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The Canada School Journal.

VOL. VI.

TORONTO, JULY, 1881.

No. 50.

The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1878.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction, Quebec.

Recommended by Chief Superintendent of Education, New Brunswick.

Recommended by Chief Superintendent of Education, Nova Scotia.

Recommended by Chief Superintendent of Education, British Columbia.

Recommended by Chief Superintendent of Education, Manitoba.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

—In the cities of Toronto and Ottawa, and in thirty-two inspectorial districts in Ontario, the CANADA SCHOOL JOURNAL is the recognized and adopted Educational periodical of the Teachers' Association.

—We are in receipt of a letter from Mr. A. L. Parker, of Collingwood, complaining of an unfair criticism of his "Cicero Pro Arabia" by the editor of a Toronto publication which claims the title Educational. Mr. Parker will excuse us for declining to publish his communication, when he learns that the editor in question is permanently bilious, and afflicted with the idea that he can write English. Of course, he knows little of English and less of Latin, as Mr. Parker clearly proves in his letter; but as this is already so well known to everybody but himself, it requires no demonstration. He is harmless, Mr. Parker, and your fellow teachers do not notice his ill-tempered criticisms.

UPPER CANADA COLLEGE.

On no question connected with educational matters in this Province has public opinion expressed itself more unmistakably than with regard to the maintenance in its present condition of Upper Canada College. It has been proved again and again that the work of higher secondary education, which was formerly done by Upper Canada College, is now as a matter of fact carried on by the High Schools and Collegiate Institutes. The verdict of the press of Ontario is unanimous against the policy of maintaining an expensive institution whose usefulness is of the past, and whose only purpose is to train the sons of certain persons imagining themselves to constitute the "upper classes," in ideas of pride and exclusiveness quite unsuited to the free atmosphere of Canada. In fact, except those who

have a direct money interest in the College, and their personal friends on the staff of one great Toronto journal, we have heard of very few who approved of keeping up this cumbersome establishment at the public expense for the benefit of a few.

It is quite true that a great change in the right direction has been carried out by the Minister of Education in bringing Upper Canada College under the direct inspection of the Education Department. But we venture to predict that even this will not satisfy public opinion. The more evident the admirable work and high tone of scholarship in the Collegiate Institutes of the Province, the more intolerable does it become that the Province should maintain a rival institution whose invidious claims to social superiority are not borne out by superior or even equal educational results. The English Public School system, as far as it consists in having a special educational establishment for the sons of the aristocracy, is part of a social system which has no existence in this country. Canada has no aristocracy, no privileged class; and any attempt to set apart a place of education for the children of a class, is utterly out of harmony with all that is best in Canadian life. We hope that the press of Ontario will not let this matter drop. It is their interest and their duty to support the cause of the Collegiate Institutes of the Province, and no greater service can be done to these Institutes than by abolishing the rival, which diverts a class of pupils who have themselves everything to gain by mixing on equal terms with the boys whom they will afterwards meet as class-mates in the University. A responsible Minister can not long disregard a strong expression of public opinion. It is the intention of the CANADA SCHOOL JOURNAL to recur to this question again and again until some satisfactory action be taken by the Department of Education.

A suggestion was put forward at some length in a leading article in this journal to the effect that Upper Canada College be utilized as a college for ladies. This suggestion was borrowed without the courtesy of acknowledgment by the *Bytunder* for the next month, and afterwards by several Toronto papers. It is a suggestion which, though not immediately, we fully expect to see carried out. For with the example of the success of colleges for women, not only in America, but recently at Oxford as well as at Cambridge, such an institution is a want which the Province ought to supply. Should Upper Canada College ever be utilized for this most important object, those who wish to give credit where credit is due will remember the fact that the proposal originated in the CANADA SCHOOL JOURNAL.

STUDY DURING VACATION.

Once more the Birthday of our Dominion brings round that season of holiday rest which is quite as welcome to the teacher

as to the scholars. Sancho Panza invoked a blessing on "the man who invented sleep;" with equal reasons might we of the teaching profession bless the inventors of the summer holidays. We purpose to say a few words as to holiday study, premising that we do not mean by "study" a prolongation into the vacation recess of those exercises which form the staple of the school-room work. The brain and nervous system should have the benefit of entire rest from the work-day pursuits. Our first study during the holiday season should be to take rest. This does not come as a matter of course, and there are many ways of spending the holidays which are anything but "rest." To hurry from one excitement to another, to spend in dissipation the leisure purchased by hard work, is but to substitute one form of nervous excitement for another. The most of the summer holidays should be spent in close communion with nature. We should assimilate and make our own some one aspect of the beautiful land we live in, of whose scenery quietude is a distinguishing feature—the stillness of her woods, the calm of her lakes, the tranquil progress, "without haste, without rest," of her rivers. But as Dr. Johnson has recorded of Mr. Carr, the originator of the *Gentleman's Magazine*, that he never even looked out of the window without thinking of serving the interests of his magazine, so the true teacher, even in pleasure seeking, will not be unmindful of that which is the real business of his life. A most useful form of holiday study would be the mastering of at least one subject parallel to, but not identical with, those in the school-room course; such as a given period of French or German history, or the practical study of a science such as botany, but capable in a high degree of being utilized as a means of interesting scholars, and interpreting to them in some measure the meaning of this little corner of God's universe in which their lot is cast. In fact there is no subject of intellectual study which will not enable the really earnest teacher to return to the school-room with fresher illustrations, a newer stock of anecdotes, keener and more varied power of interesting and developing the growing intelligence with which he has to deal.

THE REVISED NEW TESTAMENT.

The German poet, Heinrich Heine, well said "when God willed to give the German people the German Bible, He did not leave the work of translation to an ordinary mortal, but created a Martin Luther for the purpose." We believe this to be no mere poetical fancy, though Heine, who wrote it, was a Jew by birth and a sceptic by profession; for all the great translations of the Bible were the work of men of vast intellectual force, and exercised a powerful influence on the thoughts of the age in which they appeared, from the earliest we now possess, the Latin Vulgate by Jerome, in the fifth century, to our present authorized version in the reign of James I. A new version, or rather a revision of the present one, had become necessary; the great advance of scholarship had altered our conception of the meaning of many words and passages, while the inevitable growth of the language made certain changes desirable in order that the sacred text should be intelligible. The result is now

before the world. The first thought that strikes one is the small amount of change, and the fidelity with which, when change was unavoidable, the manner and rhythm of the old version has been retained. It is not possible to pronounce authoritatively as to the acceptance which the new version will ultimately meet—on the whole the impression seems in its favor, and there is no doubt that an important contribution has been given to what will be, for all the English-speaking race, the Bible of the future.

