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# The Canada School Journal.

VOL. II.

TORONTO, JANUARY, 1878.

No. 8.

## THEODORE H. RAND, A.M., D.C.L.

Theodore Harding Rand, Chief Superintendent of Education in the Province of New Brunswick, is one of the most earnest, accomplished, and successful educationists of our time; and as such we have pleasure in laying before our readers an outline of his career and work. Born in Cornwallis, Nova Scotia, in 1835, he is now forty-two years of age. After the usual common school training of thirty years ago, he attended Horton Collegiate Academy, and passed thence into Acadia College, where he graduated with honours. In 1863 he received his degree of A.M., and in 1874 his *alma mater* conferred on him the honorary degree of D.C.L. After teaching for a short time in Horton Collegiate Academy, he was in 1860 appointed to the chair of English and Classics in the Provincial Normal School at Truro, Nova Scotia. In this position he distinguished himself by his enthusiastic devotion to his work; and his intelligence, aptitude and zeal in developing the best methods of instruction won for him the respect of the students and the affectionate confidence of the late Dr. Forrester, then Principal of the institution and Superintendent of Education in Nova Scotia.

The school system of that Province was then sadly chaotic and ineffective. Teachers were, as a rule, ill-fitted for their work, and their pay was paltry for such poor work as they managed to perform. School houses were ugly, uncomfortable and unhealthy; and not nearly one-half the children of school age attended school. The revelations of the Census of 1861 startled the country, and convinced thinking men that reform, prompt and thorough, in educational law and policy, was essential to the future welfare of the country. Mr. J. W. Dawson, Principal of McGill College, the Rev. Dr. Forrester and other gentlemen did much to prepare the country for the necessary stride in advance. In 1864 a Free School Law was enacted, intended to bring a fair common school education within reach of every child in the Province. The Government of the day selected Dr. Rand for Provincial Superintendent, and upon him accordingly devolved the grave responsibility of putting the new law into operation. The task was a most onerous one, for, though the leaders of both political parties combined in maturing the Act, and though the educated sentiment of the country was mainly in its favour, yet there was a population to be dealt with which had

known little or nothing of direct taxation, and which regarded it with dread and abhorrence. The multitude recoiled from the apparently heavy, inevitable, unprecedented burdens on property. The Act, in some particulars, proved clumsy and unworkable, and there was for some time considerable apprehension that the agitation which had sprung up in favour of repeal might prove successful. Happily, Dr. Rand, by his indomitable energy and tact—by his tours through the country, his skilful management of the springs of influence, and his clear and forcible expositions before the Government and the Legislature, turned the agitation for repeal into an irresistible plea for recasting, amending and perfecting the law. The improved Act of 1865, carefully matured by him, is, in all essential features, the school law of Nova Scotia to this hour.



The Free School Act was now safe. Many who had opposed it most keenly became its strenuous defenders when once they witnessed its practical operation. A *Journal of Education* was established, and by means of it he was able to communicate with teachers and trustees regarding the law and its proper working. A uniform series of school books was introduced, vastly superior to any previously in use. But in nothing was improvement more marked and sudden than in the erection of school houses throughout the Province. They rose as if by magic in all parts of the land. To-day a "log school house" is a curiosity for which one would search in vain from Cape North to Cape Sable, but in 1864 log school houses, and shanties quite as comfortless and ill-looking, might have been found by the score. In the new buildings the laws of health are not treated with old-fashioned contempt, nor are comeliness and the require-

ments of good taste ruthlessly ignored. The teachings of Dr. Rand on these points were borne far and wide over the country in the pages of his *Journal*, and became fruitful of the best results. Under the old *regime* every county had its board for the examination and licensing of teachers, and some counties had two such boards. Each board pursued its own method of testing the attainments and merits of candidates for license; and the standards of excellence were as various as the boards of examiners. The value of licenses was therefore extremely uncertain, and gross injustice was often inflicted upon the best men and women in the profession. To remedy this evil he organized a system of examination and of grading equally just to all, under which carefully prepared examination papers are placed in the hands of candidates for license.

These must be worked without aid in presence of a local examiner or inspector, the results being transmitted to the Superintendent, who submits them to a central board of examiners. The teacher's grade is fixed and the license issued in accordance with the figures of these examiners, and the license is then good for all parts of the Province, the holder, wherever engaged in teaching, being entitled to a certain uniform sum from the Provincial Treasury, and the balance of pay being made up from a county fund and a section fund. This system of examination, faithfully carried out, ensures fair play to teachers, and tends to raise the standard of attainment from year to year. The system which we have here outlined was first introduced on this continent by Dr. Rand: in its main features it was subsequently adopted in Ontario.

During the five years and a half that Dr. Rand was Superintendent of Education in Nova Scotia, the progress in all that related to education was unprecedented. Actually, as well as legally and theoretically, a free school was placed within reach of almost every child in the Province. The attendance leaped at a bound from 37,000 in 1864 to 75,000 in 1869. Excellent text books were introduced and sold at greatly reduced prices. The system of support was so adjusted between province and county and section as to cease to be felt burdensome. School houses, instead of being a scandal and a reproach to the country, were now among the comeliest objects in the landscape. Teachers were honestly graded; their salaries were largely advanced; their professional enthusiasm and *esprit de corps* were developed by means of Teachers' Institutes and Educational Associations; and the throb and stir of real life and progress were felt in the obscurest corners of the land. Early in 1870 Dr. Rand was removed from office, apparently for political reasons, and under circumstances which created a great deal of dissatisfaction at the time amongst the friends of education in the Province. The value of his services appeared even more fully after his dismissal than during his period of active work. But he was not destined to remain long unoccupied. He utilized his enforced leisure by studying on the ground the educational methods adopted in England, Scotland, and Ireland, and visiting the most noteworthy schools. His own experience fitted him to profit by what he heard and saw; and he returned from intercourse with the foremost educationists of the parent land more than ever convinced of the importance of national, in contradistinction to sectarian, education.

In 1871 the Legislature of New Brunswick adopted the Free School system. The New Brunswick Act in its main features resembled that of Nova Scotia, but there were improvements suggested and enforced by Nova Scotian experience. The Government offered Dr. Rand the office of Chief Superintendent of Education in September, 1871; he accepted it, and entered soon afterwards on the discharge of his duties. In his new sphere his experience in Nova Scotia was of great use to him. He well knew the arduous task that lay before him, and he addressed himself to the work with all his accustomed energy and tenacity of purpose. He has done for education in New Brunswick all, and more than all, that he did for education in Nova Scotia. He was in entire sympathy with the law, and carried it out faithfully. There were appeals by the friends of Separate Schools to the Courts of Law, to the House of Commons at Ottawa, and to Her Majesty's Privy Council. The constitutionality of the Act was vindicated by all the courts, and the interference of the House of Commons was unavailing. Dr. Rand was not an idle spectator of the intensely exciting contest which was carried on for a period of four years—in the local courts, at the polls, in the Local Legislature, in the House of Commons at Ottawa, and finally in the Colonial Office, and before Her Majesty's Privy Council—and he now enjoys the remarkable distinction of having brought into operation in two Provinces an enduring and efficient system of public education. He has been heart and soul in the work, and his success has been at the same time solid and brilliant. The New Brunswick School Law is not surpassed anywhere in the completeness of its provisions for the education of the whole people. In the face of a most resolute opposition, there had been set in operation, at the date of the last Education Report, 1,274 schools. The number of school houses had in the same period increased 112 per cent., and the rooms belonging to them had increased 158 per cent. Of houses previously built, 66 per cent. had been enlarged and repaired. School furniture of the most approved pattern had been introduced into one-half the schools in the Province. The value of school houses, grounds and furniture, owned by trustees, had run up in five years from \$125,000 to \$777,000, and there was insurance on buildings and furniture to the extent of \$222,550. Pupils had increased 54 per cent.

A new Normal School—a very fine building costing \$50,000—has been erected, and is well equipped for the training of teachers. Twenty-five per cent. of the schools are graded; the status of teachers has been vastly improved; their remuneration exceeds, on the average, that received by the teachers of any other Province east of Manitoba, and arrangements are being made further to encourage a life-long devotion to the profession. An Educational Institute has been organized, embracing the whole Province; and Teachers' Institutes are being set in operation in each of the counties. An *Educational Circular*, containing over 100 pages, is issued semi-annually, and keeps teachers well informed on the law and their own profession. The new school system is now practically accepted by all classes and creeds of the people of New Brunswick.

Dr. Rand is President of the Educational Institute of New Brunswick, and a member of the Senate of the University of New Brunswick. The Baptist Convention of the Maritime Provinces (of which, in 1875-6, he was President) recently elected him one of the Governors of Acadia College, his *alma mater*. Few men have devoted themselves so unreservedly to the cause of education, and perhaps fewer still have seen their efforts crowned with such signal success.

### THE HOUSE THAT JACK BUILT.

[The following is probably the finest grandiloquent paraphrase in existence. Observe how the author avoids tautology—always reiterating the same idea but never repeating the same language. Even the simple name of John is expressed in English, French, German, and Russian, while the poor cow, dog, cat and rat are rolled over and over through the complicated verbosity. The whole picture is the work of scholarship and patient genius. It was written by Anon—that modest but immortal author who has written some of the best things in every language:—]

Behold the mansion reared by dædal Jack.

See the malt stored in many a plethoric sack,  
In the proud cirque of Ivan's bivouac.

Mark how the rat's felonious fangs invade,  
The golden stores in John's pavilion laid.

Anon, with velvet foot and Tarquin strides,  
Subtle Grimalkin to his quarry glides—  
Grimalkin grim, that slew the fierce rodent  
Whose tooth insidious Johann's sackcloth rent.

Lo! now the deep-mouthed canine's foe's assault,  
That vexed the avenger of the stolen malt,  
Stored in the hallowed precincts of the hall  
That rose complete at Jack's creative call.

Here stalks impetuous cow with crumpled horn  
Whose the exacerbating hound was torn  
Who bayed the feline slaughter beast that slew  
The rat predacious whose keen fangs ran through  
The textile fibres that involved the grain  
That lay in Han's inviolate domain.

Here walks forlorn the damsel crowned with rue  
Lactiferous spoils from vaccine dugs, who drew  
Of that corniculate beast whose tortuous horn  
Tossed to the clouds in fierce vindictive scorn,  
The harrowing hound whose braggart bark and stir  
Arched the lithe spine and reared the indignant fur  
Of puss, that with verminicidal claw  
Struck the weird rat in whose insatiate maw  
Lay reeking malt that erst in Ivan's courts we saw.

Robed in senescent garb that seemed in sooth  
Too long a prey to Chronos' iron tooth,  
Behold the man whose amorous lips incline,  
Full with young Eros' osculative sign,  
To the lorn maiden whose lac-albic hands  
Draw alba-lactic wealth from lacteal glands  
Of the immortal bovine, by whose horn,  
Distort, to realm ethereal was borne  
The beast catulean, vicer of that sly  
Ulysses quadrupedal who made die  
The old mordacious rat that dined devour  
Antecedaneous ale in John's domestic bower.

Lo! here with hirsute honors doffed succinct  
Of saponaceous locks, the priest who linked  
In Hymen's golden bands the torn unthrift  
Whose means exigious stared from many a rift  
Even as he kissed the virgin all forlorn  
Who milked the cow with implicated horn,  
Who in fine wrath the canine torturer skied  
That dared to vex the insidious muricide  
Who let the inurnal effluence through the pelt  
Of the sly rat, that robbed the palace Jack had built.

The loud, cankerous shanghai comes at last  
Whose shouts aroused the shorn ecclesiast,  
Who sealed the vow of Hymen's sacrament  
To him who robed in garments indigent,  
Exosculates the damsel lacrymose,  
The emulator of that horned brute morose  
That tossed the dog that worried the cat that killed  
The rat that ate the malt that lay in the house that Jack built.

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## The Canada School Journal.

TORONTO, JANUARY, 1878.

