

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion  
along interior margin/  
La reliure serrée peut causer de l'ombre ou de la  
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear  
within the text. Whenever possible, these have  
been omitted from filming/  
Il se peut que certaines pages blanches ajoutées  
lors d'une restauration apparaissent dans le texte,  
mais, lorsque cela était possible, ces pages n'ont  
pas été filmées.

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Continuous pagination/  
Pagination continue
- Includes index(es)/  
Comprend un (des) index

Title on header taken from: /  
Le titre de l'en-tête provient:

- Title page of issue/  
Page de titre de la livraison
- Caption of issue/  
Titre de départ de la livraison
- Masthead/  
Générique (périodiques) de la livraison

- Additional comments: /  
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

# THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol 1.

AUGUST, 1873.

No. 8.

## "THE ONTARIO TEACHER."

We think it fitting, now that we have fully completed the first half-year of publication, that we should refer briefly to the course gone over and our prospects for the future.

The TEACHER, as the public is well aware, is entirely a *private* enterprise, dependent for support upon its own merits. It is designed to reflect the opinions of the leading educationists, both in Canada and other countries, and owes allegiance to no established power, nor is it in any way controlled by any authority outside the editorial staff. It aims to furnish the profession with the most advanced ideas on all matters connected with their interest, and whenever it can encourage the faithful teacher or stimulate the laggart, it never fails to accept the opportunity.

Though it has only reached the eighth No. of publication, it has met with a degree of success that is alike gratifying and encouraging. There were some who predicted for it an early demise—alleging that there were not public spirit and enterprise enough among teachers to sustain such a

periodical. The publishers felt, however, that the public teachers were anxious to have an independent journal—that they would only be too glad to have the privilege of perusing the columns of a fresh, original periodical, in full sympathy with themselves, and that in their hands there would be no danger of suffering from the want of support necessary to make it self-sustaining. With this idea the enterprise was undertaken, and both from the public press of the country, and among the profession, has met with the most flattering reception.

So far as our intentions for the future are concerned, we can only say that no effort on our part will be spared to make the TEACHER still more worthy of success. All the original matter we can command will find space in our columns. Whatever will give tone and elevation to the profession will always receive publicity. We seek no complimentary support. We ask no stretch of patronizing generosity. We go forth to the public to deserve what we get so far as we can, and to place in the hands of the

teachers material to elevate the mind, to dignify their labors, and, if possible, to make them more deserving of public sympathy and support. We will not hesitate to discuss any topic within the range either of school legislation, ethics, or practice. We entertain no feelings of hostility, (as is sometimes said,) either against the Council of Public Instruction or the *Journal of Education*. We are quite willing that both should exist to do whatsoever they can to advance the interests of education. We

hesitate not, however, to say that we will freely and fearlessly criticize the action of the one or the tone of the other, whenever we consider it in the public interest to do so.

Relying upon the appreciation of our readers, we trust to secure that support which will place the ONTARIO TEACHER in the position which an educationist has wished for it, "a source of benefit to the profession, and a power in the land."

---

### TEACHERS' INSTITUTES.

The deficiency of trained teachers in our Public Schools is unquestionably one of the greatest drawbacks to education in our Province, at the present time. It is now almost universally admitted that teaching is a profession, and that success as well as efficiency depends upon a course of training for this, the same as other professions. There was a time when little or no scientific training was required for the Practice of Medicine or Law, but times have altered, and we now invariably prefer the trained practitioner to the quack or the pettifogger. And what experience has done in the one case is being speedily done in the other. We notice that last year there was an increase of 168 trained teachers on the preceding year. And yet the number is very small in proportion to the whole number of teachers employed. By the Report of the Chief Superintendent we find that out of a total of 5,306 teachers, employed last year, only 844 were trained in our Normal School. There may be a small percentage of those holding County Board Certificates who were trained elsewhere, but doubtless the number is very small.

That this element of inefficiency exists in our system we may gather from the Reports of several of the School Inspectors through-

out the Province. In the Report of the late Rev. Mr. McKenzie, M. A., and J. A. McLellan, M. A., L. L. D., Inspectors of High Schools for 1871, we find the following:—

It is the opinion of not a few, that, as a University degree is no indication as to a man's ability as a *teacher*, some additional qualification should be demanded—some evidence that in addition to scholarship, there is a knowledge of school organization, methods of discipline, government, modes of teaching, &c. Something of this kind seems to be necessary. The stripling fresh from his college halls is placed on a level with the experienced teacher, too often thinking that, having taken honors in languages or science, he consequently knows all about the work of the arduous profession upon which he has entered. Could lectures on "Pedagogy" be delivered in the Universities for the benefit of those intending to teach? Or could provision be made for giving such instruction in the Normal Schools?

A. W. Ross Esq., Inspector of Glengary, says:—

In nine schools out of ten there seems to be no emulation, and no encouragement to work. The method adopted in teaching would, in nearly all the schools be better named lack of system or method. Teachers are apparently ignorant of any difference in systems and care as little.

Rev. E. H. Jenkyns, M. A., Co. of Renfrew, says:—

We desire to see a number of earnest and well-trained teachers employed throughout the County. If any person in the present day were to set himself up as a medical practitioner, without any knowledge of the profession, his pretensions would be simply laughed at. But it is strange that persons do not reason in a similar manner, with regard to a subject of such overwhelming importance as education! The Trustees to whom we have already alluded, who go forth in quest of "cheap teachers," find as the result that they have generally succeeded in securing the services of persons, who can only make a pretence of teaching what they cannot teach, because they do not possess the necessary qualifications, and have never received the necessary instructions in the art of teaching. We repeat it again, the great want of our County is the appointment of earnest and trained teachers. I have noticed that very beneficial results have been obtained, not only to the section immediately interested, but also to surrounding sections, by the appointment of earnest and trained teachers from the Normal School. In many instances pupils from schools taught by such teachers have been qualified to act as teachers with considerable success; and teachers from other Sections, who have not received the advantage of Normal School training, acquire experience in the work, and practical views with regard to teaching by occasionally visiting such Schools. The reason why Normal School teachers are so successful in their work is to be accounted for by the fact that they have made education a distinct profession. They have prepared themselves for the work, and have received proper training.

Jno. Johnston Esq., County of Hastings, says:—

I am sorry to say that, with few exceptions, most of the teachers do not know anything about teaching, as the great majority of them never went to a good School, or ever saw a School taught properly.

J. H. Smith, Esq., County of Wentworth, says:—

Of the methods of teaching, I may remark, that they are in too many cases sadly

defective, being too mechanical, and not calculated to draw out and train the mind, but rather to pursue a course of cramming, and a loading of the memory with facts, irrespective of the pupil's ability to use them. The great object being, in not a few cases, to push the pupil through as many books as possible, in a given time, without any regard to the mental training they are to receive.

J. B. Somerset Esq., Lincoln County, says:—

The mode of teaching practiced in the Schools was, with some very marked exceptions, merely a mechanical process of cramming knowledge into the pupils' minds, without regard to the development of their reasoning powers. The exceptions to this system were almost invariably Schools conducted by teachers who had received a training for the profession; and this, I feel assured, is the great remedy for unskillful teaching so prevalent in our Schools, for even visiting each other fails in effect when all are untrained.

J. C. Glashan Esq., Middlesex West, says: "The great lack (among teachers) is *training*, and this teachers themselves are beginning to recognise."

The foregoing quotations are sufficient to show that there is an evident necessity for a better supply of trained teachers in the country. The establishment of additional Normal Schools will, we trust, meet to a certain extent this deficiency. But yet something further *must* be done, if the tone of education is to keep pace with the requirements of the age. In justice, however, to many men of talent, at present engaged in the profession, we must say that *training* even does not make every man a successful teacher. There are many, possessed of natural adaptation, who have been very successful without any special preparation for the work. But it is not to be denied that what they have been able to do by experience, they would have done much better had they been specially trained. Experience is certainly a good master, but keeps a very expensive school.

The subject of Teachers' Institutes very largely engages the attention of our American neighbors at the present time. There is scarcely a State or County, from which reports reach us, that has not its Institute meeting once or twice a year. In 1850 the Parliament of Canada made an appropriation for this purpose, but beyond a few lectures given under the direction of the Council of Public Instruction, by Professor Hind, nothing has been done since in this way to excite interest in education. That they are capable, when rightly conducted, of doing a great deal of good, there can be no doubt. Indeed, even with two additional Normal Schools, there would be ample room for the operations of these institutions. Many teachers who were professionally trained might derive much benefit from such *advanced* ideas in regard to practical education as would find publicity in them. Many others might imbibe an enthusiasm from association with their fellow-teachers at such gatherings, which would inspire to greater exertions in the discharge of their duties. And thus by the mingling of the anxious student and the experienced teacher, each would be encouraged and inspired to labor on more zealously in the great work of national education.

The manner in which these Institutes are conducted in several States is thus explained in a recent number of the *Michigan Teacher* :

"*Wisconsin* compels the County Superintendents to 'organize and conduct at least one Institute for the instruction of teachers in each year, and authorizes the Board of Regents of Normal Schools to use any sum within \$5,000 per annum for Institute expenses. In the expenditure of this allowance, they must give preference to the sections of the State receiving least direct benefit from the Normal Schools. School Boards are authorized to allow teachers their salaries for time spent in actual attendance upon Institutes. In *Maine*, whenever twenty-five teachers of any county make a written request to that effect, the

State Superintendent may hold an annual Institute in that county, of at least ten days' duration, and may expend \$4,000 per year upon such Institutes. *Pennsylvania* appropriates \$60 to \$200 (according to attendance) for every five days' Institute. Each County Superintendent must hold one yearly. The teachers may be allowed their time; and 'any teacher who absents himself from the Institute of his county without a good reason, may have his want of professional zeal and spirit indicated by a lower mark on his certificate, in the practice of teaching, than he would otherwise have received.' Two Saturdays in every School month may be used for Institutes in any district, and reported as a part of the School month. *Iowa* gives subsidy, not exceeding \$50, for each Institute of not less than twenty members and six working days. Any School in the county must be closed while the Institute is in session, and the teachers' pay goes on during the time. They, as well as all candidates for certificates, are required to attend or present satisfactory reasons for non-attendance before receiving license to teach. Similar provisions subsist in *Kansas*. *Indiana* allows \$50 for an Institute having an average attendance of forty, and \$35 for one with an average of twenty-five. The Public Schools must be closed during the session, but the teachers are not compelled to attend, nor is their time allowed even though they attend. A good foundation for an Institute fund is provided in *Ohio*, where teachers pay a fee of fifty cents for examination, which is set apart for their benefit, in meeting the expenses of County Institutes. The plan contemplates a permanent organization with at least forty members. In most of these States, and in *New York*, the County School officers are required to hold Institutes once a year. In the State last named, the Commissioner must 'induce, if possible, all the teachers in his district to be present and take part in the exercises.' A teacher who closes his School to attend an Institute, does not thereby forfeit his contract, and has his time allowed. The necessary expenses are paid by the State. In *Vermont*, only two days' time is allowed teachers for attendance upon Institutes, without diminution of wages. *Louisiana* has a curious provision that Institutes shall be held 'where the teachers will receive the encouragement of hospitality.' *Illinois* makes

very different provision for Institutes, but, by a recent law, provides for the organization of County Normal Schools."

The effect of such meetings upon the teachers cannot help but be salutary. The reports that appear in the various educational periodicals of the United States are highly flattering. They are said to "excite enthusiasm," to furnish the "key to success," to be "stimulating," to "strengthen and vitalize the system of education." If these be their effects to the South of us we would like very much to have some influence of a similar kind put into operation here. We certainly require more professional enthusiasm among teachers—more energy and ardor in labor. While many "noble spirits" address themselves to their duties as men responsible for their trust, it is not to be disputed that others, alas! too many, are alike indifferent to their own improvement or the advancement of their school. Content with the merest routine, they go through their accustomed round utterly unconscious that all around them there is an irrepressible immortality, to which every moment lost is the knell of a wasted opportunity. To them the beginning of their duties gives no pleasure, and the close of their day's labors no other reflection than, that another dollar is earned, or the term of their engagement much nearer its close. To correct such a state of affairs where it exists is the object of those Institutes, which we most heartily advocate.

To make Teachers' Institutes successful, several circumstances must be taken into consideration.

