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# The Canada School Journal.

VOL. VIII.

TORONTO, JULY, 1883.

No. 73.

## The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.  
Recommended by the Minister of Education for Ontario.  
Recommended by the Council of Public Instruction, Quebec.  
Recommended by Chief Superintendent of Education, New Brunswick.  
Recommended by Chief Superintendent of Education, Nova Scotia.  
Recommended by Chief Superintendent of Education, British Columbia.  
Recommended by Chief Superintendent of Education, Manitoba.*

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### PRACTICAL TRAINING FOR TEACHERS.

Training of the successful kind is always an organic growth from within. In their proper sphere, external appliances, outward aids and stimuli can accomplish a good deal. But real training must be the result of *doing*. Careful imitation of good models cannot fail to be infinitely more serviceable in learning any profession, than barren theory divorced from practical application and living example.

The following paragraph from the *Illinois Schoolmaster* gives a glimpse of the suggestive methods pursued by an American educational pioneer and reformer in the training of young teachers. It describes a visit to the normal school under the charge of Colonel Parker, and will serve to carry on the line of thought suggested last month in our remarks on the Minister's report:—

"There was a general experience meeting with the Colonel as leader. Each young lady was called upon to state in what particular she judged herself to have failed in her reading lesson, and also in what respect she felt gratified. There was no grabbing for note-books. But with a surprising freedom from restraint, they arose and explained the situation as they felt it. The Colonel made suggestions as they occurred to him, and elicited many others from the class, trying to make them philosophise on their defeat or success. Every Wednesday these girls spend in visiting schools, going wherever they please, but bringing in the next day a written report of what they saw. They are not encouraged or allowed to criticise, but simply to observe, somewhat as Agassiz trained his pupils to observe the fish."

In several of the best county model schools methods of observation and induction like this have been practised, with the result of leading students to form their own judgments on sufficient evidence, and not of filling them with undigested scraps of opinions from external sources. Our normal methods

need to be revolutionized so as to give the practical element its proper recognition throughout every department. In the science department it now holds supreme sway. But in literature, education, and methods of teaching we are still, partially at least, under the bonds of abstract theory and blind rule. Time is too precious in this practical age to be frittered away on dry genealogies of words, soulless parsing, and mechanical analysis of sentences, to the utter neglect of literary beauty, poetic harmony, and majestic thought.

Herr Teufelsdröckh, in his remarks on the Hinterschlag Gymnasium, has the following:—

"Innumerable dead vocables . . . they crammed into us, and called it fostering the growth of mind. How can an inanimate mechanical gerund-grinder . . . foster the growth of anything; much more of mind, which grows, not like a vegetable, by having its roots littered with etymological compost, but like a spirit, by mysterious contact of spirit, thought kindling itself at the fire of living thought? How shall he give kindling, in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder? . . . So it will ever be, till the hodman is discharged or reduced to hod-bearing, and an architect is hired, and on all hands fitly encouraged."

### TORONTO COLLEGIATE INSTITUTE.

The city of Toronto should rank higher educationally than any other city or town in Ontario. Its commercial pre-eminence, and the fact that it is the capital of the Province, have naturally led to the centralization within its limits of many educational institutions of a provincial character in theology, arts, law and medicine. It is but reasonable to expect that the citizens of such a city would demand that the educational institutions over which the law gives them control should be of the highest possible character. The public and high schools of Toronto should keep pace with the advancement made throughout the world in educational matters. The public school board have during the past few years shown a most commendable desire to make the schools under their charge a credit to the city. They have erected commodious and comfortable school buildings, appointed an excellent staff of teachers, and adopted methods of teaching and training which are fully as good as the best practised in any part of England or the United States. It is a pity that the same praise cannot be given to the Collegiate Institute. Even here, however, much must be said in favor of the board. They have provided an expensive building, and appointed a superior staff of assistant teachers, and unlike many boards, they have left "the rector" untrammelled so far as the classification, course of study, and general arrangement of the school is concerned. Whatever is wrong in Toronto Collegiate Institute, there is only one man on whom to place the responsibility. Few men have such unlimited powers as its rector. Absolutism is only

good, however, when its possessor is a man of unusual wisdom himself, or when conscious of his own weakness, he regularly seeks for counsel from those who are best qualified to give advice. Unfortunately the rector of Toronto Collegiate Institute cannot be placed in either of these classes. Power has simply made him an autocrat, who does not deign to consult even the teachers of his staff concerning any matters relating to the school. This betrays a great lack of consideration for others, and is certainly not calculated to lead to the development of a spirit of enthusiastic devotion on the part of his assistants. But the want of courtesy to his fellow teachers is not by any means the worst result of the rector's system of management. A writer in the *Toronto World* aptly characterizes his leading characteristic as "uneradicable old fogeyism." Unrestricted power when allied with "old fogeyism" always leads to the same result. One of the numerous evidences that the rector should have lived at an earlier date, is the fact that even with only five or six pupils in a class, he insists on having the sexes taught separately, without apparently being able to see that he thus reduces the teaching power of his masters one-half by limiting their time, or doubles the cost of tuition to the citizens. The result of this and other ancient customs naturally is that the Toronto Collegiate Institute has fallen behind others in much smaller places. It does not attempt such complete and thorough courses of education as some sister institutes with much poorer facilities than it possesses, and so the people of Toronto have to suffer the humiliation of seeing some of the brightest pupils from public schools go to other cities for the higher education for which then pay at home, and which they have a right to expect in their own city. A notable instance of this kind has recently attracted considerable attention. Miss Eliza Balmer, with whose brilliant success at the University our readers are familiar, was a graduate from Toronto public schools. She went for a time to the Toronto Collegiate Institute, hoping to gain the higher training she desired, but she soon reached the limit laid down by the Rector's fogeyism, and was reluctantly compelled to go to St. Catharines to complete her course. She obtained there what her own city could not give her, and St. Catharines has the credit that ought to have belonged to Toronto. St. Catharines is deserving of the honor, but what about Toronto? Are the trustees of the Institute satisfied to leave still in the Rector's hands the power which he has shown himself so incapable of using to the best advantage? They must remember, that while they should not be held directly responsible for the details in the management of the school, they are responsible for placing at its head a man who will keep pace with the progress of the age.

It is not a satisfactory defence of the management of the Institute in Toronto to urge that its pupils have taken some honors at the University. When it is remembered that large numbers of clever students come from the country to the school, attracted by the reputation of the many educational institutions in Toronto, and that the best pupils of the public schools in the largest city in Ontario are annually sent to it the wonder is not that honors have been taken, but that they have been so

few. We hope that in justice to the able assistants on the staff, and to the citizens of Toronto and their children, the Trustees will clear away the cobwebs, and place their institute where it ought to be, at the head of the high schools of the province.

#### CRAMMING BY TRUSTEES.

The primary departments of very many schools are seriously overcrowded—an evil which inflicts much discomfort and suffering upon infant pupils too young to understand the cause of their misery, and unable to make its extent fully appreciated by those who have power to remove it. More than any other class in the school the junior division needs ample cubical space for perfect ventilation, and abundant floor room for marching to music, for gymnastics, for motion songs, and such-like appropriate exercises. We are aggrieved by having as many as eighty, ninety, yes, sometimes more than a hundred, little children placed in charge of one teacher, to whom the smallest salary on the pay-sheet is allotted. But the small, badly lighted, ill-ventilated rooms into which these large troops of abecedarians are closely packed render effective management a physical impossibility. To squeeze young children together on crowded benches and thus prevent that freedom of motion which is half a child's happiness, to cut off the proper supply of pure air, and pen up these innocent beings in a foetid, poisonous atmosphere, with insufficient light is a work fit for some Surajah Dowlah. But this is what "Trustees' Cram" effectually accomplishes. It does, we respectfully submit, much more permanent mischief to the rising generation than all the "Teachers' Cram" about which we are accustomed to read in the public press.

#### FIRE PANICS.

We repeat the note of warning given in the April number. Since the lamentable affair in the German Catholic School in New York last winter, another deplorable accident of the same kind has occurred. One day lately a boy suddenly cried "Fire!" and, although the alarm was false, the panic which ensued resulted in some twelve or fifteen deaths, and numerous severe injuries. If any such calamity should happen in one of our own schools, trustees and teachers will find little consolation for their grief in the reflection that after due warning they neglected to take the proper precautions. Narrow, crooked stairs, especially, are death-traps. Doors opening inward are death-traps. Small cloak-rooms with only a single door are death-traps. Large schools with upper storeys should have fire-drill every few weeks. Now is the proper time to make all needed alterations in halls, stairways, doors, &c.

Since the above paragraph was in type, there has come such a fearful confirmation of its truth as we hope never to hear again. At Sunderland, England, a terrible scene occurred on the evening of June 16. About 1200 children were in the gallery of Victoria Hall. At the close of the performance, the children hurried down stairs. At the top of the first flight of

stairs was a door partially closed so as to allow only one person to pass at a time, consequently the upper stairway became densely crowded. A child fell, and was unable to rise owing to the crowding of those behind. The affrighted children came on pell-mell, and soon more than 200 of them were trampled beyond recognition or suffocated in the mass of innocent victims who lay seven or eight deep!

Comment is useless. In the presence of such heartrending grief, criticism is disarmed. Let this sad calamity lead us to exercise unsleeping vigilance over the means of egress from all schools, halls, churches, and other public buildings. Now is the time for alterations and improvements. Once more we repeat the warning. God forbid that our words should again receive awful confirmation by some disaster in a Canadian school!

Trustees frequently build pleasant school-rooms and then place desks and seats over every available square foot of the floor, instead of leaving at least one-half the room free for exercises and evolutions. So deeply seated is this pernicious heresy in the mind of the average trustee that many inspectors are afraid to recommend plans for the large roomy apartments they really wish to see erected, lest some marplot fill them up with desks and thus the last case be worse than the first.

Will the day ever come when the best room and the most skilful teacher in the school will be given to the youngest class?

#### THE SWING OF THE PENDULUM.

In the course of a few years England has gone from the extreme of having no national system of education to the opposite extreme of a rigid compulsory clause. The disciples of Pestalozzi traversed the distance between having all lessons recited from text-books, and the total abolition of text-books even in highest mathematics. Bell and his followers found that in certain cases monitors could be employed with success, and they attempted to dispense with assistant teachers. In Ontario it was found that in some instances Scripture reading and lessons in morals were opposed, and now we seem to have gradually drifted to the antithesis of no Scripture teaching and no instruction in morals. Once upon a time our examinations were few and easy, lately they have grown both numerous and difficult, so that even the universities themselves are discussing the propriety of a reduction in their number. We lived a long time without entrance and intermediate examinations, afterwards we thought it necessary to hold them every six months. Just at the present time the educational pendulum seems to be making a perceptible swing in the region of elementary reading, oral teaching, and the education of the senses. To follow out to its ultimate consequences the present theory of certain *doctrinaires*, means to send out pupils from our public schools unable to carry on the great life-work of self-instruction by means of books, unaided by some kind preceptor to explain all difficulties.

Let us note, however, that all human progress involves this oscillation between extremes. Walking is only a succession of partial falls. A ship goes faster by tacking than by sailing

straight before the wind. Even the earth itself zig-zags in its orbit. The British constitution and government have been slowly evolved and are still preserved by the alternate triumphs of opposite tendencies. The swing of the pendulum measures off the progress of the race in fashion, politics, science, commerce, as well as in religion and education.

We are glad to note this movement within the educational circle of Canada. The extremes will not follow because the present tendency leads that way. The present impulse will gradually lose its force, and we shall in due season reach the true line along which we are steadily advancing. We may safely humor every educational enthusiast to the top of his bent. His experiments may lead to the greatest results. Time will soon burst theoretical bubbles, but true progress and discovery, though painfully and laboriously achieved, will assuredly stand like the pyramids.

#### OTTAWA SCHOOL BOARD.

Moved by Mr. Bronson, seconded by Mr. Meadows: That in the opinion of this board it is desirable that there should be added to the text-books authorized for the use of the public schools of Ontario, an elementary work setting forth the evils resulting from the habitual use of intoxicating liquors as a beverage, so that the youth of the country may be fore-warned against such use; that the Secretary be instructed to add, as a circular letter in the terms of this resolution to other school boards in the province, asking their concurrence in this matter, and that he be also instructed to forward a copy of this resolution to the Minister of Education.

#### TECHNICAL EDUCATION.

A recent publication of the United States Bureau of Education gives a striking synoptic view of the development and progress of industrial education in that great country. In December, 1882, the Senate adopted a resolution directing the Secretary of the Interior to furnish the latest and fullest information in the possession of the Bureau of Education in relation to technical or industrial education in the schools and colleges endowed in whole or in part by the government of the United States, and also in other schools in the country reporting instruction in industry for either men or women. In response to this resolution, and within four months of its adoption, there appeared a short volume of upwards of three hundred pages, embodying with singular clearness and fulness the desired information. Among the many useful publications of the National Bureau of Education, this will deservedly rank among the most useful. Here we have, as it were vocalized, the work that a great nation is carrying on for the practical education of its sons and daughters. We are impressively reminded by the statistics collected from the wide field of thirty-seven different States, of the increasing hold which education, in its relation to industry, is taking of the public mind throughout the western republic, and especially in its most enlightened and progressive portions. Older countries, inheriting historical difficulties, and confronted by severer problems, have naturally led the way as pioneers, and not a few of them have solved some of these dif-

faculties and problems by giving a practical and industrial turn to education. However, the report before us does not deal specifically with the instruction imparted to children in the schools. The sphere of inquiry from which its contents have been gleaned was designed to include chiefly, if not solely, institutions giving a distinctly technical education, fitting men not for nothing in particular, but for some specific industrial calling. It is impossible in the space at our disposal to summarize the instructive facts here presented: to classify and catalogue the institutions to which as independent establishments, or as branches of complex ones, birth has been given by the practical, popular, and pervasive idea of special education for special work. As might have been anticipated, the Southern States, impoverished by a war which destroyed not only accumulated wealth, but those naturally to be relied on as producers of future wealth, have made least progress in founding institutions for imparting advanced specialized training. On the other hand, the great west has peculiarly felt the impulse of the new idea, and to a greater extent than the east has provided institutions where that idea can be developed free from contact with the supposedly antagonistic tendencies of a purely classical education.

The report points out in an interesting manner the respects in which the American institutions devoted to industrial training differ from analogous institutions in the old world. As a rule they are less specialized. Some of the agricultural schools of Europe, the report affirms, require greater previous training than do any of the colleges of the United States. In illustration we are referred to the agriculture schools of Bavaria, whose requirements for admission are equivalent to an ordinary (American) collegiate course, while the studies pursued are on a par with a graduate professional course.

The report of Mr. J. J. Tilley, on the public schools in the county of Durham for the year 1882, has been received. It is a pamphlet of twenty-five pages and contains the results of the inspection of each school, the condition of the school-house and premises, the supply of school requisites, the name of the teacher, class of certificate, salary, average attendance, and the results of the uniform promotion examinations.

The schools are classified under two heads: first, *efficiency*; second, *condition of school premises*; and arranged in four classes, *one* being the highest and *four* the lowest.

Mr. Tilley explains at length the motives which induced him to establish the promotion examinations, and the methods of conducting them, and expresses his gratification at the improvement noticeable in regularity of attendance, in the neatness and care with which work is done, and in the interest manifested by parents and trustees in school work. While the school houses generally are substantial and comfortable and well supplied with school requisites, the inspector thinks that enough has not been done in the matter of cleaning, painting, and ornamenting them, and that lack of care and taste is too plainly visible in some cases.

Copies of the report, which is crowded with excellent suggestions, have been sent to the trustees of each section, who are thus enabled to ascertain definitely the standing of their own

school and to compare it in every respect with others. How warmly the labors of this successful inspector are appreciated, may be inferred from the congratulations and hearty vote of thanks tendered him for his year's work by the County Council at its late meeting.

According to Inspector McLellan, "The teaching of literature is too often the teaching of parsing and analysis, and nothing more." Inspector Hodgson testifies that, "In the teaching of English too much time is spent on analysis; too little on synthesis;" and he adds, "the department . . . taught worst and least is English." We direct attention to the article on "English in Schools" in the present issue from the pen of one of the ablest English scholars on this continent. Dr. Hudson seems to us to express the very spirit of the new education and also to give most precise directions how to reduce theory to daily practice. Is not Dr. McLellan correct in saying "You cannot 'parse' a boy into the love of the true, the beautiful and the good?"

We learn that some radical changes are contemplated in the organisation of the *Provincial Model Schools*, with a view to bringing them up to the requirements of the country as training schools for our young teachers.

—We are pleased to note the appointment of Mr. A. Smirle to the inspectorship of the county of Carleton, in the place of Rev. John May who has accepted a position in the North West under the Dominion government. Mr. Smirle has been for many years head master of the central school east, Ottawa, and is known to be a very successful teacher. He is spoken of as a gentleman of great energy, ability, and aptitude for teaching, with a practical knowledge of the school system. With these qualifications he is sure to succeed and we wish him every prosperity.

#### DISREPUTABLE TACTICS.

Intelligence has reached us that a certain A. J. Donly, of Simcoe, has mailed to every inspector in the country a postal card asking for a list of the teachers in his inspectorate as he wished to bring matters of interest under their notice. He signed himself "member of the Board of Examiners, Simcoe," and some inspectors were naturally led to believe that said Donly had something of vital importance in educational matters to discuss with the teachers in his official capacity, such as relates to certificates, &c. No such motive has inspired Mr. Donly, and we hasten to lay the truth before the inspectors. Mr. Donly has seen fit to adopt this disreputable ruse to obtain a more ready response, and to procure the coveted lists with greater certainty. He wants them because he is employed as an agent in the interest of Nelson's series of Royal Readers. Why could he not in a manly, honest, straight-forward way state his object in seeking these lists? He adopts the subterfuge to beguile the inspectors—a course which is only in keeping with his false statement that the Royal Readers are authorized. He mistakes the teaching profession if he, or any other person, is under the impression that the inspectors can be caught in such a badly baited trap.

## ONTARIO TEACHERS' ASSOCIATION.

The twenty-third annual convention of the Ontario Teachers' Association will be held in Toronto, on Tuesday, Wednesday, and Thursday, August 14th, 15th, and 16th, 1883.

## PROGRAMME.

*General Association.*

- "Literature in Schools"—MR. D. J. GOGGIN, Port Hope.
- "School Curriculum"—MR. JAMES DUNCAN, Windsor.
- "The advisability of a change in the administration of the School Law by the appointment of a Chief Superintendent of Education and a Council of Public Instruction in lieu of a Minister of Education"—JOHN E. BRYANT, M.A., Galt.
- "Licensing of Teachers"—MR. JOHN DEARNESS, London.
- "Moral Education"—JOHN MILLAR, B.A., St. Thomas.
- "Examinations and Examiners"—MR. F. C. POWELL, Kincardine.

Evening Addresses will be delivered by PROFESSOR MARSHALL, of Queen's University, Kingston; WM. OLDRIGHT, M.A., M.D., of Toronto, on "School Hygiene;" and by the President of the Association, ARCHIBALD MACMURCHY, M.A., Toronto.

*Public School Section.*

- "Hygiene"—MR. ROBERT ALEXANDER, Galt.
- "H. S. Entrance Examination"—MR. WM. RANNIE, Newmarket.
- "Revision of Programme"—MR. JAMES DUNCAN, Windsor.

*Public School Inspectors' Section.*

- The most effective application of Government Aid to Public Education and the basis of distribution of the School Fund.
- Salary and remuneration of Public School Inspectors.
- Public School inspection and reporting to local authorities.
- Lecturing and the work outside of the routine of inspection.
- Law versus Regulations.
- Examiners—Provincial and County Board.

*High School Section.*

- "Local Examinations"—DR. FOREST, H. M., Bradford H. S.
- "Entrance Examinations"—JAS. TURNBULL, B.A., H. M., Clinton High School.
- "The Professional Training of H. S. Teachers"—PRINCIPAL MCHENRY, Cobourg Collegiate Institute.
- "Natural Science at Matriculation"—PRINCIPAL SPOTTON, Barrie Collegiate Institute.
- "The Conduct of Departmental Examinations"—PRINCIPAL BRYANT, Galt Collegiate Institute.

The Executive Committee earnestly calls the attention of all who are engaged in the work of Education to the importance of attending the above meeting. The Railways, as usual, will issue Return Tickets at reduced rates to those attending the meeting. Any further information respecting the Convention may be had on application to the Secretary of the Association.

R. W. DOAN,

Secretary,

216 CARLTON STREET,

May 31st, 1883.

TORONTO.

## Mathematical Department.

## NOTES ON THE HISTORY OF ALGEBRA.

Sir Isaac Newton called Algebra "Universal Arithmetic." The progressive improvements and discoveries in this science have been very slow and gradual in different ages and in distant countries and extend over many centuries.

The powers of numeration at first must have been very limited before the invention of the art of writing, but there are no records known which enable us to trace the steps of progress in the science of numbers. The earliest methods of numbering would naturally be limited to the naming of such numbers as the necessities of the people required. The next improvements would be found in those nations that applied themselves to commerce and navigation. The Egyptians and Phœnicians made the first improvements in the use and calculation of numbers. But the Egyptian system of arithmetic could not have been very perfect when Joseph was prime minister, for it is recorded that he left off numbering the quantity of corn laid up in the cities, "for the quantity was without number." Ancient history ascribes to the Phœnicians the invention of casting accounts, and keeping registers of everything that relates to the affairs of merchants. Improved methods would be necessary in managing public revenues, and men would naturally be led to find out ways of abridging and improving their methods of calculation.

The operations of arithmetic depend on the two simple processes of addition and subtraction, and these presuppose numeration which furnishes arithmetic with the crude material for all its operations. Arithmetic most probably began with practical numeration, of several objects, as the number of a herd of cattle or of a flock of sheep. It is highly probable that the fingers of one or both hands were the first instruments used to assist them in the counting by sets. Homer represents Proteus as counting his sea-calves by fives—that is, by his fingers; and in common with all early Greek writers Homer employs the word *πενταγε*, which literally means to count by the five fingers. Æschylus and Plutarch also supply evidence of the same kind.

The remains of the early Greek writers on numbers are very scanty. The leading names are Pythagoras, Euclid, Archimedes, Diophantus, Pappus, and Proclus, down to the end of the fourth century, but our limits preclude a detailed statement of their several improvements and discoveries.

