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THE ONTARIO TEACHER:

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FALSE ECONOMY IN OUR PUBLIC SCHOOLS.

Economy has become such a cry during the last few years, that it is beginning seriously to interfere with the educational progress of the country. Boards of School Trustees are beginning to pride themselves upon the cheapness with which they manage their schools, and no matter what the consequences may be, they look upon the reduction of expenses as one of their first duties, and one of the cardinal virtues of a school trustee. While freely admitting the importance of due economy in the management of all trust funds, particularly public funds, we hesitate not to say that it is quite easy to *purchase* economy too dear. Indeed, in nothing is there greater danger than in attempting to manage our Public Schools on too economical bases. Let us consider this question under two heads—cheap school-houses, and cheap teachers.

CHEAP SCHOOL HOUSES.

By the provisions of the revised School Act, the minimum dimensions of school houses are pretty well defined. Trustees are required to provide at least nine square feet of floor room, and 100 cubic feet of air space for each scholar. So far as super-

ficial and cubic contents are concerned, this provision of the law is well enough. Indeed it is hardly possible *by law* to do much more than to fix upon some limitations of a general character. But how many trustees cheerfully comply, even with this general provision? How much bantering and trimming, about cost of material and cost of site, before a commencement is made, and when it is made what is the result? The dimensions of the school site are cut down to the smallest limits, and an enclosure called a "fence" put up in the flimsiest and *plainest* style conceivable. There is no levelling of the grounds, no planting of trees, in fact nothing done that can by any possibility be left undone. Then as to the school-house itself! It is such a model of *plainness* as would gladden the heart of the most puritanical stickler for pure, unvarnished utilitarianism. Not a trace of ornament about door or window, not a daub of paint, if painted at all, that could be spared. Neither steps, nor platform, nor porch, nor gravel walk to give an air of comfort and cleanliness to the situation. There *is* a school house, and it meets the requirements

of the law, and that is all you can say about it.

Internally the same economy is manifest. Desks are crowded closely together—at least two scholars are obliged to sit at one desk, and in many cases three, because the expense of providing single desks for each was too great. The blackboard is scanty and of poor material—maps torn and out of repair—floor washed once or twice a year or oftener if the *teacher* will volunteer to assist the largest scholars on Saturday afternoons at a general mopping and scrubbing carnival. And all done to save money, while in the innocence and simplicity of their hearts they cannot see that every move they make towards economy, is one resulting in serious loss and damage. By not making the school-house attractive and comfortable the probability is that many children “plead off,” who would otherwise be found in their places. The effect of this is to reduce the average attendance and consequently the annual income of the school. The same consequences are likely to follow from defective accommodation, bad desks and a filthy floor. And worse even than this—diseases are contracted by defective ventilation, and often propagated by bad sewerage which thin out the school, impair the constitution and inflict such injuries as nothing can remedy.

The effect upon the teacher is also depressing. Like other mortals he is capable of being affected by surrounding circumstances. Bad desks and seats produce confusion and foster discord, which no discipline can fully overcome. The loss of discipline is a loss of power, a diminution of the intellectual productiveness of the school. Let the teacher have poor maps, a bad blackboard, a dirty house and rickety desks, and you may rely upon it the effect will be seen when stock is taken at the quarterly examinations. And how could it be otherwise? When laborers are em-

ployed for any other purpose, the greatest possible care is taken to provide them with the necessary implements, and all of the best quality. No farmer would send a man to the field to earn a good day's wages with a broken down plow? And why? Because he knows well that unless thoroughly equipped for his work, when his wages are to be paid there will be a balance on the wrong side of the account. It might *appear* to be economy to avoid the expense of purchasing a new plow, but the intelligent farmer knows well it would be economy *only* in appearance. And yet the same person as a School Trustee will expect the teacher, no matter how great his disadvantages, to keep his school up to the very highest standard of excellence.

Such economy is not only *false*, but unreasonable. Nothing pays a School Section better than a comfortable, well furnished school-house. The stimulus which it naturally gives to the teacher—the extra amount of labor which both he and his pupils are able to accomplish, would very soon counterbalance the trifling outlay requisite to make every school in the Province a model in point of design and comfort.

CHEAP TEACHERS.

Perhaps in the hiring of teachers, even a greater degree than in providing the requisite school accommodation this false economy prevails. Cheap teachers are the great bane of the American school system. Prof. Elliott, in a very able article in the *Atlantic Monthly*, calls the attention of the American public to the defects in their system of education and characterises the reduction of teacher's salaries as “an unjust and semi-civilized proceeding, injurious to public morality and grievously harmful to the profession of teaching.”

The idea of a cheap teacher involves several considerations. First, a low standard of qualification. The teacher who has secured a fair certificate and feels himsel

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able to get a better on the first opportunity, is not likely to accept the lowest salary a niggardly Board of Trustees may offer. It is only the teacher who feels doubtful about his success, or who cares little whether he succeeds or not, that grasps greedily at the first situation offered him. And yet Trustees, too often, because he is *cheap*, enter into bonds with him to teach their school forgetting that they are perhaps sacrificing and even worse than sacrificing every dollar they pay him.

2. Cheapness often means *failure*. The successful teacher never offers himself at a low salary, and that for the simple reason that he knows some trustees will give him good value for his services.

3. Cheapness also means indifference to success. Those who take up the profession as a "make shift," what do they care for the prosperity of their school? Their position is one of necessity, not choice. And just as soon as the opportunity offers they leave it for something more congenial.

These being the principal causes of

cheapness in the salaries of teachers, it needs no argument to show that such cheapness is *false economy*. What is it but a waste of money to pay a salary that is never earned? What greater mistake could possibly be conceived, than to place a teacher in charge of a school who neither realized the responsibility of his position nor cared for the prosperity of his pupils? And besides the loss of his own time there is the permanent injury which he inflicts, injury which his successor, no matter how well qualified, cannot speedily remedy. Habits of insubordination and inattention are formed, which may never be fully overcome and much time lost even partially to repair the injury done, and all through a false idea of economy. How surprising that in this practical age, when every trade and every employer of labor seems so anxious to get full value for his money, that school trustees utterly disregard all those economic principles of business by which investments may rationally be expected to realize the greatest profits.

COMPOSITION—HOW TO TEACH IT.

BY RICHARD LEWIS, TORONTO.

Paper II.

The object we have in view in the practice of Composition, is not to foster authorship. We have book makers enough even to surfeit, and he who possesses the primary conditions of literary power, originality of thought and the faculty of invention, will never fail to find expression for mental conceptions and creations. But composition is a fine art; and it is necessary to understand its principles before we can truly appreciate, enjoy and receive the best advantages, from the elaborate productions of great thinkers, or the creations of

genius. Public taste in literature amongst us is low, with all our boast of progress. Fiction is chiefly read, not only because it pleases the imagination, but because it makes no demand on the judgment, or the reasoning faculties. As fiction ascends and approaches philosophy or true poetry, it diminishes in popularity. The works of Shakspeare or Milton are more talked of than read, by the great public. Excepting where there is a native love of noble poetry, the average educated public cannot enjoy Shakspeare or Milton, because they cannot understand them. Poetry like

fiction pleases most, where it demands the least *thinking*. It is the same with all high class literature whether in fiction, poetry or philosophy. As in painting an untrained mind prefers a highly colored daub to the finest creations of the "great masters;" so in literature the highest works of genius have no attractions where literary tastes and judgment have not been cultivated.

Then the practice of composition on the principles of an Art, gives facility in that correct expression, which ought to be the rule rather than the exception. In one sense all men ought to be teachers. Every human being has some special knowledge or thought of his own, which communicated concisely, clearly, and with elegance to his fellow-man, would help to advance human progress. Mere information is a small possession, even to him who holds it, unless he can make it useful and communicate it to others. That power of communicating thought in correct language, exalted by refined taste and judicious method, ought to be as universal as knowledge itself; and the education that aims only at communicating, or acquiring knowledge, without associating and crowning it with the art of expression, is almost worthless.

The study of sentential analysis, which Dr. Morell first introduced on Beck's method into England, and which is now generally preferred in this country, was an important step in the right direction. As this study gives the pupil the theory of sentence construction, its practice, that is, a methodical and gradual course of exercises in sentence making, forms a necessary introduction to higher composition. Hence, synthesis and analysis commence this course of exercises, and the reading books of the public school offer the means of practice. The mode of analysis, is however, not similar to that adopted in the grammar. It is an analysis of ideas rather than of grammatical forms, and while not so *routine*,

forms better exercise for the mind. Take for example the following sentence. "In the year 1564, during the reign of Queen Elizabeth, Shakspeare, a great English dramatist, was born at Stratford-on-Avon."

Here are at least six ideas expressed, each of which may be elaborated into a proposition.

- 1st. Shakspeare was born at Stratford-on-Avon.
- 2nd. Shakspeare was a dramatist.
- 3rd. He was an English dramatist.
- 4th. He was a great dramatist.
- 5th. He was born in the year 1564.
- 6th. He was born during the reign of Queen Elizabeth.

Any simple sentence enlarged by attributes and extensions, may be selected out of the Readers and analyzed in the above method, and when the pupils understand the method, the teacher may then give an analyzed sentence to the class for reconstruction into a simple sentence. As an example of the latter kind, I take a sentence from the Fourth Reader, page 304.

1. Dowpier returned to his native land.
3. He had been eulogized by Humbolt.
4. He had been eulogized by Malte Brun.
2. He had been eulogized as a prince among observers.
5. He returned to his native land to sink into complete obscurity.
6. He returned after he had wandered forty years over the world.

The practical value of this kind of exercise is to make the pupil familiar with modes of combining, qualifying, and modifying ideas with main sentence by means of participles, prepositions, &c., without introducing unnecessary rests or conjunctions, and while the use of conjunctions may be avoided by using participles, the student must be cautioned not to use *two* finite verbs where the object is to construct *one* simple sentence.

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The step that naturally follows the above one, is the construction of complex sentences, and it is of course understood that the student in entering upon this exercise, is able to distinguish the principal from the subordinate sentences, and the classification and uses of subordinate sentences. The teacher may first take a complex sentence out of the Reader and present its analysis, placing the principal sentence first. The following passage from the Fourth Reader, illustrates this point. (Fourth Reader, page 49.)

1. The vast machines struck them, (the natives), with terror.

2. They, (the Spaniards), had traversed the ocean in these machines, (*adj. sent.*)

3. They seemed to move on the water with wings (*adj. sent.*)

4. They uttered a dreadful noise, (*adject. sent.*)

5. It resembled thunder, (*part. phrase.*)

6. It was accompanied by lightning and smoke, (*part. phrase.*)

7. They began to respect their new guests as a superior order of beings, (*adv. sent.*, introduced by "that".)

8. They concluded (something), (*adv. sent.*)

9. They were children of the sun, (*noun sentence*, object of 8.)

10. They had descended to visit the earth, (*adject. sent.* to 9.)

The above presents the analysis of a very complicated sentence, and of course much simpler sentences are better at first. But in every case the analysis and synthesis should be associated in practice, that the pupil may clearly see the elements of a complex sentence, and learn how these are artistically combined.

Another mode of learning how subordinate sentences are combined with the principal or with each other, is that of giving to the pupil a portion of the complex sentence, which he is to complete by supplying the subordinate clause, *e.g.* :

(*Noun sentence.*) Young people too often imagine—

(*Adject. sentence.*) Botany is the science—

(*Adverb sentence.*) Never pronounce an opinion upon a subject, till—

(*Principal sentence.*) If the light of the sun were withdrawn—

One of the difficulties of the young composer, is to combine related and judiciously separate unrelated thoughts. As a rule the unpractised composer combines the whole subject with conjunctions. The practice suggested will familiarize him with the best methods and show how relatives, adverbs, and participles, may take the place of countless "ands." But the end to be kept in view is original composition, and in the absence of a good text book the teacher may break up any narrative or description, with as many sentences as there are ideas, dictate them to the class and after pointing out the ideas most closely related, leave the pupils to reduce the number of sentences by the use of conjunctions, participles, or relatives, *e. g.* :

"An old man was on the point of death. He called his sons to his bed-side. He ordered them to break a bundle of arrows. The young men were strong. They could not break the bundle. He took it in his turn. He untied it. He easily broke each arrow singly. He then turned towards his sons. He said to them, mark the effect of union. United like a bundle, you will be invincible. Divided you will be broken like reeds." Here, the first proper division is at the word *arrows*; the second at *singly*; and the third *union*. Thus there are four leading sentences, and the related clauses may be combined. (1) by conjunctions, (2) participles. Abundant resources for such exercises are offered in the British History, or the School Geographies; in Natural History and in the countless objects of art and mechanical productions around us. The method recommended to

teachers, is to prepare a series of brief essays on common subjects, composed in short sentences and dictated to the pupils whose business it will then be, to combine such brief sentences in the way indicated. The following example taken from an English work, presents a model of the true forms.

