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THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol 1.

JULY, 1873.

No. 7.

THE JOURNAL OF EDUCATION.

In the April number of the *Journal of Education*, our new publication receives a very complimentary introduction to the readers of that periodical. We are told that "the mechanical execution of the TEACHER is very good, and the literary character of the matter of a high order." We acknowledge gracefully the friendly tone in which our humble efforts are regarded, and trust no future issue of our periodical will lead the editor of the *Journal of Education* to change his estimate of its excellence.

But while thus gratefully acknowledging his approval of the TEACHER as an auxiliary in the great work of education, the editor of the *Journal* teaches strange doctrine in regard to the duties and responsibilities of Public School Inspectors, which we propose briefly to notice.

In introducing the subject which constitutes the major part of the article to which we are about to refer, we are told that "It has not been the practice of the *Journal of Education* to discuss personal or theoretical questions as to School Law, further than to expound and justify the law and its adminis-

tration when necessary." Taking this as the basis on which the *Journal* has been conducted, what follows? Simply that whether the law is right or wrong, whether its administration is good or bad, the editor of the *Journal* would rush to the rescue and "justify" it. He distinctly states this to be his business "when necessary," and that it has often *been necessary*, the debates in the Legislature of Ontario, as well as the criticisms in the public journals, fully shew.

But what is the object of a Public Press at all, Educational, Religious, or any other, if not to discuss both theory and practice of the matters within its own particular province? Are we to have the anomaly of the only educational journal in Ontario up to January last—a journal that costs us nearly \$3,000 per annum—dumb as to all theoretical questions of School Law, afraid to utter an opinion, to breathe a sentiment, except what has first been submitted to the Legislature through the Chief Superintendent? Or does the Government of this Province know so little of school legislation, that they must actually engage an Editor and publish

an organ in order to do battle for them from year to year, fight down all opposition, and, Leonidas-like, guard the pass of Thermopylæ against the ruthless Persian? We say unhesitatingly, if this is the object of the *Journal of Education*, that it has served its time and is no longer required. The people of Ontario demand free, full, and fair discussion, and there is no danger that the school system will suffer at the hands of bold and candid criticism, any more than our system of jurisprudence, municipal institutions, or any other department of national importance.

But if the editor of the *Journal of Education* wishes to draw a parallel between the position of the paper which he edits, and our position, he ought in fairness to consider the relative position of the two parties. His organ is sustained out of the public Treasury; his salary comes from the same source. It is a rule of the trade that editors reflect the opinions of proprietors. Government being the proprietor, it must follow that the *Journal of Education* must think and speak, or *speak* at least, as the Government. Here then is the secret of its weakness. It is not an independent medium of thought. Its editor is not an independent thinker. He dare not speak his sentiments if they are not in accordance with those of his proprietors. He is virtually a bondsman, and his usefulness editorially a myth.

In discussing the duties of Public School Inspectors, reference is made to the course pursued heretofore by the Chief Superintendent, who always gave his suggestions to the Government before submitting them in any way to the public. It is also stated, rather inferentially than otherwise, that Public School Inspectors should first make their views known to the Chief Superintendent, he to bring the matter before the Government for legislation, and thus by a course of dignified circumlocution the public would get the benefit of his ideas. This sage editor remarks "If each County School

Inspector becomes a school law politician, instead of concentrating himself upon his appropriate functions of school law administration and school visitor, the influence of the office and its incumbent will be greatly diminished, as will the efficiency of the law in many instances, and the school system in the end will be a rope of sand." Then a Public School Inspector must not have an opinion of his own, or if he has he must shut it up until he is informed that it will be acceptable to the government. What a happy man he must be! Muzzled, gagged, bound hand and foot, the bondsman of the powers that be, the galley slave, so far as free thought is concerned, of the government of the day, the automaton of a department which is but itself the servant of the public. We venture to say, if this is the position of sublime humiliation to which a man must submit that he might occupy the position of School Inspector, then is he of all men the most miserable. "School Inspectors must not publicly intermeddle with questions of school polity and legislation." Why? They get a salary not in excess of that earned by many teachers, who are at perfect liberty to say what they please, but they, because they have been appointed by a County Council to do a certain duty, must not intermeddle with school polity and legislation. Does the law prescribe this interference? Did the Legislature of Ontario when it passed the School Improvement Act of 1871, impose any such restraint? If not, we want to know who is this "Daniel come to judgment" that is wiser than the whole Legislature of a Province?

"If instead of seeking to disparage school books or public bodies by attacks and criticisms, they confine themselves to the duties of their office and submit the results of their observations and experience as suggestions to those who have to do with such matters, they will find their opinions more likely to be well considered and acted upon, and the interests of the school system much more advanced, than if they assume the offices of judges and assailants of others in the same work. There are writers enough to discuss all parts of a school system, as well as other systems, besides the administrators of

it joining in to pick it to pieces in order to try and put it better together again; and there is ample range of topics of school ethics and practice and literature and intelligence for pages of any periodical, without trespassing upon the debatable ground of school politics."

Here the law is still further expounded. "Must not disparage school books or public bodies." "Must confine themselves to the duties of their office." "Must not assume the office of judges." "Must not trespass upon the debatable ground of school politics." Well, we admit this is reading Inspectors a lecture with more than ordinary insolence. Who has constituted the editor of the *Journal of Education* a judge of the duties of Inspectors? Is he confining himself to the course ordinarily pursued by his paper not to discuss personal or theoretical questions of law, or is he bold enough in this particular instance to venture forth the champion of Jacobin tyranny and say, "Every thing pertaining to the Public Schools as sanctioned by the Council of Public Instruction, as embodied in the School Act, you must justify and sustain whether you believe it to be right or not, and you are not to venture an opinion on these matters, nor to give your ideas in any way to the public, except through the proper official channel."

We hardly think it necessary to notice the *innuendo* contained in the remark, "that Public School Inspectors are not likely to be a unit on any question beyond that of salary, any more than others." Well, speaking from experience, it is admitted that like others, School Inspectors agree in regard to salary—that is they agree to take *all they can get*. We only trust they will always be able to explain satisfactorily how they get it.

Referring to the establishment of the ONTARIO TEACHER, it is said "that the doubt or the expectation of the non continuance of the *Journal of Education* may have had something to do with it." We can assure the Editor, who seems so very

jealous of our rivalry, that the existence of the *Journal of Education* is to us a matter of the greatest indifference. As an "auxiliary" in the cause of education it may be worth something, but we believe it is dear at the price paid. As a rival we care nothing for its opposition, or its assistance. We believe the Teachers of the Province would rather *pay* for a live, practical and progressive paper, than *take a stale, irregular and subservient* journal for nothing. On what business principles it is conducted we know not. One month we have a rehash of the Reports of gubernatorial visits to different cities, copied from the daily papers; again we have a draft of a School Bill that has been withdrawn a month or more before it reaches the public through the Journal. The October No. appears in December, and the April No. appears in June. And what with its fluctuations and irregularities, it is certainly neither a model for imitation nor a rival to be feared. True, it has a little more editorial soul since the inception of the TEACHER, but certainly not enough, if it depended on the public support, to sustain its existence one month.

Again, complaint is made that "no intimation was given at the recent (?) Conference of Inspectors in Toronto, of the new antagonistic agent to be employed against the Council of Public Instruction." Now we most emphatically *repel* the insinuation contained in the above quotation. We challenge the Editor of the *Journal* to shew by word or line from the TEACHER, fairly construed, that it *was* or *is* antagonistic to the Council of Public Instruction *per se*. We do not pretend to say that we will not criticize the acts of the Council. Neither do we say that we will not dissent from some of its conclusions. If this is antagonism then are we antagonists—then is every free and independent thinking man an antagonist—then is the minority (if there ever is such) at its deliberations. To construe free, fair and fearless criticism into

antagonism, is not only grossly unjust in itself, but a palpable absurdity in fact.

Moreover, are we to regard the Council of Public Instruction with such reverence that a word of criticism must not be uttered regarding its doings, nor a breath of opposition expressed against it? Who is this Council—this educational Inquisition against whom no man and no journal may raise the voice? Who would, in this free and enlightened age, constitute themselves a Board for the transaction of public business, and then through the columns of a public organ, sustained for the free and full discussion of educational matters at the public expense, tell us that we are antagonistic—that we want to pick the school system to pieces—that we are assailants—because we dare give utterance to our sentiments freely, and decline to accept the *ipse dixit* of the editor of the *Journal*? Could the Star Chamber of mediæval despotism outrage the tendencies of the times more flagrantly than is done by the doctrine thus enunciated? Burke said, "Give them a corrupt House of Commons, give them a venal House of Lords, give them a truckling prince, but give me a *free press* and I defy them to encroach for one hour on the liberties of England." But this Editor—the people's Editor—would even muzzle the Press—or would try to excite hostility to a new enterprise because it possessed the element of independence, without which the public press of any kind would be the reverse of what Scripture enjoins as magisterial duty—a "*praise to evil doers and a terror to them who do well.*" All we have to say is, "Heaven forbid it in this Canada of ours."

"But nothing was intimated at the Conference of Inspectors about this new agent." Intimated to whom? It certainly was to the Inspectors, and that long before January. Our Prospectus was issued in November, and most journals in the Province, as well as every Inspector, received a copy.

We had received the greatest encouragement from leading educationists before a single No. of the TEACHER was issued, and the public to whom such enterprises should be intimated, was prepared to welcome our advent.

It may be possible, however, that we did not intimate to the Editor of the *Journal* that we were about entering upon a new project. If such is the case we are willing to cry *peccavi!* We should not have neglected so important a character, nor so influential a journal. But we trust to survive our negligence. And it may be that even without the benediction of the only educational journal in the Province, the ONTARIO TEACHER may be flourishing in perennial vigor when the *Journal* will be laid upon the shelf of the curiosity hunter of the next generation.

It is still maintained that the *Journal of Education* is a medium of "intercommunication" between teachers. Well, perhaps so; certainly on a very small scale. It has now reached its 26th vol. and we venture to say that the ONTARIO TEACHER has already secured—even omitting what is promised—more of the educational talent of the profession than any fifty numbers of the *Journal* that have ever yet appeared. No doubt certain communications would be quite acceptable to the editor, and would be duly published. But they must be of a *certain* kind. Well, this is right. The editor must be judge. And that the profession values the privilege very highly, is evident from the extensive character of the correspondence, a correspondence which, limited as it is, might be said to constitute the only redeeming feature of the periodical for many years.

That the *Journal* has been "practical" the Editor wishes its readers to refer to its columns and then, by way of contrast, refer to the TEACHER. We accept the conditions of proof, and leave the verdict in the hands of a discriminating public.

We had hoped that nothing would have arisen to require us to speak thus plainly of a journal that might have been at one time a very useful periodical; but the charges made against the TEACHER, as well as the

unreasonable lecture read to Inspectors, has compelled us, in self defence, to open a discussion which may close we care not when.

ATTEMPTING TOO MUCH.

"Do you not attempt too much in your Programme of Studies for Public Schools?" This is a question which has been frequently asked of late, and which we are bound to answer in the affirmative. Our Public Schools are not High Schools. Their design is simply elementary. To aim at anything more is to destroy them altogether. We are aware that hitherto there seemed to be the necessity, in the absence of High Schools, of making our Public Schools something more than elementary, but if this necessity at all existed it has ceased now. The increase of High Schools, the material prosperity of our people, and the facilities for establishing additional High Schools, render nugatory any necessity of this kind that may have previously existed.

Coming down to the design of our Public School system, we find that what it is really expected to accomplish is to furnish us with the facilities for acquiring the first elements of education. The child who has yet to learn his A, B, C's is supposed to be sent there. There he is to be initiated into the mysteries of Orthography, Etymology, Figures, Geography, and such other branches as would give him a fair knowledge of the means by which he might press his enquiries further, and make the acquaintance of the great world around him. He is not expected, however, to acquire the knowledge so useful in after life in our Public Schools, as much as he is expected to possess himself of the keys by which

those stores of knowledge might be opened. The course is merely a preparatory one—a system of training by which the mind is fitted to observe, and to examine, and to store up only that which is necessary as the basis of further study.

