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The Canada School Journal.

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THE CANADA SCHOOL JOURNAL

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

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WE are requested by the Education Department to state that it is the intention to prepare papers for the next Entrance Examination to the High Schools containing a greater number of questions than the candidates will be required to answer, thus giving them a choice of eight or ten on the paper. Also to make a correction in the circular sent out some time ago, in which it was stated that candidates would be required to submit Drawing Books Nos. 4 and 5 to the examiners: it should have read 4 or 5.

In his recent commencement address at Williams College on the elements of a true education, the venerable Mark Hopkins said: "By a right character I mean one that would make a man a vital co-operative force in all that would tend to build up society and to aid in the onward movement of the moral government of God. Character transcends knowledge. Knowledge is instrumental, character is directive. Knowledge teaches us how to do, character determines what we will do. It

is a man's deepest love, and will determine his ultimate destiny. Hence the highest form of benevolence is in seeking to improve character. This is the object of missions. This was the object of Christ. His coming was a testimony to the value of character. He who appreciates this value clearly, and devotes himself with energy and self-denial to its improvement in himself and others is the highest style of man, and the institution that does the most for character will do most for the individual and for the country. Mere teaching, without formative influences on character, is simply a trade. But can education ensure right character? No. Character is not from the intellect, but from the will; or, rather, the person that lies back of the will. To the old question whether virtue can be taught, we say no. Some knowledge may be forced upon us; a right character cannot be; still, there are indirect formative influences, and the education that ignores character is radically defective."

THE season of the annual convocations of the various colleges and universities brings with it the usual harvest of essays and speeches by prominent educationists and other learned men. The columns of the newspapers have been teeming of late with the reports of such addresses. And there is, by the way, no more hopeful indication of the growing public interest in educational matters than the increasing amount of space given to such matters in the daily and weekly newspapers. Naturally, most of the addresses referred to deal with questions of higher education. The culmination of the agitation that was commenced a year or two since in favor of University Federation in Ontario in the recent discussion in the Methodist General Conference has directed attention anew to that important question. That discussion is likely to become historical. Believing that the teachers of Ontario, above the members of almost any other class or profession, take a deep and intelligent interest in whatever affects the efficiency and development of our higher institutions of learning, we devote a good deal of space in this number to comments upon points made by the various speakers.

HON. G. W. DICKINSON, Secretary of the Massachusetts Board of Education, contributes to the September number of *Education* an interesting article on the operation of the Free Text-Book Law in that State. As early as 1873 the Legislature of Massachusetts passed a permissive statute enabling a city or town to authorize its school committee to purchase text-books and stationery for use of the public schools; the articles so purchased to remain the property of the purchasers, and to be lent to pupils under proper regulations. Prior to 1884 a number of towns had availed themselves of this permission. The result was so satisfactory that in no case was the system abandoned after a fair trial. The Legislature was encouraged to make the permissive Act compulsory, and did so in 1884. In December last, after more than a year's trial, a circular letter

of inquiry was sent to a few representative towns to ascertain the results. The answers received from over twenty towns are found to prove:

1. That the new mode of furnishing the means for school work had increased the school attendance from five to ten per cent. In the high schools there had been a much larger increase, amounting, in one town reported, to twenty per cent.
2. That the children of poor parents are kept longer in school by the use of the free books, as by the aid thus furnished they are enabled to enter upon a high school course of study.
3. That the new system has reduced the cost of books about one-third of the amount paid under the old, and the cost of supplies about one-half of that amount.

In summing up the advantages of the system above described, Mr. Dickinson dwells specially upon the two economies effected—in *expense* and in *time*. The economy in cost of books and other supplies is largely due to the fact that the Boards, purchasing in large quantities, are able to deal directly with publishers and manufacturers. Every teacher will be able to appreciate the saving of time that would be effected by having all pupils supplied at once with articles needed, especially at the commencement of school terms. Mr. Dickinson also deals trenchantly with the two chief objections that have been made to the new system, viz., that it cultivates the spirit of dependence, and that it tends to socialism. The *Christian Union* puts the answers as follows: "The same objections may be urged against free instruction, free libraries, free parks, free sewerage, or free highways. Socialism increases, not where people are well treated, but where they are badly treated. The spirit of dependence increases where favors are conditioned upon the pleading of poverty, and not where all are offered the same conditions. It is ignorance and not education which takes away self-respect and independence." To which it may be added that free text-books are the necessary complement of a free public school system, and the logical outcome of a system of compulsory education.

A SIGNIFICANT commentary upon the above is furnished by recent occurrences in London (Eng.), where attempts to collect the school tax from delinquents has led to a largely diminished attendance. It would seem as if a little thought should convince any one that the English system of enforcing payment of fees from all but those who are in a position to plead abject poverty is after all the system best adapted to promote a spirit of dependence and pauperism. In order to enforce it the authorities are obliged to carry on an inquisition into the circumstances and exact incomes of householders, which must be humiliating, if not degrading, in England, and would be intolerable in America. And yet the educational journals, which are published generally in the interests of the church schools, are almost unanimous in opposing free schools.

THE remarks of Sir Richard Cartwright at the opening of Queen's College present a view of the question of university consolidation which we have always thought should carry much

weight. He referred to discussions he had had with the late Rev. Dr. Litch, with whose views he coincided, to the effect that if a well-considered scheme were submitted, by which a uniform degree could be granted without the colleges losing their autonomy or requiring a change of residence, a good deal might be said in favor of it. But he was a federalist—an individualist—one favorable to the fullest freedom of thought and action—a friend of local self-government in all shapes and forms. He opposed centralization, because the location of colleges in various places promoted healthy competition—it promoted individuality of character and independence of thought. The present order of things was favorable to diffusion, not to consolidation. It is certainly no light objection to any scheme of consolidation that one of its tendencies must be towards a monotonous uniformity in courses of study and methods of instruction. If by competition the speaker meant competition in regard to thoroughness of instruction and equipment, it seems to us that the more active competition in such matters would be evoked by placing the colleges side by side around a common centre. But if the reference is to the power of the institutions to attract students in increasing numbers from all parts of the country, that end will certainly be better attained by having them distributed in various local centres. It cannot be doubted that the general law that the attractive force diminishes in geometrical ratio with the distance from the attracting body holds good also in moral spheres and in reference to institutions of learning. And this really is a matter of the very first importance. Educators, in their zeal for thoroughness, are too apt to lose sight of the fact that numbers, *quantity*, is at least as important as quality in higher education.

We have clipped from the *Ohio Educational Monthly*, and shall publish at the first opportunity, one of the best educational essays we have met with in a long time. It is entitled, "Discipline as a Factor in the Work of the School-room." Its author is Dr. J. P. Wickersham, who read it before the Pennsylvania Teachers' Association. The subject is treated under the following heads, which are themselves suggestive of a masterly mode of handling: (1) *The Discipline of Force*, (2) *The Discipline of Tact*, (3) *The Discipline of Consequences*, (4) *The Discipline of Conscience*. We do not often announce our good things in advance, but we think this paper worthy to be made an exception. Teachers, look out for it. We may give the first instalment in next issue.

FRIDAY, October 15th, was a high day at the Cobourg Collegiate Institute. It was Commencement Day, the first, it may be hoped, of a long series, extending no one can say how far into the future. Nine male and six female pupils, having finished the course, received their diplomas from the hand of the Minister of Education. Principal McHenry may be specially congratulated in view of the fact that he was the originator of the scheme of High School graduation. It was by him put into practical shape and submitted to the Department for adoption. The idea is an excellent one. It sets a

definite goal before that large class of High School pupils who are not preparing for any university or professional examination, and will, no doubt, lead hundreds to complete the course and go forth with a very fair education, who would otherwise have dropped out at an earlier stage with a much less efficient training. In closing an interesting review of the history of the Institute and of the graduation movement, Principal McHenry adverted to the valuable improvements in the shape of furniture, library, etc., which had been effected during the summer. He remarked that the work of the Institute consists in preparing every year eighteen or twenty candidates for the university, and about an equal number for becoming teachers, besides others who are fitted for other examinations. To this must be added the invaluable work done by affording a good general education to the youth of the town and vicinity.

THAT was a truthful and suggestive reply made by Dr. Raymond, the late Principal of Vassar College, to one who said to him, "I should think it would become very wearisome, this necessity laid upon you of going over and over again the same lessons year after year; the road must prove dry and dusty beneath your feet, and the scenery tiresome in its constant repetition." "That is because you are not a teacher," was the reply. "The interest of a student is in new truths; the interest of a teacher is in new minds." Here there is, indeed, endless variety. No two minds are precisely alike, as are no two faces. The modes of dealing with these, of securing attention, awaking interest, presenting truth, etc., require to be constantly varied in order to meet this perpetual variety in the minds addressed. Minds, not less than books, are the objects of the teachers' study, and are certainly not less interesting in their endless phases, wondrous unfoldings, and boundless possibilities.

WE are glad to see the *Varsity* again amongst our exchanges. We hope and expect that the volume for the University year 1886-7 will prove, in all respects, a worthy successor to those that have gone before it, and a true exponent of the best features and highest aims of University life.