### SCHOOL DISCIPLINE.

It is frequently a matter of some difficulty to decide, as magistrates are occasionally required to do, when a teacher in flogging a pupil has overstepped the line which separates legitimate corporal punishment from unwarrantable assault. It would certainly be going too far in one direction to say that there should be no right of appeal to the civil power against abuse of authority, just as it would be going too far in the other to say that the magistrate should have a moral and legal right to review and pass judgment upon every case of flogging in school. There is, no doubt, a golden mean which may easily be determined in every particular case if all parties concerned are disposed to act fairly by each other, and endeavour to bring to its consideration judgments unclouded by passion or prejudice. There is no doubt that in this country corporal punishment in schools, when it is not excessive, is perfectly legal, and the general feeling seems to be in favour of leaving it so. Many experienced educationists have discussed this question, and though all of them have condemned over-indulgence in a mode of punishment which is apt to have, even when temporarily efficacious, a demoralizing effect on both teacher and pupil, there are few who do not admit the necessity of leaving in the teacher's hands some discretionary power as to the time and mode of its infliction. There is still unfortunately far too much flogging in schools, but it may fairly be questioned whether magisterial interference is the best means of abolishing it. Trustees or School Commissioners are perfectly justified in regarding the frequent use of the rod as a tolerably sure sign of want of moral power in a master. There are other methods of dealing with refractory or careless pupils which the high-minded and enthusiastic teacher will readily discover, and the most effective way to discourage flogging in schools is for trustees to manifest a marked preference, other things being equal, for the teacher who can govern his school successfully without resorting to corporal punishment. But in truth "other things" are rarely equal in such a case, for as a rule a man who has moral power enough over his pupils to maintain perfect discipline without resorting to brute force will be found superior also in intellectual power and culture.

These remarks have been occasioned by a recent case of

magisterial interference with school discipline in Halifax. A teacher who had flogged a boy was brought before a magistrate and fined—an occurrence by no means uncommon. The School Board, however, took the matter up, and after investigation stood by the teacher, paid his fine, and decided that he had gone no further in the infliction of punishment than the nature of the offence warranted. As a rule this is the safest course for School Boards to pursue. So long as corporal punishment is allowed, the parents of flogged boys will be apt to think the teacher has either overdone the flogging or flogged the wrong boy, and as an appeal to a magistrate is the most convenient resort it is made accordingly. Discipline maintained by means of the rod may not be the highest type of school discipline, but it is better than none, and there is no surer means of destroying a teacher's usefulness than for parents and outside authorities to interfere with his management. The Hon. Mr. Crooks, in an official memorandum published a few months ago, thus effectively deals with the question:

"The interference of any magistrate in matters pertaining merely to the discipline of our Public Schools is to be deprecated, and it is only in a case where undue severity has been exercised by the teacher that any magistrate should consider it a case to be dealt with according to law. The teacher's task is quite onerous enough without unnecessary and injudicious interference on the part of parents who, under fancied grievances, complain to a magistrate. Unless the children receive some substantial injury his duty should be to refuse to interfere, and leave the question to be dealt with by those best conversant with it, namely, the trustees of the school themselves."

In a second memorandum on the same case he was if possible even more explicit:—

"I regret that in the exercise of an official duty my views should reflect on others who are also assuming to discharge official duties; but I think I am bound to declare as explicitly as possible, in the interest of education, that the discipline in the school, which the teacher can alone exercise beneficially, should not be impaired by the interference of school trustees or justices of the peace, except in a grave case of undue severity or cruelty."

The duty of the teacher in the matter is to dispense with corporal punishment as much as possible, to habitually regard it as a last resort, and always inflict it with caution and without passion. The duty of the parent is to refrain from interference unless when the occasion urgently requires it, and in all cases to communicate privately with the teacher before he invokes outside interference. Most of the cases which are handed over to magistrates could be easily settled by a friendly conference, provided that the parent will refrain from assuming that there is only one side to the case, and that his boy's testimony is to be accepted implicitly and as a matter of course. A boy who has been flogged by a teacher is not usually sufficiently disinterested or unprejudiced to be a competent witness against the master who flogged him, however honest or well-disposed he may be.

We commence in this issue the publication of the papers set at the Entrance and Intermediate High School Examinations for December. We have reason to believe, from facts which have come under our notice, that many candidates for entrance failed on the passages taken from the Fourth Reader. We propose therefore to publish in subsequent numbers of the JOURNAL the specimen questions set last June, together with other questions on these texts prepared by practical teachers.

We have reason to believe that by adopting this course in the case of both Entrance and Third-Class Examinations in English Literature, we shall be affording to teachers and candidates much-needed aid without encouraging the tendency to "cramming" which is so much and so justly deprecated.

### Contributions and Correspondence.

#### THE CHING POWER.

BY C. CLARKSON, B.A.

We have already fixed upon a unit of measurement for mechanical power. Is it possible to secure a unit of comparison for that intellectual force which we call teaching power? We fear not, although there are enormous differences between the powers possessed by different teachers. Suppose we attempt to define a little more closely, however, that rather indefinite term "aptitude to teach":—What is the peculiar something that makes one man a teacher, and the lack of which makes another equally industrious, equally honest and conscientious man, a mere hearer of lessons, a helpless teller, and no teacher at all? Well, we need not expect to tell exactly why one ripe pear is sweet and delicious, while another on the same branch is tasteless as a turnip. There are, however, certain elements of good teaching that may be cultivated and have their power intensified. One of prime importance is *the power of arresting attention*. Some good teachers do this in one way, some in another; some pleasantly, others with a strong dash of sharpness and acerbity; some quietly and cheerily, others boisterously and with noisy energy, ("poluphloisboio thallasses"), but they all do it by some means. Those who succeed in doing it so that the pupils cannot tell exactly why their attention is sustained, but only that it is constantly sustained, are undoubtedly the most skilful teachers. Also, great forces are seldom noisy. The sun holds the solar system in order and makes no fuss, takes on no upstartish airs, does not even strut and swagger, utters no sound, but goes on about his business and smiles gladness and good humour into his whole empire. So, we think, all other things being equal, the quietest teacher is the most powerful.

Another chief element of teaching power is *the faculty of setting pupils to work for themselves*. All education is really and truly self-education. Strictly, and truly, we cannot educate a child at all. We can only put him in the most favorable environment of circumstances, and stimulate him to such mental action as shall lead him to educate himself. Every good teacher has a distinct influence over his pupils in stirring up their curiosity, exciting deep interest, in study for its own sake, and in cultivating that love of independent action which leads the pupil to reject assistance until he has exhausted all his own resources in vain. This power soon converts lagging slaves into earnest wide-awake inquirers, emulating each other in the race to discover truth for themselves. The price of it cannot be found in the market reports, but every one may cultivate it by careful study and keen observation. One main feature of its exercise is the tact necessary to induce pupils to face difficulties with dogged, plodding perseverance, in entire anticipation of the teacher's explanations. Here is the essential point, the very touchstone of good teaching, viz., not only to supply the daily bread of instruction, but also to produce in the pupil a voracious appetite for this very food ere it is set before him. There is no nausea, no ennui, no lassitude and indifference when the pupil has already grappled with the difficulty, wrestled with it mightily, and found himself just too weak to overcome it.

The highest degree of teaching power may and ought to co-exist with *light-hearted cheerfulness*. The sour-visaged Pharisee, who is

too great a man, too dignified a personage, to smile, or perpetrate a little joke now and then, had better take himself off at once. He is not wanted about the school by the pupils. He is the natural born enemy of their frolicsome dispositions. He is an iceberg stranded in a flower garden, chilling all the beauty and brightness out of the happy flowers, and freezing up the music in the very throats of the joyous birds. On the other hand, the flippant chatter-box, whose well-worn witticisms all the class know by heart, who cannot help talking incessantly, will not inspire that earnest enthusiasm which is the soul of all teaching worthy of the name.

The last element we shall touch upon is the marvellous power of *laborious industry and patient forbearance*. All great movements require considerable time to gather momentum. The touch of genius cannot educate a hearty boy in a day. The work must be measured by years, not by days. The public, and also the teacher himself, must be habituated to patient waiting for fruitful results. "First the blade, then the ear, then the full corn in the ear."

### ENGLISH LITERATURE FOR THIRD CLASS TEACHERS.

We furnish this month some additional questions for the benefit of intending third class candidates, repeating with them the caution already given that they are not to be regarded as exhausting the subjects even as far as they go, but are intended to aid students by indicating how and what they should read.

THE CLOUD—FIFTH BOOK, PAGE 128. BY CHARLES MANLEY.

1. Give a brief account of the life of the author.
2. What are some of the characteristics of Shelley's poetry? What striking peculiarity of his style is prominent in this ode?
3. Which two of his poems bear a purer poetical stamp than any other of his productions?
4. It has been said that his mystic idealism renders him obscure, and his imagery is sometimes accumulated. Quote some passages from this poem in proof of the assertion.
5. "From my wings are shaken the dews that waken"  
"The sweet birds every one."  
What is the proper reading of the above?
6. What other epithets may be applied to the sea, line 24?
7. "I am the daughter of the earth and water." Is this strictly correct? Give reason for your answer.
8. Explain the meaning of "sanguine," 31; "meteor," 31; "ardors," 40; "pur," 52; "torrent," 64.
9. Give the derivation of "wield," "agbost," "pilot," "pall," "cenotaph," "woof," "girdle," "cape," "arch," "dome."
10. What figures of speech occur in lines 44, 45, 46?
11. Quote some of the more beautiful passages of this poem.
12. Scan the first two lines.

RICHARD II.—PAGE 484. BY D. S. PATTERSON, M. A.

1. Write the extract, word for word, from memory.
2. "This monologue of the despairing king is inexpressibly touching." Analyse the pathos.  
(NOTE.—Grief is manly only when it is silent. A man, a strong man in tears is the most pitiful sight one can look on; how much more a king—a king, too, of such dignity, who was ever exalting his office, lately so exultant, now plunged into an abyss of despair, weeping childish tears, and, elsewhere if not here, expressing womanish regrets. Besides, the main thought expressed by the king applies to us all. It is common. Cf. "In Memoriam.")  
"That loss is common would not make  
"Mine own less bitter; rather more;  
"Too common! never morning wore  
"To evening but some heart did break."
3. "With rainy eyes write sorrow on the bosom of the earth." Justify the hyperbole. (Grief, real grief, always exaggerates, and is whimsically fanciful.)
4. Explain the meaning of the words "deposed bodies," "model," "form," "antic," "rounds," "ceremonious," "solemn."
5. "Scoffing his state," "Live with bread." What peculiarities in these expressions?

- 6. "Humored." Give the grammatical relation.
- 7. "Mistook." Explain the apparent violation of syntax. (See Abbott's Shakespearean Gram., Par. 343.)
- 8. Derive "epitaph," "temples," "pomp," "impregnable," and "solemn."
- 9. What part of speech is "self" in l. 23?
- 10. What figures of speech in, "And yet not so," "All murdered," "Keeps Death his court."?

HAMLET'S SOLILOQUY ON DEATH—PAGE 488. BY D. S. PATTERSON, M.A.

- 1. "Take arms against a sea of troubles." Is this a mixed metaphor? Justify.
- 2. What are the thoughts in Hamlet's mind as he utters, "to die—to sleep," in l. 5, and what different thoughts occur to him when he repeats these words in ll. 9 and 10?
- 3. "There's the respect," "That makes calamity of so long life," "The proud man's contumely," "The law's delay," "The insolence of office," "quietus," "fardels," "bourn," "sicklied," "cast," "regard." Give the meaning of each expression or word.
- 4. What enterprise or enterprises was Hamlet meditating at this time?
- 5. Point out the figures of speech in the six last lines; scan these lines.
- 6. Name the thirty-seven plays of Shakespeare, and divide them into Tragedies, Comedies, and Histories.
- 7. Why are the dates 1616, 1623, 1632, 1649 to be remembered by the student of Shakespeare?
- 8. What is an "historical play?" (NOTE.—"A collection of events borrowed from history, but connected together in respect of cause and time, poetically and by dramatic fiction. There should be no dramatic improbability. Men are presented in their causative character.")
- 9. What is the rarest and most essential power in the dramatist? (NOTE.—"That of throwing himself dramatically into the conception of characters different from his own.")
- 10. Name other dramatists of the Elizabethan age and some of modern times, mentioning their chief plays.