It is uncertain whether the Hindus received their astronomical and other mathematical sciences from the Greeks, or the Greeks theirs from the Hindus. Perhaps both received their knowledge from some independent source. The Hindu notation is distinguished by "the device of place," which has given both perfection and simplicity to their system of calculation. In 1817 Mr. Colebrooke published a translation of four ancient treatises on Arithmetic and Algebra, written in the Sanscrit language. They are found in the midst of a system of astronomy entitled "*Brahma-Siddhanta*," a fact which shows that they were not probably of recent invention. Nearly all the examples in the algebra relate to astronomy, and the whole of the treatises are in Sanscrit verse. The probable date is A.D. 628, and their author was Brahme Gupta. The other two treatises are entitled *Lilavati* and the *Vija Ganita*, the first on arithmetic, the second on algebra. Their author, Bhascara Acharya, composed them about A.D. 1114. The *Vija Ganita* contains nine chapters explaining positive and negative quantities, surds, simple and quadratic equations, indeterminate equations of the second degree, and the application of algebra to geometry.

It appears the Persians were indebted to the Arabians for whatever mathematical knowledge they acquired, as the Arabians had been to the Greeks and Hindus. The *Risala Hisab* is a short treatise on arithmetic and geometry written in the Persian language by Kazi Zadeh al Rumi about A.D. 1450.

Baha Eddin, who died about A.D. 1652, was the author of an algebra called "*Kholasat al Hisab*," which was translated into the Persian language. The Hindu *Lilavati* and the *Vija Ganita* were also translated into Persian. The following extract from a Persian algebra in verse shows that they borrowed their terminology from the Arabs:—"Complete the side in which the expression *illa* (minus) occurs, and add as much to the other side, O learned man: this is in correct language called *jabr*. In making the equation mark this: it may happen that some terms are cognate and equal on each side, without distinction; these you must on both sides remove, and this you call *mokabalah*."



**SOLUTION**—In placing successively  $x+y=t$ ,  $xy=t'$ ,  $t+t'=n$ ,  $t't'=n'$ ,  $n+n'=n$ ,  $nn'=n'$ , we obtain  $u+t'=a$ , and  $uv'=b$ , which shows that  $u$  and  $u'$  are the roots of the equation  $U^2-aU+b=0$ ;  $u$  and  $u'$  being known, we have  $x$  and  $x'$  by the equation,  $V^2-uv'+u'=0$ . Then we would have  $t$  and  $t'$  by the relation  $T^2-nT+n'=0$ , and finally  $X^2-tX+t'=0$  would give  $x$  and  $y$ .

6. Two trains, a Passenger and Freight, leave the southern end of a railroad and travel north at the same instant that an Express leaves the northern end of the same road going south. When the Passenger train arrives at middle station, the Freight is midway between the Passenger and Express. The Passenger train then moves on 60 miles when it is as far from the middle station as the Freight, and the Express has finished the journey: here an accident happens that delays the Passenger 10 hours, when it proceeds on its journey and arrives at the destination at the same time as the Freight. Required the rate of each, and the length of the road.

**SOLUTION**—Let  $t$  = the time it takes the Passenger to make half the journey,  $x$  = the rate of the Passenger,  $y$  = the rate of the Freight, and  $z$  = that of the Express. Then  $2tx$  = the length of the road,  $tx - ty$  = the distance of the Freight from the Passenger when the Passenger arrives at the middle station, and  $tz - tx$  = the distance of the Express from the Passenger; hence, since the Freight is midway between the Passenger and the Express, we have —

$$tz - tx = 2(tx - ty), \text{ or } 3x = 2y + z \dots (1).$$

When the Passenger is 60 miles past the middle station, the distance of Freight from that station is  $tx + ty - (60y/x) = 60 \dots (2)$ , and since the distance traveled by the Express at that time = the sum of the distances traveled by the other two trains, we have  $z = x + y \dots (3)$ . The difference of the time required for the Passenger and Freight to make the journey is  $(2tx - y) - 2t = 10 \dots (4)$ .

Subtracting (2)  $\times$  2 from (4)  $\times$   $y$ , we have  $xy = 12(x + y) \dots (5)$ . From (1) and (3)  $y = \frac{2}{3}x$ . Substituting this value of  $y$  in (5), we find  $x = 30$  miles,  $y = 20$  miles,  $z = 50$  miles, and  $2tx = 10xy / (x - y) = 600$  miles.

7. A debt of \$10000 is to be paid in 10 equal instalments, with interest at 8 per cent. per annum compounded every instant. Three of the equal payments are made before any interest accrues. An instalment is then paid at the end of each year until the year before the last, when no payment is made: two instalments being paid at the end of the last year. Required one of the equal payments.

**SOLUTION**—Let  $a$  = \$10000, the debt,  $r = 8$ , per cent.,  $t = 7$  years, the time in which the debt was paid,  $x$  = one of the equal payments, and let each year be divided into  $n$  equal intervals.

Then if the interest is compounded at the end of each interval, the amount of the debt  $a$  at the end of  $t$  years is  $a(1 + \frac{r}{n})^{nt}$

which developed by the Binomial Formula,

$$= a \left\{ 1 + nt \left(\frac{r}{n}\right) + \frac{nt(nt-1)}{1.2} \left(\frac{r}{n}\right)^2 + \frac{nt(nt-1)(nt-2)}{1.2.3} \left(\frac{r}{n}\right)^3 + \dots \right\}$$

$$= a \left\{ 1 + tr + \frac{t(t-1)}{1.2} r^2 + \frac{t(t-1)(t-2)}{1.2.3} r^3 + \dots \right\}$$

But when the interest is compounded every instant,  $n$  is infinitely large, and hence each of the fractions  $\frac{1}{n}, \frac{2}{n}, \dots$  is equal to 0, and the above series becomes

$$a \left( 1 + tr + \frac{t^2 r^2}{1.2} + \frac{t^3 r^3}{1.2.3} + \dots \right) = ae^{tr} = ae^{7r}$$

where  $e = 2.71828128$ , the Napierian base of logarithms. The amount of the three payments made at first is  $3xe^{tr}$ ; that of the payment made at the end of the second year is  $xe^{2r}$ ; and so on. Now since the sum of the amounts of the payments must be equal to the amount of the debt, we have

$$x(3e^{7r} + e^{6r} + e^{5r} + e^{4r} + e^{3r} + 2) = ae^{7r},$$

$$\text{whence } x = \frac{a(e^{7r} - e^{2r})}{3e^{7r} - 2e^{7r} - e^{2r} + 2e^{-2r}} = \$1234.50$$

8. Find the par value of \$11000 debentures issued for 25 years, interest payable @ 6% per annum; i.e. 3% half yearly. Money worth 7% per annum.

**SOLUTION**—At the end of 25 years the buyer will have received the following sums:—

|  |                            |
|--|----------------------------|
| Capital repaid                         | = \$11000                  |
| 49th and last payment of interest      | = 330                      |
| 48th payment—in hand half a year—value | = 830(1.035)               |
| 47th “ “ one “ “                       | = 330(1.035) <sup>2</sup>  |
| 46th “ “ 1½ “ “                        | = 330(1.035) <sup>3</sup>  |
| &c. &c.                                | = &c.                      |
| 1st “ “ 24½ “ “                        | = 330(1.035) <sup>49</sup> |

Total product of debentures in 25 years.  
 = \$11000 + 330 + 830(1.035) + 330(1.035)<sup>2</sup> + &c. + 330(1.035)<sup>49</sup>  
 = 11000 + 330{1 + 1.035 + 1.035<sup>2</sup> + ... + 1.035<sup>49</sup>}  
 = 11000 + 330  $\times$   $\frac{1.035^{50} - 1}{1.035 - 1}$

$$\text{Now log. } 1.035^{50} = 50 \log. 1.035 = 50 \times .0149403 = .747015$$

$$= \log. 5.58491.$$

$\therefore$  prod. of debent. = 11000 + (330  $\times$  4.58491)  $\div$  .035 = \$53980.058.

We have now to find the present worth of this in 25 yrs @ 7% per an.

Present worth = 53980.058  $\div$  (1.07)<sup>25</sup>.

$$\text{Now log. } 1.07^{25} = 25 \log. 1.07,$$

$$= 25 \times .0293838 = .734595 = \log. 5.42745,$$

$$\text{And } 53980.058 \div 5.42745 = \$9945.749.$$

$$\text{Hence } \$100 \text{ debentures} = \$9945.749,$$

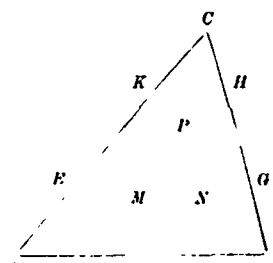
i.e. \$1 “ = \$941 + or 90½ nearly.

9. The sides of a triangle being 130, 140, and 150, what are the radii of three circles so inscribed that each of them touches the other two and two sides of the triangle?

**SOLUTION BY PROF. SEITZ, Missouri Normal Schools.**

Let  $ABC$  be the triangle,  $M, N, P$ , the centres of the circles,  $D, E, F, G, H, K$ , the points of tangency.

Let  $MD = x, NF = y, PH = z, r$  = radius of the inscribed circle of the triangle  $ABC, BC = a = 130, CA = b = 140$ , and  $AB = c = 150$ . Then we have  $AD = AE = xcot\frac{1}{2}A, BF = BG = ycot\frac{1}{2}B, CH = CK = zcot\frac{1}{2}C, DF = 2\sqrt{xy}, GH = 2\sqrt{yz}, EK = 2\sqrt{xz}, r = 40$ , and we have the equations,  $xcot\frac{1}{2}A + 2\sqrt{xy} + ycot\frac{1}{2}B = c \dots (1)$   $ycot\frac{1}{2}B + 2\sqrt{yz} + zcot\frac{1}{2}C = a \dots (2)$   $zcot\frac{1}{2}C + 2\sqrt{xz} + xcot\frac{1}{2}A = b \dots (3)$



By trigonometry we have  $\frac{\sin\frac{1}{2}B \cos\frac{1}{2}C}{c} = \frac{\sin\frac{1}{2}C \cos\frac{1}{2}A}{a} \dots (4)$ , and  $\frac{\sin\frac{1}{2}A \cos\frac{1}{2}A}{a} = \frac{\sin\frac{1}{2}C \cos\frac{1}{2}C}{c} \dots (5)$ ;

and from these two equations we can deduce the following,

$$b(\cot\frac{1}{2}A - \tan\frac{1}{2}B) = c(\cot\frac{1}{2}A - \tan\frac{1}{2}C) \dots (6), \text{ and}$$

$$a(\cot\frac{1}{2}B - \tan\frac{1}{2}A) = c(\cot\frac{1}{2}B - \tan\frac{1}{2}C) \dots (7).$$

Dividing (1) by (2) and (3) respectively, and clearing of fractions, we have

$$\frac{b[xcot\frac{1}{2}A + 2\sqrt{xy} + ycot\frac{1}{2}B]}{a[ycot\frac{1}{2}B + 2\sqrt{yz} + zcot\frac{1}{2}C]} = \frac{c[xcot\frac{1}{2}A + 2\sqrt{xz} + zcot\frac{1}{2}C]}{c[ycot\frac{1}{2}B + 2\sqrt{yz} + zcot\frac{1}{2}C]} \dots (8),$$

$$\text{and } \frac{a[xcot\frac{1}{2}A + 2\sqrt{xy} + ycot\frac{1}{2}B]}{b[xcot\frac{1}{2}A + 2\sqrt{xz} + zcot\frac{1}{2}C]} = \frac{c[ycot\frac{1}{2}B + 2\sqrt{yz} + zcot\frac{1}{2}C]}{c[ycot\frac{1}{2}B + 2\sqrt{yz} + zcot\frac{1}{2}C]} \dots (9).$$

Subtracting (6)  $\times$   $x$  from (8), and (7)  $\times$   $y$  from (9), we have

$$b[x\tan\frac{1}{2}B + 2\sqrt{xy} + ycot\frac{1}{2}B] = c[x\tan\frac{1}{2}C + 2\sqrt{xz} + zcot\frac{1}{2}C] \dots (10),$$

$$a[xcot\frac{1}{2}A + 2\sqrt{xy} + y\tan\frac{1}{2}A] = c[y\tan\frac{1}{2}C + 2\sqrt{yz} + zcot\frac{1}{2}C] \dots (11).$$

Multiplying (10) by (4), and (11) by (5), and extracting the square root, we have

$$\sqrt{bx \sin\frac{1}{2}B + y \cos\frac{1}{2}B} = \sqrt{cx \sin\frac{1}{2}C + y \cos\frac{1}{2}C} \dots (12), \text{ and}$$

$$\sqrt{ax \cos\frac{1}{2}A + y \sin\frac{1}{2}A} = \sqrt{cy \sin\frac{1}{2}C + y \cos\frac{1}{2}C} \dots (13).$$

Subtracting (13) from (12), we find

$$\sqrt{y} \frac{\sin\frac{1}{2}C + \cos\frac{1}{2}A - \sin\frac{1}{2}B}{\sin\frac{1}{2}C - \sin\frac{1}{2}A + \cos\frac{1}{2}B} = \frac{\cos\frac{1}{2}C + \cos\frac{1}{2}(2B + C)}{\cos\frac{1}{2}C + \cos\frac{1}{2}(2A + C)} = \frac{\cos\frac{1}{2}B \cos\frac{1}{2}(\pi - A)}{\cos\frac{1}{2}A \cos\frac{1}{2}(\pi - B)}$$

$$= \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}B} \dots (14). \text{ Similarly } \frac{\sqrt{z}}{\sqrt{x}} = \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}C} \dots (15).$$

Substituting the value of  $\sqrt{y}$  from (14) in (1), we have

$$\left\{ \cot\frac{1}{2}A + 2 \left( \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}B} \right) + \cot\frac{1}{2}B \left( \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}B} \right)^2 \right\} x = c,$$

$$\text{or } \left\{ \frac{1 - \tan^2\frac{1}{2}A}{2\tan\frac{1}{2}A} + 2 \left( \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}B} \right) + \frac{1 - \tan^2\frac{1}{2}B}{2\tan\frac{1}{2}B} \left( \frac{1 + \tan\frac{1}{2}A}{1 + \tan\frac{1}{2}B} \right)^2 \right\} x = c,$$

whence

$$x = \frac{2c \tan\frac{1}{2}A \tan\frac{1}{2}B (1 + \tan\frac{1}{2}B)}{(1 + \tan\frac{1}{2}A)(\tan\frac{1}{2}A + \tan\frac{1}{2}B)(1 - \tan\frac{1}{2}A \tan\frac{1}{2}B) [1 + \tan\frac{1}{2}(A + B)]}$$

$$= \frac{\sin\frac{1}{2}A \sin\frac{1}{2}B (1 + \tan\frac{1}{2}B)}{r(1 + \tan\frac{1}{2}B)}$$

$$= \frac{\sin\frac{1}{2}(A + B)(1 + \tan\frac{1}{2}A)[1 + \tan\frac{1}{2}(\pi - C)]}{(1 + \tan\frac{1}{2}A)[1 + \tan\frac{1}{2}(\pi - O)]}$$

$$= \frac{\frac{1}{2}r(1 + \tan\frac{1}{2}B)(1 + \tan\frac{1}{2}C)}{1 + \tan\frac{1}{2}A} = \frac{1}{2}(17 + 4\sqrt{5} - 2\sqrt{13} - \sqrt{65}) = 26.677279.$$

Substituting the value of  $x$  in (14) and (15), we find

$$y = \frac{\frac{1}{2}r(1 + \tan\frac{1}{2}A)(1 + \tan\frac{1}{2}C)}{1 + \tan\frac{1}{2}B} = \frac{1}{2}(17 - 4\sqrt{5} - 2\sqrt{13} + \sqrt{65}) = 25.44823$$

$$\text{and } z = \frac{\frac{1}{2}r(1 + \tan\frac{1}{2}A)(1 + \tan\frac{1}{2}B)}{1 + \tan\frac{1}{2}C} = \frac{1}{2}(17 - 4\sqrt{5} + 2\sqrt{13} - \sqrt{65}) = 24.015.$$



This problem is known as Malfatti's Problem, being first solved in 1803 by John Francis Malfatti, an Italian geometer. It is a celebrated problem, and has been variously solved by a number of mathematicians.

## ANSWERS TO CORRESPONDENTS.

The mass of correspondence we receive reveals the interest many readers take in this department. We take this opportunity to thank many kind friends for hints and suggestions which will enable us to make these columns still more useful to subscribers. During the coming school year we hope to continue our papers on elementary algebra and also to find room for some geometrical exercises.

MR. H. A. McCALLUM, Waterford, Ont., MR. JOHN MOSER, South Tay, N.B., MR. JOHN ANDERSON, Candasville, Ont., and MR. G. H. ARMSTRONG, Boston Mills, Ont., have sent solutions of problems in April number, which are held over.

MR. EDGAR KESNER, Ameliasburg, and MR. JAMES SUTHERLAND, Strathroy, have furnished us with a solution of problem 7, ii., jun. matric., given in June number. The following is the method :

$$\frac{1}{\sqrt{3}(1+\sqrt{3})} = \frac{1}{\sqrt{3}} - \frac{1}{1+\sqrt{3}}$$

$$\frac{1}{(1+\sqrt{3})(2+\sqrt{3})} = \frac{1}{1+\sqrt{3}} - \frac{1}{2+\sqrt{3}}$$

&c. = &c.

$$\frac{1}{(n-1+\sqrt{3})(n+\sqrt{3})} = \frac{1}{n-1+\sqrt{3}} - \frac{1}{n+\sqrt{3}}$$

$$\text{Sum} = \frac{1}{\sqrt{3}} - \frac{1}{n+\sqrt{3}} = \frac{n}{\sqrt{3}(n+\sqrt{3})}$$

When  $n$  becomes infinite,  $\frac{1}{n+\sqrt{3}}$  vanishes and sum =  $\frac{1}{\sqrt{3}}$ .

MR. DANIEL O'DOHERTY, McGregor, Ont., informs us in answer to a query that a solid cube of 10 ft. cut from a mow of hay will weigh a ton.

MR. ARMSTRONG asks how a ship at sea is able to determine whether it is north or south of the equator. We know of no way but by making observations on the stars. The Nautical Almanac would give the precise position of the constellations which are easily recognized. The sun's declination must be subtracted or added according as the ship is on the same or on the opposite side of the equator.

CORRESPONDENT, North Platte, Neb., wishes a correct solution to the following problem: A hollow cylinder, inside dimensions 10 ft. long and 5 ft. diam., lies on its side filled with oil to the depth of  $3\frac{1}{2}$  ft. How many gallons?

We trust all our friends from Nova Scotia to the Pacific may find a very successful solution to that majestic problem: How to develop unlimited enjoyment from finite holidays.

WANTED, THE SCHOOLMASTER.—A recent examination of elementary teachers in Cape Colony brought out some little-known statistics as to the distribution of population. The candidates varied in their estimates of the population of London from 300,000,000 down to 3,000; Manchester has 200,000,000 against Leeds with 300, and Wolverhampton—there is nothing like accuracy—with 569; while 10,000, according to one candidate, is the number for Holland and Belgium together. Equally, scientific accuracy was evidently the forte of the elementary teacher who considers that "electricity and lightning are of the same nature, the only difference being that lightning is often several miles in length, while electricity is only a few inches;" and of another who defines electricity as "the orbit described by the sun round the earth, but in reality the earth round the sun."

The Kentucky superintendent of schools furnishes these statements:—Over every 100 of the state's population, 15 cannot read. Of every 100 whites over ten years old 15 cannot write. Of every 100 negroes over ten years of age, 49 cannot write. Of every 100 men over 21 years old, 17 cannot write. Of every 100 negro men over 21 years old, 75 cannot write. The whole number of men over 21 years who cannot write forms an array of 76,221.

## Correspondence.

## THE RECENT EXAMINATION.

To the Editor of the CANADA SCHOOL JOURNAL:—

SIR,—I shall perhaps render a not unwelcome service to several teachers, if I point out a few of the mistakes which have most frequently attracted my notice in answers to the questions on the English Language and Literature at the recent Examination.

Learners should be cautioned against the mistake of deriving Anglo-Saxon words from Modern German. It is quite wrong to say that "as" is derived from "als," "shall" from "sollen," or "may" from "mögen." English and German are collateral descendants from a common stock; but the one is no more derived from the other than one of two sisters is the child of the other.

By about half the candidates the analysis was better done than before, but the rest showed a very feeble grasp of the relation of subordinate clauses to the entire sentence. But what can be expected when learners are taught to set out columns headed "Subject," "Predicate," "Object," &c., and to find the Object of a transitive verb like *said*, by putting the interrogative "whom" or "what" with the verb, but when they have to deal with a sentence like that set for analysis, are allowed to leave the column headed "Object" blank, although the simple application of their test for the object would show that the column ought to be filled up with the rest of the sentence? There was also a pretty general neglect of the distinction between a conjunction such as "that," which is a connective and nothing more, and a word like "which," which is not only a connective—but a pronoun as well, and so requires to have its own construction indicated.

If candidates are intended to show any acquaintance at all with Anglo-Saxon forms, it is really not too much to expect that they should be able to write correctly the fifteen or twenty words which serve to explain the pronouns, and a few anomalous verbs. The excellent work of several showed that the feat is not difficult. A pupil must have been very badly drilled when he sets down as the origin of so common word as "that," forms such as *thea*, *theat*, *theot*, *thicce*, *thacce*, &c. In one series of papers the form *haet* occurred so regularly as to lead me to conjecture that some teacher had mistaken the Anglo-Saxon Thorn (b), for an eccentric mode of writing *h*. The derivation of *that* from *the* and *at* (=the one at that place) was novel.

Beginners, who fancy that *thither* and *thence* come from *thou* or *thee*, *whither* (sometimes given as *wither*) from *we*, and *hither* from *I*, had better steer altogether clear of etymological questions.

It is necessary to inform a very large number of the candidates that "but" is not compounded of the verb "be" and "out," (though they will find the blunder repeated in many books,) but of the preposition "be" or "by," in the same way as "behind," "before," &c. Also, if asked to state the different ways in which "but" is used, let them abstain from calling it a *noun*. The question has reference to "but" as a *significant word*, and not to the mere combination of *b-u-t*.

Some very wild work was made with the abstract nouns, most (for example) giving "age" as the abstract noun derived from "old." A good many (whose delicate hand-writing betrayed their sex) gave "rouge" as the abstract noun from "red." It is to be hoped that this does not betoken a too early familiarity with the concrete article.

In the answers on English Literature, some very good and careful work was shown up by a considerable number, but in too many cases there was evidence of superficial and hasty cram-work, often in connection with mere *viva voce* lessons. Teachers should convince themselves that this sort of thing does not "pay," as very few marks are gained by answers in which Spenser's "Duessa" is called "Guessa" or "Odessa," his "Belphoebe" "Belle Phoebe," and his estate located at Kilmainham, Kilmarnock, or Kilimanjaro. No candidate who had once read the names with attention could give *Ascambe* for *Ascham*, *Atherway* for *Hathaway*, or *Aronis* and *Veswius* for *Venus* and *Adonis*. Moreover, candidates who have evidently never read a single stanza of Spenser are not expected to express (at second hand) the valuable opinion that "the six books of the Faerie Queene form a descending scale of merit," any more than that the coquettish Rosalind "little knew the worth of the jewel she had flung away, when she made a plaything of the poet's heart," &c., &c. When remarks of this sort, expressed in exactly the same words, have been forced on one's attention a few score times, they get just a little wearisome.