"The lion is found in Africa. The lion is found in Asia. During the day the lion slumbers in his retreat. Night sets in. The lion then rouses himself from his lair. The lion then begins to prowl. In general the lion waits in ambush. The lion creeps towards his victim. The lion seizes his victim with his powerful claws."

Combined thus:

The lion is found in Africa and Asia. During the day he slumbers in his retreat; but when the night sets in he rouses himself from his lair and begins to prowl. In general he waits in ambush. Sometimes, however, he creeps towards his victim, and seizes it with his powerful claws.

Young composers are apt to fall into stereotyped modes of expression, and lack variety in their composition. Variety may be exhibited in structure and in phraseology. For practice in structure the exercises may change the passive into the active, the affirmative into the interrogative, the negative or the exclamatory, and *vice versa* for all. Then the phraseology may be altered by changing clauses into participial or prepositional phrases; as, when they had reduced it, equals, having reduced it; the direct into the indirect; as, When Madame Roland was ascending the scaffold she waved her right to be executed the first, in favor of an infirm and terrified old man. Turning toward him, she gently said, (*Direct*), "Go first; let me at least spare you the pain of seeing my blood shed." *Indirect*. "Turning towards him she gently desired him to go first, that he might be spared seeing her blood shed." In addi-

tion to these exercises in style, others derived from rhetorical and figurative forms afford abundant practice by the conversion of the rhetorical into the grammatical, and the figurative into the rest. But as another paper will treat of paraphrasing, these suggestions must for the present be closed.

But while these methods of practising composition as an art, step by step, are indispensable to future excellence and facility, they should be associated constantly with original efforts by the pupils. On the method suggested in the first paper, the pupils should be drilled in composition exercises of suitable narrative and description, into which the principles studied in the above systematic practice would be introduced. As has often been suggested by practical writers in the columns of the ONTARIO TEACHER, the examinations of the higher classes should very largely consist of written exercises. These answers, especially in history and geography ought to be composition exercises; and to secure originality, the skill of the teacher must be taxed to prevent the answers being words of memory. In history for example the outline of a reign, the history embracing causes and consequences of an event, or a comparison of persons, or reigns, or events, with reasons for opinions advanced; or in geography a comparison of countries or imaginary travels and adventures, all afford topics of interest to the pupils, and are admirably adapted to advance the objects of present consideration.

I feel, however, now that I am entering on the domains of higher composition, and to that end I purpose to devote the remainder of this paper. The ideas necessary to original composition must at first be derived from reading and observation, and the first difficulty to overcome is the arrangement of such ideas. Method therefore is the earliest necessity of the young composer, who has acquired facility and correctness in

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the formation of sentences. The best topics, for the practice of learners, are those which come under the head of narrative or description. In narrative, or historical, or biographical compositions, the method is very simple. Events must be taken in the order of *time*, that is, in the order in which they occur; and the same method must mark the facts of a biography. But there is one general principle which should be clearly understood and invariably followed, especially in the first essays of composition. The student must always take a comprehensive and general view of the whole subject, and then seize the most striking details for elaboration. Suppose a pupil has to write the Life of Moses. The general view would be to regard the events of his life in this order:—His parentage—his adoption—his education—his elevation—his sympathy with his nation—his flight from Egypt—the causes which made him their deliverer—his career as a ruler and legislator, and his death. Now, this general view may be taken of the lives of all eminent men; and the chief difficulty then would be to know which of the events demanded most elaboration. The difficulty would be reduced in all such cases if the student after taking the comprehensive outline of generals, would consider the special quality which made the subject of biography eminent; and the lesser events which contributed to develop the special quality, would have more or less prominence as they aided the past purpose. Again, the law of association is a sure guide in narrative or descriptive compositions. Thus similarity of ideas lies at the foundation of memory, and cause and effect are naturally related. Hence if we write in the order and similarity of ideas and of cause and effect, there is method in our composition. It is for this reason, that the narrative, which develops facts according to the order in which they occur, or by cause and effect, is called the natural method, and probably for the same

reason, it is the easiest method for young composers.

It is by a similar way that descriptive compositions must be constructed. Similarity and contiguity are the guides, and as in narrative or biography, the young writer must take a general view first. But in description, *observation* is the source of knowledge. The writer must see what he describes, and while in the application of method he must always take a comprehensive view of the whole, he may in details adopt either the *circumstantial* or the *picturesque* method. On the circumstantial method he describes each object as it meets his eye, but in all cases keeping likes with likes, and in the order of succession, connecting objects with others near them. The subject of description may be a city or a country, a building or an animal. But however minute the circumstantials may be, there must be method and similarity. If the description be of a country, viewed from an elevation, and the object be to give a circumstantial account of it, while the general view would take in at a glance its extent, its variations of hill and vale, and its contrasts of cultivated fields and forests and sheets of water, or meandering streams, the writer might either be guided by the points of the compass and delineate each side on that plan, or he might commence with the vast and the natural, and end with the cultivated and the human and living features of the prospect.

The circumstantial method is the better one, where exactness of detail is required. But where the imagination is warmed and we desire to color our description with the golden hues of poetry—not necessarily make any rhythm—then the *picturesque* is better adapted for our purpose. Here again, we must begin with a comprehensive survey, but with the object of selection and exclusion, and, as in painting, the dark and the light should be brought into contrast. But the chief object in this species of des-

cription, is to select the most striking features of a scene and picture them out in all the details necessary to make the description vivid and clear, while we pass over objects of less importance, or such as would not by contrast strengthen the force of the picture. We often see these principles seized in scenic paintings—sometimes it is a picture of wild-wood land and cultivated plain, and rushing streams, and the solitude of forests, and the activity of life—and sometimes as in a picture of the falls of Niagara only one vast sheet of rushing waters, with the blue heavens above and by mere way of contrast a few pigmy forms of life, scattered around the nobler view.

Where exactness and fulness are necessary, the circumstantial method is the best. But when we wish to impress strongly, to excite pleasure or wonder or terror, then clearly the picturesque which seizes on prominent points and supplies them, has the advantage. Hence a traveller in descending a country, strange to his readers, would

prefer the circumstantial, while a novelist or a poet, who would excite the imagination, will always be found a master of the picturesque style. The practice of composition in the school-room, ought to embrace both of these methods. But while every encouragement should be given to compositions descriptive of great subjects, the initiatory practice must deal largely with the object of common life around us. The village or city we dwell in—the school-room, the church—or any place of resort in our neighborhood—affords abundant scope for exercises in both methods. Our lesson books abound in descriptions of this kind, and whenever they occur in poetry or prose, the teacher would aid his pupils in composition exercises by directing their attention to the character of any description they might be reading.

But as there are other subjects for consideration besides those coming under the heads of narrative or description, I shall leave their consideration to another and last paper.

REMARKS ON TEACHERS' CERTIFICATES.

BY AN OCCASIONAL CONTRIBUTOR.

The recent changes in the examination of public school teachers have led vast numbers that contemplated entering the profession, to seek vocations that did not require so much preliminary training. Others finding their certificates about expiring, gave up a pursuit that demanded additional mental toil and sought positions that, to use a mercantile term, did not require so much "Stock in Trade."

The evident intention in raising the standard was, by an increase of salaries to attract men of high literary attainments into the ranks of the profession. The

questions prepared semi-annually by the Central Committee, prove conclusively that independent thought is required to take a Provincial Certificate of any grade. Rules and formulæ are almost totally ignored, and it may be said that a new era has been inaugurated in the mental operations of most teachers. When we remember that school training proposes to give at least sufficient attainments to work correctly the business problems coming up in after life, nothing can excel in importance the ability to think independently; besides, facility of thought must be pre-eminently the characteristic of

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those who are destined to succeed in any of the walks of life. Perhaps, all men are to some extent anxious to avoid severe mental toil; such is at least true when asserted of some teachers, and we are deeply indebted to the Central Committee of Examiners for preparing such excellent questions to arouse us from the lethargy into which we occasionally fell. But, while we have reason to congratulate ourselves on the steps taken to advance the means of training the youth, it is well to bear in mind some dark clouds at the summit, throw an ominous shade on what would appear in almost spotless brilliancy. It is a general principle that merit should meet with the highest reward, or that—other things being equal—the best scholars should carry off the most valuable prize. Now, upon examination it will be found those holding the lowest grade of certificates are reaping the reward that is certainly due to others. Third class teachers, before the passing of the new Act, commanded salaries ranging from \$200 to \$300 per annum; in fact, there were only a few who got the latter sum; at present the range is from \$350 to \$450. The only explanation of this seems to be that teachers are scarce; the impression is also on the minds of some trustees, that a third-class certificate now, is as good as a first under the old law. No doubt, there is some argument in the scarcity of teachers, but none at all in the statement that new thirds are equivalent to old firsts. The third class examination is very easy, the field is very limited, and it must require considerable ingenuity to prepare questions for the consecutive examinations. Likewise, many holding those certificates go from county to county passing as new candidates, hence, we have what may be termed a provincial certificate, for it would require more than an ordinary life to get round all the counties. The law of course is evaded by so doing, but these are facts, prepare what theory we may to explain them; therefore, the principal profit is

reaped by those making the least effort and doing the lowest type of work.

Let us take a glance at the highest possible grade of certificate, not forgetting to note that a second class provincial is in the majority of instances, a very good indication that the holder is qualified to take charge of an ordinary public school. The value of these certificates will, in future, be much increased from the fact, that they are to be issued by the Central Committee. Although there are a few excellent local boards, yet it must be admitted that some inspectors are to be found who have proved themselves unable to examine correctly the answers given by this class of teachers. Therefore, those who take the time to prepare fully for passing on these papers will have the satisfaction to know they will be awarded all they merit, and no more. To obtain a first-class A, should be the aim of all who intend to continue teaching; the possession of it entitles the holder to be an inspector, should he be fortunate enough to secure sufficient influence with the County Council when a vacancy occurs; therefore, in not a few instances, Rev. gentlemen not distinguished for their knowledge of school matters have succeeded in obtaining positions that should be given to teachers of the highest rank. How they could leave their priestly calling is a question frequently discussed. The principle involved seems to point to a belief on their part that qualifications (true or supposed) for the ministry, entitles them to defraud the hard working teachers of positions their ability merits. The Council of Public Instruction now requires those who seek such positions to hold First A's. I have not heard of any of those Rev. gentlemen writing for an inspector's certificate; perhaps, it is an insult to their dignity, and in future they will not take such an intense interest in the welfare of the Public Schools.

Having thus in a hasty manner touched some of the salient points requiring modifi-

cation, it is to be hoped the discussion will be continued. It may be well in this connection to suggest a few thoughts as to the duty of teachers under existing circumstances.

In the first place, let all third class teachers be without rest of mind till they get Provincial Certificates; then let them carefully study the subjects taught in school, and every morning go before their class thoroughly prepared. Let us be united in our endeavors to place the schools of this Province in the front rank; let us labor energetically and realize that we are doing a work whose effects will remain when everything we now behold has passed away. Furthermore, let us assist one another in rising to the summit. We should ever feel a

living sympathy for the struggler, and be ready at all convenient seasons to extend a helping hand. Finally, let us be a unit in securing an adequate return for our labors. Some say we are not respected, what poor man ever is? Does not the multitude bow to wealth; then if it is necessary to have the respect of those who make such assertions, let us unite in compelling them to take the step that will secure for us what they consider so essential. We should also see that the prizes of the profession are carried off by meritorious teachers, and always use our influence against the inroads of those who seek an asylum among us, because they have failed in some other pursuit of life.

