of his agreement, the interests of the School have been injuriously affected. In all other cases the Teacher would be entitled to be paid for the holidays or vacations, and a liberal and equitable interpretation should be given to the law and the agreement on both sides. It would save inconvenience and dispute if Trustees and Teachers were to use the legal form of agreement, and thus avoid many difficulties that arise by reason of a doubt as to the meaning of an incomplete agreement. The form which I have prepared, as per list herewith, contains provisions for the protection of both parties.

I have the honour to be, Sir,

Your obedient servant,

J. GEORGE HODGINS,

Deputy-Minister of Education.

REVIEWS.

MARK TWAIN'S SCRAP BOOK.—TORONTO: ADAM MILLER & Co.—Mark Twain has marked out a new course for himself. He has become a moral reformer, and instead of merely preaching against evil, he strikes at its root by removing temptation. He has certainly rendered life more pleasant to the large and increasing number of persons who desire to store in convenient form the gems of wit and wisdom which they gather. His scrap book is always ready for use, and is very simple. Teachers should be constant scrap-collectors from educational and other journals. This scrap book would suit them better than any other, as it has an index, which would enable them to use readily the information collected. It would make a very appropriate and suggestive present for a young lady. The first page might bear the inscription:

"As scraps to these gummed leaves adhere,
So will I cling to thee, my dear."

The Lawrence Speaker. Philadelphia: T. B. Peterson & Brothers, 806 Chestnut St. This is a new collection by Prof. Lawrence, of Philadelphia. It is a book of 624 pages, and contains the large number of 880 selections. It is, in fact, a complete cyclopædia of recitations. It contains all the standard pieces to be found in a library of recitation books, and a number of gems not found in the older reciters. The pieces are mainly of a solid character. The book is perfectly free from all words or allusions of a vulgar tendency. If a teacher wishes for one book from which he can obtain pieces appropriate for all occasions, and yet be sure that he has the best of each kind, "The Lawrence Speaker" is just the work he requires.

A man never gets so much good out of a book as when he possesses it.—*Sir Arthur Helps.*

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Nicholas Minturn, a Study in a Story. By J. G. Holland, author of "Arthur Bonnicastle," "Sevenoaks," etc. 1 vol. 8vo., with full-page illustrations. Cloth, \$1.25; Paper, 75 cents.

The elucidation of the pauper and tramp question forms, in fact, a leading theme of the book, for, like Dr. Holland's other stories, this is "a novel with a purpose." A large part of the interest lies in the relations of Nicholas, the hero, to the "dead boats" of a great city and his extraordinary experiments in their reclamation.

But there are one or two love stories involved, and Dr. Holland has given his readers some characters evidently studied from life, and not from books, namely, Mr. Benson, who is the tragic figure on the scene, Mrs. Coates, and Capt. Hanks, that 'hard-working and slow-saving man.'—*Belfords.*

"In short this is a book which will be equally welcome to the political economist who cares nothing about stories, and the hungriest novel reader who cares nothing about political economy. We can give it no higher praise."—*The N. w. Dominion.*

Rainsford's Sermons and Bible Readings. Cloth, with fine Cabinet Photograph, 75 cents; Paper Cover, 30 cents.

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Benner's Prophecies of Future Ups and Downs in Prices. What years to make money on pig-iron, hogs, corn, and provisions. By Samuel Benner, (an Ohio Farmer). Cloth, 75 cents; Paper Cover, 50 cents.

Cecil Castlemaine's Gage. By Ouida, author of "Under Two Flags," "Ariadne," etc. Cloth, \$1.00; Paper, 75 cents.

"Cecil Castlemaine's Gage" is but one of fourteen stories brought together in one volume. They are all as crisp as new-formed ice, and sparkling as champagne. . . . Perhaps of all the stories 'The Generals Match Making' is the best. It is full of fun, intrique, blooded horses, coaching scenes on the road and charming bits of description.—*The Toronto Mail.*

In a Winter City. By Ouida, author of "Ariadne," "Strathmore," "Under Two Flags," etc. Cloth, \$1.00; Paper, 75 cents.

"Keen poetic insight, an intense love of nature, a deep admiration of the beautiful in form and color, are the gifts of Ouida"—*Morning Post.*

Their Wedding Journey. By W. D. Howells. Cloth, 75 cents; Boards, 50 cents.

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Dominion, and Montreal and Quebec are the centres of interest. Every one will like to read 'Their Wedding Journey,' and Belford Bros. present it in an attractive shape."—*St. John's Watchman.*

One Summer. By Blanche Willis Howard. 16mo., Cloth, red edges, 50 cents; Boards, 30 cents.