Let me add, as a caution to not a few, that teachers must exercise some care in the selection and use of their text-books. They must not swallow every bit of pretended etymology that comes in their way, simply because they see it in a printed book. They must take the trouble to compare the books they use with some recognized authority. Skeat's "Concise Etymological Dictionary," or Morris's "Historical English Accidence," will do well for this purpose. In one series of papers the candidates astonished me by some wonderful etymological gems, which I found came (at second hand) from Horne Tooke. Now Horne Tooke was no doubt a very acute and ingenious man, and he had grasped an important philological principle, which, however, he applied with more courage than discretion. But he was fonder of brilliant guessing than of patient investigation, and he wrote at a time when Scientific Philology and Comparative Grammar were as yet unknown, and Grimm's Law was still "in the blue distance." He had not the least idea that, to know the derivation of English words, we must track English roots and forms, not only in Dutch, German, or Scandinavian, but in Latin, Greek, and Sanscrit. In such circumstances, he naturally made the most astounding blunders, and the result is that his etymological guesses are not merely quite untrustworthy, but are, to a great extent, a mere farrago of rubbish.

It will amuse your readers if I give two or three illustrations of this:—

It is now part of the ABC of Philology that the final *t* of *that*, like the *t* of *hit* or *it* (from *he*), and *what* (from *who*), is a neuter suffix, answering to the *d* of the Latin *id, illud, quod*, &c., and that the stem of the word (*the* or *tha*) is a pronominal root, corresponding (in conformity with Grimm's Law) to the *de* or *da* of the German article, and to the *to* or *ta* found in the Greek article, and the Latin *tum, tam*, &c. Horne Tooke assures us with the most jaunty self-confidence that the word "that" (= *thead* or *thead*) is the past participle of the verb *thiyan* "to take," (which, by the way, he confounds with *theon* "to thrive," and fits out, of his mere will and pleasure, with a past participle of the weak formation); while "it" (i. e., *hit*) is the past participle of *hatan*, "to be named," "that" and "it" meaning "what is assumed or spoken of before."

Again, take the word "since." Its pedigree is as clear as daylight. It is a shortened form of "sithence," which is formed with the adverbial genitival suffix *s* or *ce* (like *hence, once*, &c.), from "sithen," a slight modification of the Anglo-Saxon "siththam," which answers exactly to the German *seitdem*, and is made up of the preposition *sith* "after," and *tham*, the dative of the demonstrative, "sith" being a well-known preposition derived from an adjective which means "late," and appearing as an adverb (*seithu* "late") in Gothic. Horne Tooke tells us that "since" is derived from the verb "to see," and (as a proposition) means "seen and thence forward," while as a conjunction it is made up of "seeing" or "seen," and "as"—"seeing-as" or "seen-as."

The word "head" (A. S. *heafod*) is a very interesting illustration of the identities which a scientific study of the laws of letter-change enable us to trace. When it is known that we may expect an initial *c* in Latin to appear as *h* in English (compare *cord-* and *heart*), a Latin *p* as *f* (compare *pater* and *father*), while the dentals *t* and *d* frequently interchange with *l* (compare *lingua* and *tongue*), it is easy to see that the Anglo-Saxon *heafod* is essentially the same word as *caput* in Latin, *kephalē* in Greek, and *kapāla* in Sanscrit. Horne Tooke (again ignorant or heedless of the difference between strong and weak verbs) makes "heafod" a past participle of *hebban* "to lift up."

Just one more specimen. Horne Tooke (who throughout labours under the delusion that a personal suffix of a verb may serve as a formative suffix of a noun) tells us that "tooth" is merely the third person singular of *teogan* "to tug," and means "that which *tuggeth*." Any one who has sat as a victim in one of those agonizing easy chairs which are to be found in certain professional back parlours, might have supposed that a tooth is rather "that which is *tugged*" than "that which *tuggeth*." The etymology is outrageously absurd. The word "tooth" (like *month, goose*, &c.) has lost an "n," which appears in the Gothic *tunthus*. Grimm's law of letter-change shows us that the *t-n-th* of this word answer to the *d-n-t* of the Latin *dent-em*, the Greek *odont-a*, and the Sanscrit *danta*, which are participial forms based either on the root *da*—"divide," or on *ad*—"eat."

Except for the purpose of amusing the reader, it would hardly have been worth while to spend so much space in exposing Horne Tooke's etymological absurdities. But unfortunately they are still taught in schools, and crop up at examinations. As it happens, Horne Tooke has found a docile disciple in Mr. L. P. Fleming, who

has adopted the whole farrago in his "Analysis of the English Language." This is a great pity, as it spoils a book which contains a great deal of excellent material and much thoughtful work, and which, if the author would be better advised in the matter of etymology, not to mention strong verbs and one or two other little points, might be rendered a valuable and serviceable manual. As it is, teachers who use it would do well to check the etymological part by constant reference to Skeat's "Etymological Dictionary."

Yours faithfully,

C. P. MASON.

January 1, 1883.

To the Editor of the CANADA SCHOOL JOURNAL:—

SIR,—Circumstances have lately directed my attention to a paper on "The Subjunctive Mood," published in the May number of your JOURNAL this year, and read at a West Huron teachers' convention last February. After a first reading of the article, I felt glad that we had in this district a teacher capable of dealing with so difficult a subject in such a satisfactory manner. After a little research, however, which I have lately made among a file of old journals, I am compelled to entertain a very different feeling. I am in a quandary, and for my own and others' satisfaction, and for the honor of the teachers of West Huron, I want some one to get up and explain. If any of the readers of your JOURNAL will take the trouble to look in the September number, 1879, they will find an article there, on "The Subjunctive Mood," written by Mr. J. H. Stewart, of Perth High School, which bears a very striking resemblance, to say the least, to the article of our talented West Huronite. The ideas throughout are the same in both, and the language in several sentences is identical. Now, what are we to suppose? Are we to come to the conclusion that the man from West Huron has given us a rehash of Mr. Stewart's article of 1879, or are we to suppose that Mr. Stewart had a glimpse of the former's MS. and published it without the author's knowledge? Perhaps the latter is the case. Perhaps the teacher in this district followed the example of some authors and kept his piece seven years before publishing it. This would leave its production some years previous to the appearance of Mr. Stewart's paper. If that were the case, it is only reasonable to infer that Mr. Stewart was the borrower, and in order to borrow he must have had access in some way or other to our friend's MS. Men often think similarly, but such a coincidence of thought and expression as that to which I have referred is so extremely rare in this part of the country that it is no wonder that readers of your JOURNAL here wish an explanation. The teachers of West Huron are as sound in their principles and as original in their ideas as their brethren of most districts, but still they are desirous to learn, hence their anxiety to have this literary mystery unravelled.

Thanking you for the space allowed me, I remain, sir,

Yours truly,

West Huron, June, 1883.

ENQUIRER.

## Special Articles.

### CULTURE FOR CHILDREN.

BY A. F. BLAISDELL.

Aside from all that is grotesque and exaggerated in the present æsthetic craze, there has been, as every intelligent observer knows, a notable growth of late in that which is as necessary to human life as flowers are to our gardens. In plain English, as a people we are taking fresh lessons every day in the science of the beautiful in nature and art. With all the exotic growth of the present phase of æstheticism, singularly enough, parents and teachers, as a rule, have been slow to realize the need of æsthetics for children; slow to teach them, as they grow physically and mentally, to absorb the real beauties of life. Do we often reflect what a world of beauty may be opened up, at a trifling expense, to the bright eyes of our little folks through the medium of the present profusion of artistic and literary handiwork? The gospel of color may serve, as never before, to bring good tidings to the active minds of our children. No longer need our living-rooms, bed-chambers, and school-rooms

be color-starved, when even advertising cards of exquisite workmanship are scattered broadcast as the leaves of the forest. Men and women of genius have long felt the need of revealing to children the beauties of literature and art. Many years ago, Charles Lamb and his sister wrote the charming "Tales from Shakespeare," and to this day hundreds of young eyes open wide with wonder as the great magician's plays are so beautifully told to them in the quaint words of the gentle Elia. What can be a richer treat than to listen to some good mother as she reads the old Greek myths, as told in the "Wonder Book" with Hawthorne's exquisite language? And so with other authors and their works. Longfellow and his "Evangeline," Whittier and his "Snow Bound," Lewis Carroll and the adventures of his sweet, little Alice in "Wonderland," Charles Dickens and his touching pictures of child life, Miss Yonge and her charming histories—these, and many more, are full of entertainment and instruction for little people. Nay, more, all such literature serves to educate the finer feelings, develop the power of observation, and quicken the mind to all that is true and beautiful.

A great deal of this literature must be reserved for more mature years, and yet much more of it might easily be brought within the grasp of children by intelligent parents. Think of the contrast between the artistic skill and workmanship expended upon juvenile literature to-day and that of scarcely twenty years ago! Compare the picture books of this Christmas illustrated by Walter Crane, Kate Greenaway, Rosina Emmett, and a dozen other artists with the ugly daubs of colors which were the best, only a few years ago. There is almost a liberal education in the study of this year's volumes of our two leading juvenile magazines.

It is not otherwise in art and music. On every side there is every opportunity, at a trifling expense, to educate the taste of children to all that is good and beautiful. With the sun as a helper, the works of the world's great artists are reproduced at a nominal sum. It is not enough that our young folks see all these things from the street, in the shop or art gallery, but the best of literature, art, and music should be simplified and given to them daily as a matter of course. The cheap photograph or heliotype print, hung up in the child's bed-room, should suggest stories to be told and retold. Every famous picture, statue, or other work of art, whether seen in the original or in copy, has in itself a story as fascinating as the "Sleeping Beauty," or the melodies of "Mother Goose" herself, if the wise parent will only throw the same glamour over them as he does over the old-time fairy tales. Every statue, every picture, and every fact, or legend of literary or historical interest, in and around one's own town, should be as familiar to every child as his own playthings. All these things must be simplified, and the stories made as interesting as one of Andersen's fairy tales. And then, again, the eyes of little people should be trained to appreciate the beauties of color. Its combinations should always be chosen with care, even in cheap adornments or wall-paper. In these and many other ways, little faces are lighted up with pleasure, and a new zest given to their lives by means within the reach of all.

Only a few more years and our children will become the men and women of the next generation. If, as a people, we are to live up to the principles of true æstheticism, our younger generation must be trained to appreciate, as it grows, mentally and physically, all the beauties of form, color, and sound. The material is all around us. It only remains for us to utilize it.—*National Journal*.

The true test of primary instruction is skill in so teaching that every child looks at the faces of the thought, and not at its clothing; studies the idea, and not its words. The immediate results appear the same; but one is a worthless sham, the other is eternal truth. Give less thought to what you teach, than how to teach it; less to what the child knows, than how she knows it.—*Primary Teacher*.

## ENGLISH IN SCHOOLS.\*

Why should English Literature be taught in our schools? and, What is the best way of teaching it? These are the questions which I propose to discuss.

As preliminary to such discussion, it will, I think, be rightly in place to consider, briefly, what our people are aiming to prepare their children for, and what sort of an education it is the proper business of the school to give, that is to say, what form of mind and character, and what disposition of the faculties, it is meant to impress.

Now I take it that a vast majority of the pupils in our schools are not to pass their life as students or as authors. Their main business in this world is to gain an honest living for themselves and for those dependent on them. And no plan of education is just that leaves this prime consideration behind, in quest of any alleged higher aims. For there really are no higher aims; and all pretence of such is a delusion and a snare. Some men, it is true, do more than gain an honest living; but this is the *best* thing that any man does, as, on the other hand, shining intellectually is the poorest thing that any man does, or can possibly learn to do. Then, too, most of the pupils in our schools, ninety-nine hundredths of them at the least, are to get their living by hand-work, not by head-work; and what they need is, to have their heads so armed and furnished as to guard their hand-work against error and loss, and to guide it to the most productive means and methods. And, for gaining an honest living by hand-work, the largest and best part of their education is not to be had in school; it must be got somewhere else, or not at all. The right place, the only right place, for learning the trade of a farmer or a mechanic is on the farm or in the shop. For instance, Mr. Edward Burnett's "Deerfoot Farm," in Southborough, Massachusetts, is, I undertake to say, a better school for learning agriculture than any "agricultural college" is likely to be. There is no practicable, nay, no possible way of acquiring the use of tools but by actually handling them, and working with them. And this rule holds equally true in all the walks of life—holds as true of the lawyer, the physician, the merchant, as of the shoemaker, the bricklayer, the machinist, the blacksmith.

On this point, our people generally, at least a very large portion of them, have their notions all wrong side up: their ideas and expectations in the matter are literally preposterous. How the thing came to be so, it were bootless to inquire; but so it clearly is. Parents, with us, are manifestly supposing that it is the business of the school to give their children all the education needful for gaining an honest living; that their boys and girls ought to come from the school-teacher's hands fully armed and equipped for engaging, intelligently and successfully, in all sorts of work, whether of head or of hand. And they are evermore complaining and finding fault because this is not done; that their children, after all, have only learnt how to use books, if indeed they have learnt that, and know no more how to use tools, are no better fitted to make or procure food and clothes, than if they had spent so much time in stark idleness or in sleep. But the fault is in themselves, not in the school; their expectations on this head being altogether unreasonable, and such as the school cannot possibly answer. That, say what you please, is the plain English of the matter; and it may as well be spoken.

I repeat that, with very few exceptions, and those mostly applicable to girls, the most and the best that the school can do, or can reasonably be expected to do, is to educate the mind and the heart; as for the education of their children's hands, parents must,

\*By H. N. HUTCHESS, LL.D., author of *Harvard Shakespeare*, *Shakespeare's Life, Art, and Character*, etc. Ginn, Heath, & Co., Boston.

yes, *must*, look for this elsewhere: probably their best way is to take it into their own immediate care, and hold themselves religiously bound to attend to it. Possibly, withal, some parents, as also some who drive the trade of idealizing about education, may need to be taught, or warned, that unless the school have something ready made to its hand, unless the pupil bring to it something inside his skull, it cannot educate his mind: brains it cannot furnish; though it is often blamed for not doing this too. And, good as vocal intelligence may be, yet, for all the practical ends, and even the dignities, of life, manual intelligence is vastly better: this it is that makes both the artist and the artisan; and without this the forms, however it may prattle and glitter, can neither plough the field nor reap the corn, neither tan the leather nor make the shoe, neither shape the brick nor build the wall, neither grind the flour nor bake the bread.

But I suspect our American parents have become somewhat absurdly, and not very innocently, ambitious of having their boys and girls all educated to be gentlemen and ladies; which is, I take it, the same in effect as having them educated to be good for nothing; too proud or too lazy to live by hand-work, while they are no-wise qualified to live by head-work, nor could get any to do, if they were. And so they insist on having their children taught how to do something, perhaps several things, without ever soiling their fingers by actually doing anything. If they would, in all meekness and simplicity of heart, endeavour to educate their children to be good for something, they would be infinitely more likely to overtake the aim of their sinful and stupid ambition. The man who has been well and rightly educated to earn, and does earn, a fair living by true and solid service, is a gentleman in the only sense in which it is not both a sin and a shame to be called by that title. Any form of honest service, however plain and humble, has manliness in it, and is therefore a higher style of gentility, and a sounder basis of self-respect, than any, even the proudest, form of mere social ornamentation. The dull boy, who cannot prate science, but can drive a cart as a cart ought to be driven, or the dull girl who cannot finger a piano, but can rightly broil a beefsteak, is, in the eye of all true taste, a far more sightly and attractive object than the most learned and accomplished good-for-nothing in the world. I have seen men calling themselves doctors, who, week after week, month after month, year after year, were going about making sham calls on bogus patients, that so they might either get themselves a practice or make men believe they had one: and have thought that the poorest drudge, who honestly ate his bread, or what little he could get, in the sweat of his face, was a prince in comparison with them. An aristocratic idler or trifler or spendthrift or clothes-frame, however strong he may smell of the school and the college, of books and of lingual culture, is no better than a vulgar illiterate loafer; nor can his smart clothes and his perfumes and his lily hands and his fashionable airs shield him from the just contempt of thoughtful men and sensible women.

Now so long as people proceed upon the notion that their children's main business in this world is to shine, and not to work, and that the school has it in special charge to fit them out at all points for a self-supporting and reputable career in life, just so long they will continue to expect and demand of the school that which the school cannot give; to grumble and find fault because it fails to do what they wish; and to insist on having its methods changed till their preposterous demands are satisfied. On the other hand, the school could do its proper work much better if people would but come down, or rather come up, to a just conception of what that work is. But it must needs fail, in a greater or less degree, to do that part of education which falls within its legitimate province, while struggling and beating about in a vain endeavour to combine

this with that part which fairly lies outside of its province. For, in straining to hit the impossible, we are pretty sure to miss the possible. And all experienced teachers know right well that those parents who faithfully do their own part in the education of their children are most apt to be satisfied with what the school is doing.

It is, then, desirable that children should learn to think, but it is indispensable that they should learn to work; and I believe it is possible for a large, perhaps the larger, portion of them to be so educated as to find pleasure in both. But the great question is, how to render the desirable thing and the indispensable thing mutually helpful and supplementary. For, surely, the two parts of education, the education of the mind and the education of the hand, though quite distinct in idea, and separate in act, are not, or need not be, at all antagonistic. On the contrary, the school can, and should, so do its part as to cooperate with and further that part which lies beyond its province. And it is both the office and the aim of a wise benevolence in teachers so to deal with the boys under their care as to make them, if possible, intelligent, thoughtful, sober-minded men, with hearts set and tuned to such services and such pleasures as reason and religion approve; also, to make them prudent, upright, patriotic citizens, with heads so stocked and tempered as not to be "cajoled and driven about in herds" by greedy, ambitious, unprincipled demagogues, and the political gamblers of the day. And here it is to be noted, withal, that any man who gains an honest living for himself, whether lettered or unlettered, is a good citizen in the right sense of the term; and that human slugs and do-nothings, however book-learned they may be, are not good citizens.

As for the women, let it suffice that their rights and interests in this matter are coördinate with those of the men; just that, and no more. Their main business, also, is to get an honest living. And the education that unprepares them or leaves them unprepared for this is the height of folly and of wrong. And I hope the most of them are not going to turn students or authors by profession, nor to aim at eating their bread in the sweat of the brain. For things have already come to that pass with us, that any fool can write a book: the great difficulty is in finding people who know enough and have strength enough not to attempt it.

And here let me say that the greatest institution in the world is the family; worth all others put together, and the foundation of them all. So, again, the greatest art known among men is house-keeping, which is the life of the family. For what are we poor mortals good for, in head, heart, hand, or anything else, without healthy, eupeptic stomachs? and how are we to have such stomachs without good cooking? So that I reckon house-keeping to be just the last thing that any *lady* can afford to be ignorant of. The finest accomplishment too that woman was ever beautified with. This part of woman's education, also, is to be gained at home; it cannot be gained anywhere else. As for those young ladies who are above going into the kitchen, and learning this great art by actually working at it, my advice is, that they forthwith migrate to a world where the home and the family have no place, and where babies are not to be born and nursed.

Our girls in school, then, should, first of all, be fashioned for intelligent, thoughtful, sober-minded women; with souls attempered and attuned to the honest and ennobling delectations of the fireside; their heads furnished and disposed to be prudent, skilful, dutiful wives and mothers and housekeepers; home-loving and home-staying; formed for steady loves, serene attachments, quiet virtues, and the whole flock of household pieties; all suited to the office of

A creature not too bright or good  
For human nature's daily food.

The love of home, and the art of making home lovely, must be mainly acquired in the works and enjoyments of home; and the best thing that the school can do is to cooperate with the home to that end.

But the most important item in this account, and that which is the main subject of what I have to say, is yet to come.

We have reached a stage of civilization and general culture in which both the virtue and the happiness of people depend very much on their intellectual forming and furnishing. And as this holds true alike of both sexes, so both will be included alike in the scope of what I have in mind to speak further. Books, of one sort or another, are now, on every hand, a common resort for entertainment and pleasure, and are likely to become more and more so. Wealth has greatly accumulated; machinery has come to do a large part of our work; and all sorts of people have more or less of leisure on their hands. This leisure ought not to be spent in idleness, neither will it be. In the vacancy of their hands people's thoughts will needs be busy either for the better or for the worse: if their minds are not dressed for the abode of the Deity, they will be workshops of the Devil. And reading does in fact bear a large part in filling up such vacant time.

Now the world is getting full of devils, very potent ones too, in the shape of foolish and bad books. And I am apt to think the foolish devils in that shape even worse than the wicked: for they only begin the work of evil somewhat further off, so as to come at it the more surely; and a slow creeping infection is more dangerous than a frank assault. Nothing so bad here as that which eludes or seduces the moral sentinels of the heart. I am not exactly a believer in the old doctrine of total depravity; but I fear it must be confessed that the greater number of people take much more readily to that which is false and bad than to that which is good and true. Certainly what intoxicates and lowers stands a better chance with them than what sobers and elevates. Virtue and wisdom are an up-hill road, where they do not advance without some effort; folly and vice a down-hill path, where it requires some effort not to advance. And this is quite as true in intellectual matters as in moral. Here, to most people, delight in what is false and bad comes spontaneously; delight in what is true and good is the slow result of discipline and care, and grows by postponement of impulse to law.

I suspect it has been taken for granted much too generally, that if people know how to read they will be apt enough to make good use of that knowledge without further concern. A very great mistake! This faculty is quite as liable to abuse as any other: probably there is none other more sadly abused at this very time; none that needs to be more carefully fenced about with the safeguards of judgment and taste. Through this faculty crowds of our young people are let into the society of such things as can only degrade and corrupt, and, to a great extent, are positively drawn away from the fellowship of such as would elevate and correct. Most, probably not less than seven-eighths, of the books now read are simply a discipline of debasement; ministering fierce stimulants and provocatives to the lower propensities, and habituating the thoughts to the mud and slime of literary cesspools and slop-cooks.

I have indeed no faith in the policy or the efficacy of attempting to squelch these springs of evil by forcible sequestration, or to keep people from eating this poor devil-soup by muzzling them. If they will take to it, probably the best way is to let them have it; perhaps it is best to act somewhat on the plan of glutting them with it, in the hope that so they may outgrow it: but something might well be essayed so to fit and prepare them as that they may not take to it, and may even turn away from it with disgust when it comes to them. Surely, at all events, the education that delivers people over to such feeding is a very doubtful good.

