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# The Canada School Journal.

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## THE CANADA SCHOOL JOURNAL.

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

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THE SUBSCRIPTION price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

In our Notes and News columns, teachers are reminded that the time allowed by the Amended School Act for the payment of arrearages to the Pension Fund expires with the present month. No new names can now be added to the list, the desire being to close up the arrangement so far as it can be done with proper regard to vested interests. All parties concerned will do well to take note and govern themselves accordingly.

AFTER the 1st of July next, no school teacher can get a certificate in Iowa who has not passed an examination in physiology and hygiene, with special reference to the effect of alcoholic liquors, stimulants, and narcotics upon the human system. In view of this new regulation in Iowa and other States, *School Education* pertinently asks, "How many of the whole number of male teachers in that great State will *practice* what they are expected to teach?" A lesson on the evils of stimulants and tobacco, followed by a drink or a smoke by the lecturer, is not likely to produce profound conviction in the mind of the average boy. It would seem almost as if enforced abstinence on the part of the teacher, from both stimulant and narcotic, must be the logical outcome.

APROPOS to the foregoing, we wonder how large a percentage of the male teachers in Canada use the weed. We feel sure the number of those who patronize the saloon or tavern bar, or indulge in the use of stimulants at home, is now exceedingly small. We wish we were sure that the percentage of those who set a bad example in regard to the other deleterious habit is equally insignificant. There are few professions in which personal example is of so much weight and importance as in that of teaching. The sense of responsibility inseparable from a full recognition of this fact should make every teacher pause and weigh well the effects and tendencies of all his personal habits.

A "Young Teacher" suggests that exercises in composition for pupils of the Third and Fourth Classes would be a valuable addition to the practical features of the JOURNAL. The suggestion is a good one, and we shall try to act upon it as occasion offers. We should be glad to have the experience and methods of teachers in this, as in other branches of school work, for our practical department.

THE School Board of London, Eng., is undertaking the establishment of Elementary Technical Schools. The task is, no doubt, full of difficulties, but the end is one that will justify much expenditure of money and effort. It is stated, with probable truth, that there is always a floating body of at least 5,000 clerks in the city of London who are on the very verge of starvation for want of employment. If, by the establishment of technical schools as adjuncts of the public schools, a large percentage of those who would otherwise swell the lists of these clerks can be made intelligent and skilled craftsmen and artisans, a good work will be done for them and for the nation.

"I AM very much pleased with the JOURNAL. It surpasses my expectations," says a correspondent in a recent note. We are glad to receive these words of encouragement, and similar ones from week to week. We should like to give the teachers of the Dominion the best journal possible, and we want all to help us, by enlarging our subscription list and by giving us the full benefit of their contributions and suggestions.

MR. POWDERLY, the chief of the Knights of Labor, is said to have had a plan for using the organizations of working-men's unions for educational purposes. The scheme may be impracticable under present circumstances, but it seems not at all unlikely that the idea may prove fruitful in the future. In the good time coming, when the day of labor shall have been materially shortened by mutual consent; when strikes and lock-outs shall be no more, all difficulties being adjusted by the accredited Bureaus of Industry; when, in a word, the unions

shall have ceased to be fighting organizations, why may they not be transformed into mutual improvement societies and become a mighty agency for the spread of intelligence?

SOME of the American educational and other journals have been severely criticising the position taken by President Eliot, of Harvard, in a recent paper, to the effect that no one has ever, on a large scale, shown how to teach morality apart from religion, and hence that, in order to teach morality, we must teach religion in the schools. The details of President Eliot's scheme are certainly as impracticable as they would be undesirable on other grounds. To place religion upon the school programme; to provide for it in each of its great varieties, Protestant, Roman Catholic, and Jewish; to pay for it from the public purse; and to classify all children on the basis of the religious views or preferences of their parents and assign them to teachers accordingly, would, if it were possible, be taking a long step backward. It would not only produce a most complicated and cumbrous system, and provide, at public expense, for the intensifying and perpetuating of the spirit of sectarianism, which the progress of broader Christian ideas is now doing so much to weaken, but it would be a palpable violation of the great principle of religious voluntarism, and a denial of the rights of conscience to all those who accept either of the three forms indicated. To establish such a system by law would be to turn back the hands on the dial plate of progress two or three generations.

BUT is there not a more excellent way? Can not the sacred principle of voluntarism in religion be preserved inviolate and yet ample opportunity afforded for instruction by its accredited teachers? This is what is aimed at in Ontario, and the results in some quarters are most encouraging. Instead of the minister of each denomination separately instructing his little band of sectaries, we have, in some places, the ministers of all the leading denominations working together in perfect confidence and harmony, and each in turn giving religious instruction to the whole school, or to as many as choose to remain. This is as it should be. Let the ministers of the different denominations set aside their little distinctions and throw themselves into the grand work of expounding the Christian doctrines and precepts as they hold them in common, and the thing may be done. Very few parents, of any shade of belief or unbelief, will object to have their children taught the great principles of the Christian system. These have, in fact, an irresistible claim to a place on the programme as a part, and a most important part, of the history of civilization.

DR. McCOSH, President of Princeton College, is of opinion that children ought not to be sent to school before the age of six years, and that a boy should be ready for college at sixteen. With the first opinion all thoughtful teachers will agree, if by school we mean the organized public school, with its long hours and fixed programme. From the second we feel strongly inclined to dissent. There are, in fact, such broad diversities in the degrees of maturity of boys at the age mentioned that no

definite rule can be laid down, but our experience and observation incline us to the conclusion that, in the majority of cases, the college course will be much more profitable if not entered upon before the age of eighteen or twenty.

WE have received from Mr. D. J. McKinnon, I. P. S. for the County of Peel, a specimen of a very attractive "Certificate of Honor," to be awarded to those who have completed the course of study prescribed for the Fourth Class in the Public Schools of Ontario, and passed the examination for admission to the County High School at Brampton. The design is neatly and tastefully wrought out on paper parchment, by Alexander & Cable, Toronto, in a combination of gilt and black lettering. It is embellished on left and right with busts of Dr. Ryerson and Hon. George Brown respectively. At the bottom, in addition to spaces for date and signatures of Inspector, Principal, and P. S. Teacher, is a representation of pupils of both sexes, book in hand, on their way to school. Below these, in a single line, is Longfellow's well-known stanza, commencing "Lives of great men," etc., and the whole is surmounted at top with a scroll containing the golden motto, "The fear of the Lord is the beginning of wisdom."

IN replying to a question, the *N. Y. School Journal* quotes the following excellent advice from Emerson: "If a pupil, in a proper manner, doubt the correctness of your statement or opinion, and a discussion follow, never attempt to silence him by your mere assertion, but hear his reasons patiently and pleasantly. Welcome the doubting spirit and the zeal in arguing that prove the thinker. Encourage his inquiries; and if he convince you that you are wrong and that he is right, acknowledge it cheerfully, and—hug him." In the case referred to by the *Journal's* contributor, the teacher had reprimanded a pupil very sharply for questioning a statement she had made, and in regard to which she afterwards confessed she was not herself certain. She had made the very common mistake of thinking it would never do to let the pupils think she was wrong. Such an idea does very little credit either to the teacher's judgment or to her moral sense. It greatly underates the average pupil's shrewdness. If she was wrong, the boy would be pretty sure to find it out and let his fellow-pupils know it, and the loss of prestige to the teacher would be vastly greater than any which could have followed a frank admission of doubt. The latter, too, would have been an excellent lesson in candor and conscientiousness. The average school-boy in these days will hardly be got to believe in the teacher's infallibility, nor is it desirable that he should.

THE foregoing incident suggests the lesson that the teacher cannot be too careful in making dogmatic assertions, unless absolutely sure of the ground. Nor is it well, in any case, to be too ready to give categorical replies to all sorts of questions. It is oftener much better to refer the questioner to some source of information, and, if the subject is worth it, to set a time when the question may be brought up again in presence of the class, and their success in solving it carefully tested. In this

way the teacher not only avoids what may otherwise become a serious tax upon time, and interruption to lessons, but helps the pupil to form a habit of self-reliance and patient research, which is of great value.

MR. CARSTAIRS' valuable literature paper is lengthy, and occupies more space than we usually think it well to accord to one article, but we have thought better, in view of the approaching examinations, not to divide or curtail it. The class exercise we are obliged to leave over.

THE London, Guelph, and Niagara Conferences of the Methodist Church have pronounced in favor of the scheme of College Federation. The opposition is, however, very vigorous, and it does not augur well for the final success of the movement that some of the other denominations which were at first favorable, seem either to have disapproved of the modifications made in the original outline, or to have become tired of waiting, and have taken action looking to the independent development of their own institutions.

WE call attention to the letter of Mr. Boyle in respect to the arrangements for a preliminary meeting to organize a Teachers' Union for the Province. It is to be hoped the attendance at that meeting will be large and representative of the energy and intelligence of the profession in Ontario. There will, no doubt, be difficulties to overcome in the establishment and working of such a union, not the least of which will be the "magnificent distances" which separate some portions of the Province from others. But the game is well worth the candle, and it will be for the teachers to prove themselves in downright earnest by meeting and overcoming all obstacles and forming a union on a basis worthy of themselves and their profession.

#### THE NEW SCHOOL HISTORY.

THE "Public School History of England and Canada," "authorized by the Education Department of Ontario," is a primer of some 200 pages, of which about 140 are devoted to England, and the remaining 60 to Canada. The mechanical work has been well done by the Copp, Clark Co., of Toronto. The paper and letter-press are good, the binding neat and substantial, and the general aspect of the book, though its make-up is still too suggestive of school-room pains and penalties, is less uninviting than that of most of its unpopular class. Of the way in which the editors, Mr. G. Mercer Adam and W. J. Robertson, B.A., LL.B., have done their work, little need be said. They had a hard task set them, and the result must, in fairness, be taken as the product of the Departmental system, not of the men, whose duty was simply to make a book to order. The limitations were such as would have baulked the genius of the most talented historian, and though neither of these gentlemen, so far as we know, lays any claim to special aptitude for historical writing, the forte of the one being in literary, that of the other in mathematical pursuits, yet we dare say the work might not have been done much

better, under those limitations, by a Knight or a Freeman. When a book is made to order and fitted to dimensions, the chief architect, not the builders, must be held responsible for the results.

