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The Canada School Journal.

VOL. XI. TORONTO, MARCH 15, 1886. No 6.

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THE CANADA SCHOOL JOURNAL.

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

—o—TERMS.—o—

THE SUBSCRIPTION price of THE CANADA SCHOOL JOURNAL is $1.00 per annum, *strictly in advance.*

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: 423 Yonge St., Toronto.

An excellent maxim in school as in family government is, never punish for the consequences of wrong conduct. It is a very necessary maxim for both parents and teachers. How often is an act of carelessness or disobedience suffered to pass unnoticed so long as no harm comes of it. But so soon as the child lets fall and breaks the article he has been forbidden to touch, or does some injury by his careless habits, he is often ruthlessly punished. It should be unnecessary to point out that the wrongfulness of the act is in no wise increased by the consequences that may follow it.

The educational exhibit is now being catalogued and packed at the Education Office. Amongst the latest additions we see noted, are two specimens of etching on brass, the work of a niece of Professor Young, of University College. These etchings are two feet and a half in diameter, and handsomely mounted in crimson plush. A collection of water-color drawings from Stratford Collegiate Institute are said to be very fine. A student of the Ottawa School of Art sends a set of diagrams in practical geometry cut out of card-board, also a set of problems in practical perspective.

Some of our American contemporaries are discussing the respective merits of the two theses, 'The live teacher is born, not made," and "The live teacher is made, not born." No doubt both are false as thus broadly stated. The truth lies between. It is absurd to fly in the face of all experience and observation by denying th some persons have great natural aptitude for teaching, others little. It is no less absurd to contend that any well educated man or women, of average abilities and good sense, cannot become a successful teacher When there is a will there will be found a way. But both mind and heart must be given to the work. Where either is withheld, or only half surrendered, no high success is possible.

We regret that there has been some delay in furnishing subscribers who chose "Fitch's Lectures on Teaching," with their premium. The large number who selected this book made a heavy inroad on our stock and in order to get ready another supply, delay was necessary. All ordered up to date are now mailed, and we would thank subscribers to acknowledge receipt by post card, as in consequence of parcels of other premiums having failed to reach destination, we wish to be assured that no one is disappointed or dissatisfied. We would like to write to every subscriber, but the very large amount of applications received daily prevents us from following our usual plan of replying immediately to our correspondents.

We have not, as yet, extended the dates of termination of subscription as we promised to do, because we are waiting to ascertain the wishes of our patrons. We shall at once proceed to do so now, and subscribers will be good enough to inform us without delay. In the absence of instructions to the contrary we shall double the time of subscription from the commencement of this year.

Teachers of large ungraded schools are often sorely puzzled to know how to keep the younger children employed, or rather amused, during the long school hours. It is absurd to expect children of six or eight years to study five or six hours a day, or even half that time; and cruel to try to force them to do so. On the other hand unemployed brains are sure to make disorder and mischief. One of the most useful devices is a box of letters, such as can be procured for a few cents for the game of word-making, or even manufactured out of thick paper or card-board. Most children, with a little guidance, will find a fruitful source of amusement in combining the letters into words and short sentences, and will thus really be learning to spell and compose while amusing themselves. This is only one of many similar methods which the skilful teacher will adopt to keep the active little minds pleasantly and profitably busy.

"It is useless pumping on a kettle with the lid on," says Thring. Yet how often is this done in school and college. More skill is often required on the part of teacher or professor to get the lid off than to replenish the kettle afterwards. Dropping the homely metaphor, the teacher's first, and often most

difficult, business is to get the undivided attention of his pupils. It is worse than useless to go on with an explanation or demonstration, or lesson of any kind, until this is secured. There are many devices known to the wide-awake teacher by which to keep a class on the alert. The old method which we used to see employed in our school-boy days of questioning in order from one end of a long class to the other, put a premium on inattention. As soon as a pupil's turn had come and gone he might go off on a long reverie while the circuit was being completed. There is no better test of the real success of a teacher than his ability to keep the attention of the whole class during recitation.

"The fact is, nobody in the new school seemed to want to lick me, and there was no use in being bad." Such is the explanation a contemporary puts into the mouth of a refractory pupil, who after having acquired notoriety as an incorrigible, and even as a teacher-fighter, and having been expelled from several schools, had suddenly veered around to good conduct, and brought home an excellent report from a new school to which he had been sent. There is a wealth of the philosophy of the boy nature in this remark. The worst punishment, as well as the most powerful corrective, that could be administered to many an "incorrigible," would be to make him feel that "no one wanted to lick him," but that every one wishes to do him kindness. Such boys are often on the alert for evidences of ill-will. They want something to resent, some excuse for feeling injured and revengeful. To give them no provocation, no word of distrust or dislike, nothing to resent, is to disarm them.

The Kingston *Whig*, referring to a paragraph we recently quoted from the *Mail* and commented upon, while admitting that the building in question is not well suited for school purposes denies that it is such a shocking place as the *Mail* correspondent pictures. The *Whig* also warmly denies that the Inspector, Mr. Kidd, has been at all neglectful of his duty in the matter and says: "He is eager to see the new school erected, he has done what he can to bring that end about, he has kept the Education Department posted upon the progress of events, and more he cannot accomplish. It is to be regretted that the Dominion Government has been so tardy in deciding whether it will give the board a site for the Central School in the artillery park, but they cannot much longer delay their decision, and in the meantime, and pending the provision of new and fully equipped class-rooms, the Louise school annex will be kept as cozy as possible." The *Whig* adds: "If the school has been cold at any time this winter it is because there has been little or no fire, and no structure is very tenantable at such a season without heat." That is indisputably true, but some one, not the Inspector, of course, must have been to blame for the want of fire. The *Mail* correspondent did well to call attention to the matter.

"Teachers should remember that it is not their business to remove difficulties from before their pupils, but to teach them how to overcome them," says the *Journal of Education*. A most valuable educational maxim. The worst thing the teacher can do for many a pupil is to give him all the help he asks The very essence of education consists in learning how to summon all one's powers and concentrate them for the conquest of a difficulty. Apart from this all stores of fact and knowledge are comparatively worthless. The teacher is in many ways tempted to give too much help It is often easier and requires less time, to perform the process, or make the explanation, than to give the direction and encouragement necessary to enable the pupil to work it out for himself. Sometimes, too, the teacher is afraid of discouraging a pupil who may be naturally infirm of purpose. Of course judgment and knowledge of the pupil's abilities must be brought into requisition, to avoid serious blunders. But there is nothing so stimulating to the young intellect, nothing that so much contributes to make brain-work a delight, as the gratification that accompanies successful struggle and effort. The main thing is to get a beginning made, a habit of effort and self-reliance formed. We have known pupil swho would, if permitted, work for hours, or even days, over a difficult problem, or a sentence in Latin or Greek, rather than accept help even when cheerfully proffered.

The maxim laid down in the foregoing paragraph may be made of practical use in determining methods of study and teaching. In Arithmetic or Geometry, for instance, we doubt if it is ever well to supply a rule or a demonstration, till the pupil has first done his best to find one of his own. Such, when found, should always be accepted, no matter how roundabout and tedious the process employed. The pupil who has thus mastered the principles involved and made them his own, has accomplished the prime end in view. He has received the chief benefit of school training. And he is now in a position to appreciate thoroughly the shorter and simpler mode of solution or demonstration which may be set before him.

An amusing incident of a very suggestive kind is told in *Treasure-Trove*. It is a story of a boy who in the excitement of war time and military pageants, almost invariably played truant. Time after time he was hours late and each time was whipped, until it became his habit on appearing late to walk up at once to the master's desk to be punished. At last the master—so good a philosopher should have become wise sooner—studying over the singular phenomenon, came to the conclusion that the boy had a conscience in the matter and that he was rather gratified to get the six smart strokes on the hand, because he then felt that his sin was atoned for and justice satisfied. Acting on this theory, the next time the boy played truant and presented himself for the customary punishment he pretended to take no notice of him for a length of time. Then the following dialogue took place :—

"Well, what are you doing there?
"*I'm waiting to be whipped, sir.*"
"But I don't intend to whip you; it does you no good.'
"But I have played truant, sir.'
"Yes, yes, I know; you have played truant forty times; and you have been punished forty times, and it has done you no good. Come, go to your room, sir, I shall not whip you. It is cruel to whip you when it does you no good."
The boy still lingered as if unwilling to go to his room.

"Why don't you go to your class-room?"
"I played truant, sir, and *I want to be whipped.*"
"Go to your room this instant; I told you that I shall not whip you. If I punish you to-day, you would play truant to-morrow."