SELECTIONS.

HOW WE TEACH MORALS.

With a superior corps of well-paid teachers, who consecrate themselves for life to their business and have all the necessary appliances, I claim that we can accomplish the moral regeneration of mankind by means that have already been tried and worked successfully.

I do not mean by the ordinary appliances, for they are notorious failures. We have in common use four methods of moral education:—1. Homilies by text-book and lecture; 2. Good advice; 3. Scolding; 4. Punishment. These methods are in use everywhere, and everywhere failures. The bad boy hears the virtues talked about in homilies until he is tired of it. He gets good advice when he is doing right, and a double dose of good advice when he is doing wrong. But it is very rare to find anybody who would thank you for good advice, or who is willing to act on it. The man who really knows how to appreciate good advice and act on it is already so good

that he does not need it; if he desires it, he does not need it; and if he needs it very badly, he does not desire it, but heartily resents it. The bad boy rejects advice with contempt, and receives a liberal supply of scolding, which makes him sullen and so wicked that for his next offense he is whipped and left under the debasing influences of hatred and fear. This is what might be called *immoral education*; and the best example of this repressive system is in our penitentiaries, where men are taken in knaves, punished, flogged, and turned out malignant villains to prey on society.

Moral education is the reverse of this. It takes in criminals, and turns them out good citizens by the familiar means that common sense recommends—by placing them in a moral atmosphere, and keeping them in it till their whole nature is changed, just as men are made criminals by placing them in a criminal atmosphere, and keeping them there till they are saturated with base-

ness. The same amount of moral power which can take criminal youth and elevate them to respectability, can take the youth of virtuous families and elevate them to pre-eminence in virtue. It is, therefore, no exaggeration to say that the schools which

have reformed criminals have demonstrated an amount of power sufficient for the world's regeneration, if rightly applied.—*From March "Home and School," Louisville, Ky.*

EDUCATIONAL FORCES.

The first question the faithful teacher asks herself is, What are the educational forces brought to bear upon my pupils outside the school-room? Do they urge the child in the same direction as the forces of the school-room, or are they driving him in the opposite course? If in the latter, the teacher's chances of success depend wholly upon her own individual exertions. It is a question of great doubt as to the victory. Two great forces are in conflict—the teacher with the influences of the school room on the one side, and the associations of the street on the other. What are some of these outside educational forces? Home, with its influences, is the first, and perhaps the strongest. If the child comes from a well-regulated and upright family, the parents of which are intelligent and moral, knowing something practically of the methods of training children, whose household the law of love encircles, where filial-affection binds the heart, where cheerful resignation in afflictions, which come to every family, beams in the faces of the parents, where annoyances are met good humoredly, the burden of one member is born equally by all, the children obey the parental command, because of faith in and respect and love for those who command, where industry and chastity are taught by example and by precept, healthful amusements are provided, books and papers adapted to the tastes and wants of all are abundantly furnished, respect for superiors and the aged is inculcated, and good manners are practised at all times and on all occasions. Children who come from such a home to the school will improve rapidly under the instruction of a teacher, who has wisdom to direct their activities in the same channel. As long as the home forces and the forces of the school-room are in the same direction,

the teacher's success is assured. Under such circumstances, a very indifferent teacher may make a child of ordinary ability a respectable scholar and a useful citizen.

But suppose the child to come from a house of the opposite character. Discord is there; ignorance and poverty, the result of idleness and intemperance, are there; the child receives no home training; by example he is taught that the chief good is eating and drinking; that learning is not for him; he knows nothing of obedience, except as yielded when compelled by physical force; good manners are ridiculed in his presence; he is taught to hate, to swear, to fight, to spend the day in idleness or in dishonest practices, and the night in street broils or home carousals. In this case the force of the teacher and the force at home act one against the other. The stronger force will gain the victory. Here the highest skill and tact on the part of the teacher are necessary to counteract the corrupting influence of what is called a home. Here delicate questions often arise, and require the knowledge of one master of the situation to answer with advantage to the child. They ought to be handled with great caution; for, without destroying the child's love for father and mother, and confidence in them, the teacher must, before she can accomplish any good and get control of the mind and heart, paralyze the influences of home. Unless this is done, the power of the teacher will not counterbalance the outside influences.

A second force to be met and overcome is association. The character of a man is seldom purer than his associates; long ago it was said that evil communications corrupt good manners. The poet was right when he said—

"Vice is a monster of so frightful mein,
As, to be hated, needs but to be seen ;
But seen too oft, familiar to the face,
We first endure, then pity, then embrace."

Both observation and experience teach that Paul and Pope understood human nature. Nine truants out of ten are truants because the power of association is stronger than the force of the teacher. She who succeeds in creating friendships among her pupils, and binds them together by strong social ties, making the school associations stronger than those outside, will greatly increase her power for good. The boy who feels that he has no friends in school, although the teacher may be kind and considerate, will cling to his companions outside. The cultivation of the social power among children who attend the same school is worthy of some effort. The feeling among pupils that in the school-room at least they stand upon the same social platform, does much to help the friendless and unfortunate in all school work. The little timid girl, although she may come from a hovel should be made to feel the magnetism of warm hearts the first day of her school life. A teacher of very ordinary capacity as an instructor, who has the faculty of attaching the little ones to herself and to each other, will succeed, when a cold and a merely intellectual nature, and fine instructor, will utterly fail. To counteract the power of evil associations, and to assist the child in forming good ones, is a power desirable in any teacher. To lead the children to love and respect each other, to organize them into one great family, and to twine about them the cords of love which hold together the members of a well regulated family with one common interest, to receive instruction from the teacher and to do her will, are essential conditions of a good school. If all teachers in the city possessed this power, truancy would cease, and the hundreds who enter our schools and leave in a few weeks, to become vagrants and thieves, might be saved.

Another force which has much influence, especially over the older pupils, is the books and papers they read outside of school. It is true that a boy's education is half completed when he has formed a taste for reading good books. When a boy will deny himself the amusement of boys of his own age,

because he loves reading more, he will without the aid of a teacher educate himself. The hundreds of eminent men and women who, in childhood and youth had no school advantages, are proofs that this statement is true. But it is also true that the character formed will be pure or impure, manly or effeminate, worthy or unworthy, according to the books read and sentiments imbibed from them. The youth who reads out of school hours, books of history, romance, biography, science and travels, which store the mind with useful facts, improve the taste, and teach sound morals, representing vice as hideous and virtue as beautiful, showing learning to be desirable, is operated upon by a force that will carry him through a curriculum of study in his school without stumbling and without much assistance. But suppose a boy reads books of a different character; just such books as are often found protruding from the pockets of boys who attend the schools, both public and private; stories which develop into heroes the assassin, the pirate, the highway robber, the thief, the libertine: which extol ignorance and vulgarity; the sentiment that the world owes every one a living, which he works or goes idle; that wealth, culture, position and integrity are accidents, not attainable by industry and good morals; that all the amusements and pleasures of life are found in vice rather than in virtue; that obedience to parents, to superiors, and to law, is cowardice; that ability to remember and to tell vulgar stories is intellectual power; and that refinement is effeminacy, and ought, therefore, to be shunned by every manly boy.

The children and youth whose reading is of this character belong to no particular stratum of society. They may be found among all classes. They believe there is no merit in scholarship; no good can come of it; laugh at the parent and teacher's talk upon honesty, truthfulness, generosity, temperance in living, purity in language, and good manners. They do not care for these things, because they have read in strange stories that their ideal heroes possessed none of these qualities. These sentiments, imbibed from books, will paralyze the efforts of parents and teachers. As well might a teacher attempt to stop the river in its course as to stimulate a boy under such influences and with such sentiments to severe

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thought, and to the observance of the rules of a well regulated school. The influence of a bad literature is destroying many bright and promising youths.

Another force bearing upon the pupil is the popular opinion that education is nothing more than the acquisition of a sufficient amount of knowledge to transact the ordinary business of life. This is talked up and instilled into the minds of many children. They give the highest authority for refusing to study many of the most important and practical studies. The conscientious boy, believing that it is time lost, gives the subject as little attention as possible. The parent teaching this sentiment forgets that the world is progressing; that what was not necessary for a boy to know twenty years ago is necessary for him to know now. The experience of the past, and the

wisdom of learned man of all professions in regard to education, are set aside by one person who has given no study to the subject, and whose vision extends no farther than the object he has had in view in living. The same spirit alleges that it is an encroachment upon individual liberty not to allow every man to choose for his own child education or total ignorance.

These are a few of the many difficulties the teacher finds in his work. He cannot go round them; they must be squarely met. The qualifications of a teacher outside of merely literary, may be inferred. The greater his intellectual attainments the better; but, better still, the ability to win and mould the heart and life of the child.—*R. W. Stevenson, Supt Public Schools, Columbus, Ohio.*

THE NERVOUS SYSTEM AS INJURIOUSLY AFFECTED BY SCHOOLS.

DR. D. F. LINCOLN, OF BOSTON.

[Read to the Health Department of the Social Science Association, Detroit, May '74.]

The actual derangement of the nervous functions which are commonly believed to be produced by improper influences at school are the following, viz.:

First, a group collectively termed "neurasthenia," composed of debility and general depression, dyspepsia, sleeplessness, irritability, headache; then nose-bleed, a symptom of congestion, which seems quite rare in America as compared with some parts of Europe; then chorea, or St. Vitus's dance, a disease of childhood proper; then neuralgia, hysteria, irritable spine or spinal anæmia, and menstrual anomalies.

The list was given in a printed circular of inquiry issued to physicians, and from their answers it appears that little remains to be added to the list. But I must add that several correspondents, of their own accord, have suggested other evils of more or less importance—as insanity, self-abuse, injury to the urinary organs from long confine-

ment, deformities to the chest and spine, and typhoid fever.

* * * * *

What harm is done through injudicious schooling? In answer let me say that, if mental enjoyment does good to the system, the sensation of inadequacy to one's task is a source of acute suffering and injury. Pain felt in a nerve is a proof that the nerve is not duly nourished, or has been tired out by overwork; and in accordance with this fact we find that its proper function, that of distinguishing objects by means of touch is weakened during an attack of neuralgia. In muscle fatigue easily passes into pain, which may quite cripple one for a while, as when a person begins too violently with gymnastic exercises. But in the mind we feel the pain called depression of spirits, when required to discharge mental duties beyond our strength. The sensation is like that felt by insane patients suffering from melancholia, to whom life is only a burden and suicide the only apparent duty. But it is rarely the case that such a condition occurs in young children. If overworked, their minds are apt also to be

strongly interested, their feeling in a state of tension. Their ambition acts as a spur, and does not let them know how tired they are; so that irritability, rather than depression, is characteristic of children suffering from school tasks. And be it said that this state is most needlessly aggravated by a great many petty restrictions and points of discipline, which keep the child in a state of continual apprehension. He is perhaps marked for tardiness, and hence eats his meals in a state of trepidation lest he be late at school. He is marked for each recitation, and is constantly inquiring how he stands; and if he is ambitious, the consciousness of impending destiny is ever present to his mind. I speak not of such folly as giving a child a demerit for coming to school five minutes before the hour appointed, or giving merits for the performance of tasks like sweeping down the stairs of the school-house, or sharpening the other children's slate pencils! But we are called upon very strongly to condemn all points in the management of schools which give rise to anxiety, apprehension, exaggerated feeling, in short, of any kind, whether of joy or pain, in the minds of scholars.