Setting out with this idea, we are to confine our Public Schools to those subjects indispensable to the successful prosecution of learning in other and more advanced educational institutions. We must not forget that we are but laying the foundation, and that to attempt to erect a superstructure would be a useless waste of labor and time. To lay this foundation well should be our sole aim.

Looking at our Public Schools as they are now conducted it is evident we are attempting far more than mere elementary work. Indeed, could the "Programme of Studies," laid down by the Council of Public Instruction, be fully carried out, our Public Schools might almost be called *Colleges*, so comprehensive is the course and so varied are the subjects which it embraces. Besides the ordinary rudimentary branches, such as Reading, Spelling, Arithmetic, Writing, Grammar, Geography, and Composition, we have Ancient, Modern, Canadian and English History, Christian Morals, Civil Government, Human Physiology, Natural History, Natural Physiology, Agricultural Chemistry, Botany, Agriculture, Algebra, Geometry, Mensuration and Book Keeping. Here we have a curriculum for-

midable enough surely for a High School, but far beyond what can be faithfully attended to by the most gifted teacher in the limited time at his disposal in any Public School.

To show the absurdity of ever expecting one Teacher to teach all the branches in the "Programme of Studies" properly, let us suppose an ordinary school of fifty pupils whose advancement entitles them to use the five Readers prescribed by the Council of Public Instruction. The following will then shew the number of classes in the whole school as well as the lowest possible number in each subject:—

Reading,	8 classes.
Spelling,	8 classes.
Arithmetic,	8 classes.
Writing,	8 classes.
Grammar,	5 classes.
Object Lessons,	4 classes.
Composition,	5 classes.
Geography,	8 classes.
Drawing,	8 classes.
Music,	1 class.
Ancient History,	2 classes.
Modern History,	1 class.
Canadian History,	2 classes.
English History,	3 classes.
Christian Morals,	1 class.
Civil Government,	2 classes.
Human Physiology,	1 class.
Natural History,	1 class.
Natural Physiology,	2 classes.
Agricultural Chemistry,	3 classes.
Botany,	3 classes.
Agriculture,	3 classes.
Algebra,	2 classes.
Geometry,	2 classes.
Mensuration,	2 classes.
Book Keeping,	2 classes.
Domestic Economy,	2 classes.

This gives a total of ninety-seven classes, to be taught by one teacher, in the short time of six hours each day. Now we care not what division the teacher may make of his time, or how hard he may work, or how

gifted he may be, we say it is impossible for him to do justice to such a variety of subjects. More, we say it is unreasonable to ask a teacher to undertake such an amount of work, and be expected to do it well. There is a limit to the capacity of a Teacher to impart as well as of pupils to receive. And when that limit is exceeded in either case the most disastrous consequences must ensue. Education does not consist in the variety of subjects to which the attention may have been called. Indeed it not unfrequently happens that too great a variety weakens and dissipates the mind, and defeats the primary object of education altogether. This must inevitably be the case where variety without thoroughness prevails.

In laying out a "Programme of Studies" for Public Schools, the question might be asked, "If you set aside the present what would you substitute?" This question is easily answered. The present programme simply attempts too much. It certainly is desirable that the people of this country should possess some knowledge of all the subjects which it contains, but as we believe this knowledge cannot be obtained at a Public School we would not damage their chances to obtain more important knowledge by diverting their attention towards too great a variety of subjects. We are thoroughly convinced that in the majority of schools there is ample room yet for rudimentary work, that even in Reading and Arithmetic there is much that they ought to know of which they are yet ignorant, and that until they have made more substantial progress in these branches, it would not be profitable to them, nor to society, that their energies should be wasted in grappling with subjects of secondary importance. How many pupils in our schools can read an ordinary paragraph in prose with proper tone and emphasis? How many of our Fourth Form readers can give a common sense explanation of all the words in the Second

Reader? How many of them can write the simplest "Composition" grammatically? or solve some practical Arithmetical Problem? We have no doubt a large majority of them can do a great amount of book-work, and can with wonderful facility rattle through whole pages of grammatical definitions or historical dates. But what of it after it is done? Is it almost, if not altogether useless, or worse? What our Public Schools require is not variety but

thoroughness. Did the Council of Public Instruction issue a decree that for the next year there should be no subjects taught in our schools but Reading, Spelling, Writing, Arithmetic, Grammar, Geography, and Composition, we believe the result in the end would be far more satisfactory, both to the scholar and the public, than that "Programme" which prescribes far more than lies within the reach of mortal man properly to accomplish.

RECOLLECTIONS OF A "VISITING DAY."

BY WILL. HARRY GANE.

What morning could be chosen in preference to a spring morning for a visiting day, when all nature shines gloriously beautiful. The trees clothed in their gorgeous emerald robes with ever and anon bunches of white blossoms peeping through the envelope of leaves. The wayside strewn with flowers as beautiful as the gold tints before sunset, while the birds warble snatches of songs as soft as the dreaming of angels. The wavy haze which surrounds the early morn breaks away, and the full glory of the day is upon us. O, how grand, and delicious and dreamy—it acts like some invisible agent to draw our thoughts from Nature to Nature's Architect!

On just such a morning, equally beautiful, we set out on our tour of inspection and pleasure. What a grand drive we had! Along the verdant highway, with great rolling fields on either side, hillsides crowned with forests, cottages mantled with ivy, brooklets, whose banks were fretted with myriads of flowers; over bridges underneath which the bounding stream hied merrily on, in which the finny tribe sported as though no great winged angel called CARE haunted humanity.

So we arrived at our destination—a beau-

tiful rural school house peeping out from a forest of shade trees—surrounded by a spacious play ground on which were lying bats, balls, and the usual requisites for healthy, invigorating exercise. In answer to our gentle tap on the open door, the smiling and courteous teacher greeted us. A hearty shake of the hand assured us of our welcome. What a secret there is in hand-shaking.

What a grand school room we were ushered into! Ventilation so perfect and complete that the atmosphere of the room was refreshing instead of defreshing. It is a very great pity that some teachers undervalue this great necessity so much as they do! And such a band of happy, fresh faces greeted us as we entered the main door of the building. The children were facing the entrance, much the better way, and greatly to be preferred to the old plan of placing the seats the other way. It is annoying to a teacher to have his pupils turn around and gaze at every one who enters. But human nature is human nature.

Our entrance did not in the least discompose the teacher—he was perfectly at home and continued his work, chatting pleasantly all the while.

We listened to the recitation of the several classes with much pleasure, and noted the interest every pupil manifested in his work—no inactivity or drowsiness in the class, but life and energy. We heard no thundering voice from the teacher commanding order—no stamping of feet or crashing of rulers on the desk. The teacher was orderly himself—that was the secret of his excellent government!

Then came intermission, with brightening of faces, closing of books, and usual commotion.

“You must excuse me to-day boys,” said the teacher to a group of boys who were evidently waiting for the teacher to join them in a little game of ball.

“I usually join the little folks!” he said, by way of explanation. We heartily concurred with him.

We listened to several classes after the recess, and were as much delighted as we had been before. The geography class was a speciality. One little bright-eyed girl drew the outlines of the Dominion on the blackboard very cleverly, with naught but a crayon of chalk, and the shadowy outlines looming up before her, the result of a lesson properly and carefully studied.

But the shadowy hand on the dial plate, and the tingling of the bell showed us that our very pleasant half-day was concluded.

We thought what a pleasure it was to be one of such a happy family, to be an elder brother, a counsellor, and a fountain from which the young are to draw their draught of knowledge. Why not every school in our fair Dominion be like unto this—there would be less little heartaches, and more happy hearts and smiling faces!

On the road again—with trees, flowers and the music of birds to engage our thoughts. We have another grand drive of nearly ten miles through a lovely district of country. But our journey is soon accomplished. The outlines of a noble building,

and the voices of children, is conclusive evidence that we are near our final halt.

While the house is a good one the grounds are by far too small—quite a common defect in our rural sections.

Not observing the teacher enjoying his intermission with the children we repair to the house. And how do you suppose we found him engaged? Why, in hearing a class of little fellows recite a lesson in grammar that they had failed to recite at the proper time, simply because they did not know *how to learn it*. We thought it almost robbery. They were being robbed of fresh air, exercise, happiness and sunshine.

The whole group came pouring in helter-skelter, something after Indian fashion for some were certainly a long way behind the rest. We do not think the teacher prohibited *whispering*, for ever and anon he would call out in sonorous tones for *less* noise.

We listened to several classes recite, some very well, but as a general thing there was no interest in the work, it seemed rather a hard task than a pleasant duty. The teacher made very few comments on the lesson, and not once required a sentence in which errors were made to be re-read. We thought that the teacher was not enough among the children, and did not keep them sufficiently employed on their seats.

But the afternoon wore away, and shortly after four the children were dismissed with naught but the injunction to be in time in the morning.

We spent a pleasant evening with the teacher who was a clever fellow and well versed on all topics but his own profession. He said he was sick of the old every day the same life. We thought so too!

In our ride home in the beautiful twilight we contrasted the two schools that we had visited, and thought of the vast difference between them. One teacher working with his heart in his work, the other because necessity compelled him to. God help us all as members of the noble profession, to ren-

der those who meet us day after day happier, wiser, and better for being with us.

So musing and chatting pleasantly we journeyed on homeward bound, over the peaceful country rendered doubly attractive by the calmness which everywhere reigned. Just as the golden and crimson lines were dying out of the western sky, and the stars beginning to peep through the blue, we arrived at home, pausing a moment to drink in the glory of the beautiful night. A song, rivalling human melody breaks upon our ears, which we know to be the last note

of the bird of the shadowy hour, vibrating deliciously through the gathering gloom.

An hour later we open our study window that faces the eastern hills and with the shadowy walls and turrets of the old Jerusalem looming up to our imagination we pray God to bless us in our work, and to enable us fully to experience its great importance. O, for wisdom to train the intellect and soul for higher joys and prepare the tender hearts for a full participation in the pleasures of the city of which God is the sun !

TEACHING CERTIFICATES AND SCHOOLS IN RURAL DISTRICTS

BY J. G. R. FINCHAMP, TEACHER, LONDON.

Every Inspector, having charge of schools in Rural Districts, is aware that a change is required in the working of these schools. Despondent and disheartened, he looks forward to a time yet to come, when he can have real and effective schools under his charge. Doubtless he finds cases of individual improvement, or improvement in individual schools, but to take them as a means of improving and properly educating the yeomanry and laborers of this "Canada of ours," he is compelled to acknowledge them to be an entire failure. When we consider the inadequacy of accommodation, the irregularity of attendance, the apathy of ratepayers and Trustees, the want of spirit in the Teacher, the overwhelming work for an engine of defective powers, we are at no loss to account for all this. To create within the minds of parents and guardians a desire for a thoroughly effective school, to overcome the irregularity of attendance, to make the teacher identify himself with the welfare of his section, requires not only the due performance of the teacher's duty and a strict carrying out of the provisions of the school act, but a responsible

and conscientious feeling in the teacher's mind that the advance of a section is an advance in his own worldly welfare. To do this you must provide him with a stimulus that will spur on his flagging spirits and cheer him in his moments of despondency. We propose to point out how this may be done.

It is a well known fact that first class certificate holders, will, if possible, secure a school in some city, town, or incorporated village, in preference to a school in a rural district. Why is this? Because salaries are higher, schools are graded, the parents and guardians are more watchful and careful, a regularity of attendance is easy to attain, and he looks forward to the time when, by the means of his present position, he may attain one yet higher. The natural consequence follows—a very large majority of the rural districts employ either second or third class teachers, or first class old County Board. We would not for one moment reflect upon these useful and hard-working classes of teachers, for among them are often found some of our most efficient teachers. It is also a fact that cannot be

disputed, that literary attainment seldom accompanies *teaching power*—we do not say never—but it is too often the case, *power of imparting* seldom accompanies a high literary attainment. This we impute to want of *proper training*, to which we shall allude in another paper. Some teachers have obtained certificates of the first grade by literary qualifications only, and *resting* on these obtain a school of an equal grade, and then prove themselves entire failures when called upon to teach First, Second or Third Forms. This is especially the case with young teachers, fresh from a Normal School. On the other hand, we often find a second or third grade teacher, diffident in advertising opinions, but really and earnestly a thorough worker. Being shut up in the country, he is deprived of that assistance he requires to prepare himself for a certificate of a higher literary qualification, and being daunted by the formidable array of “requirements,” sinks into despondency, and continues the weary and profitless task of a country school teacher. With proper *vim* his teaching qualifications would place him amongst the foremost of our educational teachers, but being from his isolated position deprived of this, he sinks disheartened into the arms of a careless, indifferent School Section. We would suggest a plan by which this class of teachers may be roused into activity, by which he may become identified with the progress of both pupil and section, by which he will feel it his interest to search after the absentee and rouse up the indolent, by which, whilst he is advancing his own future, he is making our Public Schools what they ought to be, a popular means of giving a thorough practical education to our brethren in the country district.