The sequel, as the story is told, was that the boy went slowly and sadly to his room and played truant no more. His burdened conscience missed the customary relief. The picture may be overdrawn, but the morals, as the little girl said of her Sunday school book, "stick out all over it." Just one of them we will mention. If you must punish, be sure the culprit feels that the punishment is not an offset to the wrong done, but only a deterrent from future wrong-doing.

A late number of the *'Varsity* complains of the amount of attention that is "being paid at present in educational journals and in our High and Public Schools, to the criticism and 'correction' of English sentences," waxes sarcastic at the expense of "the purists and the pedants," who engage in this form of criticism, and declares that "a single entire generation of purists would kill any language." We shall not run the risk of having ourselves classed in the ranks of these ruthless murderers by pointing out that a little more attention to the niceties of language might sometimes improve even the rhetoric of the *'Varsity*, and save its readers from the necessity for contracting their brows over such misty expressions as "a single entire generation of purists." But while sympathizing with the *'Varsity's* views, so far as a good deal of the grammatical criticism it denounces is concerned, we wish to point out the absolute necessity of a certain degree of "purism," to the preservation of the language and the growth of good literature. Every first-class writer is, consciously or unconsciously, a "purist." What is it but an exquisite and cultivated taste in the choice and collation of words which puts a writer by common consent, in the first-class? Shall we say it is the character of his thinking, not of its expression? Nay, but of his thinking and expression, or rather of his thinking as revealed in his mode of expression, or "style." Thought and expression are the complementary elements of good writing. Ideas and language act and react. Clearness of thought is manifested only by precision of expression. One who uses words loosely, in respect to either their meanings or their relations to other words, or both, can no more take the place of a good writer, than a common house painter that of a portrait or landscape artist. We have no means of recognizing good thinking but by its expression. Clear thinking is sure to lead to precise expression. On the other hand, and this is the aspect of the case with which teachers and educational journals have particularly to do, precision of expression is the sure road to clearness of thought. The student who studies carefully the position of his adverbs, the force of his adjectives, the connection of his relations, etc., is in the very act receiving an invaluable training in exactness of thought, as well as of language. Many write loosely because they think loosely. It is impossible as all history shows, to separate between the perfection of literature and that of language. Else why is it that a model literature such as that of ancient Greece, is always embodied in a model language, such as the ancient Greek? The subject is full of interest. We may recur to it in another issue.

In reply to Mr. Morris the Minister of Education explained the other day that it had been agreed that "the examiners entrusted with the conduct of the Departmental Examinations should also take charge of the candidates for matriculation at the Provincial University, and that successful candidates for second class certificates would be accepted as full matriculants." So far as regards the assimilation of the subjects and methods of examination, this is a move in the right direction. That the non-professional second-class examination and the University Junior Matriculation should be made the same, and even be conducted by the same examiners, seems feasible and sensible. It will give room for some economy in money and labor, and both matriculants and prospective teachers will often find it advantageous to have the one examination accepted as the equivalent of the other. But if Mr. Ross's explanation, which we quote from the *Globe* report, is correctly given, it contains one feature against which every friend of higher education should protest. The language used would seem to imply that henceforth the Matriculation Examinations are to be conducted by examiners appointed by the Education Department and not by the University Senate. We hope there is some inaccuracy or misapprehension in the report and shall seek further information. In the meantime we need only say that such an arrangement could not be too strongly deprecated. It would be a weakness and a degradation to the University to be shorn thus of one of its most important functions, the right of determining who shall be admitted to its first standings and minor grades. It would also be an usurpation on the part of a department which has already shown a mischievous fondness for centralization of power and patronage, of an office which in no wise belongs to it. It will be a sorry day for higher education in Ontario when the head of a department in a partizan Government is permitted to bring a portion of the proper work of the Provincial University under the operation of the Departmental machinery. We wait for more light.

Special.

ELEMENTARY CHEMISTRY.

ATMOSPHERIC AIR.

CONSTITUENTS.

Oxygen and Nitrogen.—The proportion of these gases respectively present in the air may be estimated in various ways:—

By withdrawing the Oxygen from a given volume of Air by Phosphorus.

This can be done, as already shown in the preparation of Nitrogen, either by the active combustion of phosphorus (Art. 88) or more accurately by the slow combustion of the same element (Art. 89). In the latter case the phosphorus may be fixed on the end of a copper wire. In each case when the water is adjusted to the same level within and without the bottle, by depressing it to the requisite extent, it will be seen that about one-fifth of the air in the bottle has disappeared.

By absorbing the Oxygen with Pyrogallate of Potash.

Exp. 1.—Take a glass tube, about 1 metre long and 15 mm. in diameter, and divide it into six equal parts by means of small india-rubber bands. Pour through a small glass tube a strong solution of pyrogallic acid till the first division is about one-third full. Wash the tube, place it so that it may pass through the pyrogallic acid, and again pour through it a strong solution of caustic potash till on withdrawing it the liquid may stand a little above the first ring. Place a small piece of india-rubber on the mouth of the tube, shake it well, and invert in a tumbler of water. On withdrawing the thumb, the water rises in the tube, and on adjusting the water to the same level within and without the tube, the water should stand a little above the second ring, showing that about one-fifth of the air has been absorbed. This one-fifth is oxygen, which has been absorbed by the pyrogallate of potash.

By the Eudiometer.

Exp. 2.—To 100 volumes of air in the Eudiometer add 50 volumes of hydrogen and explode. The 150 volumes will shrink (steam being condensed) to 87 volumes; therefore,

150—87=63 vols. loss.

Of these 63 vols. one-third is oxygen; there are, therefore, 21 volumes of oxygen in 100 volumes of air.

By drawing a measured volume of Air over red-hot Copper, and then weighing the Copper Oxide produced.

Exp 3.—Take the hydrogen bottle, press the funnel-tube nearly to the bottom of the flask, and add a little water to cover the end of it. Attach a drying-tube, filled with calcium chloride, and connect this with a tube of hard glass filled with bright copper turnings. Bring the copper turnings to a red heat, and then pour water through the funnel-tube to expel the air and cause it to pass over the red-hot copper, which combines with the oxygen to form copper oxide. The nitrogen may be collected in the usual manner.

This experiment illustrates the principle of the method adopted by Dumas and Boussingault in their precise determination of the composition of air by weight. They passed a given volume of air (1) over *calcium chloride*, then (2) over *caustic potash*, and finally (3) over *ignited copper* reduced from its oxide, severally contained in glass tubes accurately weighed before the experiment was commenced. The increase in the weight of the calcium chloride indicated the moisture, of the caustic potash tube, the carbon dioxide, and of the copper tube the oxygen, severally contained in the volume of air operated upon. The residual gas, which is nitrogen, was collected in an exhausted and weighed globe, the increase in the weight of which gave the nitrogen. The mean of a large number of experiments of this kind, in which every possible precaution against error was taken, gave the following results, with which we give the results of the volumetric analysis:—

		PER CENT.		IN ROUND NUMBERS.
By weight	Nitrogen.....	76·995	.....	77
	Oxygen.....	23 005	.....	23
By volume	Nitrogen.....	79·04	.....	79
	Oxygen.....	20 96	.....	21

Constancy of Composition.

Atmospheric air is nearly constant in composition. The results of numerous analyses at various points of the earth's surface and at considerable heights above the level of the sea, show but little variation. Angus Smith has found that the percentage of oxygen in air from the sea-shore and from Scottish moors and mountains, is as high as 20·999 per cent., and in the free air of towns, and especially during foggy weather, it may sink as low as 20·82. This constancy of composition led some of the early chemists to consider air as a chemical compound of one volume of oxygen and four volumes of nitrogen. That this is not the case appears from the following facts:—

(1) If pure air were a definite compound of oxygen and nitrogen it should be absolutely constant in composition. But it is not quite constant, and, therefore, this fact alone is sufficient proof that the gases are not combined, but only mixed together, as the constituents of a compound always occur in invariable proportions (Art. 17).

(2) This conclusion is confirmed in many ways. Thus, on mixing oxygen and nitrogen in the proportion in which they are found in the atmosphere, none of the phenomena, such as evolution of heat, and alteration in properties and volume, usually attendant on chemical combination, are perceived; nevertheless, the mixture is actually identical in composition with atmospheric air and possesses all its properties.

(3) Were air a compound it should dissolve in water as such, that is, the proportion of oxygen and nitrogen in dissolved air should be the same as in undissolved air; but if a mixture, the more soluble constituents should dissolve the more readily, and, therefore, more oxygen than nitrogen should dissolve, since oxygen is more soluble than nitrogen. Experiment shows that the latter is the case. If water which has been recently boiled, and then allowed to cool out of contact with air, be shaken with air and the dissolved air be then expelled by boiling, and collected, it will contain 32 instead of 21 per cent. by volume of oxygen.

(4) The oxygen and nitrogen in the air do not present a simple ratio to the atomic weights of these elements.