We have not as yet found time to examine the book closely throughout, and may refer to it again when we have done so. But, as we have often had occasion to say, the whole mechanical system of book-making now in use by the Department is utterly bad, and it would be a marvel to find it bringing forth good fruits. As well expect to gather figs from thistles. We have already gone far enough in our examination to find that the book before us is no exception to the general rule.

In the first place, the book is nondescript in character. It is neither fish nor flesh—neither a note book for teachers, nor a history for students. If it is assumed that the teacher is master of the subject, and is to guide the pupil and supply him with all that is really valuable in the subject-matter and philosophy of history, the book is unnecessary. A simple note book of a few pages is all that is required. If, on the other hand, it cannot be assumed that the average teacher is a sound historian, and the pupil must rely largely upon the text-book for all these essentials, then this primer is worse than useless. Its dryness is, of necessity, appalling. It is utterly devoid of the human interest which is the charm of all history. It cannot bring before the reader any personality. It cannot refer any event to its natural or historical cause. It cannot set forth the customs, manners, or ideas of any class, or any epoch. It cannot discuss principles of action, follow events to their issues, or trace them backward to their sources. It is a valley of skeletons, and the bones are, as before said, very dry.

If illustration of what seems so obvious is necessary, we must defer it mainly to future issues. We can take space here only to give two or three which have presented themselves as we open the book, almost at random. One of the most important events of modern British history is the Crimean war. Whether England's part in that war was justifiable or necessary is, to say the least, a vexed and dubious question. But this most important matter of England's moral responsibility is here settled for the pupil *ex cathedra*, in these few words:

"The cause of the war was the quarrel of the Russian Emperor Nicholas with the Sultan of Turkey, because the latter refused him the protectorate of the Greek Christians in his European dominions. But Nicholas's real object was the dismemberment of Turkey. To this England would not consent, and, for the security of Europe, she declared war against Russia."

The subtle distinction between "the cause of the war" and "Nicholas's real object" may, possibly, be very obvious to bright Canadian boys and girls, but surely the motive assigned for England's interference in the quarrel is, to say the least, a very inadequate account of the way in which British statesmen allowed themselves to be caught in the meshes of the diplomatic entanglement.

For the guidance, it may be supposed, of teacher and pupil, questions have been inserted at the end of each chapter. These, we are told, are not intended to be exhaustive, but surely it is but reasonable to expect to find material for the answers in the text. Fancy the bewilderment of the poor

pupil who attempts, as required in the questions, to "give an account of the extension and remodelling of the Public School system of Ontario by Dr. Ryerson," and finds himself obliged to evolve it out of the following, which is all the text contains on the subject :

"During Lord Metcalfe's governorship, the Rev. Dr. FERGUSON RYERSON, who had been at the head of VICTORIA (Methodist) UNIVERSITY, was appointed Chief Superintendent of Education for Upper Canada, a position he was to hold with great profit to the country and honor to himself for a period of over thirty years. Under Dr. RYERSON the present admirable system of Public and High School education was established, with the generous aid of Parliament."

We had marked other passages of similar character, but, for want of space, must withhold them for the present. Let us repeat, that for such glaring defects in the book, even as a book for *cramming*, which is the sole use of such a work, not the compilers, but the instructions are, no doubt, responsible.

### Special.

#### ENTRANCE LITERATURE.

#### LESSON LXXXV.—MARMION AND DOUGLAS.

J. STUART CARSTAIRS, CHESTERVILLE.

The writer would advise the teacher to read at least the narrative portion of Marmion to his class: certain parts that do not bear directly on the story may be omitted. Ten minutes a day will be sufficient. Summaries of each Canto should be written, and frequent reviews of the subject-matter made. These will increase the interest. This has been the writer's method. A copy of Marmion may be got from John B. Alden, New York, for eight cents. A short summary is added.

#### CANTO I.—The Castle.

Marmion and his train on his way to Scotland as an ambassador approaches Norham Castle, of which Sir Hugh Heron is the lord. Heralds proclaim his coming and his warlike deeds. His reception is in accordance with his rank. Sir Hugh, in the course of the evening, refers to a page Marmion had when they last met, and hints that the page was a woman, disguised. Marmion answers his host by referring to Lady Heron, of whom fame, not unjustly, spoke lightly. Sir Hugh informs him that Lady Heron is at the Court of James IV. of Scotland, in attendance on Queen Margaret. Marmion desires a guide, and a Palmer, — a holy pilgrim who had arrived at the castle that day — is spoken of as a suitable guide. The Palmer becomes Marmion's guide.

#### CANTO II.—The Convent.

The Abbess of St. Hilda and her nuns are on their way to Lindisfarne. Among the nuns is a kinswoman of the Abbess, — Clara de Claro, who is only in her novitiate. At Lindisfarne they are welcomed by the islanders. In a secret vault of St. Cuthbert's Abbey that night, the Abbess, the blind old Abbot, and the Prioress of Tynemouth, sit in judgment on two church criminals, whom they sentence to be immured alive. One of the criminals, a brutish monk, acts like a craven; he whines with terror, &c.: the other, a beautiful girl, in the dress of a page, wearing the falcon badge of Marmion, boldly addresses her judges. She tells them that she had broken her vows as a nun to follow Lord Marmion as a horse-boy. Such life had been hers for three years. Marmion had grown tired of her; he wished to marry Clara de Claro, the rich heiress of the house of Gloucester, who was betrothed to Sir Ralph de Wilton. Marmion falsely accuses Sir Ralph of treason, meets him in mortal combat and defeats him. Clara had fled to the Convent of Whithby, but King Henry VIII. had sworn that Marmion should have Clara. Constance had hired the monk, her fellow-prisoner, to poison Clara. He had disclosed the scheme. Constance tells them to do their worst. The judges withdraw; the executioners perform their task; the knell is heard miles away.

#### CANTO III.—The Inn.

Marmion, under the Palmer's guidance, marches northward and at nightfall he reaches the Scottish village of Gifford. Here he takes quarters at the inn. His train are drinking; he, like a politic general, gives countenance to their pleasures; the Palmer, who has not spoken all day, stands apart with his eyes fixed on Marmion. His moodiness damps the spirits of the train. Marmion calls for a song. Eustace, his squire, sings a song that had been commonly sung by Constant, the page, whose absence he deplores. The subject of the song was unfaithfulness in love and its punishment. Marmion, rendered more low-spirited, speaks of a ringing in his ear. The Palmer answers that it portends the death of a dear friend. This brings on a story from the innkeeper: Alexander III., when beset by the Danes, sought Lord Gifford, who was a magician of great power. Lord Gifford could not give him any information concerning the future, but told him that on the adjoining moor, in an old Roman camp, at midnight, he would meet an elfin knight in the form of his worst foe; that if he conquered the knight, the future would be unfolded to him; if he failed, he would not answer for his life. The King met and conquered his foe in the form of Edward I. After all have gone to bed, Marmion awakes Eustace and alone sallies forth to meet the elfin warrior. He returns shortly afterwards, bearing such marks as indicate that he had been unhorsed in combat.

#### CANTO IV.—The Camp.

Marmion's train, next morning, had many complaints against the inn-keeper. One could not find his spear; another's armor was misplaced; the second squire's horse was in a foam (ridden by fairies he said); Marmion's charger was dying. They start on their journey northward and are met by Sir David Lindsay, whom King James IV. has sent forth to escort Marmion. They spend two days at Crichton Castle. Sir David here relates how the Apostle John had appeared to King James to warn him against the war. Marmion tells of his encounter with the elfin knight, in whom he recognized one long dead who had great reason to be his enemy. Unhorsed, he lay at his foe's mercy, but was spared. Marmion and Lindsay set out for Edinburgh and on their way get a fine view of the Scottish army in camp, which was to march next day.

#### CANTO V.—The Court.

James IV. is represented in his last banquet. Lady Heron sings for her royal suitor "Lochinvar." He insults and apologizes to the Earl of Angus, who, with the wisdom of age, foresaw the result of this war and opposed his sovereign. Marmion is instructed to await James' final answer at Tantallon Castle, the stronghold of Douglas. The King gives into Marmion's charge the Abbess of St. Hilda, her nuns, and Clara, who had been taken prisoners by a Scottish cruiser. The Abbess of St. Hilda, who fears that Marmion will try to take Clara away for the purpose of marrying her, meets the Palmer at midnight to entrust to him the packet of Constance de Beverley, which contains copies of forgeries which she had helped Marmion make for the purpose of implicating De Wilton in Simnel's conspiracy. Similar copies had been placed among De Wilton's papers, and when found, had condemned him. While the Abbess is telling him this, a phantom appears on the summit of St. Giles and summons certain nobles to appear at the judgment bar within forty days. The names of Marmion and De Wilton are in the list; at mention of the latter name, the Palmer appeals to Heaven, thus showing he is De Wilton. The Abbess falls in a swoon. The next morning they all set out for Tantallon. The Abbess stops at a Priory on the way, but Clara is separated from her shortly to be taken to the house of her kinsman, Lord Fitz-Clare. Marmion is detained for some time at Tantallon. The varying reports and the changed demeanor of his host finally impel him to set out for the battle-field.

