

Technical and Bibliographic Notes/Notes techniques et bibliographiques

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

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

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

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Includes supplementary material/  
Comprend du matériel supplémentaire
- Only edition available/  
Seule édition disponible
- Pages wholly or partially obscured by errata slips, tissues, etc. have been refilmed to ensure the best possible image/  
Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc. ont été filmées à nouveau de façon à obtenir la meilleure image possible

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

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

# The Canada School Journal.

Vol. I.

TORONTO, AUGUST, 1877.

No. 3

REV. WILLIAM CAVEN, D.D.

The name of the Rev. Principal Caven is no unworthy associate of those of the other eminent men who have from time to time filled the office of President of the Ontario Teachers' Association. Like most, if not all, of them, he is in the best sense of the word a self-made man, having reached his present high position by dint of long-continued and severe mental application. A school teacher himself in his early years, and the son of a school teacher, it was in accord with the fitness of things that after twelve years of professorial work, in which he has greatly distinguished himself, he should be chosen to fill a chair which has been occupied by such

eminent teachers as Professor Wilson, Professor Young, and Professor Goldwin Smith. Principal Caven was born in Wigtonshire, Scotland, in 1830, his father being a member of one of the sects which were afterwards consolidated to form the United Presbyterian Church. On his mother's side he is connected with the Covenanters, now more commonly known as the Reformed Presbyterian Church of Scotland. His early education, a tolerably thorough one, was received in his father's school prior to the emigration of the family to Canada in 1847. Almost immediately afterwards, Mr. Caven commenced to study with a view to entering the ministry of his own church, while his father continued his active connection with the work of education both as a teacher and a superintendent of schools. The best collegiate institutions were then in a very rudimentary condition, and the denomination to which he belonged

laboured under the disadvantage of being without any. By dint of hard labour, and with such aid as he could secure from ordinary ministers of the church appointed for that purpose, he succeeded in completing his theological course, and was licensed in 1852 as a regular Minister of the Gospel under the auspices of the United Presbyterian Church, after having spent some time in the work of common school teaching.

At the early age of twenty-one he was inducted into the pastorate of the congregation at St. Mary's, near which place his family had settled, and where they still reside. For the comparatively long period of thirteen years he continued in this charge, and his success in the pastoral work during that time was an earnest of the still more striking success which awaited him in his present sphere

of labour. The work of self-culture was never laid aside on account of the demands made on his time, as is too frequently the case with professional men, and in 1865 his scholastic attainments were recognized by the Canada Presbyterian Church, which invited him to fill the chair of Exegetical Theology and Biblical criticism in Knox College, then recently vacated by Professor Young. That position he has held ever since with great ability, his teaching being characterized as much by fearless candour as by evangelical orthodoxy. The department of theology entrusted to his charge is one for which he is peculiarly adapted. It is the one in and around which the battle of controversy rages with most fierceness and acrimony, and never was the war carried on with more vigour on both sides than at the present time. The destructive criticism of

the schools, appealing as it does to human reason and the facts of history, has to be fairly encountered by every teacher of Biblical criticism whose aim is to enable his students to give a reason for the faith that is in them. The Canon of Scripture has to be defended against assaults from a variety of quarters, while every page of ecclesiastical history has to be studied with a view to finding out what the lines of attack against Evangelical Christianity have been in the past, and how they must be met in the future. By occupation as well as taste, therefore, Prof. Caven has been impelled to continue his work of self-culture until he has reached his present honourable position as a scholar and divine. During the past seven or eight years Dr. Caven has discharged the duties of Principal of the College as well as Professor of Exegetics, his management of the institution being as successful as his professorial work. Although for the pur-



poses of this sketch we have most to do with him in his capacity of teacher, it will not be out of place to refer to Principal Caven's earnest sympathy with every movement calculated to reform society and elevate the masses. He has ever taken a deep interest in the educational system of this Province, and it may safely be predicted that that interest will be increased rather than diminished as the result of his election to the Presidency of the Provincial Teachers' Association. It is one of the peculiar excellencies of that society, that by electing prominent persons to the honourable position of President, it tends to bring them into closer and more active connection with the work of practical education, and for this reason it seems desirable that the practice of selecting such men—a practice seldom hitherto departed from—should be maintained.

**ABOUT CONVENTIONS.**—They will come from the east and from the west; long articles will be read, long speeches will be made, officers will be elected and much glory will be got. Already in anticipation much midnight kerosene-oil has been spent. Those who are expecting to be elected president, etc., are conning over the speeches to express how surprised they are! A good many will speak at the conventions who should remain silent. For to repeat over and over the same story about the importance of grammar, or geography, or even the importance of education itself is useless as well as disagreeable. Those who speak should certainly have something to say. A good many things will be left unsaid and undiscussed that need candid and earnest treatment. Generally the best things that are said are by those outside the profession. Those who are inside note the cap and platter, but not their contents. No one can visit a convention and not be struck at the close by the unsatisfactory state of mind into which most of the members have fallen; a good two-thirds resolve never to come again. The discussions of the convention should turn at once on practical things. It must be apparent to a candid observer that while the teachers are doing the teaching, the growing body or form of education is beyond their reach. And yet they are the ones to say with distinct emphasis what are the exact needs of our educational system to-day.—*New York School Journal*.

**EXAMINATIONS.**—Examinations should, it is true, be conducted to some extent, upon the same plan pursued in recitation. But this plan, having its foundation in nature, will necessarily suggest itself to every mind qualified either to examine or to teach. It is the order of nature, to advance from particulars to generals; to begin with examples, and end with rules; and the mind of the pupil, both when receiving instruction, and when under examination, should be directed in the road of natural discovery. This being attended to, the greater the diversity between the modes of recitation, and the method pursued by the examiner, the better.

This diversity will present an old subject in a new light. It will induce the pupil to believe, that he knows more of the subject than he had supposed. It suggests to him that neither his author, nor his teacher, nor he himself, had exhausted the subject. The difference of manner between the teacher and the examiner, may and will puzzle the mere memoriter scholar—and this is one of its uses—to detect this very vicious habit of relying on memory alone. But it will give to the scholar whose mind has been disciplined, an opportunity of displaying that mental dexterity which the habit of thinking has given him. Examinations should be extended over the whole ground occupied by the studies of the term, and each pupil should be led to expect, that he, as an individual, will be examined on every important principle, in the whole course of instruction, given since the last examination; and when his education is finished, that a review examination would test the accuracy of his knowledge, on all that he professes to have learned.—*W. H. M. in Educational Monthly*.

**THE TEACHER'S TEMPER.**—The teacher gains nothing by fretting; he only wastes his strength by it. The profession is one that develops worrying habits; it is an occupation that ruffles the temper terribly unless one is determined not to be ruffled. The tendency of a ruffled temper is that it brings to the surface the worst qualities a person has. Let the teacher smile often and much, and let these smiles be upon his pupils and not solely on his visitors. To help the teacher to gain this balanced, pleased state of mind, we urge that the work be well planned, skillfully planned. Think over the whole thing, the difficulties you may meet, the obstructions that may be in the way and how they may be removed. Put then your whole heart in the work; go about with earnestness and enthusiasm; feel interested that it prove successful, and finally look to Providence and rely on his aid. There is no one who cannot better his temper by steadily adhering to the above directions.

—*The National Teacher's Monthly* says: "Good teachers should be encouraged to continue in their work, for the same qualities which make them valuable in the school-room will win success in other and more lucrative callings. Unless capable persons can understand that their work will be appreciated and paid for, and unless they can be assured of some degree of permanency, in one place, they will not continue in the business. Only those will remain who can do nothing else. This niggardly policy of doling out half a living to faithful instructors has already degraded the profession, and, if continued, will do so still more. What scholarly and energetic young man would think of devoting himself to teaching in New

York City, when there is not one chance in 300 of over earning \$3,000 a year, and in order to get even that he must first serve twenty years on a much smaller salary. If the people permit this work to continue it will inevitably result in the ruin of our schools." These remarks are just as applicable to Canada as to the United States.

—There are causes for the low wages that can be removed by the teachers themselves. In fact, we think that when the teachers arouse they can increase the rate of pay very sensibly. For there is a class of persons in the community constantly on the increase, who see the value of the teacher and would have him properly paid—it is the educated class. The teachers can do six things that will bear powerfully on the leaver that will raise the salaries:—1. Recognize by word and act that teaching is a profession. 2. Uphold normal schools and teachers' institutes. 3. Meet with fellow-laborers for mutual improvement and discussion. 4. Honor the occupation, dignify it, believe in other teachers and schools. 5. Diffuse among your pupils and the public all you can learn about education and its progress. 6. Sustain with liberality those indispensable exponents and helpers to educational progress—*Educational Journals*.—*New York School Journal*.

—It is perfectly obvious that the cause of education in this country needs a new baptism. It is perfectly obvious that a new gospel should be preached to every creature, even to the average member of the American Congress. It is perfectly obvious that American educators need to press the claims of the great interest they represent, persistently to the front. It is perfectly obvious that the true principles of statesmanship as applied to the development of a free society based upon the diffusion of intelligence and virtue among the people, demand a new revelation, and a more vigorous proclamation. It is perfectly obvious that politicians and partisans should be taught that they do not own the people, but that they serve their party best who serve their country best, and they serve their country best who labor the most intelligently, faithfully and successfully for the intellectual, moral, and social developments of its citizens.—*Educational Weekly*.

—One of the most prolific causes of truancy, as it originates in home training, is the disposition of parents to keep the boy from school on every trivial occasion. The child is generally a shrewd reasoner. If his parents are not willing to sacrifice their convenience in order to send him to school, why should he sacrifice his pleasure by attending? I have known cases of truancy broken up from the day parents became convinced of this truth. In what I have written I do not wish to be understood as discarding punishment. I only urge the point, that we are too ready to commence by severity, punishment which should be the last resort, and end by studying the home life of the child, and by consulting his parents, which we ought always to do as soon as he manifests a disposition to play truant.—*H. S. in Educational Weekly*.

—The following resolutions were recently passed by the New York Medico-Legal Society:—1. That the minimum age of admission to the public schools be made six years. 2. That the maximum attendance at school for children under eight years of age be made three hours per day, with suitable intermissions. 3. That provision be made by law for medical inspection and supervision to secure the adoption and enforcement of sanitary rules and laws of health. 4. That larger play grounds should as far as possible be furnished for the children; and in improving present school-houses and uniformity in building new ones, they should be surrounded on all sides with an adequate open space, the better to secure light, ventilation, and play-grounds.

—What a good thing it would be if the rising generation could be instructed in hygiene! A few minutes daily devoted to this branch would be worth more than the hours given to arithmetic and grammar. The time may never come when we can dispense with the services of specialists in medicine and surgery, but we look for a time when men will know better than to go to sleep in a small room as tight as the "black hole of Calcutta." A thousand reforms in dress and diet are needed. If the study of physiology cannot be thorough and extensive in common schools, it will at least be suggestive.—*David Kirk*.

—It is a teacher's high duty to send his pupils forth into the community well stored with such information and discipline as they will need to enable them wisely and successfully to discharge the duties and obligations which await all good citizens.—*Charles Northend, in Nat. Teachers' Monthly*.

## EDITORIAL COMMITTEE:

J. A. McLELLAN, M.A., LL.D., High School Inspector.  
 THOMAS KIRKLAND, M.A., Science Master Normal School.  
 JAMES HUGHES, Public School Inspector, Toronto.  
 ALFRED BAKER, B.A., Math. Tutor University College, Toronto.  
 WM. HOUSTON, M.A.

## PROVINCIAL EDITORS.

ONTARIO. { J. M. BUCHAN, M.A., High School Inspector.  
 G. W. ROSS, M.P., Public School Inspector.  
 J. C. GLASHAN, Public School Inspector.  
 QUEBEC.—W. DALE, M.A., Rector High School.  
 NEW BRUNSWICK.—  
 NOVA SCOTIA.—F. C. SUMICHRAST, Registrar, University of Halifax.  
 MANITOBA.—JOHN CAMERON, B.A., Winnipeg.  
 BRITISH COLUMBIA.—JOHN JESSOP, Superintendent of Education.  
 PRINCE EDWARD ISLAND.—

## CONTRIBUTORS.

REV. E. RYERSON, D.D., LL.D., late Chief Sup't of Education.  
 J. G. HODGINS, LL.D., Deputy Minister of Education.  
 DANIEL WILSON, LL.D., Professor of History and English Literature,  
 University College, Toronto.  
 REV. S. S. NELLES, D.D., LL.D., President of University of Victoria  
 College.  
 REV. H. G. MADDOCK, M.A., F.G.S., Fellow of Claro College,  
 Cambridge, Professor of Classics Trinity College, Toronto.  
 M. McVICAR, Ph.D., LL.D., Principal State Normal and Training  
 School, Potsdam, N.Y.  
 REV. A. F. KEMP, LL.D., Principal Brantford Young Ladies' College.  
 GEO. DICKSON, B.A., Collegiate Institute, Hamilton.  
 THE REV. J. R. JAQUES, Ph. D., D.D., President Albert University.  
 PROF. JOHN A. MACOUN, Albert College, Belleville.  
 REV. PROF. G. M. MEACHAM, M.A., Numadza, Japan.  
 WM. JOHNSTON, M.A., Prin. Agricultural College, Guelph.  
 JOHN A. MacCABE, Principal Normal School, Ottawa.  
 DR. S. P. MAY, Secretary Centennial Education Committee.  
 PROF. J. E. WELLS, Canadian Literary Institute, Woodstock.  
 REV. J. J. HARE, B.A., Ontario Ladies' College Whitby.  
 JAMES CARLYLE, M.D., Math. Master Normal School, Toronto.  
 GEO. BAPTIE, M.D., Science Master Normal School, Ottawa.  
 WM. SCOTT, B.A., Head Master Model School, Toronto.  
 R. LEWIS, Teacher of Elocution, Toronto.  
 PROF. R. DAWSON, Belleville.  
 J. J. TILLEY, Inspector Public Schools, Durham.  
 A. MACALLUM, M.A., LL.D., Inspector Public Schools, Hamilton.  
 W. D. DIRNOCK, Head Master Prov. Model Schools, N.S.  
 G. WALLACE, B.A., Principal High School, Weston.

## The Canada School Journal.

TORONTO, AUGUST, 1877.

### EDUCATION AND THE CIVIL SERVICE.

The Dominion Parliament has had under consideration for some time the best means of improving the Civil Service. In so far, as this is a question of public policy, we do not care to offer any decided opinion on the matter; but even, with reference to this view of the question, we must confess our inability to comprehend why the test of education should not be resorted to as the most likely, on the whole, to secure competent public servants in the various departments of State. Were the experiment still untried everywhere else we could feel no surprise in seeing our legislators, most of them educated men themselves, ready to make it here; but it is no new idea, and this method of recruiting the ranks of the Civil Service may now be said to have stood a rigid and thoroughly satisfactory test. It is, however, with another aspect of the proposed reform that we intend to deal just now. The Civil Services of the Dominion, and of the various Provinces, embrace a very large number of employees. At present the mode of appointing these may fairly be spoken of as nondescript. Education

at all events, has little or nothing to do with it. What we would like to see is a premium placed on education in connection with these appointments, and of all the methods of applying the educational test the most satisfactory is, probably, the one adopted now in England—a competitive examination. This has been for some time in use in connection with the entrance to the Military College, at Kingston, with, so far as we know, beneficial results. There does not seem to be any obstacle, except political ones, in the way of either the Dominion Government or any of the local Governments laying down a programme upon which all candidates for positions in the Civil Service would have to be examined. The list of those who succeeded in passing could then be arranged in the order of merit, the chance of receiving an appointment being determined exactly by the candidate's position on the list.

It is easy to see what an impetus such a system would impart to our middle class educational institutions, including our high schools in Ontario and the academies and schools corresponding to them in the other provinces. As the number of appointments made annually must always be very considerable they would soon come to be considered as of no small value, and the competition for the highest places would be extremely keen. Both pupils and teachers would take an interest in the examination and lend all their energies to the work of preparation, the great advantage being that, in all cases, the pupils not intending to compete would be induced or compelled to work with greater diligence in order to keep abreast of those who were preparing for examination. We have already called attention to the good that might be done if our leading bankers and merchants were to recognise in some way a liberal education as an additional qualification in those seeking to enter their service. If they could be induced to move in the matter and the Dominion and Provincial Governments could, at the same time, be induced to put the whole Civil Service on a competitive basis, it is safe to say that a revolution in middle class or secondary education would be speedily effected. Such a consideration is not beneath the dignity of those who have to decide the matter for the public; and for more reasons than one we should like to have their attention pointedly called to an aspect of the question which is too apt to be overlooked. If a competitive examination is the best means of obtaining satisfactory employees for the State, it would surely be no drawback, in the way of adopting it, that it was likely to prove, at the same time, a means of advancing the cause of education.