PRESIDENT WILSON announced on Convocation Day that Frederic Wyld, Esq, a prominent Toronto merchant, had offered a yearly prize of \$25 in books for the best essay in English prose. Whether the means adopted is the best or not, the end in view is one of the very best. There is, it seems to us, no department of liberal culture so much in need of attention and stimulus in connection with Toronto University as this. There is no other study or exercise which can compensate for the neglect of this. We doubt if there is any other which can equal it in its purely educational value, to say nothing of other kinds of value. Original writing means special attention given to thinking and to expression. These two elements are so related that each seems to stand to the other at the same time in the relation of cause and of effect. Close thinking is indispensable to clear and forcible expression, and *vice versa*. The question now is, whether the heavy demands made upon

the time and energy of the clever student by the University special courses will leave room for creditable work in this direction. It seems almost a pity, too, the prize had not been given for a series of essays.

Intelligence gives the following amongst other "Hints on School Government":

"Do not tempt your pupils to become habitually deceitful and untruthful, by making use of the 'self-reporting system' in scholarship and department. It is a device worthy of the Inquisition. 'It is,' says F. S. Jewell, 'both stupidly ingenious and transparently vicious.'"

This touches a vexed question, and one of the very first importance. We are not prepared to go so far as the writers above quoted. To our mind it seems clear, on the one hand, that in cases where the teacher can be sure of an honest report the method is both convenient for him and morally beneficial to the pupil. But, on the other hand, if the pupils, or a part of them, cannot be relied on, but fall under the temptation into the habit of systematic cheating, the training is the very worst imaginable. There is nothing like trusting children, throwing them upon their honors so far as this can be done with safety. In fact, we know no other way in which true manliness and womanliness, genuine nobility of character, can be developed. The child who is perpetually carried by a nurse, or upheld by crutches, will never walk alone. We have great faith in the power of right training, in the case of the average child, to produce an honest man or woman, God's noblest work,—such a man or woman as can be relied on under all circumstances to be judicially fair, impartially just, even when self-interest is in one scale of the balance; such an one as will swear "to his own hurt and change not."

BUT is it not too true that it is not the average but the exceptional child who receives such training in this our day? Without the school the parent, within the school the teacher, are, as a rule, too busy with what they are apt to deem more important matters to inquire into such trifling things. Little or no effort is made to develop that nice scrupulosity, that sensitiveness of conscience, which is one of the highest and one of the rarest attributes of humanity. The consequence is, we fear, that in the majority of cases the younger children in schools cannot and should not be trusted to report on their work. The temptation is ordinarily too great. But suppose the self-reporting system is adopted when the children are lacking in the high sense of honor needed to make it a success, and they are permitted to go on from day to day giving in false reports. What will be the result? Evidently the worst conceivable. The habit of untruthfulness is confirmed. Cheating is reduced to a system, and after a little the depraved public opinion of the class rather glories in it. Men and women are being trained up for lives of dishonesty. The school is turning out those who will not, in after life, shrink from petty falsification and trickery where selfish interests are at stake.

LET not any one think this is, after all, a small matter. It is often just these apparently trivial things which are the

truest indexes of character, and which have most effect in forming character. There is much reason to fear that there are hundreds of schools or classes in which this process of deterioration is going on day after day through the agency of the self-reporting system in careless or inefficient hands. We hear much, certainly not too much, in these days about moral training, or its absence, in the schools. Here is a practical sphere in which the teacher who is sincere in wishing to impart such training may begin at once. Let him set at work, with all his might, to create a public sentiment in his class which will scorn cheating and lying and equivocation, and all such petty meanesses. To plant such a principle in the young mind, to nourish it, water it, prune it, watch its development from day to day, is truly a noble, an imperishable work. How many are doing it? "Oh! but," we can fancy one and another saying out in indignation, "I use the self-reporting system, and I won't believe my boys and girls deceive me. I know I can trust them." We hope so. But don't be too sure. It would be a very serious thing should you be mistaken. Just test them tomorrow—that can do no harm,—and let us know the result.

THE speech of Dr. Nelles at the recent convocation of Toronto University was an eloquent vindication of the claims of the higher institutions of learning upon the sympathies of the people. He dwelt forcibly upon the relation of sound teaching and the wide diffusion of knowledge to the spread of religion, and to the fostering of literature, and to the beneficent results of the physical sciences. Witness the following:

"Those results are all about us; all about us in our homes, our hospitals, our sanitary regulations, our journeys by land and sea, our agricultural improvements and our great enterprises of manufacturing and commerce. Those forms of higher learning are like the streams which rise far up the cold mountain side, but soon find their way down the valleys and over the plains, carrying fertility and beauty across the vast continent. The clouds that float in the sky may seem cold and distant and all remote from human comfort, but if the clouds be full of rain they empty themselves upon the earth, they pervade the soil, and they come again in 'the splendor of the grass and the glory of the flower;' they come again in the bloom of the garden and the fruit of the orchard and the corn of the field."

"But apart from all original researches and new discoveries, it is no small matter to put the ingenuous youth of the land in possession of forms of knowledge already accumulated, no small matter to teach them the application of great truths to the health, comfort and refinement of common life; to unbury, so to speak, these treasures of the libraries and the laboratories as we unbury the coal beds and turn them into heat and light and motive power for the world; and it is no small matter to raise the average of popular intelligence and to increase the number of those who are competent to discuss and decide upon the great social and political questions that must from time to time come before a free and progressive people like ours. Let us then unite in proclaiming to the people at large, whether rich or poor, cultivated or uncultivated, capitalists or operatives, workingmen or workingwomen, the immense practical value of these higher seminaries of learning, value not to the few but to the many, and the necessity of large, increasingly large endowments to build them up, make them strong and efficient, so as to vie with the most famous universities in the Old and New World."

All this is true as it is eloquent, and comes with excellent grace from one whose appeal is to the voluntary principle—the

liberality of the public. In defence of an increased taxation of the whole people, the reasoning might seem less cogent, and the prospective returns to the poor, hard-working tax-payer somewhat too remote for present consolation.

✓ PRESIDENT WILSON ON OVER-EDUCATION.

Dr. Wilson's Convocation address was in many respects admirable. We wish we had space to reproduce it in full. We may refer hereafter to other points dwelt upon. In this number we must confine ourselves to the following extracts which deal with a phase of the question of higher education to which we have often referred. We wish the views so well and forcibly presented could be impressed upon the mind of every educator in the Dominion:

"And here I am tempted to allude to an old cry which seems at present to be reiterated with more than usual zeal, that we are over-educating the people, and tempting the rising generation to forsake the desk the sledge and the plough, for the learned professions. There lies at the foundation of this the mischievous error which confounds mental and moral culture with professional training. The aim of all true education is mental breadth, moral elevation, and such a mastery of the great truths that furnish the best antidote to sloth and ignorance as shall awaken the dormant intellect and kindle it into living power. Of all the educational solecisms of our day this cry of over-education seems to me one of the most foolish; as though the hope of Canada's agricultural future depended, like that of Egypt with its degraded felahs, or of Cuba with its prædial negroes, on the ignorance of the tillers of the soil. Over-educated! Why, it is a common thing for the sons of Lothian farmers to take their place among the students of the University of Edinburgh, and there master the sciences which they are afterwards to turn to practical account. Perhaps a little more training of a like kind for the Irish farmer might not be wholly unavailable in the present perplexing crisis, for which at any rate over-education is certainly not at fault. Doubtless the thews of the sturdy backwoodsman have sufficed to fell our virgin forest and let in the sunlight on its first clearings, but our annual provincial displays give the best proof that the aspirations of the Canadian farmer reach towards something higher. With our well organized school system, we are, in fact, prone to over-estimate results. Admirable as those are, there is still abundant room for the elevation of the whole standard of popular education. When the rich treasure-house of knowledge has been thrown open to all, the relative difference will still remain between the gifted and highly cultured few and the well-educated commonalty; while among the latter knowledge will reveal its economic worth in every branch of industry. Nor can it be doubted that in the great social revolution, on which the nations are now entering, traceable as it is, in no slight degree, to the industrial resources of our new world's virgin soil—the victory will be won, as in the past, by intellectual supremacy. The great centres of industry, the workshops of the world, have not been found heretofore, nor are they now, estranged from the seats of learning. Metaphysics, indeed, will not much help the agriculturist; nor can the Georgics of Virgil be specially commended to his study, though they are the work of a Mantuan farmer. But science and scholarship have widened their bounds, and include knowledge for every class. Coleridge and the sanguine poets of the Lake school dreamt in their bright youth of a home in our new world, where the tilling of the soil and the culture of the mind should prove in no degree incompatible; and many a sanguine dreamer has since yielded to the same seductive fancy. This idea has

indeed been incorporated in the scheme of Cornell University, which provides "for instruction in such branches of learning as are related to agriculture and the mechanical arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life;" and at its inception the experiment was tried of combining profitable mechanical industries with the pursuit of learning. The aim, at least, was a generous one; devised in the same spirit which here, in other ways, aims at making intellectual wealth available to the gifted aspirant of every rank. Let us not discourage the idea that in the world's future, and above all, in this centre of freedom and industry, the good time is coming; though, doubtless, for us of the elder generation at least,

"Far on in summers that we shall not see,"

when intellectual capacity shall not be thought incompatible with mechanical toil; when another Burns, dowered with all that culture can lend to genius, may "wake to ecstasy the living lyre" while following the plough; another Watt or Stephenson, trained in the mysteries of statics and dynamics, may revolutionize the economic service of mechanical forces; another Hugh Miller, rich in all the latest revelations of science, may interpret more fully to other generations the testimony of the rocks. Meanwhile we may look forward, without any dread of the fancied evils of "over-education," to a widely-diffused culture, broad and thorough; with its few eminent scholars and specialists rising as far above the general standard as the most cultured of our own day excel the masses. For, after all, the highest education is but a relative thing. To the author of the "Principia" all that he had achieved seemed but the work of a child when compared with the vast ocean of truth still unexplored; while to the rustic admirers of Goldsmith's "Village Schoolmaster":

"Still the wonder grew,
That one small head could carry all he knew."