(To be continued.)

HIGH SCHOOL LITERATURE.

By J. E. Wetherell, M.A.

NINTH PAPER.

"THE ANCIENT MARINER."—Part III.

1. What effect is produced by the complex *epizeuxis* of the first stanza? How can the intended effect be brought out orally?

2. What is the force of the article in "a something" (v. 6), and in "a Death" (v. 46)?

3. *Eye—eye.—Sky*—Why does the poet frequently make a word rhyme with itself? (See *done—Sun—Sun*—below).

4. Point out in this part any words, expressions, mannerisms, or metrical devices that smack of the ancient ballad style.

5. "It moved and moved"—"It neared and neared." Why is the verb repeated?

6. "Tacked and veered." Draw a diagram indicating the points of the compass, and representing by a zig-zag line the course of the ship as she tacks and veers.

7. "Through utter drought all dumb we stood.
Quote from Part II. the stanza describing their state.

8. Explain the marginal commentary, "At a dear ransom he freeth his speech from the bonds of thirst."

9. "Gramercy! they for joy did grin." An editor of Coleridge asks, "Why did the crew thank the mariner?" Do you think that "gramercy" is the exclamation of the crew? What militates against this interpretation?

10. "And all at once their breath drew in."
Show that this is a natural touch of the poet's.

11. "Hither to work us weal." What is the syntactical relation of the verse? Is there any need of supplying an ellipsis? Will the original lines help us here?—

She doth not tack from side to side,—
Hither to work us weal,—

12. "She steadies." What meaning can you give to "steadies" to make it suit v. 40?

13. "That strange shape." What suggested to Coleridge the episode of the "spectre-bark"?

14. *Drove.* Is this intransitive verb used in other senses than the nautical one? (See "Dejection," v. 16)]

15. *Flecked* (v. 35). What other meaning has the word sometimes?

16. Explain the meaning and the purpose of the parenthetical exclamation of v. 36.

17. *Glance* (v. 41). What is the meaning? Do sails usually "glance"?

18. "Her ribs" (v. 43). What are the "ribs" of a ship? Why are they so called?

19. Why does "that woman" strike the mariner's view before "that woman's mate"?

20. What does the poet mean in the first edition by calling Death "her fleshless *Pheere*"?

21. Why did the poet excise his remarkable description of Death which appeared in the first edition?

22. "Her looks were free." Explain.

23. "Her skin was as white as leprosy." Point out the intended effect of this comparison.

24. "Night-mare Life-in-death." What probably suggested this expression to the poet? Quote a passage from *Dejection* in illustration (*Dejection*, vv. 21-24).

25. "Who thicks man's blood with cold." Compare this line with the original,
"Her flesh makes the still air cold."

26. Explain the full significance of the game of dice.

27. "The Sun's rim dips, etc." Is this pure fancy?

28. Show how perfectly the literary form of the description (vv. 57-60) harmonizes with the phenomenon described.

29. What feeling is excited by the "far-heard whisper"? Compare the passage in the present form with the original—

"With *never a whisper* in the Sea,
Off *darts* the spectre-*ship*."

30. "Looked sideways up." Why this peculiar look?

31. "Thick the night." Explain.

32. "From the sails the dew did drip."
Show the poet's purpose in introducing this line just here before the terrible catastrophe.

33. "The eastern bar." In what other sense is "bar" used in the poem? (Part vi. 59)

34. "The horned moon, with one bright star,
Within the nether tip."
Draw an illustrative diagram.

35. "Cursed me with his eye." What does the poet say in Part iv. about "the curse in a dead man's eye"?

36. "Four times fifty living men." Why the periphrasis?

37. Why does the poet make the crew fall "one by one" and without "groan or sigh"?

38. "They fled to bliss our woe." How so, when they had all been accomplices in one crime?

39. "Like the whiz of my cross-bow." Why in this particular simile employed?

40. Quote the portions of the text thus referred to in the "gloss":—
(*a*) "Like vessel, like crew." (vv. 43-52)
(*b*) "No twilight within the courts of the Sun."
(*c*) "One after another his ship-mates drop down dead."
(*d*) "Life-in-Death begins her work on the Ancient Mariner."

NOTES ON ENTRANCE LITERATURE.

Lesson LXXVIII.—RIDING TOGETHER.

Steady.—Adjective used where we should have expected an adverb. This is very common in the Greek and Latin, and is easily understood. The wind blew as a steady wind

East.—This term as denoting one of the four chief points of the compass, or quarters of the globe, is here properly written with a capital It is the name of an individual object.

Grew.—Used here in the sense of to become by degrees. With this meaning, which is a very common one, the verb requires a predicative or complementary adjective, as "hot" in this case.

Lady's Feast.—The feast celebrated by the Roman Catholic Church on Lady-day, March 25th.; the assumed anniversary of the angel's announcement to Mary: Luke i., 26-28. It is one of the regular quarter-days in England and Ireland, on which rent is generally made payable.

Hotter and clearer.—The East wind is usually the precursor of warm weather. In these latitudes it is often accompanied with rain or clouds, as coming across the ocean; but in tropical regions on the other side of the Atlantic it is often followed by hot, clear weather.

Clear-cut.—In consequence of the clearness of the atmosphere the trees would stand out in clear outline in the distance or on the horizon. The shadows they cast would, of course, appear black in proportion to the distinctness of their outlines.

Helms unlaced.—Helmets or metallic coverings to protect the head, worn by the early warriors. These, when closely fastened, must have been very oppressive in a hot day, hence the riders are represented as having them unlaced, *i. e.*, having the part which covered the face loosened.

Bridles slack.—Riding slowly and giving the horse free rein, so as to require of them as little exertion as possible

Green-banked.—The grass would, of course, be fresh and green on the borders of the streams, even when parched elsewhere. So, too, flowers would bloom there.

Bubble-making bream.—The bream is a small fish of the carp species, which, by rising frequently to the surface, keeps the water "bubbling."

Rood.—A crucifix, or little cross, the emblem under which the *crusaders* (Latin, *crux, crucis*, a cross) marched to the so-called "Holy Wars." The hanging of the "rood" above their heads was to mark their consecration as "soldiers of the cross," or perhaps to put themselves under its protection.

Night-long.—As long as the night lasted.

Dewy.—What is the force of this epithet here? or what does it add to the description? Can you explain the formation of dew?

The while the moon.—Notice the force and beauty of this sentence. It has a two-fold effect in the description, bringing before our minds more vividly the scene, by picturing the moon hanging in the oriental sky above the wood if watching it; and indicating the length of the night-long watch, as suggested by the slow passage of the moon across the heavens.

Our spears. The troops would ride with their spears pointed upwards, their points and shafts gleaming in the bright sun-light, and the banners attached to them kept streaming out behind, both by the wind and by their swift motion through the air.

Down sank.—When about to engage in battle the spears would be brought down from the perpendicular to the horizontal position, with the points directed against the enemy. When all were brought down together with military precision the effect would be startling.

Three-score.—The first intimation given of the number of men in the troop.

Pagans.—This word, derived from the Latin *pagus*, means property, the dwellers in a village or hamlet. Trace the process by which it comes to mean a heathen, or infidel, as opposed to a Christian.

Thick.—What is the first meaning of this word? How does it get the secondary meaning in which it is here used? Parse the word "thick" in this sentence.

His eager face.—Here we have the rider's companion separately introduced for the first time. All that precedes has been leading up to this. Note the favorable moment seized upon for his introduction, when his face is shining or aglow with the excitement of expected battle and his eagerness for the fray.

Up the sweep.—The rush and rhythm of this line and the next, accord well with the action described. Note, too, the choice of the words "dash" and "crash," whose sound pictures the sense.

Down rained the buds.—The poet probably means to represent the elm trees as overhanging the bridge, and the buds and flowers detached by the shock, and falling thick around the warriors.

Tears.—The simile contained in this word is skilfully chosen. It suggests the sadness of the scene, and the weeping of the bereaved relatives of the slain warriors.

Writhed.—Another aptly chosen word. It brings out graphically the closeness of a fierce hand-to-hand struggle.

Threw my arms.—A natural gesture of horror and dismay, meant, possibly, to denote that for an instant he give up fighting. If so, it was but to renew it with redoubled fury the next moment, in order to take vengeance upon the slayer of his friend.

In the lovely weather.—This sounds very much as if inserted merely to complete the line and the rhyme. It may, however, be intended to suggest the horrible incongruity between the brightness and peace of the serene atmosphere, and the dark, human passions raging in the conflict. The repetition of the phrase in the next stanza supports this view.

Mazed.—Bewildered, affrighted. The adverb "gapingly" brings out well the natural gesture expressive of such bewilderment. He lost control of face and hand for the moment, and so "waited," or gave opportunity for the death-stroke.

