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COMPANION AND TEACHER

We Study to Instruct; We Endeavor to Amuse.

Companion Publishing Co.,
Publishers and Proprietors.

LONDON, ONT., MARCH, 1877.

Volume II., No. 5
Published Monthly

Editorial.

The Education Depository.

For several years, by a portion of the public press and by pamphlet, has the Depository Branch of the Education Department been violently assailed. The Depository had been instituted through the efforts of Dr. Ryerson, the late Chief Superintendent, and, perhaps, no part of the system was held dearer in his estimation than the one in question. In order to meet the oft-repeated assaults on the "People's Depository," the Chief Superintendent requested the Legislative Assembly in 1869 to enquire into its management and working. The request was granted, and accordingly a large select committee was appointed to examine into the working of the school system of Ontario, together with the Department of Public Instruction; with power to send for persons and papers, and to report thereon. A sub-committee reported having made a thorough investigation of the Depository Department, finding existing arrangements for purchasing and disposing of the books most satisfactory. The statistical statement showed that there was no financial loss to the Government in carrying on the Depository, as the stock in hand covered the amount of expenditure that had not been realized. Notwithstanding the favorable nature of this report, the opponents of the Depository still suspected and stated that its existence was detrimental to the book trade, its operations conducted at a loss to the country, and, consequently, demanded its discontinuation.

To lessen the detriment to the book-trade, provision was made in the School Act of 1874 to allow Trustees to purchase prize and library books elsewhere than at the Depository, on similar terms.

A Committee of the Council of Public Instruction enquired into its management and operations in May, 1875. It came out in the course of this enquiry that the Depository, in the preceding twenty-four years, had netted the total profit of \$50,934, after paying all expenses, except insurance; or an annual profit, even making allowance for insurance, which the Government had paid, of \$300.

Still there was dissatisfaction, particularly among the booksellers. Shortly after the appointment of a Minister of Education a deputation of As-

sociation of Booksellers, then in convention assembled, waited on the Hon. Mr. Crooks. Mr. W. C. Campbell, the chief speaker of the deputation, enumerated the grievances. He complained that as soon as they had entered into competition with the Depository, the rates of the latter were reduced ten per cent; that by this action and several adverse restrictions, the booksellers were practically excluded from the privileges granted by the Act of 1874; further, that the expenses of carrying on the Depository had been twenty-four per cent. of the amount of business done, resulting, on the 18 cents per shilling, stg., basis, in a loss of \$8,800 per year to the country. Mr. Crooks, in answer, stated that any decision the Government would arrive at would be upon the fullest consideration. He agreed with the Convention that there had been much to justify the existence of such a Depository in the past. The question now is, whether it is in the public interest that the Depository should continue to supply the people with books.

The Minister carried out his promise and instituted a thorough enquiry into the accounts and business operations of the Depository Branch of the Department, extending over twenty-six years, from 1850 to 1875 inclusive. Mr. James Brown, an experienced accountant, was employed to investigate and audit the accounts and statements and to report fully thereon to the Minister. A complete detailed report of the operations of the Depository, as thus reliably obtained, was presented to the Legislative Assembly at the session just closed. The correctness of the accounts and the accuracy of the system upon which they have been kept have been attested. But we were less prepared to expect that the operations of the Depository, as exhibited in the annual statements, would, after paying all expenses, show a total net profit, from 1850 to 1867, of \$28,124.22, and from 1868 to 1875, of \$42,929.33.

It is hoped that the agitation of this hitherto much vexed question will be discontinued. We wish the booksellers by all means to have a fair field, and hope that hampering and restrictions may be removed. All the reasons for the establishment of the Depository are not at present in full force but the fact that its abolition would result either in monopoly, or in an indiscriminate introduction of all kinds and sorts of literature, is sufficient reason for its continuation.

School Legislation.

One of the most important Bills that engaged the attention of the Legislature of Ontario during the session that has just closed was the Bill introduced by the Hon. Mr. Crooks, "to amend the several acts respecting the Education Department, Public and High Schools, and the University of Toronto." The Bill has now been assented to; and, as was promised, we proceed to give texts of the parts that most materially affect the Public Schools. It will be seen on examination that the responsibility of providing and securing the most urgently needed reforms—universal professional training, and an improved method of granting improved third-class certificates—will devolve on the Education Department. We wait with considerable anxiety the regulations for the conduct and management of the County Model School.

In order to be clearly understood the Bill must be read in connection with chapters twenty-seven and twenty-eight of 37 Victoria, popularly known as the Consolidated High and Public School Acts respectively, to which constant reference is made in the various amendments.

To 27 Vic., c. 27, s. 27 (5), relating to the examination for admission into High Schools, is added:—

(1.) "And (Education Department shall) "declare the equivalents for the same" (entrance examination) "for Public School teachers and *vice versa*. Also to determine the equivalents to "High Schools and Collegiate Institutes, where "pupils successfully pass examination before "learned societies in Canada, or the British Dominions, such as any University, the Law Society, "the College of Physicians and Surgeons, and the "like. Also to arrange with such societies for "similar subjects in certain examinations."

(2.) "Also shall arrange with Trustees or Boards "of Public Schools, for constituting one or more "of the Public Schools to be the County Model "School for the preliminary training of Public "School Teachers, subject to the general regulations of the Department."

Instead of having the Normal School examination at the close only of a session, sub-section seventeen, s. 27 is amended,

(3.) "To require at any Normal School or Training Institution in the Province, examinations to "be held from time to time of the students thereof, "and to prescribe regulations for such examinations."

Provision will likely be made to allow teachers to attend the "Education Lectures" exclusively, that are delivered in the Normal Schools.

Instead of "teaching in the Public Schools of the elements, among other things of natural history, agricultural chemistry, mechanics, and agriculture," we have the following phraseology substituted:—

(4.) "Provide, by the training of teachers, the "programme of studies, and special regulations,

"for elementary teaching in the Public Schools, "and amongst other subjects of the rudiments of "agricultural chemistry, mechanics, and agriculture, but these subjects are to be optional."

In connection with the certifying of students of any Normal School or Training Institution in British Dominions, and examination of Public School Teachers, an amendment requires:—

(5.) "Such further conditions to be complied "with by candidates for Public Schools Teachers' "certificates, as will secure duly qualified teachers "in the several schools."

Sub-section twenty-three, c. 27, s. 27, is amended so as to extend the power of the Department upon the report of the Central Committee to grant second-class certificates. The amended sub-section is as follows:—

(6.) "To award (upon the report of the Central "Committee of examiners) first-class and second-class certificates respectively, of qualification to "Public School teachers, under such regulations "and programme as may be determined by said "Council, and upon the report of such committee, "to award also second-class certificates to candidates "for first-class certificates, who come up to the "standard for second-class certificates, but who "fail to come up to the required standard for "first-class certificates."

Provision is made in c. 27, s. 31 (24), for transmission of entrance examination papers to Public School Inspector only. The Minister of Education shall

(7.) "Transmit to the Public School Inspector, "or such other person as the Minister may appoint, "the examination papers prepared by the "Central Committee for the admission of pupils to "High Schools, and Collegiate Institute, or otherwise."

The certificates given by the Minister of Education as per c. 27, s. 31, (12) to persons trained in any British Normal School or Training institution are to be particularized as certificates of qualification "of the first or second-class" (8). The evidence of the ability and aptitude to teach is to be decided, not by "certificate," s. 31 (12a), but by "examination" (9).

The Minister of Education shall furnish such rules and instructions as he may judge advisable in regard to the proceedings of institutes, and the best means of promoting and elevating the profession of school teaching and increasing its usefulness. C. 27, s. 31 (16), and

(10) "Encourage Teachers' Associations." Committees of investigation appointed to inquire into any school matter are empowered

(11) "To administer oaths to witnesses, or require them to make solemn affirmation of the "truth of the matters they may be examined "upon."

Hitherto the Minister was authorized to add one hundred per cent. to sums expended in purchasing prize and library books only, when such articles were bought elsewhere than at the Department; but now he may make payment

(12) "Out of any moneys appropriated by the Legislature for that purpose, of one half of the cost of maps and apparatus which may be purchased by any school corporation from any person, instead of from the Education Department, subject to like conditions as in the case of library and prize books, and to the regulations of the Department."

The Minister's Annual Report will be for the calendar year instead of from July to July (13).

The Lieutenant-Governor may authorize:

(14) "The payment of the travelling expenses of teachers attending the Normal School, being candidates for second class certificates, and towards their maintenance."

Sub-sections one and two of the second section of the Bill are similar to s. 1 (10) and (11).

Section 149 (a) c 28, the Consolidated Public School Act of 1874: "The summer vacation in the schools shall be from the fifteenth day of July to the fifteenth day of August inclusive," is repealed, and

3 (1) The following substituted:—"The Public School year shall consist of two terms; the first shall begin on the third day of January, and end on the seventh day of July; the second shall begin on the eighteenth day of August, and end on the twenty-third day of December. There shall be two vacations during the year for Public Schools; the summer vacation shall be from the eighth day of July to the seventeenth day of August inclusive; the winter vacation from the twenty-fourth day of December to the second day of January inclusive; in the case of united Public and High Schools, and also of Public Schools in cities, towns, and incorporated villages, in which High Schools are situate, the vacations shall be the same as are prescribed for High Schools."

19. "The High Schools shall open on the seventh day of January, and close on the Thursday before Easter; they shall re-open on the first Tuesday after Easter, and close on the thirteenth day of July; they shall re-open on the first day of September, and close on the twenty-second day of December. There shall be three vacations for High Schools in the year; the Easter vacation to extend from Good Friday to Easter Monday inclusive; the summer vacation shall begin on the fourteenth day of July, and end on the thirty-first day of August, and the Christmas vacation shall begin on the twenty-third day of December, and close on the sixth day of January, and the High School Boards are authorized to dismiss during the period when the intermediate examination is going on in such school, those pupils who are not engaged in the examination."

The time, place and manner of the election of school trustees in cities, towns and incorporated villages shall be the same as for elections under the Municipal Institutions Act, except that the voting shall be by open vote, and not by ballot, and that the poll for the trustee election shall open at ten o'clock of the forenoon instead of nine (2) and (3). A poll may close after a full hour's lapse without a vote.

A new section is added to define "site" and "owner."

(4) "The school site shall mean such area of land as may be necessary for the school building, offices and play grounds connected therewith; and the expression 'owner' in this Act shall include a mortgagee, lessee or tenant, or other person to a limited interest, and whose claims shall be dealt with by the arbitration herein provided."

The Township Council shall pass a by-law to grant to trustees on application authority to borrow money (5).

Sub-section seven abolishes City Boards for the examination of teachers.

Sub-sections six and eight are verbal amendments.

Sub-section nine provides for Inspectors of Public and High Schools sharing in the Superannuation Fund on the same terms and privileges with Teachers of Public and High Schools.

The County Council, as well as the Legislature, is authorized to arrange for inspection of schools in new and remote districts (10).

Section four refers to the same as 3 (6), substituting "School Corporation" for the words "Board of School Trustees." Trustees may, with the consent of the ratepayers, 29-30 Vic., c. 51, s. 276, borrow from any municipal corporation of the surplus of any such moneys as the Upper Canada Municipalities Fund. The consent of the ratepayers is not necessary in other cases of borrowing money.

The following declaratory clauses will remove the ground for much troublesome litigation. Several cases have arisen that show how greatly such clauses were needed.

5 "To remove doubts it is declared that in the case of rural school corporations, the resolution, action or proceeding of at least two of the trustees is necessary in order to lawfully bind such corporation, and in case of public School Boards in cities, towns, or villages, or of Township Boards, a majority of the members of such Boards when present at any meeting duly called shall constitute a quorum, and the vote of the majority of such quorum shall be valid to bind the school corporation; and in any case of an equality of votes the chairman shall have the casting vote in addition to his own vote. It is also further declared that no by-law for creating a debt for school purposes shall be required to be submitted to a vote of the electors or ratepayers. It is also declared that it is the meaning of sections thirty-three and thirty-four of the Consolidated Public School Act of 1874, that no change in the site of a school-house shall be made without the consent of the majority of the special meeting convened for the purpose, and that the arbitration provided for in said sections shall only be held for the purpose of selecting the new site in case of difference with reference thereto between the majority of such meeting and the trustees."

There is still an inconsistency in the matter of

quorams. Take London, for instance. As it is at present, seven members constitute a quorum for the transaction of business for the united High and Public School trust. But if the union were dissolved and only the Public School trust at stake, it would require a larger number to constitute a quorum.

Section six, sub-sections 1—11, refer to Township Boards of Trustees; seven and eight, to alteration of boundaries of sections within the township.

9. Trustees "may also arrange for the payment of teachers' salaries at least quarterly in each year, and if there be not sufficient funds, may borrow such sums as may be required in the meantime, until the taxes imposed therefore can be collected; the trustees shall by resolution authorize such borrowing, which may be upon their promissory note, to be given under the seal of the school corporation, to be discounted at a rate of interest not exceeding eight per cent."

The adjustment of claims, formation, alteration, and dissolution, of union sections are provided for in sections ten and eleven.

14. Every County Council shall have authority "to arrange for the payment of such sums as may be required for teachers salaries, so that the salaries may be paid at least quarterly in each year; and if there are not sufficient funds, to borrow from any banking corporation such sums as may be required in the meantime until the taxes imposed therefor can be collected; and the Council shall regulate by by-law the amount to be so borrowed at a rate of interest not to exceed seven per cent. per annum, and the promissory note to be given under the seal of the corporation, or the County Council may pay such sums as may be necessary for the said purposes out of any surplus moneys of the County, to be refunded out of the rate when collected."

Sub-sections two and three of section 14, and section 15, provide that the School Fund shall be paid to the teachers, not by the County Treasurer, but by the Township Treasurers, who are made for all school purposes sub-Treasurers of the County Treasurer.

16. Schools in unorganized townships.

The County Council shall have authority.

17. (1) "To provide and levy in each year the following sum

"(a) The sum of one hundred dollars, at least, towards each Public School which may become a County Model School; and which may be established by the Council in the County, or in any Electoral Division, or in any City, or Town separate from the County, under any agreement with the School Board of any such City or town.

"(b) The sum of fifty dollars towards the County Teachers' Institute or Association in the County, or in each Inspector's District."

(2) Adequate accommodation—"to accommodate two-thirds of the children who have a right to attend the school of the section, according to the census taken by the Trustees the next preceding year."

(3) "Third-Class Certificates only shall be

"awarded by the County Boards of Examiners, first and second class Provincial certificates by the Department on the report of the Central Committee of Examiners, and according to the regulations of the Department; also, that County Boards shall have powers to renew third-class certificates, subject to the regulations of the Education Department. City boards are struck out."

(4) "If a trustee of any corporation be convicted of any felony or misdemeanor, or shall absent himself from the meetings of the Board for three consecutive months, without being authorized by resolution entered upon its minutes, or who shall cease to be a resident within the School Municipality for which he is a trustee, such trustee shall *ipso facto* vacate his seat, and the remaining trustees shall declare this seat vacant and order a new election."

Trustees are required to impose a rate on, or deliver to a Magistrate the violators of the compulsory attendance clauses of the Act.

(5) "Unless from the circumstances of the case the trustees are satisfied that such neglect or violation has not been wilful, or has been caused by extreme poverty, or ill health, or too great a distance from any school."

Sections 18 (1—8) and 19 relate to the High Schools. The County grant in future is to be at least equal to the Government grant, instead of one-half as hitherto.

Sections 20 and 21 concern the University of Toronto.

The consideration of some of the points, such as the provision for the establishment and management of Township Boards of Trustees, will be reserved for a future number.

A clause in the Bill as first read, and which was referred to in the last number—providing additional protection of the teacher in the matter of payment for vacations following the expiry of engagement within a fortnight, and cancellation of agreements evidently evasive of the spirit of the law in this respect—was withdrawn by the Minister, in committee. As it is, the law is very favorable to the teacher in the matter of payment for holidays.

Association Meetings.

Will Inspectors or Secretaries of Associations please inform us in good time of the date of the next meeting of their respective associations, so that we may give the same a notice under this head.

NAME.	PLACE.	DATE.
Warwick & Bruce.	Watford.	March 17th.
Perth.	Stratford.	May 25th & 26
South Essex.	Leamington.	May

Our next number will be published in time to reach subscribers early in April. Send us notices of meetings, &c., at once for insertion.

Educational Intelligence.

GEORGE WRIGLEY, COMPILER, BOX 79 F, LONDON.

Items for this Department are respectfully solicited. Send on post-card or as "printers' copy," which can be enclosed in an envelope stamped at one cent per one-half oz.

WOODSTOCK has 1,212 children of school age.

DR. RYERSON has returned from the old country.

THOROLD has 682 children between the ages of 5 and 16—an increase of 23 over last year.

THE average attendance at Thorold High School for the months of January and February was 33.

OF the 4,888 books published in England in 1876, 470 are classified as educational.

THERE are four Creek Indians from Indian Territory attending Wooster University.

OF the 65 students attending the University of South Carolina College at Columbia, 60 are negroes.

A NEW school-house in Harrison has lately been opened.

GOBERICH schools last year cost the town \$5,898.33, of which \$3,963.62 were paid to teachers.

INGERSOLL has eleven Public Schools and two High School teachers.

A SPECIAL report of the Ontario Educational Exhibit at Philadelphia is being prepared by the Deputy-Minister of Education.

OVER five thousand different articles were exhibited in the Ontario Education Department at Philadelphia.

PROF. and Mrs. Goldwin Smith have taken rooms for the winter at the Garland Hotel, Pall Mall, London, Eng.

THE number of students in attendance at McGill College is—Students in Law, 96; students in Medicine, 140; and students in Art, 164.

ST. LOUIS has 26 public kindergartens, attended by 1,300 children. The system is rapidly gaining popularity.

MESSRS. J. B. Lippincott & Co. have now become publishers of Worcester's series of dictionaries—seven in all.

THE editors of the New England *Journal of Education* and the *Indiana School Journal* oppose the pensioning of teachers.

THE Annual Report of the Normal, Model, High and Public Schools of Ontario for the year 1875 is placed on our table too late for notice this month.

NEARLY 1,800 pupils passed the High School Entrance Examination in December. Hamilton passed 76; London and Toronto each 50, and Strathroy 42.

IN the 13 Townships of the Parry Sound District 24 School Sections have been established, and in 20 of these school-houses have been erected.

MRS. COE claims to have "added to and improved the system of Froebel, and adapted it to American enterprise and American taste."

THE Clinton School Board intend to enforce the attendance of children at school the required number of months of each year.

THE Lucknow School Board advise their teachers to employ corporal punishment more frequently as a means of punishment. Is that sage advice?

NEBRASKA is a State possessing wisdom beyond its years. It pays male and female teachers exactly the same wages for the same work.

THE Smith's Falls High School has been made absolutely free by the abolition of the fees by the School Board.

THE PETROLIA SCHOOL BOARD propose to erect a teacher's residence for the principal of their schools. Commendable.

IN MANITOBA there are now fifty-three Protestant school districts, thirty schools in operation, and 1,600 children on the various school rolls.

THE teachers in training in the Quebec Normal School are 119; the pupils in the Model School, 340. The total number of diplomas granted by that institution is 1,007.

FROM the *Teeswater News* we learn that the parents of pupils attending the schools in that town express great satisfaction at the progress being made under Mr. McKellar's management.

THE publishers of the *Essex Times* have introduced a "Mathematical Department" in their popular weekly. We trust it may be ably supported and become interesting to many.

IN East Bruce the Teachers' Association held three meetings in 1876, the average attendance being 41, and the total membership 60—20 female and 40 male.

STRATFORD HIGH SCHOOL report for January shows the total number of pupils on roll to be 97, and the average attendance 89; against 79 and 66 respectively for the same month last year.

STRATFORD PUBLIC SCHOOLS have 15 teachers, of whom only 3 are males. The aggregate amount paid to them is \$5,350, in sums ranging from \$250 to \$800.

THE WHITBY SCHOOL BOARD have refused to allow the children of supporters of Separate Schools admission into the Public Schools in that town, and a good deal of dissatisfaction is expressed.

ACCORDING to the report of the recent examination of teachers in Manitoba, two first-class (grade B); two second-class (grade A); and two third-class (grade B) certificates were granted.

THE certificate held by L. V. Briston, B. A., has been cancelled by His Honor the Lieutenant Governor. The circumstances under which he left Orillia a few months ago will still be remembered.