1. INSTRUCTION.—The instruction to be imparted should be of the most *practical* nature possible. Let the teachers of the county assemble in the county town; let there be a proper *Time Table* for the session, and let those subjects which are of general importance be first considered. The Chief Superintendent in his very able

Report for 1871, writing on the subject says:—

It is suggested that during each day, the teachers composing the Institute be either formed into classes, for school exercises, under able instructors, or discuss the modes of teaching the various subjects of Common School instruction, and school organization and discipline.

The evening lectures might commence at eight o'clock. The exercises each day will commence in the morning at nine, and continue until noon; will be resumed in the afternoon at two, and close at five.

The subjects which should engage attention during these exercises ought to be, chiefly, the **METHODS AND PRINCIPLES OF TEACHING, Reading, Writing, Arithmetic, Orthography, Geography, (with mapping) Natural and General History, Grammar;** and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance; and as circumstances suggest, collateral subjects may on some special occasions be introduced.

This would undoubtedly be a wise course to pursue. The subjects mentioned embrace the most important part of Public School work, and in giving practical instruction in the best methods of teaching these, the greatest good would, for the present, be accomplished.

2. THE INSTRUCTORS. It is generally considered that the County Inspectors should take charge of the Institutes in their respective counties, and give the necessary instruction to the teachers under their care. This system would no doubt accomplish a great deal of good. We are quite satisfied that County Inspectors are well qualified to conduct such Institutes to the profit of the teachers. But the question is, have they time to give to the preparation necessary for such work? A course of lectures on education, like those inimitable lectures given by Dr. Sangster, in our Normal School, would be necessary, and would require much preparation and research. The labor

involved would press heavily on those Inspectors who have large districts, and as a consequence there would be danger that the work would not be as well done.

The most efficient course to pursue in the matter would be to engage some competent scholar of well known integrity and reputation to make such work a specialty, and visit one county after another, conducting his classes after a uniform system, and thus building up symmetrically the whole Public School System of the Province. Different Inspectors would probably have different ideas on many points; but an accomplished and practical Institute Teacher would, in every county, give the same instruction and do most valuable service to the cause of education.

3. THE INSTRUCTED. To make Teachers' Institutes really useful, every teacher should be required to attend the course of lectures given annually, or at least till he had obtained a certain standard of efficiency. Provision might be made in the school law by which no part of his salary would be forfeited for attending the annual lectures. It might also be wise to subject him to a certain penalty for non-attendance. At the close of every course of lectures there might be a written examination on the subjects taught, and certificates given, the value of which would form part of the

general standing of the teacher before the regular County Board examination. It has long enough been an element of weakness in our system of County Board Examinations, that no test is ever applied of *aptitude to teach*. While such written examinations might not exactly supply this test, they certainly would determine a teacher's knowledge of the *art* of teaching. Certificates of standing given in this way would be more valuable to the teacher, and a better guide to Boards of School Trustees, than those now obtainable. Provision might also be made whereby those obtaining first class certificates from the County Institutes would be exempted from further attendance.

We hope soon to see these Institutes thoroughly tested among us. The Chief Superintendent will, we trust, soon prepare the necessary regulations and issue instructions, by which the *untrained* teachers in the country might get all the advantages which it is possible to give them. Many of them are no doubt anxious to improve themselves professionally, and would gladly avail themselves of any opportunity of this kind. The money so spent would, we believe, be the most profitable investment to the Province that could be made, and the effect would be felt through every School Section, and at every fireside in the land.

## IS THE EDUCATIONAL SYSTEM OF ONTARIO A FAILURE?

BY INDEX.

We in Ontario have flattered ourselves for years that we possess one of the best, if not *the* best school system in the world. We have multiplied houses and teachers. We have expended more and more liberally from year to year, till, in 1871, the sum of \$1,803,294 was laid out on education. 4,600 schools were in operation under the management of 5,300 teachers. By no means too extensive outlay or machinery this for the object in view, the training of over half a million of young people. The fate of the Province, we may say, of the Dominion, must be decided by this half million, or rather by the education we give them.

Let us enquire what the results have been throughout Ontario for the year named. The Chief Superintendent's last annual report furnishes extensive and valuable data, some of which I propose to use as finger posts :

The school population of the whole Province was 489,615. Add to this number one fourth of itself for children between 16 and 21 years of age who are also entitled to attend school and for whom public grants are made, and we have 612,000—a close approximation to the entire school population. For, be it noticed, if only those of the ages 5-16 be reckoned as school population, but those under 5, and all from 16 to 21, with those of other ages, who have entered school, as well as those from 5 to 16, are reckoned as the subtrahend, to show the number of non-attenders, whilst only those from 5 to 16 are reckoned the minuend, we have the remainder made much smaller than it should be.

This, however, we believe is done; and when Dr. Ryerson speaks of the 38,535 who entered no school in 1871, as "An

ominous and humiliating item" in our school statistics, he neither uses too strong language, nor does he *exaggerate* the figures.

To show the probable return from our school expenditure, I have made several comparative estimates of work done in cities, towns and villages on the one hand, and in counties on the other, and do not find the one much more satisfactory than the other; but as it may be urged that private schools and academies in cities, &c., may make the percentage of attendance or non-attendance on instruction which I may bring forward less reliable, I shall confine myself to statistics of counties for the present; and, I fear, we shall find items "ominous and humiliating" beyond what most have dreamt of.

The school population of Ontario (from 5 to 16) in the counties in 1871 was 392,559; we may, as ascertained by facts and calculations, add one fourth of this number to itself to get the population from 5 to 21. This will give us 490,700 in the counties.

The number, of all ages, that entered school in 1871 was 358,895. This leaves 131,804, or 27 per cent., of the school population that did not enter any public school at all!! Again, nearly 40,000 attended less than 20 days in the year; and over 73,000 attended under 50 days. All the education these 113,000 children could get in 20 or even 50 days amounts to nothing. We may therefore add over 22 per cent. more to the number deriving no benefit from the educational opportunities provided by the Public Schools. Altogether, therefore, nearly 50 per cent. of our young people are not being educated at the Public Schools.

But, in addition, over 95,000, in the counties attended under 100 days, and 76,000 attended under 150 days. We may therefore set down 171,000 or 34 per cent. more as being only imperfectly educated, if regular attendance can be the test.

53,639 attended from 150 to 200 days, and 18,608 attended over 200 days. If these represent regular attenders and successful students, we have nearly 15 per cent. of the school population taking full advantage of the provision needful for popular instruction!

To summarize: We have over 244,000 young people reaping little or no advantage from our Public Schools. We have over 171,000 taking only partial advantage; whilst only 72,247 are attending full, or nearly full time. 50 per cent. getting little or no education; over 34 per cent. being imperfectly instructed; and 15 per cent., or 72,000 being educated at an annual cost of \$1,383,240!!

What have we to say for "this Canada of ours" now? "Whither are we drifting?" Have we not been *playing* "school," like children, only on a gigantic scale? Have we not been working blindfold? Self-blinded? We have borrowed and purchased on all hands till we say, thumbs in vest armholes, "Come, see my stock in trade. Don't I do a great business?" Let us take stock. Let us count our gains. Let us prepare to meet our creditors. We must balance accounts. If our business is inflated, let us apply the necessary restrictions.

It seems a matter of fact that our free schools have brought with them more irregularity and indifference than were apparent under the rate-bill system. That does not imply that free schools are a failure. It only proves that the necessary concomitants were not provided when the free school system was introduced. What these are we may enquire further on.

Now we think the figures given above

answer in the affirmative the question used as the title of this contribution: Our educational system has failed, and terribly failed. Take, if you will, any ten young men or women, at random, who have taken a regular and ordinary course at a Public School, and how many of them will you find intelligent, fluent and correct in reading, speaking, and writing? Not more than one. Hardly that. Not only do children attend irregularly, but the instruction given has been mostly unattractive, vague, inaccurate and valueless as a training or foundation.

The causes of this "ominous and humiliating" state of matters, I conceive to be, the indifference of parents, the frequent change of teachers, the unattractive and uncomfortable condition of school houses, the employment of *cheap* teachers, and great distances from schools, as well as lack of text-books, maps and apparatus.

To remedy the great evil, irregular attendance, our legislature should enact a more stringent law of compulsory attendance with provision for the appointment of a truant officer in every municipality, whose duty it would be to punish all parents who shall not send all children from 7 to 10 years old for six months in the year, and all from 10 to 15 for ten months.

Houses should be made as comfortable and cheerful as homes. Filth, disorder, rudeness, should not be associated with the idea of the day-home of the children. They should have the means of social and intellectual enjoyment provided as religiously as the birch has been in the past. It is a shame, a disgrace, the way in which children are huddled, tortured and smothered in most of our schools even yet—dirt on the floors, dirt on the doors and walls, dust on the desks, dust on the sills, on the maps, the windows—outhouses exposed often, and often unfit to use, play ground unsuitable, often muddy, uneven, exposed—no shade

trees, no play shed—nothing but dreary, tiresome days, theirs at school.

And why should not the first question be, "How shall we secure a good teacher for the longest time?" A good teacher is worth his weight every year in silver, if not in gold. A good salary and a good home would make it easy as a general thing to get and keep such a man.

But we must not lengthen our remarks. Education should not be a peradventure. A definite end—the thorough and universal education of the rising generation—with the necessary means, should be made sure, so far as these are at the disposal of the country.

P. S. The number from counties, cities, towns and villages who *entered* all colleges, High Schools, and Private Schools in 1871, was 16,000, or about 3 per cent. of the county population; so that if we suppose two-thirds of these to be county pupils, and two-thirds of those to attend regularly, we have still under 17 per cent. likely to be thoroughly grounded in education.

The conclusion, however startling, and however unlooked for, must therefore be faced: We are expending all, or nearly all our energies on less than half of our population, and the rest are growing up in ignorance, and preparing a harvest of crime and shame for our country.

---

## A LEAF FROM MY INSPECTOR'S BOOK.

NO. 3.—BY A PUBLIC SCHOOL INSPECTOR.

The last visit recorded was a winter one, to Mr. W——'s school in the Township of L——. If I remember right, I said something about jingling sleighbells, and buffalo robes, and fur cap, and home-made mitts, &c. I believe too, that Ebony was the good horse that, unlike a great many horses, liked so well to be driven. Well, he did like a good drive, and he knew as well as I did myself when we came to a school house. Sometimes this year he was a little puzzled, on account of the many changes that took place. When we drove up to the house, (or rather in front of where the house stood,) described in my first visit, he was in doubt whether to go on, or to stand. He seemed discussing the matter over in his own mind. "Why, this can't be the old school house, with its dilapidated roof and clapboards, and litter strewn yard? This is a magnificent brick house, like a church or some public hall. There must be a mistake somewhere." But on being driven up to the fence he at once seemed

to decide. "Well, this must be the school house after all, and I am glad of it, for the old house was not quite as good as my stable."

Well, we drove on, Ebony and I. No fur cap or buffalo robe required. No sleigh bells or home-made mitts. The whirring of buggy wheels and the lively music of the birds blended with the buzzing of insects. The trees were in deepest foliage, and, at half past eight in the morning, as we glided along, sniffing the fresh breeze from the west, even the most luxurious of monarchs might have envied our enjoyment. Enjoyment! Where anything like it? Not in the palace of royalty, for "uneasy lies the head that wears the crown." Not among the treasures of the millionaire; for riches may take to them wings and fly away. Not in the festive throng; for that is "but the joy—the *feverish* joy of mirth and wine." Health and fresh air, and a good conscience are more than all. And these we had, (we assume it on the part of

Ebony, in spite of the psychologists,) and these made the drive pleasant, and the lovely scene around us a mirror of the great Spirit's bounty.

Well, this time we are going to Mr. W——'s school again. And scarcely had we reverted mentally to our former visit, to the order and discipline of the school, to the very excellent manner in which he conducted his classes, to the pleasant exercise we had in Geography, when Ebony pulled up just at the place we started from when I reported my last visit.

Ebony being made secure, I took a hurried look over the school yard, and saw that everything was neat and tidy. The wood was piled up neatly in one corner, there was no litter of any kind promiscuously strewn around. I saw also that a number of shade trees had been planted in Spring, and that the girls had, very neatly, arranged some flower beds, and that, even now, there were indications of rose buds, verbenas, and balsams. I noticed that the windows of the school-house were lowered from the top, as well as raised from below, and that, in all likelihood when I entered, the inside would be just as fresh as it was outside.