THE LAST APPOINTED INSPECTOR.

The progress of education in Ontario has not been unlike the progress of Milton's planets,

Now high, now low, then hid;
Progressive, retrograde, or standing still.

The period just preceding the appointment of County Inspectors must be classed under the "standing still," if not under the "retrograde." But with the appointment of these officers a new order of things was inaugurated. A rapid advance began along the whole educational line. New school-houses were built, old ones repaired and enlarged, play-grounds beautified, and the well-qualified teacher took the place of the incompetent. Where so many appointments had to be made, strange indeed would it be had all turned out well; but, on the whole, the Inspectors are well-educated, earnest, enthusiastic men, practically trained in the school-room to know the defects of our schools and the best method of remedying these defects. The last addition to the ranks of the Inspectors shows that County Councils are not proving unfaithful to the high trust bestowed on them.

At their late meeting the County Council of Simcoe appointed the Rev. Thomas McKee to the Inspectorship of South Simcoe. It is not often that a County Council has the choice of four or five thoroughly qualified candidates, and it is no small compliment to Mr. McKee that the choice fell on him. We are sure that he will more than justify the confidence placed in him. Mr. McKee brings to the discharge of his new office high character, broad scholarship, long experience, and eminent success in all the positions which he has filled. He is a graduate of the Provincial Normal School, holding the highest grade of certificate. Subsequently he matriculated in the University of Toronto, and as a student of University College his name stands in the honor roll in several departments of study. While prosecuting his literary studies he became a student of Knox College, and in due time became licensed to preach the Gospel. Mr. McKee has been Principal of the public schools in the town of Cawawa, and in the cities of Ottawa and Kingston. While in the latter city he attended lectures in the Medical School with a view of better fitting himself as a teacher of the natural sciences. We cordially congratulate the trustees and teachers, the parents and pupils of South Simcoe on the appointment, feeling assured that the schools of that county will ere long be distinguished for good scholarship and good government.

THE INTERNATIONAL SUNDAY SCHOOL CONVENTION.

The method of Teachers' Conventions, with whose good results in secular teaching our readers are so familiar, has been applied at Toronto with the happiest effect in the Sunday School. Delegates from all parts of this continent met in brotherly union under the presidency of that vigorous, intellectual champion of all good work, Hon. S. H. Blake. The Sunday School has now been in existence for three centuries, since the first one was established, not as is popularly thought by Robert Raikes, but by that good man and friend to children, St. Charles Borromeo, in the Cathedral of Milan. To the Sunday School the secular school is indebted for a model of teaching in which discipline is maintained by love, not by fear. The two schools, the Sunday and the week day, supplement each other; they are engaged in the same all-important work, and should be guided by the same spirit.

—The annual commencement of De La Salle College, Toronto, was held in St. John's Hall, Bond Street, on the 24th ult. His Grace the Archbishop of Toronto presided. A large audience attended, and an excellent programme of readings, recitations and music—vocal and instrumental—was provided. The salutatory address was delivered by Mr. W. Culkin, and the valedictory by Mr. H. W. Brennan. A brief address was delivered by the Archbishop, who referred to the indefatigable and praiseworthy labours of the Christian Brothers in the College during the past twelve months, as shown by the proficiency of the students and pupils in the late examinations. He exhorted the latter to prize the education they were receiving as so much capital upon which they could in future draw to meet every exigency of life. The premiums were then distributed, medals awarded, and diplomas granted to their respective recipients. The music was ably conducted by Mr. J. C. Campbell, leader of La Salle Institute band.

—The exercises in connection with closing the seventh session of the Brantford Young Ladies' College were of an interesting and attractive nature. They included a sermon preached to the graduates by the Rev. Dr. Cochrane, and a concert in Wyckliffe Hall to an appreciative and crowded audience. The commencement proceedings were held in Zion Church, under the presidency of the Rev. D. D. McLeod. Miss Halse, of St. John, N.B., delivered the valedictory essay. Principal McVicar, Moderator of the General Assembly, gave an eminently practical address on Female Education, and spoke in high terms of the college work. The Revs. J. Laing and R. N. Grant also delivered addresses, after which Miss Allport, of Orillia, was presented with the Governor-General's Silver Medal for proficiency at the Toronto University Examination held in the College, and proficiency medals were awarded to Miss A. Chambers, of Paisley, and Miss A. J. Burns, of Toronto. The latter young lady obtained also the medal for mathematics.

—We are glad to learn that Mr. S. P. Davis, M.A., House-master of Pickering College, has been promoted to the Principalship vacated by the resignation of Mr. Bryant. Mr. Davis is a Gold Medallist of the University of Toronto, a gentleman of fine culture, an excellent teacher and a thorough disciplinarian. His long experience in the Whitby and Stratford High Schools, and the success which he has everywhere secured as a teacher, have certainly merited for him his appointment, while his practical acquaintance with the workings of the College, and the ability with which he has discharged the duties of the House-mastership, have justified the College Committee in thinking of no other person as Principal. Mr. Davis has been fortunate in the choice of his assistants, having secured as House-master Mr. W. H. Huston, B.A., late Assistant Master in Whitby Collegiate Institute, and as Mathematical Master, Mr. W. V. Wright, of the University of Toronto.

—The assembling together of the Teachers of North Simcoe at their convention, a short time since, was taken advantage of to present their esteemed Inspector, Mr. J. C. Morgan, M.A., with a valuable silver service and a complimentary address. The presentation was made by Mr. Neil Campbell, and the address read by Mr. George Sneath, Jr. The latter was neatly written, and worded as follows:

To J. C. Morgan, Esq., M.A., Inspector of Public Schools, and President of the Teachers' Association of the North Riding of the Co. Simcoe.