There are few countries so favourably situated for introducing such a reform as the Province of Ontario. We have already instituted an examination for which we have, as yet, found far too little practical use—the Intermediate High School examination. Apart from the fact that it plays an important part in the distribution of the High School grant, it is now regarded as worthy of a certain amount of recognition in connection with the examination of teachers, and at least one university has accepted it *pro tanto* in lieu of its matriculation. Other uses of the same kind will yet be found for it, but not all of them together would have as much effect in popularizing it as would its recognition by the Legislature as the basis of appointments to the Civil Service. If it were once understood that no ap-

pointments of any kind could be secured without passing the Intermediate, and that he who passed most creditably had the best chance of being nominated for a vacancy, there would no longer be much room to complain of lack of interest in an examination, with respect to which the cry of *cui bono?* is still frequently heard.

Another aspect of this question is well worthy of consideration. Although the Dominion Parliament has nothing to do directly with education, it is highly desirable that whenever it can legitimately do so, it should endeavour to create a common standard to which all the provinces might approximate. Such a standard would be, to some extent, created by a judiciously arranged competitive Civil Service examination. Candidates from the different provinces would be brought directly into competition with each other, as they now are, to some extent, by the Gilchrist Scholarship and the entrance examination for the Military College. The result, apart from its influence on the efficiency of the Civil Service, would certainly be an educational *renaissance* all over the Dominion, which would do no harm anywhere, and would prove of incalculable benefit to more than one province. It happens that the Member for West Elgin, who brought the question of civil service reform prominently before the public, is himself an honour graduate of the University of Toronto. We have the more confidence, therefore, in calling his attention to the above aspect of his own case, which is a strong one even without any such adjunct. The Minister of Education in this Province being a member of the Government, the introduction of the competitive examination system in Ontario should be a matter of comparative ease.

—It has been a matter of surprise to many that the "New Education," in the shape of Kinter Garten Schools, has not been introduced into Toronto ere this. No Province, State or City on this Continent was so ready to carry out the principles of Object Teaching laid down by Pestalozzi as the Province of Ontario. No other city of America can boast of such a complete collection of Object teaching apparatus as is to be found in connection with the Education Department of Toronto. It was natural to suppose, therefore, that this Province and City would be among the first to introduce the method of Froebel. We are glad to learn that a reliable Kinter Garten will be opened in Toronto in September, in charge of Miss Mareau, a graduate of the training School of Madame Kraus Boelte, of New York, who is well known as the best exponent of the principles of Froebel in America. Madame Kraus Boelte was for a long time a co-worker with the wife of Froebel.

—The question of female education is attracting to itself an increasing amount of interest in Canada and especially in this Province. The appearance, for the first time, of young ladies amongst the candidates for matriculation in the University of Toronto, and their success in securing creditable positions on the class list, are events of no trifling significance. Equally important is the fact that the Senate of the University has at

length framed a scheme for the admission of ladies to standing and honours without compelling them to take up all the work required of the sterner sex. We hope to be able to furnish our readers next month with the scheme in detail, at the same time expressing our opinion that, in justice to intending candidates and their teachers, the Senate ought to have been a little more prompt in publishing it.

## Practical Education.

Queries in relation to methods of teaching, discipline, school management &c., will be answered in this department. J. HUGHES, Editor.

### HOW TO TEACH DRAWING IN PUBLIC SCHOOLS.

BY JAMES HUGHES.

#### III.

#### DICTION DRAWING.

After pupils have been taught how to draw geometric forms, there is no drawing exercise that combines in itself so many points of excellence as Dictation Drawing. In giving a lesson the teacher selects some simple subject involving regular forms—an artificial subject is better than a natural one for this purpose—and dictates to the class its various parts without any hand illustration whatever. The following are some of the merits of this method of giving a lesson:—

1. The teacher is compelled to use concise and accurate language in describing the parts. This is a lesson much needed by most teachers.

2. The pupils also are trained to use definite language. This is accomplished to a certain extent by listening to the use of such language by the teacher, but may be further developed by requiring them to describe orally or in writing their drawing after it is finished. If this is done orally one may be asked for the first step in the description, another for the second, and so on.

3. The pupils must listen carefully to the teacher. Unless they catch his exact words in their proper connection they cannot draw what he describes. In an ordinary spelling lesson from dictation, every teacher obtains *attention*. This is one of the most important points in connection with teaching, and one of the most difficult for most teachers to secure. In a drawing lesson given from dictation the attention of the class must be better than it is even in a spelling lesson from dictation.

4. It proves that drawing is not merely the work of the hand and eye, but that these are the servants of the brain, to aid in giving expression to its ideas. So far as relates to form, drawing is simply hand language, and this method of teaching drawing shows oral and hand language to be capable of interpreting each other.

5. It is an excellent review lesson, and reviews are essential in drawing as in other subjects.

HINTS 1. With very young children the teacher will find it better to draw each line on the black board after the class has drawn it from his dictation.

2. With more advanced classes the drawing should be done in full on the board by the teacher when the dictation lesson is completed.

3. Ask your pupils to devise simple dictation lessons themselves at home and to bring them to you. This is an excellent home exercise, developing originality and aiding largely in teaching the use of clear and definite use of language. Encourage the pupils by giving some of the best of these exercises as dictation lessons to the class.

4. Occasionally draw on the board simple lessons dictated by the class.

5. If you have to repeat the description of any part of a drawing in giving a dictation lesson, use exactly the same language as the first time, unless you were wrong.

The following lesson taken from Walter Smith's Primary Manual will serve as a specimen dictation lesson :

"Draw two straight lines of any given length, one horizontal, one vertical, and bisecting each other. Divide each half of each line into two equal parts. Through the points of division, draw lines forming a square, having its sides parallel with the first lines drawn. Connect the same points of division by oblique lines, forming a second square within the first. Divide the sides of the first square into three equal parts. On the central parts draw isosceles triangles with their apexes at the end of the first two lines drawn."

The above is a simple exercise, but with practice elaborate subjects may be drawn from dictation.

#### MEMORY DRAWING.

It is a good plan to have the pupils draw from memory some of the subjects which they have been taught. If it did not take too much time it would be advisable to have them draw every exercise in this manner a few days after it had first been taught. A lesson of this kind may be given profitably in school about once in two weeks. The teacher should not let the pupils know what subject is to be repeated until the time for the memory lesson has arrived.

The benefits to be derived from drawing from memory are :

1. The teacher is enabled to find the result of his teaching, as this exercise shows how much of his lessons have been remembered by the pupils. *Memory* lessons in drawing correspond with *reviews* in other subjects.

2. The pupil is certain to attend more carefully to the instructions given by the teacher when he knows that he may be called upon to repeat from memory the lesson he is receiving. In order to compel attention the memory lesson should be marked more highly than an ordinary drawing lesson.

3. The memory of the pupil will be developed.

In addition to the lessons given in school as recommended above, it is well to give occasional drawing exercises to be done at home from memory. These should not be done in the regular drawing books, but in a special book or on separate sheets of paper. The regular books should, of course, be left at school, otherwise the drawing would not be done from memory.

#### PENMANSHIP IN PUBLIC SCHOOLS.

By W. B. ROBINSON, TEACHER OF PENMANSHIP, ONTARIO BUSINESS COLLEGE, BELLEVILLE.

##### I.

One of the important ends of the vast means of our free educational system should be to teach every child in the land the art of writing. The success or failure of this undertaking is of vital consequence to the interests of society. It therefore becomes necessary, in view of this fact, to inquire not only into the agencies employed, but the method of instruction relied upon for the accomplishment of so vast a work, with a view of obtaining the greatest benefits with the least possible outlay of time, labor, and expense.

It was thought until within the past few years, that instruction could do little beyond directing imitation, and where this faculty was found deficient, little if any success attended the efforts of either teacher or pupil. General failure in such cases gave rise to the popular notion that all cannot be taught to write, and thus the universal acquisition of writing by imitation alone has proved, and must continue to prove, a failure in about

nine cases out of ten. The problem to be solved is how to impart a practical knowledge of this art to every individual in the land in the most effective and expeditious manner. That it can be done is no longer doubted by practical, intelligent, and experienced teachers of the subject; but some more reliable method than mere "imitation," it is evident, must be resorted to in order to secure the result.

A good handwriting is looked upon as equivalent to a good trade and, combined with other desirable qualities, introduces its possessor at once to an honorable and lucrative position. But says one, "some people seem to be born good writers, while it is not *natural* for others to learn." Men are not born good writers any more than they are born good carpenters, expert shoemakers or good mechanics of any kind. It is only by the aid of proper instruction and continued practice that a man becomes a good penman, painter, watchmaker, a good artist, or an expert in any branch of mechanism. There are no competent *natural* writers any more than there are competent *natural* mechanics. It is very true that one person may excel another without instruction; but there can be no approach to perfection by any person without understanding and applying the principles of an art, and the best so called "*natural writer*" will be improved as much as the poorest by a thorough training. Many are falsely captivated by the bold easy dash of a master who overlook the means by which that ease and freedom has been acquired. It is the result of careful study and labour, and to imitate the end, we should not shrink from the beginning.

While our school system is unsurpassed, in many respects, we are far behind our American cousins in this particular subject.

While on a tour through the United States last summer, I visited a number of public schools, and was struck with the uniformity and legibility of the penmanship of all grades of pupils. The same system is there adopted in almost every school and practiced in almost every business house. An examination of the miscellaneous autographs on hotel registers and other business writing that came under my observation, convinced me that the Americans are, as a nation, far better writers than the Canadians. The cause of this difference in the penmanship of two intelligent nations, living side by side, can easily be accounted for. The Americans have for the past thirty years adhered to a uniform standard system in their schools and colleges, while in this country no special attention has been given to the subject, and no particular system adopted in our schools. A number of different systems are presented, and each teacher adopts that which happens to suit his own fancy. Thus, with continual change of teachers, each, of course, preferring his own style, the system is continually changed and pupils asked from time to time to abandon what they have partially learned and commence in the new. The consequence is that, to-day, among the great mass of divines, doctors, lawyers and graduates of literary institutions, we find a large majority bad, illegible writers. At a competitive examination of the schools of one of the leading cities of Ontario, no less than thirteen different kinds of copy-books were presented, and among them nine different styles from the same school.

That a change is necessary, and that a national standard system should be adopted in Canada is obvious to every person giving thought to the subject.

##### HOW TO INSTRUCT PRIMARY CLASSES.

While I am decidedly in favor of teaching the more advanced pupils by *elements, principles, &c.*, I do not believe in introducing them at the outset. The formation of letters should be taught on slates before the pen and ink are introduced. The first lessons



9. In London 1 guil. = £  $\frac{2}{5}$ . In Montreal £1 = \$  $\frac{49}{5} \times \frac{100}{100} \times \frac{100}{100}$ . ∴ 6000 guil. = \$2557.65+. By direct exchange 6000 guilders = \$2490; ∴ by remitting through London gain = \$2557.65 - 2490 = \$67.65 +.

10. Solidity of vessel =  $\frac{189}{8} \text{ cub. ft.}$ ; sol. of column of water =  $\frac{2873}{2078} \text{ cub. ft.}$ . ∴  $\frac{189}{8} - \frac{2873}{2078} = \frac{12737}{18832} \text{ cub. ft. iron.}$  ∴ wt. water =  $\frac{2873}{2078} \times 62\frac{1}{2} = 86.369+$ ; wt. of iron =  $\frac{12737}{18832} \times 62\frac{1}{2} \times 7\frac{1}{2} = 340.361+$ , and total wt. = 426.73 + lbs.

IV.

FIRST CLASS.

1. For proof of rules see Canadian edition of Hamblin Smith's Arithmetic. By Sol. 4 preceding paper min. hands are together in 72 hrs., at which time the hr. hand of first clock has gained  $\frac{1}{2}$  of round and that of second has lost  $\frac{1}{2}$  do. Hence all will be together in  $72 \times 12 = 864$  hrs.

2.  $23\frac{1}{2}\% = \frac{5}{21}$ . Fraudulent gain =  $\frac{3}{15\frac{1}{2}} + \frac{5}{21} \times \frac{3}{15\frac{1}{2}} = \frac{26}{427} = \$31.20$ . ∴ amt. = \$512.40, which divided by 40c. = 1281 lbs.

3.  $\frac{a}{b} = \text{rt.} \div (1 + \text{rt.})$ , or  $(b-a) \text{ rt.} = a$ . ∴  $\text{rt.} = \frac{a}{b-a} = \text{int. Or, int.} - \frac{a}{b}$  of int. = disc. =  $\frac{a}{b}$ . ∴ int. =  $\frac{a}{b} \div \left(1 - \frac{a}{b}\right) = \frac{a}{b-a}$

(1)  $\frac{261}{180} = \frac{29}{20} = \frac{a}{b-a} \div \frac{a}{b}$  whence  $b = 3\frac{3}{5}a$ . ∴  $\frac{29}{20}$  of principal = 261, or  $p = 580$ , whence rate =  $7\frac{1}{2}\%$ .

(2)  $\frac{180}{150} = \frac{5}{n} = \frac{n+1}{n}$  (see No. 6, second class)  $n = 5$ , and  $5 \times 180 = \$900$ .

4. \$1118 cy. = 1050 gold;  $1050 \div .06 = \$17500 = \text{cy. to purchase stock (par)}$ .  $\frac{3}{8}\%$  of this =  $65\frac{3}{8}$ . ∴ amt. = \$17565  $\frac{3}{8}$ .

5. After deduction there is  $\frac{900}{100} = \frac{24}{25}$  p. w. of wh. =  $\frac{12}{13}$  received for tea; and  $\frac{12}{13} \times \frac{118\frac{1}{2}}{100} = \frac{12}{13}$  = selling price: but selling price = p. w. of \$510.51 = \$500.50 =  $\frac{12}{11}$  of price first charged, which ∴  $\frac{11}{12} \times \$500.50 = \$458.79\frac{1}{2}$ .

6. See "Exam. Papers," page 13, q. 10, which gives  $\frac{7000 \times 12 \times 21 \times 89 \times 92}{5760 \times 24 \times 2 \times 11} = 619.4602318$  lbs. copper = 1 gold.

7. Amt. =  $4000(1.1)^4 = 4000(1.1)^4 \times \sqrt{1.1} = 5583.81$ . ∴ Int. = \$1583.81 +.

8. 1 invested in B. C.,  $\frac{36}{50}$  in D. B.,  $\frac{76}{125}$  in C. Bank;  $\frac{17}{500}$ ,  $\frac{10}{300}$ ,  $\frac{1}{300}$  are rates (per unit) paid by respective banks. ∴ Income from B. C. =  $\frac{17}{500}$ , from D. B. =  $\frac{13}{25}$ , from C. B. =  $\frac{13}{25}$ . Hence  $\frac{17}{500} + \frac{13}{25} - \frac{6}{125} = \frac{17}{250} = \$12.75$ . ∴ Amount in B. C. = \$1875, in D. B. \$2760, in C. B. \$1140.

9. A, B and C do  $\frac{1}{3}$  in 1 day, and since B takes  $2\frac{1}{2}$  as long as A and C, ∴ these do  $2\frac{1}{2}$  as much as B. ∴  $B's + 2\frac{1}{2}B's = \frac{3}{8}$ ,  $B's = \frac{3}{8}$  in one day. So  $C's + 4\frac{1}{2}C's = \frac{3}{8}$ , ∴ C does  $\frac{6}{88}$ ;  $A \frac{15}{88}$ . ∴ money is to be divided in proportion of 18, 9, 6, or 6, 3, 2.  $A \frac{15}{11} \times 120$ ,  $B \frac{9}{11} \times 120$ ,  $C \frac{6}{11} \times 120$ .

10. (1) Presents no difficulty. Ans. is  $8\sqrt{3}$ .

(2) Find radius of circumscribed circle =  $\frac{20 \times 25 \times 30}{4 \times \text{area}} = 20 \times 30 \times 25 \div 4 \sqrt{7^2 \times 2^2 \times 3^2 \times 1^2} = 40 \div \sqrt{7} = 15.12 +$

It will be seen that quantity under the radix sign =  $5^6 \times 3^2 \times 7 \div 2^4$ .