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on only one side, and properly paged to prevent mistakes. ALFRED BAKER, B.A., EDITOR.

INTERMEDIATE EXAMINATION, DECEMBER, 1877. ARITHMETIC.

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

NOTE.—100 marks will be reckoned a complete paper.

- |         |  |
|---------|--|
| Values. |  |
| 4       | 1. Simplify $1\frac{1}{2} + 1\frac{1}{4} + \frac{1}{8}$ and $1\frac{1}{2} \times \frac{1}{4}$ of $7\frac{1}{2}$ , and $2\frac{1}{2} + 8\frac{1}{4} + 4\frac{1}{2}$   |
| 4       | Reduce 8 oz. 6 dwt. $3\frac{1}{8}$ grs. to the fraction of a lb. troy.   |
| 8       | 2. Divide, to 6 decimal places, nine million eight hundred and forty thousand and eighteen 10-millionths, by one hundred and fifty-nine thousand nine hundred and eighty-two 100-millionths.   |
| 9       | 3. What will it cost to purchase bricks for a wall 150 feet long, 6 feet high, and 18 inches thick, bricks being worth \$6.25 per thousand, and each brick being (including mortar) 9 inches long, $4\frac{1}{2}$ inches wide, and 3 inches thick?   |
| 12      | 4. "Toronto, December 1st, 1876.—For value received I promise to pay A. B. \$1500 one year after date, with interest at eight per cent. per annum." This note is endorsed as follows:—January 23, 1877, \$400; August 20, 1877, \$500. Find the amount required to pay the note when due (no days of grace). |
| 4       | 5. Explain the terms—Stocks, Shares, Dividends. When is stock at par? At a premium? At a discount?   |
| 7       | A man having \$25,000 Dominion Bank Stock paying eight per cent. per annum, sells out at 120 and invests in Bank of Commerce stock, which is at 125, and pays eight and one-half per cent. Find the alteration in his income.  |
| 11      | 6. How much sugar at 8 cents, 9 cents, 10 cents, 13 cents, and 14 cents per pound, must be taken to form a mixture of 400 lbs., worth 12 cents per pound?  |

- 12 7. A coin whose weight is  $\frac{1}{10}$  of an ounce contains 37 parts in 40 of gold, and the rest is silver; gold being worth \$17 per ounce, and silver worth \$1.10 per ounce, find the value of the coin.
- 14 8. If at Toronto sterling exchange is quoted at  $10\frac{1}{2}$ , and at Liverpool exchange on Paris is 26 francs 85 centimes per £1, find what a Toronto merchant, remitting through Liverpool, must pay to discharge a debt of 12,000 francs (brokerage included in the above quotations).
- 10 9. If the diameter of a twenty-cent piece be to that of a twenty-five-cent piece as 10 to 11, find the ratio of their thickness.
- 15 10. Two trains respectively 99 yds. and 132 yds. long, and moving on parallel rails, pass each other in  $6\frac{1}{2}$  seconds when running in opposite directions; when moving in the same direction the one passes the other in  $47\frac{1}{2}$  seconds. Find their rates per hour.

ALGEBRA.

TIME—TWO HOURS AND A HALF.

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

NOTE.—Candidates, in order to pass, must make at least 20 marks on this paper, and at least 120 marks on the whole—Arithmetic, Algebra, and Euclid.

- |         |  |
|---------|--|
| Values. |  |
| 3       | 1. If $x=10, y=11, z=12$ , find the value of $\left\{ \begin{matrix} x^2 - (y+z)^2 \\ (y-z)a^2 + (z-x)ab + (x-y)b^2 \end{matrix} \right\} \times \frac{x+y-z}{x+y+z}$ ; and subtract $(y-x)a^2 - (y-z)ab - (z-x)b^2$ from $a^2(x-3) + ab(y-1) + b^2(3-y)$ = -117   |
| 3       | 2. Multiply $\frac{1}{2}x^2 + \frac{1}{3}b^2 - \frac{1}{4}xy$ by $\frac{1}{2}a^2 - \frac{1}{3}b^2 + \frac{1}{4}c^2$ . Divide $a^2 + (a+b)x + (a+b+c)x^2 + (a+b+c)x^3 + (b+c)x^4 + cx^5$ by $1+x+x^2+x^3$ . = $a+bx+cx^2 - \frac{1}{3}c^3$  |
| 4       | 3. Resolve into factors— $(x+y+z+a)^2 - (x-y-z+a)^2 = 4xy + 2a^2 - b^2 - c^2 + d^2 + 2bc + 2ad$ , and $20x^3 + 12ax^2 + 25bx^2 + 15abx$ .  |
| 4       | 4. Find the square root of $9 - 24x + 58x^2 - 116x^3 + 129x^4 - 140x^5 + 100x^6 = 3 - 4x + 7x^2 - 10x^3$   |
| 5       | 5. Solve (1) $\frac{4x+5}{x+1} + \frac{x+5}{x+4} = \frac{2x+5}{x+2} - \frac{x^2-10}{x+3} + x = -2\frac{1}{2}$  |
| 5       | (2) $\frac{5x-1}{\sqrt{5x+1}} = 1 + \frac{\sqrt{5x+1}}{2} = \frac{1}{5}$ or $\frac{9}{5}$  |
| 6       | (3) $\frac{1}{2}x + \frac{1}{3}y + \frac{1}{4}z = 9, \frac{1}{3}x + \frac{1}{4}y - \frac{1}{2}z = -1\frac{1}{2}, \frac{1}{4}x - \frac{1}{2}y + \frac{1}{3}z = 1.$ $\begin{matrix} x=6 \\ y=9 \\ z=12 \end{matrix}$   |
| 8       | 6. A boy bought a number of oranges at the rate of 45 cents a dozen; if he had received 20 oranges more for the same money the whole would have cost him only 40 cents a dozen. How many did he buy? $13\frac{1}{2}$ doz   |
| 8       | 7. A farmer took to market two loads of wheat, amounting together to 75 bushels; he sold them at different prices per bushel, but received on the whole the same amount for each load; had he sold the whole quantity at the lower price he would have received \$78.75; but had he sold it at the higher price he would have received \$90. Find the number of bushels in each load. $35$ or $40$ |
| 7       | 8. Show how to find the square root of $a + \sqrt{b} = \sqrt{a + \sqrt{a^2 - b}} + \sqrt{a - \sqrt{a^2 - b}}$ . Find the square root of $1 + \sqrt{1 - a^2}$ . $\sqrt{\frac{1+a}{2}} + \sqrt{\frac{1-a}{2}}$   |
| 7       | 9. Solve $\frac{6x+5}{2x-7} + \frac{4x-1}{x-2} = \frac{7x+1}{x-3}$ ; and find the value of $a$ when $ax^3 - 36x + 81 = 0$ has equal roots. = $5$ or $\frac{1}{5}$  |
| 7       | 10. If $\frac{a}{b} = \frac{c}{d}$ , prove that $\frac{a+c}{b+d} = \sqrt{\frac{a^2+c^2}{b^2+d^2}}$ , and that $\frac{a+b}{a-b} = \frac{\sqrt{ac} + \sqrt{bd}}{\sqrt{ac} - \sqrt{bd}}$  |
- $a = bh$  No 2.  $\frac{bt+b}{bt-b} \exp = \frac{b+1}{b-1}$   
 $c = dt$  and  $\sqrt{\frac{bdt^2 + \sqrt{bd}}{bd}} = \sqrt{\frac{b^2 - 1}{b^2 - 1}} = \frac{b+1}{b-1}$



$(a+b) = 0$   
*vanishes*

11. Show that  $a^3(b-c) + b^3(c-a) + c^3(a-b)$  is exactly divisible by  $a+b+c$ ; and resolve the expression into its factors.

$(a+b+c)(c-b)(a-c)(b-a)$   
 EUCLID.

TIME—TWO HOURS AND A HALF.

Examiner : J. C. GLASHAN.

NOTE.—Candidates in order to pass must make at least 20 marks on this paper, and at least 120 on the group—Arithmetic, Algebra, and Euclid.

(Algebraic symbols must not be used.)

Values.

- 12 1. Define straight line, right angle, parallel straight lines. Supposing you have a flat ruler, how could you ascertain according to Euclid's definitions—
- 4 (a) Whether the edges are straight?
- 4 (b) Whether the ends are cut at right angles to one of the edges?
- 5 (c) What more than Euclid's definitions would you need in order to ascertain whether the edges are parallel?
- 12 2. The interior angles of a triangle are together equal to two right angles.
- 13 The perpendiculars let fall from the extremities of the base of a triangle on the opposite sides will include an angle supplementary to the vertical angle, i. e., the included angle and the vertical angle will be together equal to two right angles.
- 12 3. Equal triangles upon equal bases, in the same straight line and towards the same parts, are between the same parallels.
- 13 The straight lines joining the points of bisection of two sides of a triangle is parallel to the third side.
- 12 4. The complements of the parallelograms which are about the diameter of any parallelogram are equal to one another.
- 13 If through any point in the diagonal of a parallelogram, or in the diagonal produced, lines be drawn parallel to the sides, cutting the sides produced if necessary, the two parallelograms so formed through which the diagonal does not pass are equal in area to one another. (Prove for a point taken in the diagonal produced.)
- 18 5. In every triangle the square on the side subtending any of the acute angles is less than the squares on the sides containing that angle by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall upon it from the opposite angle, and the acute angle.
- 13 The sum of the squares on two sides of a triangle is double the sum of the squares on half the base and on the line joining the vertex to the middle point of the base.

ANSWERS AND SOLUTIONS.

ARITHMETIC.

- 1. 1;  $\frac{1}{2}$ . 2. 615.070820. 3. \$120. 4. \$681.36. 5. Inc'd \$40.
- 6. 20 @ 8, 40 @ 9, 100 @ 10, 80 @ 13, 160 @ 14, is one solution.
- 7. \$5.00. 8. \$2189.94. 9. 121:125. 10. Together they travel 281 yds. in  $6\frac{1}{4}$ " and 281 yds. is the difference of the distances travelled by them in  $47\frac{1}{4}$ ". Hence together they travel 70 mls. per hr., and the dif. of the distances travelled in 1 hr. is 10 mls;  $\therefore$  30 and 40 mls. are rates per hr.

ALGEBRA.

- 1. -117.  $(z-x)a^2 + (x-y)ab + (y-z)b^2$ .
- 2.  $\frac{1}{4}a - (\frac{1}{2}b^{\frac{1}{2}} - \frac{1}{2}c^{\frac{1}{2}})^2$ ;  $a + bx + cx^2$ .
- 3.  $4(x+a)(y+z)$ ;  $(a+d+b-c)(a+d-b+c)$ ;  $x(5x+8a)(4x+5b)$ .
- 4.  $3 - 4x + 7x^2 - 10x^3$ .
- 5. (1). Put into form  $4 + \frac{1}{x+1} + 1 + \frac{1}{x+4} = 2 + \frac{1}{x+2} + 3 + \frac{1}{x+3}$ ; thence  $x = -\frac{1}{2}$ , other two roots being infinite, as indi-

cated by the vanishing of the coefficient of other powers of  $x$ . In

fact by putting fractions into form  $\frac{4+x}{1+\frac{1}{x}}$ , &c., we may see that

as  $x$  approaches  $\infty$ , the equation is more and more nearly satisfied. (2).  $\frac{1}{2}$  or  $\frac{1}{3}$ . (3). 6, 9, 12. 6. 160: 7. 40, 35. 8.  $\sqrt{\frac{1}{2}(1-a)} + \sqrt{\frac{1}{2}(1+a)}$ . 9.  $5, \frac{1}{4}$ ; 4, solving the quadratic and introducing cond't'n. that qty. under radical sign shall vanish. 10. Reduce to identities by putting  $a = bx$ ,  $c = dx$ , and substituting. 11. It vanishes on putting  $a = -(b+c)$ ;  $(a-b)(b-c)(a-c)(a+b+c)$ .

EUCLID.