DEAR SIR,—The Teachers of the North Riding of the County of Simcoe, of which you have been Inspector for the past ten years, have long felt it their duty to express publicly their sincere appreciation of you as a zealous Inspector, a gentleman in every sense of the word, and a friend most faithful and true. The many personal inconveniences you have incurred in our behalf, both in your educational and social capacities, have created in us a regard and affection for you that no words can thoroughly convey, and in the silent sincerity of our appreciation of you we all hope in our hearts that you may long be spared to the grand cause of education and to the many friends of that cause, in this Riding, whose head and guide you are. A gift of a silver service accompanying this address we trust you will accept as a trifling token of the esteem, admiration and affection in which you are held by us.

Signed on behalf of the Teachers of the North Riding of the County of Simcoe.

N. J. CAMPBELL,

Secretary.

GEO. SNEATH,

Vice-Pres.

—The Church of England school managers and teachers in England meet in convention together for the purpose of considering the best methods of advancing the highest interests of the schools in their charge. This is as it should be. The enemies of the schools unite, why should not their friends do likewise? Many parents, and even some trustees, think that teachers meet in convention with a view to getting the holidays extended, or securing some benefit to themselves at the expense of the public. Would it not be well if, in Canada at least, one trustee from each school section attended the semi-annual meeting of the Teachers' Convention? The programme could be arranged so that one day could be devoted to general business, and the other to strictly professional work. We are convinced that such a course would establish a better understanding among the friends of education.

—Commencement day was celebrated with due honor and ceremony at Whitby Ladies' College, and a large number of the parents and friends of the students assembled to witness the proceedings, which were unusually interesting. Principal Hare presided. The Governor-General's Medal was gained by Miss Hamilton, who also won the Silver Medal, and the diploma of M.L.A. was conferred both on her and Miss Barker, who won the College Gold Medal. The Silver Medal of the College was presented to Miss Jones, by Mr. Holden. The Rev. Mr. Jeffery and Mr. Kerr addressed the audience, eulogizing in high terms the past work of the College, and predicting for it a brilliant future.

— At the close of the proceedings of the Pickering College Literary Society, June 24th, Mr. J. E. Bryant, M.A., lately appointed Principal of Galt Collegiate Institute, was presented by his pupils and friends with an address and an elegant and costly silver tea service; an easy chair was presented to the Superintendent and Matron, Mr. and Mrs. J. N. Richardson; a writing desk and portfolio to Miss Reazin, and six beautifully bound volumes of the poets to Mr. Colin Fraser—gifts that in each instance showed how high a place the recipients held in the estimation of the donors.

—A valuable gold watch and chain were presented to Mr. H. Reazin, Inspector of Schools, West Victoria, by the teachers of his district, at the convention of their Association held in Woodville last month. The presentation was made by Messrs. Cundall and Fowler on behalf of the Association, who expressed the high esteem and respect the teachers entertained for him as a gentleman, a friend, and a public officer. Mr. Reazin acknowledged the compliment paid him in appropriate terms.

ONTARIO TEACHERS' ASSOCIATION.

The annual meeting of the Ontario Association for the advancement of Education will be held in the public hall of the Education Department, Toronto, on the 9th, 10th and 11th August next. S. P. Robins, LL.D., of Montreal, and Joseph Workman, M.D., of Toronto, will address the Association during its meetings, the former on "The Relation of the Will to the Intellect in Education," and the latter on "The Morbid Results of Persistent Over-work." During the afternoon sessions, the following gentlemen will introduce the subjects annexed to their respective names:

David Wilson, LL.D., Pres. University College—"Religious Instruction in the Public Schools."

Mr. James L. Hughes, P.S. Inspector—"Industrial Drawing as Taught in the Public Schools, Toronto," with an exhibition of the work done therein.

Mr. James Mills, M.A., Principal Agricultural College, Guelph—"Agricultural Education in Schools."

Mr. S. S. Herner, Principal Strasburg Public School—"Uniformity of Text-books."

Mr. A. Morrison, Galt—"Physical Education."

The three sections will meet during the forenoon of each day, and the following subjects will be discussed at these meetings:—

P. S. Sections:—"Our Supply of Teachers;" "Representation at Provincial Association;" "Model Schools and Model School Work," and "Entrance Work to High Schools."

H. S. Section:—In this section the principal topics will be the

consideration of the reports of the executive committee in reference to the memorandum of the Minister of Education, and of the committee relative to Collegiate Institutes and High Schools.

P. S. Inspectors' Section.—The topics for discussion are:—"How to Make Teachers' Associations Effective;" "A Day's Work in a Public School;" "Extension and Endorsement of Certificates;" "How can we Best Help Teachers in their Schools?"

The Grand Trunk, Great Western, Credit Valley, and Toronto and Nipissing Railway Companies will issue return tickets to Toronto at a fare and a third to those wishing to attend the Convention, on presentation to their agents of the required certificates, which may be secured on applying to the secretary, Mr. R. W. Doane, Toronto.

NATIONAL EDUCATION.

PROGRAMME OF NEXT MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION AT ATLANTA, GA.

We have obtained from Hon. J. H. Smart, president of the Teachers' National Educational Association, the programme of the 20th annual meeting of the Association, which meets at Atlanta, Ga., July 19, 20, 21, 22. It will be seen that the subjects to be discussed are of importance, and that the men selected to speak are among the most prominent educators in the country. The programme is as follows:

TUESDAY, JULY 19.—MORNING SESSION.

Address of Welcome, Hon. Alfred H. Colquitt, Governor of Georgia.

Inaugural Address, by the President of the Association, Hon. J. H. Smart, Indianapolis, Ind.

Paper, "Lines of Advance;" Prof. C. C. Rounds, President Maine Normal School.

Paper, "What shall we Teach in our Elementary Schools?" A. J. Rickoff, LL.D., Supt. of Schools, Cleveland, O.

Afternoon Session.

Department of Elementary Schools.

President's Address, O. V. Tonsley, Supt. Schools, Minneapolis, Minn.

Paper, "Philosophy of Illustration;" Hon. J. J. Burns, ex-State Commissioner of Schools, Columbus, O.

Paper, "Education of the Sensibilities;" John W. Dowd, Supt. of Public Schools, Toledo, Ohio.

Paper, "Scientific Education;" Hon. Charles L. Loos, member of State Board of Examiners, Dayton, O.

Evening Session.

Address, "Education and the Building of the State;" Hon. Jno. Eaton, United States Commissioner of Education, Washington, D.C.