But, leaving this point and returning to the effects of overwork. These effects are developed either by excess in quantity or by a monotonous strain of the faculties in one direction. As to excess in quantity, a child is capable of doing a good deal of work, but it must be done under the conditions of perfect sanitary surroundings and, above all, of frequent rest. "The child's brain soon tires," says West, "and the arrangement so convenient to parents, of morning lessons and afternoon play, works far less well for it than if the time were more equally divided between the two." The need of frequent recesses is admitted by all, but I find decided differences of opinion among teachers as to how frequent they should be. If a child of eight or nine years works half an hour, he may be perfectly refreshed by five minutes' rest amusement, and ready to go to work again; but if he is kept at his tasks for four half-hours continuously, twenty minutes will not begin to suffice to bring him up to condition. A long, unbroken session takes out of a young child more than he can make good by repair before the next session, and the total of these excesses of waste is subtracted

from his total growth, stunting his mind and body together.

Deprivation of sleep is another factor in producing exhaustion. Let it be remarked that the worst thing about "home lessons" is the danger that they will be studied late in the evening, and by the congested condition of the brain so produced prevent the child from falling into a sound refreshing sleep.

Deprivation of food often occurs. A child under twelve can not usually go more than four hours without food; and privation of this sort, though willingly borne by the zealous scholar, makes itself felt at the next meal-time by an incapacity to relish or digest what is set before him. Schools should always make a reasonable provision of time and place for the scholars' luncheons, and if there is a long session, the parents ought to be expressly informed of this, and requested to supply their children with something suitable. As for the regular meals, a parent is inexcusable who will permit a child to miss them, or to take them irregularly, or to lose its appetite for them, except in case of war, insurrection, or peril by sea!

There is a condition, not unfrequent in the adult occupants of schools, in which a person seems to have used all the surplus of vital force he possesses. There is no remedy for such cases but a protracted rest from all that can tax the powers.

The same condition may be observed in older children. But in the younger—say those under ten—the danger lies more in another direction. Educators, whether teachers or parents, are always liable to forget that the extreme volatility of a child cannot be conquered, but belongs to his nature; hence his tasks are always liable to be monotonous—more like what an adult would think suitable than what a child would really be suited with. Now the overstraining of a faculty in any one direction is a most serious matter. * *

I can not refrain from tracing the analogy a step or two further, between the case of writers' palsy and that of nervous excitability and exhaustion from severe tasks at school. The points of analogy are as follows: The child's mental trouble shows itself by unreasonable behavior, fits of ill temper quite foreign to its proper disposition; and the man's muscular trouble

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is commonly associated with strange and purposeless jerkings of the muscles, equally foreign to purpose and reason.

Still further, if you observe a man trying to write in this disorder, you will see that the anxiety of the effort makes him ten times worse, as if his hand were afflicted with stuttering; while you well know that the anxieties arising from emulation, contention for prizes and rank, the unceasing effort to hold the tongue, to sit straight, to reach a given goal at a given time, wear out a child vastly more than long, hard lessons.

Although the subject of diet is essentially connected with education, I must at present refrain from entering into a statement of the principles which should direct its regulation. But upon one matter I feel especially called to speak. Modern Europe and America, during the last hundred years, have entered upon a vast physiological experiment. This consists in the use of a new order of stimulants as a part of the daily life of everybody, except very young children. Whether, in the energetic and strongly vitalized population of the Western States, children are allowed the use of tea and coffee, I know not; but in New England it is extremely common among the poorer classes to allow these beverages in full strength, as an article of daily use, to children of five years old and upwards. But I desire to express my wish that the time may soon come when coffee and tea shall be withheld entirely from children from under sixteen or eighteen years of age, according to development, except when it is expressly recommended by physicians. It is absolutely beyond a question that most children will develop a better physique without them.

There are three special faults in sanitary conditions which do harm to the nervous systems of those employed in school-rooms. These are the means employed in lighting up evening schools, the undue heat of school-rooms, and the excessive dryness of the air and other impurities.

It is the general custom, I am sure, in American school-houses, to keep the thermometer at about 70° F., provided the furnaces will deliver heat enough. Dr. Bowditch says: "In the sitting-room of a family, the heat should not be above 72° F., nor below 68°; 70°, the medium, is

the best." Now, with all possible respect for such high scientific authority, I beg to demur to this standard, widely accepted though I know it to be; for young persons and children, if properly fed and clothed and dried, it appears that 67° or 68° is quite enough. In the only perfectly ventilated schools I now remember, the temperature was kept at this point, and no complaint of cold was made by the scholars.

Neither heat, carbonic acid and oxide, sulphurous vapor, nor excessive dryness of the atmosphere, are felt as evils by the majority of our people. But all of them are dangerous in a special sense to the nervous system. Recent experiments by Dr. Falk, in Berlin, show that air deprived of moisture makes the breathing more rapid and less deep; it quickens the pulse and slightly lowers the temperature of the body. Dryness of atmosphere certainly tends to make the human subject irritable and excitable.

I close these remarks with a brief summary of the most conspicuous results of the investigation:—

1. School-work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.
2. By "unsuitable" is chiefly meant "close" air, or air that is hot enough to flush the face or cold enough to chill the feet, or that is "burnt" or infected with noisome fumes of sulphur or carbonic oxide.
3. Very few schools are quite free from this fault.
4. Anxiety and stress of mind, dependent mostly on needless formalities in discipline or unwise appeals to ambition, are capable of doing vast harm. It is hard to say how much is actually done; but a strong sentiment against such injudicious methods is observed to be springing up in teachers' minds.
5. The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.
6. Teachers who neglect exercise and the rules of health seem to be almost certain to become sickly or "break down."
7. Gymnastics are peculiarly needed by

girls in large cities, but with the present fashion of dress gymnastics are not practicable for larger girls.

8. The health of girls at the period of the development of the menstrual functions ought to be watched over with unusual care by persons possessed of tact, good judg-

ment, and a personal knowledge of their characters.

9. One of the greatest sources of harm is found in circumstances outside of school life. The social habits of many older children are equally inconsistent with good health and a good education.

EXAMINATION QUESTIONS.

(We give this month the Third and Second Class papers at the recent County Board Examinations. The First Class papers will be given next month. For the convenience and information of teachers we also give the values assigned to the several questions by the Central Board, the first number in each case being the value.)

THIRD CLASS.

ENGLISH GRAMMAR AND ETYMOLOGY.

Value 200.

"Under a system in which political weight is perpetually regulated by the magnitude and importance of the community, there is no reason for preserving an arbitrary limit prescribed under an obsolete condition of things, and the nominal representation may be determined by, and correspond with, the real position of the electors."

Hare on representation.

40. 1. Divide the sentence into propositions, state their kind and connection, and analyse them.
40. 2. Parse the ten italicised words.
15. 3. Change the construction of the sentence by substituting for the verbs in the passive voice their active forms.
18. 4. Give the meaning of the Latin prefixes which occur in the extract.
20. 5. What is the force of the affixes *age*, *ry*, *ice*, *dom*, *ness*, *ock*, *ic*, *ose*, *ish*, and *en*. State in regard to each whether it is of Classical or Anglo-Saxon origin.
16. 6. Explain the terms Declension, Conjugation, Case, Mood, Tense

and Participle, illustrating your answer with examples.

- 16- 7. Form the past tense and the past participle of *Rid*, *Rend*, *Shed*, *Dive*, *Lean*, *Light*, *Wed* and *Speed*.
15. 8. Show by examples how a verb may be modified by a word, by a phrase, and by a subordinate sentence.
20. 9. Correct the following sentences, and quote the rule of syntax transgressed in each case:—

"The chaplain entreated my comrade and I to dress as well as possible."

"This is just as if an eye or a foot should demand a salary for their service to the body."

"The mechanism of clocks and watches were totally unknown."

"In these kind of expressions some words seem to be understood."

GEOGRAPHY.

Value 150.

12. 1. What are the causes of the seasons, and of the varying length of day and night?
12. 2. Describe the Gulf Stream; and mention some of its effects.
16. 3. Name and describe the course of the principal rivers that discharge (a) into the Black Sea; (b) into Lake Ontario.
10. 4. Give the boundaries and physical features of Greece.

12. 5. Name the states of the N. American Union on the Atlantic, with their capitals.
15. 6. State as accurately as you can the position of C. Clear, Balkan Mts., I. of Wight, Bahama Is., C. Matapan, Long Id., C. Hatteras, C. Breton Id., Firth of Forth, Miramichi Bay, R. St. Maurice, R. Richelieu; also of Mt. Hooker, Mt. Cotopaxi, Mt. Blanc.
30. 7. Draw a map of the Province of Ontario, marking the counties and chief rivers.
28. 8. Where, and for what noted, are Liverpool, Saratoga, Birmingham, Belfast, Greenock, Hull, Florence, Prague, Havana, Martinique, Rio Janeiro, Toulon, Nice, Cronstadt?
19. 9. Mark on your map of Ontario the principal towns of the western peninsula.

ARITHMETIC.

Value 200.

18. 1. Simplify $\left\{ \frac{\frac{2}{3} + \frac{5}{8} + \frac{7}{8} + \frac{11}{12}}{\frac{3}{4} - \frac{5}{8}} \times \frac{1}{34\frac{1}{2}} \right\} \div \left\{ \frac{7\frac{1}{2} + 11\frac{1}{2} - 2\frac{3}{8}}{6\frac{1}{2} + 11\frac{1}{2} + 2\frac{3}{8}} \times 10\frac{3}{18} - 7\frac{1}{8} \right\}$

18. 2. A Wine Merchant pays \$175 for a hogshead of wine, and bottles it off into an equal number of quart, pint, and half pint bottles: how many dozen of each has he, and at what must he sell it per dozen to gain $\frac{3}{10}$ of his outlay.
18. 3. What must be the face of a note so that when discounted at a bank for 4 months and 9 days, at 9 per cent., it will give \$240?
18. 4. A, B and C having equal shares of a ship, sell respectively one-third, one-quarter, and one-fifth of their shares to D, who dies and leaves his share equally among them: If B's and C's interest in the ship be worth \$37,300, what is the value of A's share?
18. 5. A Farmer has 500 bushels of wheat; he can sell it at once for \$1.20 a bushel; by storing it for six months at a cost of \$20 paid in advance,

- he can realize \$1.30 a bushel; he adopts the former course: determine how much he has gained or lost by so doing.
18. 6. Express the value of $8\frac{3}{4}$ of 8s. + .05 of 2 guineas + 1.8 of 5s.
18. 7. A Merchant bot. a number of barrels of flour for \$1,800.; he used 20 bbls. and sold $\frac{1}{8}$ of the remainder for \$1,568 which was \$224 more than cost. How many barrels did he buy?
18. 8. Whengold is quoted at $133\frac{1}{2}$, what is the gold value of a \$10 greenback?
18. 9. A piece of land whose length is 151 yds. $1\frac{1}{4}$ ft., and breadth 35 yds., is to be exchanged for part of a strip of land of the same quality, whose breadth is 15 yds. $2\frac{1}{2}$ ft. Find the length of the equivalent strip.
18. 10. What is the duty on 4 hogsheads of sugar each weighing 1,280 lbs., gross, at $2\frac{3}{4}$ cents a pound; tare 14 per cent.
20. 11. A Merchant in New York wishes to remit to London a bill of exchange for £293. 1s. od.; what is the cost of this bill when exchange is at $9\frac{1}{2}\%$ premium?

EDUCATION AND SCHOOL LAW.

Value 150.

20. 1. What relation does Instruction bear to Education? Point out the function of each in forming the character of the child.
20. 2. In what ways may the Teacher best promote the moral development of his pupils?
27. 3. How would you deal with the following cases:
 (a) The class is inattentive.
 (b) Attendance is irregular.
 (c) Some of your pupils have been injured by excessive indulgence at home?
20. 4. What is required in order to teach Arithmetic successfully? Give notes of a lesson on Subtraction.
20. 5. What are the regulations in regard to the Teacher's absenting himself from his school.

18. 6. What aims would you keep in view in preparing an object lesson? Sketch such a lesson on "The Camel."

25. 7. What duties do the Regulations require of Public School Teachers?

HISTORY.

Value 150.

16. 1. Name the persons most distinguished in literature, war, or politics, who flourished in England during the reign of Elizabeth.