The pastoral valleys of ancient Greece and of modern Switzerland, the fens of Holland, and the rugged soil and ungenial climate of Scotland tell what mental culture can accomplish when placed within reach of all. We need be in no fear that Canadian Bacons and Newtons, Porsons and Whewells, will multiply unduly; and for the rest, we may safely leave the chances of an excessive crop of lawyers, doctors or teachers to the same law of supply and demand which regulates the industry of the manufacturer and the produce of the farm. But of this we may feel assured that in the grand struggle of the nations in the coming time the most widely-educated people will wrest the prize from its rivals on every field where the value of practical science, and the power which knowledge confers, are brought into play. For after all what is science, knowledge, *scientia*, but the whole accumulated experience of the past?"

Special.

PRIZES AND SCHOLARSHIPS,

BY D. C. M'HENRY, M.A., PRINCIPAL COBOURG COLL. INSTITUTE.

(A paper read before the Ontario Teachers' Association).
(Continued from last issue).

Prizes, therefore, as at present used, when intended as an incentive to diligence, fail to accomplish their purpose. Like giving scholarships in order to aid needy students, they miscarry—fall short of their intended object, and should be abandoned for something more generally beneficial.

2. But even supposing every student to be reached by the incentive of prizes, I should still question the wisdom of the practice. The motives thus offered are not the best; indeed they are unworthy the high aims of devoted teachers and tend to lessen the self-respect of students. In the race for prizes, teachers catch the spirit of the contest, and soon become little more than professional trainers for the final trial of strength. I doubt if either

teacher or students, under the same circumstances, can quietly enter the realm of higher thought. Our schools and colleges ought to be depositories of generous and noble ideals. The highest forms of success should be aimed at, and appropriate motives appealed to in order to its attainment.

The ideal set before prize-winners is not the best. The material nature of the contest is not truly elevating. Our students will find enough materialism when they leave school and college. Our civilization is full of temptations to low material success, attained only by aiming at low and material standards of life.

The satisfaction of winning scholarships is not unalloyed. Paying one's fair share for educational benefits received ought to be the privilege of the poor as well as the duty of the rich; and the high-minded sons of humble parentage cannot rid themselves of this thought on receiving scholarships, even though conscious of having won them fairly. At its best, a cash prize comes to such a man as an awkward kindness and any material reward as a questionable compliment. The inconveniences of poverty are not more prejudicial to intellectual pursuits than the spirit engendered in exciting contests for cash prizes. Observe, I do not say that needy students ought not to be assisted, but that scholarships obtained in competitive examinations are not the best form in which such assistance can be given.

Emulation is a natural principle and plays an important part among the secondary motives that actuate us in our most laudable pursuits. Our duty as teachers is not to ignore it, but wisely to guide and control it. "It exists," says Willm, "as a natural disposition in every assembly of men, pursuing simultaneously the same occupation; it exists independently of all outward rewards and has nothing in common with the hope of material advantage." Not necessarily, perhaps; but the natural principle, like any other, may be abused, and soon degenerate into unhealthy rivalry, when a few prizes are offered to many competitors. A self-seeking ungenerous spirit is almost sure to assert itself; as Shakespeare puts it:

"For emulation hath a thousand sons,
That one by one pursue: if you give way,
Or hedge aside from the direct forthright,
Like to an entered tide they all rush by,
And leave you hindmost."

Self-emulation—surpassing one's self—is a laudable motive—the highest form of competition in all cases, under wise direction, resulting in good to those that are exercised thereby. In obedience to this principle of action,

We rise by things that are 'neath our feet;
By what we have mastered of good or gain;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

The present mode of awarding prizes makes the success of a few, or of one, possible only on the failure of many others—comparable, certainly, to some forms of what passes for success in business life; but I think we shall find a nobler form of competition—one that may safely be recommended, and from which are eliminated the selfish ambitions so prominent in prevailing methods—one in which

Men may rise on stepping-stones
Of their dead selves to higher things.

Can we not rise a step or two in the scale of motive without being regarded as transcendental? Higher than the hope of tangible reward, or the desire to excel others, is the desire to win the approbation of parents or teachers; and highest of all, the wish to improve because it is right.

Fitch, speaking of what he terms "an elaborate system of bribery, by which we (in England) try to stimulate ambition and to foster excellence," relates that a recent traveller in England, Dr. Wiese, late director of public instruction in Prussia, says of this: "Of all the contrasts which the English mode of thinking and action shows, none has appeared to me so striking and contradictory as the fact that a nation which has so great and sacred a sense of duty makes no use of that idea in the school education of the young. It has rather allowed it to become the custom, and it is an evil custom, to regard the prospect of reward and honor as the chief impulse to industry and exertion," prizes and medals being given not only for progress in learning but also for good conduct.

The same may soon be said of Ontario unless radical changes are effected in this business of prize-giving.

Now, what benefit do prizes confer upon our colleges? We have considered the question of increasing the number of students. Can

any other advantages be claimed? Perhaps these artificial incentives to work may relieve professors of the task of supplying other motives. This, however, is the surest and quickest way to reduce teaching to a mere form and to fossilize our teachers. The system certainly cannot increase the financial resources of our colleges. The reverse is true; for they are thereby deprived of a large sum that might be devoted to needed improvements.

I have noticed that some who speak unfavorably of prize-giving and who would not spend a dollar of public money for this purpose would not hesitate to use private funds if they could be obtained. I cannot see any difference, so far as the general principle is concerned; and it is not easy to see that the effect upon students is changed in the least degree. True, it encourages private liberality, and possibly, to some donors, affords considerable satisfaction.

But is this the best use that can be made of this money? If not, these donors can, and no doubt will, transfer their benefactions, and thereby increase the satisfaction they now experience.

Not to dwell on this point, I pass on to another objection, sufficiently serious, I think, to condemn the present prize system. I refer to the basis on which they are generally awarded—that is, competitive examinations.

I believe that those who have had most experience in conducting these examinations are strongest in their condemnation, and would consider it a great relief if they were utterly abolished. Huxley says: "Under the best of circumstances examination will remain but an imperfect test of capacity, while it tells next to nothing about a man's power as an investigator." If inexperienced persons were to condemn them, we should hesitate to accept their verdict; but when our most prominent and competent examiners are almost a unit in condemning this mode of testing the real merits of students, where prizes are involved, we must believe that it is radically and essentially defective. It has been said that even Socrates would be plucked in our modern competitive examinations.

In the first place, there appears to be no agreement among our examiners on clearly defined principles by which the ability of competitors may be fairly tested. This may seem to be a sweeping assertion, but I shall give my reasons for the statement.

1. The ordinary written examinations may serve as a means of deciding whether candidates are ignorant of a subject or fairly acquainted with it, and hence are practically reliable in such cases as entrance examinations of all kinds, and for various promotions, which are entrance examinations in reality; but they cannot so determine the comparative attainments of competitors as to fix upon the one who absolutely stands first. In most cases prizes, scholarships and medals are awarded on the result of several examinations in the hands of as many different examiners. But no two examiners mark alike even on the same paper; and a still greater disparity is seen when they work on different papers.

One examiner attaches special importance to logical statement, and marks accordingly; another, to accuracy; a third to neatness and clearness; a fourth, to show diction; another to a conformity to his own favorite methods of solving problems or elucidating propositions.

Now, supposing a set of papers on the different subjects of a competitive examination to have passed through the hands of these five examiners, and results to be recorded. Let these same papers be passed on to five other competent examiners in the same subjects, for their independent verdict. Who does not know the probable result? The man selected as *facile princeps* by the first examiners may hardly rank a good second in the hands of the others! In support of my position, I ask you to look at the number of appeals that are sustained in connection with our departmental examinations. If no appeals are sustained in university examinations, it is only because no appeals are allowed.

Take, for instance, the departmental and university examinations of last month. Who would have the assurance to say that a prize or a medal could be given on such papers as we had on several very important subjects?

In fact, there are no fundamental controlling principles on which examiners are compelled to act. Upon the idiosyncracies of any particular examiner there appears to be no check. Individuality characterizes all our examinations. To this one would not necessarily object; but in too many cases there is a disregard for established limits, and no common standard of difficulty as between papers of the same grade. And yet on the results of such examinations many of our prizes must be awarded.

2. Even supposing that the numerical results of our examinations were reliable, a written examination alone cannot determine what a

student knows of a subject. There are disturbing elements that often prevent candidates from doing themselves justice; and it appears to me that the time has come when the opinion of teachers, who have spent years, it may be, in daily testing the abilities of candidates, ought to count for something in these examinations. On this point I shall not enlarge, but it is a question that will be heard from again.

3. Then again, I object to the system of prizes and scholarships on the ground that our mode of competition rewards but one when all may be equally meritorious. Is that paradoxical? I believe it is true. I have already touched on this point. I should like to see a system by which prizes would not be awarded to a few on the ground of relative scholarship, but to all who reach a fixed standard.

What more painful duty can fall to the lot of a conscientious teacher or professor than to be compelled to award a gold medal on four years' work, when between the two or three worthy competitors a difference of less than one per cent is known to exist? I have known such a case. What does the awarding of two gold medals in the same subject mean? Who believes that they represent absolutely equal merit? Ask for the figures in such a case. Analyse the process by which this painful equation was reached; and, if you are not convinced that our prize system is utterly bad, I shall be disappointed. Even though a slight numerical difference may be shown to exist, it is quite possible that the man who stands second may be the more meritorious. I appeal to experienced teachers. Is not this statement borne out by facts? Do not prizes often mark success and reward genius rather than merit?