#### CANTO VI.—The Battle.

Clara who had, by Douglas' command, laid aside her attire as a nun, was accustomed to seek solitude on the battlements. Here, one evening, she saw a knight's arms lying. De Wilton, her lover, appeared and told his story: After his defeat by Marmion, in the garb of a Palmer he had sought foreign lands. Failing to find peace he had returned, and, by chance, had become the guide of his greatest enemy. At the inn he had supplied himself with armor from the sleeping train and had gone forth by a back-gate to meet Marmion on the moor. His promise to an old servant had prevented him from killing his prostrate foe. Now Douglas was about to knight him. He was going to Flodden. There the stain on his name would be effaced.

The next morning Marmion sets out, and the incidents which are the subject of this lesson took place. He and his train stay all night at a convent, and the next morning set out for the battlefield. In the battle, Marmion is fatally wounded. Clara cares for him in his dying moments. The story ends with the happy union of Clara and De Wilton.

## NOTES.

1. *Morning day*.—Note the clumsiness of this expression. It is used on several occasions by Scott. It was the 8th of September, 1513, the day before the battle of Flodden.

2. *Marmion*.—"Lord Marmion, the principal character of the present romance, is entirely a fictitious personage. In earlier times, indeed, the family of Marmion, Lords of Fontenay, in Normandy, was highly distinguished. Robert de Marmion, Lord of Fontenay, a distinguished follower of the Conqueror, obtained a grant of the castle and town of Tamworth, and also of the manor of Scivelby in Lincolnshire. One or both of these noble possessions was held by the honorable service of being the royal champion.

I have not, therefore, created a new family, but only revived the titles of an old one in an imaginary personage."—*Scott*. For the full note see Millar's *Marmion*, p. 159.

*Did*.—Mason § 256.

*Troop*, consisting of

two gallant squires,  
Of noble name and knightly sires;

Four men-at-arms came at their backs,  
With halbert, bill, and battle-axe:  
They bore Lord Marmion's lance so strong,  
And led his sumpter mules along,

Last, twenty yeomen, two and two,  
In hose black, and jerkins blue,

Attended on their lord's behest."

—*Marmion*, I., 7 and 8.

2. *Troop, array*.—A good dictionary should be consulted for such words.

3. *Surrey's camp*.—"On the morning previous to the memorable battle of Flodden, Surrey's headquarters were at Barnmoor wood, and King James held an inaccessible position on the ridge of Flodden-hill, one of the last and lowest eminences detached from the ridge of Cheviot."

*Surrey's*.—Thomas Howard, Earl of Surrey, afterwards Duke of Norfolk. In consequence of gaining the battle of Flodden, his dukedom, which had been forfeited by the attainder of his father, was restored to him.

4. *Safe conduct*.—A passport.

5. *Beneath the royal seal*.—See Verbalist on Signature.

6. *Douglas*.—Archibald Douglas, Earl of Angus, surnamed Bell-the-Cat. This surname he thus acquired: James III., being fond of music and architecture, was unwise enough to make favorites of musicians and architects. One of his unworthy favorites was a stone-mason named Cochran, whom he created Earl of Mar. During a war with England, the nobles held a midnight council in the church of Lander for the purpose of ridding themselves of Cochran. No one could be found to carry out the object of the meeting. Lord Gray told the fable of the mice and cat. Lord Angus answered, "I understand you. I will bell the cat." Accordingly, Angus seized Cochran, who was hanged over the bridge of Lander. The Earl of Angus, now an old man, was greatly opposed to this war, whereupon the King told him he might go home if he was afraid. The Earl returned home, leaving his two sons, George and William, to command his followers. They, with two hundred men of the name of Douglas, were slain. The aged Earl, broken-hearted, retired into a religious house where he died, about a year after Flodden.

7. *Ancient*—properly means, belonging to the remote past. Ancient Earl would ordinarily mean the Earl who lived long ago. Here it means simply, advanced in years.

9. *Whispered*.—See notes on *Lochinvar*.

10. *Haik*.—Marmion. We are told in Canto I., vi., that Marmion's coat-of-arms was a falcon. His actions toward Ralph de Wilton show that his crest was not inappropriate.

"*Sloop—swoop*; a technical term for the action of a bird of prey."—*Millar*.

*Prey*.—Ralph de Wilton. He had left Tantallon Castle during the night for Flodden.

*Is flown*.—See notes on *Lochinvar*, "Is come."

11. Note the abrupt consonants in this line. These consonants even young pupils can readily pick out by having them observe the ease with which they pronounce ball, etc., as compared with such words as bat. This line in its slow movement imitates and intimates the slowness with which the train moves out of the castle. This is called *harmony*, and is one of the chief elements of poetry.

*Castle*.—Tantallon. See below.

*But*.—When *but* is used expect a contrast.

*Adieu*.—French: *à Dieu* (I commend you to God). Compare in derivation and present use *Good-bye*—Good be with you.

*Something*.—Somewhat. Mason § 372.

*Might*.—Mason § 192.

*Plain*.—Complain. Mason § 23, at the end. Cf. Keats' *Eve of St. Agnes*, xviii.: "Thus *plaining* doth she bring a gentle speech."

14. We are told at the beginning of Canto VI. that "the domeanor, changed and cold, Of Douglas fretted Marmion bold." De Wilton had told him of the forgery.

*Stranger*.—An adjective. Compare Shakespeare's *Richard III.*, l. 4: "My stranger soul." What degree?

15. *Sent hither*.—James IV. had said to him (Canto V., 15):

"Until my herald come again,—  
Then rest you in Tanvalien Hold,  
Your host shall be the Douglas bold."—

*Behest*.—A good old Saxon word, meaning a request.

16. *Tantallon's towers*.—"Tantallon Castle, 2½ miles east of North Berwick, stands on a peninsulated, lofty, precipitous sea-rock, three-fourths surrounded by the sea; comes first into record in the time of Robert II.; belonged then, until their forfeiture in 1455, to the Earls of Douglas; possessed such strength throughout their time as to mock every military enterprise against it; became the subject of a proverb that "to knock it down" would be as great a feat as "to build a bridge to Bass"; passed in 1479 to the fifth Earl of Angus, "Bell-the-Cat," and served as the centre of his exploits against James IV.; gave prolonged defiance under the sixth Earl of Angus to the entire military force of James V.; was eventually surrendered through compromise to that monarch, and entered by him in person; reverted to the Earl after the King's death, and was rendered by him stronger than before; suffered siege and capture in 1639 by the Covenanters; was sold in the beginning of the 18th century by the Marquis of Douglas to Lord President Dalrymple, and allowed then to fall into decay. The structure was an irregular hexagon, had enormously thick walls, could be approached only by a drawbridge on the west, was defended by very massive towers; is now a naked, defenceless, roofless, majestic ruin; exhibits interiorly a labyrinth of inaccessible chambers and broken star-cases, and includes arched gloomy vaults and dismal subterranean dungeons."—*Paterson's Guide to the Land of Scott*.

*Stayed*.—Mason § 265, B. 2.

17. *Part*.—Mason § 192.

*Your land*.—Scotland, not the Earl's estate.

18. *Noble*.—Perhaps because of his sheltering the King of England's ambassador.

Note the condescension of Marmion.

## II.

19. *Round*.—Distinguish from *around*.

*Him*.—Mason § 176.

*His cloak*.—In Canto VI., xi., spoken of as "a furred gown." This contemptuous action is more forcible than words.

20. *Folded his arms*—in disdain.

*Manors*.—Implying that he would give house room.

*Halls*.—Referring, probably, to the banqueting halls; hence denoting that food would not be denied.

*Bowers*.—"Radically something built, not connected with

bough. In Beowulf, and in the older romances, it is used especially of a lady's chamber or room—*boudoir*. Tennyson uses it rightly in his *Godiva* :

'Then fled she to her inmost bower.'

'Bower-maidens' in Scotch,—ladies-maids."—*Hales*. Here it may refer to granting a lodging. Can it refer to the parks of the Douglas? There seems to be a climax in these three words.

21. *Shall*.—Verbalist, Mason § 232, 3.

22. *Sovereign's*.—Milton spells this word correctly—*souvrain*. It is derived from the old French *souverain*, from which comes also the musical term *soprano*. Our spelling is the result of our unconscious desire to assimilate strange word-forms into forms resembling, at least approximately, those we already possess. Cf. could, sweetheart, island, liquorice, frontispiece.

23. *Lists*.—Chooses, desires, is disposed. "List is akin to old English *lust*—pleasure. It survives in *listless* as *reck* in reckless. It was originally used impersonally: thus, as 'if the list,'—Chaucer, *Canterbury Tales*, 1185. So *please*, *reck*, etc., were originally impersonal."—*Hales*. Scott uses it impersonally in *Marmion* I., viii. : "Him listed ease his battle-steed."

*Peer*.—"Latin *par*, equal. Peers were the chief vassals of lords, and had equal rights with one another. Can you draw any conclusion as to when the word was introduced into English?"—*Seath*.

25. This would be expected on account of the Feudal system.

*Alone*.—Modifies castles. The fact of his possessing more than one castle gives us an idea of Douglas's power. See Verbalist.

27. *Hand*—is contrasted with *castles*.

28. *Shall*.—Verbalist and Mason § 211, 232.

*Friendly*.—Emphasize in reading. He implies that he may give him an unfriendly grasp.

29. *Such*.—Mason § 150. This word has a peculiarly contemptuous force, perhaps on account of its formation, consisting as it does of two sibilants connected by a vowel. Note the hissing sound in these lines : this is appropriate to the idea to be conveyed. Show this.

*As*.—Mason § 165.

### III.

30. *Turned*.—The writer's class considers this couplet the most effective of the stanza. Note the slowness with which the lines move owing to the double consonants, and in harmony with Marmion's power of speech. The rolling *r's* and hissing *s's* give a crackling sound to the first line ; in the second line, the *r's* seem to have the effect of adding a tremor to the line, in harmony with 'shook' ; as a proof of the latter, note that *r* is always present in the onomatopoeic representation of the sound of a drum. The parallel construction and the inversions also are effective. Putting this couplet before Marmion's speech indicates that anger and astonishment had overcome for the moment his ready tongue : his first words bear out this idea—they are not what we would expect.