Let every teacher, no matter what his grade, be compelled to have his qualification certificate framed and hung up in the school or teacher's room; let the Inspector have the power to register on that

certificate the condition and state of the school of the section, as far as he can ascertain, of the *spirit* and *power* of the teacher, and of the order, attention, and spirit displayed by the pupils. When this certificate shows that it has reached a maximum number of marks, let the Inspector have also the power of issuing a teaching certificate of the lowest grade. The teacher, by displaying the same energy, and a still further improvement, can by the same means work up from the low grade teaching certificate to one of the highest grade. These certificates can easily be made to show the teacher's teaching power, in every branch of study, and thus form a splendid exhibit for a position higher than the one he holds. We would have every teacher possess two certificates—the one a qualification certificate empowering him to teach—the other a teaching certificate showing his teaching or imparting powers. This plan would equalize what is now an invidious distinction among teachers: the holding of certificates as the power of training a youth, or at least be equal to stuffing with indigestible mental food. A teacher with only a qualification certificate would certainly be worth less than one possessed of both; and if both certificates should be of the highest grade, it is evident that he is eminently fitted for an Inspector or for a seat at the Board of Public Instruction. A teacher with a second qualification, but a first teaching certificate would soon be in a position to raise his “qualification” equal to his teaching certificate. Another very important gain would be the strengthening of the hands of the Inspectors, by adopting some such plan as this. It is evident that his power would be greatly increased, and the newness of the appointment, which is now wearing away, always be fresh before the teacher. We are not afraid of partiality, for it is our belief that the Inspectors are too honorable a body to warp their position for their friends. The independent stand they

taken with regard to the Educational Department is sufficient to prove their independence. Whilst the city school has been pampered and quoted, and whilst the city teacher has less to do and does it the more effectually, and whilst the city child has a choice of graded school, the rural school is lost sight of like an ungainly child; it is pushed out of sight so that its more sightly brother may be seen as a specimen of vigorous boyhood. Laws are made to compel attendance—such laws are a disgrace to the Statute Book, because the Department dare not enforce them. One child should be as dear to our country as another, and if the youngest is the weakest he should have the more attention, assistance, and judicious management. We maintain this can only be done *through the teacher*—make it then his interest to do it

and he will do it. It is all very well to talk of the *right spirit* of the teacher, but we are afraid, in this *enlightened age*, self interest is the ruling spirit of us all. We find it in the Church, the highest salary commands the most eloquent preacher—we don't say the best or purest—but we say the one that apparently is doing the most good. Make it then the *interest* of the country teacher to make his school a live one and he will do it. Show him plainly how he can work his pay up, and up he will go; don't ask him to eat foreign fruit and give him a stone, but show him a plain clear road to it, and he will strive to reach it. In the meantime, by this stimulus, our schools will progress rapidly and attain that position for which they were created, viz: To give a thorough practical education to *all* the children of Ontario.

HINTS ON TEACHING READING.

BY A. F. BUTLER ESQ., B. S., INSPECTOR, COUNTY OF ELGIN.

(Continued from May No.)

In previous articles we have alluded to a clear, well-rounded articulation of words as the first requisite. The reader who accomplishes this in an easy, natural, and sufficiently earnest manner, has at least one strong claim in favor of being thought a good reader. He introduces his words to the hearer complete in their separate individual character, and yet as parts of the whole—perfectly forged links of that mysterious and powerful chain which binds to him his listeners, be they few or many. Yea, good articulation goes even further than this; it shows the respect of the reader for his own mother tongue, that "island language," remarkable above all others for copiousness, flexibility, and

power. It also exhibits an intelligent knowledge of the language, while ignorance of this is betrayed by him who mumbles, mangles, clips or slices his words.

Vocal gymnastics or voice culture must also be persevered in as a class exercise, and enjoined upon the advanced pupils for practice at home, until they are able to produce, by a ready and easy transition from one to the other, tones both high or low, loud or soft. The advantage of this is that these tones, like a quiver full of arrows, are at hand when needed, and also that the discipline in acquiring them has given more fullness, smoothness, and volume to the voice, upon the natural or conversational pitch.

We now come to the last essential in the art of expression, of which we will speak, namely *Emphasis*.

"The voice all modes of passion can express,
That marks the proper word with proper stress ;
Up to the face the quick sensation flies,
And darts its meaning from the speaking eyes ;
Love, transport, madness, anger, scorn, despair,
And all the passions, all the soul is there."

In determining which words require emphasis the taste of the pupil is constantly called into active exercise. Hence this branch of the subject is, as far as mental culture goes, the most important, and deserving of the most attention on the part of the teacher. A discriminating knowledge of the sense of the composition is of course the constant guide to the words to be emphasized. It cannot be expected that this knowledge will be possessed by the pupil unaided by the teacher, nor will it be attained by the command to study the reading lesson, or "get up," or learn the reading lesson, but rather by kind criticism and explanation during the reading hour, interspersed with questions after the Socratic method of instruction—questions which simulate inquiry and assist the powers of observation and reflection. It is evident that a pupil cannot read a piece well until he understands it, but to say that he should never read it until he thoroughly understands it reminds us of the remark of the genius who declared he never could get on his boots until he had worn them a few times. Here again we are reminded of the wonderful assistance of example in aid of precept. The teacher must not only point out the way, but frequently go a little distance of that way himself. Perhaps the pupil fails in emphasis and modulation because he reads too rapidly. The teacher may then, (always in as kindly and interesting a manner as possible,) place by example the right and the wrong in marked contrast. The work of the teacher must comprise much explanation of the nature of the

composition to be sent, of the style in which it should be read, and of the effect of a good articulation, modulation and emphasis. And a noble work it is. For subject matter take for example the poetry of the fourth and fifth Readers. The Clarion lays of Macaulay in "Horatius at the Bridge"—a specimen of Aytoun's Songs of the Scottish Cavaliers in "Edinburgh after Tiodden"—history concentrated in the touching paths of Bell's lines, "Mary Queen of Scots"—labor ennobled in Whittier's "Shipbuilders;" what a multitude of historical, biographical, and otherwise instructive allusions and explanations all these suggest.

The pupil by these not only reads with increased interest, but is assisted to that intelligent comprehension of the sentiment, so essential to successful reading.

Expression has been called the soul of elocution; emphasis is certainly the soul of expression. The emphasized words are the lights of the picture—the centers of interest upon which the attention of the hearers is fixed, and around which cluster thoughts full of meaning. Without emphasis successful oratory is out of the question. Although each effective public speaker has his own individual style of delivery, yet with all, emphasis is usually the keystone of the arch. The great Earl of Chatham, who added to a finished education the advantages of much learning, and a powerful presence, owed much of the magic of his oratory to his manner of speaking the important words of his discourses. Henry Clay, one of the noblest of American statesmen, whose dulcet tones had power both to convince and charm, was remarkable also for this. During the Irish famine of 1847 an immense meeting was held at the Exchange in New Orleans to adopt measures of relief. Mr. Clay was one of the speakers. One who had the pleasure of hearing him, says that in an address which was marked as well by the beauty of its delivery as by the philan-

thropy of the sentiments it breathed, he remarked in a deep and tremulous strain of earnest pathos, "Refuse relief to the Irish, fellow citizens! Refuse relief to suffering Ireland! when every battle field in America, from *Quebec* to *Montercy*, has been crimsoned with Irish blood?" Although the whole speech came in those thrilling tones, for which the elocution of Clay was so remarkable, these two emphasized words fell upon the hearers with the startling force of an electric shock. The people and many of the youth of Ontario have lately had many opportunities of listening to one of the great masters of vocal expression, (Wm. Morley Punshon,) and all who have observed his wonderful style of delivery will admit that one of the secrets of effect in his style lies in the musical cadence of his emphatic words. These words rivet the meaning because they always *come home*

to the heart, sometimes reminding one of winged and pointed arrows, sometimes of carrier doves, and sometimes of bombshells. True, our schoolboys may not all become Chathams, Clays or Punshons, but all would be benefited by a more intimate acquaintance with emphasis in reading. In making a special effort in this direction, care must be taken that the result be neither unnatural nor mechanical.

"All affectation but creates disgust,
And e'en in speaking we may seem too just."

The spirit of the composition must always be the keynote to the style of its delivery; life, zeal, and freshness must be infused at every reading even if it be the hundredth time of selection, and if the teacher be equal to the occasion this may be done, and dullness, monotony, and rapid mechanical utterance will be driven from the field.

TO A CHILD SLEEPING IN SCHOOL.

BY MRS. J. C. YULE.

How now my boy! thy books are thrown aside,
Thy rosy cheek is bowed, and thou'rt asleep—
Aye, fast asleep! and dreaming, it may be,
Of pleasant pastimes in the open fields,
Of murmuring brooks and bright-winged singing birds,
Or happier scenes at home.

How sound he sleeps!

My fingers stray among these golden curls,
Yet rouse him not from this serene repose
Which wraps his senses now. One little stroke
Of this light twig upon these finger ends,
How quick 'twould bring the hot blood rushing up
To these pure, lily temples! How the hands
Would grasp half consciously the fallen book,
And quickened thought instinctively would turn
To the neglected lesson, dreamily
Remembering 'twas not learned!

Poor little boy!

This shall not be. 'Tis a rude hand, methinks,
Would dare profane such hallowed repose,
Or call a spirit from such blissful rest
Sooner than nature wills to this stern world—
This world of ceaseless toil.

Say, did'st thou pause
 From tiresome study, just to send a thought
 Out on the glorious world?—to call to mind
 How pleasant is the music of the breeze
 Amid the old elm branches?—how the bee,
 In the rich clover nestled down,
 Murmurs its drowsy music?—how the bird
 Chirps to its tiny young in the soft nest
 Down in the willow boughs beside the brook?—
 How the young lamb amid the fragrant grass
 Sports with glad merriment all day, while thou
 Must con thy weary lesson?—

'Mid such thoughts
 It was not strange that sleep should hang a weight
 Upon thy drooping eyelids, and bring down
 The tired drooping head with all its yellow curls
 Upon thy little desk.

Sleep sweetly on,
 Thou peaceful little boy! I will not break
 Thy undisturbed repose, nor thoughtlessly
 Call thy young spirit from its sunny dream
 Back to this weary world.

Oh! far too soon
 Thy day-dreams will be done. The blessed years
 Of artless childhood will be all gone by;
 And thou, perchance, a weary-hearted man,
 Wilt be a stranger in this treacherous world,
 Willing to give a kingdom, were it thine,
 For one blest hour of careless sleep like this.

ABOUT CANADIAN LITERATURE.

READ BY M. J. KELLY, M. B., L. L. B., SCHOOL INSPECTOR, BEFORE THE COUNTY OF BRANT
 TEACHERS' ASSOCIATION, MAY 31ST 1873.