These remarks are intended to apply also to Public and High School prizes. Take the following from this year's report of the examiners of the Toronto Public Schools: "The competition was in many instances remarkably close. In the contest for the medals presented by Mr. J. Macdonald for the two best pupils in the city schools, Herbert Sampson, who stood first, was only nine marks ahead of Lizzie Blight and Douglas Airth, who stood second and equal." Query: Who really knows that Lizzie Blight and Douglas Airth are equal, and who can guarantee that Herbert Sampson is superior by nine marks?

Before suggesting a remedy, allow me to notice one other objection.

3. What becomes of our head boys—our medallists? Dr. Arnold says: "University distinctions are a great starting-point in life; they introduce a man well; they even add to his influence afterwards." No doubt this is true, if there is sufficient ballast to carry the honor, enough of practical good sense and other qualities to supplement it. Too often, however, hopes are excited within the university walls that are never realized beyond it. Unless prize-men have acquired something more than power to make high scores at examinations, they will be doomed to wander—out of humor with themselves and useless to society. I would refer especially, however, to the danger of *overwork* in competing for prizes. Well-regulated study is not injurious; but in the excitement of running for prizes study is not well regulated. By many this is regarded as the chief objection to the system, and certainly it ought not to be lightly passed over.

Allow me in closing to offer a few suggestions:—

1. Let all our universities agree to abolish all prizes, scholarships and medals. They can establish confederation on this measure at least, and it would be a popular form of union. If Germany with her ten grand universities and 13,000 students, can take this position, and lead the world in university work, why need we fear to follow? Our leading colleges have virtually admitted the desirability of such a move; but they appear to be waiting for one another, and much like your merchants on the question of early closing. If by one sweep the change were effected, a sigh of relief would rise from every hard-working, conscientious professor in the country. 2. Let all public money now used for this purpose be spent on increasing the efficiency of the provincial university. 3. With existing private benefactions let a fund be established for bestowing beneficiary aid on needy students, on a plan similar to that in operation at Yale College. 4. Let such further contributions as can be obtained, be devoted to the encouragement of *original research*, *travelling fellowships*, and *special post-graduate work*. 5. Then, if necessary, and not till then, would we say to the authorities of our provincial university, "Ask the Legislature for additional assistance, and you will get it. What is of equal importance, you will deserve it." 6. If you ask, "What is to supply the place of scholarships, prizes, and medals?" I would say, first of all, consign to the

collego munum your dies as curiosities for succeeding generations, and to the department of numismatics any stock of medals on hand that cannot be melted over into honest coin of the realm. Then adopt a method of classifying honor-men like that just introduced at Harvard University. Briefly it is as follows: Group the honor-men numerically as at present, but raise the percentage of first-class to that of the average gold medallist, or higher if necessary. Then make this highest honor-rank attainable by all who can reach it. So of second-class and third-class honors. The first-class honors, of course, would represent the highest distinction conferred by the university. That is, whereas the highest distinctions are now gold medals, prizes attainable by only one in each department, they would be changed to rewards within the reach of all who deserve them. We thus do away with all unhealthy rivalry and jealousy. Instead of this we have self-emulation—every step upward raising ourselves, but pulling no one else down—comparing ourselves with ourselves, and aspiring to rise to the high mark placed before us. It does away also with the painful uncertainty surrounding the decisions of close personal competition. It has the further merit of costing nothing, though infinitely more valuable than our present costly system. Extended to all parts of the college course, its elevating influence would be extensive. The tone of our colleges would improve, the motives actuating both students and professors would be higher and purer.

Apply the same principle to every school in the land—and I think the country is ready for it—and the change would mark an era of decided improvement.

I anticipate a few objections; for example:

(1) As we say, it means work, and it throws teachers upon their own resources to supply incentives to study. No true teacher will object to that. No greater benefit could be conferred upon our profession than to lay upon each one of us just this obligation. Let us welcome it, act upon it, and we shall feel as many of us have never felt the true nobility of our work.

(2) It involves radical changes; but the changes deal with radical evils. They would also be acceptable to those most interested in prizes—the students themselves, and, let us hope to the benefactors also. The advantages to the colleges cannot be questioned, and the country would hail the change with delight.

(3) Some may think this plan would check the liberality of the friends of our colleges. Doubtless it would in case of those who found scholarships through ostentation, if such there are; but probably even these could be reached by higher motives. As to all other benefactors, they would only require a lucid statement of the system to guarantee a continuance of their support. Like Munroe, of New York (who within six years has established in Dalhousie College, Halifax, five regular professorships and two tutorships) they could be induced to put their money where it would do most good.

(4) If it be objected that we shall still have to depend on examinations to classify honor-men, I reply that it would tend to leave the work of examining more in the hands of professors, where I think it should be. Huxley says: "I do not believe that any one who is not, or has not been, a teacher, is really qualified to examine advanced students." In this case a certain part of the examination might be oral. These changes, I am sure, would greatly lessen the evils complained of. The personal element being mostly eliminated in the efforts of students to rank well, there would be little danger of such close running and doubtful decisions as we have at present. Besides, the classification would not need to depend on a single examination.

(5) If any fear that inter-collegiate emulation would cease, let them remember that on the contrary the only form of emulation worth retaining would be very prominent, and the display of results in this case would not be attended with the mercenary spirit inseparable from showing a long list of scholarships, prizes and medals to attract students into college, and again to feed their vanity on leaving. The laureation of students winning highest honors, in its significance and simplicity, would carry us back to the days when the garland of wild olive represented the highest honors bestowed on Grecian victors.

Inter-collegiate competition on such lines might safely be encouraged without bringing shame to any college or collegian.

I have tried fairly to consider the main reasons usually assigned for giving prizes, scholarships and medals, and I think I have shown some weak points in our system. The changes suggested I believe to be reasonable, practicable, and suited to all parts of our educational work.

Examination Papers.

DRAWING PAPERS.

BY W. BURNS, B.A.,

Senior Kensington Certificated Art Teacher.

The questions given will be arranged thus: 25 and 26 Freehand Pencil; 27 and 28, Model—these can also be done by the student in Grayon, on loose paper, to a larger scale; 29 and 30, Geometrical Drawing; 31 and 32, Perspective. In every case it is requested that the whole working be shown, and the answers framed in more heavily. As the object more especially to be attained is to prepare students for examination work, the papers should be worked as would be done at an examination, except in the matter of using books of reference. The answers are to be promptly sent to Mr. William Burns, Box 326, Brampton, and if the fee for examination of the answers for the course of ten papers (\$1.00) is enclosed, the papers will be mailed, when corrected and noted, to the student's own address, which should be annexed to each set of answers.

25. Draw a hexagon of 2 in. side. Divide each side into fifths, and on each outer two-fifths construct interlacing lines to form a hexagonal rosette.

26. Draw a vertical line of 4 in. long. Divide it into five equal parts by horizontal lines. Construct a symmetrical figure of curved lines on each side of the vertical, between each horizontal line and the next lower point of intersection.

27. Give model of common lamp-glass, 3 in. in height.

28. Give model of box with the lid open and upright; picture to right of spectator and below level of eye. Size, 4 x 3 x 2 inches.

29. Draw a spiral of 4 turns in a circle of 4 3/4 in. diameter.

30. Construct a rectangle whose sides are 3 in. and 1 1/2 in. Reduce it to an equivalent square.

31. Give, in parallel perspective, view of a circle of 1 in. radius, also of a hexagon and an octagon of 1/2 inch side.

32. Give, in parallel perspective, view of a plinth 3 in. by 2 in. by 1 in., with a square column of 1 in. sq. base and 2 in. height, surmounted by another plinth same size as the first. Height of eye, 3 in. Distance of spectator, 12 in. Pictures to left of spectator, 4 in.

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

THIRD CLASS TEACHERS.

LATIN AUTHOR.

Examiner—J. E. HODGSON, M.A.

A.

Translate into idiomatic English:

Insula natura triquetra, cujus unum latus est contra Galliam. Hujus lateris alter angulus qui est ad Cantum, quo fere omnes ex Gallia naves appellantur, ad orientem solem, inferior ad meridiem spectat. Hoc latus pertinet circiter milia passuum quingenta. Alterum vergit ad Hispaniam atque occidentem solem, qui ex parte est Hibernia dimidio minor, ut existimatur, quam Britannia, sed pari spatio transmissus atque ex Gallia est in Britanniam. In hoc medio cursu est insula quae appellatur Mona; complures praeterea minores obiectae insulae existimantur; de quibus insulis nonnulli scripserunt dies continuos xxx sub bruma esse noctem. Nos nihil de eo percontationibus reperiebamus, nisi certis ex aqua mensuris breviores esse quam in continenti noctes videbamus. Hujus est longitudo lateris, ut fert illorum opinio, Septingentorum millium Tertium est contra septentriones, cui parti nulla est obiecta terra, sed ejus angulus lateris maxime ad Germaniam spectat: hoc milia passuum octingenta in longitudinem esse existimatur. Ita omnis insula est in circuitu vicies centum millium passuum. (Val. 20).

1. Parse fully:—*triquetra*, quo, *dimidio*, *medio*, *dies*, *percontationibus*, *noctes* (*videbamus*), *tertium*, *hinc*, *vicies*. (Value 11).