16. 2. What causes involved England in war with Spain in the time of James I? Give some account of that war.

16. 3. How was Queen Anne related to her successor? What famous men adorned her reign?

16. 4. Describe the condition of the English people under the early Norman Kings.

16. 5. Give a brief sketch of the reign of King John.

16. 6. Detail concisely the events which led to the battle of Waterloo. Give the date of the battle, and its results.

16. 7. Say when the following persons lived, and for what each is famous: Dunstan, Sir Thomas More, Ben Jonson, William Penn, Dr. Edward Jenner, John Howard, George Stephenson.

16. 8. Briefly describe the first settlement of Canada.

22. 9. Where are the following places, and with what historical events are they connected: Stamford Bridge, Crecy, Naseby, Dunbar, Fontenoy, La Hogue, Trafalgar?

ENGLISH COMPOSITION.

Value 75.

Write a letter to a friend giving an account of the way in which you spent the last six months.

SECOND CLASS.

ENGLISH GRAMMAR AND ETYMOLOGY.

Value 250.

"There is none but he Whose being I do fear; and under him My genius is rebuked; as, it is said,

Mark Antony's was by Caesar. He chid the sisters, When first they put the name of king upon me, And bade them speak to him; then, prophet-like, They hailed him father to a line of kings; Upon my head they placed a fruitless crown, And put a barren sceptre in my gripe, Thence to be wrenched with an unlineal hand, No son of mine succeeding."

Shakespeare Macbeth, Act. iii. Sc. 1.

48. 1. Divide the passage from Shakespeare into propositions, state their kind and connection, and fully analyse the first three and the last three.

52. 2. Parse 'there,' 'none,' 'but,' and 'he,' in i. 1; 'chid,' in i. 4; 'them,' and 'speak,' in i. 6; 'him,' and 'father,' in i. 7; and 'no,' 'son,' 'mine,' and 'succeeding,' in i. 11.

24. 3. Give the derivation of 'none,' 'prophet,' 'line,' 'fruitless,' 'barren,' 'crown,' 'sceptre,' and 'succeeding.'

36. 4. Enumerate the affixes denoting state, condition or quality, and give an example of each in combination.

16. 5. Make a list of words derived from *lego*, including four from the Latin, and four from the Greek verb.

20. 6. Parse the italicized words in the following sentences:—

"Did 'religion,' when our translation was made, mean godliness?"—Trench.

"Thus shall mankind his guardian care engage, The promised father of a future age."—Pope.

"In Christian hearts O for a pagan zeal! A needful but opprobrious prayer!"—Young.

"He is busy thrashing."

14. 7. Give instances of infinitives and infinitive phrases used as the object of a verb.

20. 8. Give examples of the different constructions in which 'as' is used, and tell in which of them it may be replaced by 'that.'

20. 9. Distinguish May I go? from Can I go? Shall I go? from Will I go? Were I to go? from Was I to go? Would I have gone? from Should I have gone?

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GEOGRAPHY.

Value 150.

13. 1. Enumerate the principal functions of the atmosphere.
13. 2. What is the position of the earth's axis in reference to the plane of its orbit, and what are the chief consequences of that position?
16. 3. Give the political divisions of Asia, also their capitals, and form of government.
16. 4. Mention the chief products, manufactures, or exports, of Aleppo, Coventry, Lille, Cork, Mobile, Havana, Valparaiso, Smyrna.
12. 5. Trace the course of the Danube, naming its tributaries, and countries drained by it.
26. 6. Sketch a map of Great Britain, marking the position of Southampton, Newcastle, Gloucester, Manchester, Aberdeen, and Glasgow; also of the Tweed, the Mersey, the Clyde, the Severn.
12. 7. Give the capes and bays E. of N. America.
12. 8. Describe the physical features of France.
30. 9. What and where are Rhodes, Baikal, Carmel, Lassa, Spartivento, Alicante, M. quelon, Arno, Singapore, Tahiti, Nantucket, Messina, Maracaybo, Itasca, Trincomalee?

ARITHMETIC.

Value 225.

25. 1. Capital originally invested so as to yield an annual income of \$22,500 at the rate of 9 per cent., is re-invested at 10 per cent., and then divided among three persons in shares which are as 4, 7, and 9. What is the yearly income of each?
30. 2. If U. S. 6's 5-20 can be purchased at 107½ in currency, interest payable in gold, and Railway Bonds bearing 7 per cent. interest payable in currency can be bought at 85 per cent., determine the respective rates of yearly interest yielded by these investments, assuming

that the premium on gold is 25 per cent., and that the Railway Bonds are subject to a tax of 1½ per cent.

25. 3. A merchant sells two qualities of flour, the superior at \$6 a barrel, the inferior at \$5 a barrel; in the month of April he sold 150 barrels, receiving therefor \$810. How many barrels of each kind did he sell?
25. 4. If a merchant sells on credit to a retail grocer, on the 1st November, goods to the amount of \$100; on the 6th, goods to the amount of \$225; on the 18th, goods to the amount of \$180; on the 22nd, \$75, and on the 29th, \$120. Find the equated time at which the whole debt for the month becomes due.
20. 5. A man having bought a lot of goods for \$750, sells one-third at a loss of 4 per cent.; by what increase per cent. must he raise that selling price, in order that by selling the rest at the increased rate, he may gain 4 per cent. on the whole transaction?
25. 6. The value of the paper required for papering a room, supposing it ¾ of a yd. wide, and 4½d a yd., is £2 3s. 1½d; what would be the cost if the paper was two feet wide, and 4d. a yard.
25. 7. A New York merchant shipped to Liverpool 10,000 bushels of wheat which cost delivered, \$2.15 in currency per bushel, he sold it for 7s. 6d. a bushel, and invested the proceeds in cottons at 8d. a yard, which, after paying an *advalorem* duty of 30 per cent., he sold at 30 cents a yard in currency. Determine his profits from these transactions, gold at 37½ per ct. premium.
10. 8. If 36 men working 8 hours a day for 16 days, can dig a trench 72 yards long, 18 wide, and 13 deep; how many men will dig, in 24 days, a trench 64 yards long, 27 wide, and 18 deep?

20. 9. A man sells 576 bushels of wheat at a profit of 8 per cent., and 296 bushels at a profit of 12 per cent.; had he sold the whole at a uniform profit of 10 per cent., he would have received $\$2145.37$ more than he actually did; what was the price per bushel paid for the wheat?
20. 10. (a) The height of a tower on a river's bank is 50 feet, the length of a line from its top to the opposite bank is 65 feet; find the breadth of the river.
- (b) The content of a cistern is the sum of two cubes whose edges are 10 inches and 12 inches respectively, and the area of its base is the difference of two squares whose sides are $1\frac{1}{2}$ ft. and $1\frac{3}{4}$ ft. respectively; find its depth.

EDUCATION AND SCHOOL LAW.

Value 175.

25. 1. Distinguish and describe the different modes of questioning employed by approved teachers; point out advantages and disadvantages attending each.
20. 2. What relation does instruction bear to education? Show the effect of each in forming the character of the child?
20. 3. In what ways may the teacher best promote the moral development of his pupils?
20. 4. What is meant by School Government? By what means may it be secured?
20. 5. Enumerate the specific duties incumbent, by the Regulations, upon the Public School Teacher.
20. 6. Describe the accommodation needed for a school of 150 pupils; give the number of teachers, and the appliances required.
20. 7. Construct a time-table for the lowest division of such a school.
30. 8. Specify the duties of Public School Trustees in regard to (a) School Meetings, (b) Raising School Moneys, (c) Returns and Reports.

EUCLID.

NOTE.—Those students who take only Book I, will confine themselves to the first seven questions. Those who take Books I and II, will omit the questions marked with an asterisk (*), namely 1 and 2.

20. *1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
20. *2. If two triangles have two angles of the one equal to two angles of the other, each to each, and one side equal to one side, namely, the sides opposite to the equal angles, then shall the other sides be equal, each to each.
20. 3. If a straight line falling on two other straight lines make the alternate angles equal to each other, these two straight lines shall be parallel.
20. 4. If a straight line fall upon two parallel straight lines, it makes the two interior angles upon the same side together equal to two right angles.
20. 5. Assuming Proposition XXXII, deduce the corollary: "all the exterior angles of any rectilineal figure, made by producing the sides successively in the same direction, are together equal to four right angles."
20. 6. If a straight line, drawn parallel to the base of a triangle, bisect one of the sides, it shall bisect the other also.
25. 7. Let ABC and ADC be two triangles on the same base AC and between the same parallels AC and BD. Prove, that, if the sides AB and BC are equal to one another, their sum is less than the sum of the sides AD and DC.
20. 8. If a straight line be divided into any two parts, the rectangles contained by the whole and each of the parts are together equal to the square on the whole line.
25. 9. If a straight line be bisected and produced to any point, the rectangles contained by the whole

line thus produced, and the part of it produced, together with, &c. (6. ii.)

25. 10. Divide a straight line into two parts, such that the sum of their squares may be the least possible.

HISTORY.

Value 150.

12. 1. Give some account of the explorations of Marquette and La Salle.
18. 2. Under what sovereigns of England has the power of the crown been greatest? Give the reasons of your opinion.
6. 3. What do you understand by "the Cabinet?"
9. 4. What causes led to the dethronement of Richard II?
14. 5. How was Queen Anne related to her successor? Give a short sketch of her reign.
12. 6. Distinguish the occasions on which Canada has been at war with her southern neighbors.
20. 7. Explain what is meant by "The Invincible Armada," "Cromwell's Triers," "The Jacobites," "The Stamp Act," "The Repeal of the Corn Laws."
20. 8. When did the following eminent personages live, and for what are they respectively famous? King Robert Bruce, The Chevalier Bayard, Sir Francis Bacon, Sir John Franklin, Dr. Edward Jenner?
28. 9. Where are these places, and with what important historical events associated: Naseby, Flodden, Marathon, Arbela, Culloden, Zama, Pharsalia? Give the dates.
11. 10. Describe any *one* of the events referred to in the last question.

BOOK-KEEPING.

Value 100.

1. What is a Trial Balance? When the Dr. and Cr. columns are equal, are the ledger accounts necessarily correct?
2. Describe the Stock account, the Profit

and Loss account, and the Balance account.

3. Open ledger accounts for the following transactions, and close the accounts:—

January 1st, I have on hand, cash, \$2,000; wine, 50 pipes, at \$350 per pipe, \$17,500. February 1st, sold Williamson & Co. for cash, 6 pipes of wine at \$375; February 10th, sold James Allan & Co., for cash, 10 pipes wine, at \$377. March 12th, bought of Wm. Adams, for cash, 17 pipes of wine, at \$366; March 30th, sold Michael Sullivan & Co., for cash, 50 pipes, at \$375. April 2nd, bought for cash from Joseph Staunton, 37 pipes, at \$375; April 15th, sold for cash to James Allen & Co., 3 pipes, at \$406. May 5th, sold for cash to Charles Thompson, 1 pipe, at \$400. May 26th, sold to Anderson & Co., 5 pipes, which had sustained injury, at \$320. June 16th, bought of Wm. Adams for cash, 18 pipes, at \$325, and 5 pipes at \$355. June 18th, sold Thos. Butt for cash, 2 pipes, at \$365; June 30, sold Michael Sullivan & Co. for cash, 10 pipes, at \$345, and 7 pipes, at \$375. July 1st, took stock and found on hand—

Cash \$9,081
Wine, 20 pipes at \$350 7,000
" 13 " \$365 4,745

ENGLISH COMPOSITION.

Value 75.

NOTE—Each Candidate may choose any one of the following subjects:—

1. A Winter Evening in Canada.
2. Spain.
3. Tobacco.

DICTATION.

FOR SECOND AND THIRD CLASS.

Value 75.