It is surprising when we consider that more than two centuries and a half have elapsed since Champlain first planted the *fleur de lis* upon Cape Diamond, how little attention has been paid, either by our French Canadian fellow countrymen or ourselves, to the cultivation of the *belles lettres*. Especially has the domain of poetry been neglected. While our republican neighbors, whose worship of the "Golden Calf" has been made the subject of sarcasms innumerable, and in whose mental constitution the practical is generally supposed to have taken precedence of the ideal and the speculative—have for a century past paid successful court to the Muses, we cannot name a single Canadian poet who rises above mediocrity. Joel Barlow, the author of the "Columbiad," the earliest American epic, although not likely to trouble school-boys much in years to come, and Dr. Timothy Dwight, whose "Conquest of Canaan" contains many splendid descriptive passages, were men of the last century. Dana, whose "Buccaneer" is one of the finest and most dramatically descriptive poems in the English language, and the wild and wayward Poe, prince of the poets of the unreal, are no more. Gone, too, is the elegant Pinckney, the accomplished Joseph Rod-

man Drake, the American Præd, of whom his friend Fitz Greene Halleck, himself in an honored old age, now gathered to his fathers, thus affectionately sang :

"None knew thee but to love thee,
None named thee but to praise,"

and many a one beside that fame will not willingly let die. Among the American female poets, now no more, whom in the flush of boyhood we delighted to honor, and whose writings we eagerly read in the pages of the Philadelphia *Saturday Evening Post*, Graham's and Putman's Magazines, and other American periodicals, were the Davisons, the beautiful Frances Sargent Osgoode, and Mrs. Amelia Welby, the sweet singer of Kentucky. At that time several abortive attempts had been made to establish and support a literary periodical in Canada, and many have been made since with a like result. The *Literary Garland* published in Montreal, was before us, but we had an opportunity some years ago, during convalescence from a fit of illness, to become acquainted with its merits. Our remembrance of it, however, is somewhat of the shadowiest. We can recollect among its contributors the late Sheriff Moodie and his accomplished wife, some of whose pleasant tales graced its pages. This, so far as remembrance now serves us, was, we believe, the longest lived of Canadian literary periodicals. After it had passed away, the Moodies published at Belleville a small magazine which was called (we are not sure of the name) the *Victoria Magazine*. But its duration was very brief. The *Maple Leaf* seems to have been among the ablest and most vigorous attempts to create an infant Canadian literature. The *Anglo-American*, and the literary venture launched by Messrs. Rollo & Adams, the enterprising publishers of Toronto, a few years ago, proved anything, we believe, but lucrative investments to their projectors. In view of the unhappy fate that has hitherto attended all similar literary enterprise in this "Cana-

da of ours," we were very considerably astonished when Mr. Dougall of Montreal had the courage to issue the first number of the *New Dominion Monthly*. We were still more astonished when Messrs. Adams & Stevenson sent forth the first number of the *Canadian Monthly*, which under the present able management is destined to take rank among the foremost periodicals of the day. We trust that in their hands it may prove a financial success, and not be doomed like its predecessors to fall

"To dumb forgetfulness a prey."

While such has been the fate of our nascent literature, our enterprising neighbors have not only kept the fire burning upon the old altars but they have kindled new ones. It scarcely becomes us to sneer, as it is the fashion for some to do, at the merits of American scholarship, while we have no literature to put in competition with American literature. Prescott, who has been dead a few years, Bancroft and Motley, take rank among the first historians of the age; while the work of the late Mr. McGee, whom we are not entitled to rank among Canadian authors, scarcely ever attained to the true dignity of history, and Garneau is almost unknown beyond the limits of Lower Canada. The Hon. Mr. Chauveau, many years ago, when he was known as Dr. Chauveau, and had not yet forsaken medicine for politics and law, wrote a French Canadian novel or two which were favourably noticed in the *Revue des deux Mondes*, and Mrs. Leprohon and a few others have attracted attention from time to time; but the fame of these pale in the brilliancy of scores of American novelists. With the single exception of Haliburton, a Nova Scotian, we do not remember one Canadian who in this line has acquired a European reputation. While Fennimore Cooper stands unrivalled as a delineator of Indian and sailor life, while the quiet delightful humor and the correct and elegant style Irving have charmed two

hemispheres, and the late Nathaniel Hawthorne, in the union of weird power with the most consummate mastery of refined diction, has confessedly no competitor, we Canadians have been much in the case of the good Rip Van Winkle, and have been indulging in a long intellectual sleep. At the present moment an American poet, Longfellow, probably the most learned of living poets, divides with Tennyson the suffrages of the literary world of England. Scarcely a drawing-room table, or a student's library in Great Britain can be found without a copy of his works, and in conversations with young Englishmen, students and others, touching the relative merits of the two authors, we almost universally found, in spite of their inherent dislike of everything American, that the preference was given to the American poet. We confess we do not share that preference, and, in our opinion, it would not be difficult to show that, in verse-craft, and all the higher essentials of poetry, the Laureate stands alone. But the fact is, nevertheless, as we state it; and it is all the more to the credit of the literature of our neighbours. It is certainly not a very pleasant task to point out how far we are behind our Republican friends, in almost every department of literature, and how little encouragement the cultivation of polite letters has hitherto received in Canada. Of course we shall be met with the statement that our country is young and poor, and that wealth and leisure are necessary to the successful pursuit of literature. Our country is as old as that of our neighbors, and we are possessed of sufficient wealth. We must seek the cause of our backward state elsewhere, and we shall probably find it in our own intellectual apathy, combined with our inordinate love for the "Almighty Dollar." The fact is we are not a reading people, in spite of the common and grammar schools scattered over the land, and supported at an enormous public expense.

Very few, even of our University graduates are reading men. We do not mean to say that, during their student life, they did not diligently devote themselves to the work prescribed in the *curricula* of the Universities, but the taste for literature, at least in many cases, not having been established in boyhood, and the sustenance it received during their academical course being of a hot-house character, as soon as the stimulus of examinations was removed, it died away. The few we have met capable of giving an impetus to the literature of their country, have found the demands of their professional business upon their time so great as to effectually preclude their indulgence in their once favorite pastime.

On University College, Toronto, and the other Universities of the country, mainly devolves the task of creating a Canadian literature. The distinguished Professor of History and English Literature in the first mentioned institution, has for many years labored assiduously in this cause, and merits the thanks of every Canadian scholar. We hope to see the day, and that not far distant, when we shall have a University Magazine, conducted by scholars and gentlemen, and which may serve as a vehicle for Canadian thought, and as a representative of Canadian Literature.

(For want of space we here condense. Dr. Kelly goes on to describe the two great sources of American Literature, the Puritans of New England, and the original settlers of Virginia, the "Old Dominion." From the former sprang such men as Count Rumford, Franklin, Bowditch, Jonathan Edwards, Everett, Prescott, Motley, Longfellow &c., through whom "upon these New England altars has been kept alive that Promethean fire, the reflection of which has fallen beyond the Atlantic, and illumined the name and fame of America in the great republic of letters." From the latter sprang such men as Patrick Henry and the immortal Washington. The Dutch element is also briefly adverted to, as having "exercised but little influence on American Literature.")

Turn we now to our own good Canadian land. Here that difference of language and of race which has existed for a century past has, we fear, been conducive neither to intellectual nor material progress. Reluctantly the gay Frenchman forsook the busy seaports and smiling vineyards of his own beautiful France, for the primeval forests that shadowed the banks of the St. Lawrence. And small wonder should there be thereat. In ordinary times and under other circumstances, such a change and such a sacrifice would have been impossible. But the spirit of adventure to which the discoveries of Columbus and Vasco de Gama had given life and energy was still rife among men. The dream of "the world-discovering Genoese" had not yet been reached, and the "Sailor of St. Malo" vainly fancied that in the St. Lawrence he had discovered the long sought passage to the mysterious Eastern Seas. To the spirit of the adventurer was added the zeal of the missionary, and, at one time, visions of an El Dorado on the shores of the great river had excited the cupidity of the volatile children of France. Slowly and painfully the stout Norman peasants and traders formed their little settlements at favourable points along the banks of the St. Lawrence, and fraternized, as only Frenchmen can, with the Algonquin and Huron braves. At Stadacona and at Hochelaga, where the Indian wigwams and cornfields had broken the continuity of the forests, they planted the proud standard of France, and tin-clad spires gleamed in the morning sun. Westward they pushed their discoveries up the great Ottawas, and along the shores of the great lakes, until, led by such men as La Salle and the Fathers Hennepin and Marquette, they reached the head waters of the mighty Mississippi, and finally found their way to the Mexican Gulf. *La Nouvelle France* was the proud name the French Government conferred upon their far reaching territory in the New World.

Now France, aided by her Indian allies, formed the ambitious design of driving the English from the continent, and established a *cordon* of forts around the original thirteen colonies, reaching from the inhospitable shores of Labrador, almost to the tropics. How this contest ended it is not necessary here to particularize. After almost interminable wars between the English and the Iroquois on the one side, and the French and the Algonquins, Hurons, &c., on the other, the British flag floated over the fortress of Quebec, and the dream of French rule in America had faded away forever.

It may easily be imagined that, during those troublesome times, there was little leisure or opportunity for the cultivation of polite literature. Poverty and hardship weighed heavily upon the French settlers on the banks of the St. Lawrence. Nevertheless the pictures which Charlevoix and other French missionaries have drawn of the state of society in New France are exceedingly pleasant and agreeable. The content and natural good breeding of the *habitant*, on his little farm by the river side, looking up to his seigneur with something of the affection and feudal fidelity of a vassal of the middle ages—the hospitality and the polished manners of the seigneur himself—the gay society of the "ancient capital" in which innocent pleasure and refinement joined—all these have a charm which even the dullest can appreciate in this age of iron. Nor was the people, shut up by forest and snow from the rest of the world, for six months in the year, wholly without the means of instruction. A hundred years before the conquest of Quebec, seminaries of learning were established both for the education of young men and young women at Quebec and Montreal. These have been conducted by the religious orders which founded them, to the present time, and one of them, now the University of Laval, modelled after the famed University

of Paris, is among the finest and most efficient institutions of learning in the New World. As, however, the French is, and always has been the language of these schools, and French and classical literature have mainly occupied the attention of the students educated here, there is little or nothing to which we, as British Canadians, can distinctly lay claim. If such is the character of the literary retrospect, as regards the ancient Province of Quebec, so barren of results, what can be said of the comparatively new province of Ontario? Perhaps the more intelligent class of the early settlers of the Province were the "United Empire Loyalists," a people that preferred to sacrifice the comforts of home and all the worldly goods they possessed, rather than lift a rebellious arm against their sovereign. These settled in the neighborhood of Brockville, the Bay of Quinte, the old Niagara District, and more sparsely elsewhere. From this people, in the first half of this century, many of our foremost men sprang, and although somewhat degenerate, as we think, their descendants occupy in the country a respectable position still. To these were afterwards added the "Constitutional Loyalists," to whom many of the inhabitants in Hamilton and its neighborhood owe their origin. Emigrants from the British Isles make up, for the most part, the balance of our population. In the early days of settlement here men had enough to do to provide for themselves and

their families, and had little leisure for reading and the cultivation of letters. Fifty years will cover all the time during which it has been possible for us to have a literary history, and a great number, perhaps a majority of those who have achieved any distinction here in literature in that interval, have been of foreign birth and culture. Our universities are almost of to-day; our Public School system about twenty-seven years old, although we had many excellent schools before Dr. Ryerson was installed in his new office; and the High Schools are steadily becoming more efficient. Still many and many a year ago, Mr. John Strachan, in the Grammar School of the insignificant borough of Cornwall, trained and sent forth a number of young men, the superiors of whom no Canadian school of the present day can show.

We have attempted this imperfect sketch, dwelling particularly upon educational advantages, because we think cultivation combined with adequate encouragement essential to success in literature. *Poeta nascitur non fit*, is one of those timehonored maxims we hesitate to subscribe to in spite of the *Illiad* and the *Nibelungen* song: the converse is probably as near the truth. Let us take heart of grace, however, and remembering that around us and in our country's history are all the elements necessary to the birth and successful growth of a living and enduring literature, trust in God, to the future, and ourselves.

SELECTIONS.

OBJECT LESSONS.

There are a few principles underlying these object lessons, upon which they are based, and upon which they in a great measure depend—principles not Pestalozzian, neither objective in their purport, but fit and applicable to any other branch of study pursued in our common schools. If once the teacher well understands their application and import, becomes familiar with their general bearings and habituated to their use, she will find herself possessed of a power in imparting instruction and developing illustration far in advance of much previous discipline obtained from common text-books upon education.