Madly . . together.—Is the meaning of this line clear? Whom do you understand by the "we?" Is "as" here an adverb of time or of comparison?"

The little . drowned.—Point out the ambiguity in this sentence What one word in it enables us to know the meaning?

As in stormy . . land.—An expressive simile. Point out the ideas suggested by the words "stormy," "river," "low-lying," as applied to the conflict.

To nod.—This expression brings out with terrible realism the ghastly spectacle.

Clash of cymbals.—The cymbal was a kind of rude musical instrument consisting of two metal plates of some peculiar shape, which were struck together to produce the sounds.

What two facts mentioned in the last stanza make up the sum of the victim's misery, and cause him to heed the weather no longer, and to wish for speedy death?

Give some account of the crusades of which this poem purports to represent an incident.

Write in your own language briefly the story of the poem, bringing out especially the force of the word "together" so often repeated.

Paraphrase the third, sixth, eighth and twelfth stanzas.

"RESPONSIBILITY OF THE TEACHER FOR CONTROL AND INFLUENCE."

BY JOHN H. M'CASEY TEACHER OF KILSYTH PUBLIC SCHOOL.

Paper read before the North Grey Teachers' Association, Nov. 1885. On the motion of Mr. J. H. Balfour, seconded by Mr. James Carrie, it was resolved that the publishers of the 'Canada School Journal' be requested to publish this essay.

As often as any human being makes his advent into the world, there originates a wave of influence, which flows on through the shade and sunshine of life expanding in its length and breadth —deepening in its power—increasing in its achievements according as the creative motor of its existence becomes identified with human society, as the principles of his nature and the characteristic elements of his being become recognized by his fellow man. This wave may indeed be one of those destructive and overwhelming billows that sweeps along devouring cities in its hungry rage; or it may be one of those peaceful waves that carries the richly freighted merchantman into the haven of peace and hope like the River of Egypt, capacitating the soil for the fulfilment of its destined function, making the harvest abundant and the inhabitants of the earth glad. But whether that influence be the cloud of death or the star of life, does not materially affect its magnitude which remains certain in its existence, constant in its exercise and dimensions.

We may, therefore, infer that every human being who once enters upon the avenues of human life exerts a direct and sensible influence upon mankind whether for good or for evil. It is acknowledged by observation and confirmed by experience that the magnitud of the influence of any life is determined not alone by the actions of that life, but also by the quality, intellect, and moral of the society upon which these actions reflect; as well as, by the circumference of the social sphere into which he enter and which he enjoys.

These facts being established how great must be the influence of the teacher and how mysteriously fraught with human interest must be the accompanying responsibility! The circle of his school society embraces representative characters from every class of humen beings and is itself a little world, nor is the extent of his society more boundless or more wondeful than is the power of the mind which regulates it. The teacher within the limits of the school is an educational despot, "lord paramount of life and death." His government is supreme. The purity of his thoughts unquestioned, the morality of his actions, and the piety of his motives unimpeached.

In early youth, while the reasoning faculties are yet in the dawn of development, the judgment in consequence being unable to exert more than a very feeble power, the mind conceives all its ideas by a certain intricate process of idealism or as we call it imagination. From its extremely plastic and impressible condition it is enabled to draw information from every possible source. As soon as any object is presented to the youthful mind it responds to the touch of its influence by immediately investing this object by an array of attributes, and there forms a conception of these qualities. That it almost creates its own ideas and then permits these pictures to

stamp their images on the mind. This is generally called the first impression method of receiving instruction. Under these circumstances where neither the reason nor judgment is called into exercise, the mind is as apt, and commonly more eager, to receive evil impressions as good. This we maintain to be the foundation of the depth and weight of the teacher's responsibility. It is that imparts such a profound importance to this vocation. It is this real and awful solemnity that makes the honest teacher tremble while he is fulfilling his destined task.

Did the teacher know that the minds he is constantly addressing, were capable of receiving all that is useful and good, and of rejecting all that is useless and evil, the range and power of his responsibility would be greatly circumscribed.

The necessity of his pious caution, his unerring wisdom, and infallible tact, these with the necessity of his Christian example would be greatly decreased. It is here that the influence of the teacher receives its paramount importance, when compared with any other profession, for apart from the effects it may produce in common with all mankind upon the rational and matured mind outside the school, it is moulding, encouraging, and developing the very germs of rationality and the embryos of thought within.

If the teacher's influence ceases with the governing and discipline of mind, power would be extensive in its compass. But when we contemplate it expanding to the three mainsprings of human existence and human happiness—directing the mind or thinking power in its earliest step—touching and wakening the heart or feeling power to produce feeling as well as regulating the growth of these feelings into proper channels. When we conceive the being, power, or soul immortal in its creation and sacred in its functions, brightening beneath the teacher's efforts or blackening from his example. When we conceive the feeble star of morn bursting into the bright and glorious meridian sun or sinking into the clouds of dark and sinful midnight—we are wrapt in transport or prostrated in the dust.

Each action of the teacher, as well as each word, has a separate and almost endless history. It may be the result of thoughtlessness or even of unconciousness, yet when we attempt to trace the streams of events that may flow from a single action we are soon bewildered by the magnitude of the maze into which it sweeps. Many a noble mind and heart have become paralyzed in their loftiest aspirations by a single word of undue censure—many a noble and useful life has been encouraged—many an erring footstep has been restored—many a philanthropic deed has been actuated by a single encouraging word. If the influence of a single word thus baffles reason and defies imagination how wonderfully comprehensive must be the influence of that life which is spent beneath the gaze of eyes, so critical that nothing escapes their notice, among ears so sensitive that nothing fails in obtaining their audience, among minds so imaginative and hearts so impulsive as to be capable of creating more fiction in a few moments than ever was dreamt of by Addison, Scott, and Macaulay.

We may assume that all those who are to figure prominently in the world of the future must come under the influence of the teachers of the present, therefore, we infer, that the character of the rising generations when matured, will be the impress of which the minds of the present teachers is the prototype, and thus we are responsible to all succeeding generations for the power we now exert. But our present is sufficient for present consideration.

(To be continued.)

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

SECOND CLASS PROFESSIONAL.—NORMAL SCHOOLS.

READING.

Examiner—Jas. F. White.

1. In teaching Reading to a junior class what uses may be made of (*a*) pictures; (*b*) the blackboard; (*c*) the slates; (*d*) word-building (examples of last)?

Detail any other means of giving assistance at this stage.

2. "In all primary reading, pupils should fully master the thought before trying to express it."

(*a*) Discuss this statement.

(*b*) When and in what ways would you use Reading lessons to extend children's knowledge?

3. Give your views as to the value of the phonic method of teaching Reading and the desirability of its introduction into all primary classes.

From the following extract fully illustrate your plan of giving a lesson, according to that system, to a class in Part II. of the First Reader:

"How very pretty the park is at this time of the year? Here is a very pretty tree, and, hark! what a sweet song that bird has. It reminds me of the lark we used to have at home. Here is a pond with boys playing all around it. One has made a boat of a bit of bark.

There is a funny-looking man who looks like a Turk indeed! He is throwing a sharp dirk at a mark. He hits it every time."

4. What special care would you bestow upon the less advanced members of your class before, during, or after a reading lesson?

PSYCHOLOGY.

Examiner—J. A. McLellan, LL.D.

1. Briefly discuss the questions:—

(*a*) What is there in the mind regarded as intellect, and how did it get there?

(*b*) How do you prove the existence of *necessary ideas*?

2. Write briefly on the educational value of a proper cultivation of the perceptive powers.

3. Explain and illustrate the difference between sensation and perception.

4. What, according to Hopkins, is necessary for the successful cultivation of Memory?

5. Define and illustrate Deduction and Induction.

ARITHMETIC—METHODS.

Examiner—Cornelius Donovan, M.A.

NOTE.—Candidates will take *five* questions only; but these must include the seventh.

1. Explain the common system of Notation and point out its advantages. If only 7 digits (besides the cipher) were used, how would the number *thirteen* be represented?

2. Multiply 7689 by 305, stating the principles on which the process depends, and giving a detailed explanation of the several steps by which the result is reached.

3. Divide $\frac{3}{4}$ by $\frac{1}{2}$, fully explaining the process.

4. At what stage of the arithmetic course would you introduce Reduction and the Compound Rules? Give your reasons. Can one concrete number be multiplied by another? Explain.

5. Why is Practice so called? To what class of examples does this rule apply? Give a lesson in Practice, exemplifying by finding the cost of 12a.3r.15*per.* @ $12.50 an acre.

6 Write notes of an introductory lesson in "Stocks." Fully explain: "The Dominion six per cents are selling at 101."

7. Briefly discuss the value of Mental Arithmetic. How would you teach it to a primary class?

ALGEBRA—METHODS.