MILVERTON (Co. Perth) school had an average attendance of 152 pupils in February. More room and an additional teacher are required, as the rooms will only seat 120, and there are only two teachers.

ALMA COLLEGE, St. Thomas, having been incorporated, a site has been chosen east of the London and Port Stanley Railway, and the canvass for funds is being carried on steadily and satisfactorily. It will belong to the M. E. denomination.

IN Oxford County the I. P. S. and one of the County Councillors are having a paper war over a matter that should be very easily decided, viz.: the right of the former to receive compensation for the inspection of departments as well as of schools.

THE number of officers, teachers, &c., employed under the Public School system in Toronto last year, and the salaries paid under each head, are as follows:—Officers and caretakers, \$6,972.94; twenty-one male teachers, \$16,362.42; seventy-nine female teachers, \$28,351.93. In consequence of the opening of new schools this year, thirty additional teachers are required, and the salary bill will amount to not less than \$60,000.

THE January No. of the Ontario *Journal of Education* is just received. Nine of the sixteen pages are occupied by a list of "Books for School Libraries and Prizes," as recommended by the Committee of Council.

THE Orillia High School building, recently completed, is now occupied. It is a two story brick building, 40x64, and is situated upon a beautiful site containing three and a half acres. A hot air furnace in the basement heats the entire building.

IT is reported that 73 Boards agree to join the London Board in the proposed spelling reform, while 124 have refused. Among the former are Liverpool and Birmingham; among the latter, Manchester, Sheffield, Halifax and Bristol.

IN the Legislature of Manitoba the Provincial University Bill has been read a third time and passed. Bills providing for the incorporation of Wesley College and Trinity College have also been passed.

HARPER'S MAGAZINE for March contains two entertaining articles entitled, "A Summer Cruise among the Atlantic Islands," and, "Popular Exposition of some Scientific Experiments." Both are illustrated.

THE average daily attendance last year in the Public Schools of Chicago was nearly 36,000, and the enrolment 51,128. Associated with the 51 Principals there were 711 teachers, of whom 420 had graduated from the High and Normal Schools.

A TEACHER was prosecuted in Iowa for punishing a young lady of twenty-one. The case went against the teacher before a Justice of the Peace and the District Court, but the Supreme Court reversed their decision and decided in favor of the teacher.

THE following are the heights of the mountain peaks of Colorado.—Blanca Peak, 14,464; Mt. Harvard, 14,384; Gray's Peak, 14,341; Mt. Lincoln, 14,296; Mt. Wilson, 14,280; Long's Peak, 14,271; Uncompahgre Peak, 14,235; and Pike's Peak, 14,146.

DURING 1876, the total number of pupils attending the Goderich High School was 106; average attendance 55. The average attendance in January, 1877, was 78; total on roll, 86, of whom 15 are preparing for 2nd class certificates; 13 for 3rd class, and 25 for intermediate examination.

THE Sixteenth Annual Report of the Superintendent of Public Instruction for the State of Kansas is on our table. Any items of interest which we may call from this or other Reports that may be placed in our hands, will in due time be presented to our readers.

TRUANCY is on the increase in Ingersoll, no fewer than thirty-five pupils having absented themselves one or more times last year. Seven of these have become so confirmed in the habit that the Principal advises that they should be expelled from the school, their influence being detrimental to its interests.

ON Wednesday, Feb'y 28th, a farewell reception was given at Columbus, Ohio, by Governor and Mrs. Hayes, to the school children. For hours the children in procession from the various schools, to the number of nearly 10,000, held undisputed possession of the pavements, and as they came into the rotunda of the capitol, Governor and Mrs. Hayes shook the hand of each scholar and teacher. Long live President Hayes.

THERE are seven Universities in Ontario, as follows:—"University of Toronto, University College, and Trinity College, Toronto; Victoria College, Cobourg; Queen's College, Kingston; Ottawa College, Ottawa; and Albert University, Belleville.

IT took the Winnipeg, Manitoba, Board of Education two hours to decide whether or not reporters should be admitted at a late meeting. Immediately after the vote was declared carried by a majority of one, the six who voted nay rose and left the meeting.

AT a recent sale of autograph letters, &c., in London, two locks of Byron's hair—one cut off when a young man, the other after his death—brought £19 10s. Robert Burns' visiting-book was sold for £24 10s. Some of the poet's letters realized £11 each.

"JOHNNY, have you learned anything during the week?" asked a teacher of a five-year-old pupil.

"Yeth'm!"

"Well, what is it?"

"Never to lead a small trump when you hold both bowsers!"

A NAUGHTY EXCHANGE publishes the following: "It is noticeable that the number of big schoolboys who paroxysmally kiss the schoolma'm when she tries to whip them is on the increase. It is also noticeable that this increase is followed by a large increase in the number of schoolmarns who attempt to whip big boys."

THERE is contention over the authorship of the beautiful ballad, "There's nae luck about the House." Mr. Chas. Mickle, of Guelph, Ontario, in a lengthy letter shows pretty conclusively that William Julius Mickle is the author, rather than Jean Adam, whom some critics have credited with its production.

IN the Toronto *Globe* the Windsor Board of Education advertised for a teacher, offering \$700 per annum. The *Globe* made it read £700, or about \$3,500, and we may, therefore, presume that the worthy Secretary of the Board has had his hands full if he has made any attempt to reply to all the applications received from aspirants to the position.

MR. C. B. STEVENS, having on a legal technicality been unseated as trustee for Grove Ward, Walkerton, is again before the ratepayers for re-election. Mr. Collins, his opponent, is a worthy candidate, but the ratepayers are advised by the *Telescope* to re-elect Brother Stevens, who is well and favorably known in this city.

WHAT is above all books is taught in many schools. Some teachers are kings and queens among their fellows, for they do a work far beyond the money they receive as salaries. The spirit of the teacher, his ability to excite a love for study in his pupils, and to render school work attractive, are qualities above the price.

A SHORT time ago, a little girl, a pupil of a school in Aldborough Township, met with a serious accident by which her thigh-bone was broken. A number of the larger boys were amusing themselves with "putting the stone," which had just been thrown by one of them, when the little girl unexpectedly ran from behind the building in the direction in which it was cast. Let this be a warning to other boys who wish to indulge in sports as dangerous as the above; and let them choose a position in which they will not be interrupted by children engaged in other sports.

On the evening of February 12th, the anniversary of the birthday of Th. Girardot, Esq., I. P. S., Sandwich, a number of his friends presented him with a handsome easy chair, and his wife with a beautiful silver castor, accompanied by an appropriate address, indicating the high appreciation in which he is held.

MR. DICKENSON'S January (Stratford) Public School report is as follows:—"Number on roll, 1,045; average attendance, \$39. To do good work the average attendance should be 90 per cent. of the number on the roll - whilst for January it only reached 80 per cent. The report also recommended the separation of the sexes."

DURING a school celebration in Port Stanley a short time ago, a coal oil lamp exploded and set fire to a curtain. A panic ensued, and in the great rush that was made for the doors several of the school children were severely bruised. Would it not be well if the children in our public schools were drilled in leaving school rapidly and in order? In fires, in a crowded building, more are killed usually in the crush than by the flames.

A SCHOOL section in Haldimand Tp., Northumberland Co., Ontario, is so large that it is proposed to erect two school houses and that the school rate be levied on all the property in the section to meet the expenses of both. Arbitrators have been appointed to report. The section contains about sixteen square miles, being about four miles square. There are, however, hundreds of sections in the Province that are a good deal larger.

SOME suppose that every learned man is an educated man. No such thing. That man is educated who knows himself, and takes accurate common-sense views of men and things around him. Some very learned men are the greatest fools in the world; the reason is they are not educated men. Learning is only the means, not the end; its value consists in giving the means of acquiring, the use of which, properly managed, enlightens the mind. -*Ex.*

It is reported that a very modest young lady teacher who wanted a pair of garters addressed the shopman thus:—"It is my desire to obtain a pair of circular elastic appendages, capable of being contracted or expanded by means of oscillating burnished steel appliances, that sparkle like particles of gold leaf set with Alaska diamonds, and which are utilized for retaining in proper position the habiliments of the lower ex remities, which innate delicacy forbids me to mention."

BELFORD'S Monthly Magazine has already become a popular publication and bids fair to secure what its predecessors failed to accomplish, a large circulation. Its enterprising publishers deserve success, and we trust will receive that measure of encouragement which is their due. The contents of the numbers already issued have been varied and select, the serials being the best that could be obtained. J. G. Holland's popular story, "Nicholas Minturn," occupies a leading position. In the March number the publishers announced the discontinuation of "Topics of the Times," "Olla Podrida," "Educational Notes," and "Progress of Science." While we regret that the "Educational Notes" have been discontinued, the space devoted to them will no doubt be occupied by matter that will prove more generally acceptable to the class of readers among whom the magazine circulates.

THE importance of a comma is well illustrated in the following clause of the Act of Congress in appropriating \$1,500,000 to aid the Centennial Exhibition in Philadelphia:—"The appropriation heretofore made shall be paid in full into the treasury of the United States before any dividend, or percentage of the profits shall be paid to the holders of said stock." The United States Circuit Court has decided against the Government claim for the \$1,500,000.

Who would not secure an education? The editor of the *Lakeland News* discourseth thus:—"The other day a man killed another man's dog. The son of the man whose dog was killed, therefore, proceeded to whip the man who killed the dog of the man of whom he was the son. The man who was the son of the man whose dog was killed was arrested by the man who was assaulted by the son of the man whose dog the man assaulted had killed."

HARRY P. VAN AKEN, a Philadelphia schoolboy 14 years old, has been presented with a hunting-case gold watch, valued at \$150, for his conduct during a fire in the school building on February 6. On that day the boy, having been sent down stairs, found that the building was on fire, but instead of raising an alarm he quietly informed the teachers in the various rooms, who as quietly dismissed the children under their charge, and got them all out without a panic.

THE Superintendent of Education in British Columbia having received from teachers in other parts of Canada so many letters to which it would be impossible for him to reply, in reference to situations, &c., has written to the *Toronto Globe* to say that all the schools there have been supplied with competent teachers at from \$50 to \$125 per month. As vigorous efforts are being made to induce young and promising pupils to enter the profession, the supply will, therefore, be easily kept up. There are now in the province 42 schools with 52 teachers.

THE publisher of one of our most popular Ontario weeklies is pleased to write us as follows:—"Your chromo is a rich one, and deserving of a large patronage, and the COMPANION AND TEACHER cannot be beaten, and will certainly make its mark in Canadian literature. Endless power to your elbow and oceans of good luck." For all of which and a host of similar letters from subscribers we return our thanks. Our friends can help us best, however, by *talking to others* about the good things we send them if they subscribe.

At the last Conference of the British National Union of Elementary Teachers (numbering over 10,000 members), a plan was adopted to establish within the Union a Provident Society, the object of which society is to provide for its members all or any of the following benefits—1, sick pay; 2, a sum of money payable at the death of a member or of a member's wife; 3, annuities in old age, and when permanently incapacitated; 4, a sum of money payable to a member or his nominee at the end of a term of years (endowment). One hundred and thirty-six lengthy and exhaustive rules were framed. Old age allowance may commence at 65; but members over 65 cease to draw from the funds when their deposits with accrued benefits become exhausted. In these and several other respects the scheme is far less favorable to the teacher than the superannuation system of Ontario.

GALT, ST. CATHARINES, AND BRANFORD each give \$1,000 per annum to their principal teachers. Hamilton gives \$850; Berlin and London \$800 each, and Paisley \$700. Woodstock has two principals at \$600 each. The Inspectors in Hamilton and London act as principals, the former receiving \$1,500 and the latter \$1,000 per annum. S. S. No. 6, Dereham, Oxford County, has offered the highest salary in a rural section we have yet heard of, the amount being \$750. Don't all apply at once.

At the February meeting of the East Bruce Teachers' Association, 28 inspectors and teachers attended, and five new names were added to the roll of membership. A very practical and instructive address was delivered by John Eckford, Esq., late local Superintendent of Schools, on the subject of "Education, Progress, and the necessary qualifications of a Teacher." Mr. Miller, the President, gave a valedictory address, noting particularly the increasing influence of Teachers' Associations, and recommending the itinerant principle in the selection of officers.

A TUTOR of one of the Oxford colleges who limped in his walk was some years after accosted by a well-known politician, who asked him if he was the chaplain of the college at such a time, naming the year. The doctor replied that he was. The interrogator observed, "I knew you by your limp." "Well," said the doctor, "it seems my limping made a deeper impression than my preaching." "Ah, doctor," was the reply, with ready wit, "it is the highest compliment we can pay a minister to say that he is known by his walk rather than by his conversation."

A MR. DEAN, who is said to be editor of a paper at L'Orignal, has been accused of piracy and plagiarism, having represented himself as being the author of "Olive Varcoe," and "Alone," both of which were written by ladies. On being questioned, he admits that they are not the same works as are referred to above, though of the same name; but in answer to further enquiries, he refuses to say where his works were published, or how it came that he chose the same titles. Perhaps nothing better could be expected from a man who would denounce as "curs" the gentlemen who saw fit to address these enquiries to him.

A SCHOOLMASTER, after giving one of his pupils a drubbing for speaking bad grammar, sent him to the other end of the room to inform another boy that he wished to speak to him, and at the same time promised to repeat the dose if he spoke to him ungrammatically. The youngster, being quite satisfied with what he had got, determined to be exact, and thus addressed his fellow pupil:—"A common substantive of the masculine gender, singular number, nominative case, and in an angry mood, that sits perched upon the eminence at the other end of the room, wishes to articulate a few sentences to you in the present tense."

THE INSPECTOR of Schools for the County of Oxford held a meeting in the school house of S. S. No. 1, West Zorra, lately, to take into consideration the legality of the proceedings at the late annual meeting of that section. He found in the minutes of the poll book 23 votes recorded, 12 for one candidate and 11 for the other, but the sixth one recorded was the chairman's; thus that worthy officer had given the casting vote previous to the tie being declared. On those grounds the Inspector voided the election, and ordered a new one to take place on the 10th inst. This instance will

serve to illustrate to all School Boards the necessity of exercising caution in their proceedings, otherwise trouble and expense may unnecessarily be put upon the ratepayers.—*Chronicle.*

COMPETITIVE examinations for the townships of Darlington, Clarke and Cartwright will be held in the school buildings at Hampton, Orono and Williamsburgh, on Friday and Saturday, March 16th and 17th. There will be senior, intermediate and junior classes, under the respective ages of 17, 14 and 12 years, and each school competing will be allowed to send three pupils in each class. Entrance fees will be \$1.00 for each class represented, and 25 cents for each pupil competing. Committee—A. Barber, Tyrone; C. H. Kermott, Newcastle; John Hughes, Cartwright; and John Squair, Secretary, Orono.

OWING to the overcrowded state of the Dundas Public Schools, the Trustees resolved to exclude the children of such persons as have not their names on the Public School Tax Roll. This resolution being enforced, caused considerable annoyance, and several parents wished to have their names transferred from the list of supporters of the separate schools, but it was found that this cannot be done after the second Wednesday in January. However, it has been agreed that a certificate to the Head Master from the Town Clerk, stating that a parent desires to pay his tax to the Public School, will admit the children this year.

IN nearly all of our neighboring States the provision for public education fails to fully accomplish the work for which it is intended. In little Rhode Island, with less than a quarter of a million population, 14,152 children attended school less than one month last year. The school population of Indiana is 679,230, and of this number 162,960 did not go to any school, public or private, last year. In Ohio less than one-half of the children go to school. With such statistics as these with a free school system in operation, what might we expect if it were abolished and private enterprise established in its place.

It is unfortunate that all J. P.'s cannot see alike. Quite a number of teachers have recently been tried before magistrates for punishing their pupils, the outraged (?) parents prosecuting. It is not very encouraging to teachers to know that it makes a very material difference to them what magistrate tries their case; or in other words, that while one would acquit, another would convict on the same evidence. If corporal punishment is allowed by the law, teachers should be protected by the officers of the law, and not have their influence with their pupils destroyed by being subjected to fines and disgrace.

THE LANARK TEACHERS' ASSOCIATION was held in Carleton Place on Friday and Saturday, Feb'y 23rd and 24th, about 70 teachers attending. President Slack, I. P. S., occupied the chair, and addressed the teachers at considerable length on points of importance regarding the management and discipline of schools. Mr. McCarter, Almonte, read a carefully prepared paper on "Interrogation," which was the subject of much discussion and a good deal of commendation for the sound, practical advice it gave to the younger and less experienced teachers. "The Successful Teacher" and "Class Registers" were introduced by Messrs. Raine, Perth, and Cram, Carleton Place, both subjects being well discussed. The next meeting will be held after the midsummer holidays.

A CORRESPONDENT of an exchange contrasts the liberality for the care of horses, cows, sheep and pigs, and that for the minds, souls and bodies of children, as shown by the following advertisements which appeared side by side in a country paper —

"Wanted, immediately, a general farm servant, well accustomed to horses. A cottage found; wages \$5 per week. Comfortable situation for a steady, reliable man."

"Wanted, a Teacher; salary \$200 a year; a knowledge of music required. Address testimonials of character and teaching service to —"

THE LONDON (Eng.) School Board has sent a message to the Provincial Boards asking them to join in trying to induce the Government to issue a Royal Commission to make people spell the Lord's Prayer something in the following manner —

Our Father which art in heaven, haloed be Thy name. Thy kingdom cum, Thy wil be dum in erth az it iz in heaven. Giv us this day our daily bred, and forgiv us our detz az we forgiv our detoz. And leed us not into temptashun, but deliver us from cevil: For Thien iz the kingdom, the power, and the glory for ever.

FROM the last issue of the report published by the Department of Education, we find that the rate or cost per pupil of each of the High Schools in Ontario is quoted thus —

Barrie.....	\$4 00	Owen Sound ...	\$4 21
Berlin.....	4 76	Pictou.....	5 12
Brockville.....	3 80	Port Hope.....	5 00
Chatham.....	4 83	Sarnia.....	3 75
Cobourg.....	6 88	St. Mary's.....	3 94
Dundas.....	4 06	St. Thomas.....	3 92
Galt.....	8 52	Stratford.....	4 00
Goderich.....	4 58	Strathroy.....	4 85
Ingersoll.....	3 87	Whitby.....	5 20
Lindsay.....	4 06	Windsor.....	5 27
Napance.....	5 78	Woodstock.....	5 00

In a neighboring County the I. P. S. is charged with neglecting to perform his duty in the matter of visiting schools, &c., &c. An explanation is made, but the charges are reiterated in the local press. Why cannot such charges be laid before the County Council for investigation? It is surely unwise to destroy any Inspector's power and influence by parading gross charges in the public press. Even if guilty, the cause of education will suffer more if his acts are made known to the public before he is dismissed than if the charges are held in abeyance until they can be presented to the proper tribunal. Let these things be done wisely and in order.

We congratulate the friends of education in the West upon the establishment of the *Educational Weekly* in Chicago, a powerful journal formed by the union of *The School Bulletin*, Wisconsin; *Michigan Teacher*, Michigan; *Illinois Schoolmaster*, Illinois; *Nebraska Teacher*, Nebraska; *The School*, Michigan; *Home and School*, Kentucky, and *The School Reporter*, Indiana. Edited by thirteen of the leading educationalists of the West, this journal cannot fail to accomplish much good; indeed, in the short time that has elapsed since its inception, beneficial results have attended its perusal by the many thousand readers into whose hands it falls. We bespeak for the *Weekly* a useful career, and hope its present circulation and influence may be increased ten-fold.

SOUTH ESSEX TEACHERS' ASSOCIATION held its first meeting for 1877 in Kingsville on February 23rd and 24th, the attendance of teachers and visi-

tors being very large. A good programme had been provided, and the discussions engaged in by most of the teachers made this the most interesting and instructive meeting that has yet been held. The visitors expressed themselves well pleased with the genial and spirited manner in which the subjects were discussed. "Music in Schools" was regarded, 1st, as an important means of recreation; 2nd, as a valuable aid to elevate the mind; 3rd, as conducive to good order; and 4th, as an accomplishment. The next meeting of the Association will be held in Leamington during the month of May.