- 1. (a) Take two points and draw a line between them, using the ruler; turn the ruler over and draw a line between them again. The two lines drawn should coincide. (Ax. 10.)
- (b) Draw a straight line  $ABC$ ; put the corner of the ruler at  $B$ , and the end along  $AB$ , and rule a line  $BD$  along the edge. Turn the ruler over so that the end lies along  $BC$  and rule a line  $BE$  along the edge. Then if  $BD$  coincides with  $BE$ , the angles  $ABC, CBD$  are equal, being each equal to the angle of the ruler (Ax. 1), and  $\therefore$  are right angles (Def. 10), and  $\therefore$  (Ax. 11) the angle of the ruler is a right angle. If  $BD, BE$  do not coincide, the angles  $ABD, CBD$  are not equal; hence  $ABD$  is not a right angle, and  $\therefore$  the angle of the ruler is not.
- (c) The edges are, of course, supposed straight. Place one edge along a line  $AB$  and draw  $CD$  along the other edge. Interchange the positions of the ends of the ruler, the same edge as before coinciding with  $AB$ , and draw along the other edge the line  $EF$ . Then if the edges be not parallel they approach one another, that is,  $C$  is nearer  $AB$  than  $E$  is, and  $F$  than  $D$ ; and hence  $CD, EF$  (produced if necessary) must intersect; and this will be the test that the edges are not parallel. Similarly, if the edges be parallel,  $CD, EF$  are in the same straight line. In the above it will be seen that in the expression "approach one another" is involved the notion that if two lines be not parallel the perpendiculars from one on the other keep getting smaller and smaller, or that when the lines are parallel these perpendiculars are equal, which may be deduced from Prop. 29.
- 2. The four angles of a quadrilateral are together equal to four right angles. 3 and 4 are immediately deduced from the propositions they accompany. 5.  $ABC$  the triangle,  $D$  the bisection of  $BC$ ,  $AE$  perpendicular to  $BC$ , then  $AB^2 = AD^2 + DB^2 + 2BD \cdot DE$ ,  $AC^2 = AD^2 + DC^2 + 2CD \cdot DE$ ;  $\therefore AB^2 + AC^2 = 2AD^2 + 2DB^2$ .

Practical Education.

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

HOW TO TEACH PLAIN SPEAKING.

III.

(Omissions continued.)

H.

One of the most amusing, and at the same time one of the most provoking oddities in enunciation is the omission of  $h$  wherever it is marked, and its introduction in similar words where it is not marked.

Examples.

Air for Hair.	Old	Hold.
Hair " Air.	Hold	" Old.
Ear " Hear.	Island	for Highland.
Hear " Ear.	Highland	" Island.

&c., &c.

Many who do not introduce the  $h$  where it is not marked, omit

it regularly at the commencement of words, after *w*, between *s* and *r*, and after *sp*.

*Examples.*

And	for	Hand.	S'rink	for	Shrink.
Arvest	"	Harvest.	S'riek	"	Shriek.
Ermit	"	Hermit.	S'rill	"	Shrill.
Wy	"	Why.	Spere	"	Sphere.
Wile	"	While.	Sperical	"	Spherical.
Wen	"	When.	Spinx	"	Sphinx.
	&c.,			&c.	

*Causes.*—1. Neglecting to breathe out while making the vowel sound which follows the *h*.

2. Keeping the point of the tongue in the upper instead of the lower part of the mouth; *i.e.*, saying *s*, instead of *sh*.

3. Forgetting that *ph* is sounded *ās f*.

*Remedies.*—To correct the outrageous habit of giving the aspirate sound where its sign *h* is omitted, and neglecting to do so where *h* is used, will require time, patience, and strict watchfulness on the part of both teacher and pupil. The first thing necessary is to convince the pupil by proper ear cultivation that there is a difference between the sounds of such words as *at* and *hat*. The teacher should then take his pupil's hand, and holding it near his own lips, utter such words as *at*, *hat*; *am*, *ham*, &c.; so that the pupil may learn for himself that when the letter *h* is used the word is breathed out more forcibly than when it is not used. Having convinced him of this, let him practise such sentences as, Harry Andrews asked Emma Hamilton if the auburn hair on her head was her own; Henry, go and give my horse some oats and hay, &c.

Those who only omit *h* before vowels at the commencement of words need simply to force the air smoothly from the lungs, while sounding these vowels. The great effort made by many in endeavoring to articulate the *h* is quite unnecessary, and merely defeats its object. The more naturally the air is expelled, the more distinct will be the sound of the *h*.

Repeat such sentences as: I heard him say his heart was hard; The horn of the hunter is heard on the hill, &c.

In pronouncing words commencing with *wh* it is necessary that the aspirate sound should precede as well as succeed the *w*. Thus,

When should be pronounced *hwhen*,  
Why should be pronounced *hwhy*, &c.

Most authorities simply transpose the *w* and *h*, but the *h* must succeed the *w* as well as precede it, and therefore should be marked in both places.

Practise such sentences as: When, where, why and by whom was Wharton's white whipstock whittled?

While we whispered on the wharf we heard the whistling of the whippoor-will.

In learning to utter syllables commencing with the combination *shri* it is well to separate the *sh* from what follows. It is only necessary to give the *sh* its recognized sound. After enunciating the two parts of the syllable separately, bring them together without pausing between them, and the proper enunciation will be effected. Practise such sentences as: I shrink to think how the shrivelled shrew shrugged her shoulders and shrieked shrilly when she saw the shroud torn to shreds by the shrubbery near the shrine on Shrove Tuesday.

In sounding *sp* the mistake is made by bringing the lips together after making the hissing sound indicated by *s*. The lips should not touch after the *s* is uttered, but the lower lips and upper teeth should meet.

II.

THE TEACHING OF SPELLING.

BY R. R. COCHRANE.

When the pupil reaches the Third Reader he should begin to write his spelling exercises on paper, and a book ruled for this special purpose should be provided for him. The practice of copying his reading lesson on his slate should still be continued, but now certain words should be marked for special preparation. These are to be dictated to the pupil, who writes them in his spelling-book, care being previously taken to test his preparation by oral spelling. In this way we may guard to some extent against writing words incorrectly, which is a more serious error than misspelling them orally. In dictating the words of the lesson, care should be taken to pronounce them distinctly, but in no case should they be mispronounced to bring out the sound of every letter in order to aid the pupil. The office of pronunciation in dictating words is merely to direct the pupil to the right word, not to help him to the spelling of it. The temptation to do this is very strong, but a little consideration will show that it eventually proves an injury to the pupil instead of a benefit. The word should be pronounced *but once*, a blank being left where one is missed, and sufficient time should be allowed for the slowest writer in the class to write every word carefully and well, but not a moment more should be given. Good results will follow if words with badly-shaped letters, undotted *i*'s, and uncrossed *t*'s be marked as errors.

Sentences suitable to the advancement of the pupils should be given for dictation at this stage. These may be selected from lessons already copied by the pupil or framed by the teacher, but in the latter case they should present no difficulties but those of spelling. Paragraphs from the leading local papers might be given frequently, to bring before the notice of the class a few of the words of every-day life. I have found it most convenient in this class to have these sentences first written on slates and, after being examined and corrected, transferred to a book kept for this purpose. According to the method of teaching spelling recommended in this paper much of the pupil's time is spent in transcribing from the printed page, and this to a great extent answers the purpose of dictation exercises which are used to accustom the pupil to write down words as they are used in language. Still, being a valuable exercise in spelling, formal dictation cannot be wholly dispensed with, and a short exercise should be given in it in this class once a week. In the higher classes spelling should principally be taught in this way. The sentence should first be read over slowly and distinctly, that the class may understand the thoughts it embodies. Let it then be broken up into phrases until the whole is written, and at the close let two minutes be allowed for individual inspection, and in the case of advanced pupils, for punctuation. At this stage, too, the spelling-book should be introduced, the nature and use of which will form the subject of another paragraph.

To secure the best results in spelling it is necessary to keep up a lively interest in the subject. Therefore, as soon as the interest is observed to flag, an attempt should be made to revive it by introducing a pleasing variation. Indeed, if we wish to make spelling a truly interesting and profitable exercise we must draw our material from every proper source. One very profitable as well as interesting exercise may be given in connection with the classification of words: the names of objects in the schoolroom, about the school grounds, and the pupils' homes of articles; of clothing, food, and drink; of goods sold in shops; of articles used for writing, travelling, building; the names of trees and animals; the names of the days of the week and months of the year; and so on. All these classified lists should from time to time be made out by



the help of the pupils and written on the board, to be used subsequently as dictation lists. This exercise is valuable not only for the practice it gives in spelling words alone, but for what it teaches in the use of words, for the mental exercise implied in the classification, for the readiness with which it may be framed to suit any stage of advancement, and from being equally suited to oral and written spelling.

An exercise something like proof-reading might be introduced occasionally. For practice in detecting misspelled words, the words that the pupils have already learned to spell correctly might be embodied in an exercise systematically misspelled. A paragraph from their Reader might be written on the board with some of the words in it spelled wrong, and the pupils might be required to copy it, making the necessary corrections.

Another legitimate means of reviving the flagging interest is the spelling-match. In this the words given should be selected from words already written by the pupils. The best results, I am convinced, will follow when the exercise is conducted in writing: The following sketch will indicate the method I have adopted. The pupils sit in pairs, no two pupils on the same side being permitted to sit together, and thus the chance of copying is reduced to a minimum. The match is conducted like an ordinary dictation exercise, and when a sufficient number of words have been given out the pupils change slates or papers for the purpose of detecting errors. The words are then spelled over carefully by the teacher and the errors noted by the pupils. From the arrangement of the pupils and the nature of the exercise, it is not probable that any mistakes will go undetected. The errors are then summed up, after which the slates are passed back to their owners, when a chance to appeal against the marking of any pupil is given. The captains now pass round and collect the number of mistakes. These are handed to the teacher, who sums them up and declares which side is victorious. This method of conducting spelling-matches has these advantages: it serves as a thorough review, and the pupils will prepare for it with more enthusiasm than if simply required to prepare for a review. We can determine the mistakes of each pupil exactly, and are thus in a position to assign the further preparation each requires to make. Lastly, it is a more orderly way of conducting the exercise, and at the same time not less interesting than by the oral system. If spelling-matches be adopted at all, I strongly recommend conducting them in writing.

Another variation—the last I shall name—may be designated the "Spelling Game." The method of conducting it may be described as follows: The teacher pronounces a word, and the class write it on their slates. Then the first pupil in one of the front seats pronounces another which he is sure he can spell, beginning with the final letter of the first; the class write this on their slates, and so on. The words after the exercise is completed are spelled over, and all misspelled words written on the board to constitute another exercise in spelling. After a little practice the members of the class will become expert in giving words, and thus the exercise will be highly interesting and profitable. One of its prominent advantages is the awakening of thought on the part of the pupils, while it is suitable to any stage of advancement. Some attention should be paid to spelling in all branches; the words peculiar to each should be made familiar to the class in form as well as meaning. The lessons—in geography afford opportunities of teaching the spelling of the names of places and geographical terms; grammar, the spelling of grammatical terms; arithmetic, the spelling of numbers and arithmetical terms; and similarly in the higher branches. Where the names are not new the spelling of them may be asked at once; where they are new they should be presented on the board, that the class may notice their forms, and a few moments before the close of the lesson, their spelling

may be taken up as a special class drill. Thus spelling may be taught incidentally in all branches. Incidental spelling is a very profitable exercise, from the strict connection which is maintained between the spelling of words and their meaning. Special spelling lessons should be given from time to time containing only words taken up incidentally.