In view of all which, it is clearly of the highest consequence, that from their early youth people should have their minds so bent and disposed as to find pleasure in such books as are adapted to purify and raise. I say *pleasure*, because we cannot rely, neither ought we, on arguments of right in this matter. Reading even good books without pleasure, and merely from a sense of duty, is of little benefit, and may even do hurt, by breeding insensibly an aversion to what is good, and by investing it with irksome associations. A genial delight in that which is good is what sets the colours of it in the mind: without this, the mind grows at odds with it. People cannot be droned or bored into virtue; and if evil were made as tedious to them as good often is, I suspect their hearts would soon be weaned from ugliness, and won to a marriage with beauty. And the pith of my argument is, that it is what people take pleasure in that really shapes and determines their characters. So experience has taught me that the characters of students in college are influenced far more by their reading than by their studies. From the books they take to you may judge at once whither their spirits are tending, and what they are inwardly made of, because here they generally go by free choice and pleasure. In brief, they study what they must; they read what they love; and their souls are and will be in the keeping of their loves. Even the breath of excellence is apt to be lost, if it be not waited on by delight; while, to love worthy objects, and in a worthy manner, is the top and crown of earthly good, ay, and of heavenly good also. Considering how clear and evident all this is, that so little is done, even in our highest seats of learning, to form the tastes and guide the reading of students, may well be matter of grief and astonishment. I have long wondered at it, and often sickened over it.

Now, to fence against the growing pestilence of foolish and bad books, I know of but one way; and that is by endeavouring systematically so to familiarise the young with the best and purest mental preparations, and so to prepossess them with the culture of that which is wholesome and good, that they may have an honest hearty relish for it. The thing is, to plant the mind full of such loves, and so to set and form the intellectual tastes and habits that the vicious and false will be spontaneously refused, and the healthy and true be freely preferred; this, too, not from any novelty in it, but for the experienced sweetness and beauty of it, and for the quiet joy that goes in company with it.

(To be continued.)

ADDRESS BY DR. HIGBEE.

STATE SUPERINTENDENT, AT A PENNSYLVANIA COUNTY INSTITUTE.

*Fellow-Teachers:* I am pleased to meet you, and bring you greetings from the Institute at York. I am more than ever impressed with the tremendous contrast between to-day and the years long past of school-going boyhood. I remember the old school-house on the sandy hill-side, turned inside out, for it was plastered on the outside, and its old blue-coated and spectacled pedagogue. What astonishment then would such a meeting of teachers as this have aroused! But you must not think that our old teachers were below what we have now, in personal attainments and culture. In the facilities and comforts of the school-room, and in number, and professional enthusiasm, the times of old were far below us; but in the midst of surrounding difficulties, the past has had teachers of incalculable worth, and such a teacher was the old pedagogue whose image you have made "to creep into the study of my imagination." It was through his culture, his broad mental grasp and childlike reverence for knowledge, that the pupils whom he had were drawn into earnest, thoughtful study.

He and many of the old teachers were men of power and varied attainments. They reached the soul. Their personal character was a power, and their intercourse with the children was soul entering into soul, cultured mind challenging mind, the lips of refined scholarship infusing life, deep answering to deep. How one of those old teachers bothered us youngsters one day in Geography! We had studied the lesson—the map of Europe—and thought we knew something about it. When we answered very glibly almost every question relating to this place and that place, he replied, “Boys, I fear you are wrongly shipped. Your recitation is good so far as memory goes, but it seems dead to me. For those places were not accidentally dropped here and there, and named, without some reason, and the memory becomes tired, and helpless too, if you cannot join the things you get with the life of humanity.”

Then he began with Gibraltar, and in a short time the whole map of Europe was alive! He told us how the Saracen forces, in their endeavor to enter and conquer Western Christendom, moved along Northern Africa; and how, when reaching the narrow strait, their general sent the great warrior Tarik, lieutenant of the forces, across the narrow sea to assault the Visigoths in Spain, and how, when landing on the steep rocks of the Spanish coast, he reared the Moslem standard, and cried, “Gibel Tarik!” (Mountain of Tarik), which has worn down to the name of *Gibraltar*. This is only one example out of hundreds.

It is not by appliances, nor by methods, nor by facilities alone, but it is by the personal character, and broad scholarship, and the reverent love thereof which the teacher has, that success of a high order is to be reached. It is already-awakened intelligence challenging the nascent mind, awakening it into action, giving to it form and shape, and guiding it toward fulness and strength, which we require, together with all the helps and facilities which to such are instruments of power.—*Pennsylvania School Journal*.

### THREE EDUCATIONAL PRINCIPLES.

The first principle we present is a negative statement of four words, but involves the discussion of the true nature of education and the exposition of a wide spread misapprehension among teachers and people which is doing much to confound ideas, and to retard educational progress. It reads in this wise—

*Learning is not education.*

Few men, after careful thought upon the subject, will deny the correctness of the statement; perhaps most men, without considering the subject, would deny it. At any rate, in the minds of most persons the terms learning and education are synonymous.

The truth is that learning is but the means of education. The mind is a bundle of living powers, which are truly educated only when maturely grown. A tree takes its sustenance from the earth and the air, but no man thinks of the tree as an erected accumulation of mud, water, and wind. All that the tree has comes from earth and air, save an implanted germ of life which enables it to assimilate the means of growth, until that which was dead matter appears in living forms of strength and beauty. So the mind has a living principle within itself which will, when properly trained, enable it to assimilate the dead matter of learning lying all about it, and reproduce them in forms of living strength. On the other hand, the mind, when not properly trained, may come to have largely the properties of a mere receptacle. When in this state, fact, information, learning, may be crowded into it, producing but little growth; just as by a system of unwholesome stuffing, a stomach may be loaded up with food that it can in no wise digest. It does not follow because a man is learned he is educated in the true sense. If his learning does not reappear in power gained, it is a

vain thing, hardly worth the getting. An engine may be properly filled with water and coal, but will do no work without the aid of the transforming, power-producing fire. It is the teacher's duty and highest privilege to light the fire of mental life, and then to furnish its ever gaining power with instruments of work—the learning of the world. But his work goes for naught if he merely furnishes the fuel without lighting and tending the fire. Learning and education should appear in their true relations, education or the development of the germs of power in man being the end, *learning the means* by which the mind grows and works.

The second principle to be stated is no less important than the first. It is this—

*Activity is the law of growth.*

Only through its self-activity can the mind grow. This principle is almost axiomatic. If the mind were inert and still, if all the roads by which the outside world reaches and improves it were closed, if feeling, sight, hearing, smell, and taste were inactive, the mind would be as a germ in its shell, not dead, perhaps, but sleeping. It could not think or feel or will. If one of these senses alone is alive, the mind is stimulated to a partial activity, producing a partial growth. If all are awake and alert, the mind is stirred to its greatest activity and receives its most vigorous growth.

The healthy child enters the school-room with senses made quick and keen by contact with the active world about him. He enters a new region, the world of words, the world not of things but of signs of things. If the teaching be right, the mind will be moved to greater activity by the effort to reach the thing, the thought, through its symbol, the word. But if the teaching be wrong, the senses will grow less keen, the mind less active, its growth be less vigorous. *Learning* indeed may increase, but education will diminish. The word will remain but the spirit be wanting; the means will become the end, the result will be a mind with acquisition but without power, having the form of education but not the substance; from which calamity may all children be delivered.

The only other principle of education which we shall venture to give now is as follows:—

*The powers of the mind have different rates of development, hence attain their greatest activity at different stages of life.*

There is a time when the senses are most active—a time when memory is most active and retentive; there is a time when reason begins vigorously to assume its functions, before which it does not pay to spend much time in trying to cultivate it.

A philosophical teacher will take cognizance of these truths, fitting the matter and manner of his instruction to the needs of the mind. An unphilosophical teacher takes no note of the proper order of study and presentation, but proceeds as fancy, chance, or tradition may dictate. It may be that where peas and potatoes are put into the ground at the same time, the potatoes begin to grow as soon as the peas, but he would be counted an unwise husbandman who should neglect the peas in sight to hoe the potatoes that have hardly begun to sprout. So is the teacher unwise who neglects the senses or memory of children when most active to drill them upon the formulas of reason when reason is ungrown and almost ungerminating.—*Illinois School Journal*.

A shameful trick has been played on the French Academy of Sciences. The Königsberg student, Hermann Mikowsky, who, with the late Professor Henry J. S. Smith, was declared to gain the great mathematical prize of 3000frs., had simply pirated Professor Smith's communication to the Royal Society in 1868, on the representation of a number as the sum of five squares. He had even copied a slight error in it. The Academy, therefore, at a secret session, annulled its original decision, and decreed that the whole prize had been gained by the distinguished English Professor, who, unfortunately, had not lived long enough to expose the hoax.—*Times*.

## Examination Questions.

INTERMEDIATE EXAMINATION, JULY, 1883.

SIR WALTER SCOTT AND MARMION.

[GENERAL.]

1. Write short notes about—
  - (a) Sir Walter's ancestors and their traits of character.
  - (b) Sir Walter's homes and his public offices.
  - (c) His studies and his tastes.
  - (d) His early poetical works and the source of their inspiration.
  - (e) His poems of maturer years, their subject, and date of publication. His four first-class prose works, the period which they portray, and the historical personages whom they describe.
  - (f) His six principal second-class prose novels in a similar way.
  - (g) The use of Sir Walter's novels.
  - (h) Sir Walter's deviations from historical accuracy.
  - (i) His power and weakness in portraying characters.
  - (j) His best characters.
  - (k) His business speculations.
  - (l) His morality, as taught by his life, books, and words.
2. Give in your own words an outline of "Marmion," and a pen-and-ink portrait of the principal characters as they appear to you.
3. Give an account of the preparations for battle, a plan of the disposition of the troops on both sides, incidents of the fight, and the death of Marmion, introducing appropriate quotations occasionally.
4. Finish the quotations begun below, explaining the point of the figures and the references or corrections.
  - (a) And much resembled that same knight,  
Subdued by you in Cotswold fight.
  - (b) Oh, what a tangled web.
  - (c) The pheasant in the falcon's claw,  
He scarce will yield to please a daw.  
The falcon? the pheasant? the daw?
  - (d) As bends the bark's mast in the gale  
When rent are rigging, shrouds, and sail,  
It wavered 'mid the foes.
  - (e) O woman! in our hours of ease,  
Uncertain, coy, and hard to please,  
And variable as the shade  
By the light, quivering aspen made;  
When pain and anguish wring the brow  
A ministering angel thou!
  - (f) I knew  
That the dark presage must be true.  
Mark the accented syllable in presage; explain its meaning and what Marmion meant.
  - (g) I would the Fiend, to whom belongs  
The vengeance due to all her wrongs,  
Would spare me but a day.  
Why pray to the Fiend? What wrongs?
  - (h) In the lost battle, borne down by the flying,  
Where mingles war's rattle with groans of the dying.  
When were these words used? With regard to what? How do they come to Marmion?
  - (i) When Rowland brave, and Olivier,  
And every paladin and peer,  
On Roncesvalles died.  
Explain the references.
  - (j) Afar, the Royal standard flies,  
And round it toils and bleeds and dies  
Our Caledonian pride.  
Figures?
  - (k) Their dark impenetrable wood.  
Cf. Lady of Lake. Figures?
  - (l) They melted from the field as snow,  
When streams are swoll'n and south winds blow,  
Dissolves in silent dew.  
Figure and application?

- (m) Where shivered was fair Scotland's spear,  
And broken was her shield.
- (n) With thy heart commune and be still.  
If ever, in temptation strong,  
Thou left'st the right path for the wrong,  
If every devious step, thus trod,  
Still led thee further from the road;  
Dread thou to speak presumptuous doom  
On noble Marmion's lowly tomb;  
But say, "He died a gallant knight,  
With sword in hand, for England's right."

### BURKE AND HIS REFLECTIONS.

1. Mention the "live" public questions of Burke's day; explain the position which he took on each, the books written or speeches delivered by him on these subjects.
2. Account for the determined opposition which Burke offered to the progress of the French Revolution, shewing how far his sentiments in the "Reflections" are inconsistent with his utterances on the subject of the American Revolution, Wilkes' expulsion, Taxation, &c.
3. Briefly notice the characteristics of Burke's literary style as they have struck you, and the character of the man as it has appeared to you in reading the "Reflections."
4. (a) Describe the "mixed system of opinion and sentiment" commended by Burke, its origin, its influence, the cause and result of its overthrow, according to his view.
  - (b) Name, after Burke, the "two principles of Europe and civilization." Criticise this view.
  - (c) To what does Burke ascribe the prosperity of Europe in his day?
  - (d) "All the decent drapery of life is to be rudely torn off." Explain the figure, showing what the "drapery" was, and to whom Burke imputed the design of tearing it off.
  - (e) What words of withering scorn does Burke apply to the "new light and reason," and to the origin of this "barbarous philosophy?"
  - (f) We have formerly had a king of France in that situation. Write this sentence correctly and explain the reference.
  - (g) What benefits does Burke ascribe to "our sullen resistance to innovation, \* \* the cold sluggishness of our national character?" Criticise his views on this subject.
  - (h) "Society is a contract." Explain and illustrate this sentiment.
  - (i) Give Burke's views on the place of religion in the state, and the necessity for maintaining a state church, adding the comments of history, or of dissenting "Independents," on his arguments.
  - (j) What are Burke's sentiments about "discoveries in morality?" How far do you consider his views correct?
  - (k) What does Burke mean by "prejudice?" What advantages does he ascribe to it?
  - (l) Criticise the statement: "It is the misfortune of this age that everything must be discussed."
  - (m) What does Burke regard as the goal to be aimed at in cultivating the moral sense, and why does he regard "change" as fatal to it?
  - (n) How should "the faults of the state" be remedied? and how did Burke exemplify this conviction in his public career?
  - (o) "To make us love our country, our country must be lovely." In what sense did Burke make his country lovely, and in what other sense might it be made lovely?
  - (p) On what separate grounds does Burke base his plea for supplying the offices of religion for the poor and for the rich?

Mr. Bright's address to the Glasgow students excited so much interest in the city, that 105,000 copies were sold of the local paper which contained a full report of the oration.—*Truth*.

The science of mind is neglected because its benefits are not immediately apparent, its attainments not capable of display.—*Mann*.

## Practical Department.

### THEORY AND PRACTICE IN DISCIPLINE.

How many teachers are there, we wonder, whose theory of discipline and their practice harmonize? Are you one of the few consistent ones, reader? We have most of us read of the Hoosier schoolmaster who said, "Moral suasion is my theory, but *licking* is my practice." With many teachers that we know nearly as grave an inconsistency prevails. For their theory is the gentlest of gentle persuasiveness, while their practice is often pettishness, sharp reproof, and impatient expostulation. Alas, for the weakness of human nature! We can appreciate, value, follow the best way in theory, but in practice—it is very difficult. Consistency is a jewel, said the old poet. So it is, and a rare one. Few persons are there, even among the best, whose theories of action and their practice walk through life hand-in-hand, like the pattern Darby and Joan, with never a clash or a quarrel. Not that all are conscious hypocrites. But theory is so easily made perfect, while it is difficult to make practice even approximate perfection.

Still, while admitting the wide gap which the weakness of human nature leaves between theory and practice, we would, recurring to the special instance concerning which our Hoosier friend made his confession, exhort teachers to endeavor to make narrow this gap in their disciplinary work. If you believe—and surely observation of human nature cannot fail to make you believe—that by means of gentleness, patience, and loving-kindness, you can influence your pupils far more effectually, can do much more toward securing perfect discipline, then it is a very unfortunate inconsistency that renders you impatient and fretful. Even though you do not render it glaring by talking very much concerning your excellent disciplinary theories, your weakness in practice will be noted by others, and, so far as perceived, will effectually counteract your influence for good. Your pupils will learn that you "say and do not," and will despise you, set at naught your wishes, and become far more difficult than before to manage. But worst of all is the direct evil influence which such inconsistency has on your own character. You do not know how it harms you; you do not perceive how through it your standards of truth are lowering; how your power to justly estimate your own failings is leaving you; how you are fast becoming the real, rather than the conscious hypocrite; but the harm is working, nevertheless. Nor do you perceive how with each yielding to impatient impulse your power of self-control is lessening, and you are becoming the weak, captious, fretful teacher whose presence will demoralize in half a day the most excellently disciplined school. In a very short time your disciplinary power will be utterly lost, and the melancholy record of failure stands against your school work.

Disciplining a school-room is a task not alike difficult to all. To some who have by nature or acquirement a clear knowledge of child nature, and who know just how to take hold of a child so as to influence his mind and action, the work of governing a school well is very easy. To others who are unfamiliar with children, and who must learn each child's peculiarities before they know how to deal with him, who know not how to wield influence except through direct individual knowledge—the task is a very hard one. There is but one way to make it easy, and this is by cultivating self-discipline. First, to govern one's self well, and then the task of governing others becomes easy.

Above all things, never make a pretence of stern discipline that you cannot enforce. Attempt no disciplinary measures that you do not believe in, if possible, but especially attempt none that you

cannot fully carry out. Rather neglect certain details, be lax in unimportant matters, than start on a plan so perfect that neither strength of mind nor body will hold out while you are putting it in practice. If you are convinced that you can govern solely by persuasiveness, try the experiment, but don't say too much about it until you have tried—and succeeded. Throw away the rod if you can, but do not tell the children you have done so until you have proved your power to control your school, not only without its presence, but without its shadow in the background. We ourselves are not in favor of the rod in use, but we think that, as children are usually brought up, its efficacy in the background cannot be slighted by the prudent teacher. Children are very much like grown people, and if they know that there is a punishment somewhere which cannot be escaped in instances of gross transgression, there is no doubt that they will be more likely to avoid the serious offence.

Never threaten or scold. Never say, "John, if you don't stop that I shall punish you severely." Or, having been so unwise and hasty as to declare an intention to punish—do so. Your failure to carry out your threat will convince the children that you are infirm of purpose and untruthful, and they know by instinct that weakness or falsity can be imposed upon by the daring or disorderly with impunity. Scolding and fretting and impatience are also indications of weakness, and the child who is not tempted by them to trespass on rules afresh is a very exceptional child indeed.

The general rules of discipline may be varied somewhat for the different classes of children found in different localities, but the qualities they demand in the teacher are in the main always the same. Firmness is needed, also kindness, and absolute self-control. "Let your yea be yea, and your nay, nay." Mean what you say, and say what you mean. Seek for a wise and temperate theory, and follow it up with a sensible consistent practice, and the probabilities are that your difficulties in disciplinary work need no longer imperil your happy success.—*Present Age.*

### PENMANSHIP.

From many quarters comes the complaint that sufficient attention is not given to some of the elementary studies in our schools. The high school inspectors report that good writing and logical order are wanting on the answer papers of entrants to high schools. The county boards of examiners frequently refer to the inability of candidates for teachers' certificates to put answers on paper in a manner becoming those capable of teaching school. Public school inspectors are noticing deficiencies in the writing of the schools which they examine. Examiners who mark the papers of intermediate candidates say the writing and methods of solution are very unpromising. Coming from so many independent sources, it is reasonable to admit there is room for improvement, at least, in writing and methods of answering. We are accustomed to think our school system so excellent, that anything said to the contrary is regarded with distrust, unless it comes from authorities so competent, impartial, and varied, as to be above suspicion. Few will urge that the testimony of those to whom reference is made does not fairly establish the charge: it then becomes an imperative duty to seek the cause, and remove it as rapidly as circumstances permit.

Most children can be made legible and somewhat elegant writers, provided they are under the instruction of skilful teachers. Unless the teacher writes well, it need scarcely be expected that model head-lines, however worthy they may be, will produce the desired effect. Besides, the junior classes, long before copy books are placed in their hands, are having models of letters fixed in their



minds from the blackboard exercises of the teacher. If those are unworthy of imitation, it takes more time to efface the confirmed impression, than to make a correct one if none were fixed by the inexorable force of habit. Precisely here is where the trouble begins, and it is marvellous how very bad the blackboard writing of teachers throughout Ontario has become. Could we place samples of it on exhibition, they would rebuke much of the boasting we hear about the training of teachers. "What is worth doing is worth doing well," answers well enough the objections made to giving writing more prominence at the examinations for teachers' certificates. It cannot be too strongly impressed that neatness and excellence should be the aim of every instructor. A dinner prepared with the same care copy books are written, or teachers' work for pupils put on the board, would—to use a vulgar term—be a sorry mess. While thus placing the blame on the teacher, we admit he is led to believe by his examinations that writing is of little account. Further, we may palliate the charge by saying the high schools give little heed to writing—in fact, many pupils leave the high schools worse writers than when they entered them. The county model schools have not time, were they able and willing, to make good writers. The normal schools do not attempt in a skilful and methodical manner to send out teachers, in this department, creditable to them and the province. Thus far, we have not heard of the examiners asking a student to give a lesson in writing during the final examination. Strange to say, chemistry, a subject not taught in one school out of a hundred, is exalted to almost, if not, a "plucking" subject, while writing, which is supposed to be taught in every school, seems unnoticed. The teachers would be exceptions, were they to resist such influences and become examples worthy of imitation, when by a long course of training they were led to infer writing was of little value, and almost beneath the notice of a person claiming mental power.

To find fault is unpleasant, though necessary in the interests of the profession and the schools. Besides finding fault, we think the means of removing it are apparent, and, from what has been said, must have suggested themselves to the reader. We must have teachers trained to believe writing is not an unimportant subject, but, on the other hand, of great value in the concerns of life, and, certainly, a leading one in the cultivation of the idea of beauty and grace in form. They should not only believe, but know, that neat and logical answers indicate the measure of the culture their pupils are receiving; if good, it will be available in work of any other kind, whether mental or physical. To this end, all blackboard exercises should, in every sense of the word, be models. For the teacher to be able to do and not to do is fatal to the children's progress; hence, he who can write well and does not do it, inflicts a lasting injury on the junior classes. To secure teachers, let writing be placed on an equality with arithmetic for examinational purposes, then will it receive attention in all the schools. In fact, it is doubtful if writing should not be made a test at the threshold of the teaching profession, for we are of the opinion few who resolutely apply themselves for a few months would fail in attaining success.