When the Trustee Board and Town Council in Barrie visit the Public Schools they procure livery rigs and visit the different ward schools in town, completing the round in half a day. During their visits on Friday, 23rd ult., they are reported to have acted so rudely that their example has had a mischievous effect upon the children. In anticipation of the visit (and the usual half-holiday) the children had donned their best clothes; but no examination was made, no word of encouragement given to the teachers, nor of sympathy and kindness to the pupils, and the half holiday was enjoyed only by the visitors, who in one school took possession of an empty room and kept up such a continuous uproar that for the time being the business in the school had to be suspended. According to a correspondent of the *Gazette*, the order of the day was "laughing, jumping, prancing, cutting up pup, and such other little tricks."

The Commissioner of Agriculture, in submitting the report of the Advisory Board representing Ontario at the International Exhibition at Philadelphia, to the Honorable, the Lieutenant-Governor of the Province of Ontario, says:—

"I cannot refrain from acknowledging my indebtedness to Dr. S. P. May, for his assistance in the preparation of my report. The position held by him as representative of the Education Department of this Province, afforded him special advantage for minutely examining the various exhibits, and enabled him to gather a large amount of useful information on our products, manufactures, &c. I therefore requested him, in addition to writing the descriptive part of this report, to prepare a special report on the Ontario Exhibition as a whole, together with a short historical sketch of former exhibitions, and a brief description of the geographical features, natural productions, imports and exports, railways, educational institutions, agricultural societies, mechanics' institutes, manufactures, &c., of this Province."

IN 1872 the Brantford Institute for the Blind was opened with an attendance of 11 pupils. It has now an attendance of 120, the total number of blind children of school age in Ontario being 280. It is, therefore, proposed to increase the accommodation, and to make the accommodation free and compulsory. With regard to the working of the Institute the *Dundas Standard* says:—

"The course of instruction given at this Institute is fast overtaking the ordinary programme of a first-class common school, and is already ahead of some country schools in the range of subjects. When the blind were first taught to read, it was considered a wonderful stride; but here they are taught to write, to take notes of lectures, to cipher by an invention of Mr. Hunter's fertile brain, and to discourse sweet music with surprising efficiency. While the boys acquire the art of willow-making

and caning chairs, the girls are trained to knit and sew and make fancy bead and crochet work of great beauty. This institution is doing a good work for fitting for a life of enjoyment and profit the most helpless of God's afflicted creatures. We are happy to note its prosperity, and its continued success may be safely predicted while its present energetic principal is at the helm."

"During the first five years we let children play—not that we respect this play, but because we can't well help it. Nature, just by force of her simplicity, keeps us at bay here. But afterward we take our revenge; we put the child into the school-room and turn nature out of doors; we develop his senses by the use of long lines of unfamiliar words in the spelling-book and the learning by heart of the multiplication table. The "table of sixes" is disposed of at one lesson. Ask how he knows that six times four are twenty-four, and he brings you his arithmetic and points to the table as proof. His doll is given him ready dressed; how can he do anything but accept it? Embody the table in sticks or beans, and his face grows bright and confident; he can see arithmetic and do it with his hands. Educated men and women have confessed to me their dread and fear of common fractions. The voluminous wrappings of rules and principles and formulas to be learned by heart had, at the beginning, so dazed the mind that a clear comprehension was thereafter impossible. Had they at first been led to investigate for themselves, slowly and objectively, the attributes would have come clearly, easily, by pure mathematical necessity."—*The New Education*.

From the report of the Chief Superintendent of Education in New Brunswick for the year ending 31st October, 1876, we glean the following:—

Of Superior Schools there are about 56, and of Grammar Schools, 13. The Normal School had 118 students, and the Model School was in full and successful operation.

The average salary of male teachers (first class) was \$571; of female, \$348. Male teachers (third class) only averaged \$258; female teachers, \$191. The pay of inferior teachers is decreasing, while that of first-class teachers is steadily increasing.

A commendable amount of progress is exhibited both in the extension and consolidation of the system of instruction adopted in that Province. There is a considerable increase both in the number of schools and pupils, and the regularity of attendance and the period during which the schools are kept open are very satisfactory.

The progress made may be seen from the fact that while in 1861 the average number of pupils was 26,000, in 1876 it was 49,900. During the five years in which the present school law has been in operation, 619 school-houses have been erected, out of a present total of 1,172. The increase of school-houses since 1st January, 1872, has been 111.93 per cent.; and of school-rooms 158.71 per cent. The money thus expended since the date last given was \$652,012. Of the total value of school property now owned by the Trustees, \$3.83 per cent. has been created since the beginning of 1872.

ABOUT 75 teachers attended the quarterly meeting of the Perth Teachers' Association in Stratford on Saturday, 24 ult., and a number of those who had recently come to the county joined the Association. Besides other business transacted, Mr. Moran, P. S. I., discussed the question of "Corporal Punishment in Public Schools and the law relating thereto." He pointed out the vagueness

of the law on this subject and the indefiniteness of the regulations, and alluded to the very delicate way this subject is handled by nearly all our educational writers. Owing to the want of positive law on the subject he showed the danger in which teachers were placed where any action was brought for such punishment. A teacher was then at the mercy of the whim of magistrates. He approved of the regulations of the School Board of St. Louis. There the right of teachers to inflict punishment was admitted. Teachers were held strictly accountable for the proper use of their powers—and in all promotions, the preference was given to teachers who were able to maintain good discipline without resorting to corporal punishment. He very strongly deprecated the practice of whipping children for every trifling offence, and urged upon teachers the establishing of mutual confidence and regard between them and their pupils. He admitted that he had a much higher opinion of teachers who could maintain good discipline and secure good work in their schools by means less objectionable than by the infliction of corporal punishment. The next meeting of the Association will be held on the 25th and 26th of May next.

A LARGELY attended meeting of the Professors and Alumni of Huron College was held in London on Feb'y 20th, to consider the propriety of establishing in this city a University and University College for Western Ontario. The meeting unanimously approved of the scheme to appropriate for that purpose the property of Hellmuth Boys' College, which, notwithstanding its increased value, will be given up by the Bishop for the amount actually expended upon it, with the promise of a further donation on the part of his Lordship of \$10,000. At a very moderate expenditure the premises, buildings and staff of Professors connected with the Huron and Hellmuth Colleges can be utilized for University work. The Very Rev. Dean Boomer, LL. D., Principal and Divinity Professor of Huron College, has subscribed \$1,000, as also has the Rev. W. H. Halpin, M. A., Professor of Classics and Mathematics, and 21 of the alumni have added the sum of \$6,250. It will thus be seen that there are fewer obstacles in the way of the formation of a University and College here than perhaps attended the inception of any of those already established in this Province. Notwithstanding all this, the advisability of establishing a seventh degree-conferring institution in Ontario is considered questionable by a vast majority of the educationalists of the country. It is well, however, that the matter should be brought up for discussion, and we shall be prepared to present our views in our next number. The feeling of the country seems to be more likely to result in a consolidation of all our Universities than in the increase of an already recognized evil.

IN Philadelphia recently a series of prosecutions brought to an apparent end the entire machinery for the manufacture of ready-made doctors, &c. Harbison, one of the alumni in the affair, was convicted of criminal practice; the sheriff's officers cleared of its scanty furniture the house that sheltered the pseudo-university; and Buchanan, the principal, also the European vendor of Philadelphia distinctions, imprudently venturing within reach of the officers of the law, was arrested for disseminating obscene literature. No evidence could be seen of existing arrangements for tuition or examination; nor—which is more directly to the point—does there appear ever to have been a genuine staff of

professors, or a *bona fide* examining board. American law on the subject of degrees and diplomas is altogether in an unsatisfactory state; any man may, upon the prompting of his own will, invent either a university or a degree, and practise on the credulity of his fellows. The only thing he may not do is to assume without warrant the membership of some chartered institution. There are chartered bodies—like the University of Pennsylvania—possessing every means of taking the extent and soundness of a student's knowledge. These it would be unpardonable to name with many, too many, other pretentious academies such as in this country could not exist. But it is a serious injustice for America that, in the best provided of her cities, the hospitals are supported, as in New York and Philadelphia, by religious denominations, which can have no affinity with properly constituted scientific examining boards. Even more unfortunate is it that charters are so readily obtained upon the most trivial grounds by any two or three persons who have a lobbying acquaintance with State legislators. —*Athenæum.*

WINNIPEG, MANITOBA, SCHOOL BOARD met for organization on Monday evening, Feb'y 13th, and Mr. Lusted was unanimously elected temporary chairman. Mr. Lusted and Col. Kennedy, last year's chairman, were respectively nominated for chairman, and the vote resulted in a tie. After some endeavors to elect a third party, it was decided to defer the appointment of chairman until some future meeting. Pursuant to adjournment, the Board met the following evening. Before all the members were present, Col. K. usurped the chair of the temporary chairman, and refused to leave the chair when Mr. L. arrived. Mr. L. thereupon took a seat beside the Colonel, and the Board found themselves presided over by two chairmen. A dead lock was the result, and no business could be transacted. Mr. L. offered to leave the chair with Colonel K. and allow the Board to elect any other chairman they chose, but the Colonel refused to vacate the chair. At ten o'clock the members separated, and a meeting was called for Thursday evening, when the Colonel again seated himself in the chair. Mr. L. immediately seated himself in another, and said he was prepared to receive nomination for permanent chairman. Chairman K. dissented, and again refused to leave the chair with Chairman L. and allow a third party to be elected. A motion was then made to form a committee to select a chairman, and that a temporary chairman be appointed. An amendment was proposed to nominate a permanent chairman, and that business now proceed under Mr. L. as temporary chairman. Col. K. endeavored to put the motion, but was not permitted to do so, it being suggested that the Secretary read the resolutions and put the same. The amendment was then carried by a vote of 8 to 4, and the difficulty ended.

During the discussion of the new School Bill at the late meeting of the East Middlesex Teachers' Association, Mr. Cornell, of Delaware, though unaccustomed to speak in public, could not refrain from saying that he was pleased with the proposed change in the Easter vacation, and he felt sure that the summer vacation would soon be cut down to two weeks. By that means large scholars would be benefited at Easter, and the small children could be sent in summer to be out of the way. He spoke ironically of the hard work teachers were compelled to do, working five days in the week and six hours in each day, and

receiving pay for every day they were idle. Mrs. White replied in a most effective speech explaining to Mr. Cornell that a teacher spent much valuable time and money in preparing for the profession, and was obliged to study from six or seven in the morning until eleven o'clock at night in order to make their schools successful. A trifle more than six hours, and as to being nurses she did not think it came within the province of the teacher. To which Mr. Cornell replied that he did not care what the teachers did as long as they kept the children out of the way, and was met by the rejoinder that *misses can be had cheaper than teachers* because they will not require to sit up half the night preparing lessons for the next day. At this juncture Mr. Cornell seemed to think that if every hour spent under the teacher's eye was equally as exhaustive on the mental faculties as the one hour he spent among them, thirty hours a week was hard enough for children to endure, and retired under a powerful conviction—if we may judge from appearances—that Mrs. White, at least, is deserving of a higher salary than that usually given to teachers, and a two-months' vacation in summer instead of two weeks, if she is such an adept in teaching as she is in waging out of existence in a moment his grand theory—the product of many years—about the easy, indolent and remunerative life of teachers.

BEFORE the Manitoba Legislature, now in session, Mr. Dick, M.P.P., has moved the following resolution:—

"That whereas the Dominion Government has set apart one-eighteenth part of all the lands in this Province for school purposes, and whereas two sections of said lands are situated in every township and are in every neighborhood being surrounded by settlers, and instead of being a help at present to support schools, they are really an injury, inasmuch as they are the cause of the neighborhood being more sparsely settled; and whereas it is desirable to render all possible assistance for the support of schools now amongst the pioneer settlers who have been and still are struggling under many difficulties, such as will not attend settlers who may come into the country in after years; therefore, this House would most respectfully suggest to the Dominion Government the propriety of assuming all the school lands in this Province, and creating a school fund therefrom, at the rate of say one dollar per acre, and pay to this Province interest thereon at the rate of 5 per cent. per annum for school purposes, and this House will communicate the spirit of this resolution to the Dominion Government by an address to his Excellency the Governor General."

In moving the resolution, Mr. Dick said that the great aid which might be given by rendering these lands available for school purposes was undeniable. There were 355 townships in the Province, minus say, 19 for the lakes, which left 366, which multiplied by 2, the number of sections in each township, gave 732 sections. Each section contained 640 ac. es, and the total acreage of the school sections would thus reach 468,480. This was the number of acres actually set apart for school purposes; and at 4 per cent. interest on the value of this land, would give the Province \$15,739.20. There were at present 51 schools in operation, and the share of each from this source would be \$637.43. The loss of this amount was a very serious one, and an immediate remedy was needed.

AN exchange from a neighboring town gives us the following report of the trial of a lady assistant teacher charged by the principal with assault — "Saturday morning's train conveyed the contestants, with their friends, to the county town; and a nice little party they made, composed of Usters, ex-merchants, city officials, trustees, short-hand reporters," etc. Upon arrival in town, they at once proceeded to the justice emporium of Mayor R., where they were met by that person and four gentlemanly assistants, who informed the litigants that for pure and unadulterated justice their establishment was not surpassed in the county. His Worship then called upon the complainant to state his grievance, which he did, to the effect that defendant did upon a certain day, wilfully, maliciously and with intent to do grievous bodily harm, strike complainant with her little ruler, thereby inflicting serious bodily injury, and also shattering his nervous system, from which shock he had not yet recovered. His Worship, upon the conclusion of the plaintiff's oration, questioned the defendant, inquiring why she had thus disturbed the peace of an ordinarily quiet and peaceable quarter of the globe, and why, when of beligerent inclination, her rod had been directed toward, and her wrath vented upon, the aim of a poor, quiet, inoffending man. The defendant, through her attorney, replied that the man had, upon many occasions, thrust his unwelcome attention upon her; he had pursued her with numerous manifestations of his regard and esteem, and in various ways made himself objectionable to her; and when through the casement he poked his illuminated physiognomy, her anger rose to a pitch over which she could exercise no control. She seized with her frail hand this little ruler, rushed upon him, struck and routed him. His Worship, addressing the plaintiff, asked if he had anything further to say. The plaintiff said, "Well, really—my nerves—I can't say—it may all be—but of one thing I'm assured—well now—justice and right will prevail." His Worship said no doubt it would, but the decision of the court was in favor of the defendant."

In his report of the International Exhibition at Philadelphia, to the Honorable the Commissioner of Agriculture (Chairman of the Advisory Board of Ontario), Dr. S. P. May, of the Education Department, says:—"From the statistics I have given on Educational Institutions, it will be seen that in addition to our admirable system for primary and secondary education, which is under the control of the Minister of Education, Ontario is well supplied with Institutions that provide the means for imparting superior education. The children of laboring men have opportunities of obtaining education free of expense in this Province, as the Public Schools are free: and if they are studious they can easily enter the High Schools and proceed from them to the Provincial University, or some one of the various Colleges, at a very small expense. To the honor of the country he it said, that there are hundreds of lawyers, doctors, and ministers, in this Province, who stand in the highest ranks in their professions, and are distinguished for their education and general knowledge, whose parents could not possibly have provided the necessary funds for a professional education in the Old Country. It is, therefore, evident that this Province holds out every inducement to emigrants: men who are not afraid to work, who are honest and industrious, are not only certain to obtain a good livelihood, but in a few years can have a farm or a homestead of

their own, and be certain that their children will be educated to love the old flag and the constitutional government which we in Canada are proud to acknowledge we inherited from the Mother Country. I have keenly felt the importance of eradicating the absurd opinions held by Europeans respecting this country, by shewing them that it is not the cold, ice-bound, inhospitable region they suppose, but a country, blessed with natural wealth, education and religion: peopled by the descendants of that great nation which maintains its individuality in all climes and countries, and which has done more to promote the civilization and projects of mankind than all other nations combined."

The following Order in Council respecting the admission of pupils to High Schools has just issued from the Educational Department

In accordance with the suggestion of the Central Committee of Examiners, the following modifications shall be made in the subjects prescribed for candidates for entrance into the Collegiate Institutes and High Schools, and the same shall come into effect at the examination to be held in June next, viz:—

1. Candidates will be examined in the leading facts of English history. The questions set will not demand a minute knowledge of details, but will be strictly limited to the outlines of the subject.

2. Candidates will be examined, as heretofore, in reading from the Fourth Reader, pp. 1,346; but they will, in addition, be expected to show that they understand the meaning of these reading lessons. They will likewise be examined more minutely on the sections enumerated in the following list, and they will be required to reproduce substance of one or more of them in their own language.—1, The Norwegian Colonies in Greenland—Scoresby. 2, The Founding of the North American Colonies—Pedley. 3, The Voyage of the Golden Hind—British Enterprise. 4, The Discovery of America—Robertson. 5, The Death of Montcalm—Hawkins. 6, Jacques Cartier at Hochelaga—Hawkins. 7, Cortez in Mexico—Castell's Paper. 8, The Buccaneers—The Sea. 9, The Earthquake of Carracas—Humboldt. 10, The Conquest of Peru—Annals of Romantic Adventures. 11, The Conquest of Wales—White's Landmarks. 12, Hermann, the Deliverer of Germany—Jerrer. 13, The Burning of Moscow—Segur's Narrative. 14, The Battle of Thermopyla—Raleigh. 15, The Destruction of Pompeii—Magazine of Art. 16, The Taking of Gibraltar—Overland Route.

3. The Local Boards are directed not to admit candidates that fail to obtain one-half of the marks given for the parsing question on the paper in grammar.

In all other respects the Entrance Examination for June will be conducted in accordance with the regulations at present in force.

A VERY large number of teachers and others attended the quarterly meeting of the East Middlesex Teachers' Association held in London on Feb. 23rd and 24th, and a good programme was discussed. "Geography," by Mr. Dickie; "Letter Writing," by Mr. Dearness, I. P. S., "Drawing," by Mr. Wilkins, Sculptor; "Grammar," by Mr. Hands; "Introductory Lessons in Fractions," by Mr. Carson, I. P. S., West Middlesex; "The New School Bill," and an essay, "The Teacher's First Day in School," by Mr. Dixon. Each in turn re-

ceived the attention of the Association. John Cameron, Esq., *Advertiser*, also delivered a lecture, "Shakespeare and his Times;" and W. Saunders, Esq., Chemist, presented "Stereoscopic and Microscopic Views," which was doubtless the means of awakening teachers to increased diligence in scientific knowledge. But to many the most interesting part of the programme was the entertainment presented by Mrs. White, of London East, and her class of 40 pupils, whose rendering of a score of such pieces as "Mill by the Rhyulet;" "Star of Peace;" "Christian Mariner's Hymn;" "Catch the Sun Shine;" "Murmur, Gentle Lyre;" and "Auld Lang Syne," convinced every one present that singing in schools must always be attended with the most beneficial results if taught by competent teachers. Every child can be taught to sing as easily as to read, and it is, therefore, of great importance that proper training in this branch should be as speedily and as generally as possible introduced in our Common Schools. We feel sure that all our readers would agree with us in the above if they could have listened to the simultaneous recitation of "Watchman, Tell us of the Night," in which the 40 voices were blended together as one, and the inflection, articulation and gesticulation was not only pleasing to the eye, but exceedingly harmonious to the ear. Miss Lillie Kershaw, a miniature lady, could never have recited so beautifully as she did, had she not been so thoroughly trained in accentuation and modulation. Nor could the whole class without the training they have received, have marched in step so correctly when leaving the room, keeping time with the music of the song they were singing. Before the loss of the Association it was unanimously agreed to hold a competitive examination in London on two days during the week following Christmas, and that candidates be examined on the same subjects as for third-class certificates, observing any changes that may be made in the School Act in the meantime. Candidates to be eligible for competition must be within school age, and must have attended school at least 100 days during 1877.

On the 9th ult., the Haldimand Teachers' Convention met in Caledonia, nearly every school in the county being represented. Inspector Moses presided, and the following subjects were discussed, viz. - Natural Philosophy, Geography, and Spelling. An excellent paper on "Moral and Intellectual Culture" was read. Mr. C. C. Backus, barrister, enjoined upon teachers the importance of being thoroughly conversant with the school law, thereby saving themselves and trustees much trouble, as well as avoiding expensive lawsuits. Mr. A. C. Osborne affirmed that "Object Teaching" cultivated in the child habits of correct observation and deduction, and pointed out the necessity of teachers commencing lessons with objects familiar to the child, thus leading him from the known to the unknown; at the same time explaining that this is nature's method of instructing, and that by taking advantage of this, as well as the fact that a child's curiosity is insatiable, a great amount of useful knowledge may be imparted. Mr. J. J. Tilley, Inspector for Durham, explained how he would teach grammar to a junior class. He also analyzed a difficult piece of poetry on the blackboard, showing how to present such a piece to an advanced class. Mr. Tilley entered into the spirit of the author in a manner which showed that he is thoroughly conversant with the idioms

of our language. He dwelt very appropriately on the fact that a fine taste is necessary to the accomplished scholar. He urged upon the teachers not to be content with the mere parsing and analyzing of sentences, but to enter into the spirit of the author and thus acquire that true genius of criticism which will enable them to rise above grammatical trifles, thus teaching the pupils to peruse the writings of the best authors, with something of the ardor with which they themselves wrote, which must surely be the most likely way of discovering the author's true design and meaning.