"The measures which he supported or opposed may divide the opinions of posterity, as they have divided those of the present age; but he will most certainly command the unanimous reverence of future gen-

erations by his pure sentiments towards the commonwealth; by his zeal for the civil and religious rights of all men; by his liberal principles favorable to mild government, to the unfettered exercise of the human faculties, and to the progressive civilization of mankind; by his ardent love for a country of which the well-being and greatness were indeed inseparable from his own glory; and by his profound reverence for that free constitution which he was universally admitted to understand better than any other man of his age, both in an exactly legal and in a comprehensively philosophical sense."

NATURAL PHILOSOPHY.

Value 175.

15. 1. A straight lever ACB, without weight, the fulcrum being C, is in equilibrium, in a horizontal position, under the influence of two weights, namely, P acting at A, and W at B. If $AC=3\frac{1}{2}$ feet, and $BC=4\frac{2}{3}$ feet, and if the pressure on the fulcrum is 24 lbs., find P and W.
16. 2. Assuming the principle of Virtual Velocities, apply it to determine the mechanical efficiency $\left(\frac{W}{P}\right)$ of the Screw, the Power being supposed to act in a plane at right angles to the direction of the screw.
16. 3. A weight W is kept at rest on an inclined plane by a power P acting parallel to the base. Does such a machine ever act a mechanical disadvantage? If so, when? Illustrate by an example.
16. 4. If a pupil should say, that, in the case of a body at rest on an inclined plane under the influence of a Power P acting parallel to the plane, the weight of the body and the force P, being neither equal nor directly opposite, cannot possibly counterbalance one another; and should ask what force,

additional to these, acts on the body so as to keep it at rest; what would you reply?

16. 5. What is meant by the *Resultant* of a number of forces acting at a point? Draw any lines AB, BC, CD; and let a particle at A be acted on by forces parallel to the lines AB, BC, CD, taken in order, and represented by them in magnitude. Prove (assuming the principle of the Parallelogram of Forces) that the resultant of these three forces as represented in direction and magnitude by AD.
16. 6. ABC is an equilateral triangle, of which the side is one foot. A particle at A is acted on by a force represented in magnitude and direction by AB. Let the force be resolved into two forces, one in a direction parallel to BC, the other in a direction perpendicular to BC. Find the lengths of the lines representing these forces respectively.
16. 7. A hollow cylinder, whose height is 6 feet, while the radius of the base is 1 foot, is filled with water. Find the pressure of the water on the interior of the vessel, *first*, when the vessel stands on its base on a horizontal floor, and *secondly*, when it lies on its side on a horizontal floor. (The weight of a cubic foot of water is 1,000 ounces; and the solid content of a cylinder is found by multiplying the area of the base by the height.)
16. 8. The height of the barometric column being 30 inches, find the pressure of the atmosphere on an area of one square foot, the sp. gr. of mercury being 13.6, and the weight of a cubic foot of water (sp. gr. = 1) 1,000 ounces.
16. *9. Describe the Air Pump.
16. *10. Describe the Syphon.
16. *11. Describe the Common Pump.

*In describing these instruments, the candidate should bring clearly out the principles involved in their construction and use.

CHEMISTRY.

Value 75.

20. 1. Name the compounds of Oxygen and Nitrogen, and give the formula, the molecular weight and the density of each compound.
20. 2. Under what conditions is the boiling-point of Water 212° F. ? How may the actual temperature of boiling water be raised or lowered ?
20. 3. If a quantity of Alcohol containing 12 pounds of Carbon and three pounds of Hydrogen were to undergo complete combustion, how many pounds of Carbon Dioxide and how many of Water would be formed ?
15. 4. What element enters into the composition of every acid ?

BOTANY.

Value 75.

20. 1. How are plants nourished before and after appearing above ground?
17. 2. Give an account of the various modes of propagating plants from buds.
18. 3. Tell what you know about the various forms of the calyx and the corolla.
20. 4. Explain the terms Cotyledon, Pinnate, Rootstock, Filament and Radicle.

HUMAN PHYSIOLOGY.

Value 75.

21. 1. Give a full account of the process of digestion.
18. 2. Enumerate the bones and describe the joints of the right arm.
18. 3. Explain the structure and state in detail the uses of the skin.
18. 4. Describe the structure of the lungs.

MUSIC.

Value 75.

15. 1. Write the Scale of E. Major and B flat minor with their proper signatures, marking where the semitones fall, both ascending and descending.
10. 2. Give the signs for simple triple time and the signification of each.

10. 3. What characters are used to denote silence? Write one of each kind, with its name and value.
15. 4. Write a bar of each kind of note in general use in $\frac{2}{4}$ time, marking how many should be counted to each.
10. 5. What is the use of the ledger lines, and name the notes on the first ledger line above and below the treble and bass staves.
15. 6. How can you tell in what key a piece of music is written ?

DRAWING.

Value 75.

1. Draw a square and name the conditions necessary for its formation.
2. How does a rhombus differ from a square.
3. Draw a right angled triangle and name the sides.
4. Bisect a given line and erect a perpendicular by one operation.
5. Erect a perpendicular at the end of a given line.
6. Draw a Gothic arch and show by construction lines how the archstones radiate.
7. What is a decagon.
8. Give a general rule for inscribing any given polygon in a circle.
9. Draw a regular hexagon.
10. Draw a heptagon.

ALGEBRA.

Value 175.

17. 1. Find the continued product of the expressions, $a+b+c$, $c+a-b$, $b+c-a$, $a+b-c$.
17. 2. Simplify $\frac{a^3 + a^2 b}{a^2 b - b^3} - \frac{a(a-b)}{b(a+b)} - \frac{2ab}{a^2 - b^2}$
17. 3. Find the Lowest Common Multiple of $3x^2 - 2x - 1$, and, $4x^3 - 2x^2 - 3x + 1$.
17. 4. Find the value of x from the equation, $ax - \frac{a^2 - 3bx}{a} - ab^2 = bx +$

$$\frac{6bx - 5a^2}{2a} - \frac{bx + 4a}{4}$$

17. 5. Solve the simultaneous equations,

$$\begin{array}{r} a \quad b \\ - + - = m \\ x \quad y \\ c \quad d \\ - + - = n \\ x \quad y \end{array}$$

17. 6. In the immediately preceding question, if a pupil should say, that, when $nb = md$, and $bc = ad$, the value of x , obtained in the ordinary method, has the form $\frac{0}{0}$, and that he does not know how to interpret such a result, what would you reply?

17. 7. Two travellers set out on a journey, one with \$100, the other with \$48; they meet with robbers, who take from the first twice as much as they take from the second; and what remains with the first is 3 times that which remains with the second. How much money did each traveller lose?

17. 8. A and B labor together on a piece of work for two days; and then B finishes the work by himself in 8 days; but A, with half of the assistance that B could render would have finished the work in 6 days. In what time could each of them do the whole work alone?

17. 9. P and Q are travelling along the same road in the same direction. At noon P, who goes at the rate of m miles an hour, is at a point A; while Q who goes at the rate of n miles in the hour, is at a point B, two miles in advance of A. When are they together?

Has the answer a meaning, when $m - n$ is negative? Has it a meaning when $m = n$? If so, state what interpretation it must receive in these cases.

20. 10. P is a number, of two digits, x being the left hand digit, and y the right. By inverting the digits, the number Q is obtained. Prove that $11(x+y)(P-Q) = 9(x-y)(P+Q)$.

ANSWERS.

ALGEBRA.

1. $2(a^2 b^2 + b^2 c^2 + c^2 a^2) - (a^4 + b^4 + c^4)$.

2. $\frac{3a}{a+b}$

3. $12x^4 - 2x^3 - 11x^2 + 1$
 $\frac{2a(2b^2 - 5)}{4a - 3b}$

4. $x = \frac{bc - ad}{nb - md}$
 $y = \frac{bc - ad}{mc - na}$

6. The given equations are not independent equations, but one of them is deducible from the other; the values of x and y are consequently indeterminate.

7. \$88 and \$44.

8. 14 days and $11\frac{2}{3}$ days.

9. $\frac{2}{m-n}$ hours. When $m - n$ is negative,

the travellers were together $\frac{2}{n-m}$ hours before noon, supposing them to have commenced their journey by that time. When $m = n$, they are at no finite time together.

NATURAL PHILOSOPHY.

1. 14 lbs. and 10 lbs.

4. The reaction of the plane on the body, exerted in a direction at right angles to the plane.

6. $\frac{AB}{2}$, and $\frac{AB\sqrt{3}}{2}$.

7. 2625×3.1416 lbs
 $\frac{875}{2} \times 3.1416$ lbs.

8. 2125 lbs.

ARITHMETIC—III.

Question. Account.

1. $\frac{79}{104}$
2. 12 doz. \$2.39 $\frac{1}{2}$, \$4.79 $\frac{1}{8}$, \$9.58 $\frac{1}{2}$.
3. \$247.98 +
4. \$16,800

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- 5. Lost \$5.
- 6. 1,694 +
- 7. 300 bbls.
- 8. \$7.50.
- 9. 334 yds. $2\frac{5}{8}$ ft.
- 10. \$121.088
- 11. \$1426.168 +

ARITHMETIC—II.

- Question. Account.
- 1. \$5,000. \$8,750, \$12,250
 - 2. { U. S. bonds $6\frac{1}{4}\%$ }
 { Railway bonds $6\frac{3}{4}\%$ }

- 3. { 60 bbls of superior }
 { 90 " inferior }
- 4. November 14
- 5. $12\frac{1}{2}$ per cent.
- 6. £2 3s. $1\frac{1}{2}$ d.
- 7. \$5.375
- 8. 32.
- 9. 9s. $8\frac{1}{4}$ d.
- 10. (a) 41.53 + feet }
 (b) $73\frac{1}{4}$ inches. }

EDUCATIONAL INTELLIGENCE.

CANADIAN.

—The Thames Teachers' Association of Kent has been reorganized, with John Bryden, Duart, President, and T. Edwards, Thamesville, Secretary.

—The annual meeting of the County of Waterloo Teachers' Association took place at Berlin on the 2d and 3d June. Some very able essays were read. Messrs. Sherk, Linton, Connor and McRae introduced subjects for discussion, in which many members took part. The election of officers resulted in the following gentlemen being appointed: President, Mr. Thomas Pearce, County Inspector; 1st Vice, Mr. A. Young; 2d Vice, Mr. R. Blackwood; Sec.-Treas., Mr. D. Bergey; Township Representatives, Messrs. Wardrope, Ruby, Jackson, Herner, and McIntyre.

—The Council of Public Instruction, during its recent session, selected three masters for the new Normal School at Ottawa. The Principal, who will also be the English master, is Mr. John McCabe, at present master of the English department of the Provincial Normal School at Truro, in Nova Scotia. The mathematical master is Mr. W. R. Riddell, who has for some time occupied the same post in the Cobourg Collegiate Institute. The science master is Mr. John Gibson, who is at present Professor of Classics and lecturer on natural history and geology in Albert Col-

lege, Belleville. A number of other appointments have yet to be filled before operations are begun in September. It is worthy of notice that about forty applications have been received for the various positions in the gift of the Council in connection with the Normal and Model Schools, many of the applicants being men of tried ability, long experience, and good standing in the profession. The appointments just made, in accordance with the usual custom of the Council, are only for six months, that being deemed a fair period of probation, after which they will be either made permanent or cancelled.