2. Explain the construction of:—*pari spatio*, *septingentorum millium*, *cui parti*. (Value 6).

3. Distinguish:—*latus*, *latus*; *aller*, *alius*; *circiter*, *circum*; *opinio*, *sententia*; *terra*, *patria*. (Value 5).

4. Criticise the geographical statements contained in this extract. From what source had Cæsar obtained his information? (Value 5).

5. Give, in your own words, the substance of Cæsar's description of the Britons' mode of fighting *ex æsedibus*. (Value 5).

B.

Translate into idiomatic English:—

Quod ubi Cæsar animadvertit, naves longas, quarum et species erat barbaris musitator et motus ad usum expeditior, paulum removeri ab oneratis navibus et remis metari et ad latus apertum hostium constitui, atque inde fundis, sagittis, tormentis hostes propelli ac summoveri jussit; quæ res pugnae usui nostris fuit. Nam et navium figura et remorum motu et musitato genere tormentorum permoti barbari constituerunt ac paulum modo pedem retulerunt. Atque nostris militibus cunctantibus maxime propter altitudinem maris, qui decimæ legionis aquilam ferebat, contestatus deos ut ea res legionem felicitate eveniret, Desilite, inquit, commilitones, nisi vultis aquilam hostibus prodere: ego certe meum rei publicæ atque imperatori officium præstitero. Hoc quum voce magna dixisset, se ex navi projecit atque in hostes aquilam ferro coepit. Tum nostri cohortati inter se, ne tantum dedecus admitteretur, universi ex navi desilierunt. Hoc item et proximis primis navibus quum conspexissent, subsecuti hostibus appropinquarunt. (Value 20).

1. Parse fully:—*barbaris, constitui, nostris, retulerunt, contestatus, vultis, coepit, dedecus, subsecuti, appropinquarunt*. (Value 10)

2. Illustrate, by reference to this extract, some of the differences between an inflected language and an uninflected language, with regard to:—(a) the order of words, (b) the use of prepositions, (c) the use of connectives. (Value 6).

3. Why is the *ablative* of the participle used in *militibus cunctantibus*, and the *nominative* in *contestatus deos*? (Value 3).

4. Derive:—*barbaris, oneratis, expeditior, tormentis, genere, projecit, universi, appropinquarunt*. (Value 4).

5. Mark the quantity of the penult in:—*naves, barbaris, lautis, summoveri, modo, desilite, maris, prodere, projecit, dedecus*. (Value 5).

FRENCH AUTHOR.

Examiner—J. E. HOBSON, M.A.

A.

Translate into idiomatic English:

Neuf heures. Mais pourquoi donc mes voisins ailés n'ont-ils point encore picoré les miettes que je leur ai éparpillées devant ma croisée? Je les vois s'envoler, revenir, se percher au faitage des fenêtres, et *peper* en regardant le festin qu'ils sont habituellement si prompts à dévorer! Ce n'est point ma présence qui peut les effrayer; je les ai accoutumés à manger dans ma main. D'où vient donc cette irrésolution crantive? J'ai beau regarder, le toit est libre, les croisées voisines sont fermées. J'émiette le pain qui reste de mon déjeuner, afin de les attirer par un plus large banquet... Leurs pépiements redoublent; ils penchent la tête; les plus hardis viennent voler au-dessus, mais sans oser s'arrêter.

Allons, mes moineaux sont victimes de quelqu'une de ces sottises terreurs qui font baisser les fonds à la Bourse! Décidément les oiseaux ne sont pas plus raisonnables que les hommes!

J'allais fermer ma fenêtre sur cette réflexion, quand j'aperçois tout à coup, dans l'espace lumineux qui s'étend à droite, l'ombre de deux oreilles qui se dressent, puis une *griffe* qui s'avance, puis la tête d'un chat tigré qui se montre à l'angle de la gouttière. Le drôle était là en embuscade, espérant que les miettes lui amèneraient du gibier.

Et moi qui accusais la couardise des mes hôtes! j'étais sûr qu'aucun danger ne les menaçait! je croyais avoir bien regardé partout! je n'avais oublié que le coin derrière moi!

Dans la vie comme sur les toits, que de malheurs nous arrivent pour avoir oublié un seul coin! (Value 3).

1. Parse the italicised words in the extract. (Value 5).

2. Give the derivation of *miettes, croisée, couardise*. (Value 3).

3. *éparpillées, accoutumés*. Why in the plural? (Value 2).

4. *une griffe qui s'avance*. Change the verb into the pret. indefinite, retaining *qui* as subject. (Value 2).

5. Point out some of the more prominent differences between English idiom and French idiom as illustrated in this extract. (Value 6).

6. What lesson is this passage designed to teach? (Value 2).

B.

Translate into idiomatic English:—

—Il paraît qu'on l'a envoyé promener aux Tuileries, me dit un maçon qui revenait du travail, sa truelle à la main; le domestique qui le conduisait a trouvé là des amis, et a dit à l'enfant de l'attendre tandis qu'il allait, prendre un canon: mais faut croire que la soif lui sera venue en buvant, car il n'a pas reparu, et le petit ne retrouve plus son logement.

—Ne peut-on lui demander son nom et son adresse?

—C'est ce qu'ils font depuis une heure; mais tout ce qu'il peut dire, c'est qu'ils s'appellent Charles, et que son père est M. Duval. Il y en a douze cents dans Paris, ces Duval.

—Ainsi, il ne sait pas le nom du quartier où il demeure?

—Ah bien oui! vous ne voyez donc pas que c'est un petit riche? Ça n'est jamais sorti qu'en voiture, ou avec un laquais; ça ne sait pas se conduire tout seul.

Ici, le maçon fut interrompu par quelques voix qui s'élevaient au-dessus des autres.

—On ne peut pas le laisser sur le pavé, disent les uns.

—Les enlèveurs d'enfants l'emporteraient, continuaient les autres.

—Il faut l'emmener chez le commissaire.

—Ou à la préfecture de police.

—C'est cela; viens, petit!

Mais l'enfant, que ces avertissements de danger et ces noms de police et de commissaire avaient effrayé, criait plus fort, en reculant vers le parapet. On s'efforçait en vain de la persuader, sa résistance grandissait avec son inquiétude, et les plus empressés commençaient à se décourager, lorsque la voix d'un petit garçon s'éleva au milieu du débat. (Value 30).

1. Parse the italicised words in the extract. (Value 8).

2. *me dit un maçon*. Why is the subject placed after the verb? (Value 2).

3. *mais faut croire*. Supply the ellipse. (Value 2).

4. *douze cents*. When is *ce* pluralized? (Value 2).

5. Describe briefly the subsequent intercourse of the two boys. What feelings does this story call out? (Value 6).

Practical.

HINTS ON TEACHING ARITHMETIC.

1. Secure a supply of objects for illustration of elementary work. Button moulds, strips of colored cardboard or a dime's worth of wooden toothpicks will answer the purpose well enough.

2. Each number to 10 should be named, illustrated and represented by its appropriate figure simultaneously. In this way the law of association of ideas will aid the memory. Numbers from 5 to 10 should be represented by objects arranged in groups of 4 or less, as 9=11 11 11.

3. Ten objects tied in a bundle call a *ten*; hence three bundles and two units make 32. Give many exercises in reducing *tens* to *units* and *units* to *tens*. Ten bundles make a large bundle, or 100. Continue practice in reductions, using hundreds, tens and units.

4. When additions and subtractions to 20 can be readily made, give frequent exercises to cultivate readiness by association of ideas: as 3 and 4 are 7, 13 and 4 are 17, 43 and 4 are 47; 4 from 9 leaves 5, 4 from 29 leaves 25, 8 and 9 are 17, 88 and 9 are 97, etc.

5. To the examples in the books add a large number of miscellaneous problems. Do not give answers. If the book has them be especially careful about this as pupils are much given to working for answers when possible. Original problems should often require the use of more than one rule for their solution. This affords review and prevents mechanical work.

6. Require neatness and system in all slate or board work. Allow no scrawls, flourishes or ornamentations. Have all slate work handed in for inspection.

7. It may be necessary at times to explain principles, to simplify, or to illustrate objectively, but it is very seldom best to work a problem or to allow one pupil to work examples for another. Problems beyond the comprehension of pupils should be avoided lest they become discouraged or fall into habits of dependence by seeking help.

8. Secure from the first clear explanations, based on principles, not on rules.

9. Allow the pupils to waste no time in learning rules for such work as notation, addition, percentage and its applications. It may be pardonable to let pupils find the L.C.M., G.C.D., and possibly some things in fractions, decimals and the extraction of roots by rule.

10. Pupils forget easily. If you find that topics which they have passed over are forgotten, give them one or two review problems each day, or a lesson one day in the week. It is seldom necessary to put a class back if the work has been properly done.

11. Encourage originality, rapidity and accuracy. Illustrate, bring to the class actual bills, drafts, notes, insurance policies, mortgages, etc., let them be handled, and others reproduced by the pupils. Make or obtain the various forms or solids to illustrate the tables of measures and of mensuration.—*Intelligence*.

ORAL SPELLING.

The day of oral spelling is not yet over.—*American Teacher*.