At this point Dr. McLellan was introduced by the President, and coming forward was loudly applauded. He introduced the subject of Arithmetic by a few appropriate and pithy remarks, warning the teachers to avoid the unsatisfactory and misleading process called "Proportion," which merely teaches the pupil to arrive at certain results, without a thorough knowledge of the methods by which they are attained; stating that intelligent examiners of the present day do not assign so much credit to results as to the processes by which they are reached, and pointing out the great necessity of training pupils to deduce results from general principles, rather than to apply stated rules. The Dr. spent about three hours at the blackboard solving and explaining problems in arithmetic by the unitary method, giving special attention to the second class paper of last July, which so many candidates pronounced too difficult. An impartial spectator after having seen these problems solved by Dr. McLellan would be forced to the conclusion that the objections raised to this paper were uncalled for. He believed the unitary or analytical method to be the only proper one, for this method makes the pupil an independent thinker, and not the mere slave of rules and formulae.

The semi-annual meeting of the Waterloo County Teachers' Association was held in Berlin on the 5th and 6th of January, 1877.

The President, Mr. Thos. Pearce, P. S. I., occupied the chair during the whole of the proceedings. A communication from the Hon. Adam Crooks was read by the Secretary stating his inability to be present at this meeting, but expressing his willingness to attend any subsequent meeting.

Mr. Suddaby, delegate to the Provincial Teachers' Association, gave a review of its proceedings, and was afterwards tendered a hearty vote of thanks for his action in that capacity.

Many practical addresses were delivered, a brief synopsis of which might be given as follows:—

Mr. Suddaby, on the subject of "Grammar Changes of Construction," pointed out carefully his method of teaching the subject, particularly with Particles and Infinitives, and urged upon the Teachers the necessity of giving many examples in contracting and expanding.

Mr. Bergery read an able essay on "How to teach Spelling." He dwelt particularly on the fact of the eye being the best avenue in learning to spell, and gave carefully his method of conducting dictation exercises.

Miss Hutchinson read an essay on "Music in our Schools." It abounded in practical ideas, and was well received by the Association.

Mr. Connor, High School Master, next took up the subject of "Etymology," and shewed its great use in explaining words. He illustrated by means of the black-board how to teach Prefixes, Affixes

and Roots. He showed himself master of his subject by keeping the attention of the Association for about an hour in showing the peculiarities existing in many of our English words and their origin.

The opening address on the second day was given by Mr. Linton, on "How to teach Writing." He pointed out his method of teaching principles, and the various lengths of the different letters. He showed that great watchfulness was needed in teaching this subject in order to produce satisfactory results.

Miss Tilt next read an essay on "Teachers' habits." She showed how largely the power of imitation was developed in children, and urged upon teachers to remember that they teach by their actions as well as by precept.

Mr. McKee next gave a humorous description of "What he saw at the Centennial." This was the most mirth-provoking address that was given, the speaker being greeted several times with applause.

Before adjourning, many resolutions were carried, only three of which may be considered of any interest to those outside of the County. These are as follows:—

That this Association considers that a cash bonus should be annually given by Government to teachers holding Provincial certificates while remaining in the profession.

That an intermediate grade of certificate between the present 3rd and 2nd should be established.

That the midsummer holidays of the Public Schools should be made the same as those for the High Schools, but this is not to be done by curtailing the Easter Holidays. Also, that a copy of these resolutions be sent to the Minister of Education.

[The above item was set up for last month's issue, but was unfortunately overlooked in making up.—Ed.]

English Department.

J. G. HANDS, EDITOR, 76 CARTERIDGE ST., LONDON.

Matter for this Department must be addressed to the Editor as above not later than the 15th of the month previous to that in which it is expected to appear.

Questions are invited bearing on the subjects of Grammar, English Literature, Etymology, &c.; but they must be of such a character as to be interesting to subscribers generally.

Subscribers are cordially invited to co-operate with the Editor in making the Department as interesting as possible by freely discussing the points raised by enquiring correspondents.

Some of the queries handed in at the last meeting of the East Middlesex Teachers' Association will be introduced this month, and it is hoped they may prove interesting to our readers.

Queries.

Analyze the following, and parse words in Italics:

- (a)—Here rests his head upon the lap of earth,
A youth to fortune and to fame unknown.
GRAY.
- (b)—What though my winged hours of bliss have
Like angel-visits, few and far between. [been
CAMPBELL.
- (c)—Speculation becomes rife as to who his successor
will be.
- (d)—Deep in the wave is a coral grove,
Where the purple mullet and gold-fish rove.
- (e)—And pardon if to worth unknown,
In semblance mean obscurely veiled,
Lady, in aught my folly failed. SCOTT.

For the mutual convenience of correspondents and ourselves we suggest the following scheme of analysis, which gives considerable detail without unnecessary prolixity.

1	The Carthaginians	Subj.	} I. Compound Proposition co-ordinate with II.
2	were driven	Pred.	
3	to extremity	Ext. 2.	
4	and made	Pred.	
5	horrible offerings to Moloch,	Comp. 4	
6	giving the little children of the noblest families to be dropped into the fire between the brazen hands of his statue,	Enl. 1	} II. Simple Proposition co-ordinate with I.
1	and grown-up people	Subj.	
2	of the noblest families	Enl. 1.	
3	rushed in	Pred.	
4	of their own accord,	Ext. 3.	
5	hoping thus to propitiate the gods and obtain safety for the country.	Enl. 1	

The whole forms a compound sentence.

CONTRACTIONS USED.

Sub., for simple subject.

Pred., for simple predicate.

Enl., for enlargement of subject.

Comp., for completion of predicate.

Ext., for extension of predicate.

Adj., for adjunct to any of the secondary members of the proposition.

Contributed.

Canada.

BY R. W. ELLIOT, BRYANSTON.

Canada, my dear, my honor'd land,
With swelling heart I sing thy praise;
Oh! may thy sons, an ardent band,
With willing hearts, their hands upraise
To shield thee from the withering rays
Of war's grim, bloody, stricken star;
And may they always fondly gaze
On thy bright emblems, near or far—
May nothing ever come that glorious flag to mar.

I pray sweet peace may settle here—
I pray that it may not depart;
Oh! may we ever, year by year,
Be bound in unity of heart.
Oh! may that union good impart,
And sweet contentment crown its brow.
May each in gladness give a part;
May each to each a share allow,
In what concerns thy greatest glory now.

Long may thy name continue bright,
Long may thy gracious sovereign reign,
Long may thy flag uphold the right,
And wave o'er thee without a stain.
Victorious here, as on the main,—
Long may thy sailors sail the sea,
Thy farmers reap their golden grain.
So may the nations look to thee,
As the young but strong Dominion of the free.

Medieval History.

QUESTIONS AND ANSWERS, BY W. R. BIGG, ESQ.

(Q.) 2. Name the leading dynasties that have ruled France, with the name and date of the first monarch of each?

(A.) Merovingian, Clovis. A.D. 481.
Carlovingian, Pepin le Bref. A.D. 752.
Capetian, Hugh Capet. A.D. 987.
Valois, Philip VI. A.D. 1328.
Bourbon, Henry IV. of Navarre. A.D. 1589.
Bonaparte, Napoleon 1st. A.D. 1804.

(Q.) 3. When were the Salic Laws supposed to have been instituted?

(A.) About 421, by command of a monarch of the Salian Franks.

(Q.) 4. When was the Saxon Heptarchy established in Britain? Name the different Teutonic tribes composing it, and each of the kingdoms?

(A.) In 586 The Jutes, Saxons, and Angles. The kingdoms were Kent, Sussex, Wessex, Essex, Northumbria, East Angli, and Mercia.

(Q.) 5. Who converted Saxon Britain to Christianity, and when?

(A.) St. Augustine, who was sent thither by Gregory 1st, A.D. 596.

(Q.) 6. Who arranged all the imposing orders of the Romish ceremonial, and condemned the title of Ecumenical Bishop?

(A.) Pope Gregory 1st, the Great, A.D. 590.

(Q.) 7. Who founded the order of Benedictines and when?

(A.) St. Benedict of Nursia in the Apennines, A.D. 527.

(Q.) 8. Sketch the career of Mohammed and describe his doctrines?

(A.) Mohammed was born at Mecca, in Arabia, A.D. 570. After spending many years in mercantile pursuits, he proclaimed his pretended mission, under the name of Islamism, to the world, A.D. 609. His doctrines excited the hostility of his own tribe to such a degree, that he was compelled to leave Mecca precipitately, on 16th July, A.D. 622, which under the name of the Hegira, subsequently became the epoch of Mohammedan nations. Medina was the place of Mohammed's refuge, and there he began to exercise at once the regal and sacerdotal authority. War was soon declared against all infidels, and after a succession of victories the whole peninsula yielded to his authority, A.D. 630. He died two years afterwards at the age of 63. The religious doctrines of Mohammed are contained in the Koran, (*the Book*), and he called his religion Islam (*resignation to the Divine will*), and excluded all others, and that as Christ abrogated the Jewish religion, so did the son of Abdallah the Christian. Five times in the twenty-four hours do the Mussulmans (*the saracens*) repeat their prayers, turning their faces towards Mecca; and during the monthly fast of the Ramadan, they abstain from eating and drinking so long as the sun is above the horizon. Friday is their day of public worship. The resurrection, the day of judgment, and fatalism or predestination, are part of their creed. The righteous, being admitted into the seventh heaven, will recline on the softest couches, be fed with the most delicious food clothed in the richest garments, and waited upon, each by seventy-two black-eyed houris of resplendent beauty, youth and purity.

(Q.) 9. By what name were the successors of Mohammed known, and over what countries did they spread their conquests?

(A.) They were called Caliphs (successors), and in less than one hundred years had extended their dominion and their creed from India to the Atlantic, over Persia, Egypt, Africa and Spain.

(Q.) 10. What is meant by the Triple Crown of the Pope? State also its emblematical significance.

(A.) The Emperor Anastatus having invested Clovis with the dignity of patrician and consul, sent him a crown of gold; the King of the Franks presented it to Pope Symmachus, 498, and it was the first of those which composed the papal diadem. The second was added by Boniface VIII., who ascended the spiritual throne in 1294; and the third by John XXII., 1316. The title of Pope was not exclusively applied to those who held the See of Rome, until Hildebrand issued a bull to that effect, towards the close of the eleventh century. Prior to 604, they were simply styled bishops. The heraldic significance of the papal tiara is emblematical of the three offices recognized as united in the popedom. 1st, His Holiness is primate or supreme head of Christendom; 2nd, He is Bishop and Metropolitan of Rome, as an ecclesiastical see and province; 3rd, Until the inclusion of the States of the Church in the temporal power of the Italian Kingdom, he was the Sovereign of the Papal States, and the Vatican is still recognized as a sanctuary, within which the temporal power does not intrude.

(Q.) 11. When, and under what circumstances, did the Pope become a temporal sovereign?

(A.) An edict of Leo III., Emperor of the East, the Iconoclast, A.D. 726, disturbed the West, as it had already embroiled the East. Pope Gregory II. protested against the decree, and all the Greeks in Italy, participating in his indignation, expelled their dukes. At the same time Rome formed itself into a republic, and confided the supreme magisterial authority of the new state to its bishop, whose temporal power extended from Viterbo to Terracina, and from Narni to the mouth of the Tiber, 729. Subsequently, 754, Pepin le Bref, having conquered the Lombards, bestowed the exarchate of Ravenna on Pop^o Stephen III., which was afterwards confirmed by Charlemagne.

(Q.) 12. Mention the most celebrated of the Caliphs, and name a great contemporary ruler?

(A.) Har un Al Raschid, 786. Charlemagne was contemporary.

(Q.) 13. At what battle, when, and by whom, did the Saracens receive their first check in Europe?

(A.) At the battle of Tours and Poitiers, 732, they were defeated by Chas. Martel, the Mayor of the Palace in Ostrasia, after a contest of seven days, leaving 300,000 of their number dead on the field.

(Q.) 14. Sketch the career of Charlemagne, and state how far his dominions extended.

(A.) Pepin le Bref, the founder of the Carlovingian dynasty, on his death, 768, left two sons, Charles and Carloman, the former, better known as Charlemagne, became, on the death of the latter, sole monarch of an extensive realm, comprising portions of modern France and Germany. He subjugated the Lombard Kingdom, 774, and the Saxons, 803. Crossing the Pyrenees, he destroyed Pampe-luna, and the capture of Saragossa laid Aragona and Navarre at his feet. Returning into Gaul, a confederate army of Basques, Saracens, and Austurians attacked him in the valley of Roncesvalles, when his rear guard was cut in pieces to a man. In this fatal day the hero lost

his most illustrious companions, as Egghard, his seneschal; Anselm, warden of the palace; and the famous Roland, warden of Bretagne. Subsequently he visited Rome to quell a tumult excited against Pope Leo. 3rd by the nephews of that pontiff's predecessor, and was crowned A. D. 800, by the grateful occupant of the Papal throne, in St. Peter's Church, as "Charles Augustus Emperor of the Romans." His territorial possessions warranted him in claiming the additional title of Emperor of the West, as all France, with the exception of Brittany, acknowledged his power; in Spain, Rousillon, Catalonia, Navarre, and Aragon were subject to his jurisdiction; while in Germany a line drawn from the Elbe, through Magdeburg, and Passau would have marked his eastern frontier; and the territory between the Ebro and the Elbe, the frontiers of modern Naples and the Eyder, submitted to his sway. The Frank Monarch expired in 814.

(Q.) 15. Who was the first Doge of Venice? Sketch briefly the form of Government established.

(A.) About A. D. 697, the inhabitants of the Adriatic isles assembled at Heraclea, and elected Paulo Anafesto duke, with the insignia of royalty, without however rejecting the supremacy of Constantinople. By subsequent limitations, the power of the doge (DUKE) was circumscribed, and the office became a dual life mayoralty. The great council was composed of 480 citizens of high birth, who were invested with the appointment of their head, and all the inferior magistrates. The senate consisted of the sixty *PRÆGADI*, the forty judges, the college of *SAVII*, and the council of ten, and formed an intermediate body between the nobles and the executive. They imposed taxes, and declared war or concluded peace. The three state inquisitors were superior to all the citizens, not excepting even the doge. Criminal justice was administered by a tribunal of forty, annually chosen from the great assembly. By the laws of 1296, 1298, and 1300 (the *Serratura del Consiglio*), all those who had not been in the great council within the four preceding years were forever debarred from election to that assembly, thus establishing an exclusive hereditary aristocracy, which governed larger territories, and endured a longer period than any other upon record.

(Q.) 16. By what treaty was the Kingdom of modern France separated from that of Germany, and when?

(A.) On the death of Louis le Debonnaire, 840, the Empire of Charlemagne was divided among the three sons of the former, viz., Charles the Bald, Louis, and Lothaire. The last appears to have aimed at universal monarchy, but his brothers, combining against him, frustrated his schemes at the battle of Fontenelle 841. Two years after this, 843, a treaty was concluded at Verdun by which Louis received Germany to the Rhine; Charles obtained France west of the Meuse, Seine and Rhone; while Lothaire had Italy, and all East Gaul lying towards the South between the Rhone and the Alps, and towards the north between the Rhone and the Meuse, and Meuse and Scheldt, to the mouths of these rivers.

(Q.) 17. What was the origin of the Schism between the Greek and Latin Churches? Give brief particulars.

(A.) The origin was the controversy respecting the worship of images A. D. 754. The separation between the two Churches was widened, 861, in the

excommunication of Photius, whose election to the patriarchate had been disapproved by Pope Nicholas 1st. From this period the division between the Roman Pontiffs and the Greek Patriarchs gradually widened until the complete separation of the two Churches 1054.

(Q.) 18. Whence came the Norsemen, and who were they? Mention some of their celebrated chiefs.

(A.) They were originally from the countries now known as Denmark, Norway and Sweden, but then called *Scandinavia*. They professed the warlike religion of Odin, and their chief occupation was piracy. They infested all the seas of the North until the beginning of the 11th century, when Christianity having softened their manners, attached them to their native soil. From the 4th century they carried desolation to Rome, and even to Africa. In the 5th century, under Hengist and Horsa, they landed in Britain, which was completely subjugated by the Saxons, Jutes and Angles, in the course of two centuries, and the Britons driven out. In the 9th century they simultaneously made descents upon England, Spain and France, that of the former being known by the name of the Danish invasion, which was ultimately successful in placing a line of Danish kings on the throne, the chief of whom were Sweyn and Canute. In the 10th century, Rollo, another pirate chief, settled in France, and obtained Normandy and Brittany, on consideration of being baptized into the Christian communion, which he entered as Robert, Duke of Normandy. The Saxons, Danes, and Normans were merely different branches of the same Teutonic tribes.

(Q.) 19. Give a brief description of Dunstan's life and times.

(A.) Dunstan, who stands first in order of those ecclesiastical statesmen that numbered among them Lanfranc and Wolsey, and ended in Laud, was born in Glastonbury. Entering the Church, he was appointed by Edmund, King of Wessex, Abbot of Glastonbury, and became his principal adviser, and adopted from the beginning a national policy, settling the north of England, and suppressing the Danes by statesmanlike measures. He secured the aid of the Scots against the Danes by investing the king of the former with the fief of Cumberland. Northumbria, the Danish stronghold, at once fell into Edmund's hands, and on the accession of Edgar, was divided into three parts, the northern being granted to the Scots. On the death of Edred, his successor, Edwy, drove the Abbot out of the kingdom, but he was soon recalled by the Mercian Witenagemot, and received from their King, Edgar, the Sees of London and Winchester. After the death of Edwy, Wessex also submitted to Edgar, and Dunstan, now raised to the See of Canterbury, wielded for 16 years the secular and ecclesiastical powers of the realm. He restored justice and order, regulated the monetary standard and the weights and measures of the realm; he revived the educational movement commenced by Alfred the Great, devoted himself to the introduction of strict monasticism within the English cloisters, and founded forty new abbeys, which were schools as well as monasteries. His power ceased on the accession of Ethelred, and Dunstan retired to Canterbury to die, and with his withdrawal the artificial kingdom, which his genius had built up, fell to the ground.

Biographical Sketches.

MY DEAR FELLOW TEACHERS,—The following biographical sketches are intended as aids to the teacher in his daily work. The writer does not aim at anything elaborate, but purposes giving an outline of the life and writings of those authors from whose works are taken the selections of the Third, Fourth and Fifth Readers of our Public Schools. He has undertaken the work in the hope that while the memories of the older members of the profession may be freshened by the perusal of the "sketches," the younger teachers will be induced by the same means to add to their bookshelves a volume now and then of the writings of those authors, who, as the years followed one upon another, have done so much to eliminate from a barbaric jargon, one of the most copious and finished of modern languages.

For convenient reference the names will be arranged in alphabetical order.

C. H. ASHDOWN.

ADDISON, JOSEPH. Born, 1672; died, 1719.

Selections:—

The Vision of Mirza, p. 41, 3rd Reader.

Creation, a poem, p. 165, 3rd Reader.

Westminster Abbey, p. 296, 3rd Reader.