—We extract the following interesting statistics from the Report for 1874, of F. Burrows, Esq., Inspector for the County of Lennox and Addington:—The total receipts from all sources amounted to \$42,725.94. The Trustees' tax amounted to \$25,141.17. Total amount expended for all school purposes \$37,411.80 or \$289.74 more than for 1873. Total amounts paid teachers, \$24,648.05 being \$2,430.30 more than in 1873, or \$5,799.02 more than in 1872. Total School population between ages of 5 and 16 was 6,138; 6,431 pupils of all ages were enrolled during the year, of whom 3,388 were boys and 3,151 girls. The daily average attendance for first half year was 2,657 and for second half year 2,390—a marked improvement on preceding year. 122 children between ages of 7 and 12 were reported

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as not attending any school. The average time the schools were kept open including holidays and vacations was 10 months and 23 days. The average expense of each pupil estimated on the number enrolled and the whole expenditure for school purposes was \$5.72. Of the 115 Teachers (29 males and 86 females) employed at the close of the year 2 held First-class Provincial Certificates; 9 Second-class Provincial; 10 First-class Old Board; 31 Second-class Old Board; 49 Third-class from New Board; and 14 *Permits* from Inspector. The highest salary paid a male Teacher was \$500 and the lowest \$216. The highest salary paid a female Teacher was \$400 and the lowest \$144. The average salary paid male Teachers was \$54.67 or \$102 more than in 1872. Of female Teachers the average salary was \$206. The Teachers were of the following persuasions:—Methodists 66; Episcopalians 14; Baptists 2; Presbyterians 21; and Roman Catholics 12. Most gratifying progress has been made in the way of providing good school-house accommodation. From the enactment of the school law of 1871 to the close of 1874, no fewer than 37 school houses, Adolphustown built 2 frame: Amherst Island 1 brick and 3 frame: Bath a large two-story brick with four rooms: Camden 2 brick and 3 stone and 5 frame: Earnestown 1 frame: North Fredericksburgh 3 brick: South Fredericksburgh 1 brick and 1 frame: Richmond 5 brick and 2 frame: Sheffield 5 frame and 2 log. School accommodation according to the legal standard has been provided for 6,394 pupils.

—On the report of the Central Committee of Examiners as to attainments, and of the Principal as to ability and aptitude to teach, the Chief Superintendent of Education has granted the undermentioned certificates to students of the Normal School, for the session ending in June last, under the Act 37 Vic., Cap. 26, sec. 21 (12).

FIRST CLASS—Grade A.—Allen, Amelia Maria; Campbell, Alexander; Corner, Mary Margaret L. J.; Dorland, Solomon M.; Stuart, Alexander. **Grade B.**—Corbett, Lewis Christopher; Francis, Daniel; Sprague, William E. **Grade C.**—Iles, Isabella: McNevin, James; Payne, Albert R.

SECOND CLASS—Grade A.—Parker, Thomas; Pettit, Hiram, Bronze Medallist; Gillespie, Fannie, Silver Medallist. **Grade**

B.—Adair, Alexander Aird; Barclay, Isaiah B.; Barr, Maggie; Ballantine, Maria; Booth, William B.; Browne, Elizabeth M.; Burton, Maggie; Cassidy, William; Collins, F. Charles; Devlin, Thomas S.; Dusty, James; Huff, Samuel; Lough, William R.; Ludlow, Richard; McGowan, Robert W.; McKay, Myra; McWilliams, John; Reilly, William Geo.; Shore, Margaret Jane; Sutherland, Jeffrey Talbot; Westman, Mary Ann; Whitfield, Maggie; Wightman, George Easton.

THIRD CLASS CERTIFICATES.—Abbott, Elizabeth A.; Cain, Wm. L.; Baker Emma; Baldwin, Jennie A.; Baxter, Sophie; Boyd, Isaac C.; Bourns, Thomas; Boydon, Robert; Carlyle, Thomasina; Cathcart, Caroline; Chnrch, Eliza Jane; Climie, Kate; Comfort, Etnile; Currie, Hannah; Duncan, Barbara; Foulds, Elizabeth; Cillatly, Lizzie; Glass, Mathew J.; Gray, Annie; Green, Thomas S.; Harrison, Aunie; Holmes, Selina Emmanuel; Houston, Daniel; Irwin, William; Johnston, Robert William; Jarvis, Eliza Jane; Meldrum, Anne P.; Mitchell, Maggie; Millar, Emma V.; McCordie, Alma; McCracken, Thos.; McCredie, Emily; McDowell, Bella; McKellar, Nancy; McKay, William; McLean, Mary E.; McLellan, Hattie; McPhail, Sarah Ann; Pascal, Richard; Rae, James; Robinson, E. B.; Robinson, John; Robinson, F. Harvey; Shea, Bridget; Silcox, Fannie; Sims, Florence; Sowerby, John; Spence, Maggie; Symons, William H.; Van Camp, Loretta A.; Windrum, Maggie; Wilkinson, Sarah; Young, James Alfred; Archer, David; Chapman, Edwin A.; Donaldson, Elizabeth; Hambly, Louis Edward; McGregor, Mary; Orr, Mary Ann; O'Reilly, Mary Ann; Westland, Bertha F.

The competition for His Excellency the Governor General's silver and bronze medals was confined to the second division, as the candidates for first-class certificates have an opportunity for competing for the Provincial medals at the July examination.

The silver medal is awarded to Miss Fannie Gillespie, and the bronze medal to Mr. Hiram Pettit.

—The *Picton New Nation* of a recent date says:—The usual annual Convention of the Public School Teachers of Prince Edward was held on Friday and Saturday of last week. The attendance numbered

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about sixty—all active members of the profession. The chair was occupied by the County Inspector, who is by the constitution President of the Association. Mr. W. S. Howell was first called upon for some explanations in Grammar, after which Mr. G. E. Crawford took up the selection chosen for Analysis, which he made very interesting by his manner of treatment. In the afternoon the subject of Object Teaching was introduced by the President, who exemplified it by a lesson on the method of teaching the several parts of a flower. Mr. S. B. Nethery succeeded with a very interesting object lesson on the beaver. Messrs. Rothwell, J. Benson, Wilson and Crawford next explained some of the more difficult problems in Elementary Arithmetic, after which Mr. Nethery made clear the solution of several examples in "Exchange." On Saturday the subject of Reading was taken up, when practical examples were given by a number of teachers present. Mr. Rothwell read "Bernardo del Carpio" in a very spirited manner. Miss Nina Conger displayed superior taste in her rendering of Byron's "Address to the Ocean." Miss Eliza Moran depicted very naturally the conflict between Fitz James and Roderick Dhu, in the language of Sir Walter Scott. A selection from Eliza Cook was well read by Miss Maggie Graham; but it is no disparagement to the others to say that Miss Mary E. Browne, late of the Institute for the Blind, at Brantford, merited the highest applause for her almost faultless elocution as exhibited in the reading of Byron's "Battle of Waterloo." Miss Browne also contributed an excellent, though brief essay, in farther elucidation of the subject. The next thing on the programme was Derivation, which was taken up by the Inspector, who showed the manner in which he thought it should be taught, and gave a number of examples of a peculiar and interesting character. He gave the preference to personal blackboard illustration in teaching the derivation of words, rather than the system of assigning lessons to be memorized by the pupil. In the afternoon Mr. S. M. Dorland, who has been attending the Normal School during the past session, and has achieved the very honorable distinction of a First Class, Grade A certificate, gave very clear explanations of some of the difficulties of prac-

tical Algebra, which was the last subject on the programme. The following were elected officers of the Association: President, G. D. Platt, B. A.; Vice-Presidents, B. Rothwell and J. A. Clark, M. A.; Secretary and Treasurer, S. B. Nethery; Executive Committee, J. Benson, J. A. Youmans, R. M. White, J. Wilson, J. Hicks, and Misses Eliza Moran, S. J. Brown, J. Gillespie and Nina Conger. It was resolved to have the Annual Excursion on the 13th August, and to go to Alexandria Bay or the International Camp Ground down the St. Lawrence. J. A. Clark, M. A., was appointed delegate to the Provincial Convention in Toronto, and a resolution was unanimously adopted authorizing him to bring before the teachers of that Convention the necessity of steps being taken to compel Trustees to provide for the quarterly payment of teachers' salaries.

—The following circular has been issued by A. McMurphy, Esq., Secretary of the Ontario Teachers' Association:

The Fifteenth Annual Convention of the Ontario Teachers' Association will be held in the Theatre of the Normal School buildings, Toronto, on Tuesday, the 10th day of August next, at three o'clock in the afternoon, and continue in session three days.

Tickets of membership can be procured by communicating with the Secretary. The annual fee is fifty cents to those who are members of Branch Associations, and one dollar to others. Ladies, engaged in teaching, free.

Most of the railway companies have agreed to grant return tickets to members attending the Convention for one and a third fare, which must be presented at the beginning of the journey.

Efforts will be made to secure accommodation on as favorable terms as possible for members of the Association while in Toronto. A person will be in attendance at the Theatre of the Normal School Buildings, on the first day of Session, to give the necessary information.

The Opening Address will be delivered by the President, Professor Goldwin Smith, at half-past seven o'clock on Tuesday evening. An address may be expected from the Very Reverend Principal Cavan. The order of business will be as under: 2.00 p.m. Tuesday—Treasurer's Report; Samuel

Macalister, Esq. 2.30 p.m.—Compulsory Education; Archibald Macallum, Esq., 7.30 p.m.—Opening Address: President, Goldwin Smith. Reception of Delegates. 2.00 p.m. Wednesday—Certificates to Public School Teachers. "How and by whom granted;" J. Thorburn, Esq., M.A. 3.30 p.m.—"School Taxation;" D. J. McKinnon, Esq. 7.30 p.m.—The Very Reverend Principal Cavan. Reception of Delegates. 2.00 p.m. Thursday—Nomination of Officers 2.15 p.m.—The Relation between High and Public Schools; H. Dickenson, Esq. 7.30 p.m.—S. A. Marling, Esq., M.A., High School Inspectors. The following Reports will be presented, viz:—Report of the Public School Masters' Section. Report of the Public School Inspectors' Section. Report of the High School Masters' Section. The Industrial School Committee. Committee on time of Meeting.

Any Member of Association may propose other subjects for discussion, which, if approved by the Board of Directors, will be introduced to the Association, with the understanding that the proposer lead off in the discussion.

The Board of Directors earnestly hope that Local Associations will be represented by Delegates at the ensuing Convention, as provided for by the Constitution. The following article of the Constitution of the Provincial Association refers to the formation of Branch Associations:

"ARTICLE 5.—Every Local Association appointing a Delegate to represent it at the Annual Meeting, shall be a Branch Association; and shall, through its Representative have one vote for each of its Members connected with this Association not present at the annual Meeting, provided the names of such Members and such Representative, together with the annual fees for the same, be transmitted to the Secretary on or before the first day of July in each year."

—Pursuant to notice a meeting of the Teachers' Association for Leeds and Grenville was held at Delta, 18th and 19th of June, 1875. The meeting opened with D. Kinney in the chair, there being about forty-two (42) teachers present. The minutes of the previous meeting being read, a discussion arose as to the action of the last meeting at Kemptville with regard to the dissolution of the Leeds and Grenville Teachers' Association, whereupon it was

moved by Mr. Hunt and seconded by Mr. Eyres, that Messrs. Evans, Davis, Hanna, and the mover, be, and are hereby, appointed a Committee to consider the minutes of the last meeting, and to report upon the same to-morrow morning. Carried. The President then called upon Mr. Davis to explain his method of teaching infant classes. Mr. Davis read an excellent essay upon the subject, in which he argued that the junior classes (all below the Third Book) should not be taught by the novice, but by the experienced, though efficient teacher, because in youth was the time to form right habits of thought, of study and of action. He pointed out various methods of maintaining proper discipline, and of securing the attention and co-operation of the pupils. He placed great stress upon object teaching, and thought that the School Law should be amended by adding a clause to compel the Trustees to purchase the necessary apparatus for the school-room. The subject was further discussed by Messrs. Hanna, Kinney, Hunt, Leavitt, Evans and Janson. The President called upon Mr. Eyres for arithmetical analysis. Mr. Eyres in discussing the subject, first alluded to the age at which it should be presented to the pupil. He argued that the pupil while memorizing the multiplication table, should be called upon for the analytical solution of simple problems, suitable types of which he proposed. He then referred to the most common difficulties with which the pupil had to contend, and showed in a very able manner how they could be easily and satisfactorily overcome. Several problems being proposed for solution, were solved analytically, during which many very important mathematical principles were discussed by Messrs. Hunt, Hanna, Davis, Leavitt, Kinney and McPaul. On motion the meeting adjourned to meet at 8 p.m.