I knocked at the door, as formerly, and had not long to wait.

"Good morning, Sir, glad to see you, Mr. ——," said the teacher, before I could have given him the usual salutation.

"I suppose you were expecting me," said I, "when you so readily recognized me."

"Well, partly so, I heard you were at Mr. B——'s school last week, and thought you would soon be paying me a visit too."

"Well, how have you got along since my last visit? Have these boys and girls been busy and good?"

"Oh, pretty fair," said the teacher. "I told them you would be expecting to see some progress, and it would be a great dis-

appointment to you if they didn't do something."

The teacher had the same cheerful, pleasant manner that I noticed on my former visit, and he moved around the room as if he had no fear but his scholars would not only do their best, but acquit themselves well. They too looked quite at ease. There were no traces of dread or fear on their countenances, but calmly, yet attentively they awaited orders for whatever exercise might be required.

"Have you got an A B C class?" I asked. "If so, let us hear what they can do first."

"An A B C class," said the teacher. "No. My scholars always know their letters before they come here. I have a class, however, in the First Part of the First Book. You can hear them if you like."

"Let us have them," I replied.

"First class—Stand—Out—Forward." And quietly and orderly nine bright eyed little boys and girls came forward and stood in line, erect with hands behind their backs.

"I teach this class," said the teacher, "entirely from tablet lessons." And bringing out of its place a large card their attention was invited to the lesson for the day.

\* \* \* \* \*

After the lesson was over the teacher told me that this class use their book on their seats, and are expected to print a certain number of words on their slates. Sometimes they are required to bring their slates to the class, with certain portions of the lesson printed as well as they can.

They are then promoted according to the merit of the work done. He told me that he never required them to remain in school more than an hour at a time. As soon as they had recited their lessons, and done certain other prescribed work, they were allowed a recess, and these recesses were so managed as to permit them at least half the day for recreation. By

this method he assured me their health was better, they actually learned more, and felt the restraints of the school-room much less. This plan I commended very highly. I assured him that, so far as I was concerned, and so far as my experience enabled me to judge, such a system in all our schools would do much more for education, and would subserve the interests of the scholars themselves in every way better than the *prison* discipline so common in former years.

I observed also that in the recitation of their lesson great care was taken to have each pupil associate *ideas* with *words*. Whenever a new word occurred there was a short pause in the work—the class stopping to have it explained. Sometimes the teacher asked them to use that word in some familiar sentence. In this way I noticed that their work was intelligently done, and that from the very start, every new word they acquired was made to do service in their vocabulary. Their attention was also called to words of similar sound but differently spelled. For instance, “to” and “two,” “there” and “their.” Then, when it appeared that every word in the lesson was thoroughly comprehended, they were required to read it aloud. And here it was that the greatest skill was displayed. Indeed, it is just at this point that so many teachers fail. They try to teach a scholar to read a lesson before he knows accurately and thoroughly every word in the lesson. The effect of this is to lead to stammering, hesitancy, drawling, monotony, &c. But let a scholar know every word in the lesson, let him grasp the idea to which he wants to give utterance, and *nature* will do the rest. Children always, in conversation with each other, emphasize or inflect correctly. It is intuitive to do so. And why it is so seldom found among scholars in our Public Schools is because nature has been disavowed and a cramped artificiality set up in her place. Now, even in the very first

lessons in the book, I noticed Mr. W—— always required his scholars to use proper inflections. When reading “Is it an ox,” they were never allowed to drawl out, “Is —it—an—ox,” naming each word as if it had no connection with any other word, and maintaining the same pitch and tone of voice throughout, but the words were repeated as a full sentence, and the proper inflection given. The effect of this upon his class was that their intellects were stirred up; they read intelligently and naturally, and when they were advanced to the other Readers there was nothing to do but to guard against the formation of bad habits.

In regard to spelling I was told that it was usually left till the scholars had learned to read. Indeed, they were expected to learn to spell pretty much themselves when writing words upon their slates. In no instance, however, did Mr. W—— ask his scholars to spell individual words. Short phrases were always given, and words spelled in their natural relation to each other, the phrase being repeated by the scholar before being spelled. I noticed also that the phrases were read by the teacher in the proper tone and inflection, and required to be similarly repeated by the scholar. If a rising inflection was required, it was used, and so with other inflections. I perceived at once the advantage of this, and confessed myself indebted to Mr. W—— for this additional idea to my own stock of information in regard to educational matters. When scholars are thus trained to inflection they find no difficulty in controlling their voices, and therefore they succeed far better in reading some of the more difficult exercises in the advanced Readers.

I found also that in all Mr. W——'s classes there was the same clearness of inflection and gracefulness of style. There was loudness without vociferation; rapidity without indistinctness, and clearness of em-

phesis without an artificial mannerism. All this Mr. W.— told me was the result of attention to his First and Second Readers.

To those who peruse the pages of the ONTARIO TEACHER we would commend the suggestions thrown out by our report of Mr. W.—'s school. We are satisfied no other course will produce equally satisfactory results. No doubt there may be

other plans that may enable scholars to get a knowledge of words, and in a sort of struggling way to get through their reading lessons. But there can be no plan adopted that will combine the intellectual with the artificial—the real training of the mind with the acquisition of knowledge, so well as the system above described.

### HIGH VS. PUBLIC SCHOOLS.

BY SAMUEL WOODS, ESQ., M. A., HEAD MASTER KINGSTON COLLEGIATE INSTITUTE.

The readers of the *Journal of Education* for Ontario must have often been struck with the uniformity of plan pervading it in exalting the Public Schools of the Province, and unnecessarily depreciating the High Schools, and it is on behalf of the latter that a few words are now to be offered. And these shall be of such a nature that it is hoped they will enable the public to form a more general and correct estimate of the particular sphere of each, and of the manner in which each performs the work assigned to it.

It may be as well to start with this principle, which is now attempted to be acted upon, that Public School pupils as soon as they have completed the first four Forms of the prescribed curriculum are at once removed into the High Schools, and, as in 1871 there were no less than 60 Union Schools, we may be sure very few pupils above the fourth Form were allowed to remain in the Public School Department. Now the proportion of pupils attending the High Schools during 1871, for that is the last report available, is as one to 60 in the Public Schools, or one out of every sixty pupils attending the Public Schools enters the High School annually. We are safe in saying that the proportion is about correct for nearly the whole Province.

Now let us examine the natural results of this. And to do this more effectually and to pave the way for our arguments, we beg to adduce a few published observations of the High School Inspectors. In the annual Report for 1871, Appendix A. p. 6, we find the following remarks illustrating the manner in which Arithmetic is taught:

In all the schools the following questions, among others, were proposed:—  
 "My purse and money together are worth \$48.60; the money is eleven times the value of the purse: what is the purse worth?"  
 "An army lost one tenth of its number in its first battle, a tenth of its remainder in its second battle, and then had 61,200 men left; how many men formed the army at first?" It will, perhaps, hardly be believed that more than ninety-five per cent. of the pupils in the High Schools failed in the first question, and a much larger percentage failed in the second! Here are some of the records. In a school of 21 pupils neither question solved; in one of 25, neither question; in one of 23, neither; in one of 32, one solved the first question; in one of 19, neither question solved; in one of 60, neither solved; in one of 25, neither solved; in one of 97 one solved both; in one of 43, one solved both; in one of 84, one solved the first; in one of 120 (present), ten solved the first, and three the second; in one of 72, five solved the first, and one the second; in one of about 120, twenty-nine solved the first, and one the second.

Now, with all due respect to everybody concerned, the simple truth here is, that any one of these questions should have been done in any Public School of the Province long before the pupil was far enough advanced to enter a High School, and the blame for the ignorance of the pupils is not to be laid at the door of the High School Master, but upon those who are responsible for the preliminary education of the pupils. I may be met here with the objection: "Why take the pupil into the High School if he cannot do such work?" The simple answer is that he might have remained in the Public School for years, and his advancement would not have been one whit better. The truth is that the Public Schools are not doing the work they are supposed to be performing, and the best proof of this is found in the fact that the first really thorough examination made, viz: at the entrance examination for the High School, painfully discloses that superficiality and general haziness of ideas are the predominant characteristics of nearly every pupil who presents himself for the ordeal.

Take another illustrative extract from p. 9.

As soon as the new School Act became law, the Inspector received instructions from the Department to apply with greater strictness the old method and standard, until they should be superseded by the new. Just one change was made, but that was found all-sufficient: the parsing, instead of being given orally, was exacted in writing. The effect was most remarkable. About one-half of the candidates presented to the Inspector as fit subjects for High School tuition were found, to a lamentable extent, incapable of spelling correctly in writing—whatever they may have been able to do orally—words certainly not amongst the most difficult in the language, more particularly those very terms of grammar which were almost every day in their mouths.

Here again, who is at fault, the Public School which can permit pupils in such a state of absurd ignorance to remain so, for

even one moment, or the High School, which by taking them "with all their imperfections on their head," and trying to teach them what they ought to have known before they were permitted to rise from form to form in a state of chaotic ignorance, in which they must remain unless some change is made for the better?

Our educational authorities are fast forcing our Public and other schools into a state of mediocrity, such as will require ages to undo the damage of the present hour. The young children are forced into subjects which they cannot understand, and are so perplexed with the continuous round of different subjects that they have no time to master the details of any one. Go into our Public Schools, and take up a Fourth book, and ask any class in it to spell words, not of grammatical or technical use, but the plain pronouns, and nouns, and verbs of every day occurrence, and you will soon see the beauty of compelling pupils to study Geography and History before they know either the form or meaning of any single term they employ. There is no royal road to spelling, much less to Grammar, and that system is rotten to the core which compels pupils to delve into Grammar, Geography, History, Christian Morals, Chemistry, and Botany before they have time to familiarize themselves with the simple elements of every education, the forms and meanings of words in any simple sentence.

Still another extract from p. 3. The Inspectors, after very ably laying down the characteristics of good reading, proceed thus:—

That these things *are* heard in the generality of Public Schools none will be found to affirm. On the contrary, the monotone of the primary school-rooms, where most careful attention and exquisite skill are essential to the right cultivation of the plastic organs of speech, and their accessories—the hard, metallic tone, the imperfect enunciation, the utter inflexibility of the voice have become proverbial.

It needs no stronger language than this to state the Herculean task laid before the High School Master. He gets a pupil, with a stilted, unnatural tone, and braving, groping his way over a lesson he has never studied, and stumbling over, and spelling every second word. He endeavors to make him understand some of the principles of good reading. But he might as well seek to lave the vasty deep with a ladle as to indoctrinate that boy or girl with correct principles of elocution. And why? Because he has not been trained to consider reading anything more than a lazy method for himself and all around him to enjoy a little relaxation from sterner duties. I use the word "sterner" in the boy's meaning, for no class is capable of requiring more difficult work, either from master or pupil, than the correct rendering of a passage from any book whatever. The pupil may be able to mumble it over, he may "mind his stops," an awful prerequisite, but if you ask him the question put to the Ethiopian Eunuch eighteen hundred years ago, rightly answered it would be in the same words, "How can I, except some man guide me?" Both master and boy might be equally astonished to find that there are "stops" where the ingenuity of punctuators has never dared to place them. Both might equally gaze in amazement at you, were you to tell them, as every word has one syllable upon which the primary accent must fall, so every sentence has one emphatic word which, omitted, spoils sense, taste, and perception. Both might think you demented, were you to tell them that any simple question of three words is capable of six different meanings, according as the emphasis or intonation is varied. And so the matter goes on. The pupil knows nothing, and the master is too often too lazy, careless, or ignorant to pay any attention to the palpable blunders which stare him in the face, and must grate upon his ears, if he possesses

one particle of that fine sensibility which every master ought to feel in teaching that noblest of all studies: the proper rendering of the "words that breathe and thoughts that burn."

The High School Master has this problem set before him. He gets a boy who knows nothing of reading, unless as a matter of routine, who does not know a rising from a falling inflection, nor the use of either, who does not know perhaps the elements of all vocal sounds, who forgets that words are simply representative characters, and who most certainly does not know that they are the dry tones to which his breath must give life and animation. Into this mind, thus worse than diseased, he has to instil proper thoughts, he must undo what had better never been done, he must work, and labor and toil "till the heart grows sick and the brain benumbed," and then he is just able to say: "I have simply commenced. I have cleared away the rubbish, but to do more is beyond my power. If I had "caught you young," I might have done something for you, but as it is, I have laid the foundation on correct principles, and it is for you to complete the work."