Joseph Addison was the eldest son of Dr. Launcelot Addison, Dean of Litchfield, and was born at Milston, in Wiltshire, of which his father was then rector. Addison was one of the most graceful and pleasing writers of his time. His style is finished without being pedantic and—what is a rare thing to say of the "Augustan Age" of English Literature—humorous without being coarse. In 1683 he was entered as a pupil of the Charter House, where he first made the acquaintance of Richard Steele, his future friend and literary ally. From the Charter-house he passed to Queen's College, Oxford, and afterwards became a scholar of Magdalen. Such a diligent student was he, that he "acquired an elegant Latin style before he arrived at that age in which lads usually begin to write good English," and at the age of twenty-two his attainments secured for him the friendship of John Dryden. Although educated for the Church, he abandoned the idea of taking orders, and having obtained through Lord Somers a pension of £300 a year, devoted himself to literature. It is rather as one of the principal contributors to the *Tatler*, the *Spectator*, and the *Guardian*, than as the political writer, and the author of "Cato," that Addison is familiar to us. His Fine old English Gentleman, Sir Roger de Coverly, with his quaint crochets and courtly manners, is known wherever the English language is spoken. In a passage of "The Campaign," a laudatory poem in praise of the Duke of Marlborough, we catch a glimpse of the flattery by which the writers of those days won their way to preferment. Picturing the "Great Duke" at Blenheim, Addison says:—

"So when an *angel* by divine command,
With rising tempests shakes a guilty land,
Such as of late o'er pale Britannia pass'd,
Calm and serene he drives the furious blast,
And, pleased th' Almighty orders to perform,
Rides in the whirlwind, and directs the storm."

Still we must remember that the exaggeration is rather the fault of the age than of the man. Like many literary men, Addison was not a good talker. D'Israeli, in his "Curiosities of Literature," tells us "his" (Addison's) "deficiencies in conversation

are well known. He preserved a rigid silence among strangers, but it was the silence of meditation. Mediocrity can *talk*, but it is for genius to *observe*."

AIKIN, JOHN, M. D. Born 1747; died 1822.

Selection, "Clothing from Animals," p. 66, Fifth Reader.

Dr. John Aikin, a writer of reputation, both on medical subjects and general literature, was the son of the Rev. John Aikin, D. D., and was born at Warrington, an ancient town of Lancaster, England, on the river Mersey. Aikin received an excellent classical education in the Seminary at Warrington, of which his father was the classical superintendent. In conjunction with his sister (afterwards Mrs. Barbauld), he brought out some popular publications, and published translations of the lives of Agricola and Tacitus, and in 1780 his first volume of "Biographical Memoirs of Medicine" made its appearance. This work was never finished. Twelve years (1792) afterwards he removed from Warrington to Yarmouth, and from thence to London, where he undertook the publication of some memoranda committed to him and Dr. Priece by his friend, the philanthropist John Howard. He now settled down as a literary man. It was at this period of his career that "Evenings at Home" came out. These "Evenings" were the joint production of the Doctor and Mrs. Barbauld; and the healthy tone of the contents of this charming "young folks" book compares most favorably with the *blood-and-thunder* trash that comes out now-a-days as cheap literature for the young. Routledge & Son publish a nice illustrated edition, revised by Cecil Hartley, M. A. In 1796 the doctor took charge of the literary department of the "Monthly Magazine," the leading London periodical of the day. This position he retained for ten years, being himself a contributor. His greatest work was his "General Biography," which was completed in 1815. He also edited an enlarged edition of Johnson's "Lives of the Poets," and brought out many other books, including "Select Works of the British Poets."

A Talk with Father and Mother.

BY S. R. R.

The fathers and mothers of our pupils have to take a talking to sometimes as well as the pupils themselves. We are never too old to learn, and a truly wise man is the most humble scholar.

The highest duty that fathers and mothers have to perform in life is to bring up their children to be good, honest, sensible men and women. This is the child's so called moral education. Parents toil hard from day to day to give their little ones food to eat, but it is just as necessary for them to feed their minds and souls as it is to feed their bodies. By soul food I mean to give in the beginning a good moral bias to a child's character, which will help to guide him honestly through life, and I consider that one of the principle elements in a good moral education is *self-control*. I want to particularly impress on fathers and mothers that unless they teach their boys and girls self-control over their passions in youth, those boys and girls will hardly have it in age, and that unless they exert a self-control over their own acts, as fathers and mothers, they can never communicate it to their children. "Whoso is to rule over his passions in maturity must be practiced in ruling over his passions in youth."

When a father (and the same remarks apply equally to a mother) corrects his child for any fault, he should do so for the child's good, not because the child has irritated him; neither should the father correct the child angrily: if the child is disturbing the house with loud noises, the father should not yell at him, "Here, you, Bill, Jack, Tom, if you don't stop your confounded noise there, I'll come and wring your head off for you, sir!" This is not the way to form a boy's character. It may stop the noise for a time, but ten to one that tather will find that same Bill, Jack or Tom, a few hours after, bullying some one of his younger brothers or sisters with the same angry-sounding, "wring your head off for you, sir!" Now, I think that all sensible fathers will agree with me that this is not the way to form a boy's character. Anger and impatience can never teach a boy self-control. The proper way for a father to teach his child self-control is by practicing it in his own conduct. Children are only imitators. If the child has been selfish, the father should show him, with no sign of temper, what a mean thing it is to be selfish; he should also make him feel that he wants him not to do this or that mean act again, and that his wishes, as a friend and father, must be obeyed. He should appeal to the boy's common sense of right, and put out to him that it is eventually for his own good in life that he, as a father, wishes him to do this or that. Once convince a boy that you are in the right and that he is in the wrong, and you will have no more trouble with him. Many a father, however, by adopting a contrary course, has learned too late that the system of "coercion" fails to create love and respect between father and son, and only develops hatred and misery, leaving the boy to grow up to manhood unbridled and unchecked, as regards his youthful passions. Anger and command on the father's side can only produce a temporary restraint on the son's. His *conduct* for the moment has been restrained, but his *character* has not been altered. The fire has only been quenched for a time, to burst out again with renewed fury, whereas, a little patience, and self-control, and judgment on the father's side will produce love, respect and obedience on the son's. I know it is often very hard for a man, returning to his house after a long and irritating day's work, to preserve his temper and act with reason in little disturbances that may arise; but it is surely worth a little effort, as the results of a different course of action have been so often proved to be disastrous. You must take the child by the hand, and when he loses the road or gets tired, and hangs back, he must be led and re-led again to the path of reasoning. This experience forms the beaten track which is of use to him later on in life.

Parents should not complain too much of the noise which their dear little children make at home. They should, on the contrary, endeavor to provide them with plenty of *amusement* and *home games*. Where there are three or four brothers or sisters in a family, they can play almost every game by themselves; if there are only two in a family, then father must help the game along, and if baby wants to go to sleep, and can't stand the racket, mother must please take him out of the room, and let father and the children have the whole kitchen to themselves, to make just as much noise as ever they please. Why, bless your poor heart, my dear mother (who holds up her hands in holy horror when she hears me say this, and

murmurs, "Well, that's a nice thing for 'Our Home Companion' to preach. He never had any rather see your boys and girls enjoying a little glad, wholesome fun at home, than surprise them reading trashy books, or wandering out at unresponsible hours into the streets, where there is always plenty of temptation and wickedness to attract them? Why, of course you would. Every sensible father and mother would—more particularly when they remember their own simple, youthful pleasures. It is the happy, loving home circle which in after years makes of the boy an honest and respectable man, and of the girl a loving and virtuous woman. Don't forget this, then, fathers and mothers, and help the children to laugh and enjoy themselves as much as you can. And should there happen to be but one child in any household, do not let it pine alone for want of a little amusement, but, father, you just put on your great coat and go down after "Mr. Smith's" little boys and girls and bring them back to play with little Minnie. Don't think it too much trouble for your child's bright eyes and happy laugh will quickly repay you. "Blessed is the hand that prepares a pleasure for a child, for there is no saving when and where it may bloom forth." Children must have a little social life; they were never born with such happy, loving spirits to live alone, and just as sure as fathers and mothers neglect to select proper plays and playmates for them, so sure will the children themselves see to the matter, and the chances are that the plays and playmates will not be of the right sort.

We often hear the question: "What will we give our children?" If you cannot afford anything else, give your children an education. A trained mind goes through life, cannot be stolen, and is not convertible. Good schools, good books and general reading matter—get them these, if they have to do without other things; and to secure a right direction to educated mind, give them, by word and example, good principles. Let them grow up with the idea that it is not needful to be rich, famous or influential; but that it is essential to do what is right.

Monthly Reports.

MR EDITOR,—I am anxious to see the COMPANION AND TEACHER continued as a *teacher's journal*. Certainly our 5,000 teachers of Ontario can support a journal devoted to the interests of the profession. As I suggested to you in a former communication, I would wish to see it assume a more practical form. Acting on that suggestion, I herewith send you a copy of the Pupils' Monthly Report which I use. I think reports should be given in all grades of our Public Schools from the second form to the highest. The parent can then at a glance see if his child is maintaining his or her position in the class. He can determine that in two ways by this report:—First, by comparing the position the pupil held last month with his position for the ensuing month; second, by comparing the highest number of marks obtained by any pupil in the class with the number made by his child. It also affords the teacher an excellent opportunity of communicating with the parent. I do not think I have given reports any one month without seeing some good result of it. I am aware that a great many teachers think it *too much trouble*. I think it is *trouble saved*, as they often

aducements to the pupil to attend regularly, to be punctual, to be diligent, and to conduct himself properly. These and many other good results result from giving reports. If the teacher keeps a proper class-book in which to record daily recitations and a record of conduct, punctuality, &c.—which can be easily done in the Daily Register in which is recorded the attendance—he will find very little trouble in making out the reports. I usually employ my large pupils to assist me. I distribute the class-book reports among them, and they read from my class-book and register the particulars requisite for filling them. Should you think this article worthy of insertion I shall endeavor to contribute something more for future numbers—perhaps, my system of marking in class-book and register. Hoping that teachers will assist you in making the TEACHER a first class journal, I am with much respect,

Yours very truly,
M. A. JAMES.

Baltimore, February 10th, 1877.

BALTIMORE PUBLIC SCHOOL.
PUPIL'S MONTHLY REPORT.

This is to certify that
No., Class, is entitled to the following marks for the month ending on the day of, 187...

CREDIT MARKS.

Arithmetic.....	Grammar.....	Geography.....
Reading.....	Spelling.....	Writing.....
History.....	Composition.....	Book-keeping.....
Punctuality.....	Good Conduct.....	Regularity.....
Home Exercises.....	Total Credit Marks.....	

DISCREDIT MARKS.

Absent..... days	Late..... times	Misdemeanors.....
Home Exercises Neglected.....		Total Discredit.....
Credit Difference.....		

The greatest number of Credit Marks given to any pupil in this class was given to.....; the least number was.....

The greatest number of Discredit Marks given to any pupil in this class was.....; the least number was..... Position in class for ensuing month.....
Remarks.....

M. A. JAMES,
Head Master.

Parent or Guardian.

The parent or guardian will please examine and sign this Report without delay.

[NOTE BY EDITOR.—We might suggest that an improvement in the above form would be to have perforated slip attached to each report for the signature of the parent or guardian, who should then be allowed to retain the report, else how could he compare two or more reports and ascertain the progress made by the pupil. According to this plan, of course, the teacher would require to have a book in which to record the report of all the pupils.

In this connection we have to thank Mr. James for his contribution, and hope it may be followed in due time by others from him and from others, for as the letter above implies, the success of the COMPANION AND TEACHER depends as much on what our friends are pleased to do for us in the dozen ways in which they can, if they will, render assistance, as on what we can do ourselves to present a journal that will be interesting and useful to all.]

Atoms of Advice.

BY CHARLES CLARKSON, B. A., PRINCIPAL OF DUNDAS WESLEYAN INSTITUTE.

As there is nothing in the world cheaper than advice, I shall escape singularity if I venture humbly to cast another atom into the world's great treasury of accepted and rejected advice.

Many of the youths and maidens attending the senior classes of our public schools, presenting themselves for entrance into our high schools, or aiming to pass one or other of the various examinations held throughout the Province, are in an enquiring state of mind, willing to get information from any one who can direct them. They wish to reach a certain point, and are very anxious to find out the right path. This certainly is not compound ignorance, ignorance of self-ignorance. They know that they do not know, and so have the first essential requirement for the reception of truth.

Now, it is a matter of public importance that these young persons should by some means attain proper methods, and avoid those which are useless and injurious, for many of them are, no doubt, destined to make their marks on the plastic and imperishable minds of our children, others to teach religion from the public desk, some to mould public opinion through the press, not a few to be in charge of tender children, either of their own or other Canadians—all of them are the common property of our country, and sure, in their several ways, to influence the fortunes of this fair Dominion. And I conceive that few papers circulated in families would not be glad to receive pointed articles, written by experienced persons, and tending to throw light on the path of those who are now pupils and students preparing for future positions of trust and responsibility in society. Such articles, written, not in a spirit of pedantry, but with the sincere desire of being useful, would, it seems to me, be read with interest and profit, not only by the class primarily intended, but by numerous parents and seniors, and would tend to throw much needful light on school studies and school instruction, as well as on home government and family teaching.

It is especially to be regretted that so few of our experienced teachers, ex-teachers, preachers and thinkers in general, who have acquired skill and teaching power by long and persevering efforts of their own, who have

"Toiled hard for their high reward
Thro' many a lonely year."

think it worth while to give their junior co-workers the benefit of the counsel they are so eminently fitted to offer.

Few of us, I am sure, have any sympathy with the man who has climbed the side of the difficult slope, it may be, by an intricate path and with immense labor, who looks back over his track and sees that there are shorter and easier ways of getting to the summit than his unguided trail; sees also his juniors entering into the same roundabouts, wasting the same precious time and labor, yet who will not give a friendly "Halloo!" and warn the unsuspecting youth to take the short cut the other way.

I am glad to believe there are very few such, and I only throw out these hints in the hope that some abler correspondents will from time to time enrich these columns with articles whose utility

and stimulating, practical effect will require no demonstration.

Our Teachers' Associations, Sunday School Conventions, Y. M. C. Association Meetings and the like show how much talent and experience lies slumbering unused, or only occasionally used in our midst, which through the friendly medium of the family paper might be used with incalculable advantage to neighborhoods, to this nation; might wield moral power, and influence potent enough to educate public opinion, to mould it after correct models, and give it higher themes for mediation and for action, than ward politics or village gossip.

Meanwhile what are our Teachers' Associations doing? Is this the celebrated Sleepy Hollow? and are we reclining on flowery beds of ease picking the bones of fat and unfortunate turkeys, in a place where it is always afternoon? It is not afternoon with this stalwart young Dominion, which is bounding forward in material, with the rapid strides of a vigorous and robust youth. If we lie supinely and self-complacent we shall be rudely awakened some morning from our dreamy reverie, and open our amazement to find ourselves bringing up the last end of the rear rank in the march of progress. There is a whole epic in that well-known military command, "Eyes Front!" This is not the age, nor the nation, nor the Province, to indulge in postprandial lethargy.

For our young friends I shall at present scatter only three small crumbs of advice for their consideration.

1. CONCENTRATE THE OCEAN OF YOUR ENERGIES ON ONE OR TWO, OR, AT THE VERY FARTHEST, THREE SUBJECTS AT ONE TIME.—Beware of splitting up your attention into little fragments lest you lose the greater part of these minute fractions. If your task is to storm Sebastopol, lead a combined attack of English, French and Turks directly against the Redan and the Malakoff, and batter away, no matter how the Russian skirmishers try to direct your attention towards other points. Gam the Malakoff tower, and the grey-coats will evacuate the city during a single night. Are you to conquer Canada? Scale the cliff to the Plains of Abraham with all your available forces. Capture Quebec at the point of the bayonet, and you are master of the country before breakfast. *Master the most difficult things first.*

2. CULTIVATE ENTHUSIASM.—It can be cultivated. Enthusiasm means mind fired with purpose and energy. It does for the young student what red-hot shot did for the British in the Crimea. Difficulties crumble at its blow. The combativeness of certain chickens would never allow them dolefully to say "I don't like this," "I can't understand that subject." Such a motto on your flag of truce demanding "better terms" will be answered deservedly by the derisive salutations of your examiners. You must use steam at high pressure, and the fire of enthusiasm is the only thing that can raise it, or keep it up. Just reflect on this—you can't make tea with cold water.

3. BE THOROUGH.—Conquer every inch of ground; drive the enemy out at the point of the bayonet. Keep it conquered by incessant review. Imprint it on the memory. Give your memory something like a fair chance, before you overwhelm it with reproach. Repeat the thing. Turn it over and over, (so to speak), and examine curiously the underside of it. Master it from every possible point of view. When you two meet again you will not need to hum that popular air, "Strangers yet."

Some young students who are only just learning, now to study treat the facts they meet with in the same cold and distant manner as the Levite treated a certain man who went down from Jerusalem to Jericho and fell among thieves. The Levite came and looked on him, and passed by on the other side. But the Samaritan went to him, set him on his beast and brought him to an inn, and took care of him. Imitate this good Samaritan, not only morally, but also intellectually. Go close up to the thing you are learning. A distant look will not do. Cross over to it, bend down to it, grasp it, make it yours. Get more than a nodding acquaintance; get on terms of intimacy and familiarity. Shake hands with the subjects you have to master.

By such a course you will not gain an ephemeral reputation for SMARTNESS and precocity. Your progress will seem somewhat slow. But when you come to maturity in due time you will be able to think for yourself, and possibly for some others also. You will find yourself possessed of an instrument amply worth all the labor and time, and money spent in furnishing and sharpening it, which will enable you to cleave a path to success in some of the many regions for action in this free and happy Dominion, where Thought and Brain rule Ignorance and Muscle.

Mathematical Department.

SAMUEL R. BROWN, EDITOR, BOX 67 D, LONDON.

Teachers and others are invited to forward any problem they may think worthy of a place in these columns, provided always that the solutions accompany the problems. Send Solutions before 15th inst., to receive attention, and address the Editor as above.

When sending solutions, correspondents will please send each month's problems separately.

The names of those who solve the several problems correctly will be published with the solutions thereof.

The solutions of all problems published in this department will be printed in the second number, following that in which the problems appear.

Problems.

No. 50.—

A can cut a cord of wood in $\frac{1}{3}$ of a day; B can do as much work in $\frac{1}{2}$ a day as A can in $\frac{1}{3}$ of a day. How long would it take them to cut $1\frac{1}{2}$ cords of wood when they work together? *By Arithmetic.*

No. 51.—

$\frac{1}{3}$ of A's fortune added to $\frac{1}{4}$ of B's, which is $\frac{1}{2}$ times $\frac{1}{3}$ of A's, being put on interest for 6 years, at 6 per cent., gives \$800 interest. What is the fortune of each. *By Arithmetic.*

No. 52.—

Fifty thousand voters, who have to return a member to an assembly, are divided into sections of equal size, and each section chooses an elector, the member being returned by the majority of such electors. There are two candidates, A and B. In those sections which return electors favorable to A, the majority is double the minority, while in those favorable to B, the minority forms only a tenth of a whole. After the primary elections C comes forward, and is returned by a majority of 13 over A, and 14 over B. If C had not come for-

ward, A would have been returned by a majority of 19 less than the whole number of C's votes, and if 50,000 had voted directly between A and B, B would have had a majority of 6,000. Find the number of sections.

No. 53.—Proposed by Thomas Hammond, Selkirk, Ont.

A man died leaving \$3,000 to be divided among his three sons, aged 15 years 6 months; 17 years, and 19 years, respectively, in such a manner that each sum being put at simple interest at 6 per cent, should amount to the same sum when they should arrive at the age of 21. Find each son's share. *By Arithmetic.*

No. 54.—Proposed by Theophilus Hall, Markdale.

A person had £98; part of it he lent at 5 per cent, simple interest, and the remainder at 6 per cent, simple interest; the interest on the whole in 15 years amounted to £31. How much was lent at the different rates per cent. *By Arithmetic*

Solutions.