There should also be some standard adopted, so that instruction might be symmetrical in all the schools. What is more perplexing to a child than with every change of teacher a change in the formation of letters? Towards this standard or model all teachers could direct their efforts; then, as in other subjects, children would be at home with any teacher in the province. Of course, the originality bug-a-boo will meet us in this advocacy, but it applies with as much effect to reading, singing, drill, and other subjects, as to writing. The advantages of all teachers pursuing the same method are so obvious that they need not be seriously discussed. The supposition

is common that placing a good head-line before the pupil and having him practise copying it will in time make a good writer. Experience shows the contrary to be nearer the truth. The head-line seems far beyond the pupil's reach, especially when the teacher's writing is much inferior to it. As for practice, it frequently occurs that pupils get worse instead of better. There must be effort or improvement will not follow. The last line of the copy being generally worse than the first teaches the important lesson that practice will as likely make a bad writer as a good one. We have known schools in which every error was detected and discussed with board illustrations consequently only a few words were written at one lesson yet these schools were noted for good writing. Again; we urge that teachers should give more thought to this subject, and that in the high, model, and normal schools special stress should be laid on writing.—*J. S. Carson, Inspector of Schools, Middlesex.*

#### GLEANINGS FROM ADOLF DIESTERWEG'S WRITINGS.

No book can take the place of the teacher's spirit; therefore all writers on education require of the teacher that he use their books with discernment, and that he make such judicious modifications as the peculiar requirements of his school and his pupils demand. In order to fit the teacher better for this important duty, I demand a careful preparation for each lesson, a close attention during the hours of instruction, and the registering of the experience so gained during the lesson in a book kept for this purpose. In the pursuit of such a course the teacher will obtain acuteness of intellect which will enable him to dispose of all text-books or to write his own adapted to his designs. That the teacher may be able to follow the lesson when given to the class with eager attention, he must not avail himself of a text-book during the hours of instruction. The teacher shall not teach from the book, but free from his heart without mechanical aid. The proper text-book for the pupil is the thinking-spirit of the teacher, who, by his intimate knowledge of the subject taught, will give to each individual pupil suitable mind-food—milk to one, and a more solid nourishment to another. To use a simile, the teacher must understand the *culinary science*. The material of which the food is compounded is everywhere the same, and is given to the teacher. But its proper composition, according to individual appetites and powers of digestion, is the teacher's office. No other being can accomplish this for him. A good manual will give him the necessary indigitations, but these are, at the best, adaptable to ordinary circumstances only as they everywhere prevail; they cannot take the place of one's own meditations, much less do they make the latter superfluous.

It denotes a slavish dependence of the teacher when he must have recourse to books during the hours of instruction. He cannot bestow his full attention upon the pupils, and a free and happy development of the child cannot be expected; no, the mind of the pupil is pressed into the narrow compass of a strait-jacket when the teacher confines himself to the limits of the book. Hence away with books from the hands of the teacher whenever this can be done, and away with the teacher who cannot liberate himself from this habit.

Teachers of the high schools, imitate the primary teachers! Emancipate yourselves from books! Instead of looking into the book, look in the pupils' faces and observe their doing. It is sometimes hardly to be believed what mischievousness pupils perform under the very eyes of the teacher during the hours of instruction.—*New England Journal of Education*

## COLOR-LESSONS.

*Teacher.*—You may all think of what we talked about in our last lesson.

*Ralph.*—We talked about red in our last lesson.

*T.*—You may close your eyes. Now you may look. Can any one see the word *red* on the board?

[On the board is a list of words, among them *red*.]

*Eva.*—I can see it. It is the word written with red chalk.

*T.*—Can any one see it written with white chalk?

*Edwin.*—I see it written five times with white chalk.

*T.*—What did I ask you to do for me in our last lessons?

*Walter.*—You asked us to bring something to you that was red, "and tell you of things we had seen which were red."

*T.*—What did you bring, *Ralph*?

*Ralph.*—I brought a piece of red cloth.

*Eva.*—This is a red feather.

*Edwin.*—I found a leaf that had red in it.

*Carrie.*—This is a red rose.

*Frank.*—I wore some red stockings to-day.

*T.*—Who can tell me some things they saw which were red?

*Mattie.*—My mamma's table-cloth is red.

*Carrie.*—There is red in our carpet at home.

[Let each one tell what they have observed.]

*T.*—I am very glad you all thought to do as I asked you. Can anyone tell me what color this knot of worsted is?

*Willie.*—That knot of worsted is blue.

*T.*—You may all come and take a piece of blue paper from this box.

[I have a box containing slips of colored paper in different forms and sizes.]

*T.*—*Jennie*, what have you?

*Jennie.*—I have a blue paper square.

*Willie.*—I have a blue paper triangle.

*Eva.*—I have a blue paper oblong.

*Walter.*—I have a blue paper square.

*T.*—You may all look at *Walter's* paper. How many think it is a blue paper square?

*Jennie.*—It is not blue, but green. (A mistake frequently made.)

*T.*—How many can see anything in the room that is blue?

*Gussie.*—*Nellie* has a blue hair-ribbon.

*Eva.*—*Walter* has a blue marble.

*Sarah.* (*Looking out of the window.*)—The sky is blue.

*T.*—I am glad you noticed that. You may all go to the window and look at the sky. What is its color?

*Class.*—Blue.

*T.*—What is blue?

*Class.*—The sky is blue.

*Fred.*—I have seen blue water.

*T.*—How many have seen blue water?

*Eva.*—I saw some blue water when I was on the steamboat last summer.

*T.*—Was it the same kind of blue as the sky?

*Eva.*—No ma'am; it was not as light a blue as the sky.

*T.*—*Ralph* may take the brush and paint something on the plate. *Class*, what did he paint?

*Class.*—He painted a red square.

[Allow several of the children to paint on the plate.]

*T.*—What two colors have we talked about?

*Class.*—We have talked about red and blue.

*T.*—Say something about blue.

*Charlie.*—I think blue is a pretty color.

*Fred.*—I like red better than blue.

*Frank.*—My eyes are blue.

*Eva.* (*Looking at the teacher.*)—Your dress is blue.

*T.*—Who can say something about red?

*Grace.*—My stockings are red.

*T.*—All look at the board. What do you think I have written?

*Class.*—You have written the word *blue*.

*T.*—What kind of chalk did I use?

*Class.*—You wrote it with blue chalk.

*T.*—You may close your eyes. Now look. Who can come and find the word *blue* for me?

[I have written the word *blue* with both blue and white chalk, and have placed it in columns of other words and in sentences.]

*T.*—You may all write the word *blue* five times on your slates.

[Also have them write the word *red*.]

*T.*—*Class* may sound the word *red*, and then spell it.

[Also the word *blue* in the same way.]

*T.*—Now we are going to talk about another pretty color. Can any one tell me what it is? (*Holding up a knot of yellow worsted.*)

*Charlie.*—It is almost the same color as a lemon.

*T.*—Does it look just the color of a lemon?

*Class.*—It is a little darker than the lemon.

*T.*—What color is it, *Eva*?

*Eva.*—It is yellow.

*T.*—What is yellow?

*Class.*—The worsted is yellow.

*T.*—I am going to write the name of this color on the board. What word did I write, *Georgie*?

*Georgie.*—You wrote the word *yellow*.

*T.*—What colored chalk did I write it with?

*Class.*—You wrote it with yellow chalk.

*T.*—What did I do then?

*Frank.*—You wrote the word *yellow* with red chalk.

*T.*—Who can tell me what I have done now?

*Willie.*—You wrote the word *yellow* with blue chalk.

*T.*—Tell me what I do now.

*Mamie.*—You wrote the word *yellow* with white chalk.

*T.*—Yes, children, I am sure you know the word *yellow*, no matter what colored chalk I write it with. Now I am going to write the word *yellow* some other way. [I should now print the word.] *Eva* may sound it. Well, what is the word?

*Eva.*—The word is *yellow*.

*T.*—*Class*, what is the word?

*Class.*—It is *yellow*.

*T.*—What is the color of this paper, *Georgie*?

*Georgie.*—The paper is *yellow*.

*T.*—What is the color of this square?

*Class.*—The square is *yellow*.

*T.*—*Ralph* may tell me the color of this piece of cloth.

*Ralph.*—The cloth is *yellow*.

*T.*—Now I am going to see who has the brightest eyes, and can tell me something they see in the room that is *yellow*. *Mattie* sees something first.

*Mattie.*—The chalk is *yellow*.

*Eva.*—The orange on the desk is *yellow*.

*T.*—You may all look. I will put the *yellow* worsted beside the orange. Is it the same color as the orange, *class*?

*Class.*—No ma'am; it is not like the orange.

*T.*—Then do you think the orange is *yellow*?

*Class.*—No ma'am.

*T.*—No; the orange is not *yellow*. We will talk about the color of the orange in our next lesson.

*Willie.*—The paint in the bottle is *yellow*.

*T.*—I will put some of the paint in the saucer, and put a little

water with it. Eva may come and paint this time. Willio may paint. Who can tell me the color of this cube?

*Class.*—The cube is yellow.

*T.*—All who can tell me the three colors we have talked about may come and stand beside me.

*Ralph.*—We have talked about red, blue, and yellow.

*Class.*—We have talked about red, yellow, and blue.

*T.*—You may all take your seats, and write the word yellow ten times and number each one, and see who will write it best and make the best figures.—“*Ida*,” in *Primary Teacher*.

### SCHOOL CHILDREN AND THEIR EYESIGHT.

An interesting lecture (writes the Geneva correspondent of the *Times*) on the “Effect of Reading and Writing on the Eyesight of Young Children,” was given a short time ago, at Berne, by Professor Pflüger, a great authority on the subject. The lecturer first called attention to the portentous fact that more than one-half of 45,000 children lately examined in Germany were found to be suffering from defective vision. In some schools the proportion of the short-sighted was as high as 70 and 80 per cent. In the Heidelberg Gymnasium it was 100 per cent. every lad in the school had bad eyesight. According to Professor Pflüger, this lamentable state of things arises from several causes— from insufficiently lighted school-rooms, bad print and bad paper, the method of writing in vogue, and ill-contrived desks and forms. An evil equally great, if not greater than all these combined, and resulting in something more than defective vision, is the burdening of children with too many lessons, and the consequent restriction of their hours of play. In order to solve the vexed question of the influence of German calligraphy on the eyes of those who adopt it, the Government of Württemberg, some time ago, appointed a commission, consisting of three schoolmasters and three physicians, to investigate the matter, and make a report. In the opinion of these gentlemen, the mere writing is least among the causes which unfavourably affect children’s eyesight. They found that, while comparatively few children write with their backs bent towards the left, fully 80 per cent. give their backs in writing a right inclination. The latter position tends to produce a permanent elevation of the right shoulder, and, if persisted in, curvature of the spine. In the schools they visited the commissioners actually found 20 per cent. of the boys, and from 30 to 40 per cent. of the girls, suffering from more or less pronounced curvature due to this cause. The difference between the two sexes is probably due to the fact that lads, besides being more energetic in play, are more rationally clad than girl scholars. As to position in writing, the distance between the desk and the eyes ought to be about 25 centimetres; yet it was rarely, indeed, that the commissioners met with any children who could keep their eyes at this the normal distance from the paper. Many of them find it necessary to bring their faces within seven centimetres (2.75 inches) of their copy-books. The general conclusion of the commissioners, as of Professor Pflüger, is that, of all the evils enumerated, the worst, and those most in need of reform, are the seats and desks at present in use. The professor further remarked that only 10 per cent. of the children examined were naturally short-sighted, and that, as among wild races defective vision is almost entirely unknown, the question is peculiar to modern civilization and the existing system of teaching. In conclusion Herr Pflüger expressed the fear that he was like one crying in the wilderness, the prevailing tendency being to lay on the children of this generation still heavier burdens, and force their minds to the lasting injury of their bodies.—*School Guardian*.

### READING.—SCRIPT.\*

The written word to the little child has no element of attraction. It is, on the other hand, a repelling object. I have tried to show how the difficulties of learning the first words may be overcome by the stimulus of the idea in acts of association. It is a matter of great importance to steadily overcome the repulsion occasioned by the written word. This repulsion will grow less and less, and the acts of association will be made easier, by continued familiarity with the new forms, if the interest and the appetite of the child for words is sedulously cultivated, through the pleasure that the objects and pictures excite. All words are made, as you know, of only twenty-six different forms. The less the mental action it requires to see these forms, the easier will be the acts of association. It is important to impress these forms upon the mind in an easy, natural, semi-unconscious way. As I have shown, the best possible way to impress the word forms upon the mind is to write them—to make them. We hear the objection very often that a child does not learn the letters by the new method. He does not learn their names, but he learns *them* by continually making them. What is the best proof that any object is clearly in the mind? A word description is weak beside the representation of the object in drawing. This brings us to the question so often mooted, whether we should use print at the beginning, or print and script, or script alone. I will try and present the arguments in favor of using script alone, not denying, however, that script and print may be used at the same time with good effect. When two or more ways of teaching are presented, all of which may be defended by good reason, reasons that do not directly violate a principle, the question of choice then becomes a question of economy. If we begin with print, it certainly fixes the printed forms in the mind by reproducing them on the slates, so that if the teacher uses print alone at the beginning, she should train the children to make the printed forms. But, making the printed forms is not a means of expression that a child ever uses after the first few months, or the first year. Writing is the second great means of language expression. It should be put into the power of the child just as soon as possible, in order that he may express his thoughts as freely with the pencil as with the tongue. This fact needs no argument. Written expression is as great a help to mental development as oral expression; and, indeed, in many respects, it stands higher. Written expression is silent, the child must give his own thought, in his own way; thus developing individuality. The greatest difficulty in all teaching in our graded schools is the sinking of the individual in the mass. In written expression we find a means of reaching individuality through the mass. Why not, then, begin at the beginning with this mode of expression that the child must use all his life, and every day of his life?

Why not teach printing and script together? Because it violates the rule of perfect simplicity. Train the child to use one set of forms, made in one way, and one alone. In my experience, extending over eleven years of supervision of primary schools, I have never known the failure of a single class to change from script to print, easily and readily, in one or two days. What, then, is the use of print at first? What logical reason can be given for its use, if the step from script to print is so very simple? The writing of the words by the child on blackboard, slates, and paper, furnishes a vast amount of very interesting and profitably busy work. In writing the first word the child begins spelling in the only true way. In writing the first sentence the child makes the capitals and punctuation marks, and if he is never allowed to make a form incorrectly, it will be almost impossible for him ever to

\* From Col. Parker’s “Talks on Teaching.” *Kellogg & Co., New York*; *W. J. Gage and Company, Toronto*. Price, \$1.00.

write a sentence incorrectly—that is beginning it with a small letter, or not using the proper punctuation at the end. In writing the words, the child follows exactly the method of learning the spoken language. Spelling is the precise correlative of pronunciation. The child hears the spoken word and strives to reproduce it by his voice. The child sees the written word, and reproduces it with his pencil. He gets the thought by means of the written word, and gives it back just as he gets it—he is talking with the pencil. He is ready to tell you any time, orally, what he is writing.

In the first three years' work, talking with the pencil may be used as a greater means of learning to read than all the books of supplementary reading. When the child writes the first word, the unity of all language teaching is begun. Getting thought and giving thought by spoken and written word should be united at the start, and grow through all future development as from one root.

What advantages has the blackboard and crayon over the chart and printed book in elementary reading? First, the words are created by the hand of the teacher before the eyes of the children, as the spoken word is created. Second, the word is written alone in large letters, separated from all other objects of interest except the object it names. How different the confused mass of black specks upon the printed page. Third, the attention of the little group is thus directed to one object in a very simple manner. Fourth, words are learned by repeated acts of association. The great fault with charts and primers is that they do not repeat words times enough for the child to learn them. On the blackboard, on the other hand, these repetitions can be easily made. It is of great importance that the first one hundred words should be learned thoroughly. Superficial work is always bad work. From the first, then, the child should write every word he learns from the blackboard, and just as soon as he is able to write sentences the word should invariably be written in sentences.

The child should be trained to read from his slate all that he writes. The reason why this change is made so easily from script to print used to puzzle me. I only knew that it could be done, but could not tell the reason why. Script and print are very nearly allied in form. The first print was a crude reproduction of old manuscript. Both, indeed, have changed since the art of printing was discovered, but the resemblance remains. The child, as you know, has a wonderful power of seeing resemblances. Like comes to like in his mind because his mental pictures are not filled out with that which produces the differences. Thus, to my mind, is sufficient reason for the surprising ease with which the child changes from script to print.

Says the *Boston Transcript*: "The doubt is rising whether our beautiful new literature for children is the best for them. At all events it is to be hoped that the new life of Miss Edgeworth will bring back her stories for children. Grandmothers will surely recommend them, and the present generation will sympathize when it knows them." Some of the rest of us who are called upon to think, not only what is best for our own, but for hundreds of families, have been entertaining the same doubt. The general reading introduced into schools has had the effect of animating boys and girls with an eager desire for books at home. So far, so good. That was precisely its object. Nobody could be too thankful at seeing pure books—Mrs. Whitney's, Miss Alcott's, a dozen others, in the hands of youth who had previously been only familiar with the *Police Item*, *The Fiend of the Hearthstone*, and so forth, almost ad infinitum. But the poorer class of children, provided with no suitable reading by parents, and having access to the public libraries, is tempted to deluge and saturate its mind with story upon story. Suppose the stories are good in themselves (and if a pupil be encouraged to report all his reading to the teacher, he will, in a spirit

of emulation, endeavor to read only those he can mention), there may be too many of them. And as for the sons and daughters of wealthy and educated parents, they are being surfeited with magazines. It is all of the very best, to be sure, but that does not save it from the charge of being a case of over-feeding. What is to be done? That is more than the teacher can say, without the parent's help.

Some one prophesies that the next two or three generations of children will be crammed with facts to an extent that would astonish even the teacher of half a century ago. "For," says he, "according to the law of reaction, after this wave of oral teaching we shall settle down to the use of books again. And as the fervor for oral instruction has been mighty, so shall the rebound of opinion to the opposite pole be correspondingly forcible. Doubtless we shall be found shutting up a child in a closet, with a supply of bread and a case of books. When he has learned the contents of the volumes, word for word, then shall he be promoted to another closet and more books. In an allotted period of years he will have completed his education by his unaided efforts. In those days everybody will be a self-made man or woman. Never smile at the vision, instructors of youth! The day is surely coming when you shall be required to talk less, and your pupils made to study more. But what becomes of the children whose minds we have spoiled, hopelessly or not, by our varying systems of teaching? The question is as pertinent and unanswerable as is the familiar one in regard to the final destination of lost pins."

A recent publication contains the following quotation from Alexandre Dumas: "There is no such thing as a stupid child. A child may have a more or less prompt intelligence; it may develop special aptitudes or antipathies; but you will never hear it say a stupid thing as long as you have not deceived it, as long as you have not told it a lie." Now that is one of the utterances which, like epigrams, sound exceedingly well, but which are not unmitigated truth. Children are quite as frequently stupid as grown people, and with no apparent cause beyond that of intuitive dulness. Doubtless the cause is to be found somewhere for the inability of any machine to work; but in the case of human beings you are more likely to find it to be prenatal—nay, even lying a century behind the child—than some effect of his own immediate circumstances.

Did you ever ask your girls how much they knew about bread-making? Unfortunately cooking cannot be taught in public schools, as sewing is; but a hint can go from the teacher to the mother which may or may not bring forth fruit. However, the chance of results makes the effort worth while. Suggest that each child watch her mother while she is bread-making, and that she ask every possible question about the process. Say, very emphatically, that she will be a fortunate girl who is allowed to try the operation with her own hands, and have a composition written on what each one has seen or done. Some of you who have not had much intercourse with the poorer class of parents will be surprised to find that a mother who works hard over sewing and housework seven days in the week is likely to have a daughter incapable of tying a knot in her thread, or sweeping a room carefully. Send out filaments in every direction. Reach the parents and force them, by the very power of your interest in their children, to help you in directions where you alone can accomplish nothing.

How shall we best teach reading in grammar schools? In the first place, beware of the school reader. Don't rely on it. It is well to bring in pieces from the outside, selections that are largely

objective and full of live incidents. The same order of nature is observed in the higher schools as in the primary schools. We have first perception, then memory, imagination, reason, and lastly generalization. The first thing to do, then, is to interest the children in the piece to be read. To do this, be enthusiastic yourself. Apply to it these two laws: 1. Give most value to what is of most value; 2. Give variety in expression. They cover everything on the subject to be found in the books on elocution, as they now exist.—*Prof. Brown.*

"A teacher is known by her questions, whether in the school-room surrounded by pupils, who, in harmony with the teacher's method of working, are keen and active or spiritless and yawning, or in the more sedate and thoughtful position of examiner. The late semi-annual spasms, called examinations, bring evidences of the fitness or unfitness of men and women to be questioners or teachers. An old professor was in the habit of saying, that the amount of real knowledge possessed by a teacher could be seen by looking at his questions. If he was really learned, you would have no doubt what was wanted by his questions. They were comprehensive, real, to the point. . . . Questioning anywhere is teaching. It may test, but it is teaching at the same time. Right questioning is an inspiration of genius; it is an art which few possess. To elude, to bring out many words of answer by few words of questioning, is the key to the whole science of teaching. So true is this, that a teacher might sign himself truthfully and laconically Roger A. Cham. The interrogation point would convey the same information that the M.D. or D.D. does in other professions."—*The Teacher.*

Train a child to know when he does not know a word. He will then never spell wrong. All spelling can be taught in composition. Children can be made to love to talk with the pencil. A child knows a unit of thought by expressing it. Do an act and have the children write it, or let them tell it orally. All of grammar can be taught in a beautiful way by action. Put no false syntax on the board; the wrong form is as likely to remain in the child's mind as the right. Be right from the start. Pictures can be utilized in the writing of compositions. The little ones may write one, two, or three sentences only about a picture, but by the second year the child can write a story about it. In the third year it can write a page of composition entirely correct. Is that not a foundation for grammar? Another way of teaching composition is to tell the child stories, and have it reproduce them in its own words. In object teaching there is as much nonsense as in anything else. The fundamental mistake is that teachers attempt the impossible. They fail to understand that the child cannot see what they can see, and consequently talk above the heads of their pupils.—*Col. Parker.*

Methods, simply as methods, are hard iron fetters which admit of no modification, and bind teacher and pupil alike in a miserable servitude to routine. Methods which are the outgrowth of principles, accepted and understood, are pliant, easily adapted to circumstances, and lend themselves readily to those individualities which ought to exist in every school. The teacher who blindly follows a method has no field for enthusiasm, no opportunity for growth. The study of principles shows continually new worlds to conquer; and supposing, as is undoubtedly true, that our philosophy is not perfect—that some or all of our principles will be modified by the progress of human thought and experience. That is true of all philosophy worthy the name, and those who are the most careful students of old principles are always the ones to discover the new, and lead in the path of progress. We need to study the prin-

ciples which underlie our methods, and such study of them as the subject and the circumstances alike demand cannot be made at institutes or associations, though even hastily written papers like this may furnish suggestions. Every intelligent teacher ought to give some appreciable and definite time to the investigation of the principles of education—to reading and thinking about the why of his work; our thoughts are too exclusively occupied with the how. In these days we have no right to work empirically. When we may be artists, it is wrong to be mechanics.—*Miss Ellen Hyde, Principal Nor. Sch. Framingham, Mass., in Primary Teacher.*

"What can be done to win public sentiment in favor of your method?" has been asked. I have no method. You have heard of the Quincy method. Its platform is plain; an honest and persistent investigation of the work of teaching, and a courageous application of the truth of what is found. The object, word, sentence, or phonic "methods" are not methods in themselves. They are the devices to be used in the proper time to form one great and true method. The teacher must study his subject to get back to the principles that underlie it. Imitation will not do. The energy that comes from the thought is the thing. In teaching reading, simply do what the child has always done—learn the word from the object. The beginning is with the object. The child sees the hat, and tells what it is. Reading is identical with talking. We can teach the child to talk easily, but we don't unless by a painful method. Never let the child give a thought till he gets it. Never let the child drag in his speech. If the thought is properly developed he will express that, and need say nothing else. Thought controls expression. The thought must get into the mind first. Oral expression is not the great thing. Reading is the association of the word with the thought. By oral reading the teacher sees whether the child has the thought. But the value of this may be lost by the child imitating the teacher, and the purpose of reading is not getting the word right, but the thought.—*Col. F. W. Parker.*

#### A GALAXY OF OPINIONS ON OPENING SCHOOL.

The most satisfactory opening is the simplest.—*H. H. BALLARD.*  
I read short appropriate selections, and offer a short prayer while the pupils stand.—*J. C. GREGG.*

I have no formal method of opening school, but proceed to work as soon as pupils are seated.—*F. A. FOGG.*

I open school as follows: 1. Singing. 2. Short Scripture lesson. 3. The Lord's Prayer in concert. 4. Singing. 5. Roll-call.—*A. F. JENKS.*

We open school by reading a chapter in the Bible, and on Monday mornings vary by having each pupil recite a "Scriptural quotation."—*J. B. ECHLING.*

We have no regular stereotyped method of opening school. My belief is that more depends upon the manner than the matter of the exercises.—*C. S. LOCKE.*

We have roll-call, Scripture-reading, (pupils alternating with teacher,) chanting Lord's Prayer, and singing some piece of glee music.—*A. K. CARMICHAEL.*

Immediately after roll-call, I have various pupils (six or eight) rise and repeat a proverb or moral maxim previously prepared and made known to me, so that no two have the same.—*ANONYMOUS.*

Various subjects may be taken up, such as honor, truthfulness, neatness, promptness, accuracy, economy, pleasantness, dignity, politeness, cheerfulness, forbearance, etc., upon any one of which the teacher may make some remarks that are to the point. Illustrations and examples direct from the daily life of the school are productive of most good.—*ANONYMOUS.*

Every school should have an appropriate opening exercise of a moral or religious tendency. The teaching were better indirect. All preaching should be avoided; it is distasteful to children, and defeats the end it is meant to secure. It is a grave mistake, however, to not impress, indirectly, the leading truths of morality and religion. These elements have a place in every human soul, and are legitimate material for training.—*Minnesota Journal of Education.*

## Notes and News.

## ONTARIO.

Miss Lottie M. Capron, a pupil of the Paris High School, has composed a new piece of music, entitled "The Ousely Waltzes."