Examiner—Cornelius Donovan, M.A.

NOTE.—Five questions (including the sixth) a full paper.

1. State the scientific value of Algebra. At what part of the school course would you introduce it, and why?

2. Show that $(a-b)(c-d) = ac-ad-bc+bd$.

3. Fully explain Horner's Method of Division illustrating by $(x^8-3x^7-5x^5+2x^4+5x^3+4x^2+1) \div (x^3+2x-1)$

4. Generally speaking, when is an algebraic expression said to be symmetrical? Apply the principle of symmetry with full explanations to the simplification of

$$(a+b+c)^3-a(b+c-a)-b(a+c-b)-c(a+b-c)$$

5. Note the principal difference between algebraic and arithmetical fractions. Give a first lesson in algebraic fractions.

6. Solve the following problem by simultaneous equation, explaining as if to a class every stage of the process:—

A certain number of two digits is equal to five times the sum of the digits, and if nine be added to the number, the digits are reversed; find the number.

CHEMISTRY.

Examiner—John Seath, B.A.

1. By what experiments and reasoning would you establish the law of multiple proportions?

2. Detail the experiments you could make with a piece of marble before pupils having no previous knowledge of Chemistry, stating in each case the conclusion you would expect them to draw.

3. Into separate test tubes containing dilute hydrochloric acid, are put zinc, zinc oxide, chalk, common salt, carbonate of ammonia, and charcoal. Fully describe and explain the effects produced.

4. A graduated bottle is given you, containing a mixture of hydrogen, oxygen, and ammonia. How would you find out the volume of each gas?

5. ·3 gramme of a substance containing only C, H, and O, gave, on being burned, ·5738 gramme of CO_2 and ·3521 gramme of H_2O. Find its empirical formula.

PHYSICS.

Examiner—J. C. Glashan.

1. Describe the structure and action of the gridiron pendulum.

2. Explain clearly the difference between temperature and quantity of heat. What unit is generally adopted in measuring quantity of heat?

3. What is meant by the energy of a system and what by the principle of the conservation of energy? Define the mechanical equivalent of heat and find how many units of heat are required to raise a mass of 1000 tons to a height of 25 feet.

4 Explain why water looked into vertically downwards appears shallower than it really is.

5. Describe briefly the chief causes and remedies of short sightedness.

6. Describe the construction and mode of action of any form of galvanic battery.

7. Describe the construction and action of any form of dynamo-electric machine.

BOTANY.

Examiner—J. C. Glashan.

1. Name the essential and the more important non-essential elements of plant food and state the general function of each.

2. Describe the structure of a complete flower. Describe, mentioning examples, the modifications of the flower due respectively to cohesion, adhesion, and suppression of its various parts.

3. Give a brief morphological comparison of the leaf and the several parts of a complete flower.

4. Define a fruit and give the distinctive characters of at least four of the principal forms of fruits.

5. Give the chief characters and name three examples of
   (*a*) The Cruciferæ.
   (*b*) The Leguminosæ.
   (*c*) The Compositæ.
   (*d*) The Iridaceæ.

HYGIENE.

Examiner—J. J. Tilley.

1. Give your views with reference to a properly constructed school house; considering location, heating, ventilation, admission of light.

2. Explain (*a*) how the blood gets its impurities in the tissues, (*b*) how the blood is purified in the lungs.

3. What do you mean by secretion? by excretion? Mention the chief secretory and excretory organs and state the function of each.

4. How would you treat a pupil suffering from
   (*a*) Sun-stroke.
   (*b*) Excessive bleeding at the nose.
   (*c*) Fainting.
   (*d*) Severing of an artery—a vein?

5. Give any process you know for testing the purity of drinking water.

CHESTERVILLE PUBLIC SCHOOL

MENTAL ARITHMETIC.

FIFTH CLASS.

Values 12½. Eight questions make a full paper.

1. What is the first time after 4 that the hands of a clock are equally distant from the figure IV?

2. If the cost of an article had been 20 per cent. less, my gain would have been 40 per cent. more. What was the cost?

3. (*a*) How much water must be mixed with 60 gallons of alcohol 66⅔ per cent. strong so as to form a mixture 50 per cent. strong?

(*b*) How must I mix sugar that cost me 5, 6, and 8 cents per pound so that I may have a mixture of 100 pounds, to be sold at 7 cents per pound, and neither gain or lose?

4. If $60 is the proper discount of $360 for a certain time, what should the proper discount be off $360 for half that time?

5. A sum of money invested in the 3½ per cents. at 63 yields $10 less income than the same sum invested in the 4½ per cent. at 68. Find the sum.

6. How fast is a locomotive going when the small wheel, which is 4 feet in diameter, makes 120 revolutions per minute more than the drive wheel, which is 7 feet in diameter?

7. A printer is hired at $2.50 per day of 10 hours, and is to receive 40 cents an hour for overtime, and to be docked 12 cents an hour for lost time. He works on Monday 10½ hours; on Tuesday 8½ hours; on Wednesday 13 hours; on Thursday 11½ hours; on Friday 7 hours; on Saturday 4½ hours. How much is due him on Saturday night?—*School Supplement.*

8. A grocer has 224 pounds of a mixture of chickory and coffee, the chickory being to the coffee as 1 : 6. What amount of chickory must be added to make the ratio 1 : 5? (Victoria Junior Matriculation.)

9. *A* can row 1½ miles down stream and back again in 30 minutes. His rate of rowing in still water is three times that of the stream. Find his rate per hour in still water.

10. The thickness of a twenty-five cent piece is to that of a five cent piece as 7 : 5. Find the ratio of their diameters.

Except 7 and 8 these examples have been selected from Ottawa Normal School exercises.

Practical.

REMARKS ON FITCH'S LECTURES ON TEACHING.

I.

This work has become the authorized text-book for Normal Schools in Ontario, and the recognized standard in the training of our teachers at Model Schools, Institutes, and Conventions. It has thus attained such a degree of prominence and authority as makes it imperatively necessary that the CANADA SCHOOL JOURNAL should subject it to careful examination with a view to ascertain its general character, to point out its strength and its weakness, and to show how far it ought to be allowed a controlling influence in our system of training teachers in the province of Ontario.

The origin of the book is clearly explained in the preface. Its general aim is to consider "the practical aspects of the schoolmaster's work," and we are expressly cautioned that the "book is not, and does not profess to be, a manual of method." The author's main object is "to invite intending teachers to look in succession at each of the principal problems they will have to solve; to consider what subjects have to be taught, and what are the reasons for teaching them; and so by bringing together a few of the plainer results of experience to place readers in a position in which it will be a little easier for them to devise and work out method for themselves." Now, at the outset, we freely admit that the course of fifteen lectures here presented was highly appropriate for the University of Cambridge "experiment," the object of which was "to encourage among those who intended to adopt the profession of

teaching, the study of the principles and practice of their art." The familiar lecture style adopted renders the book easy and pleasant to read; the clearness and the strong common sense that everywhere pervade its pages give it impressiveness and tonic effect; the kindly spirit and profound sympathy of the writer are felt in every sentence; and the general effect must necessarily be to kindle professional zeal and awaken the student's intelligence to study deeply the problems of education as they present themselves from day to day in the actual life of the schoolroom. The most experienced educationists will find a freshness and vigor of thought in these lectures that carry with them a lively stimulus to the thought of the reader. The doctrines and opinions advanced are not hampered by some pet theory of education; they are not shrouded in clouds of words; there are few traces of favorite hobbies; the outlook is clear, intelligent, wide reaching; and the statements are positive, categorical, definite, so that, whether true or false, we have them distinctly before us in clear-cut outline. There is everywhere the ring of sincerity and honest conviction, and whether we agree or disagree with the writer, we can never doubt that he really believes what he says, that he has earnestly labored "to make the work of honest learning and of noble teaching simpler, more effective, and more delightful," and that he has on the whole been faithful to the great leading ideas that ought to underlie all teaching. The wide range of topics brought under view is also a great recommendation to a course of university lectures, and well adapted to cure that narrowness and provincialism of thought which too often belong to teachers who are perhaps good scholars in certain technical subjects.