*An*.—If ; quite common in Shakespeare.

*Thy hoary beard*.—(The effect of) age.

### METONYMY.

34. *Such hand*.—There is here an implied acknowledgment that it is the hand of a villain. He repeats Douglas's words.

35. Marmion asks for no explanation. He dreads it ; yet he would fain know just how much Douglas knows concerning him.

38. He wishes to imply that he is by no means the lowest "in his state," and is consequently of higher rank than Angus.

40. *Here*.—Not "at this point," but "in this place." Note its repetition l. 42.

41. *Pitch*.—The highest point.

42. The parenthesis is addressed to the vassals, whose attention has been directed by his mention of them.

*Vassals*.—Green's History, chap. II. § 5. Mason § 372, 5 ; 457.

44. *Sword*.—We would expect this to be of the same number as hands.

45. *Defied*.—"Do your worst."

46. *Sai'st*.—Note that *st* is the ending of the past tense : *est* of the present.

*Addenda*.—Note that Marmion's speech is a climax, the aim of which is to exasperate Douglas. What is least likely to exasperate the old man comes first. Each member of the climax is a period, holding the reader in suspense until the end.

### IV.

50. *Earl's*.—For a description of his person see *Marmion* vi., 2.

51. *O'ercame*.—Implies a struggle ; a struggle presupposes combatants ; *red* and *white* struggle for a time in the Earl's countenance.

52. *Fierce*.—Fiercely, enallage.

53. *To beard*.—To pluck by the beard.

55. *Unscathed*.—Unharmful.

56. *Saint Bryde of Bothwell*.—Saint Bridget, a favorite of the house of Douglas, had a shrine at their castle of Bothwell on the Clyde, in Lanarkshire. Another St. Bride is a patron saint of Ireland.

57. *Drawbridge*.—See note at l. 16.

*Grooms*.—Used in its original sense of men, as in bridegroom.

*What*.—"It may be interesting to observe that *what* in Anglo-Saxon had a peculiar function as a leading interjection, a usage which is familiar to those who know the Lake district. The minstrel often began his lay with *Hwaet!* The noblest of Anglo-Saxon poems, the *Beowulf*, begins with this exclamation. Interrogation, appeal, expostulation, admiration, lie very near to one another in the structure of the human mind, hence we see in many languages the approach to this habit. . . . Cf. Proverbs xxxi., 2."—*Earle's Philology* § 474.

*Warder*.—Another form of the word *guard*-er.

59. *Well*.—It was well he did so great was his need.

61. *Sprung*.—Mason § 225, 4. Do arrows spring? Improve the language.

62. Cf. Canto I., iv. : "Raised the portcullis ponderous guard."

*Rung*.—Mason § 225, 4.

*Such*.—Verbalist.

### V.

65. Note that the tense of the verb is changed. The poet is drawing a picture. The present tense makes it more vivid. Mason § 216, 3.

67. *Lighter*.—More lightly. Note the smoothness of the lines in harmony with the movements of the charger. This is caused by the presence of the liquid *l* and of the broad vowel sounds, and by the absence of abrupt consonants.

69. *Reached*.—Mason § 490, 205, B. 2.

### VI.

The history of the house of Douglas furnishes an incident similar to this. One Maclellan had refused to acknowledge the power of Angus and was imprisoned by the Earl. Maclellan's uncle, Sir Patrick Gray, having obtained a letter from the King praying the Earl to set free his prisoner, arrived at the castle and was courteously received. During the dinner the prisoner was beheaded. After dinner, when Sir Patrick presented the King's letter, the Earl showed him his nephew's body, but jestingly regretted that "it lacked its head." Sir Patrick, at his departure, threatened the Earl, who called his vassals to horse and chased him even to Edinburgh.

75. This line is the reason for his action. The person of an ambassador is sacred.

77. *A letter forged*.—"Lest the reader . . . consider the crime as inconsistent with the manners of the period, I have to remind him of the numerous forgeries (partly executed by a female assistant) devised by Robert of Artois to favor his suit against the Countess Matilda ; which, being discovered, occasioned his flight into England and proved the remote cause of Edward III.'s memorable wars in France. John Harding, also, was expressly hired by Edward VI. to forge such documents as might appear to establish the claim of fealty asserted over Scotland by the English monarchs."—*Scott*. See summary Canto V.

*Saint Jude*.—"There appears no reason why the writer of the epistle Jude should be invoked. Some suppose that Douglas, in ignorance, invokes Judas Iscariot under the name of a saint. In Southey's *Queen Mary's Chastening*, St. Jude is made to share the odium which attaches to the name of the archtraitor :

"I never can call him Judas,  
It isn't a Christian name."

—*Millar*.

*Liked*.—Impersonal verb.

Thanks—(are due) to St. Bothan.  
 81. *Saint Bothan*.—"A convent of this name was in Berwickshire. It was founded by William the Lion. There were no monks there."—*Millar*.  
*Of mine*.—Mason § 144.  
 82. *Sare*.—Mason § 282.  
*Gawain*.—Gawain Douglas, Bishop of Dunkeld, translated into the Scottish dialect *Virgil's Æneid*, and wrote other poems of merit.  
 83. *St. Mary*.—The Virgin.  
*Mend*.—Mason § 192.  
 84. What word is superfluous?  
 85. *To slay*.—A Latin construction. Give the ordinary English construction.  
*Of*.—An old idiom. We should say *for*.  
*Bold*.—Boldly.  
 89. *Recalls*.—Seems hardly to be the correct word here.  
 90. Note how slowly the line moves in harmony with the idea. Why?

Examination Papers.

SOUTH GREY PROMOTION EXAMINATION.

SPELLING.

CLASS III. TO IV.

Gage's Third Reader.

1. Produces loaf and refined sugar and syrup.
  2. Great Britain is rid of these ferocious animals.
  3. Manufactured these wonderful cashmere shawls.
  4. Domestic animals for sagacity and intelligence.
  5. Know all mysteries and knowledge.
  6. Iron is both malleable and ductile.
  7. Hideous with their dissonant cries.
  8. Eloquent and persistent pleading of Champlain.
  9. Answered a captain of Frazer's Highlanders.
  10. The privilege of responsible government.
- Retrievers, remembrance, business, portcullis, patterns, sieve, perceive, brethren, synagogue, recommendation, liquorice, assassinate, His Britannic Majesty, maritime, precipice.
- (50 marks—3 off for each misspelled word, and 1 for capital, hyphen, apostrophe, etc.)

GEOGRAPHY.

CLASS II. TO III.

1. Name (1) the continents in the Eastern Hemisphere, (2) the oceans touching North America, (3) the continents bordering on the Indian Ocean, (4) five of the largest islands in the world, the ocean in which they are situated, and the direction of each from one of the continents.
2. Tell what each of the following is: Island, Isthmus, Volcano, Lake, County, Capital, Canal, River.
3. Name the countries of North America bordering on the Pacific Ocean, and state the capital of each.
4. Draw an outline map of the County of Grey, showing (1) what lies to the north, east, south and west of it, (2) its three largest rivers and where each empties, (3) its three railways, showing two towns or villages on each. (Print names).

DRAWING.

CLASS III. TO IV.

Rulers not to be used.

1. Draw in light-line, a square 3 inches to a side, its diagonals and diameters and the diagonals of the squares thus formed. Bisect each half diagonal of the smaller squares, joining the points of bisection by horizontal and vertical lines. Draw in heavy line, the outer square, its diameters, and the parts of the diagonals not within the inner squares; also the sides of the inner squares. Place a design of your own in each inner square, using straight lines in the first square; simple curves in the second; compound curves in the third; and all three kinds in the fourth.

2. Draw two interlacing bands formed by concentric equilateral triangles in a circle having a diameter of 2 inches. Width of band  $\frac{1}{8}$  inch.
3. What is the innermost figure in the drawing of No. 2 called? Draw a symmetrical rosette within it.

COMPOSITION.

CLASS III. TO IV.

1. Change: James conducted the class well. 1. To Interrogative form. 2. To Imperative. 3. To Exclamative.
2. Combine into one simple sentence: The girl came from England. She is the lawyer's daughter. She is his only daughter. She is beautiful. She came in July, 1885. Her name is Isabella Rawdon.
3. Write a short note in the form of a letter, requesting your friend, Miss Martha Jones, to call on you to-morrow evening after tea.

Change the words in italics to phrases and the phrases to words, writing each sentence in full. (a) An old beech grew here *formerly*. (b) *Sorrowfully* we laid him to rest. (c) Come by the *light of the moon*. (d) People *at this time* know better. (e) Grapes from *California* are much esteemed.

5. Change to plural statements: A man tries to be rich. The valley rejoices. The child is ill. His foot is sore. The calf sees the child.

CANADIAN HISTORY.

CLASS III. TO IV.

1. What nation deserves the honor of sending out the real discoverers of Canada? Name their two great discoverers, and the parts they visited.
2. Name and give the position of the first two towns founded in Canada, stating the founder, with dates.
3. Name the first, last, and most notable of the French Governors.
4. What gave rise to the wars by which England gained Canada? What three important towns were taken near the close of the war, and by what treaty was Canada ceded to the British? Date?
5. What caused the rebellion of 1837, and what resulted from it?
6. When was the British North America Act passed, and for what purpose?
7. Who is the present Governor-General of Canada? the Premier? the Lieutenant-Governor of Ontario? the Premier of Ontario?

ARITHMETIC.

CLASS III. TO IV.

Full work required.