The meeting opened at 8 p. m with the President in the chair. The attendance was good, every seat in the room being occupied. Mr. Evans took the floor, and said he wished to remind the teachers of the fact that the subjects of linear drawing and perspective were now demanded at their hands; that they were subjects of very great importance and should be introduced into every school; that a knowledge of the subjects was of incalculable advantage to

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the tourist, the artizan and the mechanic, and concluded by moving that Mr. McFaul be called upon to give a lesson in drawing and perspective to the teachers of this Association. Mr. Hunt, in seconding the resolution referred to the great utility of drawing in the school-room, especially in ocular demonstrations. The motion was put and carried. Mr. J. H. McFaul took the platform, chalk in hand, and after briefly referring to the leading principles of the science of linear-perspective, showed how to apply them by sketching on the black-board—in any proposed scale and viewed at any angle—cubes, chains, trees, houses, etc., in parallel perspective. A vote of thanks was then tendered to Mr. McFaul for the able and practical manner in which he laid the subject before them. The President then called upon Mr. Leavitt for a reading. Mr. Leavitt, in rendering the "Quaker and the thief," displayed a good knowledge of the principles of elocution and took his seat amid great applause. Then followed the debate on the subject of prize-giving, couched in the following resolution:—*Resolved*, That the giving of prizes in our public schools is productive of more evil than good. The affirmative, with Mr. Davis for the leader, was supported by Messrs Eyres and Hunt. The negative, with Mr. Hanna for leader, was supported by Messrs Evans and Leavitt. Each leader read an excellent essay upon the subject. It being about 10 o'clock p. m. on motion the meeting adjourned to meet on Saturday at 8:30 a.m.

The meeting opened Saturday with the President in the chair. Moved by Mr. Hunt, seconded by Mr. Evans: That our Secretary Treasurer be instructed to send a telegram to the Sect'y Treasurer of the Grenville Teachers' Association, conveying our compliments as well as our best wishes for their success. Carried. The President called for the continuation of the debate. All being over, the feeling of the meeting was taken on the subject, and was found to be in favor of prize giving. The committee on the disposal of the minutes of the previous meeting reported as follows: We, the undersigned Committee, having investigated the proceedings of the last meeting of the Leeds and Grenville Teachers' Association, beg leave to report: *First*—That the proceedings taken, and the resolution passed to

break up the Leeds and Grenville Teachers' Association are illegal and unconstitutional. *Second*—That as the Grenville Teachers, who formerly composed a section of the Teachers' Association for Leeds and Grenville, have expressed a desire to withdraw, and have formed a separate Teachers' Association for Grenville; therefore, be it resolved that we recognize their action in retiring from this Association; and also that the Secretary Treasurer of this Association be and is hereby instructed to remit to the Secretary Treasurer of the Grenville Association one-third of the funds on hand, viz: \$19.20, \$6.40. *Third*—That this Association be hereafter known as the Teachers' Association for the County of Leeds. Moved by Mr. Hunt, and seconded by Mr. Janson, That the Report just read be received and adopted. Carried. The President here called upon Mr. Hanna for Grammatical Analysis. Mr. Hanna treated the subject in a very able and lucid manner. He first presented the naked subject and predicate of a proposition, and regarded the enlargement of the subject and the various modifications of the predicate as articles of dress intended to cover the skeleton sentence, and finally he pointed out the dependent relation of each part. A general discussion on the subject of Grammar ensued, after which Mr. Hunt moved that the next meeting of the Teachers for the County of Leeds be held at Farmersville, the time to be determined by the President and Secretary. Carried. Moved by Miss Allyn, and seconded by Miss Hanna, That the Secretary publish the minutes of this meeting in the *Recorder* and the *ONTARIO TEACHER*. Carried. The President brought the meeting to a close by thanking the teachers for their co-operation which had rendered this meeting one both of profit and pleasure.

JNO. H. McFAUL,
Secty-Treas.

UNITED STATES.

Phillips' Academy at Andover, Mass., is now within three years of its centennial.

It is probable the Norwegian Lutherans will find a theological seminary in Chicago.

Prof. Hartt, of Cornell University, has received the appointment of National Geologist of Brazil, at a salary of \$10,000 a year.

There is to be a grand educational reunion in the interest of Asbury University, at Indianapolis, on Tuesday Sept. 14th, 1875.

Freeport, Ill., is noted for annually contributing a goodly number of students to Universities. This indicates that education is in good demand in that city.

Brown's University new library building is fire proof, and capable of holding one hundred and forty thousand volumes. It will cost about \$28,000.

Girard College, Philadelphia, is educating five hundred and fifty orphans. It has also one hundred and fifty applicants for whom there is no room. Happily there is an annual surplus of \$200,000 over all expenditures, and it is proposed to increase the accommodations of the college so that it may meet all demands upon it.

The Board of Education of Rochester, N. Y. has adopted a resolution prohibiting all religious exercises of whatever nature in the public Schools. And still the party in whose interests this concession was made is dissatisfied, and will continue the war against the schools. This is but one more proof of the futility of attempting to amend the public school system to suit its enemies.

At the commencement exercises of the State University of Wisconsin, for the first time in the history of that Institution, several young ladies appeared on the Commencement platform and acquitted themselves worthily. There was sterling and practical thought in their essays, and they read or spoke so that they were clearly heard by the large audience. In the pieces and bearing of both sexes the benefits of co-education appeared.

CHOICE MISCELLANY.

—Every unpleasant feeling is a sign that I have become untrue to my resolutions.—
RICHTER.

—Wilkinson quotes Diodorus as saying that the ancient Egyptians brought up a child to maturity for thirteen shillings.

—In manly hours we feel that duty is our place, and that the merry men of circumstance should follow as they may.—EMERSON.

—When once the lake is cased in ice, heat from below cannot warm its surface; only the breath of heaven can bring life and motion.

—"Not that which is much is well; but that which is well is much." God loveth adverbs, and cares not how good, but how well. The homeliest service, if done in obedience of God's commandment, is crowned with an ample reward.—BISHOP HALL.

—A man is known to his dog by the smell—to his tailor by the coat—to his friends by the smile; each of these know him, but how little or how much depends on the

dignity of the intelligence. That which is truly and indeed characteristic of the man is known only to God.—RUSKIN.

—One of our glories is a man's right of trial by a jury, and what a proof of its correctness it is to hear that the following papers were picked up in a jury-room after a recent trial: 1, not guilty; 2, not Guilty; 3, not Guilty; 4, not Guilty; 5, Guilty; 6, Not Guilty; 7, not Guilty.

—No man ever stood lower in my estimation for having a patch on his clothes; yet I am sure there is greater anxiety to have fashionable, or at least clean unpatched clothes, than to have a sound conscience. I sometimes try my acquaintances by some such test as this; who could wear a patch, or two extra seams only, over the knee.—
THOREAU.

—Vulgar coarse minded people often sit with their elbows on the table, and the forearm forcibly placed in the axis of the arm; this arises, not from their joints being differently made from those of others, but from the vulgarity of their minds prompting them

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to assume low and vulgar attitudes. It is the mind not the body—the brain which is at fault, not the joints.—ROBERT KNOX.

—It is related that eighty-eight virgins in Minnesota have formed themselves into an anti-nicotine sisterhood, and solemnly pledge themselves to marry only those who do not indulge in smoking. Per contra, eighty-eight nice young men in Minnesota have formed themselves into a natural hair association, and have solemnly pledged themselves to marry nobody who wears false hair. A dreadful decline in the matrimonial market of Minnesota is now anticipated.

—A country is nothing without men, men are nothing without mind, and mind is little without culture. It follows that cultivated mind is the most important product of a nation. The products of the farm, the shop, the mill, the mine, are of incomparably less value than the products of the schools. If the schools of a people are well taught all else will prosper. Wherever school are neglected it is a sure sign of national degradation and decay. The central point of every wisely administered government is its system of education. The education of youth well cared for by a nation, out of it will grow science, art, wealth, strength, and all else that is esteemed great in the judgment of men.

—The special aim of education is to transmit to the child the sum of those habits to which he is to confirm the course of his life, and of those branches of knowledge which are indispensable for him in the pursuit of his calling; and it must begin by developing in the pupil the faculties which will enable him to make these habits and this knowledge his own. It teaches the child to speak, to move about, to use his senses, to look, to hear to understand, to judge, to live. But now the influence of education, opposed as it is to that of heredity, is so great that in most cases it is of itself alone capable of producing a moral psychological likeness between parents and children. When once it is admitted that education, a long, watchful laborious training, is indispensable in order to call forth and perfect in the child the development of aptitudes and of mental qualities, we must conclude that heredity acts only a second part in the wonderful

genesis of the moral individual. The argument is unassailable. That hereditary influences make their mark in predispositions, in fixed tendencies, it were unscientific to deny; but yet it would be inexact to pretend that they implicitly contain the future state of the physical being, and determine its evolution.—PAPILLAN.

A PSALM OF SCHOOL-LIFE.

Tell me not in voice that sigheth
Grammar's but a pedant's dream,
For the soul is dead that lieth
Howe'er this to some folks seem.

Grammar's real, grammar's earnest,
And attractive is its goal;
Well thou doest if thou learnest,
Truly learnest e'en the whole.

Not your polished phrase to borrow,
In this matter, is the way;
But to-day and eke to-morrow;
In *your* words the things to say.

Grammar's long, if life is fleeting—
Then with hearts all stout and brave,
Thinking never of retreating,
Forward march, though to the grave.

In this dreadest field of battle,
Fighting for the cultured life,
You should not be like the cattle,
But a hero in the strife.

Trust no upstart howe'er pleasant,
But your Grammar always read—
Act—act—God himself is present,
Seeing if you earn your bread.

Lives of great men all remind us,
Grammar's good in prose or rhyme,
If we'd footprints leave behind us
In the shifting sands of time—

Footprints that perhaps another
Striving riches true to gain,
A forlorn, misguided brother,
Seeing, shall take heart again.

Up, then, sloth! your duty doing,
Cease those wretched lies to prate;
It is worth e'en your pursuing
Grammar get into your pate.

THE MOTHER.—It has been truly said that the first being that rushes to the recollection of a soldier or a sailor, in his heart's difficulty, is his mother. She clings to his memory and affection in the midst of all the forgetfulness and hardihood induced by a roving life. The last message he leaves is for her; his last whisper breathes her name. The mother, as she instils the lesson of piety and filial obligation into the heart of her infant son, should always feel that her labor is not in vain. She may drop into the grave; but she has left behind her influence that will do its office.

A BEAUTIFUL ANSWER. — When the Emperor of Germany was lately on a visit in a distant portion of his dominions, he was welcomed by school children of the village. After their speaker had made a speech for him, he thanked them; then taking an orange from a plate, he asked:

"To what kingdom does this belong?"

"To the vegetable kingdom, sir," replied the little girl.

The emperor took a gold coin from his pocket, and holding it up, asked:

"And to what kingdom does this belong?"

"To the mineral kingdom, sir," replied the little girl.

"And to what kingdom do I belong, then?" asked the emperor.

The little girl colored deeply, for she did not like to say "the animal kingdom" as he thought she would, lest his majesty should be offended; when a bright thought came, she said, with radiant eyes:

"To God's kingdom, sir."

The emperor was deeply moved. A tear stood in his eye. He placed his hand on the child's head, and said most devoutly:

"God grant that I may be accounted worthy of that kingdom."

EDITOR'S DRAWER.

—Owing to the pressure of duties in connection with the examination of candidates for Teachers' Certificates, Mr. Glashan has been unable to give any time or attention to the "Teachers' Desk" this month. We know this will be a disappointment to many, if not, indeed, to all of our subscribers, but Mr. Glashan kindly promises not only to make up for the omission by bringing up the arrears on the "Desk," but also to give solutions of the questions at the recent examination, in future numbers. With this promise we trust all will be satisfied, and quietly rest in hope of the good things coming.

—This is a good time for those in arrears to remit the amount of their indebtedness.

—A circular has been issued by several of the Inspectors setting forth the claims of David Mills, Esq., M.P., to be elected as the Inspectors' representative in the Council of Public Instruction. We have not yet heard of any opposition to Mr. Mills'

candidature, and we trust he may be elected by a unanimous vote.

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