Mr. James Harrison, who teaches in Downie, gives up teaching at the end of the present term. Mr. Harrison has been long in the teaching profession, having taught in Perth, Middlesex, and Oxford, and has always won the esteem of both parents and scholars and all others with whom he has come in contact. With the withdrawal of Mr. Harrison the profession will lose one who takes a deep interest in scholars both morally and intellectually.—*St. Mary's Argus*.

The Chairman of the Ingersoll Board of Education, owing to the great number of children from seven to twelve years who do not attend school, has determined unless those children are immediately sent to school to have the law respecting compulsory education rigidly enforced.—*St. Mary's Argus*.

Mr. N. S. Dunlop, White Lake, read an admirable essay on "Spelling," at the teachers' association at Arnprior and Almonte. The paper was written in the reporting style of phonography, and read with ease.

The schools at Port Rowan have a handsome and commodious building. The high school, which is most ably and energetically conducted by Mr. W. W. Rutherford, B.A., assisted by Mr. R. Alexander, has won honorable distinction for itself and attracts pupils from considerable distances. Last year eighteen of its scholars passed the intermediate examination. In the elementary departments, under Misses Abbott and Ryan, first-rate work is being done. Few places of the size have such excellent educational advantages as Port Rowan.

There is a fine school at St. Williams, under the efficient head mastership of Mr. John L. Buck, Miss Pecumer ably assisting him in the junior department. Besides a fair proportion of the scholars taking the entrance examination there is a class preparing to take intermediate papers.

Vittoria has a flourishing Mechanics' Institute with a large and thoroughly appreciated library. It has also a handsome school building in which good work is being done. Mr. A. E. Hooper is a most efficient head master, and he is well supported by Miss Curtis.

The educational wants of Welland are well supplied. The high school, under the principalship of Mr. Dunn, assisted by Mr. Bridgeman, (both teachers of many years' standing and well known ability) attracts scholars from some distance out of the town, and continues to uphold the excellent reputation it has long borne. The model school is in a highly efficient state with Mr. Grant as head master, ably assisted by Mrs. McGlashan, Byfield, and Rowan.

Mr. Lornman entered on the head mastership of the Port Robinson public school at the beginning of the year. He is young, but earnest and energetic, and cannot fail to make his mark in the profession, as he has already done in his present sphere.

We regret to announce the death of Mr. E. H. Robertson, principal of Thorold west side school. Mr. Cornforth, who was formerly mathematical master in the high school, has been invited by the school board to succeed him, and has temporarily accepted the invitation.

A handsome and commodious building has been recently erected for the separate school at Thorold.

Miss Dale has recently entered on duties as mistress of the junior department of the Thorold public school. The school is in a flourishing condition under the head mastership of Mr. Manson, who has had charge since last Christmas.

The public school at Port Colborne has by means of its annual entertainment managed to supply itself with a set of good wall maps and several other conveniences. Mr. McKay has for some time conducted the school with marked success.

The school at Victoria is doing well under the management of Mr. Burgess, who entered on duties as head master only this year.

The public school at Drummondville is one of the handsomest and most convenient in the province. It is a fine brick structure standing in a large piece of ground. In front of the school are well kept shrubs and flower beds. There are play grounds beneath the school rooms for wet and cold weather. The rooms are bright and airy, and the whole school, which is under the most efficient management of Mr. Morris, has a flourishing appearance.

The public school at Merritton has had a loss in the person of Miss Booth, who, we understand, has left to get married. Miss Bates is her successor. The school, which includes three buildings, is doing well under the head mastership of Mr. J. H. Crow, assisted by Misses Mills, Patterson, and Bates.

We learn that Mr. Kearney, the highly respected master of the separate school at Merritton, is about retiring. Mr. Kearney commenced his career as a teacher in Ireland. He came to this country in 1852, and has been teaching ever since. He has occupied his present post for seven years.

Mr. Colton, who has been for a number of years first assistant in the Central school, London, has resigned with a view of removing to the north-west. We are pleased to hear that Mr. Stewart, one of the most popular and successful teachers in the London public schools, has been appointed to the vacant position, at an increased salary. Mr. Carson, who is well known as one of the ablest teachers in the west, still retains the position of principal of the model school.

The public school at Jarvis has increased so much in numbers lately that the building it at present occupies is not large enough for its work to be carried on in anything like comfort. The school is doing admirable work under the head mastership of Mr. W. Hinds, who is one of the oldest teachers in the county, assisted by Misses Hoover and Bourne.

The Port Dover grammar and public schools are in one fine and beautifully situated building. The schools have pulled together in the matter of getting up a most successful entertainment, from the proceeds of which additions were made to the school library, and a sum was granted for the support of the Football Club. Mr. S. F. Passmore, B.A., is head master of the grammar school, and he is ably assisted by Mr. James Gray, B.A. The school is in a thoroughly sound condition; nearly twenty students are going up at the intermediate examination, and two are taking matriculation at Toronto university. The public school is under the able head mastership of Mr. W. H. Smith, assisted by Misses J. Smith and McAlloy. The latter lady has been teaching in the schools for sixteen years. She has a wonderful power for teaching and managing young children.

Mr. W. Egbert, the energetic head master of the Dunnville public school, has taken up the subject of map drawing in a most thorough and systematic way, and the result is that some most creditable pieces of work are produced in this direction. Drill and calisthenics are also a most noticeably good feature, the time of afternoon recess being generally devoted to these exercises. Mr. Egbert is ably assisted by Misses Flowers, Brown, Stevenson, and Money; and Dunnville has good reason to be proud of the way in which its public school is conducted. The high school, under Mr. Nugent, is also in a most flourishing condition, and the attention paid to music is bearing most marked and pleasing fruit.

Caledonia boasts two very fine schools. The high school, under the head mastership of Mr. Clifford Kemp, B.A., ably assisted by Messrs. Cochrane and Elliot, has about seventy scholars, more than half of whom are taking the intermediate examination. We learn that Mr. Cochrane, the mathematical master, is resigning his post in order to complete his studies at Toronto university. He will be greatly missed, and it is to be hoped that the trustees will be able to find a worthy successor to support the honourable reputation this school has so long and deservedly borne. The public school, under Mr. Frank Shoff, assisted by Misses O'Neil, Watson, and Doyle, is also in a most flourishing condition.

The public school at Hageraville has a handsome and commodious building worthy of so live a town. Mr. D. C. Beattie succeeded Mr. Philip Park in the head mastership at Christmas, and under the new management the school is thoroughly well keeping up its good name. The elder scholars show a marked proficiency in English composition, a speciality not frequently enough distinguishing our public schools. The lower departments of the school are admirably conducted by Misses Black, Stobbs, and Murray.

The public school at Fort Erie has managed, by getting up entertainments during the past few winters, to provide itself with an excellent library of over 300 volumes.

The schools in the county of Brant, under the able inspectorate of Dr. Kelly, are on the whole in a thorough state of efficiency; particularly St. George public school, in which Mr. J. C. Elliott is head master, is really a credit to the village. The trustees, parents, and guardians of the pupils deserve much praise for having such an institution for the education and training of the young.

The West Indies are again represented at Ontario Business College, Mr. S. D. Walker having arrived from Bermuda a few days ago to take a course. Mr. J. H. Watlington, a graduate of the college, who came from Bermuda, is now bookkeeper with Currie, Marshall & Co., wholesale jewellers, Toronto.

"I intend leaving home in summer, and I begin to value the JOURNAL now too much to let it go to waste. Yours truly, WILLIAM C. MORRISON."

"Shall do all in my power to extend the circulation of the JOURNAL. As for myself, as long as the teaching profession claims me as a member, so long shall my name be on your subscription books. I find the JOURNAL a professional necessity.—Yours very respectfully, J. H. W. SCHMIDT, of Kirksville Mercantile College."

The report of the inspector of public schools for the city of Ottawa for the year 1882 is very satisfactory in respect to attendance of pupils, increased school accommodation, and in the employment of teachers of a higher rank than at any previous time. The average attendance of pupils for the year was 1,663. The average attendance for each teacher, 44. The regular staff consisted of 30 teachers and a music master. Of these 6 hold first-class certificates Grade A; 2 others only one grade lower. The remaining 22 hold Provincial certificates of the second class; 8 of which are of grade A, 14 of grade B. The average salaries of the teachers is at the rate of \$512 per annum; average for males \$774, for females \$357. In all the schools a uniform revised hunt table, which gives to each study its proper time and place, is in use, which during the three years of its existence has been found of great service and thoroughly workable. While Ottawa is supplied with an excellent staff of teachers, they are ably supported by an indefatigable and painstaking inspector, J. C. Glashan, to whom the success of the city schools is largely due.

The public school at Waterford loses two of its teachers on breaking up for the summer holidays: Mr. Russell Baldwin to continue his studies, and Miss Kate Oliver for an equally good reason—to get married. It is to be hoped that worthy successors to them may be found, and that the school may continue to flourish as it has been doing under the able head mastership of Mr. Geo. F. Chapman.

Dr. McLellan, Dr. Kinney, and Inspector Glashan, have been conducting the Ottawa normal school examinations.

The school building at Simcoe is one of the most beautiful specimens of school architecture in the province. The handsome building, surrounded by beautifully laid out and well-kept garden grounds, is quite an ornament to the town. Simcoe has good reason to be proud of the school itself as well as the building. Under its present indefatigable principal, Mr. H. Grant, B.A., it has attained a most honorable position amongst the scholastic institutions of our country. Its staff has recently been strengthened by the appointment of Mr. D. W. Simpson, B.A., as assistant in the high school department.

An error was made in our last month's issue in reference to Mr. A. N. Chadwick, of Alliston, which he wishes to have corrected. He was offered an assistantship in the Provincial Model School, Ottawa, instead of the head mastership as was reported.

From the report of Inspector Dewar, East Huron, we glean the following: Total receipts from all sources, \$51,417.82; total expenditure, \$45,330.34; number of pupils on the roll, 9,214; average attendance, 4,305.

Inspector Millar, of West Huron, in his report states: "The work in the school-rooms is being vigorously and successfully prosecuted in a very large majority of the sections. The decreased number of pupils is a great blessing, as the teachers have now more time to devote to the several classes. The mere hearing of lessons will not produce good scholarship. Time must be taken to draw forth the powers of the mind and teach the pupils to think. This must always be the chief aim in education. Taken as a whole our teachers are doing their work admirably, and the schools are in a very satisfactory condition."

From a return just published, it is shown that Huron has a larger school population than any other Ontario county, there being a total of 18,134, of which the average attendance at school was 8,329. This is considerably more than in any other county, and speaks well of educational progress. Goderich, with a school population of 1,250, records an average attendance of 579; Clinton, with 900, an average attendance of 360, and Seaforth, with 637, an average attendance of 333. With four separate schools in the county, the total attendance is only put at 282, of which 108 is in Goderich.—Huron Expositor.

Guolph separate school trustees purpose erecting a new boys' school to cost \$5,000.

We learn that Mr. D. B. Clapp, M.A., the indefatigable and successful public school inspector of North Wellington, has made a new departure in his arrangements. Instead of holding the customary semi-annual conventions, each township will have its own gathering where local school matters will be discussed. We wish him every success in his new undertaking. Below is given a programme which may be of advantage to others:

TOWNSHIP INSTITUTE.

A Township Institute of the Teachers in..... (and adjoining Towns and Villages) will be held at..... School-House, in S. S. No..... on..... the..... day of..... 188..... beginning at 8 1/2 a.m.

PROGRAMME.

1. Election of Officers.
2. Appointment of Committees.
3. Roll-Call.
4. Payment of Fees to North Wellington Teachers' Association.
5. Selection of Subjects for General Discussion.
6. Question-Drawer.
7. Uniform Promotion Examination Reports and Suggestions from Teachers. Bring Regulations, etc., with you.
8. Critics.....
9. Critics.....
10. Critics.....
11. Critics.....
12. Critics.....
13. Critics.....
14. Critics.....
15. Critics.....
16. Critics.....
17. Critics.....
18. Critics.....

Teachers are requested to give their Trustees a special invitation to attend our Institute. Every Teacher in the Township is expected to be present and to do all he (or she) can to make our meeting a success. The Pupils shall be under the charge of the Master, who will open the School in the usual way. The time-table of the School is to be followed as closely as possible, and no Teacher can be allowed more than half an hour for each subject or class. Essays are to be within a twenty-minute limit in length. The Time Table of the School, General and Class Registers, with the Visitors' Book shall be open for the inspection of all visitors, to show how carefully, accurately, and neatly they are kept. The Master of the School is to make due provisions for the entertainment of the visiting teachers and their friends. You are requested to be punctual.

All the Schools of the Township of..... shall be closed during the meeting of the Institute.

DAVID P. CLAPP, Inspector of Schools.

Harriston..... 188.....

Wm. Collin, teacher at Shakespeare, died suddenly one morning last week. He retired to rest in good health, and by 1 o'clock in the morning was dead. Apoplexy was the cause.

The trustees of the Seaforth high school have engaged Prof. Jones to teach music, and have purchased a piano for the school. They have earned the gratitude of their constituents, and have set an excellent example to older institutions. Their school is not yet four years old, and has a staff of four teachers.

The high school literary society's exhibition in the Concert hall, Brampton, was one of the most interesting events of the season. There was a large attendance, and from the beginning to the close of the entertainment the audience was kept attentive and interested. The programme consisted of exercises in calisthenics, readings, and music, every part of which was well executed, and the community hope they will be favored with another exhibition of a similar character before the close of the year.

The highest salary paid a public school master in a city is \$1,200 and lowest \$400. In a town the highest is \$1,000 and the lowest \$275. The highest salary paid the head master of a collegiate institute is \$2,250 and the lowest \$1,200. The highest paid a high school master is \$1,400 and the lowest \$700.

There were only 258 first-class teachers in the public schools of Ontario in 1881.

The English literature for the intermediate for 1884 will be Goldsmith's "Traveller," "Gray's "Elegy," and Burke's "Reflections." An admirable and noted edition of the above has been edited by J. Millar, B.A., head master of St. Thomas collegiate institute, whose former works on English Literature are recognized as the most valuable issued for Canadian schools.

We are pleased to see the deep interest manifested by so many teachers throughout the province in promoting the cause of Temperance. Teachers have a wide field for usefulness, and while surrounded by the young will fail in discharging their duty if they do not by every possible effort prove that under no circumstances are intoxicating drinks good, and that there is not a country in the world where stimulants are so little needed as in Canada. The following resolutions were passed by the teachers of the Prince Edward county association:

Resolved, That, I.—We the Teachers of Prince Edward County, express our sympathy with anything that tends to promote the cause of Temperance.

II.—We are of the opinion that Teachers cannot well do too much to further the cause.

III.—That, as the hope of our nation is in the rising generation and to the teacher is committed this great responsibility, the school is the place to instil into the minds of the rising generation a love for temperance and a hatred of alcoholic liquors.

IV.—That we would welcome in our schools a scientific text-book dealing with the effect of alcoholic stimulants on the human system.

W. R. BROWN,  
S. B. NETHERY, } Committee.  
MISS N. HICKS.

On Friday, 16th inst., St. Joseph school authorities, Chatham, gave a grand musical and literary entertainment in the new exhibition hall of the school. Mr. O'Neil, the chairman of the separate school board, occupied the chair. The Catholics of Chatham may well feel proud of possessing a hall so well adapted for school entertainments, while the talent and energy displayed by the head master, Mr. O'Hagan, by whose able hands the programme was largely planned and sustained, are worthy of high praise. Mr. O'Hagan, who came to Chatham highly recommended as a teacher, has proved himself far superior to the reputation and highest hopes entertained of him by his many friends.

We congratulate the citizens of Chatham on their possessing so excellent a school building as the one that was opened for school purposes with so pleasant an entertainment on Monday, 18th inst. The entertainment consisted of speeches, and music by the children, who have been carefully instructed by Mr. Bracken, the principal, and who deserves great credit for the proficiency displayed. The building, which was tastefully decorated with flags and emblems of welcome, consists of six school-rooms and an assembly room, and cost \$14,000. The grounds have been beautifully laid out and planted with trees, flowers, &c. No pains have been spared to make the rooms comfortable, and in addition to architectural and ornamental work, the difficult task has been performed of combining good ventilation with sufficient heating. After the chairman had made his report, and stated the reason for their being present, Rev. A. McColl, inspector, spoke with much feeling on the nature and benefits of education as the instrument for the bringing out of latent talent, of a kind appropriate to the moral and social requirements of the present age. In ancient times the education of Egypt and Greece was based on principles and guided by aims alien to this Christian age, in which the Bible was the foundation of the school system. It had been truly said that the teacher who had the moulding of the boy's character up to the 12th year was doing a work which no subsequent training could alter or undo. After a well-merited tribute to Mr. Bracken, the speaker sat down amid applause. Rev. Mr. Parker, Rev. Dr. McVicar, of Montreal, Rev. J. R. Battisby, Judge Bell, the Mayor, Rev. Mr. Walker, and Dr. Holmes expressed good wishes for the success of the school, their gratification at being present on so happy an occasion, and although not so very long ago that very spot was primeval forest, the building of this school was not a finality but the initial landmark of a series of like improvements in Chatham. Rev. Dr. McVicar, of Montreal, said that he could go back mentally to a time when there were no school-houses in Chatham. He recalled the names of various Chathamites who had been his instructors, among whom were Rev. A. McColl, and two Dixons, one of whom was in Hamilton, and the other in Australia. He was in favor of liberal expenditure for school purposes and equality in the payment of lady and gentlemen teachers.

On Friday evening, 15th inst., the annual musical and literary entertainment under the auspices of the Goderich high school literary society was held in the town hall. The programme was a good one, the attendance large, and everyone seemed to be well pleased, and heartily congratulated those who had contributed to the enjoyment of the evening.

The St. Louis school board has made an order that after September 1st next corporal punishment shall be abolished in the city public schools.

At the evening entertainment of the Elgin teachers' association, held in St. Thomas, there was a departure from the usual routine which we think a very pleasant one and which we feel certain was heartily enjoyed by all present; this was the presentation of a very handsome gold watch and the accompanying address by the teachers of Elgin county to their much respected inspector, Mr. A. F. Butler:

ADDRESS.

To A. F. Butler, Inspector of Public Schools:

DEAR SIR,—In behalf of the teachers of Elgin county we have chosen the present occasion as a suitable one for performing an act which, we hope, will meet with your approbation and acceptance, and which will afford us unalloyed pleasure and joy.

For the past fifteen years you have devotedly and ardently labored in the capacity of Public School Inspector in this county, and the result of your labor is best seen in the present condition of the Elgin schools.

Although our system of school management has been greatly improved by legislation within that time, yet the healthy and efficient state in which our schools are, is due, in the greatest measure, to your determined efforts to change the old, dry, mechanical style of hearing recitations to the enlightened and intelligent style of imparting living knowledge to those embryo minds that are entrusted to our care.

Your advice has been given in such a kind, unassuming manner that the most egotistical among us could not help but profit by it. Your deportment in the school-room during your official work is such that your semi-annual visits are looked forward to with pleasure by teachers and pupils. You are ever there a welcome guest, leaving behind some pearl of thought to encourage to renewed diligence the wearied teacher, or awaken within the dormant mind of the thoughtless pupil some new inspiration of knowledge.

In our laborious and often discouraging work in the school room a kind and sympathetic word from you, or a little timely advice, has often dispelled the cloud of gloom that overcast us and we have been enabled afterwards to see more plainly our path of duty.

You have led us to understand that in our school work

"Nothing useless is, or low;  
Each thing in its place is best,  
And what seems but idle show  
Strengthens and supports the rest."

Our earnest wish is, that you may long be spared to carry on the noble work in which you have been so long engaged, and may the happy relations now existing between you and the teachers of Elgin ever exist while you remain among us.

Before closing this address we ask you to accept this gold watch as a small token of the esteem in which we hold you.

May the bright metal in its cases be emblematical of the pure feelings of regard and respect which actuate us in presenting it; and as you view its intricate mechanism may you be reminded that while the wheel of time rolls round we can never forget the many acts of kindness, words of advice and feelings of sympathy which you have given us.