1. Write in figures:—Thirty million sixty-three thousand and forty-five, five billions twenty millions six thousand; in Roman characters, 963, 1885, 360495.
2. Multiply 81634 by 80700; divide 831642 by 9037.
3. Find the Highest Common Factor of 37992 and 59864; and the Least Common Multiple of 6, 12, 36, 34, 84, 128.
4. In 8 miles, 13 rods, 1 foot, how many inches; and in 272821 grains how many lbs. Troy?
5. Find the total cost of  
 1430 lbs. of Wheat at \$1.12½ per bushel.  
 357 lbs. of Oats at 36 cts. per bushel.  
 27000 lbs. of Hay at \$14 per ton.  
 7800 lbs. of Pork at \$10 per barrel.
6. (a) If 23 men can do a work in 17 days, how many men can do it in 5½ days?  
 (b) If 23 yards of Flannel cost \$17, how many yards can be bought for \$5½?
7. A drover bought a number of sheep for \$1624, and sold a certain number of them for \$1368 at \$9 each, gaining on those he sold \$152; how many did he buy and how much did he pay for each sheep?



Practical Methods.

A BLACKBOARD EXERCISE.

The following is an extract from an English publication :

"I got on horseback within ten minutes after I got your letter. When I got to Canterbury, I got a chaise for town ; but I got wet through before I got to Canterbury ; and I have got such a cold as I shall not be able to get rid of in a hurry. I got to the Treasury about noon, but first of all I got shaved and dressed. I soon got into the secret of getting a memorial before the Board, but I could not get an answer then ; however, I got intelligence from the messenger that I should most likely get an answer the next morning. As soon as I got back to my inn, I got my supper, and got to bed. It was not long before I got to sleep. When I got up in the morning, I got my breakfast, and then got myself dressed, that I might get out in time to get an answer to my memorial. As soon as I got it I got in the chaise, and got to Canterbury by three, and about tea-time I got home. I have got nothing more to say, and so adieu."

1. Copy the extract carefully as regards spelling and punctuation, the use of capitals, etc.
2. Give a synopsis of the verb *got*.
3. Give mode and tense of each *got* in the above extract.
4. Rewrite the extract, substituting a word for *got* in each clause.
5. Write as many synonyms as possible for the word *got*, and put each synonym in an original sentence.
6. Of the words that you have substituted for *got*, select those that you regard as perfect synonyms and write them in a column giving your reason for the selection.

S. H. THOMPSON.

HOW TO TEACH FRACTIONS.

The remainder of a division sum suggests the necessity of dealing with the parts of unity. Here an appeal may be made to the eye :



and it may be demonstrated that one-seventh of two inches is the same as two-sevenths of one inch. I need not say that in your early lessons in fractions, the method of visible illustration is especially helpful, and that by drawing squares or other figures, and dividing them first into fourths and eighths, then into thirds, sixths and ninths, or by the use of a cube divided into parts, you may make the nature of a fractional expression very evident even to young children, and may deduce several of the fundamental rules for reduction to a common denominator, and for addition and subtraction.

Fractions afford excellent discipline in reasoning and reflection. No one of the rules should be given on authority, every one of them admits of being thought out and arrived at by the scholars themselves, with very little of help and suggestion from their teacher. What for example can be more unsatisfactory than the rule for division of fractions, if blindly accepted and followed. "Invert the divisor and treat it as a multiplier." This seems more like conjuring with numbers than performing a rational process. But suppose you first present the problem and then determine to discover the rule. You here find it needful to enlarge a little the conception of what division means. "What is it" you ask, "to divide a number?" It is

- (1) To separate a number into equal parts ;
- (2) To find a number which multiplied by the divisor will make the dividend ;
- (3) To find how many times, or parts of a time, the divisor is contained in the dividend.

It will have been shown before, that this expression, "the parts of a time," is necessary in dealing with fractions and involves an extension of the meaning of the word divisor, as ordinarily understood in dealing with integer numbers. You may then proceed to give four or five little problems graduated in difficulty ; e.g.,

- (1) Divide 12 by  $\frac{1}{3}$ . What does this mean? To find how many times  $\frac{1}{3}$  is contained in 12. But  $\frac{1}{3}$  is contained three times in 1, so it must be contained  $3 \times 12$  times in 12. Wherefore to divide by  $\frac{1}{3}$  is the same as to multiply by 3.
- (2) Divide 15 by  $\frac{2}{3}$ . This means to find how many times  $\frac{2}{3}$  are

contained in 15. But  $\frac{2}{3}$  must be contained in it  $15 \times 4$  or 60 times. So  $\frac{1}{3}$  must be contained in it one-third of 60 times or  $\frac{4 \times 15}{3}$ .

Wherefore to divide by  $\frac{2}{3}$  is the same as to multiply by 4-3. Divide 5-7 by  $\frac{2}{3}$ . This means to divide by the fourth part of 3.

Let us first divide by 3. Now 5-7 divided by 3 =  $\frac{5}{7 \times 3}$  or 5-21. But

since we were not to divide by 3 but by the fourth part of 3, this result is too little, and must be set right by multiplying by 4.

Hence  $\frac{4+5}{21}$  is the answer. Wherefore to divide 5-7 by  $\frac{2}{3}$  is the same as to multiply by 4-3.

(4) To divide 5-7 by  $\frac{2}{3}$  is to find how often 3-4 is contained in 5-7. Let us bring them to a common denominator, 5-7=20-28, and  $\frac{2}{3}$ =21-28. The question therefore is, How often are 21-28, contained in 20-28? Just as often as 21 dollars are contained in 20 dollars: that is to say not once, but 20-21 of a time, for this fraction represents the number of times that 20 contains 21. Wherefore 5-7  $\div$   $\frac{2}{3}$  = 5-7  $\times$  4-3.

(5) To divide 5-7 by  $\frac{2}{3}$  is to find a fraction which if multiplied by  $\frac{2}{3}$  will make 5-7. That means that  $\frac{2}{3}$  of this unknown fraction will make 5-7. But whenever A is  $\frac{2}{3}$  of B, B must be 4-3 of A. Hence the desired fraction must be 4-3 of 5-7. But this is the same fraction which would have produced by inverting the divisor and making it as a multiplier.

Wherefore to divide by any fraction is to multiply by its reciprocal, or

$$\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c}$$

I recommend that after each of these short exercises the numbers be altered, and the scholars required one by one to go through the demonstration orally. This will be found to serve exactly the same purpose as the proving of a theorem in geometry. It calls out the same mental qualities, demands concentration of thought and careful arrangement of premises and conclusion, and furnishes an effective though elementary lesson in logic and in pure mathematics.—J. G. FIRCH, M.A., in *Central School Journal*.

AN EXPEDIENT IN LONG DIVISION.

The little device presented below was first brought to my attention at an institute at Humboldt, Tennessee, in 1884. I have tried it with young pupils, and it is a good thing.

|                     |                 |          |
|---------------------|-----------------|----------|
| EXAMPLE.            |                 |          |
| 3451)45873964(13292 | 3451 $\times$ { |          |
| 3451                |                 | 1= 3451  |
| 11363               |                 | 2= 6902  |
| 10353               |                 | 3= 10353 |
| 10109               |                 | 4= 13804 |
| 6902                |                 | 5= 17255 |
| 32076               |                 | 6= 20706 |
| 31059               |                 | 7= 24157 |
| 10174               |                 | 8= 27608 |
| 6902                |                 | 9= 31059 |
| Remainder—3272      |                 |          |

EXPLANATION.

The pupil writes the dividend and divisor in the usual position. Before proceeding further he stops and makes out his table: that is, he multiplies the divisor by the first nine digits and retains the products as a table of reference. A glance is sufficient to show him what is the proper quotient figure, the corresponding product is subtracted from the partial dividend, and so on to the end. The advantages are many and obvious. I will name two: The chance of making a mistake is reduced to a minimum, and there is eliminated the troublesome "How many times will it go?" But it is longer than the ordinary method, provided the pupil can work by the old method without making mistakes. In that case he needs no new help.

—E. GRACE, in *Southwestern Journal of Education*.

Have occasional pronunciation tests. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable earnest pupils to consult the dictionary.

## Question Drawer.

## QUESTIONS.

1. How would you recommend a teacher who cannot draw, has no taste for drawing, and no time to give to drawing instructions, but who would yet like to teach drawing in his school, to proceed? Please reply in next issue of SCHOOL JOURNAL and oblige.

Yours, H. S.

To the Editor of the CANADA SCHOOL JOURNAL:

In your issue of May 1st it is said, in reply to an inquiry from the Education Department, that "the Senate of the University decided that the back second-class certificates were to be received *pro tanto* for matriculation." Does this apply to certificates granted those not taking the Classic course? I passed in the seventies, but took the Natural Philosophy, Chemistry, etc., course. If such certificate be valid for matriculation I shall be spared considerable time and expense. Reply through JOURNAL and oblige.

A SUBSCRIBER.

Is a teacher obliged to plant trees on Arbor Day?

M. C.

A teacher retired in 1882 and withdrew one-half his subscription to the Fund. He has resumed teaching again. Is he allowed to pay into the Department the amount withdrawn and have his name entered again on the list?

"A."

## ANSWERS.

H. S.—In Walter Smith's Primary Drawing Manual the study is made both easy and interesting. By the use of such a work any teacher may, in a short time, prepare himself to deal intelligently and efficiently with the subject.

A SUBSCRIBER.—In reply to an inquiry, the Registrar of the University has intimated that the old certificates of second-class would be accepted *pro tanto*, when a candidate was not examined in Latin. The candidate will, however, have to pass on that subject in the University.

M. C.—We can only refer you to the terms of Regulation 302 on Arbor Day. The Regulation is rather in the nature of a strong recommendation than of a law. It will be pretty sure to commend itself to the taste and judgment of every cultivated teacher, so as to make it both a duty and a pleasure to see that the recommendation is carried out in some way.

"A."—When a subscriber had withdrawn his contribution from the Fund before the 25th of March last, when the Act took effect, he cannot afterwards be allowed to subscribe.

SAUGEEN (in last number).—The Literature for 1887 has not yet been announced.