WEDNESDAY, JULY 20.—MORNING SESSION.

Paper, "Some Essentials in the Development of a School System;" Hon. D. F. DeWolfe, State Commissioner of Schools, Ohio.

Paper, "The Teacher's Work in the Development of Mental Power;" N. A. Calkins, LL.D., Assistant Supt. of New York City Schools.

Paper, "A Proposed Revision of the Common School Curriculum;" Hon. M. A. Newall, LL.D., Supt. of Schools, Maryland.

Afternoon Session.—Department of Higher Education.

President's Address, Rev. Lemuel Moss, D.D., Pres. Ind. State Univ.

Paper, "The Study of Political Science in Colleges;" J. W. Andrews, LL.D., President College, Marietta, Ohio.

Paper, "Motive Power in the Building of Institutions;" Hon. D. P. Baldwin, LL.D., Attorney-General of Indiana.

Paper, Rev. H. H. Tucker, D.D., LL.D., Atlanta, Ga.

Evening Session.

Paper, "The Necessity for Spelling Reform."

Address, "Is the same System of Common School Education possible in all the States?" William C. P. Breckinridge, Esq., Lexington, Ky.

THURSDAY, JULY 21.—MORNING SESSION.

Paper, "Moral and Literary Training in the Public Schools;" John B. Peaslee, LL.D., Supt. of City Schools, Cincinnati, Ohio.

Paper, "The Effect of Student Life on the Eyesight" A. W. Calhoun, M.D. Atlanta, Ga.

Paper, "Popular Education the Condition of National Success;" Hon. James W. Patterson, LL.D., Supt. of Public Instruction, N.H.
Afternoon Session.—Department of Normal Schools.

Paper, "Normal Principles of Education;" Prof. Jno. Johennot, Ithaca, N.Y.

Paper, "What Constitutes a Normal School?" Prof. J. C. Gilchrist, President Iowa State Normal School.

Paper, "The best Normal Training for Country Teachers;" Prof. T. O. H. Vance, editor *Eclectic Teacher*, Lexington, Ky.

Paper, "The Best Normal Training for City Teachers;" John Kennedy, New York City.

Evening Session.

Lecture, "An Evening in Wonderland;" William T. Marshall, Springfield, Mass.

FRIDAY, JULY 22.—MORNING SESSION.

Paper, "Prof. Louis Soldau, Prin. City Normal Schools, St. Louis, Mo.

Paper, "The Leading Characteristics of American Systems of Public Education;" Hon. J. P. Wickersham, LL.D., ex-State Supt. Public Instruction, Pennsylvania.

Paper, "The Lessons of the International Educational Congress at Brussels;" Wm. T. Harris, LL.D., St. Louis, Mo.

Afternoon Session.—Department of Industrial Education.

Paper, "The Need of a System of Special-Technical Schools;" Hon. S. R. Thompson, State Supt. Public Instruction, Nebraska. Discussion.

Paper, "The Decay of Apprenticeship: Its Causes and Remedies, During the Session of the Association a printed report on the "Relation of Education to Crime" will be presented by a committee, of which Hon. J. P. Wickersham is chairman.

Senator Jos. E. Brown, and Hon. Alex. H. Stephens, and President Garfield have been invited to attend the meetings of the Association.

The Board of Directors will meet at the Markham House, on Monday evening, July 18.

The National Council of Education will meet on Monday, July 18, at 2 o'clock p.m.

The International Spelling Reform Association, will meet on Monday, July 18, at 10 o'clock, a.m.

Contributions and Correspondence.

THE TONIC SOL-FA SYSTEM.

BY T. F. SEWARD, ORANGE, N.J.

The Tonic Sol-fa system of teaching music is attracting much attention at the present time, and doubtless any light thrown upon the subject will be welcomed by the readers of this JOURNAL. I have tested the system thoroughly during the past year, and find it to be all and more than is claimed for it. I have taught it in two large public schools, in four private schools, and in various evening classes, in the old-fashioned singing-school style. The results are truly remarkable, and if the time-worn ejaculation *eurka* can ever be permitted in these modern times, it must be employed in this case. It is the first thought of every earnest teacher who begins to use the system, and sees the capabilities opening before him, "We have found it." And what have we found that stirs our enthusiasm to such an unwonted degree?

We have found something that makes music just as simple as we have always in our hearts believed it to be, but which the old methods have tried to prove it not to be, and have, unfortunately, succeeded quite too well in the false impression they have created in the public mind.

I will not occupy your valuable space with any theories of my own, but simply state what the Tonic Sol-fa system invariably proves wherever it is intelligently used.

1. It proves that the study of music can be made just as easy and comprehensible to the average mind as any other study.

2. It proves that music is a language, and that the reading of that language can be made as much a matter of certainty as the reading of English or French, and in much less time.

3. It proves itself to be, in the highest and best sense of the term, a natural method of study, and demonstrates that only by such a method can the mysteries of the staff notation be grasped by nineteen-twentieths of the human race.

4. It proves that, because it is a natural method, a good teacher can teach it whether especially musical or not, (given, of course, sufficient musical ear to sing the scale correctly).

Heretofore, by reason of the complications of the staff notation, none but musicians could undertake to teach music. Yet, one may be a thorough musician and yet lack every qualification of a good teacher. Tonic Sol-fa puts the subject in such a shape that the teacher can teach it. As this is an educational journal, the importance of the above principle will be recognized without any necessity for further explanation. At a concert at our public hall on the 16th of this month, I gave a demonstration of the Tonic Sol-fa system and its results.

The class of nearly 100 sang with great accuracy diatonic and chromatic tones in every possible order, as called for by name and by "manual signs."