I have examined the state of the entrants into the High Schools in the subjects of Arithmetic, Spelling and Reading, but there is still one subject about which I would fain wish something better could be said. But it has been held as the crucial test, for nearly ten years, of the proper qualification for admittance, and to omit it would be a grievous wrong. If there is any one subject more than another calculated to interest pupils it is the study of English Grammar, and yet every man who wishes to raise a laugh at the expense of our High Schools can find a fruitful theme in that very subject. I need not appeal to any Inspector for specimens, for every High School master in Ontario knows the state in which he finds nine-tenths of all his future ornaments

of the flock. The *Journal of Education* in a late issue gave some spicy examples, and credited them as specimens of High School teaching. I by no means intend to say that all the schools in the country are blessed with masters who can teach such a subject successfully, for I know that such a statement would be far wide of the mark. But I do say that considering the state in which the youths are when admitted to the schools, the wonder is, not that they can make anything out of them, but that they do so much.

Grammar is a subject capable of being taught to even the youngest child who can comprehend a simple idea, and yet how comes it that it is so much neglected? Simply from the wrong method invariably adopted of teaching this most invaluable subject. Every High School Master can tell you that the boys presented to him for entrance can give you, nearly always, every definition in the Grammar, but when they have done that, their powers of ratiocination are gone. They can tell you quite easily the accidents of nouns and verbs, and define them, but ask them to give you an example of a common noun, and you are met with a vacant stare. Ask them to give you a simple adjective, and they will perhaps cite the time honored statement, "A good boy." Ask them which of the three is the adjective, and you are beyond their depth. And as to their ability to comprehend or cite an example of a verb, why the very thing is preposterous. And why so? Because they have never so learned. And yet, if a beginning had been made without any text book, if they had been told in simple language that any word that denotes a "thing" is a noun, and had then been asked to point to a "thing" and name it, all would have been well. We breathe, the blood flows through our veins, the food nourishes our system, and we may not be able to tell why such things are so, and it should be something similar with

Grammar. The pedant in the tale was astonished to find that the rustic could out-fence him in argument, although the poor man knew not a major from a minor premise, and was equally ignorant of the sorites and the enthymeme; and yet, in view of such a state of affairs, we persist in cramming the minds of boys and girls of tender years with a mass of abstract definitions, without even attempting to show them what the real thing is; whereas, if the proper method were pursued, everyone could be taught Grammar and analysis by the use of his reasoning faculties, and not as at present, by the aid of memory alone. We do not wonder that pupils regard Grammar with terror, when it has been the vile instrument in the hands of unskillful workmen of disgusting them with the very name of it. I have thus passed in review the four principal subjects of the entrance examination, and appeal to every man at all acquainted with our schools if I have not given a fair statement of the real facts in the case. Things being in such a state at the entrance, is it any wonder that our High Schools, in many cases, make such a poor exhibition? The whole ground has to be trodden again, the work that ought to have been done at the Public School is unjustly thrust upon the overtaxed High School Master, and he is made to bear not only the blame which may attach to his own deficiencies, but the odium that properly belongs to the elementary schools, which have so inefficiently performed their work.

The terms of contempt in which many of our High Schools are mentioned is thus undeserved by them, and should not by any means be cast upon them. It is not in the lower forms where a just estimate can be gained of High School work, nor ought the master to be held entirely responsible for that which does not properly come under his supervision. But it will be noticed by all who have ever perused any remarks

made upon the High Schools in certain quarters, that no exception is ever made, and one or two extreme cases are held up as examples from which to judge the whole. Nothing can be more unjust nothing so annoying to the many excellent men who, amid trials greater than one would suppose was possible for a human being to survive, still labor on at their daily task. We can point to the matriculation examination in our colleges, and there see that more than four-fifths of the honor men in our Universities are ex-pupils of those schools which are invariably ranked as "unsatisfactory" and "in a wretched state." We can point to a Gilchrist scholarship twice in succession, held by High School boys, and we can call our traducers to visit the leading classes in our better schools, and ask them to judge for themselves as to the quality of the work that is daily going on around us, and which they will not see, or if they do it is with a side-long glance.

What is wanted is a just appreciation of the merits of the schools, a more charitable regard for the almost insuperable difficulties to be encountered, and a nicer distinction in awarding praise and blame where each may be justly deserved.

I do not for one moment argue that all our High Schools are in a satisfactory condition. I know some of them to be far otherwise, but this I do most positively state, that as a body they will compare favorably, aye more than favorably, with the Public Schools in the character and extent of the teachings which fall within the proper sphere of each. And yet, in all published reports, the Public Schools are lauded as being very models of everything that is to be desired, and their more important brethren are either slightly mentioned, or condemned as merely testation experiments, the success or failure of which is a matter of no importance.

But they are not yet without hope.

There are now three Inspectors of High Schools appointed, and it is understood that they are to make an inspection of the Public Schools situated in the cities and towns where there are High Schools. This will make all clear, and we confidently await the verdict, with the full assurance that it will be found that where the Public Schools are well and efficiently taught, where they do their duty as it ought to be done, there the High Schools will be found not lacking in their peculiar sphere of duty, and if this shall be the result, the blame will then be saddled upon the proper shoulders, and we shall hear less of the carping criticism which is doing a positive injury to every High School in the Province.

But before any real tangible good can ensue there must be a vital change in the curriculum. The law now requires two masters in each High School, and having done this much it lays upon them an amount of work which they cannot do. The curriculum must be cut down, useless subjects lopped off, and more time given for the study of our own glorious mother tongue. There are depths of wisdom to be got from the study of our British classics, which are now a sealed book for our High Schools, far outweighing the mere smattering which can be given on some of the subjects which are put on our curriculum under a senseless idea that a boy of twelve or fourteen years can be made a vast reservoir into which the accumulated wisdom of Theology, Morality, Philosophy, and the whole circle of the sciences can be pumped. There is a limit to a youthful mind's exertions, and that limit is easily ascertainable, and none but mere theorizers and dreamers would ever expect good to result from such a jumble of disconnected ideas forced upon a mind not strong enough to appreciate, much less comprehend them. Accuracy in three or four subjects is worth more in a real education than all the bootless attempts to make our children encyclopæ-

dias of the arts and sciences, and polyglots of even greater capacity than Adelong or Cardinal Mezzofanti.

I have endeavored plainly and clearly to set before the readers of the ONTARIO TEACHER the difficulties attending our High Schools. I speak from a somewhat extended knowledge, derived not less from actual contact with the difficulties incident

to our school law, than from conversations with others who have had the same experience, and if this article will serve in any way to correct some false impressions, sedulously inculcated by those whose business it is to inform themselves thoroughly of the whole subject before attempting to speak *ex cathedra*, it will have answered the only purpose it is intended to subserve.

---

## SELECTIONS.

---

### METHODS OF CONDUCTING RECITATIONS.

We have long been satisfied that the success of teachers, as a class, would be much increased by a careful study of the subject of class management. There are many teachers who can give no good or satisfactory reason for using one method of conducting recitations rather than another. The truth of this remark has been fully attested whenever teachers have been called upon by examiners to state in writing the comparative merits of different methods. "These things being so," it occurs to us that a systematic presentation of the principal advantages and disadvantages of the consecutive and promiscuous methods of calling on pupils to recite, may be of assistance to some of our readers.

#### I. THE CONSECUTIVE METHOD.

The first advantage of the consecutive or "turn" method is its *rapidity*. As the pupils recite in turn, no time is lost in designating the pupil who is to recite, and as each pupil knows just when he is to be called on, he is prepared to recite promptly. It is true that when the promiscuous method is skillfully used, each pupil is obliged to be ready to respond, but the possibility that he may not be called on, causes, as a rule, some hesitation. In the turn method the pupil's reciting is a *certainly*, and hence he is not only upon the alert, but is ready to proceed. Experiment shows conclusively that more questions can be asked and answered in a given time

when the consecutive method is used than when pupils are called on promiscuously.

The consecutive method is *easy for the teacher*. It relieves him from the necessity of selecting and designating the pupils to recite, and hence his labor (not including the imparting of instruction) is reduced to asking questions or assigning topics and the determining of the correctness of the reciting of the pupils. The recitation proceeds as mechanically as clock-work.

A third advantage of the consecutive method is the fact that *all the pupils have an opportunity of reciting*. No pupil is omitted. If the class is too large to permit all to recite at any recitation, the next day takes up the work at the proper pupil, and thus all are called on in due time, and all have an equal opportunity of reciting. This last remark may not be true, if the members of the class do not take their places from day to day in a fixed or regular order. The importance of this advantage will be considered in connection with the promiscuous method.

The chief disadvantage of the consecutive method is *its failure to necessitate close and universal attention*. The pupil reciting and the one who has the next "turn," must give attention, but the others are not obliged to do so. When the pupils near the head of the class are reciting, those near the foot may be thinking of the next holiday. As soon as a pupil has recited, he may go a fishing mentally until his

"turn" comes again. A skillful teacher may, of course, so interest his class as to secure close and undivided attention, but this is not a result of the consecutive method. The attention is secured not in consequence of but in spite of it.

A second disadvantage of the turn method is the fact that *it permits a partial preparation of the lesson*. The pupil near the foot of the class is tempted to neglect the part of the lesson which will be recited by the pupils near the head, and *vice versa*. When the old plan of having pupils read one "verse" each prevailed, many pupils counted the verses, and studied only the one which they would read. As a general rule, pupils will study most faithfully that portion of the lesson which they expect to recite, and the turn method permits this expectation. This defect may be obviated by assigning questions and topics in a different order from that in the text-book, and much more easily by having the recitation *begin* from day to day at different places in the class. If the third pupil *begins* the recitation one day, the tenth the next day, the sixth the next day, and so on, no pupil, when preparing the lesson, can even guess what portion of it will fall to him to recite, and hence he is only safe when he has prepared the whole lesson. Many teachers who use the consecutive method, have never thought of this simple means of correcting the obvious and often serious defect above referred to.

Another disadvantage of the consecutive method is the fact that *it prevents the most thorough testing of the pupil's preparation*. The portion of the lesson which falls to a pupil by turn, may be the very portion which will be least profitable for him to recite. He may be able to recite this well, and yet the teacher may know that he has not faithfully studied or does not clearly understand another portion. The revolving recitation may bring to the idle pupil the only question or topic in the lesson which he can recite, and he may thus be tempted to trust to good (?) luck next time. The highest efficiency of a recitation requires that its tests be skillfully and wisely distributed.

## II. THE PROMISCUOUS METHOD.

The promiscuous method of calling on pupils to recite *secures and holds the attention of all the pupils in the class*. This re-

sult depends somewhat on the skill of the teacher, but the method both permits and favors the highest success. When a topic or question is announced, every pupil is obliged to be on the alert, as he may be designated to recite. He must also give attention to the pupil reciting, as, at any moment, he may be called upon to correct errors, supply omissions, or complete the recitation. The degree of attention given to pupils reciting may be greatly increased by the teacher's frequently calling on a pupil to complete the recitation of another, taking it up precisely at the right point. This may be done with great success in recitations in arithmetic, particularly in the oral solutions of mental problems, also in history, reading, and indeed in nearly all the branches. This advantage of the promiscuous method is wholly lost when the pupil to recite is designated *before* the topic is assigned. The reason is obvious. The teacher should not even glance at the pupil to be called upon before assigning the topic.

A second advantage of this method is the fact that *it necessitates the preparation of the entire lesson*. No pupil knows what part of the lesson will fall to him; nor can he tell even after the recitation is begun. He is liable to be called upon to recite any part of the lesson, and his only safety is to make full preparation.

The promiscuous method also permits *a proper distribution of the recitation*. The tests can be thrown by the teacher just where they will prove most effective and do the most good. The idle pupil may be given full opportunity to show the results of idleness; the pupil who was assisted yesterday, may be called upon to recite in review; any want of attention may instantly be corrected, etc., etc. The recitation may be made a thorough test.

As a result of the foregoing advantages, the promiscuous method makes the recitation *a fine mental drill*—an excellent mental gymnastic. The difference between it and the consecutive method may be easily shown. Suppose a class in arithmetic, containing twenty pupils, solves twenty mental problems in a recitation. By the consecutive method, as generally used, each pupil solves one problem and he *is obliged* to solve but one. Hence the recitation necessitates but *twenty* mental solutions. By the promiscuous method each pupil is

obliged to solve mentally each of the twenty problems, and hence the recitation necessitates *four hundred* mental solutions.