Examination Questions.

Under this head will be published from month to month the papers set at the examination for entrance into the High Schools of Ontario, the Intermediate High School Examination, the examination of candidates for Public School teachers' certificates, and the Junior and Senior Matriculation examinations of the University of Toronto. The Mathematical papers will in all cases be accompanied by analytical solutions of the more difficult problems and hints on the best methods of solving the others.

PAPERS FOR JULY, 1877.

ARITHMETIC.

Examiner: J. A. McLELLAN, LL.D.

ADMISSION TO HIGH SCHOOLS.

1. What is the least number that must be added to five millions to make the sum exactly divisible by seven thousand and nineteen?

2. Simplify  $\frac{20}{21} - \left(\frac{48\frac{1}{2} + 7\frac{3}{4} - 16\frac{3}{4}}{16\frac{1}{2} \times 14\frac{1}{2} \times 12\frac{1}{2}} \div \frac{5\frac{1}{2}}{7\frac{3}{4}}\right)$

3. Simplify  $\frac{£14. 12s. 11d. \times £10. 10s. 10d.}{10\frac{1}{2} - 3\frac{3}{8}} \times \frac{10s. 9\frac{1}{2}d.}{10s. 9\frac{1}{2}d.}$

4. A man bought a quantity of hay at \$15 for 20 cwt. He sold it 85 cents per cwt., gaining \$22.25. How many cwt. did he buy?

5.  $3\frac{3}{4}$  yards of cloth cost \$12.50; what will  $23\frac{1}{8}$  yards cost?

6. A person having an annual income of \$1400 spends a sum equal to \$625.50 more than he saves. Find his daily expenditure (year = 365 days).

7. A lady had in her purse just money enough to buy a certain quantity of silk; but she spent  $\frac{1}{3}$  of the money in flannel,  $\frac{2}{3}$  of the remainder in calico, and had then only enough money left to buy  $10\frac{1}{2}$  yards of silk; How many yards of silk could she have bought at first?

8. A room 15 feet wide and 18 feet long is covered with matting at a cost of \$25; what would be the expense of covering, with the same quality of matting, a room a yard longer and a yard wider?

9. The average of four quantities is  $18\frac{25}{57}$ ; the first is  $26.207$ , the second  $3.592$ , and the third is  $38.06$ . Find the fourth.

10. A bankrupt owes to A \$1039.84, and to B \$612.80: if A receives \$357.44  $\frac{1}{2}$ , what will B receive?

Note.—10 marks to each question.

II.

THIRD CLASS TEACHERS.

1. If 69 German Thalers, of which 9 parts in 10 are fine silver, weigh 41 ounces, what is the value of a Thaler in English money when standard silver, of which 37 parts in 40 are fine, is worth 5s. 1  $\frac{1}{2}$ d. per ounce?

2. A, B, and C can do a piece of work in 2 days, A and C in

$$6 \left(\frac{7\frac{2}{3} \text{ of } 12\frac{3}{4}}{2\frac{5}{8} \text{ of } 15\frac{3}{8}}\right) - 3 \left(\frac{2\frac{1}{2} \text{ of } 4\frac{1}{2}}{2\frac{1}{4} \text{ of } 2\frac{1}{2}}\right) \text{ days};$$

in what time can B do it alone?

3. A certain kind of brass is made by fusing together old brass, refined copper, and zinc, in the proportion of 33, 55, and 24; how much of each must be taken to produce 170 lbs. of brass, after allowing 2  $\frac{1}{2}$  per cent. for waste?

4. March 21st, 1877; sterling exchange is quoted at 9  $\frac{3}{4}$  for demand bills what must be paid for a demand bill for £18 5s.?

5. What will be the cost of insuring a ship worth \$48628  $\frac{1}{2}$ , at 3  $\frac{1}{2}$  per cent., so that in case of loss the owner may recover the value of the ship, and the amount paid for insurance?

6. The numerator of a certain fraction is a fifth as much again as its denominator, and the sum of the numerator and denominator is 352. Find the fraction.

7. A room whose height is 12 feet, and length  $1\frac{1}{4}$  times its width, takes 178  $\frac{7}{8}$  yards of paper 1 ft. 9 in. wide to cover its walls; what will it cost to cover the floor with carpet 27 in. wide and costing \$1.75 a yard?

8. The L. C. M. of two numbers is 634938944494, and their G. C. M. is 9187; one of the numbers is 85044059; find the other.

9. The difference between the interest and the discount of a sum of money for 1 year and 9 months, at 8 per cent., is \$9.80: find the sum.

10. A rectangular field whose length is three times its breadth, contains 6 acres 900 yards: find its length and breadth.

Note.—20 marks to be allowed for each question.

III.

SECOND CLASS TEACHERS AND INTERMEDIATE.

1. Prove the rule for reducing a mixed circulating decimal to an equivalent vulgar fraction.

Find accurately what fraction  $\frac{3}{8}$  of  $(\frac{7}{5} - .512)$  of  $3.6\frac{77}{123}$  ac., is of 2.662601 acres.

2. Show how to find the L. C. M. of two or more numbers.

Find the L. C. M. of 483 bushels, 472 bushels, 2 pecks; 258 bushels, 3 pecks.

3. A merchant buys flannel at 32 cents per yard; at what profit per cent. must he sell it in order that the money he receives for 220 yards may be equal to his gain on \$480 of outlay?

4. Three watches hang side by side, and all show 12 o'clock at the time of observation; the first is known to gain 10 minutes, and the second to lose 10 minutes in 12 hours, while the third keeps



accurate time. When will all the *minute* hands be next at 12 together?

5. How many ounces of coinage gold are equal in value to 112 ounces of coinage silver, 1869 sovereigns weighing 10lb. troy, and 66 shillings weighing 1lb. troy?

6. Distinguish between bank discount and true discount? If the simple interest on a sum of money for a given time and rate is  $\frac{1}{n}$  of the sum itself, show that the true discount is  $\frac{1}{n+1}$  of that sum?

7. Reckoning commercial discount at 5% a person would receive \$14.52 less than the nominal value of a note which has a year to run; what should he receive for the note, if true discount only were deducted?

8. What must a person have invested in Bank of Commerce Stock at 120, and paying 4% half-yearly dividends, if a transfer of 65% of his capital to Dominion Bank Stock at 130, and paying 4% half-yearly dividends, makes a difference of \$5 in his semi-annual income?

9. A merchant in Montreal drew on Hamburg for 6000 guilders, at \$415; how much more would he have received if he had ordered remittance through London to Montreal, exchange at Hamburg on London being 11½ guilders for £1, and at London on Montreal 9¼%, brokerage being 1% for remitting from London?

10. The length of an iron cylindrical vessel with closed ends is 3 feet, and its outside circumference is 36 inches, the metal being an inch in thickness. Find its weight when filled with water, iron being 7½ times heavier than water, and water 62½ lbs. per cubic foot.

## IV.

## FIRST CLASS TEACHERS.

1. Define and investigate methods of finding the G. C. M. and the L. C. M. of two or more fractional numbers.

Three watches hang side by side and all show 12 o'clock at the time of observation; the first is known to gain 10 minutes, and the second to lose 10 minutes in 12 hours, while the third keeps accurate time. In what time will all the hands first be at 12 together?

2. A grocer bought a quantity of tea at 40 cents per lb., and fixed a price on it, to gain  $23\frac{2}{7}\%$ , but in selling it he inadvertently used a pound weight which was  $\frac{1}{4}$  oz. too light, thus gaining \$31.20 more than he would have gained if the weight had been true. How much did he buy?

3. Show that if the true discount for a sum of money for a given time and rate be  $\frac{a}{b}$ , that sum, then the interest will be  $\left(\frac{a}{b-a}\right)$

(1.) The interest on a certain sum for 6 years is \$261, and the discount for the same time is \$180. Find the sum and the rate per cent.

(2.) The interest on a certain sum is \$180, and the discount for the same time and rate is \$150. Find the sum.

4. How much U. S. currency will be required to purchase U. S. 6% bonds, interest payable in gold, to give an income of \$1,113 in currency, gold being at 106, and the broker's commission  $\frac{3}{8}\%$  on the par value of the bonds?

5. I bought a quantity of tea from Thwaite, Eby & Co., Toronto, who allowed me a discount of 4 per cent. on the price charged for the tea and accepted for the reduced amount my note payable in 6 months; I sold the tea at once for a note of \$510.51 payable in 3 months, and allowing money to be worth 8% per annum, I found I had made a profit of  $18\frac{2}{11}\%$  per cent. Find the first price charged for the tea.

6. From 2 lbs. of standard gold are coined 89 guineas, and from 1 lb. standard silver 66 shillings,  $8\frac{1}{2}\%$  of standard gold being alloy, and  $7\frac{1}{2}\%$  of standard silver. If 24 pennies are coined from 1 lb. avoirdupois, calculate the ratio of the values of gold and copper.

7. Find the compound interest of \$4000 at 10% for  $3\frac{1}{2}$  years (payable yearly).

8. A man invested a certain sum in Bank of Commerce Stock at 125 and paying  $4\frac{1}{2}\%$  half-yearly dividends;  $4\frac{1}{2}\%$  more than that sum in Dominion Bank Stock at 135 and paying  $4\frac{1}{2}\%$  half-yearly dividends; and  $39\frac{1}{2}\%$  less than that sum in Consolidated Bank Stock at 95, and paying  $3\frac{1}{2}\%$  half-yearly dividends; his half-yearly income from the second investment was \$12.75 less than from the other two together. Find the amount invested in each kind of stock.

9. To do a certain piece of work, for which \$120 is paid, B would take  $2\frac{1}{2}$  times as long as A and C together, C  $4\frac{1}{2}$  times as long as A and B together, and all three working together actually do the work in  $2\frac{1}{2}$  days. Divide fairly among them the money paid for the work.

10. (1) The base of an equilateral triangle falls on the diameter of a semicircular arc, and its vertex is in the middle point of the arc; the length of a side of the triangle being 8 feet: find the diameter of the circle.

(2) The town A is 30 miles from B, B 25 miles from C, and C 20 miles from A; find where a house must be erected to be equally distant from A, B, and C.

## ENGLISH GRAMMAR AND ETYMOLOGY.

## I.

## ADMISSION TO HIGH SCHOOLS.

Examiner: S. A. MARLING, M. A.

Values.

## 1. Parse:

40 Not seeing his way very clearly out of these difficulties, Charles was fortunate enough to discover an agent equally skilled in baffling his adversaries' schemes and in concealing his own.

## 2. Analyse:

10 "The yeomen looked on each other confusedly and with hesitation, the apprehension of so strange a danger prevailing with those who feared no other."

8 3. Write sentences showing the several ways in which "who" and "that" are used.

14 4. Give the plural of 'hero,' 'crocus,' 'genus,' 'genius,' 'valley,' 'lily,' 'bandit,' 'Swiss,' 'appendix,' 'sheep,' '+,' 's,' 'cargo;' and the possessive singular and plural of 'beau,' 'mouse,' 'omnibus,' 'German,' 'Mary,' 'ox,' 'lieutenant-governor,' 'court-martial.'

4 5. What is the meaning of Word, Inflection, Parsing, Weak Conjugation?

9 6. Write the present participle, the past participle, and the second person singular of the present and past tenses of *sit, do, go, catch, eat, tear, set, rely, lose.*

15 7. Correct any mistakes you detect in the annexed sentences giving your reasons:

(a) If he was me, he would have done very different.

(b) He made a few memorandas to assist his clerk's memory.

(c) Jane got on quicker in her studies than he.

(d) Each of you must attend to your own desk.

(e) I hardly know whom to make my complaint to.

## II.

## THIRD CLASS TEACHERS.

Examiner: S. ARTHUR MARLING, M. A.

Values.

"But what would appear incredible to you, were the fact less public and notorious, is that a gang of hardened villains who had been confined, and got out of prison when the wall fell, at the first shock, were busily employed in setting fire to those buildings which stood some chance of escaping the general destruction."—(DAVY).

20 1. Divide this passage into propositions, stating their kind and their relation to one another, and fully analyze them.

45 2. Parse the words printed in italics.

14 3. Give the meaning of the Latin prefixes and affixes in the above extract.

22 4. Why are certain verbs called *irregular*? By what other names are they also known, and why? Write the present tense third person singular, also the present participle, the past tense second person singular, and the past participle of *shear, slay, chide, eat, win, sit, lie, lose, die, spit.*

16 5. Give examples to show the indefinite and also the definite use of the pronouns *he, it, one, who.*

14 6. Write the plural of *simile, spoonful, seraph, court-martial, portfolio, James, crisis, x, 5;* distinguish farther and further, older and elder, latest and last; and say what kinds of adjectives cannot be compared,

- 15 7. What is the difference in meaning between "he is gone," and "he has gone;" "you care for him more than I," and "you care for him more than me;" the possessive with *of*, and the possessive with *'s*?
- 12 8. Explain what is meant by Gender, Case, Mood, Word, Etymology, Construction of Sentences.
- 24 9. Correct any of the following that appear to you to be wrong, giving your reason in each case:—  
 (a) Who did I give Burns' poems to? 'Twas me.  
 (b) A person cannot always be sure of not missing their way.  
 (c) His wife as well as his children were lost in the vessel.  
 (d) A slight misunderstanding has arose between the three partners.
- 18 10. Correct, where necessary, the spelling of disappoint, seized, dissipates, accommodate, metallic, shriek, destruction, delapidate, your's, leveling, develop; and accentuate irrepairable, perverse, sojourn, Newfoundland, machinist, indisputable.

III.

SECOND-CLASS TEACHERS AND INTERMEDIATE.

Examiner: J. M. BUCHAN, M.A.

1. MALET.—Harold, I am thy friend, one life with thee,  
 And even as I should bless thee saving mine,  
 I thank thee now for having saved thyself.  
 HAROLD.—For having lost myself to save myself,  
 Said 'ay' when I meant 'no,' lied like a lad  
 That dreads the pendent scourge, said 'ay' for 'no'!  
 Ay! No!—he hath not bound me by an oath—  
 Is 'ay' an oath? is 'ay' strong as an oath?  
 Or is it the same sin to break my word  
 As break mine oath? He called my word my bond!  
 He is a liar who knows I am a liar.  
 And makes believe that he believes my word—  
 The curse be on his head—not bounden—no.

TENNYSON.—*Harold, Act ii., Sc. 2*

- (i.) Divide Harold's speech into propositions, state their kind and connection, and fully analyse the first three and the last three.  
 (ii.) Parse "life," "even," "saving," and "mine," in Malet's speech; and "word," "bond," "believe," and "be," in the last four lines of Harold's speech.  
 (iii.) Scan the first line of the extract, naming the metre.  
 (iv.) Explain the derivation of "save," "mean," "pendant," and "crime."

2. Parse the italicized words in the following lines:

"I had liefer that the fish had swallowed me  
 Like Jonah than have known that there were such devils."

TENNYSON.—*Harold, Act ii., Sc. 1.*

"That knowledge made him all the carefuler."

TENNYSON.—*Harold, Act iii., Sc. 1.*

3. Distinguish between—

The European and African races.  
 The European and the African races.

and He made a better soldier than poet.  
 He made a better soldier than a poet.

and The remembrance of friends dead and alive.  
 The remembrance of dead and alive friends.

4. Point out the ambiguity in

The red white and blue flags.

Re-write the following sentence so as to make the meaning clear:—

"Men look with an evil eye upon the good that is in others; and think that their reputation obscures them, and that their commendable qualities do stand in their light; and therefore they do what they can to cast a cloud over them, that the bright shining of their virtues may not obscure them."—*Tillotson.*

5. "In 'The first king of Rome,' 'first' and 'of Rome' are not co-ordinate adjuncts."

Explain what is meant.

6. Criticise

"The Megarian sect was founded by Euclid, not the mathematician, and were the happy inventors of logical syllogism, or the art of quibbling."—*Tyler.*

"There are a sort of men whose visages  
 Do cream and mantle like a standing pond."—*Shakespeare.*  
 "A laggard in love and a dastard in war.  
 Was to wed the fair Ellen of brave Lochinvar."—*Scott.*  
 "Johnson's Lives are being reprinted."  
 "The captain with his men were taken prisoners."  
 "Pompey as well as Caesar were great men."

"Sand and salt and a mass of iron are easier to bear than a man without understanding."

7. Give rules for the placing of adverbs and adverbial adjuncts. Illustrate the importance of placing words properly by the example of "only."