"A charmingly amusing, interesting and exciting romance."—*Barric Advance.*

A Chance Acquaintance. By W. D. Howells. Cloth, 75 cents; Boards, 50 cents.

"The descriptions of scenery are all fresh and artistic, and the observations of manners and people are curious and valuable."—*Göteborg Star.*

My Little Love. By Marion Harland, author of "Alone," "Nemesis," etc. Cloth, \$1.00; Paper Cover, 75 cents.

"The authoress of this pleasing novel is so well known, that anything from her pen will be read with avidity. Her new story is well written, the plot is simple, yet perfect, and the manner in which it has been brought out by Messrs. Belford Bros., is equal to the high reputation of the firm."—*Ottawa Citizen.*

Dyspepsia and its Kindred Diseases. By W. W. Hall, M.D., author of "Health by Good Living," "How to Live Long," "Health at Home," etc. Crown 8vo. Cloth, \$1.00.

This is the last work of the late Dr. Hall, and it is admitted, by professional judges, to be a very valuable book. It gives, in concise form, an account of how to cure, prevent and treat oneself, not alone for dyspepsia but a great many other diseases, which the Doctor claims arises from the same cause as this disease. This work should be in every house in the country.

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This is a story whose main events centre around one of the most thrilling and interesting periods of Canadian history. It is written by the editor of the *Canadian Illustrated News*, and as it passed through the pages of that journal from week to week, attracted a great deal of interest. It is an admirable contribution to our yet nascent Canadian literature.

The Prince of Wales in India. By F. Drew Gay. Profusely illustrated. Crown 8vo. Cloth, gold and black, \$1.50; Paper, 75 cents.

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Home Cook Book. By the Ladies of Toronto. Cr. 8vo. Cloth, 1.50; Board Covers, \$1.

The receipts contained in this book are supplied by the ladies, and none have been given by them except such as have stood the test of experience in their own households. Unquestionably it is one of the most valuable Cook Books ever published.

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How to Study. By the Rev. John Schulte, D.D., Ph.D., author of "Roman Catholicism." Cloth, 50 cents.

"As a practical treatise for students, I know of none of the same compass, more valuable than this. I have carefully read it over, and would cordially recommend it to all students—beginners in our High Schools and Colleges. There is no subject, in regard to which students are so entirely ignorant and often misinformed as that of how best to master particular branches of learning. They have no correct idea of 'how to study,' and hence precious time is wasted, and desultory habits are formed which are never got rid of. As the result, inaccuracy, uncertainty and repetition are characteristic of the student's performance; and truly the 'much' useless study caused by such a system is indeed a 'weariness of the flesh.' Dr. Schulte's treatise is well adapted to correct these bad habits, or to prevent their formation where the student is a beginner. The entire work is eminently practical, but especially chapters vii-ix, and to them I would particularly direct the attention of the young student."—*J. George Hodgins, Deputy Minister of Education.*

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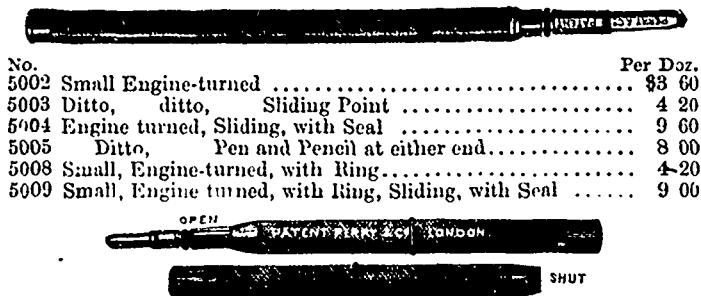


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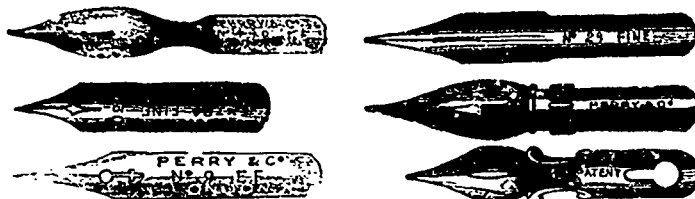
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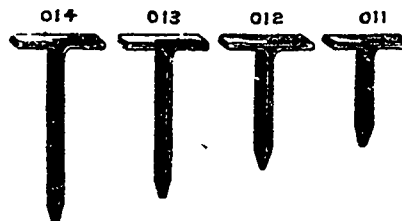


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