The principal disadvantages of the promiscuous method are as follows:

1. *It is less rapid* than the consecutive method, time being necessarily consumed in designating the pupil to recite.

2. *It is not so easy for the teacher*, as the consecutive method. The increased attention and interest secured by it may, however, be more than an offset to the extra labor involved in selecting the pupils to recite.

3. It does not give the pupils *an equal opportunity of reciting*. This defect is most serious in large classes, the teacher being liable to omit some of the pupils. We have known classes in which it often happened that certain pupils did not have an opportunity to recite for several successive recitations. This almost invariably results in a loss of interest on the part of the omitted pupils, and a neglect of study. Few pupils will thoroughly prepare lessons if there is even a strong probability that they will not be called on to recite. Faithful study is most certainly secured when every recitation tests the preparation of each pupil in the class. Pupils are sometimes omitted purposely, this being most likely to occur in certain schools *when visitors are present*, as in public examinations. The temptation to call on the brightest and best pupils on such occasions, is too strong for many weak teachers to resist.

4. It permits *an improper distribution of the recitation*. This disadvantage is similar to the third, but it merits separate consideration. Easy and superficial teachers are apt not only to assign the greater portion of the recitation to the brighter pupils, but to assort their pupils according to the nature of the topics or questions. The difficult questions are assigned, it may be unconsciously, to the best pupils, and the easy tests are given to the dull and backward. A "severely thorough" teacher, on the contrary, is liable to fall into the habit of overwhelming the backward or mentally feeble pupils with all the difficul-

ties of each lesson and most of the reciting.

Various devices have been resorted to by teachers to obviate the last two defects of the promiscuous method. One of these is to put the name or number of each member of the class on a small card. The cards are mixed thoroughly at each recitation, and the pupil to recite is selected by the card drawn or picked up by the teacher. This plan works very well in advanced classes with long recitations, and, especially, if the teacher frequently takes a card from those already drawn, thus holding the attention of those who have recited.

Another device is to put all the numbers of the members of the class on one card, arranging the same in the form of some geometrical figure which will permit the calling of the numbers on successive days in different orders. We have used this plan, which, we believe, we devised, with great satisfaction. It leaves the teacher free to sit or stand during the recitation, to move about the room and occupy different positions. When the recitation closes, the teacher knows what pupils, if any, have been omitted, and by frequently calling on pupils without reference to the card, the attention of the entire class is held.

But the easiest plan of avoiding the defects of the consecutive and promiscuous methods is *to combine them*, by *permitting pupils to recite by turn except when the teacher designates another pupil*. If these exceptions are sufficiently numerous, the attention of the class will be as universally held as by the promiscuous method. The most skillful teacher of oral spelling we have ever known, combined these methods. The words passed rapidly down her class, except when she "threw" them to other pupils, which was done so frequently and skillfully that no pupil felt safe in taking his eye from her. When the recitation closed, every pupil had been tested, and the poor spellers and the listless, idle, and careless had received special attention. A little practice will enable any skillful teacher to combine these methods successfully.—*National Teacher*.

## EXAMINATION QUESTIONS.

(We give below as many as we can find space for of the questions at the recent County Board Examinations.)

## ENGLISH GRAMMAR AND ETYMOLOGY, 3RD CLASS.

*His mean and recent trade cast, indeed, an air of ridicule on his elevation; but his birth could not be more obscure than was that of the greater part of his rivals, who were born of peasants and enlisted in the army as private soldiers.*—GIBBON.

1. Divide into propositions and analyze the passage from Gibbon printed above.

2. Parse the eight italicized words.

3. Write the plural of Cargo, Potato, Attorney, Appendix, Deer, Sow, Die, Cry.

4. Give examples of the different methods of forming the feminine of nouns.

5. Define Mood, Voice, Tense, Case.

6. Which of the following words are qualifying? All, Square, Composite, Kind, Some, Handsome, Negative.

7. Give in full any six rules of syntax of which the passage for analysis affords examples, and connect them with the words which illustrate them.

8. Re-write the passage for analysis, substituting a passive form for the active transitive verb.

9. Classify the prefixes and affixes occurring in the following words according to—

(a) Their meaning.

(b) Their derivation.

Education, Derivation, Implacable, Enlist, Spacious, Barrenness, Bishopric, Wisdom, Vendor, Purchaser, Slimy, Blackish, Refit, Concur, Coalesce, Curvature.

10. Correct when necessary the spelling of the following words: Blueish, Truly, Responsible, Capable, Allegator, Alledge, Cupola, Antient, Beleive, Bugbare, Etheopean, Heinous.

## ENGLISH GRAMMAR AND ETYMOLOGY. SECOND CLASS.

Once Indeed,  
Warmed with his wines, or taking pride in  
her,  
She looked so *sweet*, he kissed her tenderly,

Not knowing what possessed him: that one  
kiss

Was Leolin's one strong rival upon earth;  
Seconded, for my lady followed *suit*,  
Seemed hope's returning rose: and then  
ensued

A Martin's summer of his faded love,  
Or ordeal by kindness; after this  
He seldom crost his child without a sneer;  
The mother flowed in shallower acrimo-  
nies;

*Never* one kindly smile, one kindly word;  
So that the gentle creature, shut from all  
Her charitable use, and *face* to *face*  
With twenty months of silence, slowly lost,  
Nor greatly cared to lose, her hold on life.  
Last, some low fever, raging round to spy  
The weakness of a people or a house,  
*Like* flies that haunt a wound, or *deer*, of  
men,

Or almost all that is *hurting the hurt*—  
*Save* Christ as we believe *him*—found the  
girl

And flung her down upon a couch of fire,  
Where, careless of the household faces  
*near*,

And crying upon the name of Leolin,  
She, and with her the race of Aylmer  
passed.

—Tennyson: *Aylmer's Field*.

1. Give the full syntactical parsing of the thirteen italicized words.

2. Divide the last nine verses into propositions, stating their kind and connection, and fully analyze them.

3. Parse the italicized words in:

"Gold and silver are the most convenient metals to use *as money*."

"There is nobody *but thinks* you *ill-used*."

"Bread *enough and to spare*."

4. State clearly, giving reasons, whether you consider the italicized words in the following sentences nouns, adjectives or pronouns:

"Nearly *all* were gone."

"The *one* is good, the *other* bad."

"*That* is my father."

"The only *good* on earth was pleasure, not to follow *that* was sin."

"*Many* are called."

"The rule of the *many*."

"Amid so many difficulties *one* does not know what to do."

5. Point out grammatical peculiarities in the following quotation :

"Pray find some cure or sinecure  
To feed from superfluous taxes  
A friend of ours—a poet : fewer  
Have fluttered tamer to the lure  
Than he."

6. "A verb is a word which makes an assertion." Discuss the defects of this definition.

7. What are the principal parts of *travel*, *smell*, *benefit*.

8. What prepositions should follow : Glad, true, insinuate, intervene.

9. Give examples of verbs of the strong, and of verbs of the weak, conjugation.

10. Give examples of :

(a) Derivatives formed by merely changing the radical vowel.

(b) Primitive words formed on the principle of imitation.

(c) Derivatives from *Dotos*, *hodos*, *laos*, *pingo*, *olo* or *olesco*, *linquo*, *fligo*, *arceo*, *terro*, *vellō*.

11. Derive : Where, ephemeral, alone, before, river, rapturous, current, month, pain, flood, generally, number, agency, viscous, diabolical, azote, stenography, pagoda, giving the etymological analysis where you can.

#### ARITHMETIC AND MENSURATION. 2ND CLASS.

1. Show that L. C. M. of two or more fractions in lowest terms, is the L. C. M. of their numerators, divided by the G. C. M. of the denominators ; and that their G. C. M. is the G. C. M. of the numerators divided by the L. C. M. of the denominators.

2. Find in grains the least weight that can be expressed by an exact number of ounces in both Troy and Avoirdupois weight.

3. Prove the rules for converting the various kinds of decimals into vulgar fractions.

Shew that, in converting a fraction in its lowest terms to a decimal, the result will be a finite decimal, or a mixed circulating decimal, or a pure circulating decimal, according as the denominator contains only the factors of 10, other factors also, none of such factors.

4. The officers of a regiment are .042 of its whole strength ; 50 privates are added, and then the officers are .040 of the whole : Find the number of officers and the entire number of men in the regiment at first.

5. Prove the rules (without formulas) for (1) Simple Interest, (2) Discount, (3) Compound Interest.

6. A man has capital which he invests to produce 5% per annum ; every year he adds one-fourth of his income to his original investment : in how many years will his income be three times what it was the first year, given log. 2 = .301030, log. 3 = .477121 ?

7. Give complete explanations of the analysis of the following questions : (1.) An agent received \$56 for selling grain on commission of 4% ; find value of grain sold. (2.) A person receives \$600 from an 8% bank dividend ; how much stock does he own? (3.) Sold stock at a discount of 7 3/5ths% and make a profit of 5% ; at what rate of discount was the stock purchased? (4.) A shipment of flour was insured at 4 3/8% to cover 5/8 of its value, the premium paid being \$122.50 ; what was the flour worth?

8. My agent in Montreal sold a shipment of flour at \$8 a barrel on a commission of 3% ; I then instruct him to purchase certain goods for me on a commission of 2% ; his whole commission was \$500 ; find how many barrels of flour were shipped.

9. Give analysis for (1) the different cases of Profit and Loss ; (2) Partnership.

10. The rain which fell during a certain shower on a roof of a rectangular building, 135 feet long and 99 feet wide, filled a cistern 8 feet long, 6 feet deep and 3 feet broad ; how many (long) tons of water fell during that shower on an adjoining field of 6 acres?

#### GEOGRAPHY. 2ND CLASS.

1. Write down in order the names of the principal rivers flowing into the Northern Pacific.

2. State accurately the position of Gondar, Auckland, Sofala, Macao, Lake Tchad, Norfolk Island, Mysore, Omaun, Jassy, the Riesen Gebirge, Granada, Para.

3. From what parts of the world are tin, cloves, cinnamon, sandalwood, cocoa, sul-

phur, diamonds and allspice chiefly obtained?

4. For what manufactures are Sheffield, Lowell, Belfast, Valenciennes and Geneva noted?

5. Trace the course of the Gauges, Seine, and Hudson, naming the chief towns on their banks or in their basins, and the mountains, hills, or elevated grounds which form the limits of the territories which they drain.

6. Define the geographical position and political relations of Barbadoes, Gibraltar, Gotland, Andorra, Heligoland, Dominica, Goa.

7. If a traveller were to go in a straight line from Bombay to Peking, what countries, mountains and rivers would he traverse?

8. What are the natural divisions of Hindostan? What the political?

9. Draw a map of Turkey in Asia, marking the position of Smyrna, Trebizond, Ateppo, Bagdad, Damascus and Jerusalem, and the course of the Tigris, Euphrates and Jordan.

10. Why will the Canadian Pacific Railroad, running from Montreal to Victoria, be shorter than the American route from New York to San Francisco?

11. A vessel leaves New York at noon, May 17th, and reaches London at 6 a.m., on May 27th. How many hours has she been at sea?

#### HISTORY. 3RD CLASS.

1. Under what circumstances did the first Norman King obtain possession of the English Throne?

2. What was the immediate cause of contention between Thomas a Beckett and Henry II.? Narrate briefly the progress of the quarrel, and its issue.

3. Give some account of the impeachment of the Earl of Strafford in the reign of Charles I.

4. Give a brief account of the manner in which the Restoration of Charles II. was brought about.

5. In what circumstances did William of Orange call the Assembly known as the Convention?

6. In the Declaration of Rights drawn up by the Convention, what was declared?

7. When was America discovered? Who discovered Newfoundland? Who discovered Canada? Name the European Sovereigns who commissioned the expeditions,

by which America, Newfoundland, and Canada respectively were discovered.

8. Describe the treatment which Cartier received from the Indians at Hochelaga.

9. Sketch the career of Champlain.

10. What led to the Battle of Marathon? By whom were the ancient Babylonian and Persian Empires respectively overthrown?

#### HISTORY. 2ND CLASS.

1. Give an account of the United Empire Loyalists.

2. When, and under what circumstances, did the Union of the Provinces of Upper and Lower Canada take place? Mention some important features introduced into the constitution of United Canada.