8. Punctuate the following sentences, and arrange the words in iambic pentameters, putting capitals in the proper places:—

it is indeed a most desired event if when a parent from a parents heart lifts from this earth to the great father of all prayer both when he lays him down to sleep and when he rises up from dreaming it one supplication one desire one hope that he would grant a wish for his two sons even all that he demands in their regard and suddenly beyond his dearest hope it is accomplished he should then rejoice and call his friends and kinsmen to a feast and task their love to grace his merriment then honour me thus far for i am he

SHELLEY.—*The Cenci, Act i., Sc. 3.*

9. State briefly the principal difference between English and its parent Anglo-Saxon.

IV.

FIRST-CLASS TEACHERS.

Examiner: S. ARTHUR MARJING, M. A.

Hail, holy Light! offspring of Heaven first-born,  
 Or of the Eternal co-eternal beam  
 May I express thee unbalanced? Since God is light.  
 And never but in unapproached light  
 5 Dwelt from eternity, dwelt then in thee,  
 Bright effluence of bright essence increate.  
 Or hear'st thou rather pure ethereal stream,  
 Whose fountain whic shall tell? Before the sun,  
 Before the heavens thou wert, and at the voice  
 10 Of God, as *with* a mantle; didst invest  
 The rising world of waters dark and deep,  
 Won from the void and formless infinite.  
 Thee I revisit now with bolder wing,  
 Escaped the Stygian pool, though long detained  
 15 In that obscure sojourn, while in my flight,  
 Through utter and through middle darkness borne  
 With other notes than to the Orphean lyre  
 I sung of Chaos and eternal Night.

MILTON, PAR. LOST, B. III.

1. (a) Parse the words in italics.  
 (b) Analyse the subordinate propositions.  
 (c) Explain the references in 'rising world,' 'Stygian pool,' 'Orphean lyre,' 'utter and middle darkness.'  
 (d) Re-write in prose lines 2-8, bringing out the meaning fully.  
 (e) Give the derivation of 'hail,' 'blame,' 'essence,' 'rather,' 'heavens,' 'utter,' 'since,' 'and,' 'void,' 'Chaos.'  
 (f) Point out and explain the figures of speech employed in the above passage.

2. Write a short account of the origin and use of the auxiliaries 'shall' and 'can,' and explain such forms as 'I have written a letter,' 'methinks.'

3. Scan the 6th line of the passage; also the following, giving the name of the metre;

(a) Arethusa arose from her couch of snows  
 In the Acroceraunian mountains.

SHELLY.

(b) Hail to thee, blithe spirit!

Id.

(c) Faultily faultless, icily regular, splendidly null.

TENNYSON.

(d) He died in dungeon cold and dim, by Alphonsus's base decree.

LOCKHART.

4. Parse the italicised words in the following sentences from Shakespeare:

(a) Would ye have me

Put my sick cause into his hands *that* hates me?

(b) I long

To have this young one *made* a Christian.

(c) The fewer men *the* greater share of honor,

(d) Though all that I can do is *nothing* worth.

(e) Since naught so stockish, hard, and full of rage  
But music for the time doth change his nature.

5. What different views are entertained by grammarians with regard to the office of conjunctions? Give examples which seem to you to define that office.

6. Re-write the following passage, substituting words of Saxon for those of classic origin:—"Many peculiar causes in the situation and character of Henry the Seventh augmented the authority of the crown. Most of these causes concurred in succeeding princes; together with the factions in religion and the acquisition of the supremacy, a most important article of prerogative."

HUME.

7. Explain the derivation of these words: Candidate, miscreant, sycophant, ambition, Gloucester, tribulation, Whitby. What objection to 'cablogram'?

8. Examine the syntax of the following, giving corrections where necessary. —

(1) 'Ye will not come unto me that ye might have life.'

(2) 'The greatest number of students came up to that examination of any former year.'

(3) 'Wanted, a nurse and housemaid who must both have good references.'

### ALGEBRAIC SYMBOLS IN GEOMETRY.

To the Editor of the *Mathematical Department of the Canada School Journal*.

SIR There appears to be doubts in some minds as to the exact meaning of the sentence "Algebraic symbols must not be used," which appeared at the head of the papers in Euclid, set at the late examinations for teachers' certificates. Will you kindly allow me through your columns to endeavour, so far as I can, to dispel these. The "*Elements of Geometry*" by *Humbly Smith* has been authorized for use in our public schools. This reasonably involves permission to use the symbols employed in that work. Respecting any other symbols or any abbreviations, I would call attention to the excellent article on "The Use of Symbols in Euclid" in the July number of your JOURNAL. In it are clearly set forth the principles which should guide us in determining whether or not any symbol may be used: there is also given a list of symbols and abbreviations admitted at the Cambridge Senate House examinations and at the Oxford and Cambridge examinations. These are rather more than five times the number of distinct symbols allowed at the London University examinations.

Yours respectfully,  
J. C. GLASHAN.

### Notes and News.

#### ONTARIO.

An eight hundred dollar classical master is to be added to the Guelph High School staff.

Mr. Dawson has been re-appointed Head Master of the Belleville High School at a salary of \$1000.

The *Norfolk Reformer* condemns the practice of compelling children to study long hours out of school.

Mr. J. Shaw, who has been Head Master of the Omecoe High School for fourteen years, was presented, recently, with a fine field glass by his pupils.

Mr. D. Fotheringham, P. S. Inspector of North York was presented with a complimentary address by the second-class candidates at the close of the recent examination in this city.

The *London Free Press* is not satisfied with Morris' Grammar Primer and blames the Central Committee for recommending it. The book was adopted by the old Council of Public Instruction, and the present regime cannot be held responsible for it.

Mr. J. Crozier, Head Master of the Listowell High School was recently presented with a gold watch and chain by the class he was preparing for the teachers' examination.

In the County of Waterloo the average attendance in 1875 was 46 per cent. of the registered attendance; in 1876 it rose to 49 per cent. During the same interval the number of changes fell from 77 to 59.

Some of the towns selected by the Government as the best adapted for the institution of County Model Schools seem chary of accepting the honour conferred upon them. Should they refuse

they will probably acknowledge hereafter that they have committed a mistake.

The County of Norfolk Teachers' Institute was held in Simcoo about the middle of June. Dr. McLellan gave a series of lectures on the best methods of teaching arithmetic, algebra, and reading. The attendance was large and the Doctor's prelections were thoroughly appreciated. During the evening of one of the Institute days he delivered his lecture on the "Future of Canada" to a public audience in the Methodist Church. Mr. Carlyle, P. S. Inspector for Oxford, addressed the teachers on School management. Dr. Kelly of Brant, and L. G. Morgan, Head Master of the Vienna School were unavoidably absent.

At the recent matriculation in Arts, in Toronto University, the first classical scholarship went to Ottawa, and the second to Brantford, while the first mathematical went to London and the second to Hamilton. Owing to a new regulation, preventing those obtaining special scholarships from competing for general proficiency, it was not determined how the proficiency scholarships would have been distributed on the old plan. Of the two female candidates, one stood first in second-class in classics, and obtained first-class honours in French and second in English; the other was first in second-class in English, and obtained first-class in German and second-class in History.

The regular meeting of the Teachers' Association of the County of Haldimand was held in the Central School Building, in the town of Dunnville, on Friday, June 29th and 30th. About 70 teachers, from various parts of the country, were present. T. Kirkland, M. A., Science Master of the Toronto Normal School, discussed the subjects of algebra, natural philosophy, geometry, and mensuration, and gave a great deal of valuable information. On Friday evening a large and appreciative audience assembled in the Boswell Hall to listen to a lecture from Mr. Kirkland on the "Story of our Earth." The lecturer was listened to throughout with wapt attention, and sat down amidst the applause of all present. A cordial vote of thanks was tendered him and acknowledged in appropriate and eloquent terms. On the second day the exercises were resumed, at 10 o'clock, to discuss the remaining subjects of the programme, after which the election of officers for the current year took place, resulting as follows: President, C. Moses, I. P. S.; 1st Vice-President, C. W. Harrison, B. A.; 2nd Vice-President, Miss Martin; Treasurer, E. T. Hewson; Secretary, A. J. Hewson; Executive Committee, Wm. Hird, Thos. Moore, Wesley McCarter, Thos. Hammond and W. S. Wood.

The regular meeting of the East Middlesex Teachers' Association was held at the Morrill Temple, London, on Friday and Saturday, 8th and 9th of June. There was a very large attendance of teachers and friends of education. After the receipt of the reports of various committees, and the adoption of rules for the conduct and management of the Christmas competitive examination, Mr. McQueen and Mrs. White took up school examinations and exhibitions, but the complete discussion of the subject was postponed to leave more time at the disposal of the lecturer of the convention, T. Kirkland, M. A., Science Master Toronto Normal School. The last part of the Friday afternoon session was taken up by Mrs. White in illustrating, with a class of 500 children, her method of teaching singing, song-exercises, and simultaneous recitation,—an exhibition that those who had the good fortune to see and hear will not readily forget. The last part of the Saturday afternoon session was taken up with the discussion of the amended school law and new regulations. All the rest of the time was very profitably occupied by Mr. Kirkland in giving most excellent, clear, and instructive lectures on algebra, euclid, and natural philosophy. On Friday evening, Mr. Kirkland delivered a lecture on the subject, "The Story of the Earth," to a large and appreciative audience. The lecture was graphically illustrated by means of stereopticon views, geological and astronomical, and chemical experiments.

At a time when one memorandum by the Minister of Education in School Discipline is causing some unfavourable comment, it may do no harm to refer to another which is much more likely to prove acceptable to the teachers. A lady teacher in the Petorsville Public School having taken one of the school girls by the shoulders and pushed her out of the door on account of premeditated insubordination on the part of the pupil, the mother of the latter complained to the trustees, and the teacher was summoned to answer for herself. This she failed to do on account of an attack of illness, but she sent to the Board a written statement of the facts, and of the testimony of several of the other girls. After several

weeks' illness she resumed teaching and thought no more of the matter, until she was summoned to appear before a local magistrate to defend herself against a charge of assault. Both the magistrate and one of the trustees, who testifies on his behalf, admit that if the teacher had appeared before the Board, the criminal prosecution would never have taken place. As it was she escaped without a fine, but was mulcted in costs. The evidence in the case having been submitted to the Minister, he passed on the magistrate a censure which is certainly severe, but not more so than the circumstances called for. In his memorandum on the case he says: "This is no case of undue severity on the part of the teacher in maintaining her unquestionable authority. I must express my regret that any magistrate should have thought fit to have interfered in a matter of this nature, and which had been previously investigated by the Board of Trustees, who were quite competent to deal with it. The interference of any magistrate in matters pertaining merely to the discipline of our public schools is to be deprecated, and it is only in a case where undue severity has been exercised by the teacher that any magistrate should consider it a case to be dealt with according to law. The teacher's task is quite onerous enough without unnecessary and injudicious interference on the part of parents, who, under fancied grievances, complain to a magistrate. Unless the children receive some substantial injury his duty should be to refuse to interfere, and leave the question to be dealt with by those best conversant with it, namely, the Trustees of the schools themselves. In this case Miss Mathieson deserved support, and not censure, from the magistrate." And again: "I regret that in the exercise of an official duty my views should reflect on others who are also assuming to discharge official duties; but I think I am bound to declare as explicitly as possible, in the interests of education, that the discipline in the school, which the teacher can alone exercise beneficially, should not be impaired by the interference of School Trustees or Justices of the Peace, except in a case of undue severity or cruelty."

REPORT OF THE MINISTER OF EDUCATION FOR 1876.—From extracts published in advance from the annual report of the Minister of Education, for 1876, we learn that the total amount of money raised from all sources for the use of the Public Schools was \$3,393,655, a net increase of \$28,201 over the previous year. Of this sum \$1,553,574 was raised by school taxes levied by trustees, \$793,161 by municipal school assessment, \$270,576 by legislative grant, and the balance from various other sources. The amount expended for Public School purposes during the year was \$3,006,456, a net increase of \$13,375 over 1875. Of this sum, \$1,838,322 was spent in paying teachers' salaries, the increase due to this system being \$80,221. There was a decrease of \$4,718 in the amount expended on maps, prizes, &c.; an increase of \$2,290 in rents, repairs, &c.; a decrease of \$72,064 in the amount spent on buildings and sites; and a total increase of \$7,646 in other expenses. The large decrease in the expenditure for sites and buildings is satisfactory rather than the reverse, as will be seen from the remarks of the Minister quoted below; it is due not to any falling off in the liberality of the people, but to the fact that the great majority of the school sections of the Province are now supplied with good schoolhouses, and that the number of new buildings required is becoming annually smaller. The total school population of the Province (i. e., between 5 and 16) was 502,250, an increase of 1,167, while the number attending school was 490,537, an increase of 16,296. It is evident that the compulsory clauses of the School Act have produced some effect, and that by a little judicious management on the part of teachers, trustees, and inspectors most of the remaining 12,000 may soon be gathered in. It would be satisfactory to be able to report that all these pupils were in regular attendance on the schools in which they are enrolled. Only 20,921 attended over 200 days; 94,953 between 150 and 200; 108,122 between 100 and 150; 128,455 between 50 and 100; 91,012 between 20 and 50; and the large number of 46,474 less than 20 days. The child who attends school only four weeks in each year derives little benefit from his attendance, not to speak of non-compliance with the law. In addition to nearly 12,000 reported as not attending any school, this exhibit shows that there must have been at least from 180,000 to 190,000 registered pupils who did not receive the four months' schooling which the law provides as a minimum. The only satisfactory feature about this part of the report is the fact that while there is an aggregate decrease of 3,451 in the number attending less than 50 days, there is an aggregate increase of 18,747 in the number attending for a longer period. The average daily attendance for the year was

212,483, considerably less than 50 per cent. of the registered attendance, but showing an increase of 13,909. The average time for which the schools were kept open was eleven months and fourteen days. The number of teachers employed during the year was 6,185, an increase of 167. The number of schools was 5,042, an increase of 208. The highest salary paid a male teacher was \$1,000, and the average \$33, the latter being an increase of \$7, while the average salary of female teachers was \$268, an increase of \$8. Of the 6,185 certificates held by teachers 241 were first-class Provincial, 1,201 second-class Provincial; 372 old first-class County Board, 139 old County Board seconds, 51 old County Board thirds, 3,688 new County Board thirds, and 493 interim certificates. The increase in the number of first-class Provincial certificates was 5; of second-class Provincial, 113; of old County Board thirds, 22; and of new County Board thirds, 136. There was an aggregate decrease of 63 in old County Board certificates of the first and second classes. The number of Roman Catholic schools was 167, an increase of 11. The amount of money raised from all sources was \$106,483, an increase of \$15,856. The number of pupils in attendance at these schools was 25,294, an increase of 2,621, and the average attendance 12,779, an increase of 1,005. The following remarks accompany the extracts from which the above information is derived:—"The increase of receipts and expenditure, although less than usual, is nevertheless, considering the existing monetary and commercial depression of the year 1876, satisfactory. Teachers' salaries, which, at the time of the passing of the School Act of 1871, were, for males, \$449; for females, \$224; are now \$533 and \$268—an increase in the former case of \$84, and in the latter of \$44 per teacher. The amount paid for teachers' salaries in 1871 was \$1,191,476; and in 1876, \$1,838,322—being an increase of \$646,846. The sum expended on schoolhouses, although it has decreased \$72,064 in 1876, has greatly increased during the past six years. For instance, in 1871 \$261,833 were expended on schoolhouses; in 1876, \$630,265—being an increase of \$368,432—while in quality the comparison is equally gratifying. There were, in 1871, 898 brick schoolhouses, 425 stone, 1,928 frame, 1,425 log; in 1876, 1,417 brick, 514 stone, 2,253 frame, 742 log; increase, 519 brick, 89 stone, 325 frame, while the number of log houses has been diminished by no less than 683. Daily and average attendance in 1876 exhibit a very fair progress, as also the number of pupils in the different branches of education. Of certificates, Old County Board and Interim have decreased; the higher class certificates have increased. The average time of keeping the schools open has also increased three days."—*Globe*.

## NOVA SCOTIA.

A correspondent of the Halifax *Chronicle* pleads for the introduction of the Continental in preference to the English method of pronouncing Latin.

The examination of the Normal School, situated at Truro, was attended by a large number of educational notabilities. The work done by this establishment is producing good results.

The examinations of the University of Halifax, for first L.L.B., were held on the 17th, 18th and 19th July. The legal fraternity in Nova Scotia take great interest in the new University.