I. EVI COTTINGTON,  
R. C. INGLESBY,  
J. B. OGILVIE,  
J. E. ORR,  
W. M. ELLISON,  
GEO. DUNCAN,  
J. W. AMOS.

*Bracken*  
(Signed)

Mr. Butler made a very appropriate reply to the address. The speaker of the evening, Dr. McLellan, high school inspector, was then called upon, and delivered the finest lecture on Education ever delivered in the city.

We are pleased to learn that at the meeting of W. Lambton teachers' association Mr. John Brebner, I.P.S. who is so highly respected by all the teachers in the inspectorate, was presented with a very complimentary address and a valuable gold watch and chain as a slight acknowledgement of the appreciated services rendered during the many years he has presided over their deliberations. Mr. Brebner has succeeded in securing the good will of all the teachers in the inspectorate.

The Board of Education, London, recently adopted, with the exception of the first clause, the following medical regulations.—Smallpox—All pupils will be required to produce a physician's certificate of effectual vaccination before admission to any of the schools. All pupils residing in any house where smallpox exists will be excluded until thirty days after patient's recovery. Scarlet fever—All pupils coming from any house where scarlet fever exists will be excluded until twenty days after patient's recovery; except children who have previously had the disease, who will be excluded until ten days after the recovery of the patient. Diphtheria—Excluded as above for ten days. Measles—Until recovery of patient; patient excluded for ten days after recovery. Mumps, whooping-cough, chickenpox, or any eruptive diseases of the scalp—Until complete recovery. Evidence necessary for above Physician's certificate. Pupils visiting places where scarlet fever or diphtheria exists will be excluded. Some doubt being expressed as to the legality of the first clause it was referred to the City Solicitor for his opinion.



A right education is not merely the reading of many books, but the ability of making knowledge useful to ourselves and to others.

A report of the Oxford teachers' association says: The most interesting feature of the convention to the general public was the lecture by Principal Buchan of Upper Canada college upon Poetry and Politics.

Rev. Mr. English has leased the Hellmuth ladies' college property for the next collegiate year. The year following Mrs. Russell will undertake its management. Major C. A. Armstrong, of St. Leonard-on-the-Sea, England, will act as principal.

The following yearly subscriptions have been promised to the ladies' medical school, Kingston, for five years. —Dr. Jenny K. Trout, Toronto, \$200; Mr. John Carruthers, \$100; Hon. G. A. Kirkpatrick, \$50; Folger Bros., \$50; Principal Grant, \$100; Mr. William Hartz, \$100, and Mr. A. Gunn, M.P., \$100; altogether, \$3,500.

The legislative grant for public school purposes this year to schools in Northumberland is as follows: Cobourg, \$717; Haldimand, \$691; Hamilton, \$642; Brighton, \$504; Seymour, \$474; Murray, \$446; Cramahe, \$435; Percy, \$427; Campbellford, \$225; S. Monaghan, \$153; Aluwick, \$152; Colborne, \$136; total, \$5,002.

At the Chatham district teachers' association, the following out of the question drawer were gravely, and it is said profitably discussed: (1) If you told a big boy to stand in the corner, and he took his hat and went home, what would you do when he came back? (2) If a scholar said, "Let me sit the books on the table," and you corrected him, and he said, "Mr. Jones told us to say 'sit,'" what would you do?

During a recent visit to the flourishing city of St. Thomas, we could not but admire the enterprise of the place in educational matters. Already the collegiate institute has acquired a front rank, and with its efficient staff of masters who are specialists in their department, progress must continue. The building is a very commodious one and the grounds are amongst the finest in the Province. A beautiful fountain has been placed in the lawn in front of the institute and this, together with the display of flowers, trees, and shrubs, shows the good taste of the citizens. The appreciation of the board of the principals' services is shown by the advancement of Mr. Millar's salary from \$1,250 to \$1,550.

During the last session of the teachers' association held in Norfolk, a communication was read from the Ontario Woman's Christian Temperance Union, inviting co-operation in their work, whereupon after discussion, it was moved by the Rev. Geo. Grant, seconded by Dr. Wadsworth, that, "This association, recognizing the evils connected with the use of intoxicating drinks, approve of the idea and advocate the introduction of books on temperance into our public and high schools, as a strong agent in uprooting the existing evil of intemperance." Carried.

The question of providing suitable teachers' residences has not apparently received the attention of trustees and ratepayers. Only two have yet been provided; one in Nassagaweya and one in Acton. As matters now stand, married teachers are almost forced out of the rural sections, from inability to get a house in which to live. Of the nineteen married teachers employed last year, five taught in the towns or incorporated villages, four in the smaller villages, two taught in rural sections but lived in the adjoining town or village, two others lived in homes of their own, and six lived in the section in which they taught. Not more than one section in ten can provide a house for a married teacher. I hope the day will soon come when in the larger and wealthier sections the erection of a teacher's residence will be regarded as favorably as the erection of a manse or a parsonage. I believe the establishing of suitable residences for teachers would advance the cause of education. Experienced teachers would be retained in the profession; the evils resulting from frequent changes of teachers would be greatly diminished; and in the end the cost of education would be reduced. —*Mr. Little's Report.*

The following show the advancement of educational interests in the county of Halton: (a.) During the year a handsome and commodious brick school house, named "Lorne School House," was erected in S. S. No. 12 Esqueving. The site is an acre in extent, and is surrounded with a substantial picket fence. A good well has been provided, and the trustees purpose during the present year to erect a wood-house and outbuildings. Total cost, \$1,675.78. (b) In Milton the public school board enlarged the model school by the addition of a new stone wing. They also erected larger outbuildings, enclosed two additional lots and part of the original site with a neat picket fence, and repaired the main building. The total outlay amounted to \$3,483.82. —*Mr. Little's Report.*

In the report of the Honorable the Minister of Education for 1880-81, the percentage of average attendance, compared with the total number attending school, is given as 43 per cent. for the counties of the Province. The percentage in Halton, for the year of the report, was 45. Ten counties had a higher percentage, viz: Prince Edward, Durham, Lincoln, and Huron, each 46; Dundas, Oxford, Perth, and Middlesex, each 47; Waterloo, 49; and Lanark, 50. Two counties had the same percentage as Halton, and the remaining twenty-nine counties, including the districts, ranged from 44 down to 35 per cent. —*Mr. Little's Report.*

J. W. Acres, M.A., has, we believe, the honor of being the senior teacher in the Province of Ontario. For upwards of a quarter of a century he has held the position of principal of the Paris schools. During that time he has won affection, respect, and admiration alike from teachers, scholars, parents, managers, and all who have come in contact with him. The schools are to-day in as flourishing condition as they have ever been. There are in all ten departments, two of which form the high school. The principal building is a fine brick structure, beautifully situated, overlooking the whole of the city, and commanding a magnificent view of the valley of the Grand river and the surrounding country. In the high school Mr. Acres is ably assisted by Mr. Armstrong. Mr. C. Dodge is the senior teacher in the numerous departments of the public school. Mr. Burrows, P.S.I., of Napanee, and Mr. Tilley, P.S.I., of Bowmanville, have been conducting the examinations in the normal school in this city.

Dr. Kelley, M.A., Brantford, and D. C. Ross, M.A., Toronto, have been conducting the Ontario examinations for the Gilchrist scholarship. There was only one Ontario candidate. The Gilchrist scholarship is of the value of £100 sterling per annum and is tenable for three years.

#### MANITOBA.

The regular quarterly meeting of the Council of the University of Manitoba, was held in the Education Offices, Thursday, June 7th. The Chancellor, the Vice-Chancellor, the Registrar, the Bursar, Rev. Prof. Cloutier, Ven. Archdeacon Pinkham, Rev. Prof. Hart, Rev. O. Fortin, Very Rev. Dean Grisdale, Ven. Archdeacon Cowley, Rev. Prof. Bryce, Rev. Canon Matheson, Hon. Attorney-General Sutherland, Rev. Canon O'Meara, and Rev. D. M. Gordon were present. The Chancellor took the chair at 2:10 p.m. The minutes of the last meeting were read and confirmed.

Archdeacon Pinkham moved, seconded by Rev. O. Fortin, and it was resolved that the fee for the degree of M.A. be \$4.

The results of the recent examinations were then read by the Chancellor. Moved by Prof. Bryce, seconded by Archdeacon Cowley and resolved, that the report be received and adopted. Prof. Hart, on behalf of the Committee appointed at the last meeting, reported the blank forms for the degrees of B.A. and M.A., and the purchase of three silver and three bronze medals. The report was received and adopted. A letter was read from the Registrar of the General Council of Medical Education and Registration of the United Kingdom. Moved by Prof. Bryce, seconded by Canon Matheson, and resolved, that the candidates for the previous examinations may, if they please, take the Elementary Statics and Hydrostatics of the B.A. degree.

The annual Convocation of the University of Manitoba for conferring degrees, presenting medals, etc., was held on Friday, June 8th, in the temporary Legislative Hall, in the new Court House. Besides a considerable number of ladies and gentlemen who were present as spectators, including students of the various colleges, the following gentlemen occupied seats on the floor of the House: —Hon. Jos. Royal, M.P., Vice-Chancellor, in the chair; Mr. T. A. Bernier, Registrar; Very Rev. Dean Grisdale, Rev. Canon O'Meara, Rev. Canon Matheson, Rev. A. L. Parker, and Rev. R. Macray of St. John's College; Rev. Prof. Cherrier, Director, and Rev. Prof. Cloutier, St. Boniface College; Rev. Prof. Bryce, and Rev. Prof. Hart, Manitoba College; Hon. John Norquay, Premier; Hon. A. A. C. LaRiviere, Provincial Secretary; Hon. Attorney-General Sutherland, Hon. S. C. Biggs, U. S. Consul Taylor, Rev. O. Fortin, Rev. D. M. Gordon, Rev. H. T. Leslie, Mr. Rice Howard, Dr. Agnew, and Dr. Jackes. The members of the University wore their distinguishing costume. The Vice-Chancellor opened the proceedings with an address, in which, after apologizing for the unavoidable absence of His Lordship the Bishop of Rupert's Land, Chancellor of the University, he said:—Ladies and gentlemen, you are witnessing an experiment of the most interesting character. We are making an experiment which was never attempted before. We are trying to build up in a mixed community, an institution on the broad basis of common sense and mutual Christian tolerance.

In conclusion the hon. gentleman said:—In view of the grand objects of this University, in view of the success accomplished so far, in view of its future progress and consolidation, let me hope, ladies and gentlemen, that the enlightened generosity of governments will provide the means necessary to render the existence of the University of Manitoba free from precarious assistance and worthy of its noble object.

Mr. J. R. Bird, of St. John's College, was called forward and presented by the Chancellor with the Governor-General's silver medal, and Mr. F. A. Brown, of Manitoba College, similarly received the University bronze medal, these distinctions being awarded for pre-eminence in classical honors of the third year, including the second year's marks. The Governor-General's bronze medal, won by competition in the previous examination, was presented to Mr. J. W. Matheson. Rev. Canon O'Meara then presented to the Vice-Chancellor, Mr. J. R. Bird, as qualified to receive the degree of B.A., and Rev. Prof. Bryce similarly presented Messrs. F. A. Brown, D. Anderson, and J. B. D. Code, of Manitoba College, and Mr. Archibald McLaren, a non-collegiate student, and the Vice-Chancellor accordingly conferred upon these gentlemen the title to which they were entitled. The degree of M.A. was conferred upon Mr. W. R. Gumm, B.A., of the University of Manitoba. Ad eundem degress were conferred upon Rev. A. L. Parker, M.A., and Rev. R. Machray, B.A., who were presented by the Registrar. There were no candidates for the degree of A.B. from the St. Boniface College, for the reason that the institution had to be closed during a part of the session, owing to illness amongst the students.

The Hon. John Norquay, Premier of Manitoba, and U. S. Consul Taylor made excellent speeches.

The foundation stone of the new St. John's College was laid on Thursday, June 7th, by His Lordship the Bishop of Rupert's Land, in presence of most of the members of the College council, the professors, masters, and members of the college, and the college school. The ceremony was of a religious character. The Bishop opened the proceedings with an address, which was followed by an appropriate ceremony.

The following articles have been deposited in the casket in the stone: The University Act of Parliament and Statutes and Calendar for 1882. Acts and documents relating to the Ecclesiastical Province and Diocese of Rupert's Land, including the Statutes of Cathedral and College. Report of 2nd Provincial Synod. Report of Diocesan Synod, 1881. Special service at induction of Dean and Canons. Syllabus of St. John's College Ladies' School. Winnipeg Weekly Free Press, June 1st, 1883; Winnipeg Daily Free Press, June 7th, 1883; Winnipeg Daily Sun, June 6th, 1883. The account of St. John's College and College School corrected to the present date. The names of the architects and builder of the College and statement of the stone being laid by the Chancellor and the Bishop of Rupert's Land. The work of construction was begun on the present wing a few weeks ago, and will cost on completion about \$75,000. The entire edifice when finished according to the intended plan, will cost \$250,000. The foundation is stone and the superstructure brick. Upon return to the old college building, vacation was announced until the first Wednesday of September.

An interesting incident during the St. John's College term was the presentation to Rev. A. L. Parker, M.A., of an elegantly framed and illuminated address by the students of the previous year. The presentation was made at his residence, after which they were hospitably entertained at supper.

A large number of the young ladies attending the St. John's College Ladies' School, received prizes for the several branches taught therein, and a gold medal was presented by the lady principal for lady-like deportment and observance of rules.

The following gentlemen have recently been appointed members of the Board of Education, viz: Rev. G. Cloutier, of St. Boniface, vice Rev. J. B. Beaudin; J. B. Somerset, of Winnipeg, vice J. H. Stewart, deceased; James Prendergast, of St. Boniface, vice Alexandro Kittson, deceased.

#### NOVA SCOTIA.

The anniversary exercises connected with the close of the college year at Acadia, extended from the 5th to the 7th of June. The Associated Alumni held their annual session on the 6th, and an adjourned meeting on the 7th. The following were elected officers for the ensuing year: President—H. C. Creed, A. M.; Vice President—Judge Johnston; Secretary Treasurer W. L. Barrs; Directors—J. F. Parsons, A. B., B. H. Eaton, M. A., Prof. R. V. Jones, M. A., E. A. King, M. A., J. W. Longley, M. A., Rev. E. J. Grant,

Frank Anderson, B. A. The society chose for election as governors of Acadia College, Silas Alward, Esq., M. A., D. C. L., of St. John, and H. C. Creed, Esq., M. A., of Fredericton.

The anniversary exercises of Acadia College were held on the 7th in Assonby Hall. A large audience was present and much enthusiasm was manifested. After an interesting musical programme was gone through the national anthem was sung and the benediction pronounced.

The orations exhibited independent and vigorous thinking and were well delivered. At the close, the eleven young men whose names appeared on the programme received their degree of Bachelor in Arts.

The following graduates received the degree of M. A. in course:—Prof. Kierstead, E. M. Chesley, J. B. Oakes, J. C. Archibald, B. W. Lockhart, Dr. Lewis Hunt.

The following honor certificates were awarded to C. S. Wallace, senior in history, philosophy, and classics; C. W. Bradshaw, senior in history; H. Welton, senior in history; D. S. Whitman, senior in history and philosophy; Hutchinson Sophomore, in classics; Ross Sophomore, in English.

After conferring the degrees, Dr. Sawyer announced that the Senate had conferred the honorary degree of D. C. L. upon Silas Alward, Esq., M. A., of St. John, and Judge Wetherbee, M. A., of Halifax. At the close of the graduating exercises the Alumni dinner took place in the large dining-room of Chipman Hall. There was a large attendance. The following toasts were drunk at the close of the dinner: 1st, The Queen, proposed by E. D. King; 2nd, Alma Mater, proposed by E. D. King, responded to by Dr. T. H. Rand and A. J. Denton; 3rd, The Dominion and Local Legislatures, proposed by H. C. Creed, responded to by D. B. Woodworth, M. P. and J. W. Longley, M. P. P.; 4th, The Board of Governors, proposed by J. W. Longley, responded to by D. R. Eaton; 5th, The Senate of the University, proposed by J. B. Mills, responded to by Judge Johnson; 6th, The Faculty of the College, proposed by Dr. Saunders, responded to by Dr. Higgins; 7th, Our Fathers and Founders, proposed by E. D. King, responded to by Rev. Dr. Pryor and Rev. Dr. Bell; 8th, The Graduating Class, proposed by Prof. Kierstead, responded to by O. C. S. Wallace, B. A.; 9th, Our Sister Colleges, proposed by Prof. Jones, responded to by W. Graham, Esq., and Prof. Kierstead; 10th, Our Guests, proposed by H. C. Creed, responded to by Mayor Fraser; 11th, The Press, proposed by Dr. Rand, responded to by Mr. Seldon; 12th, The Fair Daughters of Acadia, proposed by Prof. Caldwell.

The annual meeting of the Teachers Association for District No. 10., county of Cumberland and North Colchester, was held at the thriving village of Acadia Iron Mines, on the 14th and 15th of June. Inspector W. D. Mackenzie was *ex officio* President, though at several sessions the chair was efficiently filled by the Vice-President, W. R. Slade, Esq. The duties of Secretary-Treasurer were well performed by Mr. Gordon Hill. The programme of exercises were as follows: 1. "Class Lesson in Industrial Drawing," Miss Parker; 2. "Outlined Methods of Teaching Drawing," Miss Smith, Instructor in Provincial Normal School; 3. "The Proper Mode of Teaching Grammar and Analysis," Mr. Hutchinson, Principal of Public Schools, Parr-boro'; 4. "The Teacher's Duty as to Cleanliness and Politeness of Pupils," Miss Jenks, of Public Schools, Amherst; 5. "Class Lesson in Mineralogy," Mr. Francis, Principal of Public Schools, Acadia Iron Mines; 6. "Reading," Miss Wood, of Oxford Public Schools; 7. "Music," Mr. Baillie, Principal of Public Schools, Wallace; 8. "School Ventilation," Dr. J. W. McDonald, of Acadia Iron Mines; 9. "Recitation," (essay), Miss Travers, of Public Schools, Amherst, followed by a recitation, by Miss Wood; 10. "The School Master," by Mr. Lay, Principal of County Acadany. The several papers and exercises were thoroughly discussed. Mr. Fraser's interesting class exercise in Mineralogy elicited strong expressions of opinion as to the importance of such studies, rightly pursued, to the industrial development of Nova Scotia. Dr. McDonald was warmly thanked for the excellent paper (with admirable illustrative experiments) in which he called attention to a matter whose neglect undoubtedly lies at the root of much of the physical debility and mental irritability found in our schools. Professor Eaton, of the Provincial Normal School, was present during a part of the exercises, and favored the Association with an eloquent and instructive address on "The practical aspects of Modern Education." The public meeting of the 14th was attended by a large and influential audience. St. Bridget's Hall, which is a most spacious auditorium was thronged to the door. The address of the Superintendent of Education was upwards of an hour in length and was mainly an exposi-

tion of the true relations subsisting between general and technical education. Great sympathy was expressed with farmers whose lands are running out and whose crops are failing, and, who feeling assured that there is a right and scientific way of tilling land are demanding for their sons education or opportunities denied to themselves, and with all who are striving to build up in Nova Scotia technical schools such as in other lands have revolutionized industrial methods and national life. At the same time the audience was reminded that man does not live by bread alone, that his higher nature has its rights, that those professions which are sometimes sneered at as unproductive are honorable and necessary, and that all true teachers and all just educational systems should aim at a reasonable compromise, or rather, conciliation, of the literary and practical elements of education. A hearty vote of appreciation of the Superintendent's address was moved by the Rev. V. E. Harris (Anglican Rector), and seconded by Rev. Father Hamilton, P.P. The latter gentleman took occasion to refer to the excellent condition of the public schools of Acadia Iron Mines, and his personal knowledge of the meritorious services of the teacher. The Rev. Mr. Harris was also present at several of the regular meetings of the Association and spoke interestingly on some of the topics thereat discussed. Rarely does it fall to the lot of an educational gathering to hold its meeting amid a more appreciative community or among more instructive surroundings. Acadia Iron Mines, a village of some 2,500 inhabitants, situated in a picturesque chasm of the Cobequid Mountains, is the seat of the vast business of the celebrated L. S. S. Iron and Steel Manufacturing Company. Here upwards of 100 men are constantly employed in smelting and cogate processes. The enthusiastic Secretary of Trustees, Mr. Hutchinson, to whom the excellence of the village schools is largely due, occupies a position of prominence and trust under the company, and at the close of the Superintendent's lecture on the evening of the 14th, invited the Association to accompany him to the works and witness the interesting process of casting, or drawing off the pig iron. Many of the visitors remained till nearly midnight, extending their observation to the extensive rolling mills of the company, where at a vast series of furnaces the sons of Vulcan were forging bars not inferior in ductility and strength to the best products of Wales or Sweden.

### Teachers' Associations.

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

Owing to the crowded condition of our JOURNAL, we are sorry to be compelled to give the briefest notice of the different Teachers' Associations lately held. Many pages could well be filled with accounts of essays, talks, and interesting discussions, while instead of the mere mention of a name, laurels have been well merited by those who have labored long and successfully in their arduous profession.