Speaking from an experience of our own, we would advise all teachers who are looking forward to future excellence in their work, to so perfectly commit these principles that they shall become in sum, substance, and essence a part of themselves, and thus they will find that they unconsciously will analyze, define, and bring up their work to this standard.

In the delineation of these methods it has been thought best to give as full and unlimited a discussion of each principle as the limited pages of the TEACHER will allow; and the endeavor has been to perform this work in as clear and distinct a manner as possible, so that the teacher with even a small amount of experience can use and apply them with ease to every department of her work.

1. Activity is a law of childhood. Accustom the child to do—educate the hand.

How can this principle be applied to the school-room, is the first query which we fancy comes to us from many a disheartened, over-worked teacher, who, closing her school-room door at night upon the sixty restless, turbulent disintegrations of nervous irritability, whose activity through each day and week it is her almost vain endeavor to

quell, feels that a slightly diminished amount of the vitalising marrow of human ingenuity and invention would be an astonishing aid in her school work and discipline. But children are naturally active, and they must be kept busy, is the *dictum* that comes to us from all human experience and reason; and the only sure and safe method is to turn this healthful witchery and these ever changing motions in the right direction. Keep their wandering ideas closely fixed upon the subject before them; control their attention; bring their minds right down and fasten them closely to the point in question. In giving these object lessons, employ their little itching fingers in every way, snape, and manner that finite reason can propose or discover, and yet not produce too great a discordance in the school machinery. Natural, healthful activity is better than mischief, and we have often felt that a little too much bustle in the performance of these several assigned duties were preferable to uncontrollable laziness and perverted malignity, even if somewhat trying, to over-sensitive nerves. Give them the object, pass it around, let every hand share in its examination, let them feel it, touch it, taste it, smell it, pound it, mark it, jam it, as the case may require, and in all the experiments let the children perform the whole work, the teacher remembering that the doing of any of this work herself, when possible to obtain the same from the pupil, is a gross violation of the first principle of object teaching, and the one which is the first to bring the system into ridicule and disfavor.

When one of these lessons has been finished, and sufficient discipline given by reading the work from the board, (where it has been placed by the teacher, at the dictation of the pupils,) spelling the words, re-

viewing the sentences, etc., the work should be erased, and the several alternating classes, when not engaged in recitation, should be required to reproduce the exercise upon their slates, sitting in their seats, the teacher examining and correcting at some convenient season. Thus idle hands find no mischief still, all are kept employed, the child becomes accustomed to work, heart, mind, and fingers are educated, and a healthful, natural activity becomes a necessary law to his happiness and future prosperity.

2. *Cultivate the faculties in their natural order. First form the mind, then furnish it.*

So much has already been said upon this subject that it seems hardly necessary to enlarge upon it at any length. Ideas first, words afterwards, is a never-failing principle. That the child's mind should be stuffed with phrases and sentences, of which he does not understand the meaning of a single word, is a practice now obsolete. Before commencing school, his whole education has been carried on with material objects. His seven senses have been his teachers, and it is with these that his school training must be continued. Going back to the stones, the rocks, the flowers, wind, sky, earth, and air, his instructors and associates, with what gradual steps should his mind be led into those higher realms of thought—conception, reflection, imagination, and reason! What he can see and hear, smell and taste, touch and handle, are the only things of which he has as yet had any cognizance. And even when he begins to reflect, the objects which he compares and classifies, distinguishes and arranges, are always sensible objects. And when he rises to scientific knowledge, it is first to a science of material things. The laws of mechanics, of fluids, light, heat, etc., are the first laws which absorb his attention. It is the order of nature, therefore, that these should precede those of memory and reflection. First, accurate observation and perception, the memory and conception follow, and after these the comparing and generalizing faculties. Thoroughly develop the idea, is the paramount requisition. See to it that the pupil has a good understanding of each fact in question, and lastly, give the term when the want of that term has been fully felt and realized. For instance, in giving a lesson upon glass, and develop-

ing the idea of transparency, before having said anything to the child about this term *transparent*, the teacher, not using it in any of her language to him, leads him to see by experiments and questions that *this* piece of glass which he has in his hand can be seen through clearly; that he can perceive objects through it; as, by holding the glass in his *own* hand, and looking through it, he ascertains for himself that he can see the trees, out doors—the houses, the sky—and when he has reached the point where he feels the want of a term to express this quality, this idea, then tell him that *those objects which can be seen clearly through are said to be transparent*. Thus his faculties are cultivated in their natural order. He is taught by a material object to perceive and observe, then to think and reflect, and when this has been done, his mind is furnished with a new word, which he has never before heard, and thus come ideas first, and words afterwards.

3. *Begin with the senses and never tell a child what he can discover for himself.*

With what the pupil already knows, with the knowledge he has acquired from sensible objects before his entrance into the school room, should commence the first work of the teacher. Beginning with the senses—what he can see and hear, touch, feel, and taste, and also with those simple sensible objects ever present to his view, and with which he has been quite familiar, as a chair, a table, an apple, a thimble, cups and saucers, etc., the teacher should guard particularly against telling the child those parts, qualities, and properties which he can, with a few questions and a little direction on the part of the teacher, see and name for himself. Here, also, must we record many failures in object teaching. Such an intense desire prevails, oftentimes, among even the most distinguished masters in our halls of learning to reveal to their pupils the astounding fact that they themselves know all about it, that their whole influence and competency as educators are entirely annihilated. They talk incessantly, and so incessant are their exertions, that their scholars are kept in a complete state of nervous imbecility and mental prostration. They remind one very much of the farmer who "ticed the marauding thieves out of his apple orchard with the pitch fork"! We have in our mind at the

present time just such a teacher. She holds one of the first positions in our State, but so eager is her desire to inform her pupils of the vast *treasures* of knowledge at her disposal that her class has very little opportunity for self-research; gems of ancient wisdom woven with threads of classic gold come very seldom at their bidding; all difficult and tortuous paths are made easy; the Atlantean heights, reaching to the lofty stars, are leveled down, the sand shovelled away, and as a consequence very little mental strength is gained. But to a visitor her school presents the appearance of a normal perfection. Order reigns visibly. She talks constantly, and the pupils recite in an inverse ratio, their only outward manifestation being an occasional assent to some of her biased and brilliant remarks. For instance—"This block which I hold in my hand is a cube, isn't it?" "Yes," answer the children with feigned astonishment. "It has six sides, hasn't it?" "Yes." "And it has eight corners, hasn't it?" "Yes;" and thus proceeds the whole lesson, and most of the exercises are conducted in a manner somewhat similar. It

is better that a school appear at a disadvantage, the children dull with poor recitations, if it can not be avoided, than for a chattering magpie teacher to perform the whole work of the school-room—the pupils listless because, having no stimulus to their invention and imagination, their minds become slow and unimpressible, and their faculties dormant, dwarfed, and sluggish.

As a maxim in school, talk as little as possible. Lead them to search out truth for the truth itself, and in these object lessons, where a particular quality is desired which does not seem to come to their mind readily, question them indirectly, turn the object over, hold it up to the light, let them examine it. Any way is preferable rather than that the teacher tell them these names, facts, qualities, and ideas, without any effort of their own. But a case will sometimes occur where this information is necessary. Then tell them just what is needed, after having aroused their curiosity sufficiently for the fact to be a novelty and to have it remembered.—*Miss Sterling in Michigan Teacher.*

EDUCATIONAL INTELLIGENCE.

CANADA.

—Mr. G. Swayze, Teacher No. 22, Gore of London, was presented by his pupils on Friday June 20th, with a beautiful family Bible, with photographic album attached, valued at \$9, as a slight token of their esteem and affection. A well written address accompanied the presentation, and Mr. Swayze, though taken entirely by surprise, replied in a suitable and feeling manner.

—A very successful Pic-Nic was held in S. S. No. 1, Ekfrid, Mr. L. Frederick teacher, on June 21st. There was a large attendance. Mr. M. Campbell acted as Chairman, and excellent addresses were given by Messrs. McFaggart, Warren Rock, of London, D. Curry, L. Welsh, A. Mackay, and A. Stewart. There was also excellent music by the band, and singing by the children, Miss Edwards presiding at the organ.

—A very pleasant and successful Union Pic-Nic was held by the Caradoc Teachers' Association in a grove near Mt. Brydges, on Friday June 27th. There was a very large attendance both of parents and children. J. C. Glashan Esq., Inspector, occupied the chair with much ability, and addresses were given by Messrs. G. W. Ross, M. P., H. McColl, Dr. McLaren, and Rev. Mr. Chipman. Good music was supplied by the Melbourne Brass Band.

—A very interesting Teachers' meeting was held at Heidleberg, Waterloo County, on the 21st June. The Inspector, Thomas Pierce Esq., was present, and gave a very valuable and instructive address, dwelling, among other things, on the value of a time table, classification, keeping registers correctly &c. Meetings like this are of great value, and Mr. Pierce intimated his intention of calling several more meetings throughout the County.

SCHOOL EXAMINATIONS.—No. 3 Blanshard, June 20th, Mr. Scallion teacher. At the close the progress of the school was spoken of in the highest terms by several speakers.—No. 6, Aldboro, June 20th, Mr. D. McAlpine teacher. The intelligent and prompt answers by the pupils proved their satisfactory advancement.—No. 8 Ekfrid, June 20th, Miss Issabella McTavish, teacher. The examination was highly satisfactory, and creditable to the teacher, and a very successful exhibition was held in the evening.—Alvinston School, June 17th, Mr. R. Code teacher. The school, which Mr. Code found in a backward state, is making excellent progress under his care.

TEACHERS' ASSOCIATION, No. 3 MIDDLESEX.—The sixth meeting of the Association was held in the school house at Glencoe, on Saturday May 31st. The President, Mr. S. Frederick, occupied the chair. After the usual preliminaries the Inspector, J. C. Glashan, Esq., spoke in favor of teaching Arithmetic by means of Object Lessons, and conducted a class in Reduction. In the afternoon Mr. D. Currie gave a lesson on Analysis. A lively discussion followed in which J. C. Glashan Esq., and Messrs. S. Frederick, C. B. Slater, and L. Frederick took part. On motion of Mr. S. Frederick, seconded by J. C. Glashan Esq., Mr. A. McTaggart was appointed delegate to represent this Association at the next meeting of the Provincial Teachers' Association to be held in Toronto. The next meeting of the Association will be held on the third Saturday in September.

TEACHERS' ASSOCIATION, WATERFORD, NORFOLK COUNTY.—The regular meeting of the Association was opened by the President at 2 o'clock p. m., May 31st. The adjourned debate on the Time and Limit Table was resumed and was exceedingly animated and exhaustive. The following teachers took part in the debate: Messrs. Parsons, Sullivan, Titchworth, Courtlandt, Ryerson, Roche, Earle and Chassman; the discussion terminated by the passage of the following resolution: Moved by Mr. Sullivan, seconded by Mr. Ryerson, and resolved, that we consider the Programme and Limit Table which at present obtain in this Province are too extensive, and that in carrying out the wishes of the people who are of opinion that their children cannot

make solid progress in the necessary branches of education, whilst their minds are distracted in trying to study a great many subjects which in after life they may easily attend to if so inclined, it would be desirable that the Department of Education should make some change in the programme, in this respect. The committee of management fixed upon the following programme for next meeting, for discussion: (1) Professional Ethics. (2) The Text Books now used; are they adapted to the necessities of the Country? (3) The simultaneous system of teaching. (4) Competitive Examinations. The Association then adjourned till the 16th day of August.