M. G. (in last number).—7. For the holidays, we must refer you to the Public Schools Act, section 205, and High Schools Act, section 50. Every teacher should have a copy of the Act. The Trustees have it, no doubt. 9. There will be a paper on Drawing in July. 12. Unless the holder of a II Class Non-professional Certificate proceeds to obtain professional standing of that grade he is subject to examination again after three years.

## Educational Notes and News.

Mr. Wm. Spanku, B.A., M.D., has been appointed Inspector of Schools in Kingston, *vice* Mr. Agnow.

Miss Carrie M. Hart succeeds Miss Haßmann, in the Kindergarten Department of the Toronto Normal School.

The Stratford Collegiate Institute has 232 pupils in attendance this term, the largest number ever enrolled in one term.

According to the amended school act, no arrears of subscriptions to the pension fund will be received after the first of July next. No new names can now be added to the subscribers' list.

Rev. Professor Wolverson, late Principal of Woodstock College, has signified his intention to devote the \$1000 voted him by the Trustees, on his retirement, as a gratuity to the fund for enlarging and improving the college buildings.

Rev. D. A. McGregor, B.A., of Stratford, has been elected to a professorship in Toronto Baptist College in room of Rev. J. W. A. Stewart, resigned. He is a full graduate of Woodstock College and an honor man of Toronto University.

The College for the Higher Education of Women at Egham, England, raised by the munificence of the late Mr. Holloway, is to be opened by the Queen on the 26th of June. Little short of £500,000 has been spent on its erection.

Country schools are having vacation now. This is in order that the children may take a rest planting potatoes. A midsummer vacation might not be quite so utilitarian, but it would be better for the little ones.—*Summerside (P. E. I.) Journal*.

Some of the New Brunswick teachers are about to embark in a journalistic enterprise. The *New Brunswick Educational Journal*, is to be issued as a fortnightly at 50 cents per annum. The stock is to consist of 1200 shares at \$1 each. Geo. W. Hay, of the St. John Grammar School, has been appointed editor.

An assistant master in an English school has received a letter stating that in consequence of his being below the standard of height, fixed by the college committee, he cannot be employed another year. It seems by this that at least one English Board proposes to measure a schoolmaster's fitness for his position by his height as well as by his talents.

Some of our exchanges say that the By-law to establish a High School in Dutton, was badly defeated. To such we would say that the By-law called for \$4,000 to buy a site and erect a school house thereon. We have a High School in Dutton, but we want a house to put it in. We expect to state before long that we will have a school house.—*Dutton Enterprise*.

We are pleased to notice that Mr. Arthur W. Beall, of this town, and one of our Collegiate Institute graduates, has made a highly creditable pass in Kingston. He took first in senior French, first in senior German, second in senior Latin, 15th in a class of forty-five in Mental and Moral Philosophy, Logic and Political Economy. We congratulate Mr. Beall in his success.—*Whitby Chronicle*.

By a Minute of the Education Department adopted 21st May, it was ordered:—

That the "Public School History of England and Canada," published by The Copp Clark Company (Limited), at thirty-five cents per copy, be authorized for use in the Public and High Schools of Ontario, subject to the regulations of the said Department.

The Department further orders that "Creighton's Epoch Primer of English History," authorized in 1879, "Edith Thompson's History of England," authorized in 1877, and "Collier's History of the British Empire," authorized in 1867, be removed from the list of authorized books, on and after the first day of July, 1887.

Under the caption "How I was Educated," Edward Everett Hale gives in the *Forum* some pleasant reminiscences of his school days. Of one teacher he says: "I owe him one thing, that he or my elder brother taught me 'vulgar fractions' well, so that I have ever since been fond of mathematics. That same brother used to say, what I think is true, that when any one says he is not 'fond of mathematics,' he means that he was not properly taught vulgar fractions and the rule of three."

Since our last announcement we are in receipt of information which shows the existence of about two hundred and twenty-five county normals in Pennsylvania in session at present, with about thirty-five hundred students in the ten State Normal Schools. This is a wonderful showing. There are probably a few more schools than the number we give as five of the County Superintendents of whom we asked the information have not replied to our letter of inquiry.—*Educ. News of Philadelphia*.

The *Globe* (London, Eng.), commenting on the proceedings of the Bradford Teachers' conference, says:—Unquestionably the ideal school would be one in which a competent teacher was left free to educate his pupils according to his own special qualifications, to their varying powers, and to all manner of local conditions which, while no code could possibly take account of them, are the most important considerations of all. Of course a free system would make especial care in the selection of teachers needful in the first instance. But this has never been found a serious difficulty in higher class schools, where the system pursued is to choose the best man that can be found, and then—within, of course, reasonable limits—to trust him all in all. What would become of any great Public School if the head master were bound to teach in somebody else's way? The result would be absurd enough to settle the matter without another word.

At the West Huron Teachers' Institute, held at Exeter, on the 21st and 22nd of May, the question "How the Teachers of the Inspectorate could best become thoroughly acquainted with the course of reading recommended by the Education Department" was fully discussed by the teachers present. A committee was appointed to devise a scheme for the commencement of the work at once by all the teachers of the Inspectorate. The Report of the committee unanimously adopted by the Institute, provided amongst other things, that the Inspectorate be divided into districts or centres where Circles shall be formed, that each teacher be allowed to connect himself with any circle or centre. And that six books be taken up by these Reading Circles before the October Meeting of this year, namely, *Outlines of the Study of Man—Hopkins; Lectures—Fitch; Fairy Land of Science—Buckley; Photography—Huxley; Julius Caesar—Shakespeare; and Nicholas Nickleby—Dickens.*—The first meeting of each circle is to be held on the second Saturday in June. A good movement.

The special committee to consider the scheme for the constitution of the University of London proposed by a committee appointed by Convocation in February 1885, have issued their report. They recommend Convocation to adopt the following resolution:—"That Convocation approves of the admission of certain educational institutions having one or more than one faculty of University rank, as constituent colleges of the University, and agree with the proposals relating thereto contained in section 4 of the subjoined scheme." The scheme referred to suggests that "the constituent colleges shall consist of educational bodies in or near London, together with other institutions or colleges not affiliated as constituent colleges to any other University, and having one or more faculties of University rank, and to be—(a) such bodies as may be named in a schedule to be settled by a joint Committee of the Senate and Convocation; (b) such other bodies as may be hereafter admitted by the Senate, with the concurrence of a joint Committee of Convocation and the Council of Education." The committee also recommended Convocation to adopt resolutions approving the establishment of a council of education as a part of the University, certain proposals for the constitution of the Senate of the University, and other proposals for enabling the University to assist in the promotion of higher university education. The scheme is to be submitted to Convocation at an extraordinary meeting convened for the 25th inst.—*The Schoolmaster.*

The following is a list of the degrees, medals, prizes, etc., conferred at the Convocation of Toronto University, on the 9th inst.

M.A.—J. H. Burnham, H. R. Fairclough, E. H. Johnston, W. Laidlaw, F. T. Shutt, F. H. Sykes.

L.L.B.—A. H. Clarke, E. Coatsworth, I. Standish.

M.B.—A. W. Bigelow, J. C. Carlyle, W. P. Caven, H. E. Drummond, H. J. Hamilton, D. R. Johnston, J. Macoun, D. McKenzie, J. W. Mustard, C. T. Noecker, S. G. Parker, J. W. Peaker, G. A. Peters, W. A. Richardson, W. R. Watson, O. Weld.

B.A.—Eliza Balmer, J. M. Baldwin, R. Baldwin, W. W. Baldwin, G. Bell, L. H. Bowerman, S. H. Bradford, C. Brent, C. E. Burkholder, G. A. Cameron, A. F. Chamberlain, G. Chambers, C. P. Clark, R. V. Clement, D. H. Coates, H. B. Cronyn, A. D. Crooks, W. Dewar, J. McDuncan, A. Elliot, C. Elliot, J. A. Fife, G. E. Freeman, R. Garside, R. Gourlay, H. Hamilton, H. Harvey, J. P. Hatton, W. Hird, G. W. Johnston, R. King, T. M. Logie, R. G. Macdonald, A. M. Macdonell, J. M. Palmer, G. Paterson, R. A. Paterson, J. J. Mckenzie, D. J. MacMurchy, F. F. MacPherson, T. Marshall, I. E. Martin, O. McCullough, R. R. McKay, D. R. McLean, J. McMaster, A. H. Moore, A. G. Morphy, J. W. Morrice, W. P. Mustard, G. Needham, G. H. Needler, C. C. Owen, D. Reddick, F. J. Reich, J. Ross, J. A. Ross, T. A. Rowman, N. Simpson, N. Shaw, T. R. Shearer, R. Shuell, A. A. Smith, R. W. Smith, W. Stephen, J. White, G. D. Wilson, J. H. G. Youell.

C.E.—J. H. Kennedy.

The following medals, scholarships and prizes, were awarded by the Chancellor:—

#### MEDALS.

Lansdowne Gold Medal, J. J. Hume; Lansdowne Silver Medal, R. R. Bensley.

#### SCHOLARSHIPS.

Faculty of Law—Second year, R. H. Collins.

Faculty of Arts—Third Year—Blake Scholarship, W. H. Hunter. First Year—Classics—H. J. Cody (triple) and G. A. H. Fraser. Mathematics—1, H. R. Moore; 2, J. Gill; 3, D. Hull. Modern Languages—1, H. J. Cody; 2, F. C. Suider. Blake

Scholarship—W. H. Hunter. General Proficiency—H. J. Cody and A. T. Hunter.

#### PRIZES.

English Prose—D. J. MacMurchy. German Prose—A. F. Chamberlain. Oriental Languages—First year, W. A. Bradley; second year, A. Burwash; third year, R. R. McKay, G. Needham.

#### MATRICULATION, 1885.

Junior.—The Mary Mulock Classical Scholarship, H. J. Cody (quadruple). Mathematics, H. R. Moore. Modern Languages, 1, H. J. Cody; 2, A. S. Hunter (double); 3, G. A. H. Fraser (double). Prince of Wales Scholarship, H. J. Cody. General Proficiency, H. J. Cody; 1, S. F. Houston; 2, A. T. Hunter; 3, G. C. Biggar, G. A. H. Fraser; 4, J. H. Moss. Senior.—Classics, J. D. Swanson. Mathematics, W. Prendergast.