Well, after acknowledging these great excellencies and doing respectful homage to the ability of Mr. Fitch, we maintain most emphatically that the book is not well adapted to the purpose for which it has been authorized in Ontario, namely, the professional training of second-class teachers. That was not the original aim of the book, and, unless we are seriously in error, Mr. Fitch himself would prescribe a very different course for the elementary reading of young teachers. The primary teacher is expected to enter the schoolroom with at least one well-tried method of teaching each subject on the programme, just as the young doctor is expected to leave college with an approved method of treating any common disease likely to turn up in ordinary practice. Now, what *Posology* and *Materia Medica* are to the young doctor, *Methods of Teaching* are to the young schoolmaster. They prevent the mistakes of inexperience, they enable the young professional to practise his art with average ability from the outset of his career, they put him in possession of much that would require waste of time and power for him to acquire by his own experiments, and they guard his patrons from the results of his inexperience. He may afterwards arrive at better methods, he may by a deeper insight into the scientific principles of his art improve on all that he learned during his apprenticeship. But at the outset he must have some methods based on the knowledge and experience of his teachers. And is not this merely saying in other words that the young teacher should first of all master a manual of methods—short, clear, embracing those subjects, and those only, which he will require to teach from the first day he takes charge of a school? Now the book we are considering "is not, and does not profess to be, a manual of method." There are in it many valuable suggestions of good methods, many fertile hints, and much that would lead talented young teachers, full of energy and ambition, to arrive at sound methods. But the average young student will not derive from these lectures the clearly defined plans of beginning and conducting his everyday lessons that he ought to have when he takes possession of a life certificate to practise his profession.—*Y. D. X.*

Educational Notes and News.

Mr. A. W. Jones, Principal of the South Ward School, Peterboro', has resigned.

The Bruce County Council, at its last meeting, decided to have county promotion examinations.

Mr. Ventrice, formerly of Kincardine High School, is the assistant in Vienna High School.

The average attendance of pupils at Whitby Collegiate Institute is 135. The attendance at Oshawa High School is 150.

Miss Kate Cameron, of Belmont, is teaching No. 5, Bayham, in place of Miss L. Cousin, who is attending the Ottawa Normal.

The trustees of the Springfield Public Schools have decided to enlarge the teaching staff in the school by engaging a third teacher.

Mr. Pickard, teacher S. S. No. 6, Greenock, was successful in passing one of his pupils for a Third Class certificate last examination.

London desires a Normal School, and a deputation waited on the Minister of Education to urge their claims. They went home disappointed.

The London School Board has got into "hot water" by the appointment of a teacher of elocution at a salary of $1,000.—St. Thomas *Journal.*

The schools in the district under the inspection of Mr. Stewart, I.P.S., Pilot Mound, Manitoba, have increased from twenty-three to upwards of sixty.

Miss Annie Bowes, of Pinkerton, who has been a very successful teacher in Bruce County, and previously at Leamington, is attending the Normal School, Toronto.

ERRATUM.—In our note on Woodstock High School, page 58 of last issue, instead of "The previous Head Master, D. H. Hunter, B.A.," &c., read "The present Head Master."

Miss Alagar, teacher in the North Dresden Public School, punished a boy by the name of Thomas Teeper. The day following she was before Squire Chapple, and paid a fine for abusing a school child.

The teacher who reads no educational journals will soon be unknown. Those with so little enterprise and so little love for their vocation as not to read educational matters, will soon be counted out.—*Polytechnic Student.*

The London School Board have decided to dispense with the teacher of elocution. A motion to charge $2.50 a quarter for tuition at the Collegiate Institute, which is greatly overcrowded, was referred to a committee.

It is reported that Ridgetown High School has been elevated to the standing of a Collegiate Institute. If so, it reflects the highest credit on Geo. A. Chase, M.A., Head Master, and his staff of assistants. We wish the institution continued prosperity.

The Woodstock High School has added another teacher to its staff in the person of T. H. Lennox, B. A. of Grimsby, who will enter upon his duties about the middle of the month. Mr. Lennox comes here highly recommended.—*Sentinel Review.*

Peterboro' has declined to continue the grant of $750 to its Collegiate Institute, and the Board of Education have decided to charge county pupils a fee of $15 and $10 for the first and second terms of the year, to go into force on the first of March.—*Canadian Statesman.*

Mr. A. W. Aytoun Finlay, B.A., formerly Head Master of Chatham High School, and now of London, has entered suit against the Chatham High School Board for $800, being the amount claimed by him for salary up to September, 1886, from the date his dismissal took place.

The Strathroy Collegiate Institue Board have an engagement with Mr. Ambrose D. Guerre, B.A., of Stratford, as mathematical master, at a salary of $700 a year, under a stipulation, however, that it will be increased to $1,000 next January if he fulfils the expectations of the Board—*Free Press.*

About eighty of the Public School teachers of Toronto are attending a class of instruction in the Tonic Sol-Fa system of vocal music, under the tuition of Mr. A. T. Cringan, graduate of the Tonic Sol-Fa College, England. They are making speedy progress, and evince the greatest interest in the method.

The Hon. G. W. Ross, as Minister of Education, receives a salary of $4,000. The salary of Dr. J. G. Hodgins, Deputy Minister

of Education, is $3,000 Mr Alex Marling receives $2,000 salary as secretary of the Education Department. The fees from pupils of the Toronto Model School, for 1885, amounted to $5,163.

The pupil-teacher scheme has been for some time a fixture in the London schools, but it is destined soon to be discontinued, because the results of adult instruction are so far superior to immature teaching, and the cost of permanent teachers will not be much, if any greater, than the pupil-teacher plan.—*New York School Journal.*

As a rule teachers love their work. Arduous and exhausting as it is the majority have a genuine liking for it that offsets in great measure much of the care and worry incident to it. The real teacher cannot be trained, he must have the teacher's spirit in him, or his work will fall short of what it might or ought to be.—*Central School Journal.*

At the last meeting of the teachers of Oxford County it was agreed that township institutes would be held instead of the county gathering next time. Word has, however, been received by Mr. Carlyle, County Inspector, that Dr. McLellan would visit Woodstock in June, and will be ready to address a gathering of teachers. Under these circumstances it is probable that the township institutes will not be held.

The Provincial Inspector of High Schools for the district of which Windsor forms a part, recently examined the High School of the town and was not favorably impressed. He has informed the Windsor School Board that he is making up his annual report and wants to know if he shall inform the government that the "abnormal structure which Windsor calls a High School" is to be replaced by a better building —St. Thomas *Journal.*

"Getting a lesson by heart" is one of the worst things a pupil can do. It is a great deal like filling the stomach with a mass of food which it will not digest; it gives no strength to the body, and impairs the system. Knowledge undigested and not assimilated produces no mental growth whatever, but tends rather to debauch the mental nature. Knowledge, like food, must be assimilated in order to produce health and growth.—*Our Country and Village Schools.*

Mr. T. L. Staples, Enniskillen, had a very successful public examination at his school recently. A number of teachers from schools in the neighborhood attended and took part in the exercises, among whom were Messrs. A. J. Reynolds, Solina; A. Tilley, Tyrone; T. Brown, Leskard, and S. J. Brown, Green River. After the examination addresses were given by several of the leading residents, and in the evening a literary entertainment was given.

A meeting of the Kingston Separate School Board was held on the 2nd. inst. Mr. White, Inspector of Separate Schools in Ontario, was present and addressed the trustees. He stated that he had visited the schools in Kingston and found them in every way highly satisfactory; in fact, regarding teachers and pupils, they were among the foremost in the Province. The Board recommended that certain alterations be made in the Brothers' school, and decided that the salaries of the three teachers in St. Joseph's school be increased from $150 to $200 each.

David Hicks, B.A., late Head Master of Newburgh High School, has accepted the second mastership in Parkhill High School, vacated by the resignation of Mr. Darrach. At the recent convention of the Lennox and Addington Teachers' Association it was moved by Mr. Bowerman, seconded by Mr. Fessenden, that "David Hicks, B.A., late Head Master of Newburgh High School, having, by his removal from this county to a distant part of the Province, severed his connection with the Lennox and Addington Teachers' Association, we, as an association, hereby express our appreciation of the very valuable services rendered by him to the cause of education during his connection with this association, and we further desire to express our best wishes for success in his new field of labor, and that the secretary forward to him a copy of this resolution." Carried.

We are glad to hear of the continued success of the "Rapid City Academy," conducted at Rapid City, Manitoba, by S. J. McKee, B.A. Mr. McKee says in a private note: "This is our fourth and best year. We have now an attendance of forty-three pupils. Three or four of these are preparing for university examinations, six for second class teachers', and seven for third class teachers' certificates." The academy is a private institution owned (principally) and managed by Mr. McKee, and, being supported by tuition fees, its success is the more gratifying. Mr. McKee is an honor graduate of Toronto University, and was for several years a professor in the Canadian Literary Institute, now Woodstock College, Woodstock, Ontario, till failing health compelled him to seek the health (which we are glad he has found) in the pure air of the prairies.