MINTO.—The teachers of Minto township, held their first annual township convention in school house, school section No. 1, Minto, on Friday, June 5th. The attendance was very good, ten teachers being present. A number of course did not put in an appearance, some of whom, we believe, have contracted the habit of being absent. This habit of being absent will be lessened in future we trust, as the names of the absent few have to be sent to Toronto without delay. The programme as rendered consisted of the following: "Literature, II Class, which subject was ably rendered by P. H. Harper; an interesting and instructive essay was then read on "Text Books," by Mr. Clapp, inspector, then followed a lesson on "Numeration," by M. Ferguson; followed by "Writing," by Jas. Wiseman; both of which lessons were well taught. In the afternoon Mr. Clapp passed some remarks on "Dictation and Spelling," which we hope will not be lost to the teachers present. Miss Harper next followed with a highly instructive lesson on "Addition, Part II." "Map Drawing" was then taught to third class, in a manner which reflected great credit on the teacher, A. M. Spence. W. McEachern then read an essay or criticism on "Promotion Examinations" as carried on this year, holding forth some views which we anticipate will be taken advantage of in future by the examiners. The place of meeting was then considered, when it was resolved to meet in school section, No. 8, Minto, after which the meeting adjourned. The thanks of the institute are hereby tendered the resident teacher and friends of the section for their cordial reception of the visiting teachers. —*Harrison Tribune.*

LANSARK CO. STY.—The semi annual meeting of this Association was held in the high school building, Almonte, on May 25 and 26. The meeting was one of the most successful yet held, a pleasing feature of it being that most of the essayists were young teachers who had not previously appeared before the Association. Friday. The president, F. L. Michell, I. P. S., opened the meeting with a brief address, in which he gave a retrospective view of the teaching profession, and endeavored to impress upon the teachers present the nobility as well as the importance of their profession. The first paper read was by Mr. W. P. Robertson of Almonte. Mr. Robertson thought that there was a danger of our educationists running to the other extreme from that which prevailed some years ago when almost everything was required to be memorized. An interesting discussion followed the reading of this paper. Mr. N. S. Dunlop, of White Lake, followed with an excellent paper on spelling. He pointed out some of the anomalies and difficulties of English spelling and advanced many strong reasons for the introduction of the phonetic system. On the text-book question a committee was appointed to examine the rival sets of readers, and to report at next meeting as to their respective merits. The afternoon session was opened by the teaching of a model object lesson to a class from the Almonte public school, by D. A. Nesbitt of Pakenham. He showed that object lessons can be made the means not only of developing the perceptive and reflective faculties, but of teaching that much neglected subject, English Composition. Mr. Rothwell, Principal of Perth Collegiate Institute, gave a blackboard illustration of his method of teaching decimal fractions to an advanced class. His explanations were well received and called forth considerable discussion. The last paper of the afternoon was one by Mr. J. G. Dunlop of Carleton Place, on "English Grammar." The necessity of presenting correct forms of speech to the child from infancy onwards, was urged. He referred, also, in a general way, to teachers' difficulties, home training, and text book deficiencies. Want of time prevented any discussion on this interesting subject. In the evening a lecture on "The Art of Caricature," accompanied by sketches of several Almonte "celebrities" was delivered in the Music Hall, by J. W. Bengough, the Grip cartoonist. If we may judge from appearances the teachers enjoyed this part of the programme immensely. Saturday.—On motions duly made and carried the following were elected officers for the ensuing year:—President, F. L. Michell, I. P. S.; Vice-president, John McCartar, Almonte; Sec'y-Treas., H. S. Robertson, Perth; Auditors, Messrs. Rothwell and Steele. Management Committee, Miss Sim and Messrs. Errat, Clarke, Caswell, Smitherman. Messrs. Robertson, Clarke, Errat, Nesbitt, and Steele were appointed a committee to invest \$100 in the purchase of educational works for the library, and to devise a plan for the better distribution of the books. The Treasurer's statement for 1882 showed a balance of \$159.29 to the credit of the Association. Mr. Smitherman's paper on "Fourth Class Literature" was so highly appreciated that he was requested to allow the secretary to publish it in the local papers. Mr. J. M. Cleland then introduced the subject of "Opening Exercises and Task in School." During the discussion on the subject the inspector said that Mr. Cleland had the neatest school-house and most tastily kept grounds in the county. Mr. McGregor, Chairman of the Question Drawer Committee, now answered several questions which were of much interest to the teachers present. A lively discussion on the question of granting permits then followed, which ended in the Association entering its protest against the system. Mr. J. A. Sinclair opened the afternoon session by reading an excellent paper on "How to Promote Obedience in Pupils." Both in this paper and in the discussion which followed were many points brought out which must be especially beneficial to young and inexperienced teachers. The president brought the meeting to a close with a very suggestive address on "The Teacher and his Assistants," in which aptitude, training, and experience were laid down as the essential qualifications of a good teacher. The meeting adjourned to meet next in Perth at the call of the executive.

NORTH YORK.—About fifty teachers in the northern division of York county, assembled in the model school room, Newmarket, on Thursday, 7th inst., at 10 o'clock. The President, Mr. D. Fotheringham in the chair. The first subject discussed was "Methods of marking Attendance, Conduct, and Recitation," by Messrs. Rannie, Jewett, Armstrong, and Holland. An excellent practical essay was read by Miss Birmie on "How to secure Correct Language from Pupils," which was followed by a long discussion on Vocal Music by Messrs. Holland, Eckardt, and Love. Professor Loudon, of Toronto university, added to the interest of the meeting by the manner of treating his subject "Certain Hindrance to Substantial Progress in Learning," and by his lecture on "Production of Sound." Mr. Buchan's lecture on "American Humor" was thoroughly appreciated, and showed an extensive literary knowledge on the part of the lecturer. The remarks of Dr. Forrest, of Bradford high school, on "Primary Reading by the Phonic System" were very satisfactory. Messrs. Rose, Price, Shields, Love, and Dr. Forrest, discussed at considerable length the advisability of "Punishment," each giving some good ideas on home work. After the adoption of an excellent programme for the next session the convention adjourned.

**STORMONT.**—The twelfth half-yearly meeting of the Stormont teachers' association, was held in Duvall's Hall, Newington, on Thursday and Friday, May 17th and 18th. The president, Mr. McNaughton, I.P.S., occupied the chair, and after the usual opening, called upon the secretary to read the minutes of the last meeting, which were duly read and approved. An agent of the Canada Publishing Company who was present, received permission to address the association. He introduced to the notice of the teachers assembled a newly published series of readers which he was confident would soon be authorized for use in schools. He pointed out the superior excellencies of said publications as compared with other similar text-books, and called particular attention to the lessons on temperance, hygiene, &c. A discussion ensued on the respective merits and demerits of the books compared, and a committee consisting of the president, the secretary, and Messrs. Talbot, Cook, and Bissett, with power to add to their numbers, was appointed to examine them, also those published by Gage & Co., and report the result of such examination at some future time. The president read an extract from the Minister of Education referring to text-books, also from the official report referring to teachers. He showed that Stormont furnished as many certificated teachers as other counties in the province. He spoke of a meeting of inspectors in the city of Kingston, that passed resolutions recommending an increase of government grant to increase the salaries of teachers. He thought the government should pay at least one-sixth such salary. Several teachers expressed their approval of the suggestion of the president. Mr. Relyea thought if teachers would work harder they would be better paid. Mr. Baker read an essay on "The Teacher's Personal Duties," dwelling especially on the necessity of energy of character and gentleness of manner in order to the proper performance of those duties. Remarks complimentary to the essayist were freely made upon the various points of interest in the essay and the thanks of the listeners were given him. Mr. Casselman next showed "How to Teach Composition." He emphasized the importance of making the work easy to beginners by teaching them how to express clearly their ideas of familiar things. In the discussion which followed, some difference of opinion was elicited as regards the time when the little ones should be expected to begin to write sentences. Thanks were given Mr. Casselman for the ability displayed in his treatment of the subject, and the benefits likely to be derived from his effort by those listening. On motion of Mr. Bigelow, a committee consisting of Messrs. Casselman, Talbot, and Cook, was appointed to answer the questions found in the question drawer. The first subject disposed of the second day was "The Art of Penmanship," by Mr. Cook. He explained the principles upon which the formation of the letters depends; showed how to form the letters from those principles; spoke of the correct method of holding the pen; and called attention to the proper position the pupil should assume at the desk. Some objections were urged by the speakers who followed against the Spencerian system of penmanship on account of its alleged impracticability. Mr. Bissett dealt with the subject assigned him on the programme, viz.: "Incentives to Study." He thought the principal power to be employed by the teacher to incite his pupils to intellectual effort was his own personal approval or disapproval of their conduct. He should cultivate a pleasant and persuasive manner; have tact to praise at the proper time; and know just how to provoke a healthful emulation among his scholars. He should be able to discriminate between those who require help and those who have the ability to help themselves, if they can be induced to develop the disposition. He thought the publication of honor rolls a questionable practice, and the results following of a doubtful tendency. He left the question of prizes open; if awarded at all great care must be exercised in doing it. As usual the various pleasing and practical points in the essay were reviewed in discussion upon it. Mr. Harrington who was prevented by circumstances from being present in person, sent his paper on "The Turks," which was read by Mr. Casselman. He alluded to the early history of that troublesome people, sketched the causes that led to their present degeneracy, and suggested plans by which the now deplorable condition of the Turkish Christian might be made as secure as that of the residents of other European countries. Mr. Talbot spoke of "The Teacher's work out of School." Attention was called to the necessary preparation to be made at home of the lessons to be taught in school; to the teacher's presence on the playground and the influence he should exert over the recreations indulged in there; to his position in society where he must uphold the dignity and command the respect due to the profession. The treasurer's financial report was read and adopted. Several questions of practical interest, asked through the medium of the question drawer, were satisfactorily answered. Messrs. I. R. Ault, and F. Anderson, of Aultsville, were voted honorary members, on account of services rendered the association. Officers for the current year were elected as follows: Mr. McNaughton, President; Mr. Talbot, Vice-President; Geo. Bigelow, Secretary-Treasurer; Messrs. Cook, Relyea, Casselman, Harrington, and Baker, Management Committee. It was decided to continue to furnish the CANADA SCHOOL JOURNAL to the members of the association, on the payment of the membership fee, and the usual club was formed. It was moved, seconded, and carried, that the next meeting be held in Cornwall, on the 4th and 5th October next. On the evening of Thursday a public lecture, under the auspices of the association, was delivered in the M. C. C., to an appreciative audience,

including the teachers, by the Rev. W. Raney, of Aultsville. The lecturer in an impressive manner, referred to the duty of teachers, as an influential class in the community, taking the aggressive side in the temperance work, and laboring to educate those under their charge in true temperance principles. In a very forcible manner he showed that the question of legal prohibition was one that must be decided by the electors at the polls, and that each voter was personally responsible for the use he made of the franchise. Rev. Mr. Robinson expressed a wish to circulate the temperance pledge which was accordingly done, and a large number of signatures was obtained. The musical part of the audience enjoyed a rich treat in the singing which enlivened the proceedings, under the leadership of Mrs. Robinson. A vote of thanks was tendered the lecturer, for it was felt that his lecture had added much to the pleasure and profit derived from attendance at the association, also to the president who had so ably discharged the duties of the chair. The meeting was a most successful one whether viewed from an intellectual, moral, or social standpoint.

**RENFREW.**—The semi-annual meeting of the county of Renfrew teachers' association, was held at Arnprior, May 10th and 11th. The meeting was opened at ten o'clock a.m., H. L. Slack, Esq., taking the chair in the absence of the President. After the reading of the minutes, and transaction of routine business, the meeting adjourned till 2 p.m. In the afternoon, Mr. Barron, the vice-president, took the chair, and called upon Mr. Dunlop, teacher of S. S. No. 3, Pakenham, to read the opening paper on "How to Teach Spelling." The paper was a most thoughtful one, and reflected great credit on the writer. In it he pointed out many of the absurdities of our mode of spelling English words, and advocated the adoption of the Phonetic method in preference to that now in use. The next subject was introduced by Mr. Slack, on "School Culture." He believed that too much dependence was placed on text-books in our present method of education. More care should be taken in the physical training of children, as to posture in answering questions, studying, walking, sitting, &c. Courtesy and respect to each other, and to their teachers, parents, and other superiors, ought to be more earnestly insisted upon. In the evening, Prof. Dawson, head master of the Arnprior high school, delivered a lecture in the town hall on "Science and Skepticism." There was a large audience, who listened with close attention throughout. **Friday**—Mr. McDowell, head master of the Renfrew high school, gave a good practical exercise on the subject of "Arithmetic." He advocated teaching it mentally, and opposed following blindly the text-books. He discountenanced the giving to pupils such mathematical puzzles as are frequently found in our examination papers. Mr. McKay, head master model school, Renfrew, read a carefully prepared paper upon "Syntax." A lively criticism on this paper followed, carried on by Messrs. Barclay, Slack, Barron, and McNab, during which many of the niceties of the English language were discussed *pro and con*. At the close of this paper, Mr. A. D. Campbell distributed among the teachers present, sample copies of the CANADA SCHOOL JOURNAL, advising them at the same time to become subscribers for it. Mr. B. Sawyer, teacher of penmanship and book-keeping normal school, Ottawa, gave a class lesson in "Writing," showing his method of presenting the subject to a class of beginners. He strongly advocated the Spencerian system. Mr. A. D. Campbell considered this system unfit for practical purposes, it being too ornamental as generally taught, and that the attempt to teach it in our public schools by means of the present copy books is the real cause of the prevalence of bad writing. Mr. Dawson thought this system destroyed individuality in hand-writing. Mr. Slack said there was something wrong either with the system or mode of teaching it, as the writing in our school at present is far from what it ought to be. This paper was followed by a short address by Prof. Dawson, on the relation between High and Public Schools. He urged upon teachers to encourage their pupils to prepare themselves to take a high school course. The election of officers then took place with the following result: President, Wm. Alford; Vice-President, Miss H. Reynolds; Secretary-Treasurer, A. D. Campbell; Management Committee, Teachers of Renfrew village schools: Auditors, W. B. C. Barclay, and H. L. Slack.

**PRESCOTT.**—A meeting of the teachers of the county of Prescott, was held at the high school, Hawkesbury, on Friday and Saturday, the 1st and 2nd inst., at which a large number of the teachers of the county was present. Classes from the public school were in attendance and practical illustrations of the methods of teaching were given as follows: Mr. Summerby, I.P.S., explained before a second class, also before a third class, how language lessons might be taught in connection with the reading lessons. By judicious questioning he led the children to find out for themselves the uses of words in a sentence. He showed how grammar might be taught without burdening the mind with definitions, rules, &c., and how much time and labor might be saved to teachers and pupils on this important subject. Miss Hyde taught a third class a lesson in reading. She was careful to have the pupils thoroughly understand what they were reading. Mr. C. Gray, assistant master, model school, Vankleek Hill, taught an oral lesson in geography to a junior class. He awakened the curiosity of the pupils with regard to the shape of the earth. Mr. Summerby took a junior class and taught

them the A B C of arithmetic. He dwelt upon the necessity of thoroughness in the elementary rules. The youngsters were much interested with the lesson. J. W. McCutcheon, head master of Hawkesbury public school, gave his method of conducting a dictation lesson. Mr. J. W. Hay, head master of L'Original public school, taught a fourth class a lesson in history, and showed his method of taking up the subject in systematic order. Mr. McCutcheon drilled a fourth class in parsing, showing some of the difficulties met with in conducting a lesson in this subject. Mr. D. Marshall, head master, model school, Vankleek Hill, taught a lesson in map geography, in which he led the pupils to find out for themselves many things relating to the physical features of countries. His aim was not to tell the pupils anything they could find out for themselves, but to lead them from the known to the unknown, by judicious questioning. Each of the lessons was fully discussed by the teachers present immediately after it had been taught. The meeting then adjourned to meet again on Saturday, at 9:30 a.m. The annual school concert came off at the town hall, Hawkesbury, on Friday evening. It was a success every way. More than \$70 were realized. On Saturday morning, Mr. J. A. Houston, B.A., head master high school, Hawkesbury, gave his method of commencing interest and per centage, with a class of beginners. He experimented with three pupils who had never studied the subject before, and by an oral lesson got them to solve mentally several questions in interest, without telling them anything or letting them know it was interest they were studying. He did the work by judicious questioning. Mr. E. B. Robinson, assistant master, high school, Hawkesbury, introduced the subject of drawing. As this subject is now obligatory for all classes in both high and public schools, considerable interest was manifested in the discussions which followed. After some discussion on the subject of uniform promotion examinations, it was moved by Mr. Marshall, seconded by Mr. McCutcheon, and resolved—That the county council be requested to grant a sum of money sufficient to pay the expense of printing papers for promotion examinations for the public schools of the united counties of Prescott and Russell, and in case the council refuse to grant the sum, that the same be taken from the funds of the association. The following are the officers of the association for the ensuing year: President, W. J. Summerly, I.P.S.; Vice-Presidents, J. A. Houston, and D. C. Little; Secretary-Treasurer, J. W. McCutcheon; Librarian, D. Marshall; Auditors, C. K. Gray, and J. H. May; Committee, Messrs. Kyle, Lefebure, Hay, and Misses Hyde, and Keough.

ONTARIO.—Held in the high school, Port Perry, May 25th and 26th. The attendance was large, and the proceedings were of great interest. In the absence of the president, Mr. G. H. Robinson, M.A., the chair was occupied during part of the morning session and the second day's meeting, by the vice-president, Mr. A. Rae, H. M., model school, Port Perry. A well written paper on "Bible in Schools" was read by D. McBride, M.A., H. M. Port Perry high school, and it elicited a very spirited discussion in which Messrs. McBrien, I.P.S., Spence, and Noble took part. A motion by Mr. Spence, seconded by Mr. Bradshaw, that the programme be adhered to, was carried. Mr. Noble, principal of Uxbridge public school, took up Arithmetic as his subject, and advocated more mental work. His plans of teaching it were practical and judicious, but some ideas led to a smart discussion, participated in by Messrs. Spence, Bradshaw, Brown, and others. Mr. McBride moved a vote of thanks to Mr. Noble for his excellent address, which being seconded by the inspector, was carried unanimously. Mr. Robinson tendered his resignation as president in consequence of having left the profession. It was accepted, and subsequently he was elected honorary member of the association. On the motion of Mr. Spence, Messrs. J. Brown and Langdon were appointed auditors, and on the motion of Mr. McBride, Messrs. Brown and Rae were elected delegates to the provincial association. Dr. W. F. Eastwood, Zephyr, read a paper on Physiology and Hygiene, for which Mr. McBrien proposed the best thanks of the meeting, seconded by Mr. A. G. Henderson, and carried unanimously. Mrs. Swift sang "The Last Rose of Summer" very sweetly, accompanying herself on the organ. Mr. G. H. Robinson gave a lengthy address on "The Teacher's Literary Outfit," for which he received the thanks of the meeting. In the evening a large audience assembled in the town hall to hear Mr. James Hughes in his lecture on "School Room Humor." The chair was ably occupied by the county inspector, Mr. James McBrien. Continual laughter and bursts of applause testified the appreciation of the audience, and at the conclusion of the inimitable lecture a hearty vote of thanks was given to the talented gentleman, on the motion of Dr. Jones, seconded by Dr. Sangster. *Second day*—Mr. McBrien in the chair, and subsequently Mr. Rae. Mr. Hughes showed how Drawing may be taught in public schools by a teacher not trained to be an artist; and at the request of the convention, gave some excellent hints on "School Discipline." The latter subject was discussed by Messrs. Noble, McBrien, and McMain, chiefly on modes of punishments. On the motion of Mr. McBrien, seconded by Mr. Spence, the best thanks of the association were unanimously accorded to Mr. Hughes for his very valuable assistance. A paper on Grammar was read by L. C. Smith, B.A., H.M., H.S., Oshawa, in which he strongly recommended less memorizing and more oral instruction. After the transaction of some routine business, the convention adjourned to meet next time in Port Perry at call of committee.

WEST LAMBTON.—A large number of teachers assembled in the model school, Sarnia, on Thursday and Friday 14th and 15th inst., to hold the regular half-yearly meeting of this association. The programme was opened by D. W. McQuosten reading as essay on "Writing." Mr. W. C. Carroll, B.A., next took up "Algebraic Factoring." In the discussions which followed, the views advanced were generally endorsed by the other teachers. Mr. A. A. Knight explained his method of teaching "Book-keeping" to a class, after which Walter Agnew exhibited his method of teaching "Decimals." Mr. A. A. Clapp gave an address on "Music;" Mr. Sheppard, on teaching "Composition;" Mr. Ward, on "How to Teach Drawing;" while the programme was closed by Mr. Wm. Harris, and several other teachers, discussing "Tact in the School-room."

EAST GREY.—The semi-annual meeting of the East Grey teachers' association, was held in the town hall, Meaford, on Thursday and Friday, 17th and 18th inst. Some fifty or sixty teachers were present. The programme was not as complete as usual, and consequently the meeting was not so interesting as the meetings that have been heretofore held. Mr. Watson, of the *Mirror*, read an essay on "Journalism." Mr. McKinnon gave a short address on "History," which led to some discussion. Mr. McMillan, of the *Monitor*, discussed "Political Economy." Mr. Ball introduced the subject of "Corporal Punishment," and his remarks led to a lengthy debate in which several teachers took part. Mr. Cameron read an essay on the "Teaching Profession," and Mr. H. De LaMatter a paper on "Elocution." The entertainment, consisting of music, readings, and recitations, on the evening of Thursday was a decided success.

PRINCE EDWARD.—A very interesting and successful convention of the teachers of Prince Edward county, was held May 25th and 26th, when many important subjects relative to the best methods of teaching were thoroughly discussed. An excellent essay was read by Miss Nina Conger on "Labor Necessary to Success." "Drawing" was introduced by Messrs. Goodwin and Murray; "Writing" by Messrs. Kinney and Faul; and the subject of "History" by R. Dobson, B.A. Some excellent map-sketching was shown on the blackboard by R. B. Mastin, and well-timed remarks were made by W. J. Osborne on the subject of "School Discipline and Routine." G. D. Platt, B.A., strongly urged the desirability of opening and closing our schools with reading a portion of scripture and prayer, also instructing the pupils in patriotism, properly keeping the general register, etc. In the evening Prof. Bell gave a selection of readings in the town hall to a large and appreciative audience.

NORFOLK.—The teachers of Norfolk held their half yearly meeting on Friday and Saturday, 1st and 2nd ult. The minutes of last meeting having been read and adopted, Mr. T. W. Sampson, B.A., delivered an address well adapted to the present times, in which Classics are not held in the high estimation the advantage of their study demands. The subject of "Parsing and Analysis" was pleasingly elucidated by Mr. S. F. Passmore, M.A. Dr. Wadsworth read a paper on "Schools and School Trustees of California," which had been kindly sent by Mr. Jos. T. Carson of California. Mr. Horatio M. Courtlandt gave an account of the old style of education, which afforded permanent relief to those suffering from spasmodic "good old times" fever. Rev. A. Turnbull, B.A., delivered an instructive oration on "The Renaissance." The manner in which Dr. McLellan treated the subjects "Euclid," "The Teacher and his Work," and "Language and Language Lessons," impressed his hearers with many good thoughts which doubtless will produce good results, while his lecture on "National Education" was a master-piece of eloquence which instructed as well as entertained the attentive and appreciative audience.

LENNOX AND ADDINGTON.—The semi-annual meeting of the Lennox and Addington teachers' association, was held in the model school building in Napanee, May 26th and 16th. A large number of teachers was in attendance. The presence of Inspector McIntosh, of North Hastings, and Professor Wright, M.A., of Belleville high school, added greatly to the interest of the meeting. After appointing officers for the ensuing year, discussions on "School Books" and "Uniform Promotion Examinations" followed. Inspector Macintosh gave an address on the teaching of "Arithmetic," and was followed by Mr. Fessenden, on the same subject. Mr. Chase read a carefully prepared paper on "English" which was discussed afterwards by Messrs. Burrows, Macintosh, Chase, and others. The proceedings at the public meeting in the evening were opened with an exhibition of Calisthenics by a class of girls, led by Miss Fraser, which delighted the audience and showed that the time spent in school in the drill is not uselessly wasted. Mr. Burrows read an admirable paper on "Compulsory Education" which was afterwards discussed by Messrs. Aylsworth, Bowerman, Macintosh, and Tisdale. After a lengthy discussion he association decided that in view of the increasing attention paid in our schools to English Composition, it is desirable that the text books placed in the hands of pupils be of as high a literary character as possible, and that they may be subject to careful revision in order to remove any errors they may contain.