No. 35—

$$x^4 + ax^3 + bx^2 + amx + m^2 = 0.$$

$$(x^4 + m^2) + ax(x^2 + m) - bx^2.$$

$$(x^2 + m)^2 + ax(x^2 + m) + \frac{ax^2}{4} - \frac{a^2x^2}{4} + 2x^2m - bx^2.$$

$$x^2 + m + \frac{ax}{2} = \pm x \left(\frac{a^2}{4} + 2m - b \right)^{\frac{1}{2}}.$$

$$\therefore x^2 = \pm x \left(\sqrt{\frac{a^2}{4} + 2m - b} + \frac{a}{2} \right) - m.$$

$$x^2 \mp x \left(\sqrt{\frac{a^2}{4} + 2m - b} \right) = -m$$

$$x^2 \mp x \left(\sqrt{\frac{a^2}{4} + 2m - b} + \frac{1}{4} \right) \left(\frac{a^2}{2} + 2m - b \right) =$$

$$\frac{1}{4} \left(\frac{a^2}{2} + 2m - b \right) - m.$$

$$\therefore \pm \frac{1}{2} \sqrt{\frac{a^2}{2} + 2m - b} = \pm \sqrt{\frac{1}{4} \left(\frac{a^2}{2} + 2m - b \right) - m}.$$

$$\therefore x = \pm \sqrt{\frac{1}{4} \left(\frac{a^2}{2} + 2m - b \right) - m} \mp$$

$$\frac{1}{2} \sqrt{\frac{a^2}{2} + 2m - b}.$$

No. 36.—

Let $n = \frac{x + \sqrt{x^2 - y^2}}{x - \sqrt{x^2 - y^2}}$, then $\frac{1}{n} = \frac{x - \sqrt{x^2 - y^2}}{x + \sqrt{x^2 - y^2}}$

Substitute in equation (1), n and $\frac{1}{n}$ in the place of their values, and it becomes $n + \frac{1}{n} = \frac{17}{4}$ (3)

or $4n^2 - 17n + 4 = 0$. (4) from (3). From (4), we get $n = 4$ or $\frac{1}{4}$, (5). Whence $\frac{x + \sqrt{x^2 - y^2}}{x - \sqrt{x^2 - y^2}} = 4$ or $\frac{1}{4}$

(6), clearing (6), of fractions, $x + \sqrt{x^2 - y^2} = 4x - 4\sqrt{x^2 - y^2}$, (7), or $x + \sqrt{x^2 - y^2} = x - \sqrt{x^2 - y^2}$, (8),

By transposing in (7), $5\sqrt{x^2 - y^2} = 3x$. (9),

By squaring eq. (9), $25x^2 - 25y^2 = 9x^2$. (10), or $16x^2 = 25y^2$, (11), Whence $4x = 5y$, and $x = \frac{5y}{4}$, (12),

We shall obtain the same result if we employ equation (8). By adding 4 to each member of equation (2), and transposing, it may be written $x^2 + xy + 4 + \sqrt{x^2 + xy + 4} = 56$, (13),

Let $s = \sqrt{x^2 + xy + 4}$; then $x^2 + xy + 4 = s^2$.

Substitute s^2 and s for their values and equation (13) becomes $s^2 + s = 56$, (14). $\therefore s = 7$ or $s = -8$, (15) and $s^2 = 49$, or 64 , (16), $\therefore x^2 + xy + 4 = 49$, or 64 , (17). By substituting in the place of x , in equation (17), its value as found in (12), it becomes, by reduction,

$$y = \pm 4, \text{ or } \frac{+8}{\sqrt{3}}; \text{ and } x = \frac{5y}{4} = \pm 5 \text{ or } \pm \frac{10}{\sqrt{3}}$$

No. 37.—

We forgot to state that the answers to this problem were required in whole numbers.

A does $\frac{1}{3}$, B $\frac{1}{5}$ and C $\frac{1}{3}$ of the work in 1 day. $x =$ No. of days A works, $y =$ No. B works, and z No. C works,

Then $x + y + z = 25$ or, $\times 30, 30x + 30y + 30z = 750$ (1)

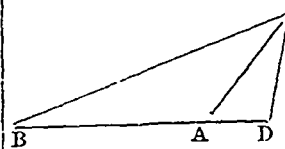
And $\frac{x}{18} + \frac{y}{30} + \frac{z}{33} = 1$ or $55x + 33y + 30z = 990$ (2)

Subtracting eq. (1), from eq. (2), we get $25x + 3y =$

240 or $y = 80 - \frac{25x}{3}$ (3); We now seek an

integral value for x which will render y integral, and also fulfil the conditions of the question; we find that 3, 6 and 9 are the only values we can give x in eq. (3) in order that y may have a positive integral value. If $x = 3$ then $y = 55$; this does not answer the conditions, being more than 25; neither does 6, for the same reason. Therefore $x = 9$, and substituting in eq. (3), $y = 5$; then $z = 25 - (9 + 5) = 11$. A 9 days, B 5 days, and C 11.

No. 38.—



In the triangle A BC, BC=75, AC=40 and angle A B C = 27°. Find the side A B.

From the point C draw the perpendicular C D, meeting B A produced in the point D.

Sim. D : Sim B :: B C : D C. $\therefore 1 : .4617486 :: 75$ to 34.631145, D C

A D = $\sqrt{A C^2 - D C^2} = \sqrt{40^2 - 34.631145^2} = 20.0328$

B D = $\sqrt{B C^2 - D C^2} = \sqrt{75^2 - 34.631145^2} = 66.5305$

B A = B D - A D = 46.4977.

No. 39—By William Johnston, Watford, Ont.

Let $x = \sqrt[5]{1}$; then $x^5 - 1 = 0$; factoring we have

$(x - 1)(x^4 + x^3 + x^2 + x + 1) = 0 \therefore x - 1 = 0$, or $x^4 + x^3 + x^2 + x + 1 = 0$ $x - 1 = 0 \therefore x = 1$.

$x^4 + x^3 + x^2 + x + 1 = 0$, dividing by x^2 we have

$x^2 + x + 1 + \frac{1}{x} + \frac{1}{x^2} = 0$; adding 1 to each side

$$\left(x^2 + 2 + \frac{1}{x^2}\right) + \left(x + \frac{1}{x}\right) = 1, \text{ or } \left(x + \frac{1}{x}\right)^2 + \left(x + \frac{1}{x}\right) = 1$$

$$\therefore x + \frac{1}{x} + \frac{1}{2} = \pm \sqrt{1 + \left(\frac{1}{2}\right)^2} = \frac{1}{2} \sqrt{5}$$

$$x + \frac{1}{x} = \frac{1}{2} \left(-1 \pm \sqrt{5}\right) \therefore x^2 - \frac{1}{2} \left(-1 \pm \sqrt{5}\right)x = -1$$

$$\therefore x = \frac{1}{2} \left(-1 \pm \sqrt{5}\right) \pm \sqrt{1 + \frac{1}{4} \left(-1 \pm \sqrt{5}\right)^2}$$

$$x = \frac{1}{2} \left(-1 \pm \sqrt{5}\right) \pm \sqrt{1 + \frac{1}{4} \left(1 - 2\sqrt{5} + 5\right)}$$

$$x = \frac{1}{2} \left(-1 \pm \sqrt{5}\right) \pm \sqrt{1 + \frac{1}{4} \left(6 - 2\sqrt{5}\right)}$$

$$x = \frac{1}{2} \left\{ \left(-1 \pm \sqrt{5}\right) \pm \sqrt{10 \mp 2\sqrt{5}} \right\}$$

$x = 1$. Five values.

No. 40—By Duncan McEachran, Ashgrove.

Let h = impetus, or what is the same thing, the height due to the velocity of projection; r = range; $e = 30^\circ 10'$, and $i = 12^\circ 45'$.

$$\text{Then } 4h = \frac{r \cos^2 i}{\cos e \cdot \sin(e-i)} \text{ or by Logarithms}$$

$$\text{Log. } 4h = \text{log. } r + 2 \text{ log. } \cos i + \text{log. } \sec e + \text{log. } \text{cosec. } (e-i) - 40$$

$$\therefore \text{Substituting values. Log. } 4h = \text{log. } 3256 + 2 \text{ log. } \cos 12^\circ 45' + \text{log. } \sec 30^\circ 10' + \text{log. } \text{cosec } 17^\circ 25' - 40 = 3.512684 + 19.978314 + 10.063201 + 10.523867 - 40 = 4.078066 = \text{Log. } 11969 \text{ and}$$

h or impetus required = 2992 feet 3 inches.

No. 41—By A. S. McGregor, Avonbank, Ont.

If the two compositions were added together, there would be 11 bushels of wheat + 11 bushels of oats, and the value of the two together would be \$8.90 + \$8.04, therefore the value of 11 bushels of wheat + 11 bushels of oats = \$16.94. But the value of 11 bushels of wheat = $11 \times 1.20 = \$13.20$. Hence the value of 11 bushels of oats = $\$16.94 - \$13.20 = \$3.74$, and the value of 1 bushel = $\$3.74 \div 11 = \0.34 .

The difference in value of the two compositions = $\$8.90 - 8.04 = \0.86 .

The difference in value of 1 bushel of wheat and 1 bushel of oats equals $\$1.20 - 0.34 = \0.86 , and dividing $\$0.86$ by $\$0.86$ we get 1, the half of which is $\frac{1}{2}$. In the first composition the quantity of wheat is $5\frac{1}{2}$ bushels + $\frac{1}{2}$ bushel, or 6 bushels. The quantity of oats is 11 bushels - 6 bushels = 5 bushels.

CORRECT SOLUTIONS have been received as follows:—

Nos. 31, 34, Wm. A. Ferguson, Arnott.

Nos. 31, 32, 33, 35, Peter Pounder, Arnprior.

Nos. 31, 32, 33, 34, 35, Menno S. Hallman, Washington; John Ireland, Reading.

The above were received too late to appear in February No.

No. 41, A. Gilbert, Derwent; W. J. Jordan, Kettleby; Lizzie Lennox, St. Marys; Thomas Hammond, Selkirk; Henry W. Hoover, pupil, Selkirk; P. G. Kimmerly, Napanee; Miss M. K., London.

Nos. 37, 41, Alex Dickie, Toronto; W. Bickell, Clyde; J. H. Brown, London; T. S. C., Bowmanville; J. H., Lucan.

Nos. 36, 37, 39, 41, A. S. McGregor, Avonbank; G. W. Priest, Ayr; W. McD., London; Thomas Cameron, Arkona.

Nos. 36, 37, 41, W. Moir, Fergus; W. A. M., Balderson; Joseph Richardson, Innerkip.

Nos. 36, 37, 38, 39, 40, 41, Duncan McEachran, Ashgrove; John Anderson, Dixie.

No. 37, E. Higley, Rodney.

Fireside Department.

The New Randolph.

BY CAPT. CHARLES HOWARD.

CHAPTER I.

TWO WOMEN.

What do you think of the new Randolph, Catherine.

"The new Randolph?" and Catherine Knight laughed at her emphasis. "I have not seen much of him, as yet. Some people are making a lion of him; but seriously, Jessie, he does not impress me favourably. Father used to talk about old Howard Randolph and his children, but never said that one had gone to the Continent. The new Randolph has appeared quite suddenly among us, and as he appears a gentleman, we must treat him as such."

"Certainly," replied Jessie March. "He is unengaged now, and I am going to hold a *tete-a-tete* with him."

The fair young speaker left her companion and crossed the brilliant and well-thronged parlors to the subject of the brief conversation—the new Randolph.

He was a smooth-faced, sleek-looking man of eight and twenty, and possessed some airs gained by a residence among foreigners. He was fashionably clad, and the design and finish of the jewelry that adorned his person proclaimed him a man of means.

Jessie March joined him while he was unengaged, and the two, after a short talk, left the heated parlors and sought the beautiful garden attached to the old Virginian mansion. There they remained until the sound of dancing came from the rooms. The young girl did not suggest a return. There was a pleasantry about the new Randolph that kept her at his side, and she was delighted with his voice, which was soft and full of melody.

It was near midnight when Catherine Knight walked out upon one of the balconies of the house and looked down into the star-lit garden. She was alone, having sought the vine-covered balcony to cool her cheeks, and did not expect to find the garden occupied.

Therefore the belle was surprised to see two figures walking slowly down one of the graveled walks. A man was conversing earnestly with a lady at his side, and the spectator, full of curiosity which for the moment she could not control, leaned over the edge of the balcony.

The next moment she started back with a low exclamation on her lips.

"Jessie March and the new Randolph?"

Yes, the twain still occupied the garden, and were walking in full view of the belle of the ball—the heiress of the old house and the rich estate.

The sight puzzled Catherine Knight until she recalled Jessio's departure from the parlor two hours before. Her own time since then having been occupied, she had not missed the girl, and she found herself wondering if she had been with the new Randolph in the garden all this time. While Catherine stood on the balcony, the twain passed under it, and once more sought the parlors, where some of the guests were preparing to leave. It was past midnight, and the ball, which had proved a success, was over.

Jessio March having bidden Catherine good-night and kissed her, was escorted to her carriage by her companion in the garden, and he said good-by in his rich voice; but not before he had spoken some words with his head thrust into the gloom of the carriage—words which it is safe to say no one heard save Jessio.

Away the old-fashioned carriage rolled, with their tired but merry occupants, and Gortyn Randolph mounted a horse and followed.

Catherine Knight left the house, cleared of the revellers, to the care of the servants, and sought her boudoir.

"I can't dismiss them from my mind," she said, drawing the blinds that looked out upon the balcony. "What can it mean? But yesterday Jessio told me that she did not know the new Randolph. To-night, an hour after presentation, she is walking with him in the garden. I find them there at midnight, she leaning on his arm, and his lips close to her ear. It may be love at first sight, for Jessio is a girl of singular whims; but I—I could never love him.

Her words very naturally suggested utterance.

The man called, by common consent as it were, the new Randolph, was a new comer. His appearance, sudden and unexpected, had created considerable stir, as he claimed to be the son of a Randolph who had once been a prince of the honoured name. A number of the family received him with cordial welcome, while a few looked upon him with distrust.

He did not lay claim to a farthing of the property left by the man whom he called father. He had gold enough, he said; but, tired of living in a foreign land, he had returned to America—to Virginia, where, among the proud wearers of his name, he hoped to spend the rest of his days.

All this was pretty and poetic talk; but it opened many doors to him, and he became a lion among his admirers.

Catherine Knight had not known Jessio March a great while. Jessio was a Northern beauty, who had spent a year in the old Dominion. She had won many friends, and one lover—a man through whose veins flowed the genuine Randolph blood.

"Can he win her from Lionel Lare?" Catherine Knight suddenly asked herself that night in her boudoir. "I wonder if he thinks about that? Did he know Jessio in the North, and followed her to complete a conquest begun there? I cannot think it. I dare not, for my heart, it seems, would stand still, and Lionel's hand become more than the creature of a dream."

The beauty's temples flushed crimson, and glancing into the mirror, she saw two eyes flush with triumph. They were hers, and she started back, shutting out the sight, to extinguish the lamp, and lay her head on the pillow.

Catherine Knight had watched Lionel Lare's wooing of Jessio March with no little degree of jealousy. Long before the Northern lass ap-

peared among the Randolphs, she had loved the gallant; but Jessio's coming promised to blast her hopes—it had blasted many already.

Now, there was hope. The new Randolph was going to win Jessio March; he would take her from Lionel Lare, whose heart he would leave open for conquest, and why should not Catherine Knight win the prize, forward to which she had looked so long?

Such was the state of affairs at the time of the opening of our story. Catherine saw the shadow of coming victory, and resolved to bide her time in silence. She felt that her hopes were fast approaching the long-desired fruition.

She soon fell asleep, and the old clock did not rouse an inmate of the house when it struck two. Tired and drowsy, they were sleeping heavily, and the noise of hoofs and wheels on the road that ran by the mansion gate disturbed nothing save the quietude of the night.

All at once a hack, drawn by a solitary horse, stopped in the shadow of the trees near the gate, and a man got out. He was a small, well-dressed and sleek-looking person, who, in the starlight of the early morn, looked wonderfully like the new Randolph.

"Wait for me here," he whispered to the man, who sat bolt upright in the box like a genuine London cabman. "If you hear the signal, drive up to the gate, and have the door open."

The cabman nodded, and the little man approached the gate, which he found locked on the inside. The discovery did not seem to surprise him, for he looked toward the cab with a light and knowing laugh, and then by aid of the stone post, climbed over the portals.

The outlines of the old house were visible from the gate, and the night visitor kept them in view as he glided up the walk. By-and-by a cat-like figure, but immense in the starlight, climbed the vines to the balcony, the shutters of whose windows were opened without noise.

A few minutes later, the same little man, but with a box in his hand, re-climbed the gate, and dropped to the ground almost under the very feet of the cab horse. Then he opened the door of the vehicle, and seated himself amid the gloom of the interior with the tiny box by his side. A moment later the cab was driven away and the sound of its wheels died in the distance.

A deed of some kind has been penetrated, but what? The morning told.

When Catherine Knight opened her eyes, her jewel-box was missing, and with it had disappeared the most valuable set of diamonds in Virginia.

Of course news of the robbery spread like wildfire; but no person was arrested.

Days, weeks, months passed away; but the mystery of the theft appeared as insoluble as ever.

CHAPTER II.

THE JEWELS COME HOME.

The leaves were falling. They were green when the theft which had thrown the community into a wild fever was committed.

Catherine Knight had not forgotten her lost jewels, though she had ceased to look for them. She believed that the mystery would never be solved, though she was not without suspicions.

Gortyn Randolph still dwelt in the country, but Lionel Lare had disappeared. A month after the robbery he had received an appointment to the

staff of the American legation at Paris, and he was living among the gaieties of the French capital. The long letters that he sent to Catherine Knight were not shown to Jessie March. The heiress gloated over them as a miser gloats over his golden hoards. To her they were joy, and the sunbeams of a future which promised to overflow with happiness. She schemed in her heart through the day, and dreamed of conquest through the night. A victory over Jessie March was a prize worth winning. She would win the secretary of the legation upon his return to America, and his lengthy epistles from France buoyed her heart up with hopes unutterable.

Woman loves to triumph over woman. For such a triumph she will toil, to the exclusion of happiness. She brings her finer powers into play in the conquest over one of her own sex.

The winning of Lionel Lare to herself, Catherine Knight believed, would prove the greatest triumph of her life. She wondered if he wrote Jessie long letters from Paris, but she was afraid to question her rival concerning them.

The new Randolph went often to the Northern girl's Virginia house. He drove her along the banks of the Roanoke, walked with her through the golden-leaved groves, and was her escort to the fashionable gatherings of the Old Dominion's galantry and beauty.

All this was joy to Catherine Knight; but her father almost dissipated her hopes, her happiness in an instant.

He came into his daughter's presence one autumn evening.

"Catherine, I must tell you of my discovery," he said, and the fair girl turned from the piano, and looked into his eyes, full of delight.

"What wonderful thing have you discovered?" she asked. "I dreamed about my jewels last night."

"Your jewels?" and Mr. Knight laughed. "I know where they are."

"You!" and Catherine sprang to her feet. "You, papa! What! you know where my jewels are? No! you are jesting about them. I cannot believe that you have discovered the thief."

John Knight assumed a serious look.

"No jesting, girl," he said. "My pocket contains a letter from a man who met with a terrible accident in Richmond a few days since. He drove a cab that night which we have never forgotten; more, he conveyed the jewel stealer to the gate, knowing that he was going to rob you. The man is dying, and his letter reveals the name of the thief. Could you guess it, Catherine?" Did you ever have any suspicions?"

The Virginian looked strangely at his daughter, as he put the last question, and her face grew paler.

"I have suspected; but I would not guess wrongly—not for the world, papa. Therefore, tell me who did the deed."

He smiled and looked down into her face.

"Gortyn Randolph!"

"The new Randolph!" exclaimed Catherine. Do you know that I would have guessed him?"

"He is the gentleman I have spotted," said John Knight. "The jewels, my correspondent says, are still in his possession. I shall cause his arrest this night."

"No, no? not to-night!" cried Catherine, grasping her father's arm, and her face was ghastly.

"Why do you counsel delay? He may hear of

the fatal accident to his confidante, and, besides, it is rumored that he will soon lead your friend Jessie March, to the altar. His arrest would save the girl; it will rescue her from a life of shame. Think—you admire Jessie. Shall I not arrest jewel-thief to-night, and the sooner save her?"

Catherine Knight stood before her father like a woman in a trance, while he spoke. Her hand trembled on his arm, and she waited, with patience for him to finish, that she might starve him with a terrible sentence.

"I don't want to save her!"

John Knight started from his daughter's side.

"Not want to save Jessie?" he cried, staring at her like a madman. "Catherine, something terrible lies behind your words. Tell me what is it, or I will this hour expose the man who has your jewels."

She came towards him, pale still, but with a gleam of hope in her eyes.

"I will tell you," she said, encountering his looks with a bravery that astonished him. "It is time for the fruition of your desires, and mine, if she has arrived. Jessie March's marriage to the new Randolph will give Lionel Lare to me. He is in Paris; he writes me long letters. Remove Jessie from his path, and he is mine. You have long desired that I should win him. Now, don't you see all, papa? Put off the arrest. What do you care for the jewels, when I can marry the man I love devoutly? I believe they will soon marry when my triumph and yours. Don't you see?"

John Knight was thoughtful, and a long silence followed Catherine's last words.

"I see," he said, at last; "but are you sure of Lionel Lare?"