The most important point connected with the teaching of spelling comes now to be considered, viz., the examination of the pupils' work and the method of dealing with the mistakes that are made. Written spelling is the most effectual means of impressing errors unless the work be thoroughly examined and corrected. It is well to reduce the possibility of making mistakes to a minimum by giving short lessons and allowing ample time for the writing out of each word; but the best-directed efforts on the part of the teacher cannot prevent mistakes occurring, and therefore when they do occur some sure method must be adopted to eradicate them utterly. Mistakes may arise from carelessness in preparation, or carelessness in writing to dictation, on the part of the pupil; or the teacher may be himself to blame: he may give too short time to the writing of each word; he may dictate too low or indistinctly. In every case where a mistake occurs the first work of the teacher should be to ascertain the probable cause for it, and in doing so all the circumstances of the case should be well considered. If the mistake is a general one it arises either from some inherent difficulty in the word, or, if none can be discovered, the fault rests with the teacher, and he should set himself energetically to work to discover it. His pronunciation of the word, the distinctness with which the sounds were articulated, the time allowed for writing it—in short the whole exercise should be carefully reviewed so far as relates to himself, and a record kept to warn him against future errors of a similar nature. If the mistake is not general the fault may with justice be attributed to the pupil, and the case disposed of in the usual way. But from whatever cause they arise, the examination should be so thorough that no errors should be allowed to pass undetected. From what has just been said it is plain that the work of examining the pupils' work in spelling should be done by the teacher himself. If he wishes to know the condition of his class, and to learn where his efforts for amendment should be chiefly directed, he will not delegate this work to another. The plan of employing the advanced pupils to do the work of detecting errors is not to be recommended, because, although very beneficial to these pupils, it does not supply the teacher with that information which enables him to be most useful to his class. It is only where the school work is altogether too much for one teacher that the assistance of pupils should be sought for to do this work. Where spelling exercises are written on paper there is no difficulty in examining them after school is over, and checking (in red) the misspelled words. But when slates are used the examination of the work by the teacher alone, or even when assisted by his best pupils, would occupy too much time to be profitably done in school. In that case the pupils may be required to detect their own errors and present the corrections to the teacher for inspection, or after all the words of the exercises have been dictated the pupils may be required to sit in pairs, exchange slates, and note one another's errors while the teacher spells over the words. But a better plan than either of these would be to arrange the time-table so that spelling will be the last exercise of the day. When the exercise is finished the slates can be collected and placed on the teacher's desk, to be examined by him after school. Next morning the slates can be returned to their owners and the errors corrected the first thing.

After all the errors have been detected, and the books and slates, as the case may be, returned to their owners, each pupil should be required to re-write correctly at least five times each word he has

misspelled. This work, when spelling-blanks are used, may be assigned as a home lesson, or may be done in school. Until the pupil leaves the Third Reader, I would prefer making this a school exercise. First, the teacher is there to supervise the work, and can prevent any unnecessary haste or carelessness in its execution; secondly, as at this stage spelling should form a portion of each day's work, there would be some inconvenience in examining the books and returning them the same day for correction.

**Examination Questions.**

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

**PAPERS FOR DECEMBER, 1877.**

**ENGLISH GRAMMAR.**

**I.**

**ADMISSION TO HIGH SCHOOLS.**

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

Values.	
88 t.e. 19x2	1. Parse: "Sunday after Sunday he had the keen delight of seeing Crimean officers from Algershot and Sandhurst in his congregation."— <i>Life of Charles Kingsley.</i>
10	2. Analyze: Having heard the same preaching for fifteen years, he had ceased to admire it.
6	3. Define Case, Gender, Number, Person, Verb, and Adverb.
80	4. Give the plural of monkey, wharf, staff, potato; the singular of neckties, brethren, dairies; the feminine of negro, hero, nephew; the comparative and superlative of beautiful, pretty, far; the third singular present indicative active of buy, fry; the past participle of meet, beat, seat; the present participle of get, fire, occur, differ, die; and the possessive case of who, ladies, one, he.
12 t.e. 4x3	5. Quote the rule of syntax violated in each of the following sentences: Between you and I this must not be allowed any longer. I wonder how he ever came to befriend such a criminal as me. Neither John nor James nor Mary have found it. There is several boys in the room.
2	6. Correct the following expressions: Them nuts is mine.
1	I kind of thought that Tom was there.
1	I understand $\frac{3}{2} = 1\frac{1}{2}$ to mean that three twos equal one and a half.

**II.**

**SECOND CLASS TEACHERS AND INTERMEDIATE.**

Values.	
	1. A.—"Tis well advised—the chieftain's plan Bespeaks the father of his clan. But wherefore sleeps Sir Roderick Dhu Apart from all his followers true?" "It is because last evening-tide Brian an augury hath tried, Of that dread kind which must not be Unless in dread extremity, The 'Taghairm' called; by which, afar, Our sires foresaw the events of war." — <i>The Lady of the Lake, canto iv., 4.</i>
	B.—The stranger viewed the shore around, 'Twas all so close with copsewood bound, No track nor pathway might declare, That human foot frequented there. — <i>The Lady of the Lake, canto i., 26.</i>

C.—Lopped off their boughs, their hoar trunks bared,  
And by the hatchet rudely squared,  
To give the walls their destined height,  
The sturdy oak and ash unite.  
—*The Lady of the Lake, canto i., 26.*

17	(i.) Divide into propositions, and state their kind and connection. Fully analyse those in the first extract.
80	(ii.) In extract A, parse 'it,' l. 5, 'unless,' l. 8, 'Taghairm,' l. 9; in B, 'around,' l. 1, 'all,' l. 2; in C, 'lopped,' 'off,' and 'boughs,' l. 1, 'to give,' l. 8.
8	(iii.) Construct a sentence containing the word 'bespeaks' used in a sense different from that in which it is used in A.
2	(iv.) Distinguish 'track' from 'tract,' 'off' " 'of.'
16	(v.) Explain the derivation of 'chieftain,' 'plan,' 'apart,' 'because,' 'augury,' 'extremity,' 'afar,' 'sires,' 'events,' 'stranger,' 'declare,' 'frequented,' 'height,' 'destined,' 'unite,' and 'close.'
36 t.e. 4x9	2. Turn the following passages into good English:— "When we see the beautiful variety of colour in the rainbow, we are led to inquire its cause." "Is not Mr. Smith a relative of Mr. Jones, and Jones being in continuous receipt of information from Printem and Bindem, does not this throw a little light on the subject?" "What shall I say of Verres, who, if he escapes the punishment due to his many crimes, it shall not be for the want of a public accuser to take the part of the oppressed people of Sicily?" "What kind of a man is he?" "Religion is reading good books, doing good actions, and not telling lies and speaking evil, and not calling their brother Fool and Raca." "The first thing impressed on us from our earliest infancy is that events do not succeed one another at random, but with a certain degree of order, regularity, and connection." "Hoping that I will soon hear from you, believe me yours truly." "Some persons can only distinguish black, white, and grey." "Whatever may be thought of the veracity of this story by others, I have confidence in the narrator."
14	8. Express in as many ways as you can, by varying the construction and by changing the words employed, the fact that the Turks defeated the Russians; and explain the shade of meaning by which each other mode of expression differs from that with which you begin.
20= 4+8+8	4. What is inflexion? Name the parts of speech in which each of the inflexions—Case, Number, Gender, and Person—occurs; and give a definition of each of these inflexions which will be applicable to every part of speech in which it is found.
12	5. Give an example of the infinitive mood used as the subject of a verb, as the object of a verb, as a predicate nominative, in apposition with a noun, as the regimen of a preposition, and as the leading word in an adverbial phrase.
12	6. Give the plural of <i>z</i> , two, father confessor, animalcule, hanger-on, genus, oasis, archipelago; and the singular of species, sorties, strata, flunkies.
12	7. Define Mood, and state in general terms the function of each mood.

**ENGLISH LITERATURE.**

**I.**

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

**ADMISSION TO HIGH SCHOOLS.**

**FOURTH BOOK AND SPELLING.**

Values.	
	1. "Ruin seize thee, ruthless king! Confusion on thy banners wait! Though fanned by Conquest's crimson wing, They mock the air with idle state.

Helm nor hauberk's twisted mail,  
 Nor e'en thy virtues, tyrant, shall avail  
 To save thy secret soul from nightly fears,  
 From Cambria's curse, from Cambria's tears."

8 (i.) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'  
 2 (ii.) By whom is the passage supposed to be spoken?  
 4 (iii.) Who is its author, and about what time did he live?  
 i.e. 2+2  
 6 (iv.) Name the 'king,' and tell why he is called 'ruthless.' About what time did he live?  
 2+2+2  
 2 (v.) Give the other name of Cambria, and tell where it is.  
 2 (vi.) What is the antecedent of 'they' in line 4?  
 2 (vii.) What letter is left out in 'e'en' ?  
 6 (viii.) In what sense is each of the following words used in this passage ;—'Idle,' 'state,' 'mail' ?

2. "As the Great Geyser explodes only once in forty hours or more, it was, of course, necessary that we should wait his pleasure ; in fact, our movements entirely depended on his. For the next two or three days, therefore, like pilgrims round an ancient shrine, we patiently kept watch ; but he scarcely deigned to favour us with the slightest manifestation of his latent energies."—*Dufferin.*

4 (i.) What, and where, is the Great Geyser ?  
 i.e. 2+2  
 10 (ii.) What are pilgrims? What is a shrine? What is a manifestation? What are energies? What kind of energies are latent energies?  
 i.e. 2x5  
 3 (iii.) Tell what you know about the author of this passage.  
 5 (iv.) Point out the silent letters in the last sentence.  
 12 3. What nation founded the colony of Canada? Who were the Pilgrim Fathers? Who were the first European settlers in the state of New York?  
 i.e. 4x3  
 6 4. Distinguish 'pries' from 'prize,'  
 'teas' from 'tease,'  
 'seas' from 'sees,'  
 'hoses' from 'hose,'  
 'souls' from 'sole,'  
 'plait' from 'plate.'

II.

SECOND CLASS TEACHERS AND INTERMEDIATE.  
 THE DESERTED VILLAGE.

Values.

12 1. Describe after Goldsmith the character of the village preacher, quoting the poet's words where you can.  
 2. In dedicating "The Deserted Village," Goldsmith says :—  
 "I know you will object (and indeed several of our best and wisest friends concur in the opinion) that the depopulation it deploras is nowhere to be seen, and the disorders it laments are only to be found in the poet's own imagination."  
 5 (i.) Tell what you know about the person to whom this poem was dedicated.  
 2 (ii.) Did the population of England decrease during Goldsmith's life?  
 5+5 (iii.) Quote passages in which Goldsmith maintains that the increase in wealth which took place in his day was injurious to England. Does history corroborate his views?  
 2 (iv.) Name European countries in which great progress in wealth and manufactures has not tended to diminish the number of small farms.  
 5 (v.) Write a brief note on Adam Smith and his views.  
 3. "Vain transitory splendors! could not all  
 Reprieve the tottering mansion from its fall?  
 Obscure it sinks, nor shall it more impart  
 An hour's importance to the poor man's heart;  
 Thither no more the peasant shall repair  
 To sweet oblivion of his daily care;  
 No more the farmer's news, the barber's tale,  
 No more the woodman's ballad shall prevail;  
 No more the smith his dusky brow shall clear,  
 Relax his pond'rous strength, and lean to hear.  
 The host himself no longer shall be found  
 Careful to see the mantling bliss go round;

Nor the coy maid, half willing to be press'd,  
 Shall kiss the cup to pass it to the rest."

2+5 (i.) What was the mansion? Recount its splendors.  
 2+2 (ii.) Explain the meaning of 'mantling.' What is meant by the expression 'mantling bliss' ?  
 8 (iii.) Paraphrase ll. 3 and 4.  
 3 (iv.) Name any characteristics of Goldsmith's poetry which this passage illustrates.

THE LADY OF THE LAKE.

10 4. Compare the poetry of Goldsmith with that of Sir Walter Scott.  
 12 5. Write a brief sketch of the life of Sir Walter Scott.  
 6. "Fleet foot on the correi,  
 Sage counsel in cumber,  
 Red hand in the foray,  
 How sound is thy slumber!  
 Like the dew on the mountain,  
 Like the foam on the river,  
 Like the bubble on the fountain,  
 Thou art gone, and for ever!"