TEACHERS' ASSOCIATION WEST MIDDLESEX.—The Association met, pursuant to adjournment in the Union School House, Strathroy, on Saturday June 7th, at 11 a. m., the President, J. C. Glashan, Esq., in the chair. Mr. E. Rowland reported that the Adelaide Council had granted \$12 in aid of the Teachers' Library. Mr. C. Mc-Kerachar read a well written essay on "School Organization," which elicited remarks from the chairman, Mr. Demess, and others, and a vote of thanks was passed to the essayist. The Chairman read an essay on "Drawing" written by Miss Whimster. A cordial vote of thanks was passed to Miss Whimster for her able essay, coupled with a request for permission to have it published, to which she consented. It was resolved, after discussion, to change the name of the Association to "Strathroy Teachers' Association," being less cumbersome. Mr. M. N. Campbell was proposed and accepted as a member of the Association. Mr. D. A. Stewart gave an illustration of his method of teaching the "verb," followed by a lengthy discussion. The following programme was decided on for next meeting: Arithmetic by Analysis, Mr. E. Rowland; Cube Root, Mr. John Bateman; Writing, Mr. S. Cooper; School Discipline, Mr. C. Mc-Kerachar; Text Books, Mr. J. B. Shotwell; Arithmetic, Mr. Glashan. Mr. Rowland moved, seconded by Mr. Mc-Kerachar, that we, the Teachers of this Association, do highly approve of the manner in which the ONTARIO TEACHER is being conducted; that it is worthy of our unanimous support, and we shall endeavor to increase its circulation and extend its in-

fluence. Carried. The Association then adjourned till the first Saturday in October next, at 10 a. m.

BRANT TEACHERS' ASSOCIATION.—The regular quarterly meeting of the above Association was held on Saturday 31st of May, in the rooms of the Central School. The attendance was very large, some seventy being present. At 11 the meeting was called to order by the President, Dr. Kelly, at whose request Mr. Wilkinson led in prayer. The President read an able, thoughtful, and thoroughly original essay about Canadian literature, as he himself characterized it. Then followed a discussion in which Messrs. Mills, Thomas, and others took part. On motion of Mr. Rothwell, seconded by Mr. Wilkinson, the author was requested to allow his essay to be printed in the *TEACHER*, which he kindly consented to do. Mr. Mills then gave a carefully prepared and highly instructive lesson on Etymology. Recess over, Miss Smith gave a model lesson on Reading. Having a class present she was enabled to give a practical illustration of her method. The teacher was highly complimented at the close by many present. Mr. McIntosh, at the request of the Association, repeated his lesson on penmanship. He reduced the whole to a few simple principles, and was listened to throughout with marked attention. Miss Gibson then read with much expression the "Isles of Greece." Rev. Mr. Cochrane on invitation promised to address the Association at its next meeting. Mr. Dickinson then read an essay on "Text Books." During the course of the essay, which exhibited careful preparation; he pointed out much objectionable matter in our present text books, and suggested improvements. Then followed a discussion, during which arguments *pro* and *con* were advanced with considerable warmth.

The following officers were elected for the ensuing year: President, Dr. Kelly; Vice-Presidents, Mr. Mills, Mr. Wilkinson, and Mr. Douglas; Secretary, Mr. Rothwell; Treasurer, Miss Gillen; Cor. Secretary, Mr. McIntosh; Council, Messrs. McKay, St. George; Settelle, Mt. Vernon; Stenebaugh, Onondaga; Murphy, Northfield; Christie, Glenmorris; Miss Miller, Mount Pleasant; Miss Marion Myers, Burford; Mrs. Armour and Miss Smith, Brantford. The Convention adjourned until the last Friday in

August, at which time the following programme will be observed: Mr. Mills, Essay on Etymology; Miss Gillen, Algebra; Dr. Kelly, Canadian Literature; Mr. Rothwell, Geometry; R. Thomas, Method of teaching English; I. Suddaby, Method of teaching Grammar; R. P. Echlin, Reading; Miss M. Myers, Primary Geography; Mr. Wilkinson, Elementary Chemistry; Mr. Dunham, Mensuration; Mr. Dickinson, Means of Discipline; W. A. Douglas, Junior, Arithmetic.

EAST DURHAM EDUCATIONAL ASSOCIATION.—The fifth semi-annual meeting was held in Milbrook, May 16th and 17th. About fifty teachers were present, besides many other friends of education. Throughout the entire Convention the utmost harmony prevailed, the discussions being lively, in many respects brilliant, and were at times enlivened by the witticisms of Mr. W. L. Johnston. At 1.30 p. m. H. Montgomery, Esq., who has occupied the position of President of the Association since its beginning, in 1871, opened the session, and asked for nominations for officers for the ensuing year. The following gentlemen were elected by acclamation: P. N. Davey, President; W. L. Johnston and George Peters, Vice-Presidents; D. J. Goggin, Secretary; George Hetherington, Treasurer; Messrs. G. Brown, S. Monaghan, G. Glass, Hope, J. H. Stanton, Cavan, and W. Cowan, Manvers, were elected councillors. The minutes of the previous meeting having been disposed of, Mr. Montgomery delivered his valedictory address. He briefly reviewed the Association from its founding; showed some important results for good derived from its deliberations, and bidding the newly elected officers "God speed," introduced the President, Mr. P. N. Davey, who, after delivering a short address, proceeded with business as per programme. The Inspector, Mr. J. J. Tilley was elected delegate to the Provincial Association. Miss Hay, of Port Hope next read an able essay on "The Influence of Woman." Miss Taylor, of Port Hope, rendered the song "Somebody's coming." The Inspector next introduced the subject: should school sections be abolished, and Township Boards of Trustees be established? After discussion a resolution in favor of Township Boards was carried. Analysis and parsing "Battle of

Waterloo," 5th book, page 276 followed. A very successful entertainment was held in the evening, at which songs and readings were given by Misses Walsh, Meharry, Taylor, and Mr. Anderson, and an able lecture on "Hugh Miller," by Jas. Roy Esq., M. A., Cobourg. The Saturday session was opened with a song by Miss Bessie Meharry, entitled "Sweet Thought." Mr. P. N. Davey introduced the subject "Object Lessons," which was discussed by Messrs. Osborne, Montgomery, Tilley and Wood. H. Montgomery followed with an able address on "The duties of Teachers to one another and to the profession," and was supported by Messrs. Wood, Roy, Bryant and W. E. Tilley. A song "Tyrol's Lovely Dell," by Miss Taylor, was well received. Mr. J. E. Bryant, of Whitby, followed with an essay, subject "Poets and poetry of America." The work was well prepared, and evinces a great amount of study. Miss Walsh sang "I have always a welcome for thee," which terminated the work for the forenoon. A song entitled "Why do the Swallows leave their Homes," by the Misses Sharp introduced the afternoon meeting. Mr. D. J. Goggin next explained "A System of Marking," by diagram. W. E. Tilley, of Port Hope High School, gave a lucid explanation of "Fractions," and was succeeded by J. J. Tilley in a short address on "Reduction." After routine business and votes of thanks the proceedings came to a close.

EAST MIDDLESEX TEACHERS' ASSOCIATION.—This Association held its sixth meeting on Friday and Saturday, 13th and 14th June, in the Council Chamber, London, Inspector Groat in the chair. The Secretary was instructed to obtain 200 tickets of membership. A committee consisting of the Inspector and Messrs. Finchamp, Eckert, Hoyt, Lynam and Brown was appointed to report on such amendments as the constitution required. It was resolved that this Association make an excursion to Goderich, and that invitations be sent to the West Riding Association, and also to the Huron Association to join in the trip. Resolved, that the Association affiliate with the Biddulph Association on their paying into the funds one half the admittance fee. Mr. Lynam, on behalf of the Committee on Questions, illustrated the method pursued in solving the questions sent on since last

meeting. Mr. Finchamp illustrated his method of teaching drawing. Moved by Mr. Finchamp, seconded by Mr. McColl, that the members of this Association having duly considered the question of Merit Marks, cordially agree in adopting a uniform system, being that which is adopted by a majority of the members present. Considerable discussion ensued. Moved in amendment by Mr. Black, seconded by A. C. Stewart, that while we consider that it would be advisable and beneficial to adopt a system of merit marks for each school, yet we think that it would be impossible, considering the different states of the various schools, to adopt a uniform system. Original motion carried. President nominated Mr. Dearness of Lucan, Mr. McQueen of Delaware, and Mr. Finchamp of London, as a Committee on Merit Marks to report at Annual Convention. The following delegates were appointed to attend the Provincial Association: Messrs. Finchamp, Brown, Hoyt, McQueen and Dearness. Dr. Ryerson was at this point introduced to the Association, by the President. The Rev. Dr. addressed the Association for one hour, upon Teachers' meetings and Superannuation Fund. In answer to a question from Mr. Finchamp the Doctor said that the enforcement of the clause on compulsory attendance rested with the Trustees, who were themselves liable for any neglect of duty. A vote of thanks was tendered to the Doctor for his address. Mr. McQueen illustrated his method of teaching History. Mr. Macdonald illustrated his method of teaching Algebra to beginners. It was resolved that two or more teachers illustrate their method of teaching the same subject, and that the best system be adopted by the Association. For next meeting; Chemistry, Messrs. Groat and Dearness; Geography, Miss Wilson, Messrs. Angerson and Stewart; Factoring, (Algebra) Messrs. Fawcett, Swazye, and Black; Arithmetic, Messrs. Hoyt, Eckert, and Lynam; 1st Reading Book, Mr. McQueen and Misses McColl and Robson. After some further routine business the Association adjourned till the Annual Meeting which will be held on the last Friday of October, having been in session two days.

ONTARIO TEACHERS' ASSOCIATION.—From a circular from the Secretary Mr. A. McMurchy, we learn that the thirteenth An

nual Convention of the Ontario Teachers' Association will be held in the Theatre of the Normal School Buildings, Toronto, on Tuesday, the 12th of August next, at three o'clock in the afternoon, and continue in Session three days. Tickets of membership can be procured by communicating with the Secretary. The annual fee is fifty cents to those who are members of Branch Associations, and one dollar to others. Ladies, engaged in teaching, free. All the Railway Companies have agreed to grant Return Tickets to members attending the Convention for *one and a third fare*.

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 opening address will be delivered by the President, at half-past seven o'clock on Tuesday evening. Addresses may be expected from the Rev. Dr. McCaul, President University College, Professor Goldwin Smith, and J. A. McLellan, Esq., M. A., L.L. B., High School Inspector. Papers will be read on the following subjects:—

1. Industrial Schools, by Samuel McAllister, Esq., Head Master, John Street School.
2. School Organization, by J. R. Miller, Esq., County Inspector, Huron.
3. Euclid as a Text Book; by Thomas Kirkland, M. A., Science Master, Normal School.
4. Modern Culture, by J. Howard Hunter, M. A., Principal, Collegiate Institute, St. Catharines.
5. Township Boards vs. School Section Boards, by James Turnbull, B. A., Principal, High School, Clinton.

The following Committees will report:—

The Committee of Public School Masters.

The Committee of Public School Inspectors.

The Committee of High School Masters.

The Incorporation Committee.

The Text-Book Committee.

The Normal School Committee.

The Delegate to the Protestant Teachers' Association of Quebec.

Any member of the Association may pro-

pose other subjects for discussion, which, if approved of 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.

COUNTY OF LINCOLN 'TEACHERS' ASSOCIATION.—At the late meeting of the above Association, held in St. Catharines, the following resolutions, with reference to Attorney-General Mowat's School Bill, introduced at last session of the Legislature but laid over, were moved by J. H. Cornfort, M. D., and seconded by J. Howard Hunter, M. A., and unanimously resolved:—

1. That, while this Association welcomes the adoption of the elective principle in choosing members of the Council of Public Instruction, as is provided in the first section of said Act, yet the Association deeply regrets that a more liberal representation is not given to the three classes of electors therein named.

2. That it is advisable to have said elections held soon after the annual meeting of the Ontario Teachers' Association, instead of on the first Wednesday of June, as provided in section two of said Act.

3. That in the opinion of this Association, the proceedings of the Council of Public Instruction should be open to the public, and that a full official record of said proceedings ought to be published.

4. That this Association strongly disapproves of section eight of said Bill, which takes away all the property, rights, powers, duties, and obligations of the Boards of High School Trustees, and of the Trustees of Collegiate Institutes, and vests the same in the Municipal Councils, believing that such a course, if adopted, would impair the efficiency of our High Schools, and retard the advancement of Higher Education.

5. That this Association regards as unjust the existing regulations of the Council of Public Instruction, under which a single session spent at the Normal School is, in the case of second-class certificates, made equivalent to three years' practical teaching, and in the case of first-class certificates equivalent to five years' practical teaching.

6. That the mover and seconder of these resolutions be a committee to urge

upon the Government the views of the Association as expressed above.