Our worthy contemporary does not quite comprehend. The struggle is not against oral spelling, but spelling from spelling books, spelling words from columns, words which are out of their connections, and which mean nothing to the speller. Here is the fight. Oral spelling is good, so is written spelling. Both are necessary to a complete mastery of the lessons. Teachers should vary their practice by spelling in both ways. But where are the words to come from? Progressive teachers all say, "From the reading lessons, where the meaning of the words is indicated by their use, by their capitals and by their punctuation marks." If the words in an ordinary reading lesson taken with their capitals, punctuation marks, abbreviations, etc., cannot sufficiently occupy the time of the pupils, then, and not till then, let the spelling book be drawn upon. The lessons of an ordinary reading book include the ordinary vocabulary of the reader of that book. If the words in those lessons are spelled, it may be supposed that the words of the vocabulary of that pupil are spelled. The words of the usual spelling books have nothing to do with the vocabulary of the pupil. They are words of one syllable, two syllables, three syllables, etc., class words, homophonous words, test words, and so on. These have no practical bearing upon the language of the pupil. He may rank high in his school spelling, but misspell simple words in the first letter he writes.

On the other hand, a pupil who spells words from the reading lessons, giving the capitals and punctuation marks, will not only spell his words correctly when writing a letter, but he will capitalize and punctuate correctly.

Capitals and punctuation are as important elements of spelling as is the mere enumeration of the letters in the words.

If a pupil in all the different grades of readers were taught thus in his successive reading classes, spelling, punctuating and capitalizing would become a "second nature" by the time he had completed the fifth or sixth reader.—*The Normal Exponent*.

A FEW DEVICES.

HOW TO PREVENT COPYING IN ARITHMETIC.

Children copy from each other because (1) the work is too difficult for them; (2) they are slower than the majority of the class, but do not like to stay behind; (3) they have not enough self-confidence; or, (4) they are too lazy to work for themselves.

For the first class, either the teacher must be willing to remain after school and help them, or the class must enter lower grade. Give the second class more time than the quicker ones, and the first chance of showing their work and in answering, allowing the quicker pupils meanwhile to work out problems placed on the board, or providing them with other suitable work; or name a certain time in which the work must be done, allowing ample time for the backward ones, then very gradually shortening the time until they no longer hinder the progress of the class as a whole. The third class need principally generous and constant encouragement, mixed with judicious praise, and such trust in the teacher's willingness to help that they would rather ask him or her than any one else. With the lazy class I have not much sympathy; I should make them work. If patience, kindness, and all kindred measures did not do so, they would have to encounter the opposite in no little degree; but work they must, both for their own sakes, their own generation, and future ones, if—and this is a very serious "if"—the case is real laziness, and not a result of a weak constitution or passing ill-health.

In all classes, however, teachers should try to raise the standard of honor. Copying in all studies should be condemned, by the pupils, as dishonorable, they having been led by degrees to think so; this, of course, means constant and patient care on the teacher's part, but it will pay in the end by the acquirement of an upright and courageous bearing on the part of the children.—*BERTHA KUHN, in N. Y. School Journal*.

A PRINCIPLE ILLUSTRATED.

"Never tell a child what he can be led to find out for himself."

Assign the problem: if one yard and a-half of cloth costs \$18, what will one yard cost? Tell a pupil to draw a line a yard long on the board; to measure off one half of it; to draw another line as long as the first and a-half of the first. Ask: How long is the first? How long is the second? How many halves in the first? In the second? These three halves represent the cloth that cost \$18; what did one-half cost?

Here let each one find out for himself and show the teacher how he found what one-half would cost. Then ask what one yard would cost.

As soon as they have grasped the idea of laying out a problem in this way, let them study out the illustration also, or the "visible presentation," for themselves.—*B. in N. Y. School Journal*.

SUGGESTIONS TO TEACHERS OF HISTORY.

There is no "royal road" to a knowledge of history. To some it has a happy fascination, and they find its study a pleasant task—though *task* it must be. To others it is a bugbear and a burden. The responsibility of this condition rests with two classes: first, with parents who have not, from the beginning, taken proper care to cultivate at home a love of good reading in the young mind, and second, with teachers who have not done so at school—who have not turned the bright side of history toward their classes.

With the hope that they may be of the same practical benefit to the reader that they have been to the writer, the following brief suggestions are submitted:

1. Assign the lesson by the outline. By this means you will teach *history* and not *book*. Have each pupil procure an outline if possible; if not, write the lesson on the blackboard, or have a copy on your desk for their use.

2. While you may have one adopted text-book, do not for any reason confine yourself or the class to its exclusive use. Bring all the books on the subject that you can procure, and invite the pupils to bring in the histories that may be found in the neighborhood.

3. Discard the text-book during the recitation. Do not permit the pupils to use theirs; do not use your own. Inspire them with confidence in your ability by showing yourself to be able. How can the pupils hope to learn history if they have abundant evidence that the teacher has not mastered it? They will feel a due sense of injustice if not permitted to peep into their books when the teacher constantly refers to his.

4. By all means prevent the pupils committing the text. Comparatively little good can come of such a process of study. The *facts* are what are wanted, and not the words of any authors.

5. Each pupil should stand while reciting, and tell plainly, in his own language, all he knows of the topic under discussion. Seldom use questions, never questions suggesting answers, or questions requiring monosyllabic answers.

6. Use maps freely. Be sure that all the pupils *know* the location of every place or route mentioned. Have the maps often reproduced on the blackboard from memory. Also have portions of the outline written upon the blackboard without reference.

7. Review often. Teach the pupils that what is learned to-day is not to be forgotten to-morrow.

Never miss an opportunity to direct your pupils into a literary channel. Refer them to all the historical poems with which you may be familiar; also the best biographies, sketches, etc. In short, strive to make the study of history auxiliary to noble characters and useful lives.—*American Teacher*.

As a professor was passing out of his recitation room a freshman dropped slyly into his hat a piece of paper on which was written "Monkey." Ticked with the joke, he told it to all his student friends. But at the next recitation the professor addressed his division in the sweetest tones: "Gentlemen, as I was passing out of the room yesterday, one of your number did me the very high honor of leaving with me his card."

Question Drawer.

QUESTIONS.

(a) How is the name "Scrooge" phonetically spelled?
 (b) Is "Christophe Colomb" ready for use? If not, when will it be ready? B. J.

1. What length of time should a pupil of average ability remain in (a) the Second Reader, (b) the Third Reader, assuming that the teaching is carefully done?

2. Can you give me a good, tested time table for an ungraded school? F.

Are the certificates of Ontario teachers recognized in British Columbia, and to whom should one write for information regarding them? C. S.

Will some reader of the *SCHOOL JOURNAL* oblige by explaining the following solution? I find that the operation satisfies any assumed values of x and y , and therefore believe it to be justifiable:

$$\begin{aligned} x^2 - y^2 &= 48, & x^2 - 64 &= y^2 - 16, & (x+8)(x-8) &= (y+4)(y-4) \\ (x+8)(y-4) &= (y+4)(x-8) & + y - 8x + 4x & & 32 = x y + 8y - 4x \\ & & - 32. & & 8x = 16y + x = 2y. \end{aligned}$$

ARICHAU.

B. J.—(a) Probably "Scrooj."

(b) It is ready.

F.—We should be glad to publish replies to F's questions from successful teachers.

C. S.—Write to Mr. Pope, Superintendent of Education for British Columbia.

A correspondent sends us a formidable list of questions in regard to allusions and other difficulties in the Literature prescribed for Third Class Teachers. To answer at length would require more space than we can give, but Messrs. W. J. Gage & Co. have just issued a little volume of Notes on the Literature Lessons in which information can be found on these and many other points. The price is, we think, thirty cents.

We have unfortunately mislaid the questions of a correspondent received some weeks since. One question related to the High School Commercial Course. The answer is to be found in Regulation 100, as follows:

"Candidates for a diploma in the Commercial Course will be examined at the same time and place, and on the same papers as candidates for second class non-professional certificates."

The other question we cannot recall. If the writer will repeat them, we will try to give answers.

Educational Notes and News.

The Simcoe Model School has 26 students, Windsor, 19, Chatham, 13, and Ingersoll, 18.

The East Elgin Teachers' Association is to hold its next session in St. Thomas, on the 19th and 20th of November.

The Ontario Art School will be removed in a few days from the Toronto Normal School building to more commodious rooms in the Canadian Institute building.

750 students have been admitted to the Memorial Hall Drawing Association at Harvard, entirely filling the hall; and more than a hundred others await a vacancy.

The Pembroke Public School has been closed, owing to the prevalence of diphtheria. The *Standard* claims that in one-half the cases the infection is communicated by kissing.

Mr. J. G. Carruthers, principal of DeCewville Public School, has been appointed headmaster of the Cayuga Public School, in the place of J. A. Murphy, recently appointed junior for Halldmand County.

The Whitby School Board are disposed to call in the aid of the Chief of Police to enforce the compulsory clauses of the School Act in the cases of some children who are perpetual delinquents of the space on the public streets.

Mr. S. K. Davidson has resigned the position of teacher in the London School of Art, and his duties will be divided between the other teachers, Messrs. Chapman, Peel, and Griffiths. The school has been re-opened, and over 60 pupils have taken the course.

A New Jersey schoolmaster has ridden through Russia this summer on a tricycle without once being arrested as a revolutionist. This shows wonderful tolerance in the disposition of the Czar, for no greater fog to despotism can be imagined than a schoolmaster on wheels. *Tribune Journal*.

The V. C. T. U. of London, Ont., are proposing to provide a night school for boys and girls who have given out to work when young, and are unable to read, write or cipher, the condition of entrance to the school being that applicants take the total abstinence pledge. An excellent proposal.

Dr. Lyman Abbott recommends young people

1. To read something each day.
2. To read what is worth reading.
3. To read regularly and systematically.

He proposes the making of a new book on "What to read, when to read, how to read."

The Board of Regents of Victoria College have decided upon the erection of a building to cost \$150,000 or \$200,000, in connection with the University scheme. The building, it is expected, will be situated in the Queen's Park, on the east side of the road running north and south. It is the intention of the Board to proceed with the work as rapidly as possible.