Mount Allison Wesleyan College, Sackville, N. B., has adopted the curriculum of the University of Halifax *en bloc*. This example will probably be followed by the other colleges.

King's College, Windsor, had a very successful session this year. The number of students is steadily increasing under the management of President Dart. The degree of D.C.L., was conferred on Rev. G. W. Hill, Chancellor of the University of Halifax.

The Education Office Scandal is not yet over. It is said, however, that the charges against the Superintendent have fallen to the ground; this would surprise few people, for he has always enjoyed a high reputation for integrity.

Archbishop Hannan, at the closing exercises of St. Mary's College, declared his intention of doing his utmost to place the College in the front rank of such institutions. He will appeal to the Catholics of the Diocese to aid him. The Archbishop is one of the most distinguished educationists in the Maritime Provinces.

The annual examinations of the Public Schools of Halifax occupied the first fortnight of July. Progress was manifest in nearly all the schools. The press asks that the girl's department in Morris Street School—the principal one at the south end—should be taught by more efficient teachers than hitherto.

A new High School is to be opened, and the pupils, boys only, will pay an annual fee of \$20. This is strongly objected to by

many. The head master, who will teach classics, is Rev. Canon Gilpin, D.D., Archdeacon. He was head master of the Grammar School and is an able scholar and an excellent teacher. A teacher of mathematics, with a salary of \$1400, and a teacher of English, with a salary of \$1200, are advertised for by the Board of School Commissioners. The post of teacher of Modern Languages is also vacant.

#### MANITOBA.

The Governor-General's silver medal was awarded to Mr. Patrick Haverty for mathematics, and the bronze medal donated by his Excellency was awarded Mr. N. Bétournay for French composition.

The Rev. J. Robertson, of Winnipeg, has been elected by the Board of Education as its representative on the Senate of the Provincial University.

The contractor of the Winnipeg Central School expects to have the building ready for occupation by the 1st of September. It is to be brick veneer, and will have a fine commanding appearance. When completed it will be the chief architectural ornament of the city.

St. John's and Manitoba Colleges have closed for the summer vacation. Also the two principal Ladies' Schools in the Province, Miss Bainatyne's and Miss Lane's. The summer vacations in the Public Schools are, in rural districts, from 1st August to 1st September, and in Winnipeg from 15th July to 1st September.

The examination for the Isbister Prizes, (£5, £4 and £3), open to all public schools in the Province, took place July 11th, and the Protestant School Boards Examination of Teachers commenced on the 10th July at Winnipeg and Portage la Prairie.

By the middle of November the St. John's College Ladies' School is to be furnished. It is to be a large and commodious building, costing about \$20,000, with Miss Hart Davies of the Oakfield Academy as Principal. It is to have a Board of Governors, the Bishop of Rupert's Land as President, and Rev. Canon Grisdale, Secretary. An English clergyman, connected with the Church Missionary Society, has become the founder of the institution by a handsome donation exceeding \$7,000.

The Unitary method of teaching arithmetic is followed in the Winnipeg Schools, and there seems to be a disposition to adopt the Canadian edition of Hamblin Smith's as the text book. In this edition the editors, besides adopting it to Canadian currency, have corrected numerous errors which have inadvertently crept into the English edition. Many new problems have been added and other improvements made.

For some months past the educationists of Manitoba have been discussing with much keenness the question of non-sectarian schools. The discussion took its origin with a bill which the Protestant section of the Board of Education intended to submit to the Legislature at its last session. Before the bill was drafted, the principles which it was to embody leaked out and were published in the *Globe*, though to no one in Manitoba were they known save the members of the Board. This excited a good deal of comment, which, together with a merciless flagellation which the Board received from the *Standard* on account of a new programme for the examination of teachers, and other regulations, so demoralized them that, though they drafted their bill and had it printed, they did not lay it before the Legislature at all, so hopeless was the prospect. At this time Archbishop Taché, somewhat alarmed for the safety of his "Denomination or Free Christian Schools," published, in successive numbers of the *Standard*, a long letter, subsequently issued in pamphlet form, in which His Grace maintained that the proposed system of national schools was contrary to the provisions of the British North America and Manitoba Acts, as well as subversive of all religious principles and so ruinous to society as to foster every vice and to stifle every virtue. To this a vigorous reply was immediately given by a member of the Protestant Board, generally supposed to be Rev. Mr. Robertson. Not long after this, there appeared a letter from *Libertas*, which attracted general notice for the ability with which it was written and the clearness with which it set forth the legal aspect of the question in favor of the non-sectarian system. Whether the points made in this letter are correct or not, which cannot probably be settled until the matter comes before some of the highest tribunals in the realm, it is generally admitted to be the most masterly production which has yet appeared on the subject. For some time after its appearance it was thought that no person of less legal acumen than Chief Justice Wood or some of the leading lawyers could have written it, though now it is popularly, and no doubt correctly credited to the pen of Rev. Prof. Boyce, of Manitoba

College. The Archbishop meanwhile continued his letter, presenting his objections from a social and religious point of view; the *Standard* itself took strong ground against His Grace's position, advocating the abolition of the dual system, favoring, however, such compromises as the permissive use of French, and options in text-books in history. Since then, with the exceptions of one or two anonymous letters, there has been a lull in the controversy. Thus far none have taken part in it except educationists immediately interested. The general public are too busy with the activities of life in a new country to give the matter close attention, though the probability is that at no distant day it will form an important plank in the political platform. The *Standard* newspaper, which has given considerable attention to educational topics, has had a change in its management of late, and rumour hath it that henceforth its position, with regard to these matters, will be similar to that of its contemporary the *Free Press*, which, while avowing non-sectarian principles, exhibits no anxiety to agitate at present such a thorny question.

—The Teachers of Boston have organized an Association for the purpose of "extending aid to sick and superannuated teachers." It is instituted under the City School Board, on a plan somewhat similar to that of the Superannuated Teachers' fund in the Province of Ontario.

—The next meeting of the Education Society of Eastern Ontario has been postponed until the 26th, 27th and 28th of December.

—A book agent, writing to his publishers concerning a valuable educational work, says that he is much discouraged, because seventy per cent. of the teachers are young girls, who do not hesitate to spend ten dollars for a fashionable bonnet, but can not be induced to spend two dollars for a work essential to success in their calling. While we believe the young man exaggerated, still his statement contains an element of truth. We have too many in the school-room, who seldom, if ever, read anything pertaining to their profession, or make any effort to improve their qualifications as teachers. It would be an interesting fact, if we could know the number of teachers who take an educational journal, or own so standard a work as "Page's Theory, and Practice of Teaching." Teaching should be an intellectual calling; it often is not, and years pass away in dull routine, with no genuine study into the art and science of that grandest of all callings, training the mind.—*Educational Weekly*.

### Departmental Notices.

#### REVISED REGULATIONS AS TO SCHOOL ACCOMMODATION.

APPROVED BY THE LIEUTENANT-GOVERNOR IN COUNCIL, MAY 8, 1877.

##### 1.—RURAL SCHOOLS.

The law as now amended (see sec. 17 (2) of Act 1877) requires Trustees of Rural School Sections to provide adequate school accommodation in their sections, "so as to accommodate at least two thirds of the children who have the right to attend the school of the section, according to the census taken by the Trustees for the next preceding year." This includes all children resident in the School Section, between the ages of five and twenty-one years, and also children from adjacent school sections, whom the Trustees are required to admit upon certain conditions.

The School accommodation required by the Act for Schoolhouses hereafter to be erected, is hereby defined as follows, and these requisites are to be construed to apply to existing Schoolhouses, so far as the circumstances of each Section may enable them to be complied with, without pressing unduly upon the resources of the Section. Inspectors will see to the carrying out of the Regulations. Special cases of omission or difficulty to be reported to the Department for decision or advice.

##### 1.—Rural School Site, House and Appendages.

1. *Fifty Children and under—Site.* When the number of children resident in a Section is fifty or under, the site for the schoolhouse shall not be less than half an acre in extent.

2. *Over Fifty Children—Site.* When the number exceeds fifty, the site shall not be less than an acre in extent.

3. *Kind of House.* On such site there shall be a substantial school-house of wood, brick, stone, etc. (the kind to be determined at the pleasure of the Trustees), set back at least ten yards from the road or street. The walls of the house shall not be less than ten feet high in the clear.

It shall not contain less than twelve square feet on the floor for each child who has the right to attend (to the extent of two-thirds of the total number, as aforesaid), so as to allow an area in each room, or gallery, for at least one hundred and twenty cubic feet of air for each child, including space for Teacher, platform and passages between the seats.\* It shall also be sufficiently warmed and ventilated, and the premises properly drained, to the satisfaction of the Inspector.

4. *Separate Entrances.*—In Schoolhouses for more than fifty pupils, there shall be separate entrances for boys and girls, with necessary cap and cloak-rooms attached.

5. *Fences.*—The School premises shall be strongly fenced, the play yards in the rear of the schoolhouse being invariably separated by a high and tight board fence, or wall; the front ground being planted with shade trees.

6. *Well.*—A well, or other means of procuring water for the school, satisfactory to the Inspector.

7. *Offices.*—Proper and separate offices for both sexes shall be provided at some little distance from the Schoolhouse, and suitably enclosed or otherwise masked.

## 2.—Schoolhouse Accommodation and Teachers.

3. *50 Resident Children.*—For a School Section having fifty resident children or under, there shall be a house with schoolroom, and comfortable sittings for the children, and the Trustees may also provide a gallery or class-room. There shall be one Teacher and, at the option of the Trustees, a Monitor to aid the Teacher.

4. *100 Resident Children.*—For a Section having one hundred children, there shall be a house with two class-rooms with comfortable sittings (one for an elementary and one for an advanced division), and the Trustees are recommended to provide a gallery. There shall be a Teacher and Assistant, and at the option of the Trustees a Monitor.

5. *150 Resident Children.*—For a Section having one hundred and fifty resident children a house having one gallery and two good class-rooms with comfortable sittings, and one Teacher, an Assistant and Monitor; or a house having a gallery and two apartments, one for an elementary, and one for an advanced department, with a Teacher and two Assistants in each. A Monitor may be appointed to prepare the younger children for the Master, the duty of the Assistant being confined to the preparation of the more advanced pupils.

6. *Over 150 Resident Children.*—For a Section having over one hundred to one hundred and fifty resident children, the regulation for accommodation for Village Schools shall apply.

## II.—CITIES, TOWNS AND VILLAGES.

It is the duty of the Public School Board under the amended law of 1877, to determine the number and kinds of schools to be established and maintained in the Municipality, and in order that this duty may be definitely regulated, the following are to be observed by the respective Public School Boards, that is to say:

### 1.—Schoolhouse Accommodation and Teachers.

1. *150 to 200 Resident Children.*—For a Village or Town School, having from one hundred and fifty to two hundred resident children, a brick, stone or frame house shall be provided by the Board, having in it one or two galleries and three apartments (one for an elementary, one for an intermediate division, and one for the highest division), and by means of a sliding door, one good class-room at least, common to the two latter; also three Teachers and an Assistant, and at the option of the Trustees, a Monitor. The area of each room or gallery shall be such as to secure a space of at least one hundred cubic feet of air to each child, to be accommodated therein. If necessary, Schools may be provided at the pleasure of the Trustees for the different departments in different parts of the village, town or division.

2. *200 Resident Children and upwards.*—For any village or town having two hundred resident children and upwards, a house or houses with sufficient accommodation for the different elementary and advanced divisions shall be provided as above prescribed.

### III.—AS TO ALL PUBLIC SCHOOLS.

The Offices shall be constructed so as to possess these essential particulars, viz.:

1. The Privy building, or Closet, should be masked from view, and its approach equally so.

2. There should be little or no exposure to mud or wet weather in reaching it.

3. There should be no unpleasant sight or odour perceptible.

4. The apartment should be well finished.

5. It should be kept entirely free from cuttings, pencilings, or markings, and scrupulously clean.

6. There should be, at least, two privies attached to each mixed

\* Thus, for instance, a room for fifty children would require space for 6,000 cubic feet of air. This would be equal to a cube of the following or equivalent dimensions in feet, viz., 30x20x10, which is equivalent to a room 30 feet long by 20 wide and 10 feet high.

NOTE.—Temperature.—In Winter, the temperature during the first school hour in the forenoon or afternoon, should not exceed 70 and 60 degrees during the rest of the day.

school, and they should be so separated that neither in approaching nor occupying them, can there be either sight or sound observed in passing, or from one to the other. This cannot be effected by a mere partition; nothing can secure the object but considerable distance, or extra heavy brick or stone walls resting on the ground. It is a serious error ever to omit this precaution.

2. *Furniture and Apparatus.*—Desks, seats, blackboards, maps, library, presses, books, and other furniture, necessary for the efficient conduct of the school, shall be furnished.

### SUGGESTIONS AS TO SCHOOL BUILDINGS.

Trustees and School Boards are recommended to pay due attention to the following particulars in the erection of schoolhouses, viz.:

1. The Schoolhouse should be but *one story high*, in rural sections.

2. A separate room should be provided for every fifty pupils enrolled in the School. By means of sliding doors these separate rooms could be thrown into one on special occasions.

3. Provision should be made for one or more galleries or class-rooms in every School, according to its size, as heretofore prescribed.

4. Separate entrances with outer porches to the Schoolhouse or room, for boys and girls, should invariably be provided where the number of pupils is over fifty.

5. The entrance porches should be external to the Schoolhouse.

6. The external doors of the Schoolhouse should open outwards.

7. The Schoolrooms must be well ventilated.

8. The light should be admitted to the School and Class-room behind or at the left of the children, and either from the East or North, but in no case should the children face it.

9. The window sashes should be made to move up and down on pulleys, and the sills should be about four feet above the floor.

10. Each schoolhouse should be provided with a bell.

11. If the house be brick, care should be taken to make the walls hollow, but air tight, otherwise the air will be damp inside.

NOTE.—Each Inspector is furnished by the Department, with Dr. Hodgins' book on School Architecture, which supplies useful plans and suggestions for the guidance of Trustees; and the Inspector will assist the Trustees in giving effect to the above recommendations.

ADAM CROOKS,

Minister.

EDUCATION DEPARTMENT, ONTARIO,  
May 10, 1877.

## CIRCULAR IN REGARD TO COUNTY MODEL SCHOOLS.

To Boards of Public School Trustees, Inspectors and Head Masters.

Toronto, July 20th, 1877.

In addition to my recent circular in regard to County Model Schools, the Honourable the Minister of Education desires me further to remark that:—

1. *Organization of County Model Schools.*—The duty of putting into operation the provisional County Model Schools, shall be performed by the Head Masters of the Schools, with the advice and under the supervision of the County Inspectors; by whom all the arrangements made shall be approved, subject to the final decision of the Minister. By County Inspectors, in the previous sentence, is to be understood the County Inspector in whose division the Model School is geographically included.

2. The County Inspectors above designated, are directed to ascertain without delay, and to inform the Department, whether the Trustees of the Schools that have been selected to perform temporarily the work of the County Model Schools, are willing to accept the nomination of their schools for this purpose.

3. In the event of the Trustees of the schools designated being prepared to accept the nomination of their school to serve temporarily as a County Model School, the Trustees and the Head Master are requested to observe that the school will open, for training purposes, on the 27th day of August next.

4. The few days between the opening of the County Model Schools, on the 27th August, for training purposes, and the opening of the Public Schools for their ordinary work, where this occurs at a later date than the 27th August, should be employed by the Head Masters in receiving and enrolling the teachers-in-training, in explaining to them the general character of the work with which they are to be occupied, and in delivering such preliminary instructions as may be necessary or suitable before the children attending the Public Schools are gathered together.

5. The Department has been asked for information as to the apparatus, with which Schools, acting as County Model Schools, must be furnished. For the present year, this must necessarily be left somewhat indeterminate. The Minister, in determining what may suffice for the present year, will be very much guided by the opinion of the County Inspectors.

II. *Inspection of County Model Schools.*—1. The Minister of Education having intimated his intention to get the work of temporarily inspecting

County Model Schools done by the Central Committee, who may assign it to any of their number the Central Committee have appointed the four members of the Committee, who are Public School Inspectors, as a sub-committee for this purpose.

2. The above-mentioned inspection through a sub-committee of the Central Committee is not intended to interfere in any measure with the authority and rights of Public School Inspectors. Public School Inspectors retain all the powers they have hitherto possessed in regard to the oversight of Public Schools. But it is desirable, with a view to possible future arrangements, that the Minister of Education should be in possession of a more special and systematized information than could be furnished by the reports of the Public School Inspectors generally. It has, therefore, been decided to make an independent inspectoral visitation of the County Model Schools, with the exclusive object of ascertaining how they are fulfilling their functions as training institutions.