"With Jessie March out of the way, I am!"

"Then I will not arrest the new Randolph," said the Virginian. "We will await developments. I do not think he will hear of the accident, as the confederate says he will not write to him. I had not thought that you were so near success."

A few moments later Catherine Knight sat alone in the parlor, and she moved towards the window, with low words falling from her lips:

"The hour is near! At last, Lionel Lare, won to triumph over woman. What a grand wedding we will have in this old house when you return from Paris!"

She stopped at the window, and looked out into the calm night, illumined by the silvery beams of a young moon.

All at once she started, for a woman who looked wonderfully like Jessie March her rival, was coming—almost running—towards the house. What could it mean? A moment later, the call of the knocker rang in the hall, and a servant admitted the girl who stood on the stoop. It was Jessie March, for Catherine recognized her voice before she bounded into the parlor, and placed a small box on the table.

Catherine sprang forward with a loud cry, and with the jewel-box in her hand, turned upon Jessie.

"My jewels? Jessie March, tell me how they came here?"

"I brought them, I suppose," the flushed girl said. "I unmasked the thief an hour since. A dying man in Richmond wrote me a letter, on the strength of which I accused the new Randolph, and he gave up the jewels. Oh, Catherine, aren't you glad to see the jewels again? I have been

... detective for almost a year. I suspicioned
... man, and when Mr. Laro went to Paris, he
... me to watch him, for he believed that he had
... jewels."

... Catherine Knight heard Jessio March with the
... face that woman ever know. A sickening
... placed to creep to her heart, and she clutched
... chair beside her to keep from falling.
... Jessio March not love the new Randolph, after
... What! had she been his companion for
... months that she might discover the whereabouts
... her jewels, while she (Catherine) had been plot-
... against her with all the ardor of a woman's
... at?

... ren so it seemed!
... Where is he!" she asked, at last.
... The new Randolph? He is under arrest. I
... did not keep him from the clutches of the law—
... such a bad man."

... Jessio March, I thank you," Catherine said;
... at will you go away now?

... Jessio looked wonderment at the heiress, and,
... many strange thoughts, glided from the room.
... the shutting of the door made Catherine start,
... a moment later she was lying on the floor in a
... He is on.

... When her father reached her side, he saw the
... veils, and listened to her story on their return.
... I have lost, papa," she said. "Do not disclose
... secret of my plotting and my failure."

... He promised to keep the secret, which remained
... years the skeleton in the mansion.

... The new Randolph confessed. He had hoped
... in Jessio March, when he would return to the
... tinent with his bride, and the results of his
... bery. The law dealt rigorously with him, and
... sic became the bride of Lionel Laro. It was in
... er years that Catherine came one day to the
... of the Laro's and rid herself of the secret of
... scheming. And, having experienced how bit-
... as by one woman can war against another, she
... I learned how sweetly woman can forgive.

Cupid and School Teaching.

BY MARY REED CROWELL.

"Annie Nelson, what are you doing?"
"Nothing."

Frank Summerton had looked up suddenly from
... as he was setting on little Mary Smith's slate,
... bright blue eyes looking as if they could read
... so hidden secrets even to that of the half-eaten
... apple under Annie Nelson's ruffled white apron—
... Annie Nelson with her saucy black eyes, that shone
... like two beads from under the white lids and
... dropping lashes—Annie Nelson, the torment of
... Mr. Summerton, who was teaching the vil-
... school for the magnanimous consideration of
... twenty dollars a month and board.

He was a handsome, blonde fellow, with a lan-
... guage about him that deceived people very
... much who had never seen his blue eyes flash, or
... heard the authority in his quiet, deliberate tones;
... evidently Miss Annie Nelson, only ten years
... junior, was still in delightful ignorance of his
... guineanness when he chose to assert it.

As yet since he had taken charge of the school,
... there had been no especial cases for discipline—
... nothing beyond disgraceful marks, or half-hours of
... "sleeping in," for various comparatively insigni-
... ficant offences.

But, nevertheless, Mr. Summerton had dis-
... covered that the very spirit of disobedience and
... mischief was incarnate in pretty little Annie Nel-
... son, the child of the miller's widow, who sent her
... little girl to school looking like some dainty little
... lady, in her white, ruffled aprons, and bright
... dresses, her buttoned boots and gay, striped stock-
... ings.

And she was certainly remarkably pretty, and
... bright, and interesting, and Frank Summerton had
... more than once admired the combination of black
... eyes and pallid golden hair that gave such a be-
... witching charm to her straight Greek face.

The very fact of her superior appearance, her
... pretty face, made her lord it over the other pupils,
... and whatever Annie Nelson said or did was law
... and gospel among the school children.

And she was the torment of Mr. Summerton's
... life, educationally speaking. Time and again he
... had passed over her delinquencies, apparently not
... seeing them; but it seemed to him this morning,
... that the hour and the day had come when Miss
... Nelson should be given to understand her duty to
... her teacher.

For a half hour more, he had noticed outbreaks
... of surreptitious fun very near Annie Nelson's vi-
... cinity, and then with his blue eyes looking very
... determined, he marched on the enemy.

"Annie Nelson, what are you doing?"
And although the question was sudden, the an-
... swer came with equal promptness:

"Nothing."
"That is not so, Annie. You are deliberately
... telling me what is untrue. You have an apple
... hidden under your desk, and have been eating it,
... which you know is against the rules."

The bright black eyes started unwinkingly at
... his.

"I have not."
Then the blue sparkle in Mr. Summerton's eyes
... began to darken.

"Bring me the apple, Annie."
His voice had a quiet, suppressed power in it
... that every pupil felt—every one but Annie.

"I won't!"
A sudden pallor came over the young fellow's
... handsome face, and any one who had been there,
... to have observed him closely, would have seen the
... compression of his lips under his tawny golden
... moustache, and the determination that was in the
... glance of his eyes.

"Annie, I want you to bring me your apple, and
... whatever other eatables you have in your desk."

He had arisen, and stood like some grand young
... god; and Annie, with sudden fire in her eyes, and
... stubborn obstinacy in her fresh, musical young
... voice, looked defiantly at him.

"I haven't got any apple, and I wouldn't, any-
... how. There!"

Young Summerton deliberately took down a
... ruler from the shelves back of his desk, and
... walked quietly down the centre aisle to Annie's
... seat, a hush holding the school as if by magic; and
... on his face and in his eye was the look that said
... the test-time had come—that Annie was either to
... be conquered, or hereafter rule him and the school;
... only by that same look you know that latter al-
... ternative was not possible where Frank Summerton
... was concerned.

"Annie, you have not only broken the rules and
... told me a deliberate falsehood, but have been guilty
... of insolence in the presence of the school. Unless
... you obey me, and retract what you have said, I

shall be obliged to do what I have never done in my life—punish a girl."

She tossed back her long golden curls, saucily.

"Punish me if you dare! I am fourteen years old, and would like to see you whip me!"

The paleness of his face deepened, as she flung back her imprudent defiance.

"If you are fourteen, Miss Nelson, you have all the more shame at your conduct. But whether you are four, fourteen, or forty-four, if you are my pupil you shall obey, or be punished, deeply as I regret to be forced to do it. Hold out your hand?"

The pretty little hand, somewhat to his astonishment, was thrust promptly out, and the red lips curled with a sneer.

"You think I'm afraid to be hurt, maybe, but I'll show you I ain't. Beat me if you want to."

For Annie, despite her bold defiance, had been impressed with the look of determination on her teacher's handsome face; and she instantly concluded that, since she was morally sure he would keep his word, she might as well take another stand. And so, out went her little white hand, and her bright eyes looked into his, as he took the fingers in his, and administered several raps with the ruler, that very certainly hurt him more than they did her.

She never flinched; but on each cheek came a little red spot, as she sat down in her seat, scornfully even to rub her palm.

But it was not the pain, slight as it was, that made her so docile that day; it was not that she knew her prestige was forever gone as queen of the discontents, or that she had suffered the disgrace of a public punishment.

None of these had touched her hoyden heart, but a look she had seen in Frank Summerton's handsome blue eyes—a look that was a curious blending of determination, pity, and contempt—a look that touched some element in her nature hitherto unknown to her.

And that night, alone in her dainty little white draped bed, Annie Nelson cried herself to sleep, and, the next morning, Mary Smith delivered a message to Mr. Summerton, her eyes wide open at its importance.

"Please, teacher, Annie Nelson ain't a-comin' no more."

And Mr. Summerton looked kindly down on the little moon-face.

"Is not coming any more,' you should say, Mary. Take your seat—the bell has rung."

And, if he even gave a thought to the matter, no one was the wiser; while three months after, he came to the end of the quarter, and received his hard-earned salary, and left the neighborhood never to return.

An office in William Street, New York, up one flight of stairs, in a handsome building, owned by the gentleman for whom she was waiting. A large handsome office, besitting a gentleman of wealth and pleasant business duties, with Brussels carpet on the floor, and a particularly private corner, partitioned off with plate glass in massive walnut frames. There were pictures, and a few rare pieces of statuary, and one or two bronzes, and an urn, with odd-foliaged plants, in one sunny window.

Miss Nelson had taken her seat in the outer office—a demure, sweet-faced woman, with the saucy, defiant girlishness of ten years ago subdued

into patience and womanly modesty. The eyes were still beautiful, large, black and liquid, and the luxuriant golden hair was frizzed in thick crimps across her forehead.

She was dressed up with exquisite neatness, though in far from the prevailing style; yet, at a glance, she was plainly a lady of refinement, culture and breeding, with just enough of spirit lurking among the dusky shadows of her eyes to create admiration and insure success in any plans she might attempt.

And she was attempting plans to-day, this dark-eyed, golden-haired little woman, who had been experiencing pretty rough weather since she and her mother had left the village where her childhood had been passed.

They had come to be comparatively poor, so that it was necessary that both of them should use their utmost endeavors to earn money; and Annie, who had been quite successful in teaching, in one of the ward schools of New York, had her ambitious eye on a vacancy higher up. And her errand to-day in Pembleton & Co's. office, was to deliver a letter of recommendation to them—they being members of the Board of School Trustees, and one of them (she did not know whether it were Pembleton or "Co.") being chairman, while each was a prosperous business man, who had acquired wealth and position by intelligent, upright, conscientious well-doing, rather than by an especial luck.

She had not very long to wait, for Mr. Pembleton came in soon—a pleasant, kindly gentleman, who took her letter and read it, and was very courteous.

"I haven't the matter in my hands very especially, Miss Nelson, but I will be glad to do what I can for the lady Professor Flint recommends. The chairman of the board will be in, in a short time—my business partner. Be seated until he comes. Will you look at the morning paper?"

And engrossed in an editorial in the journal, Annie did not know the chairman of the board had returned, until she heard her name called, and looked up, to see a handsome, blonde, mustached, blue-eyed gentleman smiling at her very cordially.

"Miss Nelson, I think?" Formerly of Brockville?"

And Annie assured him it was she, wondering vaguely where she had ever seen him before.

He went on, as he extended his hand, so fair and aristocratic, with a handsome seal ring on the little finger:

"I see I have you at a decided advantage, Miss Nelson. I am Summerton—don't you remember?—who taught at Brockville one season, years ago?"

And then she knew, with a swift color flying to her cheeks, that it was the teacher who had feruled her for impertinence and falsehood.

She dropped her lovely eyes a second, and he saw her painful efforts to conceal her feelings; then, like the gentleman he was, he concluded the best way was the surest, even if the most painful.

"I see you remember the occurrence I regret more than anything I ever did in my life. Shall we agree to forgive each other, Miss Nelson?"

And somehow his eyes and his voice reminded her of the night she cried herself to asleep. But she lifted her eyes, with a shy sweet pride in them, freely to his.

"I have nothing to forgive. I deserved it, and far more than I received, for my naughtiness."

Then a silence fell between them for a second. Then Mr. Summerton assured her she could have

he position, and she went away strangely light-hearted, and with a new, happy glow in her eyes, that never could have been caused by the increase of salary in prospect.

And it happened that there was need of many interviews between the lady principal of No. 22 and the chairman of the board—of course with a view to the good of the school; and Annie's eyes grew happier day by day, and at last there appeared a heavy, wide, gold ring on the very hand Frank Summerton had rapped with the ruler years ago, when the saucy black eyes met his sedately—eyes that now were demure in his presence, or lifted with passionate love-light in them when he takes her in his arms and kisses her.

And there will occur a vacancy soon in No. 22, for Miss Nelson will be promoted to a beautiful brown-stone front on Lexington Avenue very shortly, the name on the door-plate of which will be Summerton."

The Discipline of Love in Wannamaker's Sunday School.

Mr. John Wannamaker is proprietor and manager of the largest "ready-made clothing" house in Philadelphia, in fact, the largest in America. The recruits to his army of workmen come chiefly from his Sunday school.

Mr. Moody, the celebrated evangelist, loves to relate the following:—

Mr. John Wannamaker, superintendent of probably one of the largest Sunday schools in the world, had a theory that he would never put a boy out of his school for bad conduct. He argued if a boy misbehaved himself, it was through bad training at home, and that if he put him out of the school no one would take care of him. Well, this theory was put to the test one day. A teacher came to him and said, "I've got a boy in my class that must be taken out; he breaks the rules continually, he swears and uses obscene language, and I cannot do anything with him." Mr. Wannamaker did not care about putting the boy out, so he sent the teacher back to his class. But he came again and said that unless the boy were taken from his class he must leave it. He left, and a second teacher was appointed. The second teacher came with the same story, and met with the same reply from Mr. Wannamaker, and he resigned. A third teacher was appointed, and he came with the same story as the others. Mr. Wannamaker then thought he would be compelled to turn the boy out at last. One day a few teachers were standing about, Mr. Wannamaker said, "I shall have to bring this boy up, read his name out in the school, and publicly excommunicate him," when a young lady spoke up and said, "I am not doing all I might for Christ; let me have the boy; I will try to save him." But said Mr. Wannamaker, "If these young men cannot do it, you are hardly likely to." As she begged to have him, Mr. Wannamaker consented.

She was a wealthy young lady, surrounded with all the luxuries of life. The boy entered her class, and for several Sundays he behaved himself. But one Sunday he broke a rule, and, in reply to something she said, spit in her face. She took out her pocket handkerchief, wiped her face, but said nothing. She thought of a plan. "John, come home with me after Sunday school is dismissed." "No," said he, "I won't; I wouldn't be seen on the streets with you." She feared losing him alto-

gether if he went out of the school that day, and she said to him, "Will you let me walk home with you?" "No, I won't," said he; "I won't be seen on the streets with you." Another plan: She thought of "Old Curiosity Shop," and said, "I will not be at home to-morrow, nor Tuesday, but if you will come round on Wednesday morning there will be a little bundle for you." "I don't want it; you may keep your bundles." She went home, made the bundle up, trusting that curiosity might make him come.

Wednesday morning arrived, by which time he had got over his fit, and thought he would like to see what was in the bundle. He knocked at the door, which was opened. He asked whether a bundle had been left for a boy. "Yes, here it is." The boy opened it, found a vest, several other little articles, and the following note written by the young lady:—

"DEAR JOHNNIE,—Ever since you have been in my class I have prayed for you every morning and evening, that you might be a good boy, and I want you to stay in my class. Do not leave me."

The next morning before she arose, the servant came to her and said a little boy wished to see her. She dressed, went down stairs, and found Johnnie on the sofa weeping. She put her arm around his neck, and he said to her, "My dear teacher, I have felt so sorry ever since I got your note, I want you to forgive me." "Let me pray for you to come to Jesus," said the teacher; and she knelt then and there, and prayed. Now, Mr. Wannamaker says, he is one of the best boys in the school. So it was love that broke that boy's heart.

Finding Himself in the Hospital.

"What place do you call this here?" Benny asked, at length; "and how did I come here?"

"This is the Victoria Ward of St Thomas's Hospital," answered the same soft voice, "and you were run over in the street this morning, and brought in. That is all I know about you my little fellow."

"Oh, I remember now," said Benny, with a flash of returning intelligence. "I was trying to find some work, and was running across the street, when I got knocked down."

"Trying to find work!" echoed his new friend. "Such a tiny mite as you looking out for work?" she repeated, half incredulously, half pityingly.

"Yes; 'cause father can't work; he's bad and won't never be no better; and mother, she can't do anything half her time, 'cause of her hands. So I was thinking of trying for something, and I had earned a penny already," he added, as if to prove his own powers, for the compassionate look on the face before him seemed rather to doubt his capabilities.

"You are indeed beginning betimes," she rejoined, with a little sigh; for she knew how long it would be before the poor maimed little form would be going about again.

"I must get up and go back to mother now. I s'pect I've been away a long time already."

"No, my boy, you must lie quite quiet and still where you are for the present," said the lady, who was training at the hospital to be a nurse. And she put her hand gently on him as he was about to attempt to rise. "You can't get up yet, so don't try."

"But I must go to mother!" he cried, his large brown eyes fixed wistfully upon the other's face,

whilst tears began to gather in them. "I want mother, and she'll want me, and she won't know what has become of me. If I don't never go back she'll think I'm killed." Tears were pouring down the little cheeks by this time.

"My poor little man, it is impossible for you to go back now, because you have been hurt very badly, and it will be some time before you can walk again. But we'll try and let mother know all about it, and some day, I dare say, she'll be able to come here to see you. And, we may be able to tell her how good you have been.

But Benny could not repress that yearning for "mother" which grew sore; the more his pain increased. His longing was so great to lay his tired little head down upon her breast. For all around him was strange, pleasant though it might be. But it was not home.

Oh, the magic sound of that word! the hold it takes upon the heart! Poor little Benny loved that dark, dreary, miserable room in Pincher's Alley, in spite of its wretchedness, just because it was home; and he would rather have gone back there than stayed amidst all the comparative grandeur of his present surroundings.—*Quiver*.

A Champion Better.

The following story is going around in French military circles:—An officer, Verdier, was celebrated in his garrison for winning every bet. None of his comrades could ever boast of having been victorious, and at last no one cared to enter a bet with him. One day Verdier was transferred to another regiment, but the fame of his peculiar luck had already spread before him.

After a supper tendered him by his new comrades on the evening of his arrival, and when the champagne made its appearance, General B. called out:—"Is it really true, Verdier, that you win every bet?"

"So it is, General."

"But how then, do you do it?"

"Oh, very simply. I am a physiognomist, and bet only when I am quite sure."

"You are a physiognomist. Well, then, what, for instance, can you read now in my face?"

"I can see," said Verdier, promptly, "that your old wound on the upper and back part of your leg is broken out again."

"Nonsense," thundered out the General, "I never had a wound there!"

"I beg pardon, my General, but—"

"No but! after I assure you, sir."

"Perhaps you do not like to speak of it; perhaps a duel—"

"*Le diable!*—you won't believe me. What will you bet?"

"Anything you please, General."

"Five hundred francs."

"All right, five hundred francs."

"The gentlemen present are witnesses." With these words the General at once proceeded to divest himself, *sans gêne à la Suwarow*, of his clothing, and a scrutinous inspection by all present revealed the fact that there was no trace of a wound by sword or ball.

"You have lost the bet, Verdier!" shouted the General, packing himself up again.

"I have lost, indeed, this once. Men may err sometimes. Here are your five hundred francs."

The General put the money with a chuckle into his pocket. After he arrived home he at once wrote to his old chum, the General in command of

Verdier's former regiment:—"DEAR FRIEND,—The story about Verdier's luck is all humbug! He just made a bet that I had a wound on my back for five hundred francs, and, of course, lost it."

The answer came back:—"Your naiveté is truly charming! Your winning of the five hundred francs cost me two thousand, which Verdier bet me on the day of his leaving that he would make you, on the first evening of the meeting, take off your inexpressibles in the presence of your officers, and that you yourself would inform me of it."

Selected.

Report of Dr. S. P. May Superintendent of Depositories,

ON THE EXHIBIT OF THE EDUCATION DEPARTMENT AT THE INTERNATIONAL EXHIBITION HELD IN PHILADELPHIA IN 1876.

The Honourable S. C. Wood, M. P. P.,
Commissioner of Agriculture.

SIR,—Having received instructions from the Honourable the minister of Education to prepare for you a brief Report of the Exhibit of the Ontario Education Department at the International Exhibition, held at Philadelphia in 1876, I have the honour to subjoin it herewith.

The Education Department of Ontario exhibited at Philadelphia a collection of school material and appliances which has received numerous encomiums from the press and commendatory remarks from prominent foreign Educationists.