TORONTO UNIVERSITY CONVOCATION.—The annual meeting of the Convocation was held on Tuesday June 10th, Vice Chancellor L. W. Smith D. C. L., presiding. The following were admitted to degrees, those of Rev. George Paxton Young of Edinburgh University, and Professor Goldwin Smith of Oxford University being honorary:

LL.D.—J. A. McLellan, M. A., L. L. B., and R. Snelling, L. L. B., of the firm of Snelling & Wardrop, Barristers.

M. D.—H. H. Fell, M. B., and A. Groves, M. B.

M. A.—C. R. W. Biggar, B. A., Rev. G. Burnfield, B. A., W. Dale, B. A., H. M. Hicks, B. A., W. H. Kingston, B. A., J. G. Robinson, B. A., and J. White, B. A.

L. L. B.—M. Cumming, B. B., R. E. Kingsford, M. A., J. Muir, M. A., J. McIntosh, Rev. N. McNish, M. A., D. G. Sutherland, and W. Watt, B. A.

B. A.—F. Ballantine, W. Barwick, F. Black, James Campbell, John Campbell, J. Craig, E. W. Dadson, J. K. Fiske, C. Fletcher, A. C. Galt, J. R. Gilchrist, A. M. Hamilton, J. B. Hamilton, F. N. Kennin, R. C. Leslie, J. H. Long, J. H. Long, J. H. Madden, F. Madhill, H. P. Milligan, L. A. McPherson, J. Nichols, W. E. Perdue, W. J. Robertson, J. T. Small, T. S. T. Smellie, C. G. Snider, A. Stewart, P. Straith, J. Torrance, A. M. Turnbull, F. H. Wallace, J. Wallace, N. J. Wellwood.

Diploma in Agriculture, F. Madill.

Rev. Dr. McCaul said this should be the last time he would appear on this platform as an examiner, this being his 31st year. Able addresses were given by Professor Cottenwood of Edinburgh University, and Professor Goldwin Smith.

UNITED STATES.

—Dr. William McGuffey, the distinguished scholar, teacher, and author, died at his home in Charlottesville, Va., aged seventy-three years.

—The congregations of Israelites in Cincinnati have taken steps toward the establishment of a Jewish Theological Institute. A General Conference of Congregations is to consider the matter on the 8th of July.

—An unusual number of American teach-

ers will spend their summer vacation in Europe, "Cooke's Educational Tour to Vienna" affording the opportunity to make the entire trip at an expense of \$400 in gold.

—A liberal friend of Marietta College has offered to give \$50,000 to increase its endowment, on condition that \$200,000 shall be secured, including the \$70,000 of recent gifts. Additional donations to the amount of \$80,000 will make available this very generous offer, and greatly enlarge the facilities of the college for usefulness.

—The Thirteenth Annual meeting of the National Educational Association will be held in Elmira, N. Y., on the 5th, 6th, and 7th days of August, 1873. The meeting will open on Tuesday at 10 o'clock a. m. The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments.

—Hr. Hjalmar Hjort Boyeson, a contributor to the *Atlantic Monthly*, has been appointed Professor of the Scandinavian languages at Cornell University. It is urged that provision is necessary for the study of the Scandinavian languages in our American colleges for the Norwegians of Wisconsin and Minnesota.

—The Washington and Lee University, in Virginia, has received from Kentucky \$25,000 for the endowment of a chair of history and political economy. Missouri has subscribed to the same institution nearly \$50,000 for a chair of applied chemistry; Louisiana, \$27,600 for the chair of modern languages, and Texas, \$25,000 for one of applied mathematics. Each professorship bears the name of the state endowing it. Last year the University received nearly \$100,000 in bequests and donations.

—Prof David Murray, of Rutgers College, N. J., has been appointed Superintendent of Education by the Japanese Government, and has sailed for Yeddo to enter upon the duties of his office. His commission states that he is to have "full charge of all affairs connected with schools and colleges in the Empire of Japan" for the term of three years. His salary is \$10,000 a year in gold. It was generally expected that this position would be filled by Secretary Northrop, of Connecticut.

BRITISH AND FOREIGN.

—The London University has instituted a course of Chinese language and literature.

The Prussian newspapers comment with much dissatisfaction on the gradual diminution of the number of students in the University of Berlin. It appears that there are fewer students entered for the Easter term than there were last autumn, while at the University of Leipzig the numbers have increased by 100. Last year Leipzig had 2,650 students, or 732 more than Berlin. The *Cologne Gazette* observes that the decline of what was formerly the first university in Germany is daily becoming more evident, and it attributes this chiefly to the niggardliness of the Government.

Dr. Von Stremayer, the Austrian Minister of Public Instruction, reports, that

during the year 1872 464 new primary schools were established Austria, with an increase in the total number of classes of 717. The degree of attention which education is receiving in Austria is made apparent by the fact that between the years 1865 and 1871 the number of new primary schools formed amounted to only 264, against 494 in 1872. It also appears from the report that much difficulty is experienced in obtaining competent teachers, in some cases it being necessary to have recourse to soldiers on furlough to supply the deficiency. Nevertheless, during the year 1872 1,854 teachers' certificates were issued. During the same period there were also established one gymnasium, 17 technical gymnasia, and 11 polytechnic schools, while four gymnasia belonging to religious orders were taken in charge by the state.

CHOICE MISCELLANY.

OUR OLD MASTER.

I remember many years ago of reciting a poem on the above subject. In presenting this to your readers, I wish it to be understood that the construction is entirely different to the one which I speak of; and that the conception belonged to somebody with a soul fired with a love for youth and old age, for man and for God. I sincerely regret that I cannot furnish the original and also the author's name. I publish this by kind request. WILL. HARRY GANE.

Our master was old and bent,
And his hair was scattered and grey,
But we loved the dear old man,
And his kindly smile alway.
Our thoughtless mirth was hushed
If we thought it gave him pain;
But ours, perhaps, was nothing more
Than the mist to the midnight rain.

'Twas a glorious Autumn day,
The work of the day was o'er;
The shadowy hands on the dial plate
Were creeping along to four.
Our master's head was bent,
We thought it was bent in prayer;
For it seemed as if some mighty power
Was dwelling among us there.

We let him rest the while,
Though the hour was past and gone;
After the cares and the toils,
We let the old man dream on.
So we quietly left our seats,
And noiselessly, one by one,
Just at the stroke of five o'clock,
Stole into the light of the sun.

The golden beams were lingering
Over his whitened head;
We careless boys never dreamed
That our dear old master was dead.
We think the angel came
Just at the stroke of four;
For we saw a smile, such as angels wear,
Mantle his features o'er.

We left him sitting alone,
Dead in his old arm chair;
His happy spirit wanders free
In a glorious region, where
His toils and sorrows are o'er,
And his school for a time dismissed;
We think of him every evening hour,
When the little ones come to be kissed.

Woodstock Review.

REPROVE GENTLY.

He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a grievous moral wrong.

Would you stop the flowing river,
Thinking it would cease to flow?
Onward must it flow for ever—
Better teach it where to go.

—All fact-collectors, who have no aim beyond their facts, are one-story men. Two-story men compare, reason, generalize, using the labors of the fact-collectors as well as their own. Three-story men idealize, imagine, predict; their best illumination comes from above, through the skylight.—
OLIVER WENDELL HOLMES.

No less important than a resolute, sincere purpose, is an intelligent preparation for the work of teaching. One great defect in our teachers is, that they are too much inclined to avail themselves of the appliances by which teaching is made easy. Nothing is more fatal to good teaching. Let the teacher make use of text-book, manuals, and the like, to simplify tasks for his pupils, as far as he thinks judicious, but he should train himself to an absolute independence of them, rather than any easy use of them. An intelligent teacher will no more lean upon such supports, than a well man will walk with crutches. The best remedy for this trouble would be the providing of higher instruction for teachers. Am I unjust in saying that even the normal schools are not up to the needs of the time?
—*Professor Agassiz.*

—The practice of marking the recitations of pupils has been discontinued in a considerable number of schools in Ohio, and written examinations, usually occurring monthly, have been substituted to determine the pupil's progress. We have taken some pains to ascertain how this change has affected the daily preparation of lessons. The general testimony is, that the examinations are as effective an incentive to study as the daily record, while the greater freedom of both teachers and pupils has improved the character of the recitations. The teachers are less narrow and text-bookish in their instruction, and they give increased personal attention to those pupils

who are not doing satisfactory work. Much, of course, depends on the spirit of the school and the manner in which the teachers do their work. When the time of examinations is announced several days in advance, and the intervening time is devoted to the special preparation of the class for the ordeal, pupils learn to depend on this cramming, and there is less faithfulness in daily study. Examinations are most constant and effective as an incentive when they are held without previous notice and are made a test of the pupils' daily work. They are a poor incentive when the vigorous crammer stands higher than the faithful student.
—*National Teacher.*

MORE CAREFUL WORK.—The characteristic element of modern science is the quantitative element. We want careful work everywhere; we want analysis; we want measurement; we want exact comparison; we want the universal recognition of the absolute value of the truth, and the relative worthlessness of anything short of it. We want the courage and devotion that perseveres in the dark, having an abiding faith that afterward there shall be light. You remember how corals grow. The reef is not a building constructed by them; it is their own life that crystalizes within them, and it is left behind them as they climb upward toward the light. And as they climb, the seabottom sinks beneath them, and the surface, only a short distance below which they can live, seems doubtless unattainable to their patient labors. Yet by-and-by it is gained, though the coral-makers die in reaching it, and over the records of their ceaseless toil appear at length the verdant fields and fruitful palms of islands that lie like gems upon the bosom of the sea.

So must we labor, climbing ever through the dim sea toward the blue sky and the perfect day, leaving our lives behind us as we climb. The great ocean of human thought grows deeper underneath as we ascend; we get further from the bottom, yet not nearer to the top. When we reach the unclouded sunlight, it will be to die. Yet in some bright hour of the ages to come, generations of men illuminated with knowledge and clad in peaceful strength, shall look curiously and reverently upon the foundation of their prosperity, examining the progress of our labors as we study the lives and labors of the coral-makers, and

shall say, "Without the patience and devotion of these workers, our fair, new world would not have come to be!"—*American Journal of Education.*

TEACH BY ILLUSTRATION.—Let teachers remember that the eye has wonderful power in interpreting facts to the mind. Do not imagine that you can explain by words only, as you can with the help of illustration. It is not desirable that you should. The powers of the eye are so great that they deserve to be cultivated. It interprets to us both nature and life, the most stupendous physical facts, and thoughts and emotions too delicate for words. There is, too, a distinguishing clearness and certainty in knowledge gained

through the eye. So press into use all the apparatus, the illustrations, the globes, the maps. They are not to lie idly by, for display at stated intervals; but for daily practical use. If you have not proper apparatus, then invent; you can do more than you imagine, even with simple materials and rough construction.

But whatever you teach, remove it as far as possible from the barrenness of mere words, in which teachers of inactive mind are too apt to take refuge, knowing that they will not be understood. Let what you say be illustrated and brightened by those means through which all nature pays tribute to the power of the eye.—*American Journal of Education.*

LITERARY NOTICES.

THE TYRO.—This is the name of a very creditable magazine published by the Adelpian Literary Society, in connection with the Canadian Literary Institute, Woodstock. It is edited by Messrs. N. Wolverton, P. H. McEwen, and Thos. Johnson. It is every way a first class magazine.

THE SANITARIAN.—This is the name of a new Monthly Journal published in New York City by A. S. Barnes & Co., and edited by Dr. A. N. Bell, the fourth issue of which has just reached us. It is evidently conducted with much ability, and is devoted to sanitary improvement. The July No. contains articles on Bread; how to cure a Cold; Ocean Travels and its Dangers; Wet Nursing and Artificial Feeding; Air and Light, &c., &c.

NATIONAL NORMAL.—The June No. of this Journal published at Cincinnati, Ohio, by Stevens & Co.; and edited by R. H. Holbrook, is before us. It is very full in its educational intelligence, and has besides very interesting articles. It is very well printed, and seems to be more particularly devoted to the advocacy and exposition of Normal School instruction. We cordially welcome it to our exchange list.