III. *Candidates who shall be admitted into the County Model Schools. Cases in which attendance will not be required.*—1. The teachers-in-training, who shall have the privilege of attending the several schools acting as County Model Schools, for the first and second sessions respectively, shall be selected from candidates fulfilling the prescribed conditions, by the several County Boards of Examiners. While the County Boards, as the parties best acquainted with all the circumstances that should be taken into account, are left to their full discretion in making the selection, it is suggested, that, as a rule, they give the preference to those candidates who have been most successful in passing the non-professional examination for Third Class Certificates. Not more, however, than twenty-five candidates should be admitted to any Model School without the special concurrence of the County Inspector, for reasons which may appear to justify the admission of a larger number.

2. Enquiries have been addressed to the Department as to whether Teachers, who are at present teaching on Permits, or County Board Certificates, and who may succeed in passing the approaching non-professional examination for Third Class Certificates, must attend the County Model Schools, before obtaining a Third Class Certificate. The Minister is of opinion that the just claims of all parties will be best provided for, and the least amount of hardship, consistent with the general educational interests of the Province, inflicted on individuals, by leaving the decision of this question in the hands of the County Boards. Should a County Board be of opinion that a teacher, who is at present teaching on a Permit, or County Board Certificate, and who may succeed in passing the approaching non-professional examination for Third Class Certificates, has had an amount of practical experience substantially equivalent to what would be gained by attendance at a County Model School, they may grant a special Third Class Certificate to such Teacher. Their action, however, must be reported to the Minister, and must be subject to his approval.

IV. *Conclusion.*—The Minister of Education, in inaugurating the very important change in the system of training teachers to which this Circular refers, invites the friendly co-operation of the Trustees and the Head Masters of the Schools selected to act as County Model Schools. The success of this scheme must depend very much on the intelligence and devotion with which the Masters, in particular, enter on the performance of the responsible duties assigned to them; and it is the earnest request, as it is the confident expectation of the Minister, that these gentlemen, called to undertake a branch of work which must be new to most of them, will prepare themselves for it as thoroughly as possible, and will be zealous in endeavouring to contribute, in this as in other ways, to the intellectual and moral advancement of the Province.

LIST OF PUBLIC SCHOOLS SELECTED TO BE TEMPORARILY USED AS COUNTY MODEL SCHOOLS.

County or Riding.	Place.	School.
Essex	Windsor	Public School.
Kent	Chatham	Central School.
Lambton	Sarnia	Public School.
Elgin	St. Thomas	Public School.
Middlesex, E.	London	Central School.
" W.	Strathroy	Public School.
Huron, N.	Clinton	"
" S.	Goderich	"
Bruce, E.	Walkerton	"
" W.	Kincardine	"
Grey, N.	Owen Sound	"
" S.	Durham	"
Wellington, S.	Guelph	"
" N.	Mount Forest	"
Perth	Stratford	"
Waterloo, S.	Galt	"
" N.	Berlin	"
Oxford	Woodstock	"
Brant	Brantford	"
Norfolk	Simcoe	"
Haldimand	Caledonia	"
Welland	Welland	"
Lincoln	St. Catharines	"
Wentworth	Hamilton	"

Halton	Milton	Public School.
Peel	Brampton	"
York	Yorkville	"
"	Nowmarket	"
Simcoe, N.	Barron	"
" S.	Bradford	"
Ontario	Whitby	"
Durham	Port Hope	"
Victoria	Lindsay	"
Northumberland	Cobourg	"
Peterborough	Peterborough	"
Prince Edward	Pictou	"
Hastings	Bolleville	"
"	Madoc	"
Lennox	Newburgh	"
Addington	Napanee	"
Frontenac	Kingston	"
Renfrew	Pembroke	"
Lunark	Perth	"
Leeds	Brockville	"
"	Prescott	"
Carleton	Ottawa	"
Dundas	Morrisburgh	"
Stormont	Cornwall	"
Prescott	Vankleek Hill	"
Russell	"	"
Glengarry	Martintown	"

The Department relies upon your co-operation in successfully carrying out the Regulations on the subject.

I have the honour to be, Sir, your obedient servant,

J. GEORGE HODGINS,

Deputy Minister of Education.

APPORTIONMENT OF GRANT TO THE HIGH SCHOOLS.

From a communication addressed to the Minister of Education, a misapprehension appears to exist in regard to the principles on which the sum of \$10,000 is annually distributed to the High Schools on the recommendation of the Inspectors. These principles are fully explained in the regulation instituting the present system of payment by results. The regulation in as follows:—

III. *A part on the results of inspection.*

The sum of say ten thousand dollars will be distributed amongst the schools, according to their efficiency as determined by the report of the Inspectors. In classifying the schools with a view to the distribution of the part of the grant which it is proposed to apportion on the results of the inspection, account will be taken of the following:

- (a) School accommodation, condition of school premises, general educational appliances, (maps, apparatus, &c)
- (b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, etc.
- (c) Character of the work done between the two limits mentioned below; so that any school which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work they may do below this higher limit.
- (d) The quantity and quality of the work which may be done beyond the higher limit, i.e., by those pupils who shall continue their studies in the higher course prescribed for those who pass the Intermediate Examination.
- (e) Government, Discipline, General Morale.

SUB-EXAMINERS, UNDER THE COMMITTEE.

(Copy of an Order in Council, approved by His Honor the Lieutenant-Governor, the 12th day of July, A. D. 1877.)

Upon recommendation of the Honorable Arthur Sturgis Hardy, acting Minister of Education, the Committee of Council advise that the following gentlemen be appointed sub-examiners under the Committee for second-class teachers and for intermediate certificates, namely, the following Public School Inspectors:—A. Campbell, S. P. Davis, J. Dearness, M. J. Kelly, C. Moses, J. J. Wadsworth, and Messrs. C. Clarkson, B. A., W. Scott, B. A.; and that the following gentlemen be appointed substitutes, should any of the above be prevented from acting, namely: Adam Johnston, B.A., Classical Gold Medallist; J. E. Wetterell, B.A., Prince of Wales Prizeman; Dr. Evans, of Trinity College; J. L. Davidson, Provincial Gold Medallist, Model School, Toronto.

Certified.

(Signed)

J. G. SCOTT,

Clerk Executive Council, Ont.

The Honorable A. S. HARDY,  
Acting Minister of Education.

**SUPERANNUATED TEACHERS.**

(Copy of an Order in Council, approved by His Honor the Lieutenant-Governor, the 12th day of July, A. D. 1877.)

Upon the recommendation of the Honorable the Provincial Secretary, acting Minister of Education, the Committee of Council advise that the teachers named in the annexed list, having complied with the law and regulations in that behalf, be granted pensions as superannuated teachers in accordance with the provisions of the Act.

Certified.

(Signed) J. G. SCOTT,  
Clerk Executive Council, Ont.

12th July, 1877.

The Honorable THE MINISTER OF EDUCATION.

**SUPERANNUATED TEACHERS.**

The Deputy reports to the Minister of Education that he has carefully examined the accompanying applications of Public School Teachers, and as they have complied with the law and regulations on the subject, respectfully recommend the applicants for superannuation, viz.:

I.—OVER SIXTY YEARS OF AGE.					
Name.	Religion.	Birth-place.	Residence.	Age.	Service in Ont.
Bernard Daly.....	R. Catholic.	Ireland	Chatham ..	61	38½ years.
John Dunlop.....	C. Apostolic	do.	Kingston ..	75	18½ "
Patrick O'Brien.....	R. Catholic	do.	St. Catharines.	62	17 "
Rich'd W. Young, M.A.	Methodist.	do.	Toronto ..	60	26 "

II.—UNDER SIXTY YEARS OF AGE AND DISABLED FROM TEACHING.					
Name.	Religion.	Birth-place.	Residence.	Age.	Service in Ont.
Adolphus Andrews.....	Methodist.	England	Tp. Westminster	55	21 "
Richard H. Banks.....	do.	Ontario	Durham ..	37	14 "
Wm. M. Crewson.....	Disciple ..	do.	Acton ..	52	21 "
Wm. H. Moredith.....	Methodist.	England	Toronto ..	51	23 "
Jeremiah W. Palmer.....	Presbyterian	Ontario	Whitby.....	50	19 "

Respectfully submitted.

(Signed) J. GEORGE HODGINS,  
Deputy Minister.

EDUCATION DEPARTMENT,  
June 20th, 1877.

**CHANGES TO BE MADE IN LATIN AND ENGLISH LITERATURE.**

(Copy of an Order in Council, approved by His Honor the Lieutenant-Governor, the 12th day of July, A. D. 1877.)

The Committee of Council have had under consideration the annexed report of the Honourable Wm. Hardy, Acting Minister of Education, with reference to certain changes to be made in the portions of Latin and of English Literature to be read for the December Intermediate Examination, and advise that the same be acted upon.

Certified.

(Signed) J. G. SCOTT,  
Clerk Executive Council, Ont.

12th July, 1877.

The Honorable A. S. HARDY,  
Acting Minister of Education.

The undersigned respectfully begs to report for the consideration of His Honor the Lieutenant-Governor in Council, the following respecting the Education Department, that is to say:—

The Central Committee of Examiners recommend, in view of the revised curriculum of the University, that the following changes be made in the portions of Latin and English Literature to be read for the December Intermediate Examination:—

(a) *Latin*.—For Cæsar, Book II., substitute Cæsar Bellum Britannicum, being Book IV., chapters 20-38, and Book V., chapters 1-23.

(b) *English Literature*.—For Gray's Elegy, substitute Goldsmith's Deserted Village. The other subjects to remain as before, viz.: Virgil, Æneid, Book II., lines 1-300, and Scott's Lady of the Lake.

The undersigned would respectfully recommend that an Order in Council be passed to give effect to the above modifications.

Respectfully submitted.

(Signed) ARTHUR S. HARDY,  
Pro.-Minister of Education.

EDUCATION DEPARTMENT,  
Toronto, 1877.

**THE ANNUAL CONVENTION OF THE TEACHERS' ASSOCIATION OF THE PROVINCE OF ONTARIO.**

To the Teachers, Inspectors of Schools, and Friends of Education, in the Province of Ontario:

The Seventeenth Annual Convention of the Ontario Teachers' Association will be held in the Examination Hall of the Normal School

Buildings, Toronto, on Tuesday, the 14th day of August next, at two 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, on the presentation of certificates, at the beginning of the journey.

Efforts will be made to secure accommodation on as favourable 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 the Session, to give the necessary information.

The order of business will be as under:—

2 p. m. Tuesday—Treasurer's Report; Samuel McAllister, Esq.

2.30 p. m.—Township School Boards; Jos. H. Smith, Esq.

7.30 p. m.—Opening Address: President, Rev. Principal Cavan.

Reception of Delegates.

2 p. m. Wednesday—Uniform Promotion Examinations in Public Schools; Jno. M. Moran, Esq.

3.30 p. m.—Training Schools for Teachers; William Macintosh, Esq.

7.30 p. m.—The Rev. Dr. Fyfe.

Reception of Delegates.

2 p. m. Thursday—Nomination of Officers.

2.15 p. m.—The relation of the Public and High Schools Programmes; William Tassie, LL.D.

7.30 p. m.—Dr. Ellis on some subject in Chemistry with experiments.

John Irwin, Esq., Dissolving Views of Nares's Polar Expedition, Polarized Light, Solar Spectrum, Astronomy, &c.

**PUBLIC SCHOOL SECTION.**

Arithmetic, Algebra and Geometry. How they should be taught in Public Schools, by Thos. Kirkland, M. A. (Toronto Normal School).

Institute Lesson on Object Lessons, by James Hughes, I.P.S., Toronto.

**INSPECTORS' SECTION.**

Report Forms and Registers.

School Inspection.

**HIGH SCHOOL SECTION.**

University Curriculum.

Intermediate Examinations; John Seath, B.A.

The following reports will be presented, viz.:—

Report of the Public Masters' Section.

Report of the Public School Inspectors' Section.

Report of the High School Masters' Section.

An Excursion on Friday, the 17th, to Niagara and the Falls at reduced rates.

Any member of the 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 that 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."

ARCHIBALD McMURCHY.

Secretary.

COLLEGIATE INSTITUTE,

Toronto, June, 1877.

**ROLPH, SMITH & CO.,**

Engravers, Lithographers, Die Sinkers and Embossers.

All kinds of Debentures engraved or lithographed. Estimates furnished.

Monograms, Crests, Arms, Book Plates, Visiting, Wedding and Invitation Cards a Specialty.

Seals and presses. Arms and crests formed and engraved or painted.

36 WELLINGTON ST. EAST, TORONTO.



# SCHOOL BOOKS PUBLISHED BY W. & R. CHAMBERS.

Etymological English Dictionary Edited by JAMES DONALD, F.R.G.S., &c. .... 600 pages. Cloth, \$1; roan, \$1 35		
		<i>Pages.</i>
History of Scotland. By R. ANDERSON .....	256 .....	45
Franco, History of. By W. CHAMBERS. ....	392 .....	75
Historical Questions. By W. CHAMBERS .....	210 roan, .....	75
Historical and Miscellaneous Questions, with Answers. By W. CHAMBERS, LL.D. ....	428 roan, 1 35	
Physical Geography. By A. FINDLATER, LL.D. ....	120 .....	30
The Girls' Reading-Book. A Manual of Domestic Economy .....	224 cloth .....	45
Algebra: Theoretical and Practical .....	432 .....	75
Key to Algebra. ....	228 .....	75
Plane Geometry .....	sowed, 30c; 282 cloth .....	45
Key to Plane Geometry .....	108 .....	60
Practical Mathematics. 330 diagrams. ....	544 .....	1 00
Key to Practical Mathematics .....	1 00 .....	1 00
Mathematical Tables. <i>New Edition</i> .....	480 .....	1 00
Trigonometrical Tables .....	80 .....	45
Grammar of the Latin Language .....	444 .....	1 20
Latin Grammar, Elementary .....	212 .....	60
Latin Dictionary—Latin and English .....	818 .....	1 75
Latin-English Part .....	452 .....	1 00
English-Latin Part .....	366 .....	1 00
First German Reading-Book .....	158 .....	45
Second German Reading-Book .....	292 .....	75
German Grammar, Elementary .....	144 .....	45
....., Advanced .....	346 .....	90
Phrase-Book, English-German .....	156 .....	45
German Dictionary—German and English .....	954 .....	1 75
German-English Part .....	418 .....	1 00
English-German Part .....	506 .....	1 00
<b>Elementary Science Manuals—</b>		
Annual Physiology. By Prof. M'KENDRICK .....	45 .....	45
Astronomy. " A. FINDLATER, LL.D. ....	25 .....	25
Chemistry. " Professor CRUM BROWN .....	30 .....	30
Electricity. " JOHN COOK, M.A. ....	30 .....	30
Geology. " JAMES GEIKIE, F.R.S. ....	30 .....	30
Historical Geology. " JAMES GEIKIE, F.R.S. ....	30 .....	30
Language. " A. FINDLATER, LL.D. ....	25 .....	25
Mythology. " A. S. MURRAY, British Museum. ....	30 .....	30
Zoology. " A. WILSON, Ph. D. ....	45 .....	45

## REPRINTS OF ENGLISH CLASSICS.

WITH INTRODUCTIONS, NOTES, &c. FOR USE IN SCHOOLS.