The Port Dover High School Board has been notified by the Educational Department that the half-yearly grant to the High School this year is \$210, in place of \$250. This will reduce the grant from the County to a similar sum. At a meeting of the Board, the secretary was requested to communicate with the Department concerning the cause of the decreased grant.

At a meeting of the London Board of Education the other evening, the cost per pupil, without counting the interest of the building and land, was made out to be about \$22 per year, and it was finally decided that \$9 per quarter for the first and second quarters, \$2 for the third quarter (in which the holidays occur), and \$9 for the last term, be charged all outsiders not ratepayers in the city.

The new High School at Aylmer was formally opened by the Minister of Education on the 18th Oct. After visiting the library, laboratory, and gymnasium, the Minister said that no municipality of the size in the Province, to his knowledge, possessed such fine High School buildings as Aylmer, and he would refer boards of trustees intending to build to the Aylmer school as a worthy model.

The Division Lists of the Oxford Local Examinations have been issued. 610 senior candidates have passed (of whom 37 are placed in the first division; out of a total number of 909 candidates; while of 1,532 juniors, 1,031 have proved successful. Four girls have obtained first classes amongst the seniors and ten seconds, as compared with one and twelve last year. The examinations were held in fifty-six centres. — *Educational Times*.

The Chicago Board of Education appreciate the value of good school work, and are willing to pay a decent sum for the same. At a recent meeting they raised the salaries of teachers, giving the superintendent \$4,200; two assistants, each \$3,500; special superintendent of German, \$2,600; special teachers in music and drawing, \$1,900; three principals of High Schools, each \$2,400; nine assistants at \$2,090; two at \$1,800, and four at \$1,600.

Mr. Bigg, principal of the Parkhill High School, was fined \$2 and costs on a charge of assaulting a Public School pupil named Howley. It appears Mr. Bigg was attempting to take the boy to the master of the Public School to be punished for some offence committed during recess, and the lad refusing, Mr. Bigg gave him a few sharp blows with a cane. It would never do to allow one master to transfer his disciplinary powers, or another to use them.

Mrs. L. USA P. R. SONS H. P. L. S. lives at New Bedford, where she teaches in an eminently successful school. She was born in Newburyport, Mass., on April 29, 1834. Her first literary work was done in 1877, when she wrote a most remarkable educational article on school-room work, entitled "A Year's Experiment." It was published in the *Primary Teacher* of this city, and called forth a lively discussion on the part of Col. T. W. Higginson and others. Since then she has done much newspaper work. Her poems have had a wide circulation, and done much to establish her reputation. Her poem "Motherhood," published by Lee & Shepard, has probably had the largest sale of any work she has done. Mrs. Hopkins is a close thinker in matters of instruction and education, and writes out of her actual experience with equal delicacy and skill. At the same time she is a close student, and not a mere amateur. — *The Beacon* (Boston).

"The requisition for good government and its results," says an exchange, "good order, are: (1) On the part of the teacher, (a) self-government, (b) careful preparation for the work in hand; (2) comfort as a condition of the pupils; (3) occupation for all at all times; (4) pure air, *pure air! PURE AIR!* (5) cleanliness; (6) few rules, besides the comprehensive 'mind your business.' Whatever may be done to make the school-room attractive will help in the matter."

The need for Truant Schools, as distinct from Industrial Schools and Reformatories, has hardly been sufficiently appreciated yet by those interested in the working of the Elementary Education Acts; there are, however, signs that School Boards are becoming alive to the many advantages of this new departure. Some five or six Truant Schools are already in full work at Sheffield, Liverpool, West Ham, and other towns, and the results are most encouraging.—*Educational Times*.

From a book recently published—"England, as seen by an American Banker,"—it appears that the rhyme

"Thirty days hath September,"

was written by a school-teacher in Newcastle-on-Tyne, named C. F. Springman. He introduced into his school the idea of teaching history, geography, and other branches through the medium of rhyme, and one day hit upon this bit of jingle in order to impress upon the minds of the boys, in an indelible manner, the number of days in the different months of the year.

The death of Walter Smith, of Drawing-teaching fame, removes one of the most prominent English characters in American educational life. Much as the public regrets the complications of his later American experiences, his name will be associated with the introduction of the germs from which much of our present elaborate and elegant drawing science has fruited; and those whom circumstances forced to differ with him at last will join heartily with his latest friends in honoring his memory, in respecting his talent, genius, and devotion to a great interest.—*Exchange*.

Oxford has been once more desecrated by the annual orgy known as St. Giles's Fair, which has again rendered a great part of the University temporarily uninhabitable by respectable people. Surely it is high time this barbarous anachronism was abated. If anything, the nuisance was last month worse than usual. Roughs abounded whose chief amusement appears to have consisted in the knocking off and crushing of inoffensive persons' hats, and drunkenness and indecency were rife for the better part of two days. And this in the principal street of our first University.—*Educational Times*.

The humane work of the Society for the Prevention of Cruelty to Children of this city is worthy of great praise. During June, July, and August, the following work was accomplished:—724 convictions; 1,195 children relieved and sent to homes and institutions; 231 children cared for in the society's rooms; and 788 cases investigated at the request of police magistrates, which involved the welfare of 1,101 children, of whom 329 proved to be worthy cases for relief, and were accordingly rescued from being committed to prison, saving for the city an estimated sum of \$32,000.—*N. Y. School Journal*.

Literary Chat-Chat.

Browning has forwarded his publishers the last sheets of his new poem.

"Christ and Christianity," is the title of a work of five volumes, by Rev. H. R. Haweis, now in press.

George H. Baker, the Philadelphia poet, is said to have a new volume of poems in course of preparation.

It is said that the Earl of Carnarvon will shortly give to the public an English version of the first twelve books of the *Odyssey*.

Treasure-Trove, for October, includes in its attractive bill of fare portraits of "Our Poet Ambassador" (James Russell Lowell) and "The Grand Old Man" (William Ewart Gladstone), with appropriate sketches of each.

The *N. E. Journal of Education*, for September 30, is almost exclusively devoted to "Temperance Instruction in Public Schools." It contains many short articles by prominent statesmen, physiologists, physicians and educators, all of which abound with facts bearing upon the subject, or useful hints for teachers, who have now to give instruction on it.

Oliver Optic (William T. Adams) has published 113 books since he began with the "Boat Club Series" in 1853. He has quite regained his sight, which a few years ago was seriously impaired. He is reported as saying that his life-work is nearly ended, and that one book a year is all he now cares to write.

Our Little Ones and The Nursery for October is a charming number of this charming little magazine for children. It overflows with articles and stories, in prose and poetry, just suited to please and instruct the little ones, and with illustrations that are beautifully clear and telling. It is edited by Oliver Optic (William T. Adams), and comes to us from the Russell Publishing Company, Boston.

Dr. Holland's "Timothy Titcomb" was declined by Phillips, Sampson & Co., and by Derby & Jacks, and the only book previously written by Dr. Holland had proved a failure. It was offered to Mr. Scribner, who was an excellent judge of the merits of a work. He at once saw that "Timothy Titcomb" would be popular, and it was accepted and published. It proved remarkably successful, and a large edition was sold immediately. Dr. Holland's succeeding works were favorably received by the public.

The Interstate Publishing Company, of Chicago and Boston, have issued a new edition of "The Supplemental Dictionary," by Rt. Rev. Samuel Fallows, D.D. It is claimed that this dictionary contains nearly 35,000 words, phrases, and new definitions of old words, not found in the latest editions of Webster's or Worcester's Unabridged. It is uniform in size and style with Webster's Unabridged, and contains 530 pages. The work will hereafter be sold to the trade, and the price reduced to \$3.75 in sheep; \$4.50 in half morocco.

The *Century*, for October, maintains the high reputation of this unique magazine. Few numbers have appealed to so wide an audience with topics of such general interest. The frontispiece is a portrait of the Liberal statesman of Norway, Björnstjerne Björnson, and the illustrated article by H. L. Brækstad, with reference to his greater prominence as a writer, is entitled "A Norwegian Poet's Home," and gives some account of his literary habits and country life. Nearly all the numerous other articles are by well-known writers, and are full of present interest.

D. C. Heath & Co., of Boston, have ready "Dr. G. Stanley Hall's select Bibliography of Pedagogical Literature," a volume of over 300 pages made up of lists of books—the best books—covering every department of education. Of the 2500 volumes included in this publication many are characterized or described by the editor in a way which must be of real service to the teacher who wishes to read only the "very best" in his department.

"Studies in Greek and Roman History; or Studies in General History," from 1000 B.C. to 476 A.D. By Mary D. Sheldon, recently Professor of History in Wellesley College.

"Modern Petrography." An account of the application of the Microscope to the study of Geology. By George Huntington Williams, Associate Professor in John Hopkins University.

"Illustrations of Geology and Geography." For use in schools and families. By N. S. Shaler, Professor of Paleontology, assisted by Wm. M. Davis, Assistant Professor of Physical Geography, and T. W. Harris, Assistant in Botany, Harvard University.