Changes of key were made in obedience to signs of the hand so rapidly that no professional musician could follow them. A sight-reading exercise is thus described by one of our local papers:

"The climax was reached when folded papers containing an original exercise, filled with all manner of flats and sharps and naturals were passed to the pupils, opened at a given signal, and sung at first sight by the full chorus without the least hesitation. Copies of the music, in staff notation, were in the hands of the audience, and the accuracy of the rendering was apparent to every one at all acquainted with music. It seemed almost incredible that these pupils had not previously seen and practiced this exercise, but we are assured that they knew nothing of its character, and certainly they were not given time even to look it through. Prof. Seward, moreover, informed the audience that he had shown the exercise, after composing it, to a number of professional musicians, and not one of them had been able to read it at sight. There must be some unrecognized excellence in a system which can thus enable children to overcome the ordinary difficulties of singing by note, and render a piece full of accidentals without hesitation or mistake." A very important question—one which may be regarded as a test question as to the adaptability of the Tonic Sol-fa system to public schools is this—"What impression does it make upon the regular teachers, who must direct the daily practice, if there is any, and who are the best judges of the practical results of the system?" My answer to that question is the following testimonial, in my possession, which is signed by every teacher who had anything to do with the music in the six schools in which the system has been taught:

"We, the undersigned, having witnessed the results of the Tonic Sol-fa system of teaching music in our schools during the past year, gladly give our testimony to the value of the system. It presents the facts and principles of music so naturally that all classes of minds seem to grasp them with ease and pleasure. It is so easily comprehended that the interest of the pupil is awakened at once, and is never afterwards diminished. Classes are enthusiastic in the study where they were formerly indifferent and restless. The ability to read music seems to be placed by this method on the same plane as the reading of a language, and we can see no reason why it should not become as univer-

sal. The longer the study of the system is continued, the greater is the development of intelligence in the pupil, and the results become more surprising with each step of progress that is made."

I do not wish to trespass upon your space, but if music is thus brought within the reach of all, the "good news" ought certainly to be spread far and wide. I expect to teach the system at Chautauqua this summer, both during the "Teachers' Retreat" and the "Assembly." This will afford an opportunity for many teachers to acquire it sufficiently to begin at once to use it in their schools.

THE DUTY OF THE TEACHER TO THE PROFESSION.

BY MISS MATTIE H. HICKCOX, ST. THOMAS, ONT.

To accept a trust, without an honest purpose to fulfil the obligations thereby assumed, argues unfitness for office, through lack of integrity, sound principle, or it may be, lack of energy. Our acceptance of life and its responsibilities was involuntary. Shall we therefore say, it may be a failure or otherwise as idle chance may determine? If, in the early morning, we drifted gaily along, stopping to gather the wayside delights, never thinking that the sunny stream was on its way to the mighty ocean, where with strenuous efforts we must battle for life, we have been disenchanted. We have come to see, that to obtain honour or distinction, we must combat with indolence, ignorance, and incapacity, finding upon the summit of each surmounted difficulty the base of another, which widens and stretches as we survey its dimensions. Shall we falter? Have we not accepted life and its obligations? Though the top of the Hill of Science be mist-encircled, and we may never hope to gain the summit in this world, by painstaking effort we may gain some goodly eminence. Helping hands are extended. Kindly words are spoken. Step by step, light arises. With wayfaring friends we linger in some sunny path to gather ideal delights by the way, looking backward to speak encouraging words to some toiler below us. And lo! we find our vocation, or as one mighty in words has termed it, the New Profession, in learning which there are royal helps. But at the outset we find that it is required of us not only that we bring acquired ability, but the natural gifts of long-suffering, patience, gentleness, kindly-winning manners, and a host of other virtues. We hesitate, no doubt, as to whether we possess these requirements, and the saying of some forgotten author occurs to us, "Diffidence of our abilities is a mark of wisdom." Again we hesitate. Was this written to mislead our stupidity or to encourage real merit? We follow the guiding hand, resolved that persevering effort shall do what it can to make up the deficit in natural gifts.

What is teaching? Is it a stepping stone to some higher position in life? Is it a process of cramming and packing the minds of the pupils with book knowledge? Or has it for its object the greatest of all causes, that of human improvement? You reply that it is a profession, and should have the strongest and most enduring claim upon the community. It is not a means of progress, it is not a ceremony of governing and drilling, but a vocation worthy to take a foremost rank in the world. How very few realize the wonderful import of the word "Teach." "To instruct, to inform, to deliver instruction" are generally given as meanings, yet they only express in a small degree its true significance. Even Plato, Socrates, Pestalozzi, Carlyle and others, whose quaint intellectual powers and attainments were devoted to the improvement of mankind, but faintly understood the relation of the teacher to the world. With many, to possess a certificate is a sure guarantee that they have the true requisite of a teacher. At any rate, they can make use of it until something better is provided for their main-

tenance, and this proves to be one of the greatest drawbacks to our profession. A young man especially, having obtained a certificate, applies for a school and receives the appointment. He is not actuated by any love for work, but in some manner gets through with the school routine, looking and hoping in the meantime for more remunerative employment. He may be said to keep school, not to teach. I do not say that this is the case with every young teacher, but it holds true with a great many.

The preparation for teaching does not end when the certificate is obtained and school left behind. It should continue while teaching lasts, and he who is content if he make no further effort toward perfection is not worthy of the name of teacher. When we read that methods of harvesting wheat have been brought to perfection, is it wrong or ridiculous to suppose that phases of instruction cannot be improved? Must we believe that no one is capable of surpassing the old manner of teaching, both in theory and in practice? That there is no "royal road to learning" is perhaps true in the sense that no excellence is obtained without labor, but there are royal aids to learning, and it is the duty of every teacher to avail themselves of these aids. Think of the precious material over which we are placed, and out of which we are to mould characters that will do honour to the nation. Oh that we could all realize the responsibilities of our work, that it is for us to make or to mar the future of those placed in our charge by our influence and teaching! It is essential, then, that we should seek to improve ourselves in our chosen work. We should be familiar with the noblest thoughts and deeds of our own and past ages. Histories, biographies and books of poems, should be the companions of our leisure moments, and by such means let each one see what he or she can do to bring honor upon the profession. Let us not be content to take for our model some teacher whom we fancy has reached a high state of perfection, but let our ambition to be a better teacher impel us to renewed efforts in the race for perfection. To desire to become worthy of the name of teacher, and to strive zealously for the end in view, is certain to win success; for it is said, "To covet earnestly is finally to possess." "Be not like dumb driven cattle, be a hero in the strife."