Prof. Mills, President of the Ontario Agricultural College, Guelph, in an address before the Lennox and Addington Farmers' Institute, said that the Public School system was one which we have great reason to jealously guard, but while it was unquestionably good, it had its faults, which he thought might be remedied with advantage to the pupils. The greatest faults were to be found in the fact that too much attention was given to some subjects while not enough was given to others. For instance, a great deal too much time was given to mathematics, geography, and grammatical analysis. Some of the time at present so largely devoted to those studies might be given to the study of English composition and other subjects of more practical importance. And in the compositions it was easy for the teacher to give to the pupils those subjects which would be of practical benefit in after years. For instance in rural schools he could tell them to write about various matters concerning agriculture, including stock-raising. The lecturer then at length explained the various points in cattle, which must be taken into consideration in judging them, and showed the best and most profitable cuts in the animal, which, he said, might be explained fully by the teacher to the advantage of the pupil. As a means of obviating the present difficulty of getting young men to return to the farm after receiving an education in our present High Schools he suggested the establishment of agricultural schools in different parts of the Province, in which the various branches of education could be taught in conjunction with farming.

The fifteenth annual report presented to the Huron County Council by Mr. J. R. Miller, shortly before resigning the school Inspectorship, was published in the Huron *Signal.* The report is unusually interesting, as it is a review of the work of education during the fifteen years Mr. Miller presided over it in that county, and by contrasting the condition of things in 1872 with the present time, shows the progress made in education. It is possible that Mr. Miller's review is a sample of the progression made generally throughout Ontario, and the history of that county may be considered as the history of the Province as regards rural education. We note a few items. In 1871 there were 27 log buildings, now only 1. The highest salary paid to a male teacher in 1871 was $500, in 1885 it was $690. The lowest salary paid to a male teacher in 1872 was $120, in 1885 it was $325. The average salary paid to male teachers in 1872 in this district was $347.25; in 1885 it was $458,66⅔. The highest salary paid to a female teacher in 1872 was $300; in 1885 it was nearly $400. The average salary to female teachers in 1872 was $182.50, in 1884 it was $400. The number of female teachers has very largely increased since 1871. In 1872 the actual cost to the county of each pupil was $3.20, in 1885 $5.60. Of the hundreds of teachers with whom Mr. Miller was associated only two now remain in schools in the county, namely Mr. George Baird, Senr., of No. 1, Stanley, and Mr. George Baird, Jr., of No. 10, Stanley. This indicates the changeable nature of the profession.

THE LATE GEORGE WALLACE, B.A.

We were deeply moved at hearing of the death of George Wallace, B.A., who, for about eleven years, was Head Master of Weston High School. Few teachers in the country enjoy the confidence of their trustees to the extent that the late Mr. Wallace did, and the trustees of Weston showed their appreciation substantially in the matter of salary and comfortable apartments. As a scholar Mr. Wallace possessed well-known ability; as a gentleman he won the respect of all with whom he came in contact; and as a friend he was cherished by those who needed his counsel, sympathy and help. To the bereaved mother who mourns a loving son's loss the trustees have extended their sympathy, and we also condole with her in her sorrow.

DEAR SIR.—In last issue of CANADA SCHOOL JOURNAL I noticed an article from Kingsville school in which it states that a little girl not twelve years old passed the last entrance examination. Allow me to assert that one of the pupils of the St. Thomas Separate School, Joseph Hayes, ten years old, passed the same examination. If any teacher passed pupils at a less age please let us know. Kindly publish this in your valuable paper. Yours truly,

St. Thomas, March 8th, 1886 "TRUTH."

Practical Methods.

Our appeal for opinions on teaching "Map Geography," "the Drawing Craze" and "Orthoepy for Entrance Examination" have elicited the following replies. On the last mentioned subject we commend the practical method employed and are sure it will meet with the approbation of many. The writer has raised a question which to our mind is debatable, namely, Is it wise to present misspelt words to the pupil for correction? We would desire some opinions before giving our own, and shall expect them in time for issue of April, 1st.

DEAR SIR,—I think it a good thing to invite criticism on the "Drawing Craze." We know that teachers like other people follow the popular craze, without closely considering that it is, or is not an advantage to do so.

Considering the great demand for skilled artizans in our country, a genuine plea can be advanced for drawing, in particular that which is introductory to mechanical drawing; but, we must not forget this is an agricultural country, the greater number at present in our rural schools will follow agriculture, considering which our efforts should be directed to their advantage.

My experience as a successful teacher for eight successive years in large villages, has convinced me that for all practical purposes enough drawing can be taught, and is taught, in connection with Arithmetic, Euclid, Map Geography, and object lessons.

Beyond this, a pupi who wishes to excel can take advantage of Art schools, and private tuition; and, if a boy desires to excel in any mechanical trade, he will find some means to make himself proficient in mechanical drawing in an Industrial school.

The little time that we can devote to drawing in our schools, guarantees no satisfactory results. It is a waste of time, and our rate-payers are not slow to tell us so.

I have nothing to say about the subject as concerns large towns and cities. There the advantages of the study, no doubt, satisfy the expectations of the most sanguine.

I fancy this spasmodic effort will in time meet the same fate that agricultural lessons have—will die a natural death.

Whitevale, March 10th, 1886.

DEAR SIR,—I am not backward in giving my opinion of the "Drawing Craze." I have nothing to say about the benefits derived from the continued study of drawing; but I have something to say about the prejudice existing in the minds of the rate-payers in my section. An old farmer comes to me and says, "I aint goin to hev my boy study drawin', I want him ter figger; he aint comin to school longer en spring," and when I get sublime on the beauties and advantages of the art, he says:—"Yes our woodshed looks bootiful with those tarnation figgers!" and he goes away mad, and pronounces me no good. I have many similar incidents every week.

How can this prejudice be overcome! Scarcely one can be convinced of the usefulness of Drawing to his children. I have so much against it while trying to introduce it, that I have concluded it is not practical for schools outside of the cities and large towns. I fancy it is a craze and like the craze to introduce study of agriculture into rural schools, got so crazy, had to confine it to an asylum!

There is considerable absurdity in expecting a teacher who has not made a special study of the subject to excite the enthusiasm in pupils, particularly when parents at home are against it.

Every one of our teachers give lessons on the principal figures, as cube, square, etc., quite sufficient for all practical purposes.

Grey Co. BOB.

DEAR SIR,—I do not think I can give anything new in Map Geography, but I will contribute my mite, as I desire to see this department of the JOURNAL made a success, for I have had a great many hints from it already.

I place my map in a conspicious place before my class, and ask them the boundaries which they easily see. I then note the coast line and tell them the principal seaports which they make note of. From the coast line I go to the capital, and in every lesson make this the starting point, as it is always the one great feature of every country.

I make a list of questions about the country, the answers to which my pupils must search on the map. I keep a register of the number each pupil has correct, and sum the marks and enter on their monthly report. In these questions I try to excite their powers of observation and fasten the prominent features on their minds.

Yours etc.,

Lincoln Co. J. A. L.

MAP GEOGRAPHY.

DEAR SIR,—I have found my way of teaching Map Geography very practical. A great deal of the geographical knowledge I obtained at school I found to be of very little use to me, and when I began teaching I tried to give such information as would be called in question as soon as my pupils entered active life. By close observation I noticed that most of the knowledge of countries must bear same relation to our commerce and with this in view, I planned my lessons as follows:—

Lesson No. 1 was occupied in showing how to go from our own school-house to the principal port of entry of the country in question, noting in particular the distance, railways, steam-ship lines etc.

In lesson No. 2, we discussed what products we would desire to ship to that country, and review the preceding lesson, and carry them over the route and take with them some product of the country under consideration.

In the succeeding lessons we explore the country hunting up the principal physical features. I frequently give a list of cities, bays etc., and ask the class to hunt them up.

In all my lessons I try to make my pupils enter into the spirit of the subject by exciting their imagination and curiosity, avoiding the text-book as much as possible.

York Co. FELIX.

DEAR SIR,—In your issue of Feb. 15th, I notice that "A. Tovell, Ospringe," wishes for some hints on the teaching of Orthoēpy. This subject has engrossed my attention very much, and I find the methods I have pursued have been both interesting and successful, and perhaps, I may be benefiting some teacher, who dreads the teaching of this somewhat unfamiliar and neglected subject, by giving a short sketch of my plan.

In beginning it, formally, with a class, I take the vowels consecutively, *a* first, then *e*, and so on through the list, dealing with one only at a time. I take the words containing the different sounds of *a*, and then on the black-board, I put them in order, ā=long, ă=short, ä=grave etc., and obtain words containing these sounds, paying no attention to other vowels until each has been studied. The placing of the accent will be so interesting, that the pupils will take pleasure in the study, and the dictionary will be extensively used by inquirers. To indicate the pronunciation, I take a number of words which are within the limit of vowel-study, such as "calm," "same," "thought," "aunt," for *a*, and "cell," "scene," "prey" for *e* and the pupils go to the board and write them in this way:—

Same—Sām, thought—thât.

Aunt—ănt, prey—prē.