5 (i.) Scan throughout.  
 3 (ii.) Explain the meaning of 'correi,' 'cumber,' and 'foray.'  
 2 (iii.) Give the connection of this extract.  
 7. "And, as they came, with Alpine's Lord  
 The Hermit Monk held solemn word :—  
 'Roderick! it is a fearful strife,  
 For man endow'd with mortal life,  
 Whose shroud of sentient clay can still  
 Feel feverish pang and fainting chill,  
 Whose eye can stare in stony trance,  
 Whose hair can rouse like warrior's lance,—  
 'Tis hard for such to view, unfurl'd,  
 The curtain of the future world."  
 10  
 Yet, witness every quaking limb,  
 My sunken puls, my eyeballs dim,  
 My soul with harrowing anguish torn,—  
 This for my Chieftain have I borne!—  
 The shapes that sought my fearful couch,  
 A human tongue may ne'er avouch.  
 \* \* \* \* \*

At length the fatal answer came,  
 In characters of living flame!  
 Not spoke in word, nor blazed in scroll,  
 But borne and branded on my soul :—  
 20  
 'WHICH SPILLS THE FOREMOST FOEMAN'S LIFE,  
 THAT PARTY CONQUERS IN THE STRIFE!'"

2 (i.) Name the Hermit Monk.  
 3 (ii.) Explain the meaning of  
 'shroud of sentient clay,' l. 5.  
 'rouse,' l. 8.  
 'blazed in scroll,' l. 19.  
 3+3 (iii.) Paraphrase ll. 9 and 10, and ll. 21 and 22.  
 2 (iv.) How is the prophecy fulfilled?  
 2 (v.) My fearful couch. How was the seer couched?

DICTIONATION.

I.

ADMISSION TO HIGH SCHOOLS.

Examiner: JAMES HUGHES.

VALUE, 22.—On one side of the pitcher is a winged expansion of the folded leaf, and at the top there is formed a roundish arching hood. The neck of the pitcher is much narrower than its body, and presents the appearance of a solid rim, generally very bright and glossy. It is supposed that the water, with which these leaves are generally half filled, is drawn up from the swamp, and that its presence is not owing to rain. These pitchers are the sepulchres of unnumbered flies and other insects: it is an easy matter for them to find their way into the open mouth, but not so easy to return, for the throat and hood are lined with sharp hairs pointing downwards, that pierce the repentant intruder while attempting to retrace his steps, and hurl him

into the abyss of water below. Once there, hope is for ever shut out, and the unfortunate insect dies a lingering death. It has been supposed that the pitcher plant, like the little sundews of our bogs, which clasp intruding flies in their glutinous embrace, has a relish for other food than that which earth and air supply, and its carnivorous tastes are essential to its existence; but this view is not well established.

Two marks are to be deducted for every mis-spell word.

II.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: GEORGE W. ROSS.

A theatrical part may either imply some peculiarities of gesture, or a dissimulation of one's real sentiments, and the adoption of the opinions and language of another man. In the first case, Sir, the charge is too trifling to be confuted, and deserves only to be mentioned that it may be despised. I am at liberty, like every other man, to use my own language; and though I may have some ambition to please that gentleman, I shall not lay myself under any restraint, nor very solicitously copy his diction or his mien, however matured by age or modelled by experience. But if any man shall, by charging me with theatrical behaviour, imply that I utter any sentiments but my own, I shall treat him as a calumniator and a villain; nor shall any protection shelter him from the treatment he deserves. I shall on such an occasion, without scruple, trample upon all those forms with which wealth and dignity intrench themselves; nor shall anything but age restrain my resentment—age which always brings one privilege, that of being insolent and supercilious without punishment.

Total value 45; 85 of which will be given for spelling, and 10 for correctly placing stops and capital letters. Four marks to be deducted for each mistake in spelling.

COMPOSITION.

I.

ADMISSION TO HIGH SCHOOLS.

Examiner: J. C. GLASHAN.

(The Minimum for passing on this paper will be 18.)

Values.

- 18 1. Make a continuous narrative of the following :  
Two goats met. The goats met on a narrow bridge. The bridge was only a plank. A torrent roared beneath the bridge. One goat was black. The other goat was white. The black goat spoke to the white goat. The black goat said, "I am in a hurry. Make way for me." The white goat answered the black goat. The white goat said, "Are you in a hurry? So am I in a hurry. Make way for me." The black goat was the stronger goat of the two goats. The black goat pushed his enemy over the bridge. The horns of the black goat had been entangled in the white goat's horn. So the black goat was dragged over also. Both goats were drowned.
- 18 2. Express in some other way the meaning of each of the following sentences :—  
Iron is one of the metals.  
Chickadee is a name of the black-cap titmouse.  
This house belongs to my father.  
Cheiron taking his lyre, the lads joined hands.
- 18 3. Change the voice of all the verbs in the following :—  
The latch of a gate was broken by a boy; the gate was blown open by the wind; the field was left by a cow; the cow was run over by a train; the train was overturned by the cow; a little child was killed by the accident; so a little child was killed by that mischievous boy.
- 18 4. Change the arrangement of the following sentences so as to bring the prepositions before the pronouns they govern :—  
What place come ye from? What town are you going to? It is hard to be without a single person to talk to. The year Napoleon was born in, was also the year of Wellington's birth.

II.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: GEO. W. ROSS.

Write a theme on one of the following topics :

Be what nature intended you, and you will succeed; be anything else, and you will be ten thousand times worse than nothing.

—Sidney Smith.

Money.

The war between Russia and Turkey.

Value—75.

SECOND CLASS TEACHERS AND INTERMEDIATE EXAMINATION PAPERS.

Answers are given at the end.

Notes and News.

ONTARIO.

TORONTO TEACHERS' ASSOCIATION.—The first meeting of this association, as organized under the Departmental Regulations, was held in the Public Hall of the Normal School on the 14th and 15th of December. Mr. James Hughes, President, occupied the chair. The exercises were thoroughly practical in their character, and the interest manifested by the teachers was very great. The work done during the day was Institute work of the most profitable kind. The subjects were discussed by their conductors, as they should be in schools by teachers. No long formal addresses were delivered; the topics were opened up point by point, and each point was taken up by the Association as it was raised. The true conductor, like the true teacher, teaches his audience chiefly through themselves. The discussions were of the most animated nature, and the ladies took part in them with earnestness and ability. This is a cheering feature, especially as so many teachers are ladies. The following is the programme of work done :—

How to teach Arithmetic to the end of Division—MR. LEVI CLARK.

How to teach Geography to Senior Classes—Miss M. J. KEOWN.

How to teach Geography to Junior Classes—Miss B. SIMS.

How to teach Writing—MR. A. F. McDONALD.

How to teach Reading to classes below the 4th Book—MR. RICHARD LEWIS.

Difficulties in connection with School Discipline—MR. S. McALLISTER.

Best methods of Parsing and Analyzing—MR. I. J. BIRCHARD.

On Friday evening the President delivered his inaugural address, and on Saturday evening George Wright, M.A., M.D., gave a very excellent address on The "Teacher's Discouragements and Rewards." Mr. Hughes took for his subject "The Educational Outlook," and dealt with several important educational questions. Among others he treated of Industrial Education, Industrial Schools, Technical Education, Object Teaching, and Teacher Training; but especially with the Kindergarten. A resolution was unanimously passed requesting Mr. Hughes to publish for sale that part of his address relating to the Kindergarten. There is no doubt that this is the great educational question of the day, and every teacher, and parent too, should try to get an intelligent idea of the system and its aims. Dr. Wright's address was full of sympathy for the teacher, and also replete with suggestions. He showed how well he is fitted for the position which he holds as chairman of the Committee of school management of the Toronto School Board.

Mr. John Jessop, Superintendent of Education for British Columbia, has been spending a few weeks in visiting different parts of the older Province. Mr. Jessop was formerly a resident of this Province, and as he has many acquaintances left amongst his old fellow-teachers, his sojourn was no doubt pleasant as well as profitable. He started for home a few days before the close of the year.

According to the Quarterly, the Hamilton Collegiate Institute has sent during the last four years 40 of its *élèves* up to the University of Toronto, 29 of whom are now attending lectures in University College. During 1877, no less than 28 have passed university examinations, 16 of which were in connection with McGill. In the University of Toronto the Institute has won a classical scholarship for four years in succession and a mathematical for three, besides several proficiencies. It won the Gilchrist in 1875, and has taken 5 at various times in Knox College, making 19 in all. Eight girls passed

the McGill A. A. Examination last May, and one passed the Junior Matriculation of Toronto University with honors in June. During the four years 42 candidates sent up from the Institute passed the examination for second class teachers and two passed last year the first class examination. The aggregate number of those who have passed the Intermediate (exclusive of last December examination) is 59. Probably no other school in the Province can show a record equal to this, to say nothing of the excellent literary society and school journal kept up by the pupils. The people of Hamilton are justly proud of their Institute and provide for it on a liberal scale. Perhaps it would not be amiss to suggest that the time has almost come for making the bold step of providing the school with the appliances necessary for enabling it to retain its students up to the end of the first year of their University course. If Hamilton is ever to have a college worthy the name, it must, to all appearances, grow out of the Collegiate Institute.

#### QUEBEC.

It is a very rare circumstance that any matter relating to education should excite public attention. Such matters are generally decided with little discussion and less comment by one or two persons more or less intimately concerned. There are, however, exceptions to the general rule. The Book Depository was not established without exciting strong opposition in several quarters, as well as severe criticism from persons not particularly interested in the book trade. The late appointments to the new inspectorial districts have not been allowed to pass unchallenged. The enormous disproportion between the amount of public money granted for the payment of Inspectors and the amount granted in aid of the schools and for the remuneration of teachers has been pointed out as anomalous and unfair to the mass of instructors—not that the former sum is by any means too large, but that the latter is far too small.

It has been decided to open a college in Montreal in connection with, or as a branch of, Laval University. It will include the four faculties of Divinity, Law, Medicine and Arts. It appears that medical students at Laval are compelled to attend four sessions of ten months each before being admitted to take their degrees. Application is to be made to the Local Legislature to compel the medical faculties of other colleges in Quebec to extend their courses to the same length as the courses at Laval.

The comparative excellence of the denominational and unsectarian systems of education are vigorously discussed in some of the newspapers. On the one hand the results are said to be prejudices, national and religious, narrowness, ignorance; on the other hand, godlessness, immorality, and infidelity.

The commissioners of the Protestant schools of Quebec have procured apparatus and engaged a competent instructor to teach telegraphy.

The Government has formed a Commission, Hon. G. Onimet as Chairman, for the purpose of collecting materials for a school exposition at Paris.

#### NOVA SCOTIA.

Acadia College (Baptist) building, at Wolfville, King's County, was burned down on the evening of Sunday, December 1, and totally destroyed, the contents of the Museum being entirely lost, and the books and philosophical apparatus in the Library saved in a damaged condition. The origin of the fire is unknown. The insurance was, \$9,000 on the building and \$5,000 on the library and furniture. The fire broke out at about a quarter past six, when the students were away at tea, and in consequence several of them lost their clothes and books. The building, which was of wood, consisted of a *corps de logis* three stories high, which contained the chapel, class-rooms, and some dwelling rooms; the left wing contained the Mathematical lecture-room, the President's residence and a number of dwelling-rooms; the right wing, on the second story of which the fire broke out, contained the Reading-room, Classical Lecture-room, the Chemical Laboratory, the Philosophical, Lecture and Experimenting Rooms, the Library, the Museum, and some dwelling-rooms. The new boarding house stands about a hundred yards to the right, but was saved, as was also the Ladies' Seminary, though this building was in great danger owing to its proximity to the burning College. It has been decided by the Governors and Faculty to carry on the work of education with as little interruption as possible, and offers have been received from the Wolfville people to provide class-rooms and boarding accommodation. A movement was set on foot last year to raise a further endowment of \$100,000 for the College, and it is thought there will

be no difficulty in raising \$50,000 more to rebuild the College, as the denomination in the Maritime Provinces is rich.

Mademoiselle Huguonin, formerly Lady Principal of St. Hyacinthe School, has been appointed teacher of French and German in the Ladies' Seminary at Acadia College.

A Temperance Society has been formed by the students of the Collegiate institutions at Sackville, under the title of "The Acadia Temperance Society."