3. Sketch the history of Canada under the Administration of Lord Elgin.

4. By whom was the title, Prince of Wales, first borne? What historical association connected with the motto, *Ich dien*?

5. Who was the first English Sovereign of the House of Lancaster? And how did he come to the possession of the throne?

6. "The great social feature of the period was the abolition of Villenage." (Text-book). What was Villenage? At what period in English history was it finally extinguished? Notice the causes which gradually led to its extinction.

7. Give an account of the impeachment of the Earl of Strafford.

8. Give some account of the manner in which the Restoration of Charles II. was brought about.

9. Give an account of the massacre of Glencoe.

10. Notice briefly, important historical circumstances connected with the names, Leuctra, Arbelá, Lutzen, Navarino.

#### EUCLID. 2ND CLASS.

NOTE.—Candidates who take only Book I., will confine themselves to the first eight questions; those who take Books I. and II., will omit the first two questions.

1. If two angles of a triangle be equal to one another, the sides also which subtend, or are opposite to, the equal angles, shall be equal to one another.

2. If one side of a triangle be produced, the exterior angle shall be greater than either of the interior opposite angles.

3. The opposite side, and angles of a parallelogram are equal to one another.

4. The complements of the parallelograms, which are about the diameter of any parallelogram, are equal to one another.

5. To describe a square on a given straight line.

6. Let A B C D be a quadrilateral figure whose opposite angles A B C and A D C are right angles. Prove that, if A B be equal to A D, C B and C D shall also be equal to one another.

7. If A B C D be a quadrilateral figure, having the side A B parallel to the side C D, the straight line which joins the middle points of A B and D C shall divide the quadrilateral into two equal parts.

8. The straight line, which joins the middle points of two sides of a triangle, is parallel to the base.

9. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the parts.

10. In an obtuse angled triangle, is the sum of the squares of the sides containing the obtuse angle greater or less than the square of the side opposite to the obtuse angle? And, by how much? Prove the proposition.

BOOK-KEEPING. 2ND CLASS.

1. Explain the distinction between Double and Single Entry.

2. Define the Day Book, and explain your method of opening, conducting and closing it, both by Double and Single Entry.

3. Explain the object of the journal in Single and Double Entry.

4. What is Journalizing? Give rules for it. On what principles is it based?

5. What is the peculiarity of the Cash Book, Bank Book, Expense and Private Accounts?

6. Rule paper for Cash Book, Bank Book, Journal and Ledger; make the correct entries of the following transactions; then balance Ledger and exhibit on balance sheet the result of your business. No index to Ledger need be given.

1873. June 1st.—In hand, merchandise per inventory, \$2000; in Bank of Montreal, \$800; Cash in hand, \$100; I owe James King \$100; John Sim owes me \$100. June 2nd, sold John Sim mdse., \$1000, receiving in payment his note for \$500 and cash \$500, June 3rd, bought of

John King, mdse., \$600, giving in payment my note at four months, \$200, cash, \$200, check on Bank of Montreal, \$200. June 4th, deposited in Bank Montreal, \$200; paid store rent \$100; Cash sales this day, \$100. June 5th, Montreal Bank discounts John Sim's note, cash received, \$490, discount allowed, \$10. June 6th lost a ten dollar bill. June 7th, Cash sales this day, \$200. June 8th, paid James King by cheque on Montreal Bank, \$100. June 9th, discounted my note, paying cash, \$195, discount allowed, \$5. June 30th, mdse. on hand per inventory, \$1500.

7. James King is charged for 15 articles and credited for 12 during June; render his account.

8. Write an order for Stationery to Adam Miller, Toronto; goods to be delivered to self at Hamilton, per Steamer *Ida*

EDUCATION AND SCHOOL LAW. 3RD CLASS.

1. What is education? What portion of our education is mainly given in, and what portion mainly outside of the School room?

2. Discuss the importance to a teacher of habits of

- (a). Order.
- (b). Self-control.
- (c). Cheerfulness.

3. Would you teach letters or words first to children just beginning to attend School? Give reasons for the plan you would adopt? What is meant by the *phonic* method of teaching reading?

4. In teaching grammar would you begin with the relations of words, the meanings of words, or the definitions of the text book? Give reasons for your answer.

5. State with reasons what in your opinion is the proper place in the study of a subject for the introduction of a systematic exposition of it.

6. You are placed in charge of a School of 40 pupils, who are at all stages in arithmetic up to proportion. You find that you can give only an hour and a half per diem to the subject. How many classes will you form, what time will you give to each class, and how will you employ the time with each class?

7. What are the duties of a public school teacher, as laid down by law?

8. What is the theory of the law in regard to the relation of a teacher to the pupils while they are under his charge?

## EDUCATION AND SCHOOL LAW. 2ND CLASS.

1. You are placed in charge of a country School, in which an assistant with a third class certificate is employed. How would you divide the work? Give reasons.

2. Discuss the advantages and disadvantages of simultaneous answering, and state what means may be employed to rectify the latter.

3. What are the objects to be aimed at in teaching history in Schools? Describe your method of teaching it.

4. What was Pestalozzi's theory of education?

5. State the arguments for and against giving prizes.

6. Discuss the comparative advantages of relative and absolute marking.

7. Describe your method of dealing with pupils who have formed the habit of coming late.

8 Sketch the system of instruction pursued in the German Kindergarten.

9. What penalty is incurred under the regulations by pupils who absent themselves from the regular quarterly examinations?

10. Summarize the regulations with regard to adequate School accommodation.

11. What are the powers of trustees in regard to the purchase of School sites from owners unwilling to sell?

12 What persons are excluded by law from the office of School trustee?

## EDUCATIONAL INTELLIGENCE.

## CANADA.

SCHOOL EXAMINATIONS. The examination of the pupils attending the Dereham Centre Public School, under tuition of Mr. Will. Henry Gane passed off very successfully on the 10th of July. There were a large number of visitors present, among whom were many parents of the Section. After about three hours of exercises, several gentlemen addressed the assembly, all speaking in high terms of praise at the efficient state of the school, and of the progress the children were making under their teacher's judicious management.—No. 2, Caradoc, July 11th, Miss C. Kidd, teacher, very successful. Messrs. Mackenzie and McGregga both made speeches highly complimentary to the teacher. Over sixty prizes were distributed.—No. 7, Ekfrid, June 28th, Mr. McAlpine, teacher. It was a marked success, and the teacher evinces decided talent for his noble profession.—No. 4, Blanshard, June 27th, Mr. J. H. Donaldson, teacher. The examination was conducted by several gentlemen, and proved highly satisfactory. Eatables, swings, croquet, music, and speeches formed a part of the programme. No. 5, Blanshard, June 28th, Mr. J. W. Stewart, teacher. A large attendance of visitors proved the interest in the school. The school has made a very marked improvement, since last examination.—

Lochaber School, E. Williams, July 8th, Mr. Gillies, teacher. The examination was very creditable, and a Pic-Nic passed off very pleasantly with speeches, music, &c., in the afternoon.—Blenheim Public School, Junior Department, Miss Vanvelsor, teacher. A very successful exhibition took place on the evening of July 14th. At the close the teacher was presented with a handsome lady's work box, and gold pencil as a mark of esteem.—No. 3, Ekfrid, July 11th, Miss Sarah McIntyre, teacher. The examination gave most conclusive evidence of Miss McIntyre's excellent qualifications as a teacher, particularly in Grammar, Arithmetic, Map-drawing, and penmanship.

TEACHERS' INSTITUTE.—A most successful institute under the auspices of the Huron Teachers' Association was held at Clinton June 28th and 29th. H. J. Strange, B. A., Vice-President, occupied the chair during the exercises. Dr. Sangster, late head master of the Provincial Normal School, took up the subjects, object lessons, composition, arithmetic, reading, and school organization, in his usual practical manner, and was most attentively listened to throughout by fully 160 teachers in actual work. There were also present very many of those coming forward for examination at the next meeting of the Board of Examiners. In the evening the Dr.

lectured to a very large audience in the Town Hall, on Education, in which he delineated the trials and rewards of the earnest, faithful teacher. At the close, the teachers entertained Dr. Sangster to a complimentary tea. Inspector Miller occupied the chair, and there were present Inspector Alexander, of Perth, and Inspector Dewar, and James Turnbull, B. A., Clinton High School, and Rev. Mr. McCaig, of Clinton. After having spent a pleasant hour, they separated before midnight, well pleased. The success of the Institute has been very great, and cannot fail in doing much good, and all feel deeply indebted to the lecturer. Dr. Sangster was elected an honorary member.

**LINCOLN TEACHERS' ASSOCIATION.**—In our July No. we gave some resolutions passed at the late meeting of this Association. We now give some of the further proceedings.

Mr. Somerset was, on motion of Mr. Kelly, re-elected president for the ensuing year. The other officers elected are, 1st Vice-President, Mr. Pysher; 2nd, Mr. Cork; 3rd, Miss Duck; Secretary and Treasurer, Mr. Hindson; Executive Committee, Dr. Comfort, Messrs. Telford, Grey, Kelly, Nash, and Meyer. Mr. Grey before entering on his subject practically gave some explanation as to the different methods employed in teaching the alphabet to young pupils. Of these he illustrated two, the one, A B C method, and the other the *word* method, the latter of which he practically exhibited with a class of young pupils who were present. Mr. Geo. Cork, of Thorold, was the next teacher who took up the subject of "teaching reading to beginners." He generally got his class alone around him, and talked confidentially a while to gain their confidence. The next subject, "reading to intermediate pupils," was introduced by Mr. Wm. Hindson, of Merriton. He took page 115 of the Second Reader, and after reading by a number of pupils he asked several questions on the subject about which they had been reading. The next subject, "teaching reading to advanced pupils," was introduced by the President who took up page 362 of the Fifth Reader, with a class of advanced pupils, and after giving a lucid explanation of the times and customs of the period to which the lesson re-

ferred, and also some explanation of the characters therein mentioned, he then read over the lesson slowly and distinctly, and gave an explanation of the meaning of the principal words in the beginning of the lesson, after which several of the pupils were required to read portions of the lesson. Mr. Somerset then said that he would at every lesson make an endeavor to bring out something new in connection with it. The next subject, "Teaching Geography to Beginners," was introduced by Dr. Comfort. He would take children who were capable of reading in the first, second, and third books as beginners. Moved by Mr. Brine, seconded by Mr. Cork, that in the opinion of this Association for the successful teaching of Geography, our schools ought to be better provided with apparatus especially large mounted black-board globes. Carried. Mr. Teefy, of Hamilton Collegiate Institute, read "Edinburgh after Flodden" with much acceptance. Messrs. Hunter, Grey, and Pysher were appointed delegates to the Provincial Association. Moved by Mr. Hunter, seconded by Mr. Teefy, that the Association expresses its approval of the New Educational Magazine, entitled the ONTARIO TEACHER, and that the Association wishes the publishers every success.

**NORTHUMBERLAND TEACHERS' ASSOCIATION.**—The twenty-third annual Convention of this Association was held, pursuant to notice, on the 26th, 27th, and 28th ultimo, in the village of Colborne. Although the oldest of the Teachers' Associations of the Province it still flourishes with more than youthful vigor. More than seventy teachers from all parts of the County were present. The discussions were animated, well sustained, and *instructive*, and the good feeling manifested during all the warmth of debate was just what should be expected from teachers. The following subjects were discussed by Inspector Scarlett, Rev. Geo. Grant, B. A., Rev. Mr. Austin, Messrs. Macoun, (Belleville), Johnston, Bartlett, Pedley, Dixon, Hayward, McGrath, Ewing, Mackintosh, and others:—First Steps in English Grammar; Influence of Public Schools on Society; Methods of teaching the definitions of Words; Simple and Effective Methods of Teaching Arithmetic; Proposed Changes in the School Law; Relative Spheres of ac-

tion of High and Public Schools; Is the Legislative Grant to Schools *equitably* divided between High and Public Schools? On the evening of the 26th the President, Mr. Scarlett, delivered an able address which, at the request of the Association, is to be sent to the ONTARIO TEACHER for publication. On the evening of the 27th the Temperance Hall was crowded to hear a lecture on "A Trip across the Continent," by Jno. Macoun Esq., M. A. The lecture was highly interesting, and will do much to enable teachers to give their pupils some idea of the vast resources that now lie undeveloped in the valleys of the Saskatchewan and Peace Rivers. The best thanks of the Association are also due to several of the ladies of Colborne, and to Messrs. Bartlett and Edgecombe, for their efforts to enliven the proceedings by music, &c. The following resolutions were passed unanimously:

Moved by Mr. Mackintosh, and seconded by Mr. Bartlett:—

"That while, as an Association, we welcome with much satisfaction the majority of the proposed changes in the School Law, embodied in the Bill introduced during the last session of the Legislature by the Hon. Mr. Mowatt, and more particularly the adoption of the elective principle in choosing members of the Council of Public Instruction, we would respectfully move the following suggestions":

1. "That the said election of representatives for Public School Teachers, Masters of High Schools, and Public School Inspectors, be held soon after the annual meeting of the Ontario Teachers' Association."