Other words of more syllables are shown in the same way, as—"Dauntless—dănt'lĕs. Synonymous words are studied by means of examples.

I, at first, disliked the teaching of this subject, but now find enjoyment in it.

Will you allow me to be a little critical? In your issue of the first and fifteenth of this month, you publish promotion papers and in them I notice lists of mis-spelled words, to be corrected by the pupil. Is not this a violation of true educational rules? Is this a good method to fix the correct form of words in the child-mind? I am acquainted with an inspector who refused to correct dictation, saying he feared to spoil his own spelling.

The column of Practical Methods must certainly prove beneficial to all thoughtful teachers, who wish to select the best plan of teaching the "how" and the "why" of the various studies of the curriculum.

Elgin Co. MARY AGNES WATT.

Literary Chit-Chat.

Houghton, Mifflin & Co., will soon publish a volume of the poems written by Mr. Whittier since 1888.

Electra comes to us enlarged and improved. It is a magazine of pure literature for the homes. Edited by Annie E. Wilson and Isabella M. Leyburn, Louisville, Kentucky.

Latine et Graece, edited by Edgar S. Shumway, Professor of Latin in Rutger's College, New Jersey, is a valuable magazine for the scholar and the teacher of the ancient classics.

Unity and *The University* have been consolidated, and the two papers now appear as *Unity and the University*. In *The University* were already incorporated *The Weekly Magazine*, *The Educational News* and *The Fortnightly Index*.

Habit and its Importance in Education is the title of a book soon to be published by D. C. Heath & Co., in their series of "Educational Classics." It is a translation of Dr. Paul Radestock's work, with an introduction by Dr. G. Stanley Hall, of Johns Hopkins University.

D. C. Heath & Co., of Boston, will publish, about March 20th, *Systems of Education*, by John Gill, Professor of Education, Normal College, Cheltenham, England. It is a history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educationists.

Treasure Trove, *Harper's Young People*, *The Youth's Companion*, *St. Nicholas*, *Our Little Men and Women*, *Our Little Ones and Nursery*, etc., are all before us. What fountains of entertainment for little children and big ones! The United States and England vie with each other in the production of this class of journals. Each has its special adaptions and excellencies, and all are so cheap that most parents can, and will if they are wise, put several of them into the hands of their little ones. They are an education in themselves.

Epochs of Ancient History.—The Spartan and Theban Supremacies. By Charles Sankey, M.A. With maps. (New York: Charles Scribner's Sons. Chicago: S. A. Maxwell & Co.)—This is highly valuable, interesting and compressed record of a distinctive period in Hellenic history, based largely upon the writings of Xenophon and Plutarch It is also an inquiry into the causes that led to the downfall of Greece, and so well has the author done his work that it has all the fascination of a great dramatic tragedy. Much detail is given in the way of military campaigns, personal history and political complication, but without confusion. The book is carefully indexed, and its parts so well arranged that it could be used to great advantage in the schools.—*The Current.*

Teachers' Association.

Stormont.—Pursuant to notice the Stormont Teachers' Institute was held in the Public School Building, Cornwall, on the 11th and 12th inst. The President, A. McNaughton, I. P. S., in his opening address, informed the teachers present of the changes that had taken place in the management of the institutes, and the provision made by government to ensure their efficiency.

The ex-pupils of the Ottawa Normal School went in a body to the station to meet and welcome Principal McCabe, who was expected to conduct the institute work.

As the outcome of a discussion on the recent uniform and promotion examinations, a committee was appointed to devise some more uniform, expeditious, and less troublesome method of arriving at the result of such examination. A circular from the Minister of Education, marking out a course of reading for the profession, was laid before the assembly. The offers of the publishers of the *Educational Weekly* and "Canada School Journal" concerning their publication were respectively considered, resulting in the formation of clubs for each of the above-mentioned periodicals.

Mr Cook read an essay on "The Teacher," suggestive and practical. A few brief rules for the guidance of the teacher were thus summarized at the close of an important paper. He should win the pupils' respect; should not promote too hastily; should not command too much; should use corporal punishment seldom; should keep pupils busy; should *teach*, not *hear* lessons; should give a hearty support to all that is good.

Mr. Gilmore gave a paper on "School Discipline." He defined school discipline as that which keeps the school members in their proper places. He emphasized the fact that in dealing with individuals home training must not be ignored. And on the part of the teacher there must always be truthfulness, promptness, candor, kindness, and self-control.

Mr. McCabe was introduced, and after expressing the pleasure he felt in meeting the teachers of Stormont, proceeded to give a lecture on "Mental Culture." This lecture, which was full of educational matter of profound interest, was closely followed throughout, and warmly appreciated by those who were favored by it.

Mr. Keating followed with a paper on "Our Profession." He urged upon teachers the necessity of placing a higher estimate upon their professional labors He reminded them of the responsibility involved in their particular calling, and said the teacher's aim should be to educate, his object not so much to furnish knowledge as the means of procuring it.

In the evening Mr. McCabe lectured in the assembly room of the Public School Building. Subject, "Our Educational System. What good is it doing? What harm?" Mr. McNaughton occupied the chair. A large and intelligent audience were delighted and profited by the thoughts presented to them in the course of the evening. Judge Carman highly complimented Mr. McCabe on his lecture, especially that part referring to the dignity of labor He moved a vote of thanks, which was seconded by Mayor Leitch, who had expressed his warm appreciation of the lecture to which he had listened, and his sympathy with the teacher.

On the morning of the second day Mr Bisset illustrated the method of teaching drawing. He referred to the usefulness of the art in manufactures, architecture, &c. He explained the different kinds of lines, figures, &c. Showed how to form many designs from a square, and gave a dictation exercise on the subject.

Mr. Johnston, instead of his addresses on elocution, treated the convention to a humorous reading most effectively rendered and loudly applauded.

Another lecture from Mr. McCabe on "English Language and English Literature in School" furnished the teachers with many practical hints as to the best method of presenting this subject to their pupils.

The "Question Drawer" containing some important queries was then disposed of in a satisfactory manner.

Mr. McEwen illustrated his method of teaching simple and compound subtraction in a very clear and concise manner.

Mr. A. E. Relyea gave an eloquent and elaborate address on "Canada, its Position and Prospects."

Officers elected for the ensuing year: A. McNaughton, I. P. S., President; Miss Martin, Vice-President; Geo. Bigelow, Secy-Treas.; Managing Committee, Messrs. Keating, Baker, Cook, and Misses Carpenter and Helmer. The especial thanks of the Association were tendered to Mr. McCabe, also to all others who had assisted in the work.

Geo. Bigelow.

Literary Reviews.

Blackie's Drawing Copies. Published by Blackie & Sons London, Glasgow, &c. We have received a copy of Blackie's Drawing Copies for junior classes as used in Britain. As this subject of drawing is now of so much importance in our schools, we would confidently recommend an inspection of them, to those of our Public School Teachers who feel that the authorized series in use does not furnish enough variety to their pupils—these copies will supply this want, and enable them readily to give a change to their blackboard lessons. These examples are most distinctly outlined in firm black lines, and many of the copies are well-shaded, giving an idea to the pupils of this branch of the drawing art—still the copies are so arranged that they can be used without the shading. Another feature is the use of the ruler in preliminary copies, thus accustoming the children to accuracy in their work before allowing them to attempt freehand work. The great variety of geometrical forms with their names attached, furnishes an easy introduction to this branch of drawing. After a careful examination, we find many points of great value to those requiring such assistance in their work, as furnished in them A series of large demonstration cards, giving the pictures in a much larger scale for exhibition to the class, provides a ready means of explanation should the time of the teacher be otherwise employed.

Southey's Life of Nelson.—Edited by W. E. Mullins, M.A. *One of the series of English Classics published by Rivingtons, Waterloo Place, London, Eng.*; pp. 280; price 2s. 6d. Southey's "Life of Nelson" has been styled a model biography. On its first appearance in 1813 it sprang at once into general favor, and it has maintained its popularity to the present time. Originally written, as its author asserts, as "a manual for the young sailor, which he may carry about with him till he has treasured up the example in his memory and in his heart," it has for the student of English literature at the present time the additional recommendation that its style is a mode of clearness, smoothness, simplicity, and polish rarely surpassed. It is remarkable for its careful arrangement of facts, and for its conciseness, all unimportant and extraneous matter having been carefully excluded in order to bring it within the compass of a "manual." Being a eulogy, the faults and follies of the great man, and they were not few, have been touched upon lightly. The present edition has for frontispiece as accurate an engraving of Nelson's flagship, the "Victory," as can be ascertained, and has with it a key containing reference to 178 parts of the ship. There are seven illustrations, and a moderate number of foot-notes, so that altogether the book, in its present form, is convenient for the student, and will no doubt be in request.