Two graduates of Dalhousie College, Halifax, occupy the posts of Principals of Academies, G. A. Laird, B.A., being Principal of the Graded School at Bridgewater, Lunenburg County; and B. McKittrick, B.A., of Sydney Academy, C.B.

The Dalhousie men are distinguishing themselves abroad, too. J. C. Herdman, B.A., has taken the degree of Bachelor of Divinity, besides winning prizes in Church History (first), Divinity, Biblical Criticism and Antiquities, in the Theological Faculty of Edinburgh University. A. W. H. Lindsay, B.A., M.D., has gained a medal and first class honours in Clinical Surgery in the Medical Faculty of the same University.

Rev. G. M. Grant, Principal of Queen's College, Kingston, was made the recipient of a number of addresses and testimonials prior to his departure for the scene of his future labours. His congregation presented him with a silver service of 10 pieces, valued at \$700; the Alumni of Dalhousie College with a silver *epergne* and complimentary address; he also received an address from the Faculty of the College.

A competitive examination for free Scholarships in the Halifax High School will be held on the 3rd January; the Scholarships are divided among the various Schools as follows: Morris Street School, 4; St. Mary's, 6; Albro Street, 6; St. Patrick's, 5; National, 2; Richmond, 2. The Commissioners have ordered that the general average of answers at this examination, entitling competitors to a Scholarship, shall be 70 per cent., and not less than 50 per cent on any one subject. At the examination held last August, the general average was fixed at 65 per cent., and that was considered by many much too high.

The practice of giving tickets to scholars for attendance, good conduct, etc., is to be resumed in the city schools.

No site has yet been fixed upon for the new High School building.

A teacher in one of the city schools who administered what appears to have been a merited castigation on a refractory pupil, was summoned before the Police Court by the boy's parents and fined \$10 and costs "for assault."

The Convocation of the University of Halifax was summoned in November last to elect a list of three candidates to the vacant Fellowship in the Senate. The list was sent up to the Senate, but as the record of proceedings showed that only seventeen members were present when the election—by voting papers—was held, the Attorney General was asked to give his opinion on the legality of the meeting and the validity of the election. On a case being submitted to him, he pronounced the election invalid, and Convocation has again been summoned to meet on the 26th December, then to elect a list of candidates.

No appointment has yet been made to the Fellowship rendered vacant by the death of Rev. A. S. Hunt. This appointment, under the provisions of the University Act 1876, is in the hands of the Governor-in-Council.

Dr. D. Allison, the new Superintendent of Education, has received leave of absence till July next, as he cannot be relieved from his duties as President of Mt. Allison Wesleyan College till then. Mr. J. Condon, Inspector of Schools for Halifax County, acts as his deputy meantime.

The Governor of Acadia College, at a meeting held in Wolfville on the 6th ult., determined to collect \$45,000 for the rebuilding of the College, to be divided as follows: \$20,000 for College building; \$20,000 for Ladies' Seminary; \$5,000 for Academy Hall and Lecture Rooms. At a public meeting in Wolfville the same evening, \$9,000 were collected, one student, Howard Chambers, giving \$500; the list of subscriptions was headed by a Methodist minister, Rev. Mr. Coffin. Meetings are to be held throughout the Maritime Provinces to collect the necessary funds, and meanwhile temporary buildings, to be completed by the 10th January, are being erected.

The Halifax Board of City School Commissioners have, by a vote of six to four, resolved to purchase a number of properties on Brunswick, Albemarle and Sackville Streets for a High School site, at a cost of \$7,500. A better lot in a better locality could be obtained, one of the dissenting Commissioners said, for \$5,000. The Board unanimously adopted the following report of the Com-



mittee appointed to inquire into the case of the teacher who was fined \$10 and costs, in the Police Court, for assault on a pupil:—

"The Committee in submitting this report would be perfectly satisfied to allow the evidence to speak for itself were they not strongly impressed with the fact that the Stipendiary Magistrate, in sentencing Mr. Elliot to pay a fine of \$10 and costs, has inflicted a serious injury upon the discipline of the Public Schools of this city; for if teachers in the employ of this Board, and carrying out its instructions in the maintenance of order and discipline by the moderate use of corporal punishment, as has been shown by the evidence in this case, are to be dragged to the Police Court, and summarily mulcted in heavy fines, your committee feel that the efficiency of our Public Schools is at an end. The committee cannot close this report without expressing, not only their fullest confidence in the uniform kindness and attention shown by Mr. Elliot to his pupils, but their entire approbation of the course pursued by him in the matter for which he has been (to say the least) so summarily and harshly treated.

"The committee also recommend that, in the interest of the schools, the amount of \$10 fine and costs in this case inflicted upon their teacher be refunded to Mr. Elliot, and that he be furnished with a copy of this report."

#### NEW BRUNSWICK.

The reconstruction of St. John has ever since the great fire proceeded at a rate that excites the admiration of every visitor, and seems no way retarded by the approach of winter. The erection of school buildings has also come in for a share of the general activity. The Chapman House, so called, a neat brick building of two stories, in a central situation, was completed several weeks ago, and is now occupied by one primary and three advanced departments of girls. New St. Malachi's Hall, on the old site, a fine brick building of three stories, and arranged for thirteen school departments, with a spacious hall of 127 by 42 feet, is, thanks to the energy of the Bishop of St. John, rapidly approaching completion, and intended for occupation immediately after the Christmas holidays. This house alone will, if necessary, furnish accommodation for 700 pupils. The Trustees at an early day after the fire undertook the rebuilding of the Victoria School, and the new structure, destined, like the one destroyed, to be the finest of the kind in the Dominion, has been roofed for some time, and will be thoroughly finished, and furnished for use, by the 1st May next. The opening of these buildings is looked forward to by all concerned with much eagerness, although the temporary accommodation secured by the Board has given very general satisfaction, many people wondering that it is even as good as it is.

It is officially announced in the last *Educational Circular* that Teachers' Institutes will be held during the coming year in the counties of Northumberland, Kent, King's, Gloucester, York, Charlotte, Restigouche and Carleton. An outline of the subjects to be brought before the several meetings is also published, and by its variety the programme would seem to furnish abundant room for the display of professional talent. An accurate report of the several Institutes, and of the educational advantages conferred by them upon the profession and the country, will be an interesting document.

Mr. Alexander Monro, of Port Elgin, the well-known author of the *History of the Lower Provinces* and of other valuable works, has recently sent eighteen volumes of his publications to Dr. Bennet for distribution, as far as they will go, among the teachers of St. John who lost their books in the fire of the 20th June. Such a donation, in the circumstances of that city, is altogether appropriate, and is highly creditable to Mr. Monro. In connection with this generous gift it may be added that the quantity of books destroyed by that fire was simply enormous, and the loss of them has been felt perhaps more keenly than that of almost any other description of property.

The Rev. Howard Sprague, A.M., pastor of the Centenary Church, St. John, has just been elected President of Mount Allison (Wesleyan) College and Academies, Sackville, in the room of Dr. Allison, who lately succeeded, on the lamented death of Rev. A. S. Hunt, to the office of Superintendent of Education for the Province of Nova Scotia. Mr. Sprague was a member of the first class which graduated at Sackville, and he has now been selected for this important appointment on the ground, it is believed, that his record as a student was a good one, that he is known to have kept up an interest in his College studies, and to have pursued a course of reading and study eminently qualifying him not only for the Presidency, but for the Professorship of Mental

Science associated with it. His reputation also as a pulpit orator has no doubt had due weight with those charged with the duty of making the appointment. Mr. Sprague is a popular preacher, and his pastoral record is excellent for so young a man. During the ten years or thereabouts he has been in the ministry, he has filled some of the most important charges in this Province, besides being a prominent and leading member of the Missionary Board, and discharging the heavy duties of Secretary to the Conference for the last two years. Sackville is to be congratulated on this very judicious appointment, but for all that the new President's removal will be much regretted in St. John, where his devotion to duty has endeared him to his own people, and his well-known liberality of sentiment has made him a great favorite with all other denominations.

#### PRINCE EDWARD ISLAND.

The free school system lately inaugurated has passed through its first ordeal of the Christmas examinations. The examination in the Normal School for diplomas took place a fortnight before Christmas, and according to the award of the examiners forty-two students have been successful. The provincial examination for license was commenced the week before Christmas, but the result will not be known for some time. The semi-annual examination of the city schools has given general satisfaction, while the number of visitors present shows that the people generally are now deeply interested in educational progress.

At the examination of the Prince of Wales College, the Principal stated that he had that day heard of the success of Mr. Schurman, who is at present attending the London University. Mr. Schurman, he said, had taken the highest honours in moral philosophy for the year, and had won a scholarship of fifty pounds sterling. Mr. Ross, he added, had also taken a high position in his classes. These are the two young gentlemen who lately took the Gilchrist scholarship.

Mr. W. C. Dawson, an efficient member of the City Board, in speaking of the cost of schools, says:—"It was his duty last year to ascertain the annual cost to the Government of each pupil educated in the common schools throughout the country; and he found it was six dollars. Under the management of the board of trustees the education of each child taught in the common schools of the city would cost four dollars and fifty cents. In the grammar schools of the country the annual cost of teaching has been thirteen dollars per head, while now in the model school of the city the cost will be about eleven dollars. Last year some seven hundred children attended the city schools, and in this number were included those who attended St. Patrick's School. This year one thousand and sixty-three pupils have been in attendance at the schools under the control of the board of trustees, and he was pleased to learn that St. Patrick's School would be placed at the disposal of the board after the first of the coming year; and in the course of a few days some 1,500 pupils will be receiving instruction in the Charlottetown schools."

The Hon. James Duncan, Chairman of the Board of Trustees, is spending the winter in the South of France.

Mr. Seaman has been appointed to the position lately held by Mr. Frederick Allison.

#### MANITOBA.

Rev. Prof. Hart, M.A., Rev. J. F. German, M.A., and Hon. W. N. Kennedy, have been substituted on the Protestant Board of Education for Messrs. Bell, Ross, and Brown. One reason for the removal of the old members was that new ones might be appointed to restore the denominational equilibrium of the Board, which now has two Methodists where there were none before.

W. J. James, B.A. (Cambridge), Portage la Prairie, has been appointed a member of the Protestant Board of Education instead of Charles Mair, whose place became vacant through his absence from the Province.

The Examination of Teachers (Protestant Section) will be held on the third Tuesday in January.

The Winnipeg schools are very much overcrowded, and the staff is to be largely increased. Trained teachers from Ontario have given such satisfaction that a preference will likely be given them, though others are more easily obtainable. Considering the cost of living, the salaries offered are not equal to those of Ontario.

The press and public of Winnipeg are much agitated over the course taken by the School Board in lowering the salaries of teachers whose connection with the schools has been one of remarkable success. The teachers will not re-engage at the reduced salaries.



E. W. Jarvis, B.A. (Cambridge), of Winnipeg, has been appointed a member of the Roman Catholic section of the Board of Education, in the place of Pierre Delorme, of St. Norbert.

The matter of Indian schools is beginning to attract a more than usual share of attention. A teacher is regularly employed among the *Rousseau* Indians, and the establishment of a school among the *St. Peter's* and other bands is being considered by the Board of Education.

### REVIEWS.

**COMPLETE ARITHMETIC, Theoretical and Practical.** By William Peck, Ph. D., LL.D., Professor of Mathematics and Astronomy in Columbia College, and of Mechanics in the School of Mines. A. S. Barnes & Co., New York, Chicago, and New Orleans.

The binding, paper, and printing of this work are admirable. The arrangement is neat, and black lettering has been employed judiciously. The examples are numerous, and a number at the beginning of each exercise are supposed to be solved mentally. The theory, however, might be improved; *e. g.*, the following proof of the rule for dividing a fraction by an integer is a little too sententious: "Because the denominator shews the number of equal parts into which we divide the unit 1 to obtain the fractional unit, multiplying the denominator of a fraction by any number is equivalent to dividing the fraction by that number." This proof will appear still less simple if we remember that "any number" may mean a surd. The treatment of Percentage is likely to lead the pupil to work examples in it, and in the rules made to depend on it, in a purely mechanical manner. Too little is said about Exchange, a fault, however, common to all advanced arithmetics we have ever seen. Ratio is inserted after Percentage, Interest, Stocks, &c.,—rather illogically, we think, for the notion of ratio, of course, runs through all these rules. Very properly, however, the usual "Proportion Statement" is put at the end of the book. We see no sufficient reason for the author's violating the usual practice in saying that the ratio of 3 to 5 is expressed by the fraction  $\frac{3}{5}$ . There are no difficult examples.