It consisted of a large collection of Maps, Charts, and Diagrams, Globes, School Apparatus, Object Lessons and Library and Prize Books from the Educational Depository, also, a small number of specimens of Pupils' work and some very fine Photographs and Models of School Buildings.

The whole exhibit was so arranged as to show that the development of the intellectual and physical faculties, and the acquisition of knowledge and science is more easily acquired by the use of models, maps, apparatus, &c., than by any other method of teaching.

This was so successfully effected that I do not hesitate to assert that in all the vast array of examples of the triumphs of Industry and Art from different nations, no country has been crowned with more successful results, or given more striking proofs of intellectual progress than was manifested by our Educational Exhibit at Philadelphia.

The Maps were displayed on an ornamental wall one hundred and ten feet long and thirty feet high, so constructed that an increased amount of space could be utilized. This wall was surmounted by a very handsome cornice with walnut pillars and pedestals at the ends; in the centre was a principal archway, and at the summit of this archway was displayed the Royal Arms of Great Britain (the largest in the whole Exhibition), beautifully carved and gilded underneath were shields in relief of the Arms of the Dominion and of Ontario, a large ornamental shield of the Arms of Education Department with a scroll "Education Department of Ontario."

Two smaller archways at the side were also ornamented with appropriate symbols representing the advance of Education, and on the principal pillars were busts (life size) of Her Majesty Queen Victoria and Prince Albert.

In front of the wall several alcoves were built, thus multiplying over ten times the quantity of display space.

The principal wall was covered with Geographical and Physical Maps mounted in heavy walnut frames, whilst the walls of the alcoves were covered with charts and diagrams illustrative of the various branches of science.

From the blending of the colours and the prettily attractive backgrounds being of a neutral tint, the maps, charts, &c., were thrown out in relief, and enhanced the attractiveness of the exhibition, and in the fact of the wall being so much elevated above the other goods displayed in the Canadian Department, is formed a very pleasant exhibit, and added very much to the general effect of the whole Canadian court.

The apparatus, globes, books, natural history, and object lessons, &c., were displayed in large glass cases fitted up especially to suit the class of goods exhibited.

In the top of these cases were life size busts, including copies from the originals in the South Kensington Museum, of the Prince of Wales, Princess Wales, Shakespeare, Sir Isaac Newton, Herschel, Galway, &c.

From the prominent position and the excellence of the display of the whole Educational collection, it became a source of great interest to general visitors.

The Educational Court was thronged daily with thousands who previously were actually ignorant of the geographical position of Ontario, and who were surprised to find our Province so far advanced in Educational matters.

To those who were particularly interested in Education, and also to those who were seeking information for immigration and other purposes, was presented a special Report relating to the Educational Institutions of Ontario, prepared by the Minister of Education for distribution at the Exhibition.

So much having been said by the Press in favour of our Educational Exhibit, it is necessary for me to explain how we succeeded in winning this victory by our display over that of other countries, and to show in what special department we excelled.

In the Ontario Education Department were exhibited the tools, so to speak, by which the Teachers' work is successfully performed.

The United States Educationists, who were the best representatives of Education in the whole exhibition, did not do this; their chief exhibit consisted of pupils' work. They had hundreds of bound volumes containing specimens of writing, composition, arithmetic, &c., and as the sequel proved, they were of little interest except from the immediate localities represented, and who in many cases were personally acquainted with the pupils. Foreigners, as a rule, would not take the time to examine these books, and when they did so, a few specimens satisfied their curiosity.

It is a well-known fact, that the great attraction for visitors in the Machinery Hall was to see the Machinery at work; they were only partially satisfied with knowing that certain articles could be produced, but were anxious to see how the work was accomplished. It was precisely the same in regard to education; they were not so much interested in the pupils' work, but preferred examining the appliances used in teaching.

The different States of the Union spared no ex-

pense in preparing their educational exhibits; the State of Pennsylvania alone spent \$15,000, and erected a building for their own use. Other States also contributed largely for their own special exhibits, yet it was generally acknowledged, even by the people of these States themselves, that our representation was the most complete in the whole exhibition - of the most value for educational purposes, and of the most interest to visitors.

As the Deputy Minister, Dr. Hodgins, in his Report to the Minister, will give a full and explicit comparative statement in reference to the educational exhibits of other countries, I shall only briefly refer to the articles exhibited suitable for Public Schools in the British Department. It consisted of a few books, maps, charts, &c., from a limited number of publishers in Great Britain; the collection was altogether very meagre.

The editor of the *Manchester Guardian*, referring to educational matters, says:—"The only thing which redeemed the British exhibit, was the collection from the Education Department of Ontario."

The whole of our exhibit was classified into twenty-six Classes, and the articles all numbered to correspond with the numbers in a descriptive catalogue which I compiled for distribution during my stay in Philadelphia. This classification will be found fully set forth in the Report of the Deputy Minister; it is not necessary therefore that I should give a statement here.

Kindergarten illustrations were included in the 26th, or last, of these Classes, and also attracted much interest. Kindergarten instruction was first introduced into Germany by Froebel, of Hamburg, who devoted his life to improving methods of elementary instruction; his great principal was to combine amusement with instruction.

This branch of education is now receiving great attention in the United States. Schools for instructing very young children by this method are being formed.

From conversation with the leading educationists, however, I do not think it will ever become popular on this continent. They all agree that the mind should be educated through the eye, but they prefer for that purpose Object Lesson teaching, as recommended by our Department. In connection with our Department was a very fine exhibit from the Institute for the Blind at Brantford; it consisted of Books of Instruction, Apparatus, Maps, &c., for teaching the blind, part of which was constructed by Principle of that Institution, Mr. J. Howard Hunter, and fancy work, willow work, &c., by the blind pupils.

This exhibit was not only admired for the neatness and excellence of its work, but naturally created a sympathy for those of our fellow creatures who are deprived of sight.

This exhibit was far more deserving than many others that were awarded International Medals, but it has not yet been recognized by the Judges, although Dr. Hodgins and I repeatedly called at the Awards Department and represented the matter to the officials.

In concluding this Report I may remark, that the Educational exhibit was awarded the Gold Medal by the English Judges for the Canadian Department, and International Medal and Diploma by the Centennial Commissioners. We are also promised some public testimonial for our completeness as a collective government exhibit.

It is also very gratifying to state, that the company who have purchased the Main Building at

Philadelphia, have decided to devote a very large space to education on a similar plan to that of Ontario Educational Museum.

In addition, they intend having Model Rooms fitted up with the necessary apparatus, &c., for the different grades of schools.

At a meeting of Educationists held in Philadelphia a few weeks ago, convened by the chairman of the Permanent Building Company, to meet the members of that body, it was decided that this portion of the Exhibition should be under control of an Educational Committee consisting of the Hon. Mr. Wickerham, Superintendent of Education for the State of Pennsylvania, Professor Apgar, Superintendent of Education for the State of New Jersey, and myself as representing the Education Department of Ontario.

As I am the only foreigner chosen to act on this Committee, it evinces an appreciation of our Museum and Depository systems, and I may say further that the two gentlemen appointed as my colleague are strong advocates of the establishment of similar Institutions in the United States.

I have the honour to be Sir,
Your obedient servant,
(Signed) S. P. MAY,
Superintendent of Depositories.

Education Department.
Toronto, 20th December, 1876.

Poetry.

An Epistle to a Pedagogue.

BY H. J. DANIEL.

Sir, in your school you should not try to teach
Things to a boy beyond his mental reach,
Nor think in longest words of loudest sound
The greatest learning only can be found;
Where niggard nature gives but little brain,
Your books are blanks, and will as blanks remain.
Some boys repeat (I know about a score),
There parrot-lessons glibly o'er and o'er—
And whilst the memory has never er'd
They may not understand a single word—
Teach them to *think* instead of cramming down,
With Lindley Murray's help, a verb on noun,
Or if you will insist on mood and tense,
Use at the same time a little common sense;
For rest assured your labor is but vain,
Unless you take the trouble to *explain*:
Has it ne'er entered your recondite head,
That youthful minds must not be forced but *led*?
Judicious teaching cheers the studious hours,
And learning's thorny path has some few flowers;
Then smooth the road to knowledge if you can,
Resign the bad and try a better plan:
While you sustain the high scholastic state,
Your own responsibility is great.
Let not your pupils your pursuits condemn;
On you depends their future, not on them.
These boys of yours when up to manhood grown,
May yet be famous or remain unknown—
May shine like stars that light the vaulted skies,
May sadly fall, or eminently rise.
In either case, if you your duty do,
The praise and not the blame will rest on you,
I'm quite aware that learning is profound
In ancient Greece—but is your judgment sound?
And when old Homer's verse is mouthed about,
Can you it; beauties see, and point them out?

If not, the mere translation is a farce,
The bard is lost, however well you parse;
And what will *tupto* conjugated through
Without a blunder, for a stripling do?
Harsh are the strains that leave the sweetest lyre
To him whose breast feels no poetic fire;
Far better fling the immortal page away,
Than rear it as a task from day to day.
I well remember when at school myself,
How often Virgil lay upon the shelf;
Thereto consigned with many a bitter curse,
For nothing seemed more hateful than his verse.
And why? Because the master never taught
The bard's true meaning as of course he ought,
But left us all to murder unprepared,
The dull dry lesson, loath'd but never loved.
Assist him through his lexicon to search,
Speak kindly to the lad and save the birch;
These last few words of mine pray don't forget,
Stripes never made a perfect scholar yet.
—*Uxbridge Journal*.

Growth in Giving.

BY MRS. CHARLES.

Is thy cruse of comfort failing?
Rise and share it with another,
And through all the years of famine
It shall serve thee and thy brother.
Love divine will fill thy storehouse,
Or thy handful still renew,
Scanty fare for one will often
Make a royal feast for two.

For the heart grows rich in giving,
All it's wealth is golden grain;
Seeds which mildew in the garner,
Scattered, fill with gold the plain.
Is thy burden hard and heavy?
Do thy steps drag wearily?
Help to bear thy brother's burden;
God will bear both it and thee.

Is the heart a well left empty?
None but God its void can fill;
Nothing but a ceaseless fountain,
Can its ceaseless longings still.
Is the heart a living flower?
Self-entwined its strength sinks low;
It can only live in loving,
And by serving love will grow.

What of That.

Tired! Well, what of that?
Didst fancy life was spent on beds of ease,
Fluttering the rose leaves scattered by the breeze?
Come! rouse thee! work while it is called
day!
Coward, arise! go forth upon the way!
Lonely! And what of that?
Some must be lonely. 'Tis not givin' to all
To feel a heart responsive rise and fall—
To bend another life into its own.
Work may be done in loneliness. Work on.
Dark! Well, what of that?
Didst fondly dream the sun would never set!
Dost fear to lose thy way? Take courage yet!
Learn to walk by faith, and not by sight,
Thy steps will guided be, and guided right.
Hard! Well, what of that?
Didst fancy life one summer holiday,
With lessons none to learn, and naught but play

Go! get thee to thy task! Conquer or die!
It must be learned! Learn it, then, patiently.

help! Nay, 'tis not so;
Though human help be far, thy God is nigh—
Who feeds the ravens, hears his children cry.
He's near thee whereso'er thy footsteps roam;
And He will guide thee, light thee, help thee
home.
—*Shelburne Free Press.*

Children's Department.

We are compelled to curtail our remarks this month, as the amount of space allotted to us is very small. We have room, however, to say that we are somewhat disappointed, because, while every month brings us new names and competitors for the prizes, every month also finds the names of old friends struck off our list of competitors. The object of this department is to amuse and instruct the children of our readers, and if we cannot interest them sufficiently to induce them to reply to our puzzles every month, we shall feel that our efforts have been in vain. Our awards next month will be made only to those who have solved some of the problems in each number and who have written us a letter. Those who have not done this will be struck off the list, and will receive no prize. On the result of this distribution, which will be determined by the number of letters we receive before the 25th, will depend the matter of offering further prizes in our next. Meanwhile, we present no new puzzles in this issue, but by request, we republish in this number our "hidden counties" puzzle, which appeared in the January issue, and whose answer is given in this number. Very few have given a full solution to this puzzle, though it is very simple—not nearly so hard as it looks. Perhaps some teachers or others can furnish similar puzzles for publication, and aid us to help our young friends think and act for themselves.

Answers to Puzzles.

No. 1—

B	F
O R E A D	A R T
E A R	F R U I T
D	T I N
	T
F	C
E R A	P A N
F R U I T	C A K E S
A I R	N E T
T	S

No. 2—Eagle.

No. 3—Find the answer to this and send us your name.

No.—Bruce, Peel, Grey, Oxford, Halton, Welland, Brant, Perth, Waterloo, Kent, Leeds, Edlington, Essex, York, Wentworth.

No. 3.—Jack and Gill went up the hill

To get a pail of water;
Jack fell down and broke his crown,
And Gill came tumbling after.

No. 6.—Sun-beam.

HIDDEN COUNTIES PUZZLE.

Tom Bruce and Joe Peeler started out one fine afternoon to have some fun. They saw a grey fox and a stream, but compelled it to halt on the hill

beyond by shooting it. As it was dirty they took it to a well and washed it. They were then at a loss to know whether to go and get some bran to stuff it, or skin it, and, after shooting some more foxes, dispose of the skins at so much per thousand. The water looked black and dirty, so they had it taken to the stream and thrown in. They then hailed little Edson Scadding. "To-night," said Joe, "we'll have some fun, I guess." "Excuse me, Joe," said Edson; "how much do you want for your fox?" Joe hesitated and looked at Tom, who was willing to sell his share for six York shillings. Joe agreed to accept the same, and after receiving the money they proposed to go home. So after a little pleasant conversation they went, worth twelve shillings more than when they started out.

Publishers' Department.

A LITTLE ABOUT THE PAST—SOMETHING ABOUT THE FUTURE.—"That every man is a debtor to his profession is not an original, but it is a true remark, and the world is debtor to the philosopher who so tersely stated a grand truth. Gratitude is among the noblest traits of the human character—one whose beauty is so widely recognized that even those who are dead to most other fine feelings scout him who has it not. If the extent of beneficence regulates gratitude, then should we be vastly grateful to the profession which affords the wherewithal to supply our wants and desires. It has kept us, fostered us, elevated us. What more equitable than that we should guard and uplift it in return, as far as in us lies? To be in a position to render a profession service, it is of the first importance that we understand what is demanded in a proficient follower of it, so that we may comply with the requirements. To this end it is essential that we give it persistent study, not only from a sense that to understand as much of it as may be requisite to enable us to supply our needs, but, also, from a belief that the subject is worthy of contemplation and research for its own sake. Prosecuting investigation in the latter spirit, desire will grow with what it feeds upon, and the happiest results may be with confidence looked for."

This by way of preliminary to a few remarks to our readers about the COMPANION AND TEACHER. Many, as well as ourselves, are aware that we require a great deal of assistance from inspectors and teachers, in order to be successful in laying before them a really good teachers' journal. And just here we will say that, though we now ask a more liberal assistance than has yet been given us, we are far from disappointed with what has been done—nay, we are pleased with the readiness with which our requests have been complied with. Our contributors have become so numerous that it is now a somewhat difficult task to select from their contributions such articles for insertion in the next issue of our magazine as will best serve the interests of our subscribers. We cannot insert all, and we trust those whose articles may not be inserted at once will have sufficient confidence in us to believe that we are performing our duty as impartially as possible, and that while we will endeavor to please them by giving preference to their favors, our aim will at all times be "to benefit our readers first." Our subscription list, too, has been steadily increasing, and quite as fast as we have had any reason to expect under the

circumstances. We have now, however, given our readers an evidence of what we are going to do for them, and we believe we are justified in asking our friends to help us *at once* to circulate the COMPANION AND TEACHER more widely than it is now circulated. With our present subscription list of 1,500 we have no reason to be ashamed; but what are 1,500 teachers out of the 6,000 now teaching in Ontario; and what are those to the total number engaged in Canada? Add to those, say three (trustees or others), in every school section, and it will be seen that about 50,000 would be our circulation if only those who are *directly* interested in education in Canada became subscribers. But are they the only ones who would derive benefit from reading our magazine? Would not the cause of education be advanced if teachers would endeavor to induce parents and guardians to subscribe for an educational journal? Most people now take a political and a religious paper, and should the other be neglected? Can our teachers expect the people to be deeply interested in a subject about which they do not read much and know less?

These and a thousand other thoughts we would like our readers to consider, and if they agree with us, and believe that the COMPANION AND TEACHER is worthy of a recommendation, we ask them to act accordingly, and assure them that the bread thus cast upon the waters will return to them after many days; for much good will assuredly follow a more general introduction of our magazine in the homes of the people. Inspectors can do a great deal, as some have already done, by informing the younger teachers of the existence of the COMPANION AND TEACHER, and advising them to subscribe. We are going to make our paper such an one that no teacher can afford to do without it. It has taken us months to make the arrangements that are now almost complete. Each of our departments will be in the hands of a special Editor, each of whom will strive to make his department the most interesting and useful. At the low price of \$1 per annum our profits are so small that we can only make it pay by securing a large circulation. We have now only to add that we want 1,500 more subscribers, and that if, through the exertions of our friends, they are forthcoming before the close of the present volume, we will begin the next by introducing further improvements and enlarging—though to what extent we leave our readers to say. As this is a matter that is personal to all, we trust the remarks we have now made will be the only call we will require to make for assistance from our readers. Each can do something; how many will do it?

AN OPINION.—The following, from a subscriber who, before receiving the first number of the COMPANION AND TEACHER, had obtained several names to form a club for the same, but who, after its receipt, returned the subscribers their money because the number did not come up to his expectations, will speak for itself:—

"As you have acknowledged, the first number contained too little educational matter, and too much light reading. File up the items—all you can get such as you had in the February number. Clean from reports of Board Meetings little interesting facts wherever you can get them, and I guarantee every one of them will be eagerly devoured by teachers. I am exceedingly anxious that you should make the TEACHER a success, as I have all along considered it ahead of the *Journal of Education* as essentially a teacher's magazine. I

have two papers * * * * to either of which you are welcome if you think them worth publishing."

We feel assured that our correspondent, as well as all our readers, will be pleased with the improvement in this number. The ball is rolling now.

AN ADVERSE CRITICISM.—Among the hundreds of complimentary notices that have been given by the press to the COMPANION AND TEACHER since its introduction, only one unfavorable criticism has been given, and that by the *Montreal Witness*, as follows:—"Our Home Companion and Canadian Teacher (London, Ont.) offers chromos and very fine crayons as premiums to subscribers. The magazine itself is of no great importance, but many will take it for the sake of the pictures." We thank our critics quite as much for their opinion of our magazine as of our premiums, because while the latter is unprejudiced, the former cannot be considered so, since the publishers of the *Witness* also publish the *New Dominion Monthly*, a rival magazine whose success has been so limited that the publishers are naturally jealous when a magazine of "no great importance" like ours steps into the field and at once becomes popular. We want "a fair field and no favor," and are willing to allow the COMPANION AND TEACHER to stand or fall according to its own merits as judged by its readers. Guess the *Witness* did not read it.

IRREGULAR DELIVERY.—While we have confessed our inability to issue the last few numbers of the COMPANION AND TEACHER in time, and gave our reasons for this in our last number, we do not care to be blamed for more than we deserve. For some reason or another some of our subscribers have failed to receive the February number, and in a few cases the January number was not received. About 30 or 40 complaints have been received about the non-arrival of the last number. The fault, however, has not been ours, for every number has been mailed to every subscriber on our books. We have reason to suspect irregularity in at least one office, and have taken the necessary steps to ensure prompt delivery hereafter.

OUR NEXT NUMBER.—By the time this number reaches our readers our next will be in the printer's hands. In this way alone can we get back to our usual time for publication, our arrangements for printing being such that we cannot command enough hands to hurry it out at any other time of the month than from the 20th to 25th. Hereafter our readers may expect their numbers during the first week of each month.

\$1 PER ANNUM.—After the first of April no premium will be given with the COMPANION AND TEACHER at this price. If a crayon or chromo is wanted, send the amount named in another column. We take this action because the majority of our subscribers want our magazine without any premium. The *Montreal Witness* may take a note of this.

LATE.—We regret that we are compelled to go to press this month without our accustomed piece of music, which, for some unknown reason, has not come to hand. We hope the omission will not occur again.

DON'T FORGET IT.—A liberal support and a reasonable addition to our subscription list will enable us to complete arrangements for further improvements with the opening of our next volume