2. "That Section 5 of said Bill be changed, so as to make it obligatory on every Inspector of Public Schools to place in the office of each Township Clerk in his county, or part of a county, a list of all teachers in such township who may be entitled to a vote."

3. "That the proceedings of the Council of Public Instruction be open to the public, and that a full official record of said proceedings be published immediately after each meeting."

4. "That the proposed change in the management of High Schools and Collegiate Institutes, by which all the property, powers, rights, and duties heretofore vested in the Boards of Trustees of these Institu-

tions, are to be taken from them and vested in the Municipal Councils, is calculated to impair the efficiency of these schools."

5. "That the power of granting Provincial Certificates be vested in the Central Board of Examiners, and in it *alone*."

Moved by W. Mackintosh, seconded by Rev. Geo. Grant, B. A., Master of Colborne High School:—

"That J. A. McLeilan, M. A., L. L. D., be nominated for the position of President of the Ontario Teachers' Association, and that E. Scarlett Esq., our delegate to that Association, be instructed to support such nomination at its next Convention."

Moved by Mr. Mackintosh, seconded by Mr. D. Johnston:—

"That, whereas the average *grant*, per pupil, from all sources, legislative and municipal, to the Schools of the Province amounted, in the year 1871, to sixteen dollars and eighty-five cents, while the Public Schools received, during the same year, *grants* amounting, in the aggregate, to but one dollar and fifty cents, per pupil; and, whereas the annual Reports of the Chief Superintendent of Education, and the detailed report laid before the House of Assembly during its last session, by the Inspectors of High Schools prove clearly that a large proportion of the High Schools, aided so liberally by the Legislature and the municipal authorities, are doing little, if any more, than Public School work;

Resolved, That, in the opinion of this Association, such a state of affairs is grossly unjust to Public Schools, and that, in the interests of justice and of education, it is absolutely necessary that steps be taken by the proper authorities, to institute some *stringent* and uniform system for the examination of candidates for admission to High Schools, and that such examination be conducted by persons *wholly unconnected with the local management of the High Schools*."

Against the following resolution, which was carried after a discussion which incidentally arose from a remark in the President's address, a minority of four voted:

"Resolved, that the thanks of this Association are due to the Ontario Teachers' Association for the strenuous efforts made by that body to secure the repeal of the clause of the School Law of 1871, *compelling* Public School Teachers to contribute towards the support of the Superannuation Fund, and that we respectfully impress

upon the Provincial Association the duty of continued and persistent efforts in that direction."

—The recent County Board Examinations have resulted in fearful slaughter among the candidates. The failures were chiefly in Grammar and Arithmetic. We have not space to give names, and can only give the result in a few counties. In Middlesex, out of 136 candidates, 25 of whom applied for Second Class, no Second Class certificates were granted, and only 37 Third Class. In London City, out of 13 applicants, 8 took Third Class. In Lambton, out of 55 Candidates, 18 for Second Class, 3 took Second Class and 14 Third Class. In Durham, out of 38 Candidates, one for First Class, 8 for Second, and 29 for Third, only 17 Third Class were granted. In Perth, out of 53 Candidates, 17 of whom applied for Second, no Second or Third Class Certificates were granted, and only 14 Third Class. There is a strong feeling among the "plucked" ones at least that the Grammar and Arithmetic Second Class papers were unnecessarily difficult.

—An agreeable and very successful Pic-Nic for all the pupils attending the Public Schools in the Township of East Gwillimbury was held on Friday, June 27th, in a grove near Sharon. There were upwards of 1800 parents and children present. The Sections vied with one another in the displaying of banners, which bore the name of the School and the number of the Section; and those from a distance in the decoration of their horses and the size of their teams, the majority of them being led by six horse teams. The procession altogether would have been over two miles long. W. Cane Esq, Reeve, occupied the chair with much ability, and excellent addresses on Township Boards and Competitive Examinations were delivered by Mr. D. Fotheringham, P. S. I., Rev. Geo. Bruce B. A., and Messrs. F. Jackson, Editor of the *Newmarket Era*, R. R. Jennison, R. T. Seymour, W. Kaine, and Rev. C. Hainer. Excellent music was furnished by the Sharon Silver and Queensville Brass Bands. It is likely to become an annual Pic-Nic. A Township Teachers' Association is likely to be the fruits of the Pic-Nic.

---

 CHOICE MISCELLANY.

—Learning makes a man fit company for himself.

—Not in the knowledge of things without, but in the perfection of the soul within, lies the true empire of man.

—Secular education is no panacea for crime, though it is a modifier. Religion is the only sure cure-all.

—No man is wiser for his learning: it may administer matter to work in, or objects to work upon; but wit and wisdom are born with a man. SELDEN.

—As the date tree is hard to climb, though having at its top delicious fruit, so the way to learning is often difficult, yet its rewards are pleasing and profitable.

—The end of learning is to know God, and out of that knowledge to love Him, and to imitate Him, as we may the nearest, by possessing our souls of true Virtue. MILTON.

—It must be a great satisfaction when we come to some supreme hour in life to feel that the training of the past has done its utmost to fit us for that hour.

—Some people scorn to be taught; others are ashamed of it, as they would be of going to school when they are old; but it is never too late to learn what it is always necessary to know, and it is no shame to learn so long as we are ignorant—that is to say, as long as we live.

The first condition of success in conducting a recitation is a thorough mastery over the lesson to be recited. The teacher's knowledge must not only be thorough but fresh, and this requires special daily preparation—a preparation wider than the textbook read by the class.

—I would rather send my son to the most obscure college in the West, where he would have a few careful teachers instructing him from day to day, than the

most distinguished college in the East, where he would seldom come into physical contact with his instructors, and be taught that everything was to depend on his appearance at a set of formal examinations. DR. MCCOSH.

Prof. Bullard says a good teacher—one worthy of the name—1. Loves his work, and does it because—2. He is earnest and hopeful. 3. He is enthusiastic. 4. He is cheerful and good-natured. 5. He is magnetic among his pupils. 6. He should have good health. 8. He is educated in his sensation, perception, reason, and memory; also in his sentiments: 1. Æsthetics. 2. Ethics, and in his habits of promptness, perseverance, patience, neatness, order.

TEACHERS' RULES.—1. Read these rules every morning. 2. Ventilate the school room. 3. Inquire after absent scholars. 4. Remember the home lessons. 5. Insist on a quiet and orderly entrance and exit of the scholars, and a proper deportment in and out of school. 6. Teach a proper manner of sitting, standing, and walking, especially while reciting. 7. Keep your scholars out of mischief, by keeping them employed. 8. Be orderly, and insist on order. 9. Never open or close your school without doing or saying something that will make a pleasing impression,—be it by singing with the children, reading to them, showing them some beautiful or curious object, or making some pleasant and instructive remark. 10. Always remember the words of the poet: "Great is a slayer of lions, greater the conqueror of nations, greatest he who governs self." 11. Make the Golden Rule familiar to all; and 12. Let the only rule for the school-room be, DO RIGHT!

A CHILD being asked why he was impolite to his teacher, replied: "She spoke crossly to me, and I answered her in the same way without thinking." There was truth and philosophy in the boy's explanation. Nervous action is contagious. Gaping, stammering will pass around a room. A good laugh can set the table in a roar. Fear will communicate itself to a multitude; so with excitement of any kind. Not more contagious or infectious is disease than are the passions, which are the disease of the mind. And children are often blamed for being insolent, when their insolence is only a faint reflection of the teacher's voice

and manner. When a teacher shows impatience or ill-temper towards a child, if the latter is spiritless, he is cowed into silence; but if spirited, he answers often, involuntarily, in the same tone. Politeness, like charity, should begin at home.—*Chicago Teacher.*

GOVERNING BY THE EYE.—"Freddie," said an inquiring little miss to her younger brother, "who is your prettiest teacher?" (promptly), "Miss Blank." "What makes you think so?" Freddie looked perplexed, but catching sight of his sister's flowing hair, answered, brightly, "Cause she has curls." There was a doubt, however, in the little fellow's tone as he located the charm of his favorite teacher; he was evidently thinking what would please Bessie. An hour later we smiled incredulously when we saw Miss Blank, a middle aged little woman with military air standing among her pinked cheeked, sweet-faced assistants. There was no hint of curls in the silvered hair, but plainly away from her sharp little face. Evidently Fred had made a mistake. But the secret of her power over the child was revealed a moment later as she bade us good morning. Ah! such eyes to see with were a fortune to any one. There was an expression of intense recognition in the considerate and somewhat benevolent-look, fastened for a moment upon us. Certainly no guilty child could endure her searching gaze without flinching. But the sharp eyes that, during school hours, ferreted out, rebuked and held in silent subjection the naughty, were a terror to evil doers only, for they glowed softly upon the good, yet no one was held in servile thralldom.

We were surprised many times during the morning by fearless outbursts of confidence. Once, a boy who had been working patiently over his sum, suddenly threw back his head and held up his slate triumphantly. The silent answering praise of those ever-watchful eyes rippled and flushed his face with delight, but restrained him as easily a moment later when he turned too noisily to his next task. Happening to catch her eye a mere baby in the corner made several letters with his chubby fingers, while a little fellow who had smilingly planned a fly-trap behind his geography suddenly changed his mind, and frankly withdrew the screen that she might see his folly, and then penitently destroyed it.—*Connecticut School Journal.*

PRIMARY READING.—There are three methods, quite commonly presented as distinct each from the other, of accomplishing the first step in teaching reading, to wit, *the teaching of children to call words at sight*, but, if carefully studied, they are seen to resolve themselves into one. The first is the A-B-C method, by which most of us were taught to read. We all know how it proceeds. Possibly some of us have not philosophized much upon how we were taught by it. We learned that *m-a-n* spelled *man*, that *r-a-n* spelled *ran*, etc., and very soon came to decide for ourselves that *c-a-n* spells *can*, and *r-a-n*, *ran*. How came this about? Simply thus: By the repeated spelling and pronunciation, in immediate succession, of these words, we came to associate each letter with its appropriate sound, so that the former suggested the latter at once. So we learned to read *phonically*, and that “without a master.” We were left to do, unaided, the most difficult part of our task. Many of us, however, had great advantage over those now doing this work, because we learned from columns of similar words in the spelling book, which greatly diminished our difficulties. Had we been thrust into miscellaneous reading at once, our way would have been a dubious one, I am sure. The second is the Word Method. This can hardly be dignified by the name of a method, as it can be made, at the most, but an introduction to reading. No child is supposed, even by the most ardent advocates of this method, long to require to be told every new word, and to know it only as a whole. He is expected soon to be able to determine words for himself, either by spelling by letter, and so getting the powers of the letters indirectly, or by the practice of phonic spelling. The third is the Phonic Method. By this method the teacher instructs her pupils, from the beginning, to read letters, syllables, and words—that is, letters alone and in connection—losing sight of everything, in determining the word, but the powers of the letters. The irregularities of the English language make the difficulties of teaching it phonically neither few nor small. Let us look over these difficulties together, and see if we can not discover an end by which we can ravel this tangled web. We wish to subdivide difficulties so as to present them gradually. We must be methodical that we may be thorough. Where shall we begin to teach

the powers of the letters? With vowels or with consonants? The vowels are the *souls* of language; the consonants but the body. As the vowels are the characteristic parts of words, let us begin with them. But vowels have long, short, and occasional sounds. With which shall we begin? The choice is evidently between the long and short sounds. The long sounds may be something more easily made—it is so claimed—but they are found, almost without exception in connection with silent letters. That is the ordinary way of indicating these sounds as *cade*, *seed*, *lead*, etc. So the words containing them are ordinarily more complex than those containing the short vowels; and they are words less frequently used by children. So let us try the short vowels first. We will teach, first, words having one initial and one terminal consonant. It is easy to run through the alphabet and make a list of all the words in short *a* of this kind, and from this list to select enough of the most familiar to get all the consonant sounds. Teach these, forming words into sentences and sentences into paragraphs, as soon as possible. Then let *e*, *i*, *o*, *u* follow in the same manner. Next take long *a* and silent terminal *e*, as in *bad*, *face*, *lace*, *race*, etc., to be followed by *e*, *i*, *o*, *u*. It is not a difficult matter to invent stories as we proceed, using only the words with which the children are already familiar, adding a few words as wholes, as *I*, *a*, *the*, *and*, *is*, as needed. Then we may teach the two sounds of *s* and *g*, the occasional sounds of the vowels, double consonants, silent letters etc. Thus our reading will go forward methodically and thoroughly.