Foremost among the royal helps to the profession is our County Teachers' Association, which one has fitly called the "Home mission work in the cause of education." Yet how frequently do we hear teachers say that the meetings are very uninteresting, and were it not that holidays were given they would not go. We would like to confront each and every one of this class with the enquiry, "Whose fault is it that they are so uninteresting?" Shall the blame be laid upon those whose duty it is to arrange the programme? They provide speakers for the occasion, and for weeks are devising plans for making the meeting successful. Then they should not receive the censure of these fault-finders. The responsibility of an interesting and instructive convention rests alone upon those who attend. Let us not go with indifferent and inattentive minds, but with the firm intention both to give and receive aid. Each should go as one diligently seeking hidden treasures, and in seeking we shall find. We should go with minds prepared to act upon the hints and instruction given. If we attend with a desire to improve, to learn, surely we shall not have an opportunity of saying the meetings are not valued aids to the teacher. After this the foremost thought should be, "How can I present the truth to my pupils in a more interesting and successful manner?" Let us teach them what they will understand in simplest words, which will sink into their souls and lay strong hold upon their hearts. Truth requires plain words. Let us teach them that there is something above and beyond the knowledge contained in school books. Let us teach them goodness, kindness of heart and gentleness. Let us

train the eyes as well as the minds of our pupils to see and appreciate the beauties of nature. Let us not be content with that narrow, contracted form of education that fits the pupil only for the examination, although in the pursuit of a more general training this is a most important item, but a broad, comprehensive education, fitting them for the duties and obligations of life. That teacher is fortunate who can impart knowledge from the storehouse of ideas so as to charm the heart and chain the mind of his listeners. And whether your subject be simple or difficult, be earnest in your explanation. If we are not earnest in what we undertake, we can never accomplish any great or good thing, and never reach the goal of our ambition. We may at times feel that our work is monotonous, and we would be glad to escape from the labor that is grinding the life and spirit out of us. We should make an effort of will, and if it indeed be a labor of love, if indeed teaching be our vocation, these feelings of depression will pass away.

To the conscientious painstaking worker the world accords honor, but dearer than this is the delight of being at peace with ourselves, for only in the faithful discharge of the daily duties of life can contentment be our pillow of rest at night. Convictions of duty, even faithful administrations on the part of the teacher, will not reclaim the wandering. We must ourselves be energetic, thoroughly in earnest, living exemplifications of what we teach.

"Thou must be true thyself
If thou the truth would'st teach,
Thy soul must overflow if thou
Another soul would'st reach.
It needs the overflowing heart
To give the lips full speech.

Think truly, and thy thought
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a fruitful seed.
Live truly, and thy life shall be
A great and noble creed."

"OH YES, LEARNING'S A VERY FINE THING!"

[The following communication is inserted because it is our desire to allow the presentation of all sides of the educational question. It is hardly necessary to say that we do not agree with all the writer says. Bilious politicians and dyspeptics of all classes will long continue to assail our Public Schools. Teachers should read their denunciations with a view of gleaningsome stray thought which may serve to turn them from an erroneous course, but we should never let their wailings shake our faith in our system or ourselves.—Ed.]

SIR,—We live in the little town of W—, in Western Ontario. A short time since one of the inspectors paid our high school a visit. After examining the pupils he addressed them in the usual complimentary manner for a few minutes to their great satisfaction. A gentleman of our town, a lawyer, who was present during the inspection, then delivered a short address. This gentleman is a member of the local legislature, and is well known for the great interest he takes in educational matters whenever they are discussed by that august body. His speech on the occasion referred to contained the usual number of extravagant statements in regard to the unmixed benefit which a nation derives from its educated citizens. It is nearly time that this everlasting palaver about the heavenly-mindedness and general goody-goodness of the educated portion of our community was at a discount. We admit that a system of education might be conceived of which would produce the desirable results mentioned by the speaker, but that system is not ours.

What the education of its citizens should do for a nation, and what it is doing for us, are quite different matters. Knowledge is power indeed, but in the words of Franklin, knowledge without principle will make a man a powerful villain! Common sense, which by the way is remarkably uncommon, teaches that the ordinary educational institutions of our country that is,—the high and public schools,—should develop such traits of character as are commendable, impart such knowledge and train such faculties as will prove of service in the ordinary pursuits of life. But we do everything but that.

Is it a commendable trait to have a steadfast hatred of lying, dishonesty, rowdyism, and vice in any of its thousand forms? In our schools we develop these evils in various ways. The boy who tells the cleverest lies escapes with the slightest punishment for his misdeeds, while the straightforward lad who, when duty requires it, exposes the ill-doings of his schoolmates, is upbraided by the teacher and "thumped" by the boys for telling. In the examinations for entrance to high schools, for the Intermediate standing, or in the ordinary written examinations of our high or public schools, the pupil who copies the most takes the highest rank, and is complimented on every side for his cleverness, while the honest hardworking pupil is jeered at for his stupidity. The teacher and the examiner wink at such dishonesty, or turn their backs lest they should see it.

Petty pilfering is constantly going on in our schools, and in nearly every case the thief is the gainer. Either it is too much trouble to find out the offender, or such a character has been developed in the pupils that it would be impossible to discover him; for to tell would be "fattling," you know! The biggest rowdy has the "best time," for he knocks the others around as he pleases, and they are afraid to complain to the master, or they have found that their complaints are not attended to. Is it any wonder then that such a system of education has produced for us business men whose word is not so good as their note, and the swindler, the forger, the embezzler, and the full-fledged society rowdy?

Our clever boys and girls learn to ridicule the old-fashioned ideas of their parents, to sneer at their errors in pronunciation and syntax, and to show too plainly by their conduct that they despise all such people for their ignorance. From the primary school boy to the college undergraduate, it is the special pride and peculiar privilege of many of our educated youths to insult people on the street and in society, to disturb public meetings, and to conduct themselves in such a manner in their lodgings, that only poverty compels the long-suffering proprietor to endure their presence. Their education appears to convince many young ladies that they have a right to walk arm in arm down the pavement, and compel the "ignorant vulgar" to step down and off in order to pass them. They have not enough book-keeping and common sense to know that they are dragging their parents down to ruin by their extravagance in dress and by their "fast" living in general. Master John has too much "culture" to saw wood or run errands any longer, and Miss Jane is too "accomplished" now to wash dishes or darn stockings for her poor weary mother. But John has read Greek, and he knows why "philosopher" is spelt with "ph," while "fool" has only plain "f," and Jane can gibber French, spoil good drawing paper or torture a mortgaged piano, and isn't that a grand thing? Thus it is that we develop in our children such traits as are commendable!