Miss Balmer, on receiving her degree, was greeted with ringing cheers. As she turned to leave the dais she was presented with bouquets of flowers by the undergraduates amidst enthusiastic applause.

The Ladies' Sanitary Association, of London, gives the following simple rules for keeping health:—

A s soon as you are up shake blanket and sheet.

B etter be without shoes than sit with wet feet.

C hildren, if healthy, are active, not still.

D amp bed and damp clothes will both make you ill.

E at slowly and always chew your food well.

F resh air in your house where you dwell.

G arments must never be made too tight.

H omes should be healthy, airy, and light.

I f you wish to do well, as you do I've no doubt,

J ust open the windows before you go out.

K eep the rooms always tidy and clean.

L et dust on the furniture never be seen.

M uch illness is caused by the want of fresh air.

N ow, to open the windows be ever your care.

O ld rags and old rubbish should never be kept.

P eople should see that their floors are well swept.

Q uick movements in children are healthy and right.

R emember the young cannot thrive without light.

S ee that the cistern is full to the brim.

T ake care that your dress is all tidy and clean.

U se your nose to find if there be a bad drain,

V ery sad are the fevers that come in its train.

W alk as much as you can without feeling fatigue.

X erxes could walk full many a league.

Y our health is your wealth which your wisdom must keep.

Z eal will help a good cause, and the good you will reap.

### Literary Chit-Chat.

It is said that some of Matthew Arnold's poems have been set to music by his son and will soon be published in that form.

It is estimated that upwards of a quarter of a million of dollars will be spent upon The Century Dictionary before it is ready for publication.

The American Booksellers says, that "the Magazines are killing the books, and the newspapers are killing the Magazines. A Sunday paper of to-day is a magazine and a review."

An interesting discovery has lately been made in England, in the shape of a copy of Mrs. Elizabeth Barrett Browning's earliest poem, "Marathon," written when she was but eleven years old. A small edition of fifty copies was printed by her father for private circulation, one of which now turns up.

D. Appleton & Co. will publish immediately, in the "International Scientific series, a work on "Earthquakes and Other Movements," by John Milne, Professor of Mining and Geology in the Imperial College of Engineering, Tokio, Japan.

The Canadian Wood and Metal Worker is a new journalistic venture, in the interest of the trades indicated. It cannot but prove a valuable auxiliary to those for whose information and guidance it is specially adapted. The first number is creditable in appearance and make-up.

The Century Magazine for June contains:—1. A Literary Ramble along the Thames from Fulham to Chiswick, by Austin Dobson. 2. Meh Lady; A Story of the War, by Thomas Nelson Page. 3.

American Country Dwellings; illustrated, ii., by Mrs. Schuyler Van Rausselear. 4. Faith Healing and Kindred Phenomena, by J. M. Buckley, DD. 5. Harvard Botanic Gardens and its Botanists, by Ernest Ingersoll. 6. The Minister's Church, chapter v. 7. Unpublished Letters of Benjamin Franklin, by John Bigelow. 8. Birds' Eggs, by John Burroughs. 9. The Hotel Experience of Mr. Pink Flaker, by Richard M. Johnson. The war articles are: Stonewall Jackson in Maryland, Harpers Ferry and Sharpsburg, the invasion of Maryland and Antietam scenes. The other departments contain articles of much interest on questions of the day. The Century Company, 33 East 17th Street, (Union Square) New York.

For the past five years The Century Co. has been engaged in preparing a dictionary of the English language, of which Professor William D. Whitney, of Yale College, is editor-in-chief,—the purpose being to make a more comprehensive work than has yet appeared in popular form, to include, in addition to a very full collection of individual words in all departments of the language, all technical phrases, not self-explaining, in law, the mechanical arts, the sciences, etc. Indeed, it is designed to make this dictionary so complete in its definitions of all branches of science and art that even the specialist will need nothing further.

A prominent feature of the new work will be its encyclopedic character. Its definitions will be fuller and more complete than is customary in works of this kind; it will go further into the various uses and meanings of words, and in many cases will give full explanations and descriptions of matters historical, scientific, legal, mechanical, etc. Quite an army of persons has been at work for several years reading standard American and English books in search of quotations, of which an immense number will be used.

The publishers are taking great pains with the illustrations, of which there will be about 5000. They are employing the same class of artists and engravers that contribute to their magazines, and they mean to make the result something hitherto unknown in the world of dictionaries. Each picture as it is drawn, and again after it is engraved, is submitted to the specialist to whose department it belongs, that its scientific accuracy may be guaranteed.

## Correspondence.

### TEACHERS' UNION.

Editor CANADA SCHOOL JOURNAL:

SIR,—Your editorial note relating to the projected Teachers' Union, in your issue of June 1, is *appropos*. The movement has received the support of the leading journals of this Province, and nearly all the best teachers with whom I have come in contact, extend to it their full sympathy.

As you remark "Whatever tends to elevate the status of the profession, \* \* \* cannot fail to improve the character of the work done in the schools, and *vice-versa*."

Although a number of associations have passed resolutions in favor of union, and have appointed delegates to attend a meeting for the purpose of putting the scheme in shape, there are other associations whose meetings were held prior to the birth of the provincial project. In the case of the latter, I would beg to suggest that delegates appointed to attend the Provincial Association should take upon themselves the responsibility of meeting with the regularly appointed union committee. From counties in which no delegates have been appointed for either purpose, it is perhaps needless to say that any teacher will be welcome to take part in the deliberations of the meeting.

What is wanted at this preliminary meeting is the fullest possible representation of those favorable to the scheme, as the whole of the time will be devoted to arranging the plan—not to discussing its advisability, which will be taken for granted as having been already decided.

Delegates and all others interested are accordingly invited to meet at Stewart's Hall, cor. of Yonge and Gould Sts., Toronto, at two o'clock on Monday, August 9th, the day preceding the opening of the Provincial Association.

Those who intend to be present at the Association will be provided with certificates enabling them to travel at reduced rates on the railways. Applications for certificates should be made to R. Doan, Esq., Secretary Provincial Association.

I trust that through the medium of your JOURNAL, a large number

of teachers interested will arrange to attend this meeting, which will be addressed by J. R. Miller Esq., myself, and others.

Teachers who are favorably disposed towards union, but who cannot be present, will confer a favor by addressing,

Yours respectfully,

DAVID BOYLE, 353 Yonge St., Toronto.

## Teachers' Associations.

PRINCE COUNTY, P.E.I.—The Prince County Teachers' Institute met in the Davies School, Summerside, on Friday, at 2.15 p.m. President A. D. Fraser was in the chair. After the transaction of some preliminary business, Mr. John Arbuckle, Inspector of Schools, read a paper on "Spelling." The paper set out with the consideration of correct spelling as perhaps the most necessary branch of education, and then proceeded to deal ably with the best methods of teaching this branch. The matter was treated in a manner only possible by an experienced and earnest educationist. Mr. Arbuckle was loudly applauded, and an interesting debate ensued. Mr. Mollison was remarkably well pleased with the paper. It was practical, and such papers were too apt to lack the practical element. Mr. Neil McLeod referred to the difficulty of English spelling, and hoped for some reform. He hardly agreed, however, with Mr. Arbuckle as to spelling being taken as a test of education; many highly educated men were faulty at spelling, and had to frequently consult the dictionary. Mr. Larkin complimented the paper, and hoped to see it published. Mr. Stewart thought the paper very practical. He did not like too much theory. Every suggestion made by Mr. Arbuckle was one that could be put into practice by the teachers. He dwelt upon the part played by the eye in learning spelling. Mr. J. H. Bell also complimented Mr. Arbuckle, and thought the idea in teaching spelling should be to make it involuntary. Dr. McIntyre thought spelling came by acquirement and practice. It was too much overlooked. He expressed pleasure at seeing so many teachers present. After some explanatory remarks by Mr. Arbuckle, the President called upon Mr. McLeod to open the next discussion—"The Use and Abuse of Text-books"—which he did in a few appropriate remarks. He thought we relied rather too much upon text-books. A text-book was what its name implied, viz., a book of texts, to be enlarged upon by the teacher. Teaching should be scientific and progressive,—from the known to the unknown. There must be a sequence in all successful teaching. Mr. West referred to text-books which he thought ought to be thrown out of the schools. He instanced Miss Thomson's History of England and Collins' Geography—books which he had "no use for." So defective were they that they were really detrimental to teaching. Text-books were the groundwork, and if we had not a good groundwork the resultant work must necessarily be inferior. Mr. McDougall thought it was the duty of the teacher only to explain what the pupils failed to understand. If we enlarge too much we may merely be incultating our own prejudices. He referred to the differences in text-books, and pointed out that the time and number of tasks precluded much enlargement. Mr. Larkin acquiesced in Mr. West's opinions. Mr. Mollison thought Mr. McDougall's remarks were very practical. Text-books were perhaps too closely adhered to. The pupil should thoroughly understand what was taught, and the teacher's vocabulary should be such as children can readily understand. At this stage of the proceedings Mr. John A. Matheson read a vigorously written and thoughtful paper on the subject under discussion, which was greeted with deserved applause. The paper was racy and full of cleverly made points, although prepared very hurriedly. The Institute then adjourned to meet at 8 p.m. in St. Charles Temperance Society's Hall. The evening session, which was also well attended, was taken up by Dr. McKay's lecture on "The Education of the Eye." This lucid and scientific discourse was illustrated and explained by cleverly prepared diagrams, and the whole subject was rendered clearly and plainly. Technicalities were avoided, so that any one of ordinary intelligence could readily comprehend the speaker's explanation of the wondrous mechanism of the human eye. The close of the paper treated of the diseases of children's eyes caused by improper lighting of schools, etc., and gave some practical suggestions as to the proper management of lights. At the Saturday morning session Mr. Matheson moved that the regulations of the Board of Education respecting holidays should, in the opinion of this meeting, be made imperative instead of optional.—Carried. The Committee on Nominations brought in the following report, which was accepted:—President, A. D. Fraser; Vice-President, Miss Bell, Bloomfield; Secretary, John P. Wright; Treasurer, Miss F. A. Campbell; Literary Committee, John A. Matheson (chairman), Mr. Arbuckle, Mr. McPhail; Auditing Committee, Mr. Wright, Mr. West, Miss Larkin. The discussion on the subject of Mr. Matheson's paper was then resumed, and participated in by Messrs. Arbuckle, Stewart, Arsenault, Wright, McLeod, and others, Mr. Matheson closing the discussion.—*Condensed from Summerside Journal.*