MENTAL LABOR.—I. Devotion to intellectual pursuits, and to studies even of the most severe and unremitting character, is not incompatible with extreme longevity, terminated by a serene and unclouded sunset. Dr. Johnson composed his ‘Dictionary’ in seven years! and during that time he wrote also the prologue to the opening of Drury-Lane Theatre, the “Vanity of Human Wishes”, the tragedy of “Iren”, and the “Rambler”.—an almost incomprehensible effort of mind. He lived to the age of seventy-five. When Fontenelle’s brilliant career terminated, and he was asked if he felt pain, he replied, “I feel only a difficulty of existing.”

2. Mental application is a powerful

remedy in diseases both of body and mind; and its power as a remedy is proportionate to its intensity as a pursuit.

3. The emotions, especially those of a depressing kind, as anxiety, fear, etc., have a remarkable influence in giving a tone to and intensifying the morbid effects of excessive mental labor. Yet in some cases, as in that of Cowper, the best and only resource against despair is found in composition.

4. The turmoils of active life do not appear to render intellectual labor more injurious to the system; possibly here also the influence may be counteracting. Milton, the Secretary to the Commonwealth, in times when men lived years in months,—blind and in domestic discomfort, writing his immortal poems; John Wesley, persecuted and almost an outcast from his former friends, in labors abundant, denying himself natural rest and refreshment, yet, acting in mind and body with unparalleled energy; Voltaire, the apostle of infidelity at war with more than the whole world;—these and a cloud of others warred with the existing order of things, and remained masters of themselves and their mental powers to a ripe old age.

5. The injurious effects of mental labor are, in a great measure, due—

To excessive forcing in early youth;

To sudden or misdirected study;

To the cooperation of depressing emotions or passions;

To the neglect of the ordinary rules of hygiene;

To the neglect of the hints of the body; or

To the presence of the seeds of disease, degeneration and decay in the system.

6. The man of healthy phlegmatic or choleric temperament is less likely to be injured by application than one of the sanguine or melancholy type; yet these latter, with allowance for the original constitution, may be capable of vast efforts.

7. The extended and deep culture of the mind exerts a directly conservative influence upon the body.

Fellow-laborer! one word to you before we conclude. Fear not to do manfully the work for which your gifts qualify you; but do it as one who must give an account of both soul and body. Use your faculties, use them to the utmost, but do not abuse them,—make not the mortal do the work of the immortal. The body has its claims; it is a good servant; treat it well, and it will do your work; do not attempt to teach or to force it; attend to its wants and requirements, listen quietly and patiently to its hints, occasionally forestall its necessities by a little indulgence, and your consideration will be repaid with interest. But task it, and pine it, and suffocate it; make it a slave instead of a servant; it may not complain much, but, like the weary camel in the desert, will lie down and die.—*Physicians' Problems, by Charles Flam.*

---

### TEACHER'S DESK.

J. C. GLASHAN ESQ., EDITOR.

—Contributors to the 'Desk' will oblige by sending answers with their questions and solutions with their problems. Attention is called to 'Young Teachers' Queries'; other questions of like practical character are solicited, as also are essays and discussions in answer. The latter should be on separate sheets from any matter intended for the 'Desk,' as they will be handed to the General Editors for insertion among "Contributions."

CORRECT ANSWERS AND SOLUTIONS RECEIVED.

Wm. Coutts, Hamilton, 33; A. D. Campbell, Georgetown Academy, 32,33; Con. O'G. White

Lake, 27, 32; A. McIntosh, 13, 29, 31; John Cushnic, Holstein, 30, 31, 33.

Con. O'G. Your method of solving the proposed problem is very good.

Wm. Honeywell. Verse 10, stanza 3 of 'The Cloud' contains a misprint,—*Its ardours.*

A. T. Scudamore, Nos. 22, (both as proposed and as amended,) 26, 32, 33, 34 Thanks for questions. Received too late to be available for present issue.

ANSWERS TO PROBLEMS ALREADY GIVEN.

22. Ans. as originally proposed. They shared

in the proportion of A, 679 ; B, 1547 ; C, 634 ; D, 1846 ; E, 2014.

Ans. of corrected problem. A, 2863 ; B, 6335 ; C, 2438 ; D, 10294 ; E, 4950.

23. Reduce a halfpenny to Canadian currency at 109, and divide by 112, the result will be .00901 cents. Each halfpenny will therefore be worth, say .009 cents ; hence the rule.

24. In English there is no name for the place the cat was kicked from, so a descriptive phrase is used, the 'under-the-table' place, and this phrase is equivalent to a noun. This is exactly like a Latin compound formed of a prefix, (preposition) and a noun. *From under* is sometimes called a compound preposition ; this is a mistake ; compare compound *from off*.

25. Conjunctions appear originally to have had joined sentences, as they yet do in some languages, but they were soon used to connect two predicates asserted of one subject. This was a very short step from their first use, for the two sentences could be easily re-formed, and were in reality *thought*. A next step was to use them to join two attributes to a single subject, as 'His mean and recent trade.' Now, unless attributes are always *thought as predicates*, (!) the conjunctions in such instances had already passed from joining sentences. But another step was made ; they were used in forming compound names, more especially of mixtures, and here the conjunctions not merely lost their sentence-joining power, but became mere joiners of the words forming a compound name. In the sentence, *Sugar and water is sweet*, there is nothing predicated of either sugar or water, but there is of a certain substance called sugar-and-water. A person who had never tasted sugar or water would know nothing about their taste from the sentence proposed, in fact, no more than a person who had never seen oxygen or hydrogen would know of these from the assertion, water is a liquid.

26. "One curious item of importance has lately come to light in the Government collection of chronicles. Most people are aware of the great Court which King Edward held at Norham as Lord-Superior, when he professed to hear and decide on the rival claims for the crown of Scotland. According to the record of those proceedings, called the Great Roll of Scotland, which had long been preserved in the Tower of London, King Edward, when he claimed the right of Lord-Superior, put it to those concerned to say whether they acknowledged him in that character, and gave them a

reasonable time for making up their minds as to the answer. The question was put to three bodies—the ecclesiastics, the nobles, and the community. In the record of the adjourned meeting at which the answers were given in, only two of these are mentioned—the ecclesiastics and the nobles, and it is said that they were silent. Silence was taken for acquiescence, and the Lord-Superior assumed his dignity and proceeded with his business accordingly. Here was an imperfect return : the question put to three, and the answer or no answer noted of two. What were the third about ? We are told from a very odd quarter. In the Monastery of St. Albans a copy of the record is preserved. It is believed to have been preserved by that very Rishanger who was called the King's historiographer or history-writer, who collected documents to prove King Edward's claims, and who possibly may have given the advice that it would be judicious to omit a certain passage at this stage relating to the answers. The passage is to the effect, that the community of Scotland did make answer, but not to the purpose—a point on which, perhaps, many people would like to form their own opinion."—*Blackwood*, page 302, Sep. 1867.

27. "The manors granted to his great barons were carefully scattered through different counties, and the vassals of his vassals were made to swear allegiance to the King as their common master."—*Edinburgh Review*, page 10, Jan. 1865.

28. Reduce the fractions to their lowest terms, their G. C. M. is the G. C. M. of their numerators, divided by L. C. M. of their denominators, and their L. C. M. is the L. C. M. of their numerators, divided by the G. C. M. of their denominators.

#### PROBLEMS AND QUERIES.

37. Parse *hold*, Third Reader, p. 9, ln. 12. Wm. HONEYWELL.

38. In the sentence, *Not only was he present but also his brother*, 'not only' and 'but also' are co-relative conjunctions. Davies' Grammar. Trace the origin of these and thence deduce their present function and nature. T. C., LAMPTON.

39. By our own common arithmetics such numbers as 12 and 13 have no common measure—discuss this statement.—EDITOR

#### YOUNG TEACHERS' QUERIES.

7. What is the comparative value of history and composition, (including letter writing) to the majority of pupils in our rural schools.

## EDITOR'S DRAWER.

**PERSONAL.**—We are glad to announce to our numerous readers that Dr. Sangster, formerly Head Master of the Provincial Normal School, has agreed to become a contributor to the ONTARIO TEACHER. His well known ability as a teacher and his long experience in connection with educational matters will render his contributions invaluable to the profession.

**WITHDRAWN.**—We are very glad to see that the Council of Public Instruction withdrew the Regulation requiring female candidates for 2nd class certificates to undergo examination in the 1st Book of Euclid. It can do no harm to come in force in December, as ultimately decided, and will prove a very good substitute for the displaced subject, "Domestic Economy."

**BOTANICAL.**—John Macoun Esq., M. A., Belleville, who has kindly permitted us to place his name on our list of Contributors, is now working up the Botany and Geology of Canada. He is willing to name dried specimens of plants, or give any other information on the Botany of Canada asked for by any teacher, either through the Post Office, or through the columns of the TEACHER. Natural History specimens pass through the Post Office at one cent per ounce. We have no doubt many teachers will avail themselves of his generous offer.

**PROVINCIAL TEACHERS' ASSOCIATION.**—The Provincial Teachers' Association meets in Toronto on the 12th inst., and we would urge upon the profession generally the importance of being well represented. The Provincial Association is assuming a good deal of influence, and is calculated to exert a very beneficial effect upon the educational interests of the country. There is a good deal to be learned by attending its sessions. Contact with the able men who generally take the lead in its proceedings cannot fail to be beneficial. No teacher should lose the opportunity of benefiting himself so cheaply, and, at the same time, so pleasantly.

**ADMISSION TO HIGH SCHOOLS.**—There seems to be some difference of opinion as to the propriety of the course adopted by the Council of Public Instruction in preparing questions for the admission of pupils into High Schools. We certainly have no sympathy with the system on which *promotions* to

the High School was conducted heretofore. In many cases the examination itself was a mere *farce*, and the pupils sent *up*, entirely unfit for any such advancement. The effect of this was to deteriorate the standing of our High Schools, and to prevent that attention to the special work of the High School itself, the neglect of which is now having its effect upon the educational status of the country. We believe the system proposed, viz. uniform examinations, and rigid at that, will do good. Better far to educate a FEW well, than to dissipate the energies of two High School teachers, by revising work that should have been done in the Public School. By all means let a united effort be now made to redeem our High Schools, by assigning to them specific work, and preventing Boards of Trustees and all others from using them as a means of merely subsidising the school funds of the Corporation.

**VICTORIA MEDICAL COLLEGE.**—We would direct attention to the advertisement which appears in this number, of the Medical Department of Victoria University. We understand that a large number of former teachers have studied at this institution, and are in the enjoyment of lucrative practice. It will be seen that the staff is large, and is composed of some of the leading practitioners in Toronto. The College building is new, and is situated opposite the Toronto General Hospital, an advantage which cannot be over-estimated. The clinical privileges of the Toronto hospital have been much improved of late, so that practical knowledge can be obtained as fully as anywhere else. In fact, although larger hospitals may be found in the neighboring States, it is in smaller well appointed hospitals that the student can learn the most. The new Victoria Medical College has been constructed to meet the requirements of a thorough course of medical education. It is well lighted, both the theatre and dissecting room. These two rooms are unsurpassed for the special purposes for which they are intended, perhaps unequalled on the Continent. While it may be a cause for regret that any gentleman should forsake the profession of teaching to engage in the medical, yet, if any one has such a step in contemplation, we would advise him to avail himself of the Victoria Medical College.