Will a knowledge of the laws of health prove of any use to our young people? Well, but they don't learn that; they don't know that dyspepsia kills more people than starvation; our young women don't understand the evils of tight lacing, nor our young men those of "sowing wild oats." But they at least know the

names of all the frog-ponds of Greece and the mountains of the moon. They could also demonstrate to us by the aid of the higher mathematics that the sun is 91,000,000 of miles distant, and it might be a foot or two more! Further, teachers and professors impress upon the student the ridiculous fancy that if he destroys his health or even his life in the pursuit of knowledge, he is a glorified martyr; and his conduct praiseworthy in the highest degree. This is how we teach the laws of health in our schools.

Is it important that our young people have an acquaintance with standard English literature, or that they should be able to express their thoughts correctly in speaking or writing? Yes, but many of them don't know whether "Hamlet" was written by Tennyson or Longfellow; they were never taught the difference in point of merit between Gray's "Elegy" and a scurrilous street ballad, and the "Boys of England" or "Bow Bells" forms their choicest reading. Still, they can tell you the rules for determining the gender of Latin nouns, they know all about the structure of a Greek theatre, and they have read some outrageously indecent Latin poetry.

Will any of our youth now attending school or college be likely to grow up to maturity and become the parents of a new generation? If so, the more advanced classes at least should learn something about the proper rearing and management of children, and how their moral, intellectual, and physical natures may be properly developed. But, forsooth, it would be indelicate to introduce such a subject of study to young ladies and gentlemen! And so as time goes on, and one generation gives place to another, unavoidably ignorant were our grandfathers, listlessly ignorant were our fathers, and perversely ignorant are we on this most vital question. This is the way our system of education provides for the proper training of the coming generation. Don't you believe it? Look around you and see that frequently, if not generally, the children of our best educated citizens are among the rudest and most ungovernable that can be found anywhere. Of course there are honorable exceptions.

Would it be wise to educate our children to become useful and intelligent citizens, to know the duties they owe to foreign nations, to their own State, and to one another as fellow-citizens of it? Perhaps. But we teach our children that foreign nations have no rights that we are bound to respect unless they are backed by heavy artillery; we are to respect Russia and Prussia because we can't help ourselves; but it's the regular Anglo-Saxon style, and quite legitimate too, to pounce upon the territories of a Prince of India or a Chief of Kaffraria just whenever it suits our sweet pleasure. We must always stand up for our country, and that is of course for our political party; it is high treason to have any private opinions. Our motto is, "Our country, right or wrong!" We shut our eyes and go ahead. Moreover, our children know nothing about the Canadian Family Compact or the repeal of the Corn Laws, but they can tell you that on the 5th of November, B. C. 2081, Kompownd Stuffandnonsense was crowned King of the Cannibal Islands; and they know "who struck Billy Patterson!" And as for our duties to one another as fellow-citizens, our education does not teach us any better than that it is our highest duty as good Grits to vilify and misrepresent the Tories, and that our greatest happiness as Conservatives consists in black-washing those low-bred Reformers. We know not that we are the dupes of a few politically rabid newspaper editors and designing demagogues, who pocket our money and laugh with each other over our marvellous simplicity. Ninety-nine out of one hundred of our young citizens, say, and of our old ones too, could not tell for their lives the fundamental principles which distinguish the two political parties, if indeed the difference consists of principle at all. But they have learnt that it makes a very great difference as to what is right or

wrong politically—whether my party is in power or yours. Thus it is that education makes us good citizens.

But the grand mistake of our educational system is that it does not impress upon our boys and girls the fact of the dignity of labor. On the contrary, they are taught indirectly to despise any form of manual labor. As a consequence, the country is full of starving lawyers, poverty-stricken doctors, and impecunious school-teachers, while book-keepers and clerks out of employment literally swarm in all our large cities. The country school-teacher works upon the vanity of the farmer by telling him that his boy is too clever to till the soil, and so a good farmer is spoiled and a bad doctor "manufactured." Yes, "manufactured," for, with others equally foolish, he is shovelled into the hopper of the great educational mill, and the teacher or professor turns the handle. When the mechanic's son goes to a high school to obtain an education that would fit him somewhat for an ordinary station in life, he is coaxed and flattered by the teachers into studying the "ics" and the "ologies;" and the result is that observers say that another "dull predestinated fool has been dragged through Learning's halls." But in fact the boy is not the fool at all. His parents and teachers have a more just claim to that title, because they did not educate those faculties with which nature had endowed him. Indeed the process generally pursued is not education, but *incrammation*.

Our Legislatures are as much to blame for this state of affairs as are our teachers. The former assign the subjects to be studied; the sole business of the latter is to teach them. And while our law-makers are so completely satisfied with the present system as the gentleman referred to at the beginning of this article seems to be, we may not hope for improvement. On the other hand, we regret to say that too many teachers do not avail themselves to the full extent of the opportunities which the law affords them to give a really useful education to their pupils. They do not take the trouble to think which of the different optional subjects assigned by law would probably be of most service to any particular pupil. So, consulting his own inclinations rather than the pupil's interest, he teaches Conic Sections to the one who intends to be a merchant, and the declensions of Anglo-Saxon nouns to the other who wishes to become a carpenter!

But some one will say that education is not intended to impart any knowledge to our young people that might prove useful to them in after life, but only to train their mental faculties, that these may the more readily serve them as occasion requires. Any sensible system of education would combine these two excellencies. Just as much mental discipline is acquired in learning a useful fact as a useless one, but if not, why we can at least take another, since the stock is unlimited. The farmer may till a field after the most approved fashion, the rains and the dews may water it, but if he hasn't put any seed in the ground he will look in vain for a harvest. Such folly is left for the educationist. Nor does our Canadian champion strengthen his muscles for boat-racing by pounding iron on an anvil. He gets into a boat and takes hold of a pair of oars. As in the education of the body, so it is in the education of the mind. Whatever we wish our children to do or to know, we must set them right at it.

We think, then, that the candid reader will admit that with regard to what is called education, we as a nation are educated to death. If we have convinced our legal friends that the Ontario System will bear improvement, our end is attained. Yours truly,

DON QUIXOTE.

To the Editor of the Canada School Journal.