	<i>Pages.</i>	<i>Sewed.</i>	<i>cts.</i>
Addison on Paradise Lost. Cloth, .....	140 .....		25
Addison on the Imagination .....	48 .....		08
Addison's Sir Roger de Coverley .....	56 .....		10
Byron's Childe Harold .....			30
Cantos I, II, III, (each) .....			05
Canto IV. ....			10
Byron's Prisoner of Chillon, and part of Mazoppa .....	32 .....		05
Campbell's Pleasures of Hope .....	48 .....		08
Coleridge's Ancient Mariner, and other Poems. ....	28 .....		05
Cowper's John Gilpin and the Task—Book I. ....	40 .....		05
Dryden's Virgil's <i>Aeneid</i> —Books II, and III, .....	48 each, .....		08
Book VI .....	64 .....		10
Goldsmith's Traveller, Deserted Village, and Hermit .....	40 .....		05
Gray's Odes and Elegy. ....	56 .....		10
Macaulay's Essay on Milton .....	72 .....		10
Milton's Paradise Lost—Books I, II, III .....	32 each, .....		05
Milton's Comus. ....	56 .....		10
Milton's Samson Agonistes .....	64 .....		10
Milton's L'Allegro, Il Penseroso, &c. ....	24 .....		05
Pope's Essay on Criticism. ....	32 .....		05
Pope's Essay on Man .....	56 .....		10
Scott's Lady of the Lake. In one vol. cloth .....	192 .....		30
In Six Cantos. ....	32 each, .....		05
Scott's Lay of the Last Minstrel, cloth. ....	128 .....		30
Cantos I, II .....	40 each, .....		05
Cantos III, IV .....	40 .....		05
Cantos V, VI. ....	48 .....		08
Scott's Marmion, with Notes .....	256 cloth .....		30
Cantos I to IV. ....	36 to .....		40 each, 05
Canto V .....	48 .....		08
Canto VI .....	56 .....		10
Thomson's Seasons—Spring .....	32 .....		05
Winter .....	40 .....		08
Wordsworth's Excursion—Books I, III and IX .....			05

W. & R. CHAMBERS, London & Edinburgh, and to be had to order from all Booksellers.

# STEPHENS' WRITING FLUIDS & COPYING INKS

Have received the highest awards every time they have been exhibited. PARIS, 1867, HAVRE, 1868; AMSTERDAM, 1869, LYONS, 1872, VIENNA, 1873, PHILADELPHIA, 1876. They embrace the higher qualities of Writing and Copying Inks, and each possesses some special character adapted to the many different requirements of Correspondence and Counting House. These distinctive features, and their general excellence, make them preferable to, and more widely useful than, the ordinary class of manufactures.

**STEPHENS' BLUE BLACK WRITING FLUID.      STEPHENS' BLUE BLACK COPYING INK.**  
**STEPHENS' SCARLET INK FOR STEEL PENS.**

The above, with every description of WRITING and COPYING INK, GUM MUCILAGE, to resist Fermentation in hot climates, QUILLS and SEALING WAX, are manufactured by

**H. C. STEPHENS, CHEMIST,**

Proprietor of Stephens' and of H. C. Stephens' Labels and Trade Marks, 171 Aldersgate Street, LONDON, E.C.

Sold by all Booksellers and Stationers throughout the World.

**BEATTY'S SYSTEM OF PRACTICAL PENMANSHIP.**

Ready September 1st.

A Canadian system of penmanship, especially adapted for High and Public Schools, completing numbers.

ADAM MILLER & Co., TORONTO.

**COMPLETE COMPOSITION EXERCISE BOOKS.**

For Junior and Senior Classes.

By JAS. HUGHES, ESQ., P. S. Inspector, Toronto.

Nos. 1 and 2, 10c. each. No. 3, 20c.

**CANADIAN SPELLING BLANKS.**

In three Nos.

The most complete Dictation Exercise Books published.

PRICE . . . . 10 CENTS EACH.

Adam Miller & Co., Publishers.

## YOUNG LADIES' COLLEGE, BRANTFORD, ONT.

REV. WM. COCHRANE, D.D., President,  
REV. A. F. KEMP, LL.D., Principal.

With a full staff of competent teachers and governesses. The College will re-open on

**THURSDAY, SEPTEMBER 6th.**

Early application, to secure rooms, is necessary. The new calendar may be had on application to the Principal, or to

WM. SANDERSON,  
Secretary.

Brantford, Ont., July 26, 1877.

## NOTRE DAME DU SACRE CŒUR.

Young Ladies' Literary Institute, Ottawa.

This Educational Establishment, situated in one of the finest localities of the capital, was founded in the year 1847. Its buildings are spacious, well ventilated and heated. Exceptionally favorable opportunities are afforded to all young ladies, without distinction of Religion or Nationality, to acquire a thorough education. The entire course is taught both in French and in English. The remarkable proficiency hitherto obtained by the Pupils places the Young Ladies' Literary Institute among the first educational Institutions of the Dominion. Unprecedented advantages are enjoyed for the thorough understanding and practice of Music.

The Scholastic Year is divided into two sessions of five months each, beginning respectively with September and February.

**TERMS PER SESSION (5 months)**  
BOARD, TUITION, BED, AND WASHING ... \$63.00  
Music, Drawing and Painting form extra charges.

For full particulars apply to  
THE LADY DIRECTRESS, YOUNG LADIES' LITERARY INSTITUTE,  
RIDEAU STREET, OTTAWA.

## New Series of Reading Books.

By J. W. LAURIE.

Pronounced by all who have used it to be "The very best Series yet published."

## The Kensington Series OF READING BOOKS,

Including Reading, Writing, Arithmetic, Dictation  
Composition, Spelling, Derivations. Illustrated.

(Specially designed as a School and Home Lesson Series.)

This Series was produced after an examination of all the best Reading Books in use on the Continent and in America, and after consultation with the highest educational authorities, many of whom contributed original matter to the Series. Based on a system of perfect graduation of language and subject matter, the books are suited in every respect to Government wants, although more comprehensive in their educative aim, which is, to train and instruct, as well as interest and attract the pupil. An educationist of eminence praises highly "the manly, bright, and cheerful tone which pervades this Series—the cultivation of head and heart receiving equal attention," and observes their perfect adaptability for both Government and Middle-Class Schools.

Books 1 to 6, from 10c. to 30c. Each.

Poetry, Elocution and Literature.

ARMSTRONG'S POETICAL READINGS	30c
RICHSON'S ELEMENTS OF ELOCUTION	45c
ROSS'S SYSTEM OF ELOCUTION	90c
GRAY'S ODES, with Notes	15c
DESERTED VILLAGE, with Notes	05c
THREE HUNDRED LINES OF POETRY, Notes	5c
ARMSTRONG'S COMPENDIUM OF ENGLISH LITERATURE	45c
LAURIE'S SELECTIONS	45c
MONFRIES' CHAUCER, with Notes	60c
WILSON'S SELECTIONS, with Notes	60c
WILSON'S POETICAL READER	30c

THOS. LAURIE, Edinburgh.

LAURIE'S EDUCATIONAL ALMANAC AND MOTTO CALENDAR, post free on application to ADAM MILLER & Co., Toronto.

COUNTY OF SIMCOE.

## TEACHERS! TEACHERS!

Examination Papers in Arithmetic. By McLellan & Kirkland . . . \$1 00  
Hints and Answers to ditto . . . 50  
Mason's English Grammar, authorized . . . 75  
Kirkland's Elementary Statistcs, " . . . 1 00  
Swinton's Language Lessons, " . . . 25  
Also, any of the recently authorized Text-Books supplied by me, and at the most liberal discount  
Send in your orders.

E. H. EDWARDS,  
"The Bookstore."

Barrie, Aug., 1877.

## SCHOOL FURNITURE

of all kinds and every desirable quality manufactured by

R. HAY & Co., TORONTO, ONT.

OFFICE AND SALESROOMS:

Nos. 19 and 21 King Street West.  
Factory—Cor. Front and Bay Sts.

Trustees about to furnish Public, or County Model Schools will find it to their advantage to write for our illustrated descriptive catalogue, giving cuts and full information respecting the latest and most approved styles of school desks.

WILLIAM WARWICK,

Wholesale Bookbinder,

8 & 10 Wellington St. East,

TORONTO.

W. W. begs to intimate to Publishers, Printers Authors, and the Trade, &c., that he executes in the best STYLE, and on the most reasonable TERMS, every description of

Wholesale Book-binding, either in Cloth or Leather.

His stock of Engraved Brass Dies is large and varied.

His powerful Machinery and Steam Power gives him great advantage in the rapid execution of Large Orders.

W. W. has a separate Department for Account-Book Binding, and is prepared to undertake every description of Work, including the supply of Paper, Printing, Ruling, Perforating and Paging of Books for Commercial purposes

Applications for Estimates for Binding, Paper and Printing, &c., will be promptly furnished.

**HUNTER ROSE & CO**  
PRINTERS  
BOOKBINDERS PUBLISHERS  
PAPER RULERS  
BLANK BOOK MANUFACTURERS  
ELECTROTYPE & STEREOTYPE  
25 WELLINGTON STREET  
TORONTO

# Perry & Co's Illustrated List

**STATIONERS**



**SUNDRIES.**



The object of this Penholder is to make Children hold the Pen correctly ; i. e., to keep their fingers in a correct position, so as to prevent them from forming a habit of holding the Pen in an improper manner, and consequently spoiling their hand for life. Its name is derived from Greek Terms, indicating the holding of the fingers (dactyli) in a correct (orthos) position.

**ALUMINUM GOLD PENCILS.**

No.	Description	Per Doz.
5002	Small Engine-turned	\$3 60
5003	Ditto, ditto, Sliding Point	4 20
5004	Engine-turned, Sliding, with Seal	9 60
5005	Ditto, Pen and Pencil at either end	8 00
5008	Small, Engine-turned, with Ring	4 20
5009	Small, Engine-turned, with Ring, Sliding, with Seal	9 00



5020	Spiral Motion, Engine-turned, with Reserve	\$6 00
8020	Do. do., 2nd quality	3 50
8021	Do. do., with Reserve	4 50



5023	Small Telescopic	\$6 00
------	------------------	--------



5024	Pen and Pencil, Engine-turned	\$12 00
5025	Cross Pattern, ditto	12 00

Also Spiral Motion with Ring, Pen and Pencil, Telescopic, Toothpick, Engine-turned do., Gold Pick, Pen, Pencil and Knife, Secret Motion, &c., &c.

**ELASTIC WEBBING BANDS.**



No.	Description	Per Gross.
3050	on Cards of 2 dozen	\$2 40
3060	Ditto, ditto	4 80
3090	Ditto, ditto	7 20
3069	Ditto, 1 1/2 dozen	9 00
3070	Ditto, 1 1/2 do.	10 80

**PERRY & CO'S INSTANTANEOUS INK EXTRACTOR.**

**Sealing**



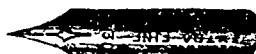
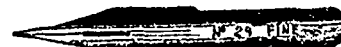
**Wax.**

City of London Red, per lb.	\$1.05	Commercial Superfine Red, pr. lb.	45c.
" " Black "	75	Fine Red	45c.
Vermillion	75	Parcel Wax, Red	30c.
Mercantile	60	" Brown	20c.

**PERRY & CO'S SUPERIOR PENS.**

Extra Hard for the Counting House.

No. 305	Triangular Slit, Med. or Fine	Per Gross, 45c.
" 306	Oval Slit, Ditto	" 45c.
" 307	Circular Slit, Ditto	" 45c.



No. 21	General Purpose, B.M., F., E.F.	Per Gross, 30c.
" 22	Ditto, E.F.	" 30c.
" 23	Ditto, B.M., F., E.F.	" 30c.
" 24	Ditto, M.F.	" 30c.
" 25	Small Ladies' Extra Fine	" 30c.
" 27	Elastic, B., M., F., E.F.	" 30c.

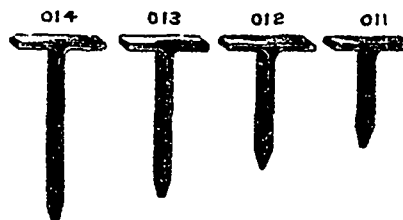


No. 31	Mercantile, M., F.	Per Gross, 45c.
" 33	Ditto, B.M., F., E.F.	" 45c.
" 34	Ditto, M.F.	" 45c.
" 36	Classical, B., M., F., E.F.	" 45c.
" 138	Spear-Pointed, Balance Spring, M., F., E.F.	" 45c.
" 330	Commercial, Super Extra Fine	" 45c.
" 420	Broad, Medium, Fine, or Extra Fine	" 45c.
" 871	The Boz Pen, B., M., F., E.F.	" 45c.
" 871	Ditto, ditto, 1/2 gross boxes	" 45c.

**CHEAP SERIES OF PENS.**

No. 4	Bright 3 Hole, Fine, or E. Fine	Per Gross, 20c.
" 5	Henry, Medium, Fine, or E. Fine	" 20c.
" 6	Emanuel, ditto	" 20c.
" 7	Bronze 3 Hole, ditto	" 15c.
" 8	Shoulder, Medium, Fine, or E. Fine	" 20c.
" 9	Broad Spear, ditto	" 18c.
" 181	Shell Fish Pen, M., F., E.F.	" 20c.
" 1001	Shoulder Pen, B.M., F., E.F.	" 10c.

**IMPROVED REGISTERED PAPER BINDERS.**



The head or top of these Binders being arched, they are much stronger than, and superior to, any others.

In Gross or Half Gross Boxes, at Lowest Rates.

**WORKS—Lancaster St., and Graham Street, Birmingham.**

**OFFICES:**

<b>LONDON.</b> 91 and 20 Holborn Viaduct, and 3 Cheapside, E.C.	<b>NEW YORK.</b> William Street.	<b>BRUSSELS.</b> Rue Du Musee.	<b>FRANKFORD, O./M.</b> Crosse Sandcosse.	<b>AMSTERDAM.</b> Kalverstraat.
--	-------------------------------------	-----------------------------------	--	------------------------------------

# Approved Modern Educational Works.

The CHILD'S LATIN ACCIDENCE, extracted from Canon KENNEDY'S *Classical Latin Primer*; containing all that is necessary to lead Boys up to the Public School Latin Primer. 12mo, 30cts.

KENNEDY'S CHILD'S LATIN PRIMER, or FIRST LATIN LESSONS; with Questions and Exercises. 12mo, 60cts.

The PUBLIC SCHOOL LATIN PRIMER. Edited with the sanction of the Head-Masters of the Nine Public Schools included in Her Majesty's Commission. 12mo, 75cts.

SUBSIDIA PRIMARIA, STEPS to LATIN; Easy Companion-Books to the Public School Latin Primer. By the Rev. Canon KENNEDY. PART I. *Accidence and Simple Construction*, 75cts. PART II. *Syntax*, \$1.

The Key to PARTS I and II, \$1.50.

SUBSIDIA PRIMARIA, PART III. *Manual of the Rules of Construction in the Latin Compound Sentence; a SUPPLEMENT to the Public School Latin Primer.* By the Rev. Canon KENNEDY. 12mo, 30cts.

The Rev. Dr. WHITE'S JUNIOR STUDENT'S COMPLETE LATIN-ENGLISH and ENGLISH-LATIN DICTIONARY. Square 12mo, \$3.60.

Separately,—

The LATIN-ENGLISH DICTIONARY, \$2.25.

The ENGLISH-LATIN DICTIONARY, 1.65.

The Rev. Dr. WHITE'S LATIN-ENGLISH DICTIONARY, for the Use of Middle-Class Schools. Square fcap. 8vo, 90c

GRAMMAR-SCHOOL TEXTS, with English Vocabularies. Edited by JOHN T. WHITE, D.D. Oxon.

## GREEK TEXTS:—

ÆSOP (Fables) and PALÆPHATUS (Myths). 30cts.

HOMER, Book I. of the Iliad. 30cts.

LUCIAN, Select Dialogues. 30cts.

XENOPHON, Book I. of the Anabasis. 45cts.

XENOPHON, Book II. of the Anabasis. 30cts.

ST. MATTHEW'S GOSPEL. 75cts.

ST. MARK'S GOSPEL. 45cts.

ST. LUKE'S GOSPEL. 75cts.

ST. JOHN'S GOSPEL. 45cts.

ST. PAUL'S EPISTLE to the ROMANS. 45cts.

## LATIN TEXTS:—

CÆSAR, Gallic War, Book I. 30cts.

CÆSAR, Gallic War, Book II. 30cts.

CÆSAR, Gallic War, Book III. 22½cts.

CÆSAR, Gallic War, Book IV. 22½cts.

CÆSAR, Gallic War, Book V. 30c.

CÆSAR, Gallic War, Book VI. 30c.

CICERO, Cato Major. 45cts.

CICERO, Lælius. 45cts.

EUTROPIUS, Roman History, I and II. 30cts.

EUTROPIUS, Roman History, III & IV. 30cts.

HORACE, Odes, Book I. 30cts.

HORACE, Odes, Book II. 30cts.

HORACE, Odes, Book III. 45cts.

HORACE, Odes, Book IV. 30cts.

NEPOS, Miltiades, Cimon, Pausanias, Aristides. 22½cts.

OVID, Selections from Epistles and Fasti. 30cts.

OVID, Select Myths from Metamorphoses. 22½c.

PHÆDRUS, Select Easy Fables. 22½c.

PHÆDRUS, Fables, Books I and II. 30cts.

SALLUST, Bellum Catilinarium. 45cts.