Day after day the sad intelligence reaches us that the poet John G. Saxo is slowly dying at his home in Albany. His misfortunes crowded upon him fast one after another, and have wrecked a strong man mentally and physically. In a railroad disaster, in 1875, in which he was rescued from a sleeper just in time to escape a horrible death by fire, he received a shock to his nervous system from which he never recovered. This, with family ties broken by death, has filled the poet's life with melancholy, and his once gay and buoyant spirit is oppressed and sad. He sees but few people, and converses with friends only on rare occasions. At such times, he talks willingly and sometimes fluently; but these periods are not frequent, and he is mostly alone with his grief which, although it may be silent, must be deep and poignant. Those who remember him as he appeared a few years ago happy and strong on the rostrum, delighting audiences wherever he went with his strength of imagery, pleasing poetry, and charming wit, will indeed be saddened by looking upon the picture now presented. To look upon a soul like this, crushed by misfortunes before its beauty and grace have felt the burden of years, is but to gaze upon a melancholy scene, and behold the crown of thorns where we would place only the laurel and immortelle.—*Chicago Current*.

Teachers' Association.

SOUTH GREY TEACHERS' INSTITUTE.—One of the most successful Teachers' Institutes ever held in South Grey took place in the school-building, Durham, on Wednesday, Thursday and Friday, Sept. 29 and 30, and Oct. 1, 1886. At 10:15 a.m., the President, Mr. Winterborn, took the chair and opened the meeting in due form. The attendance of the first day being small, only a portion of the business laid down by the management committee was gone through. The minutes of the May meeting (1885) were read and confirmed. A committee on the death of Mr. J. S. Campbell, and a Distribution Committee, consisting of Messrs. Ramage, McArthur, and Miss Skene, were appointed. In the absence of Mr. Gorsline, who was to read a paper on "The Teacher's Position," the President made some very appropriate remarks on the subject. Discussion followed by Messrs. Ramage, Allen and Dixon, in which reference was made to the effects of the proposed College of Preceptors is likely to have upon the position of the teacher. Mr. Wright, who was to take up the subject of "Arithmetic," being absent, the meeting adjourned.

WEDNESDAY—AFTERNOON SESSION.

Mr. Wm. Campbell read a carefully prepared paper on "Orthoëpy," after which Mr. Ramage presented his report as delegate to the Provincial Teachers' Association in 1885. The report was favorably received and much appreciated. Meeting adjourned.

THURSDAY—MORNING SESSION.

Meeting called to order at 9 a.m., about 70 teachers and others being present. After adopting the minutes of the previous day, and disposing of the question drawer, Miss A. S. White was called on for "Geography Lessons in Second Class," but for some reason did not respond. Mr. C. McArthur read a paper on "Book-keeping," which brought out considerable discussion. Mr. Coleridge followed with "Junior Geography," showing his method of using the globe. Some discussion and criticism followed regarding his methods. Dr. McLellan was then called upon and gave a very excellent lecture upon "The Art of Questioning." Meeting adjourned.

AFTERNOON SESSION.

Mr. Irwin, Principal of the Flesherton Public School, showed his method of introducing History to a class. Mr. Allen, of Durham Model School, followed with a good introductory lesson on the "Infinitive Mood." Mr. Ramage read a very lengthy and carefully prepared report of the Provincial Teachers' Association of 1886. Dr. Gun was next called, and gave an interesting address on "Water," using a number of practical methods by which impurities could be detected. A vote of thanks was tendered to the Doctor for the interest he has always taken in teachers' work. Dr. McLellan continued his subject of "Questioning," after which a committee was appointed to report on College of Preceptors, and the meeting adjourned.

EVENING SESSION.

Notwithstanding the unfavorable weather, the town hall was fairly well filled at 7:00. Mr. Hunter, ex-M.P.P. for South Grey, occupied the chair. Short speeches having been made by Mr. Reid, Headmaster of the Mount Forest High School, and Mr. Marchant, Principal of the Owen Sound Collegiate Institute, the lecturer, Dr. McLellan, was called upon for his celebrated lecture, "Educational Critics Criticised." Meeting closed at 10:45 p.m.

FRIDAY—MORNING SESSION.

Meeting opened at 9 a.m., and after reading of the minutes and adopting several reports of committees, Joseph Reid, B.A., of Mount Forest, gave a very important address bearing upon "The Teacher's Relations to Parent and Pupils." The address was good and must have been appreciated. The following officers were appointed for the ensuing year:—President, Mr. C. Ramage, Varney; Vice-President, Mr. R. J. Oxenham, Glascott; Sec.-Treas., Mr. W. Irwin, Flesherton; Delegate to Provincial Association, Mr. Winterborn, Durham. Dr. McLellan took up the subject of "Literature," and discussed it in his usual able style, illustrating by several simple poetic specimens from our reading books. The subject of "Promotion Examinations," by Mr. O'Donnell; a short speech by Mr. Marchant, of Owen Sound C. I., and a vote of thanks to Dr. McLellan, brought the forenoon session to a close.

AFTERNOON SESSION.

Miss Hales, of Durham, taught a lesson to a tablet class in a very creditable manner. It is no more than just to say that Miss Hales deserves credit, as she was the only lady in the list who performed the work assigned. The Secretary introduced the subject of "Teachers' Unions," and discussion followed by Messrs. Ramage, Dixon, Winterborn, McArthur, and others. Mr. O'Donnell was asked by the President to give a recital, and did so very creditably. Meeting closed at 4 p.m., to meet again in Flesherton some time in May or June, 1887.

W. IRWIN, Secretary.

Literary Reviews.

THE MAKING OF PICTURES: By Mrs. Sarah W. Whitman. (*The Interstate Publishing Company, Chicago and Boston*). Price 60 cents.

"The Making of Pictures" is the title of twelve short talks upon art with young people, by Mrs. Sarah W. Whitman. They deal with the principles which underlie the various branches and processes of art—oil and water-color painting, etching, engraving, photography and the reproductive processes. This instruction is prefaced by a chapter upon "The Beginnings of Art Training," and supplemented by one upon "Exhibitions and Sales." The author is an artist and understands fully what she is writing about. She has a direct, straightforward style, opinions based on study and experience, and competent reasons for them. She insists that in art, as well as in morals or in mathematics, there are great laws to go by, and that without a knowledge of these laws one cannot speak of pictures intelligently. Art is not mere imitation; it is the expression upon canvas or paper, not only of what the artist sees, but of what he feels and thinks, and this is done in accordance with the laws of composition, of form, of color, and of light and shade. However simple a picture may seem to be, the making of it involves careful and obedient intelligence to all these laws. In the chapters upon the processes, Mrs. Whitman does not attempt to instruct farther than the broad, underlying principles of each, so that the book is not in any sense a "handbook." To the young reader with a taste for art in any of its forms it will afford valuable assistance.

THE ELOCUTIONIST'S ANNUAL, No. 14. YOUNG FOLKS' ENTERTAINMENTS: By E. C. and L. J. Rook. These are the latest publications of the well known National School of Elocution and Oratory, Philadelphia, Pa.

It is doubtful if any other Publishers possess such exceptional facilities for the preparation of a serial like the "Elocutionist's Annual." That they have availed themselves of these advantages, is attested by the continued success of the series, and the calls for more issues. The number now before us claims to be and we believe is fully equal, if not superior to its predecessors, and is replete with the usual variety of new and attractive Readings and Recitations, adapted to all phases of public and private entertainments.

THE YOUNG FOLKS' ENTERTAINMENTS is submitted as being absolutely new and original, and will no doubt be welcomed by the many teachers who have great difficulty in finding new material of the right kind for school entertainments. The demand for variety is met by an array of Motion Songs, Charades, Tableaux Dialogues, Concert Recitations, Motion Pieces, Drills, etc. The authors assure us that "the preservation of a pure, moral tone throughout them has been kept in view, since it is not possible to take too much care in this respect in preparing matter for use by young minds," and the reputation of the National School of Elocution and Oratory, affords a sufficient guarantee that this assurance can be relied on. No doubt both of these books will meet a large demand in Canada, as well as in the United States.

THE PHILOSOPHY OF WORDS: A Popular Introduction to the Science of Language. By Frederick Garlanda, Ph.D. (*A. Lovell & Company, New York*.)

This work aims to present in a plain and popular form, some of the most important results of the study of language. The author shows clearly by various illustrations the process of analysis and comparison by which we get at the roots of words, traces the evolution of their meanings, shows how words grow into other words, and have changes wrought in their constitution in obedience to certain laws, and discusses in an interesting manner the elements and mode of formation of the English language, under the classification of Household Words, Church Words, Words of Society and Political Words. He has also chapters on Comparative Grammar, the History of Language, the philosophical question of its origin on Comparative Mythology, Languages and Races, etc. On the whole this treatise has not only condensed into its less than three hundred pages a good deal of useful information on the broad subject of which it treats, but is well adapted to awaken or stimulate interest in the somewhat neglected science of Philology. The active mind can scarcely take in so much without having its appetite sharpened, and a keen relish imparted, such as will dispose to further researches in the same direction.

HANDY HELPS: No. 1. A Manual of curious and interesting information By Albert P. Southwick, A.M., author of "Quizzism," etc. (*E. L. Kellogg & Company, New York*). \$1.00. To teachers, 80 cents, and postage, 8 cents.

This volume contains five hundred questions that are of more or less interest to every reading man and woman in the United States and Canada. To hunt up an answer to every one of these would require sometimes days of research. The author has gathered these inquiries during the past few years, and sought out the replies, and here presents them to the public. The volume will be valuable to all sorts of readers; the teacher, especially, will welcome it because he is surrounded with an inquiring set of young beings (if he is good for anything). For instance, "What is the origin of the term John Bull?" If asked this the teacher might be unable to answer it, yet this and many other similar queries are answered by this book. Such a volume can be used in the school-room and it will enliven it, for many young people are roused by the questions it contains. It will be found specially helpful for Friday afternoon exercises.