NEW YORK SCHOOL JOURNAL.—We have for some time been in receipt of this spirited and ably conducted weekly jour-

nal, published in New York city by G. H. Stout, Editor and Proprietor. It contains some well written editorials and good selected matter, and keeps its readers well posted on literary and educational matters. Its distinguishing feature, however, is the fullness of its local school news.

NATIONAL TEACHER.—Like some others, we are indebted to this excellent monthly for some of the best selected articles we have given to our readers. The June No. besides a carefully and ably prepared editorial department, has articles on The Schools of Baden; Plato and Education; Geology in Public Schools; A country teacher's opinion on County Institutes; Notes on the Boston Primary Schools. This live and practical journal is published by E. E. White, at Columbus, Ohio.

CONNECTICUT SCHOOL JOURNAL.—We have received the April, May and June numbers of this old and well conducted Journal, published under the direction of the State Teachers' Association. The May No. contains articles on English Grammar; Decisions in School Cases; Music, a sketch of its origin and growth; Word Study; Composition; Experiments for Young Teachers; Tours of Observation; Evenings with the Stars; Miscellany; Editorial; Educational Intelligence &c. The June No. also presents a very attractive table of contents.

MICHIGAN TEACHER.—The June No. of this excellent educational monthly has a very interesting table of contents, including The Philosophy of Childhood; New Educational Plan of Japan; Methods of teaching Arithmetic; Concerning the Sun; Hints for the School Room; Object Lessons &c., &c. The last of these we have transferred to our columns, and indeed we are indebted to the MICHIGAN TEACHER for some of our best selections. Published by H. A. Ford, Niles, Michigan.

THE BRIGHT SIDE.—This popular paper for the young folks, with the beginning of the new year resumed its weekly issues, which were interrupted by the fire. It is pronounced, by those who have tried it, the best *waddy*, for children and youth, in the country. Parents will do well to try it. In addition to the attractions of the paper, the publishers offer a very pretty chromo, the Calla Lillies, both for the small sum of \$1.60 The BRIGHT SIDE, weekly, and

CHILD'S FRIEND, semi-monthly, and two chromos, Calla Lillies and Panzies, all for \$2.25. Send for specimens or subscribe at once. Published by the Bright Side Co., Chicago.

AMERICAN JOURNAL OF EDUCATION.—We have received several issues of this journal, published at Chicago by A. H. Andrews & Co. One of the most attractive features in the April number seems to us to be the design for a cheap Country School-house, which, for all its simplicity, is convenient and pretty enough to suit well with its background of hill and woodland. There is, too, an admirable design for a large School-house, with two rooms which can be easily thrown into one, and made suitable for use as a church, or for public meetings. The articles of the JOURNAL for June are excellent, full of good sense and wisdom, for both teachers and the public.

TEACHER'S DESK.

J. C. GLASHAN, ESQ., EDITOR.

—Contributors to the 'Desk' will oblige by sending answers with their questions and solutions with their problems. Attention is called to 'Young Teachers' Queries'; other questions of like practical character are solicited, as also are *essays* and *discussions* in answer. The latter should be on separate sheets from any matter intended for the 'Desk,' as they will be handed to the General Editors for insertion among "Contributions."

CORRECT ANSWERS AND SOLUTIONS RECEIVED.

A. D. Campbell, Georgetown Academy, 28. (Excellentlly stated.)

A. McIntosh, Pinkerton, 15 and 16. Tena, 15 and 16. R. Dolbear, Avon, 16 and 28. Metcalfe Teacher 6, 24, 25, 28. Edward Rowland, Strathroy, 16, 17, 24, 25. John Pierce, Ailsa Craig, 16, 17, 22, 28. A discussion of 25 from the sentence-joining view with a correct explanation of the latter example, but without noting that in the former *sugar and water* is singular, and the name of a *single thing*, not two names. J. W., Carluke, 15, 16, 17, 20, 24, 28.

H. T. Scudamore, Sutherland's Corners, very full and *highly interesting* discussions on several of the questions.

ANSWERS.

11. Even is generally called an emphatic particle, but the full sentence traced from the Saxon is: It even happened that &c.

12. The throne of England in Saxon times was elective. (See Report made in 787 to Pope Hadrian I, by his legates in England; Haddan and Stubbs's Councils and Ecclesiastical Documents, vol. 3, page 453.) Established usage gave a *preference* but not a right to members of the last reigning family. Harold, as of Danish blood Royal, was elected king, and lawfully reigned as such. He was no more a usurper than Alfred, the Great or indeed than a majority of the Saxon kings. Some time ago it was customary, following 'the lawyers,' to call Edgar Atheling the rightful heir,—no Saxon or Norman historian called him so. See Freeman's Norman Conquest, or Freeman's Growth of the English Constitution.

15. The usual answer is, James I, who was already king of Scotland, thus making the question a grammatical one playing on the distinction between 'a king crowned' and 'crowned a king.' But Charles II was crowned king of Scotland Jan. 1, 1651, proclaimed and acknowledged king of

the four kingdoms on May 8, 1660, and did not enter London till May 29,—thus he was in all respects king of Scotland at least three weeks before he was crowned king of England. And Edward I was acknowledged king on the day of his father's funeral (Nov. 1272), the prelates and nobles swore allegiance to him, and his reign was dated from that day. He was crowned August 19, 1274. (He was the earliest king whose reign was dated from a time earlier than his coronation. Freeman's Growth of the English Constitution.) Since the Act of Succession, all monarchs of England are kings from their succession. Finally, where was Richard King of the Romans crowned? (1256.)

16 A goes $16\frac{1}{2}$ rods and B goes 17 rods, each in 3 minutes; therefore A will go $16\frac{1}{2}$ rounds while B goes 17 rounds, thus bringing B up to A. See No. 3 of Curiosities.

17. If Imperial gallon 138.637 inches; if wine gallon of U. S., 115.5 inches.

18. On the Longwoods Road and north bank of the River Thames, just opposite the present village and Moravian Church (on south bank.) (We hope to obtain permission to publish a letter received from H. T. Scudamore, defining and describing the location of the village and containing much other valuable information collected from actors in the war of 1812, and from some who were actually in the battle.)

19. No solution was sent with this problem, but it was stated that it had been published for some time in an English periodical without a solution being received. No wonder. It requires the solution of an equation of the degree 150, reducible to a 3-term equation of the degree 151. The solution would involve an immense labor, but present no mathematical difficulty. The Editor has no leisure at present to examine for a solution by repeated substitution.

"When your correspondent asks 'what is the rate per cent. on the balance left unpaid at the end of each year?' he seems to imply that the rate per cent. varies from time to time. Such cannot be the case, because the rate is determined by a definite equation." H. T. SCUDAMORE.

20. The weights are 1, 3, 9, 27, 81, 243 lbs. respectively. Reason—Any No. not greater than 364 can be expressed by not more than six digits in the scale of three, using as digits positive 1, zero, and negative 1. In the common method of reducing to the scale of 3, whenever there is a remainder 2, add 1 to the dividend and write 1, meaning negative 1, for the remainder. Thus 22 (scale X) is 10111, (scale III) and hence to weigh 221 lbs. put the 243 lbs. and the 9 lbs. weights in one

scale and the 27 lbs., 3 lbs., and 1 lb. weights in the other.

21. "This of yours" is now, as in E. E. generally applied to one out of a class whether the class exist or be imaginary. We could say "this coat of yours," but not (except colloquially) "this head of yours." It is however commonly used by Shakespeare, where even the conception of a class is impossible. "This of hers, there" &c., seem used as an adjective like the Latin "iste." "This mouth of you" was felt to be harsh, the "you" being too weak to stand in such a position. "This your mouth" requiring a forced and unnatural pause after "this" was somewhat more objectionable to Shakespeare than to the Latin style of Milton and Addison. Hence "this of you" was used but modified. ABBOTT'S SHAKESPEARIAN GRAMMAR.

PROBLEMS AND QUERIES.

32. What will be my gain per cent. by purchasing goods on 6 months' credit, and selling them immediately for cash at cost, money being worth 8 per cent? A. D. CAMPBELL, GEORGETOWN ACADEMY.

33. J. Jones accepted an agency from D. McInnes to buy and sell grain for him. J. Jones received from D. McInnes grain in store, valued at \$135.60, and cash \$222.10. He bought grain to the value of \$1346.40 and sold to the amount of \$1171.97. At the end of four months McInnes wished to close the agency, and Jones returned him grain unsold, valued at \$437.95. Jones was to receive for services \$48.12. Did Jones owe McInnes, or McInnes owe Jones, and how much? WM. COUTTS, HAMILTON.

34- Parse *namely* and *plants*, Fifth Reader, p. 118, line 3. COMUS READ.

35 Give the relation and parsing of *who*, p. 63, line 6, and *decline* p. 204, stanza 5, v. 1, both of Fifth Reader. Explain the meaning of the couplet in which the latter example occurs. AQUILA LANE, ARKONA.

36. How many yards of carpet 2 ft. 3 ins. wide, with a 15 inch pattern, will be needed to carpet a room 15 ft. 6 ins. by 13 ft., (i) if the pattern be the same running both ways, (ii) if the pattern only run one way? EDITOR

ERRATUM.

In line 12 of The Scuffle, No. 22, read *recovered* $\frac{5}{8}$ of it instead of *recovered* $\frac{3}{8}$ of it. We published the problem as given in GOUGH, without noticing that as proposed it will not give the answers usually accepted. We shall publish the answers both to $\frac{3}{8}$ and $\frac{5}{8}$, as by changing the meaning of *it*, both forms of the question are possible. We hope some

more of our readers will try the scuffle which was at one time a challenge question among the schoolmasters of Ireland, when to be able 'to do the scuffle' and 'to turn Gough' was something to boast of.

YOUNG TEACHERS' QUERIES.

5. A child five years old begins attending a public school; on what should his first lessons be? A. JOHNSON.

6. My pupils find it very irksome to learn the tables of weights and measures, and when they are learned do not know how to use them except by imitation of examples and reasoning somewhat thus: 'Because I did so and so in that table, I'll do the like in this.' How shall I teach these tables? J. GRAYMAN.

CURIOSITIES.

Answer to No. 2. 30 ft., 56 ft., and 82 ft.

3. Give the general rule for solving such problems as No. 16 of Problems and Queries; apply it to, Six men start together from the same point to travel in the same direction, in a circuit, at the rates of 3 and 2-15ths, 3 and 5-21ths, 3 and 12-35ths, $3\frac{1}{2}$, 3 and 57-70ths, 4 and 1-42th miles per hour respectively; after how many rounds, and where will they all meet again? Also apply your rule to the problem of the hour and minute hands of a watch, Sangster's Algebra, Ex. XXXIII, No. 26. If the ratio of the rates of travel in a circuit, of A and B, is as the square root of 3 to that of 2, show by your rule that they will never meet a second time at the same point.

EDITOR'S DRAWER.

THOSE CHARGES.—The Editor of the *St. Catharines News*, in a recent issue, has thrown down the gauntlet in reference to the charges against the Council of Public Instruction and other parties, to which we referred in our April number. We are quite content to leave the matter in abeyance until we are in possession of more information, which, we understand, is forthcoming.

—We observe that at the next examination of Teachers, Second Class Female Candidates are required to undergo an examination in the First Book of Euclid, instead of Domestic Economy, as heretofore. This alteration in the Examination Course was made by the Council of Public Instruction in May last, and announced to the public in June. We decidedly object to this hasty action, for we can call it nothing else, as being unfair to all Female Candi-

dates for Second Class Certificates. It evidently places them at a considerable disadvantage, inasmuch as no Candidate preparing for the Board could be sufficiently prepared on such short notice, to undergo examination with any probability of success.

CREDITABLE.—One Inspector has just finished a club of fifty one subscribers for the *TEACHER*. He says he believes at least half the teachers in Ontario would subscribe for it, if Inspectors would bring it under their notice during their visits. Many other Inspectors have also done nobly for us, and we have no doubt others who have as yet done nothing will feel that they are aiding the cause of education by speaking a good word for the *TEACHER* during their school visits, and at meetings of Teachers' Associations.