VIRGIL, Georgics, Book IV. 30cts.

VIRGIL, Æneid, Book I. 30cts.

VIRGIL, Æneid, Book II. 30cts.

VIRGIL, Æneid, Book III. 30cts.

VIRGIL, Æneid, Book IV. 30cts.

VIRGIL, Æneid, Book V. 30cts.

VIRGIL, Æneid, Book VI. 30cts.

## EPOCHS OF MODERN HISTORY:

A Series of Books narrating the

HISTORY OF ENGLAND AND EUROPE

At Successive Epochs Subsequent to the Christian Era

EDITED BY

E. E. MORRIS, M.A. Lincoln Coll. Oxford;  
J. S. PHILPOTTS, B.C.L. New Coll. Oxford;

AND

C. COLBECK, M.A. Fellow Trin. Coll. Camb.

"This striking collection of little volumes is a valuable contribution to the literature of the day, whether for youthful or more mature readers. As an abridgment of several important phases of modern history it has great merit, and some of its parts display powers and qualities of a high order. Such writers, indeed, as Prof. Stubbs, Messrs. Warburton, Gairdner, Creighton, and others, could not fail to give us excellent work. The style of the series is as a general rule, correct and pure: in the case of Mr. Stubbs it more than once rises into genuine, simple, and manly eloquence, and the composition of some of the volumes displays no ordinary historical skill. The Series is and deserves to be popular." THE TIMES.

Thirteen Volumes now published, each complete in itself, with Maps and Index:—

Church's Beginning of the Middle Ages, 75cts.

Cox's Crusades. 75cts.

Creighton's Age of Elizabeth, 75cts.

Gairdner's Houses of Lancaster and York, price 75cts.

Gairdner's Puritan Revolution, 75cts.

Gairdner's Thirty Year's War, 75cts.

Hale's Fall of the Stuarts, 75cts.

Johnson's Normans in Europe, 75cts.

Ludlow's War of American Independence, price 75cts.

Morris's Age of Anne, 75cts.

Seeborn's Protestant Revolution, 75cts.

Stubbs's Early Plantagenets, 75cts.

Warburton's Edward III., 75cts.

\* \* Other Epochs in preparation, in continuation of the Series.

## TEXT-BOOKS OF SCIENCE,

MECHANICAL AND PHYSICAL,

Adapted for the Use of Artisans and Students in Public and Science Schools.

Twenty Text-Books now published, each complete in itself, with Woodcuts:

Anderson's Strength of Materials, \$1.

Armstrong's Organic Chemistry, \$1.

Barry's Railway Appliances, \$1.

Bloxam's Metals, \$1.

Goodeve's Mechanics, \$1.

Goodeve's Mechanism, \$1.

Gore's Electro-Metallurgy, \$1.75.

Griffin's Algebra and Trigonometry, \$1

Jenkin's Electricity & Magnetism, \$1.

Maxwell's Theory of Heat, \$1.

Merrifield's Technical Arithmetic, \$1.

Miller's Inorganic Chemistry, \$1.

Prece and Sivewight's Telegraphy \$1.

Shelley's Workshop Appliances, \$1.

Thomey's Structural and Physiological Botany, price \$1.75.

Thorpe's Quantitative Analysis, \$1.85.

Thorpe and Muir's Qualitative Analysis, \$1.

Tilden's Systematic Chemistry, \$1.

Unwin's Machine Design, \$1.

Watson's Plane and Solid Geometry, \$1.

\* \* Other Text-Books, in continuation of this Series, in active preparation.

The PUBLIC SCHOOLS ATLAS of MODERN GEOGRAPHY, in 31 entirely new Coloured Maps. Edited by Rev. G. BUTLER, M.A. Price \$1.50 cloth.

The PUBLIC SCHOOLS ATLAS of ANCIENT GEOGRAPHY, in 28 entirely new Coloured Maps. Edited by Rev. G. BUTLER, M.A. Price \$2.25 cloth.

GENERAL HISTORY of GREECE, from the Earliest Period to the Death of Alexander the Great; with a Sketch of the Subsequent History to the Present Time. By the Rev. G. W. COX, M.A. With Eleven Maps. Crown 8vo, \$2.25.

SCHOOL HISTORY of GREECE, abridged from the above. By the Rev. G. W. COX, M.A., late Scholar of Trinity Coll. Oxford. With Ten Maps and Plans. Fcap. 8vo, \$1.

GENERAL HISTORY of ROME, from the Foundation of the City to the Fall of Augustulus, B.C. 753—A.D. 476. By Dean MERIVALE, D.D. With Five Maps. Crown 8vo \$2.25.

SCHOOL HISTORY of ROME, abridged from Dean MERIVALE'S "General History of Rome," by C. PULLER, M.A., late Fellow of Trinity College, Cambridge. With Eleven Maps. Fcap. 8vo, \$1.

The CHILDHOOD of the ENGLISH NATION; or, the Beginnings of English History. By ELIA S. ARMITAGE. Fcap. 8vo, 75cts.

CLASS-BOOK HISTORY of ENGLAND designed for the Examinations in Higher Classes of Elementary Schools. By the Rev. D. MORRIS, B.A. Maps & Woodcuts. Fcap. 8vo, \$1.

PRACTICAL DICTIONARY of the FRENCH and ENGLISH LANGUAGES. By LEON CONTANSEAU. Post 8vo, \$2.25.

CONTANSEAU'S POCKET DICTIONARY, French and English, abridged from the Practical Dictionary by the Author. Square 18mo, \$1.

POCKET DICTIONARY of the GERMAN and ENGLISH LANGUAGES. By F. W. LONGMAN, Ball. Coll. Oxford. Square 18mo, \$1.50.

CONTANSEAU'S EASY ELEMENTARY FRENCH COURSE, adapted for Middle-Class Schools. Complete in Ten Books:

1. FRENCH ACCIDENCE, price 20cts.
2. FRENCH SYNTAX, 20cts.
3. FRENCH CONVERSATION-BOOK, 20cts.
4. FIRST FRENCH EXERCISE-BOOK, 20cts.
5. SECOND FRENCH EXERCISE-BOOK, 20c.
6. FRENCH TRANSLATION-BOOK, 20cts.
7. EASY FRENCH DELECTUS, 20c.
8. FIRST FRENCH READER, 20cts.
9. SECOND FRENCH READER, 20cts.
10. FRENCH and ENGLISH DIALOGUES, 20c.

JUST'S GERMAN GRAMMAR, intended as a Companion to Dr. Ahn's "German Method." 12mo, price 45ct.

JUST'S GERMAN READING BOOK; consisting of German Tales, Anecdotes, Fables, and Poetry, progressively arranged for Beginners. 12mo, \$1.

An EASY ELEMENTARY GERMAN COURSE, for the Use of English Pupils and Students of the German Language. By ERNEST L. NAFFEL. Complete in Seven Books:—

1. GERMAN ACCIDENCE, price 22½cts.
2. GERMAN SYNTAX, 22½cts.
3. FIRST GERMAN EXERCISE-BOOK, 22½c.
4. SECOND GERMAN EXERCISE-BOOK, 22½c.
5. GERMAN PROSE COMPOSITION-BOOK, 22½c.
6. FIRST GERMAN READER, 22½c.
7. SECOND GERMAN READER, 22½cts.

London: LONGMANS, GREEN & CO., Paternoster Row.

# Ward, Lock & Co's., Publications.

TWO HUNDRED SEVENTY-SEVENTH THOUSAND.

Now Edition, post 8vo, half-bound, price \$2.25, half calf, \$3.25.

MRS. BEETON'S

## BOOK OF HOUSEHOLD MANAGEMENT.

Comprising every kind of Practical Information on Domestic Economy and Modern Cookery, with numerous Woodcuts and Coloured Illustrations. "Mrs. Isabella Beeton's 'Book of Household Management' aims at being a compendium of household life, from the mistress to the maid-of-all-work. The verdict of a practical cook of great experience, on returning the book to her mistress, was, 'Ma'am, I consider it an excellent work, it is full of useful information about everything, which is quite delightful, and I should say anyone might learn to cook from it who never tried before.'"—*Athenaeum*.

Second Edition, cloth gilt, and gilt edges; price \$6.30.

## BEETON'S GREAT BOOK OF POETRY.

From Cædmon and King Alfred's Boethius to Browning and Tennyson. Containing nearly Two Thousand of the best pieces in the English Language. With Sketches of the History of the Poetry of our Country, and Biographical Notices of the Poets. Presenting a Collection of Poems never before gathered together within the limits of a single volume.

Now Ready, price \$3.25, by HENRY SOUTHGATE, Author of "Many Thoughts of Many Minds," "Musings About Men," &c

**Noble Thoughts in Noble Language:** A Collection of Wise and Virtuous Utterances, in Prose and Verse, from the Writings of Known and Great and the Great Unknown. With an Index of Authors. Compiled and Analytically Arranged by HENRY SOUTHGATE, Author of "Many Thoughts of Many Minds," "Musings About Men," "Woman," &c, &c. 1,000 Illustrations.

LONDON: WARD, LOCK & CO, WARWICK HOUSE,  
DORSET BUILDINGS, SALISBURY SQUARE, E.C.

# E. MOXON, SON & CO'S., PUBLICATIONS.

## CHARLES LAMB'S WORKS.

"The editor has done much for his author by publishing some sixty new letters, by laying his hand on every scrap of Lamb's writings which could be detected, and by leaving the Essays and other works in the state in which the author has finally revised them for publication. In doing this the new editor has done his utmost for Lamb's memory."—*Times*

Now ready, a complete LIBRARY EDITION of the

LIFE, LETTERS, and WRITINGS of CHARLES LAMB. Complete in 6 vols. price \$12.60.

Edited by PERCY FITZGERALD, M.A. F.S.A. Containing the MEMOIR by TALFOURD, with Notes and Illustrations, embodying the most recent information on the subject. This Edition contains a large number of Unpublished Letters, which have been placed at the disposal of the Editor, as well as many hitherto Uncollected. All many Writings of Lamb, in the shape of Criticisms, Essays, and Political Pieces, not hitherto identified.

Complete Illustrated Edition of HOOD'S POETICAL WORKS, in 2 vols. Now ready, New and Complete Editions.

1. The SERIOUS POEMS of THOMAS HOOD. With a Preface, by THOMAS HOOD the Younger, and Full-Page Illustrations by Alfred Thompson and others. Crown 8vo cloth gilt, \$1.50.

2. The COMIC POEMS of THOMAS HOOD. With a Preface, by THOMAS HOOD the Younger, and 28 Tinted Plates, containing the Original Cuts by Cruikshank, Leech, &c. Crown 8vo, cloth gilt, \$1.50.

\* This New Illustrated Issue of Hood's Poems has been completely Revised, and it is now not only larger in size, but far richer in contents, than any previous Edition. The Two Volumes will be found to contain the entire Poetical Works of Thomas Hood.

The only Complete Edition, in 10 Vols. crown 8vo: cloth gilt, price \$15.00; half calf, \$21.00; half morocco, \$21.00.

The COMPLETE WORKS of THOMAS HOOD, in 10 vols. containing all the Writings of this Popular Author ("HOOD'S OWN," First and Second Series, HOOD'S COMIC and SERIOUS POEMS included), with all the Original Illustrations by Cruikshank, Leech, &c.

The FIFTEENTH EDITION (Enlarged, Corrected, and Revised throughout) of

HAYDN'S DICTIONARY of DATES, for Universal Reference, relating to all Ages and Nations. Containing the History of the World to the Autumn of 1876. By BENJAMIN VINCENT, Librarian of the Royal Institution of Great Britain. Demy 8vo. in 1 thick vol. cloth, \$5.40; half calf, \$7.20; full calf, or tree calf, \$9.50.

This Work, as it now appears, is no longer merely a 'Dictionary of Dates,' though it retains the title under which its reputation was made—it is rather a Cyclopaedia, with a Chronology useful alike to the Statesman, Journalist, Divine, Professional Man, Merchant, and General Reader. It is arranged in the most complete manner for the convenience of reference, and brought down to the latest date. The latter advantage is further secured by the printing of an "Addenda," bringing down the chronicle in the various departments to the time of going to press.

The *Times* says—"It is certainly no longer a mere Dictionary of Dates, whatever it might have been at its first appearance, but a comprehensive dictionary or cyclopaedia of general information."

"It is by far the readiest and most reliable work of the kind for the general reader within the province of our knowledge."—*Standard*.

MOXON'S POPULAR POETS. Edited by WILLIAM MICHAEL RUSSETTI. Crown 8vo. with 8 Illustrations, in elegant cloth gilt, gilt edges, \$1.60; morocco antique, \$2.25; ivory enamel, \$2.00; morocco extra, \$3.25; elegant tree calf, \$3.25.

The Press and Public alike in Great Britain and her Colonies, and in the United States, unite in their testimony to the immense superiority of Messrs Moxon's "Popular Poets" over any other similar Collections published by any other house. Their possession of the Copyright Works of Coleridge, Hood, Keats, Shelley, Wordsworth, and other great National Poets, places their series above rivalry.

1. BYRON	4. SCOTT	7. HOOD	10. BURNS	13. CAMPBELL	16. HUMOROUS	19. THOMSON
2. LONGFELLOW	5. SHELLEY	8. KEATS	11. TUPPER	14. POPE	17. AMERICAN	20. MISCELLAN-
3. WORDSWORTH	6. MOORE	9. COLERIDGE	12. MILTON	15. COWPER	18. MRS HEMANS	EOUS. In press.

HOOD'S OWN; or, Laughter from Year to Year. First and Second Series, in 1 vol. complete, with all the Original Illustrations by Cruikshank, Leech, &c. In entirely new and handsome binding. Now ready, New Edition, royal 8vo. cloth gilt, \$3.25.

HOOD'S OWN; or, Laughter from Year to Year. First Series. A New Edition, in 1 vol. 8vo, illustrated by 850 Woodcuts, cloth plain, \$2.25; gilt edges, \$2.50.

HOOD'S OWN. Second Series. In 1 vol. 8vo. illustrated by numerous Woodcuts, cloth plain, \$2.25; gilt edges, \$2.50.

Demy 8vo. cloth, \$5.40; half calf, \$7.20; full calf, or tree calf, \$4.00.

HAYDN'S DICTIONARY of POPULAR MEDICINE and HYGIENE, comprising all possible Self-Aids in Accidents and Disease, being a Companion for the Traveller, Emigrant, and Clergyman, as well as for the Heads of Families and Institutions. Edited by the late EDWIN LANKESTER, M.D. F.R.S., assisted by distinguished Members of the Royal College of Physicians and Surgeons.

LONDON: E. MOXON, SON & CO, Dorset Buildings, Salisbury Square, E.C.

**The Self-Aid Cyclopaedia for Self-Taught Students.** Comprising General Drawing; Architectural, Mechanical, and Engineering Drawing; Ornamental Drawing and Design; Mechanics and Mechanism, the Steam Engine. By ROBERT SCOTT BURN, F.S.A.E., &c., Author of "Lessons of My Farm," &c. 690 pp., demy 8vo.

Price \$2.25, Coloured Plates; half-calf, \$3.25.

**Beeton's Book of Garden Management.** Embracing all kinds of Information connected with Fruit, Flower, and Kitchen Garden Cultivation, Orchid Houses, Bees, &c., &c. Illustrated with Coloured Plates of surpassing beauty, drawn from nature, and numerous Cuts.

## THE PEOPLE'S GUINEA CYCLOPÆDIAS.

**The Dictionary of Universal Information in Geography History, and Biography;** containing 23,000 distinct Articles, 12 large Coloured Maps, and 110 separate Tinted Plates of Views and Portraits. In 2 Vols., price, \$6.30.

**The Dictionary of Universal Information in Science, Art, and Literature** Revised and enlarged Edition Illustrated by 128 Full-page and 1,500 smaller Engravings. A complete summary of the Moral, Mathematical and Physical Engravings. In 2 Vols., price, \$6.30.

Now Ready, in One Handsome Volume, abundantly Illustrated, price, \$4.50.

## THE BILLIARD BOOK.

By CAPTAIN CRAWLEY, Author of the "Handy-Book of Games for Gentlemen," &c., &c., and WILLIAM COOK.

### OPINIONS OF THE PRESS.

"Our literature contains no more handsome or complete book on this favorite game."—*Athenaeum*.

"Complete in every respect."—*Weekly Despatch*.

"By far the best and completest treatise on the game that has ever appeared."

—*London Review*.

"A handsome portly volume. Captain Crawley is evidently a good player."—*Illustrated London News*.