**DRHAM.**—The semi-annual meeting of this Association was held in the High School buildings, Bowmanville, on Friday and Saturday of last week, Mr. Tamblin in the chair. Under the head of general business, the treasurer, Mr. Keith, read his report, showing that the finances of the Association were in a satisfactory state. The Committee on the Reading Circle reported, and the following resolutions were adopted:—“(1) That a Reading Circle be formed among the teachers of this Association. (2) That at least two books be read each year—one on the art of teaching and one on some department of science—the books to be named by the Executive of this Association. (3) It shall be sufficient that the books have been carefully read in order to receive credit for the same.” The Committee appointed to consider the matter of Scripture readings reported: “That the action of the Education Department, in making and distributing the selections of Scripture Readings for the schools of Ontario, deserves the hearty approval of this Association.” This report was adopted, and the secretary instructed to send copies to the Department and to the educational papers of the Province. The election of officers resulted as follows:—President, W. W. Jardine; 1st Vice-President, F. Wood; 2nd Vice-President, Mr. Allin; Secretary, R. D. Davidson; Treasurer, Chas. Keith; Executive Committee—Messrs. Tamblin, Thornhill, Hampton, Lee, McDowell, Reynolds, Hickson, Grandy, Richardson, Miss McNaughtan, and Miss Winslow. The retiring President, Mr. Tamblin, then gave a short address to the Association, and introduced the President-elect, Mr. Jardine, who took the chair and called upon Mr. Wood, Principal of the Port Hope Model School, to address the meeting on “School Offences and Punishment.” Mr. Wood dealt exhaustively with the subject, bringing not only his own experience, but also that of prominent educators throughout the country to bear upon it. The discussion was continued by Messrs. Hickson, Keith, and Gilfillan. On Friday afternoon Miss Raines read an excellent paper on “How First Book Classes should be Employed,” followed on the same subject by Messrs. Allin, Hickson, and McDowell. Mr. Tamblin introduced “School Premises and Equipment,” making a telling point in favor of improvement when contrasting the generally disreputable school building of the country with its neat, comfortable, and, in many cases, elegant churches and private dwellings. Messrs. Fairbairn and James continued the discussion. On Friday evening an entertainment was given in the basement of St. Paul's Church. Everybody was pleased with Mr. Boyle's humorous description of the different classes of teachers: the recitations were all well given, and the music by the Quintette Club was the best we have heard for a long time. The beaming faces of the auditors as they turned to go, on hearing the last strains of “God Save the Queen,” was of itself sufficient evidence that the entertainment was a success.

The Saturday's session began with Mr. Keith giving his methods of assigning a reading lesson. The subject of reading was further warmly discussed by Messrs. Tamblin, Jardine, Barber, and others. Mr. Wood said if the pupil had the thought of its intensity, suitable expression of it would naturally follow. Mr. Jardine, in introducing “Grammar for Entrance Examinations,” said that on account of the questions asked there was a tendency on the part of teachers to discard the formal study of grammar. Mr. Boyle, of Toronto, then gave his views on the question “Should Teachers Form a Union?” His remarks were listened to with the closest attention, and when the gentleman concluded Mr. Wood moved a resolution favoring the principle of union among teachers. This was carried unanimously by the Association. The secretary was appointed a delegate to a meeting to be held in Toronto for the purpose of making arrangements about a teachers' union. The Association then adjourned.—*Courtesy from Bowmanville Statesman.*

**LANARK.**—The annual meeting of the Lanark County Teachers' Association was held in the High School on Thursday and Friday of last week, and is said to have been one of the most successful gatherings of the kind that has ever been held in the county. The able assistance of Dr. McLellan and W. Houston, M.A., of Toronto contributed in no small part to the success of the meeting. About 9.30 a.m. on Thursday the President, Mr. P. C. McGregor, head master of the High School, Almonte, called the meeting to order and delivered a short opening address, alluding to a few of the living educational questions of the day. He then appointed Messrs. Walrond, Cochran, McEnte, Neslutt, and Miss Girard a committee on Journals and Drawing Classes; and Messrs. McCarter, Robertson, and Anderson a committee on the Improvement of the Profession. The calling of the roll showed that there were in attendance about 100 teachers. The first subject taken up was “Geography,” by F. L. Michell, M.A., I. P. S., in which he suggested many improvements that might be made in teaching this subject to young pupils. A discussion followed, in which most of the suggestions were approved of. Mr. D. A. Nesbitt, head master of Public School, Pakenham, next illustrated how he would teach “Mental Arithmetic” to all grades of pupils. Mr. Neslutt demonstrated two things—first, that he knew his subject, and second, that he knew how to handle a class to the best advantage. Miss Bessie Twigg, one of our youngest teachers, next read a very amusing paper on “The Experiences of a New Teacher.” The paper read by Miss Twigg displayed so much

literary merit that a motion was unanimously passed asking her to allow it to be published in the local papers. The election of officers was taken up in the afternoon, and resulted as follows:—President, N. Robertson, B.A., H.M.P.S., S. Falls; Vice-President, Miss L. Steadman, S. Falls; Secretary-Treasurer, M. M. Jacques, H.M.P.S., Perth. Committee of Management—Miss Girard, Carleton Place P.S.; J. R. Johnson, H.M. H.S., Carleton Place; Miss Gilroy, S. Falls P.S.; J. McCarter, H.M. P.S., Almonte; T. J. Walrond, Almonte H.S. Auditors—J. C. Hamilton, H.M.P.S., Smith's Falls; J. A. Goth, H.M.P.S., Carleton Place. Delegate to Provincial Association—F. L. Michell, M.A., I.P.S. Mr. Houston then gave a long and exceedingly interesting and profitable address on “English Literature.” Quite a discussion followed the delivering of this address, and, while many of the speakers differed from Mr. Houston on some points, all complimented him on the mastery grasp of the subject which he gave evidence of possessing. In the evening an entertainment was given in the Town Hall.

On Friday evening Dr. McLellan took up “The A, B, C of Arithmetic” in his usual able manner. He discussed the best method of teaching arithmetic to a beginner, and threw out many hints that cannot fail to be of service to young teachers. He was followed by Mr. Houston on “Spelling Reform.” This address provoked a long and animated discussion, the result of which was that Mr. H. succeeded in modifying the prejudices of many teachers against the movement, and also in correcting erroneous views as to the character of the movement. A motion to thank Mr. Houston and to endorse his scheme was changed to one referring the matter to a committee to report next year, as the Association did not think they were prepared to vote intelligently on the subject. Dr. McLellan closed the list of discussions by a long and instructive address on “The Art of Questioning.” It is better to lead a pupil to discover the truth himself than to make a mere parrot of him, by having him repeat merely what the teacher tells him, and to those who are experienced in the art of questioning Dr. McLellan's address must have been invaluable. The meeting closed with the usual formal votes of thanks. It was decided to hold the next meeting of the Association in Carleton Place, the date being fixed by the Minister of Education.—*Almonte Gazette.*

## Literary Reviews.

**DIE KARAVANE**, by Wilhelm Hauff, with notes and vocabulary by Herman Hager, Ph.D., Lecturer in German in Owens College, Manchester. London: MacMillan & Co.; Toronto: Williamson & Co.

The notes on *Die Karavane* are very full and carefully compiled. Wherever a peculiar construction appears in the text it is fully explained and illustrated in the notes. All instances of irregular conjugations and declensions are carefully commented upon and philologically explained. The work contains good grammatical and introductory chapters, and has a copious vocabulary of 48 pages. It is a work which will at once recommend itself to all students of Hauff, the gifted story-teller and Sir Walter Scott of German literature.

**PART II. MODERN GERMAN READER:** a graduated collection of extracts in Prose and Poetry from modern German writers, edited by G. A. Buchheim, Ph.D., F.C.P., Professor of German in King's College, London, Examiner to London University, etc. Oxford: Clarendon Press Series. Toronto: Williamson & Co. Cloth 60c.

This work, which has recently been published, is just what is wanted in our Canadian schools, in order to inspire the young student with a love for the beauties of the German language. The selections are well graded and admirably arranged. They are in themselves gems of thought, and the prose extracts in particular are well adapted for illustrating the grammatical structure and genius of the language. The notes are well-arranged and consist of three kinds: I. Literary, Historical, and Geographical notes, necessary for elucidating the text. II. Grammatical and Syntactical notes, to explain idiomatic peculiarities. III. Concise and suggestive literary notes. These notes will be a valuable assistance to the student, and are not so extensive as to supersede the work of the teacher. The grammatical notes are nicely introduced, and are so arranged that the student will constantly and almost unconsciously be getting up grammatical rules and rivetting them in the mind by studying the appropriate illustrations in the text. The mechanical construction of the book is all that can be desired. We heartily recommend the work to students and teachers throughout the Province.

A little girl, three years old, attended church for the first time. She heard the minister mention the name of God several times, and acted as if she knew he was doing something wrong. The next time he said it she rose up and pointing her chubby finger at him, said in impressive tones: “Man, top you swear!”