**TOPICAL HISTORY CHART.** By J. P. Whitcomb. Published by A. S. Barnes & Co., New York. Price \$2.00. This is an "exercise book" in history intended to be used by pupils in making exact and comprehensive summaries of the leading facts of each century since the creation. A century or period is outlined on each page, so that the history may be taught by periods instead of by countries. Of course the book may be used as an aid in teaching by either method. The names and dates of the great characters of a century are given in appropriate places on a single page, and spaces left for the insertion by the pupil of such notes as the teacher deems important in connection with each. Topical summaries are provided for at the end of the book, and blank pages are left to be filled in to suit the individual methods of different teachers. There can be no doubt of the value of the work in aiding each pupil to arrange the important events of history in a concise and intelligible form. If the author could arrange to put the work of one page on two *opposite* pages, and thereby diminish the width of the book and increase its thickness, it would be more convenient in form. For general use in Canadian Schools, an extended summary of Canadian history would have to be substituted for that of the United States.

**ADAMS' HISTORICAL CHART.** Toronto: T. B. Scovil, Superintendent of Agencies. This work presents a novel and highly interesting method of teaching and studying history. It is a most elaborate chart, whose compilation and preparation must have taken years of careful work. Its conception, its arrangement,

and its execution reflect great credit upon its author and publisher. It is simply history taught in a series of object lessons. The great events are presented in pictures, and the nations represented by different colours, so that one can readily grasp at a glance the gradual extension or dismemberment of an empire. One of the best features of the chart is that the history of different nations is learned at the same time. Side by side run the historical streams, so that the eye takes in at once the conditions of various peoples at any particular era. Discoveries, inventions, &c., are represented by pictures at their proper date. Teachers can learn much of the correct method of teaching history from the chart.

**CYCLOPEDIA OF EDUCATION.** New York: E. Steiger & Co. This supplies a want long felt; a reliable work, containing in convenient form, accurate information and statistics relating to all educational questions. Every important educational term and work is explained in a clear and exhaustive manner. The systems of various countries are carefully described. Biographical sketches of the founders of systems are given. It is edited by Messrs Kiddle and Schem, Superintendents of the school of New York, and contains the information of a vast library of works on educational subjects. Every teacher should have a copy, and no school library is complete without one.

**The Primary Teacher.** T. W. Bicknell, Publisher, 16 Hawley St., Boston. This is a new monthly magazine, devoted to the explanation of the best methods of conducting and teaching Primary Schools. The first number contains, besides editorials, &c., Lessons in the Kindergarten, by Madam Kraus-Bœlte; First Steps in Reading, by Lewis B. Monroe; The Writing Class, by J. W. Payson; The Use of Language, by G. P. Quackenbush, LL.D.; History in Primary Schools; Teaching Primary Geography; and A Lesson in Fractions, by Malcolm MacVicar. The names of the above contributors are a sufficient guarantee that the work in their various departments will be of the most practical character. It promises to be one of the most valuable of the teachers' publications issued by Mr. Bicknell, and no higher praise can be given to it. Terms, \$1 per annum.

**THE QUARTERLY,** published by the Literary Society of Hamilton Collegiate Institute, has been enlarged, and is now an interesting journal. Several such journals are now issued by the pupils of our Ontario Schools. Hamilton seems determined to keep ahead.

**NOTES FOR BIBLE READINGS.** Edited by S. R. Briggs and John H. Elliott. This little work is calculated to prove useful to the earnest student of the Scriptures on account of the hints it gives on the method of reading, as well as the large array of analyzed passages and subjects. The inevitable confusion of the contents of the book is obviated to a great extent by a suitable index. A useful feature of the work is the blank portion designed for MS. notes.

**SOUND AND THE PHYSICAL BASIS OF MUSIC.** By John Cook, M.A. London and Edinburgh: W. & R. Chambers. This little manual is thoroughly scientific in its treatment of the subject discussed, while the illustrations and experiments contained in it, together with the almost entire absence of technical terms, admirably adapts it for popular reading.

**THE CANADIAN ALMANAC FOR 1878.** Toronto: Copp, Clark & Co. There is no need that we should enlarge on the merits of this extremely useful little work. Nothing better of its kind is published anywhere, and it is a marvel of cheapness considering the amount and variety of its contents. The *Almanac* for 1878 has a map of the city of Ottawa and its suburbs, showing with clearness and accuracy the topography of both sides of the Ottawa and both banks of the Rideau, together with the famous "Big Kettle" at the

upper side of the city. The usual lists for reference are given with accuracy up to the date of compilation, including members of Parliament and cabinet ministers for all the Provinces of the Dominion; post offices and postmasters; the clergy of the Dominion; the municipalities and municipal officers of Ontario, etc., etc. The only addition we would feel disposed to suggest in this connection is a list of the members of Parliament, executive officials, and judiciary of Newfoundland. It is true that this Province is not yet a part of the Dominion of Canada, but it may become annexed to it at some future time, and even now many of the readers of the *Almanac* are interested in knowing "who's who" in the land of codfish and fog. Every person who wishes to keep up his knowledge of public affairs ought to provide himself with a copy of the *Canadian Almanac*.

**ELEMENTS OF POLITICAL ECONOMY.** Toronto: Copp, Clark & Co. Price 50 cents. This little work is written by Rev. Dr. Ryerson. This is a sufficient guarantee that the subject is carefully and ably treated. The author claims as his own the arrangement of the topics and the mode of presenting them. The work is compiled from the writings of the best English and French authors on the subject. Dr. Ryerson's ability as a teacher is shown by the simplicity and comprehensiveness of his definitions, and the appropriateness of his illustrations. If the boys and girls of Canada would read this book they could not fail to become better citizens.

**THEO: A LOVE STORY.** By Mrs. F. H. Burnett. Philadelphia: T. B. Peterson & Brothers. Mrs. Burnett is the author of several excellent novels of unexceptionable tone and tendency. This unpretentious novelette is of the same general character with the rest of her works in the above respect, and is at the same time quite as entertaining as any other production of its class. It is sure to be popular with those young people who find the pages of George Eliot difficult reading.

Amongst recent additions to Harper's "Half Hour Series" are two primers, one on Greek and the other on Latin Literature, prepared by Eugene Lawrence, author of "Historical Studies." The very best manuals on historical subjects are of questionable value as sources of information, and the more compressed the treatment the greater the tendency to utter worthlessness. It is therefore no scant praise of these little primers to say that they contain admirably constructed skeletons of the Greek and Roman literatures, and that they are well calculated to be useful as a foundation for future reading on the same subjects.

Antho's "English Commentary on the Tragedies of Euripides" has been published by Harpers in a compendious little edition, detached altogether from the texts, for which the student should, whenever he can do so, go to the Oxford editions. Some of the tragedies of Euripides are sure to find their way into the curriculum of every seat of higher learning, and this little volume is, therefore, with its analyses of the plays and copious notes, calculated to afford most useful aid to the student.

Harpers have issued a neatly got-up and carefully edited edition of "Seneca's Moral Essays." The writings of this unquestionably great heathen philosopher, who, with no small share of Bacon's ability, combined far more than Bacon's want of principle, have been very much neglected by English scholars, not a single English edition of any portion of his works having appeared for more than three centuries. The present volume contains the essays on "Providence," "Tranquillity of Mind," "The Shortness of Life," and "A Happy Life," together with some of his genuine epistles and epigrams, and a portion of the spurious correspondence palmed off upon the world as having passed between him and the Apostle Paul, whose contemporary he was.

Students of Classics are indebted to Harpers for a posthumous edition of the first, second, twenty-first and twenty-second Books of "Livy," by the late Dr. Anthon. The work of the editor is chargeable, to some extent, with the same defects which mar his editions of Cæsar, Horace, Virgil, and Cicero. He attempts too much in the way of annotation, and his translations are, in many instances, quite too liberal to be followed as good models. The edition is, however, calculated to be useful, especially to those who have to read without the aid of a "coach."

NOTE.—Any of the above works can be obtained at the office of the CANADA SCHOOL JOURNAL.

**ONE WAY.**—"Boys may go out," and thereupon occurs a rush for the door, on the very simple principle that to stay in one second after this permission would be a sign of cowardice, and that to be the last to go out would be a confession of weakness. When the signal is given to "come in," the reverse process takes place. Only those who are afraid—with the exception of the few who mean to be "good" at all times—make any haste, while to come in the last is a point of both independence and honor.

—Among the great blessings which the introduction of kindergarten is bringing to our people, we hail as one of the greatest the growing conviction, that the importance of early education can not be over-estimated; and those who trifle with it, jeopardize the welfare of the child in every direction; and that, consequently, it should be entrusted only to persons well qualified by disposition and preparation for their important work. For centuries wise men and women have preached these things to a dull and apathetic race, without being able to convince it, much less to induce it to obey their teachings. The kindergarten,—whose astonishing influence upon the little folks is apparent to the dullest, and raises even the most apathetic to a comfortable tepidity,—bids fair to open the senses and the heart of the race to the great importance of early education.—*W. N. Hailmann.*

Departmental Notices.

SUPERANNUATED TEACHERS.

The following teachers have been added to the superannuated list within the past month:

NAME.	RELIGION.	COUNTRY OF BIRTH.	RESIDENCE.	AGE.	SERVICE IN ONTARIO.
Helen Cullen..	Congregat'nl.	Ontario ....	Lanark ....	46	23 yrs.
Duncan McColl	Methodist ..	Scotland ....	Campbellford	46	17½ "
Edward Rose..	Presbyterian	Ireland ....	Almonte ....	54	25½ "
S. Vandewater..	Methodist ..	Ontario ....	Gwillimbury.	46	16½ "

In accordance with the recommendation of the Deputy Minister of Education, pensions have been awarded to the following Public School teachers:

NAME.	RELIGION.	COUNTRY OF BIRTH.	RESIDENCE.	AGE.	SERVICE IN ONTARIO.
<i>60 Years of Age.</i>					
Griffin, Wm. H.	Episcopal ..	Ontario ....	Brantford ..	60	26 years.
Lynn, Jas. B. . .	Christian....	United States	Tp. Bertio ..	66	32 "
Kedslie, Francis	Presbyterian	Scotland ....	Goderich....	60	21 "

UNDER 60 YEARS OF AGE, AND DISABLED FROM TEACHING.

Berry, Mary J. . .	Episcopal...	Ontario ....	Elizabethtown..	35	13 yrs.
Metzger, C.F.H.	Lutheran ....	Germany ....	Mitchell .....	45	16½ "
O'Meara, Jas. . .	R. Catholic..	Ireland ....	Gloucester ....	43	19 "

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—*School Board Chronicle*.

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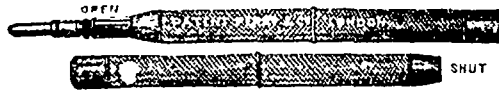
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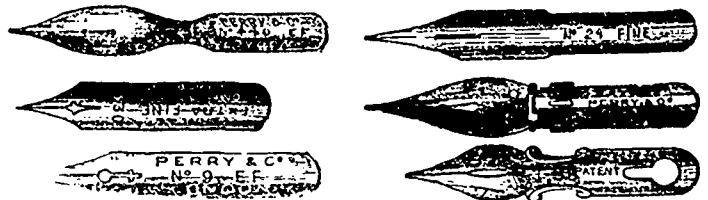


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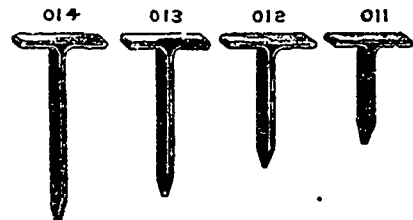


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