DEAR SIR,—I am of opinion that were it imperative that every teacher who had obtained a provincial certificate should pass a written examination once a year upon some one subject of the

teachers' course of study, and that all the subjects should be taken up in turn, a lively impulse would be given to private study that would in time produce a wonderful advancement in scholarship among teachers, many of whom would be glad to have mapped out for them a comprehensive course of study, that could be pursued in annual courses with a suitable examination at the end of each year's study, and a neat certificate of standing in reward therefor.

Yours truly, W. S. HOWELL, Milford.

Examination Questions.

TORONTO PUBLIC SCHOOLS.

COMBINED EXAMINATION, JUNE 23RD AND 24TH, 1881.

ARITHMETIC.

FIRST DIVISION.—[THE WORK IS REQUIRED.]

1. Reduce 100 half guineas to four-penny-pieces; 4 tons, 3 cwt., 2 qrs., 1 lb. to drams (cwt. = 112 lbs.); 697½ acres to square yards.
2. A person bought 1,008 articles for \$3,072; before they were all disposed of, 48 were lost; at what rate must he sell each of the remainder, that on the whole he may gain \$240?
3. Required the G. C. M. of 6,327 and 23,997; also the L. C. M. of 9, 16, 42, 63, 21, 14, 72.
4. (1) Show how to compare fractions, giving the reason for each part of the operation.

(2) Find the value of $\frac{1}{11} + \frac{3}{21} + \frac{4}{33} + 3\frac{5}{11} + \frac{2}{3}$.

5. Find value of $1\frac{1}{2}$ of $\frac{3}{4}$ of $\frac{2}{3}$ of 100 tons, (cwt. = 100lbs.)

6. A merchant sells an article for \$5.00, and loses ten per cent. What will the percentage of gain or loss be if he sell it for \$7.00?
7. The breadth of a room is half as much again as its height; its length is twice its height; it costs \$25.20 to paint its walls at 2½ cts. per square foot; what are its dimensions?
8. Three men can do as much work as 5 boys; the wages of 3 boys are equal to those of two men. A work on which 40 boys and 15 men are employed takes 8 weeks and costs \$1,680; how long would it take if 20 boys and 20 men were employed, and how much would it cost?

9. If the price of the Dominion 6% stock be 106, a person can obtain an annual income of \$5.00 more than he can if the price be 107. How much has he to invest?

[Same paper for Second Division, except that No. 8 is omitted.]

THIRD DIVISION.—[THE WORK IS REQUIRED.]

1. Add together fifty millions, ten thousand and two; fifty thousand and five; two hundred millions and eighty; one billion, one hundred millions, and sixty-nine; fifty-four millions, fifty thousand and fifty; ten billions, eight hundred and sixty-five thousand and sixty.
2. Find the sum, difference, and product of 2,060,897 and 4,000,908.
3. Reduce 100 half guineas to four-penny-pieces; 4 tons, 3 cwt., 2 qrs., 1 lb. to drams (cwt. = 112 lbs.); 697½ acres to square yards.
4. A person bought 1,008 articles for \$3,072; before they were all disposed of 48 were lost; at what rate must he sell each of the remainder that on the whole he may gain \$240?
5. Required the G. C. M. of 6,327 and 23,997; also the L. C. M. of 9, 16, 42, 63, 21, 14, 72.
6. (1) Show how to compare fractions, giving the reason for each part of the operation.
- (2) Find the value of $\frac{1}{11} + \frac{3}{21} + \frac{4}{33} + 3\frac{5}{11} + \frac{2}{3}$.
7. The breadth of a room is half as much again as its height; its length is twice its height; it costs \$25.20 to paint its walls at 2½ cents per square foot; what are its dimensions?

FOURTH DIVISION. [THE WORK IS REQUIRED.]

1. Add together fifty millions, ten thousand and two; fifty thousand and five; two hundred millions and eighty; one billion, one hundred millions, and sixty-nine; fifty-four millions, fifty thousand and fifty; ten billions, eight hundred and sixty-five thousand and sixty.
2. Find the sum, difference, and product of 2,060,897 and 4,000,908.

3. Reduce 100 half guineas to four-penny-pieces; 4 tons, 3 cwt., 2 qrs., 1 lb. to drams (cwt. = 112 lbs.); 697½ acres to square yards.
4. A person bought 1,008 articles for \$3,072; before they were all disposed of 48 were lost; at what rate must he sell each of the remainder that on the whole he may gain \$240?
5. Required the G. C. M. of 6,327 and 23,997; also the L. C. M. of 9, 16, 42, 63, 21, 14, 72.
6. Find the value of $\frac{1}{11} + \frac{3}{21} + \frac{4}{33} + 3\frac{5}{11} + \frac{2}{3}$.

ALGEBRA.

FIRST AND SECOND DIVISIONS.

FIRST DIVISION will take Nos. 1, 3, 4, 6, 7, 8.

SECOND DIVISION will take Nos. 1, 2, 3, 4, 5, 6.

1. Simplify $15x - \{4 - [3 - 5x - (3x - 7)]\}$.
2. Multiply $x^2 + 2ax + 3a^2$ by $x^2 - 2ax + a^2$.
3. From $\frac{1+x}{1+x+x^2}$ take $\frac{1-x}{1-x+x^2}$.
4. Divide $3x^3 + 4abx^2 - 3a^2b^2x - 4a^3b^3$ by $2ab + x$.
5. $\frac{1}{2}x + \frac{1}{3}x = x - 7$. Find the value of x .
6. A can correct 70 pages for the press in 1½ hour, B can correct 150 pages in 2½ hours; how long will they be in correcting 425 pages jointly?
7. $\frac{(2x+3)x}{2x+1} + \frac{1}{3x} = x + 1$. Find x .
8. $x^2 - 12x = -35$. Find x .

THIRD DIVISION.

1. Find the value of $2\sqrt{d-b} + 3\sqrt{3d+2c-1} + 4\sqrt{a+b+2c+d}$ when $a=0$ $b=2$ $c=4$ and $d=6$.
2. Find the product of $a-b$ by $a+b$.
3. Find the difference between $x-3y+4z$ and $x+2y-6z$.
4. Divide $x^4 + y^4 - z^4 + 2x^2y^2 - 2z^2 - 1$ by $x^2 + y^2 - z^2 - 1$.
5. Find the value of x in the equation, $4x+9=8x-3$.

EUCLID.

FIRST AND SECOND DIVISIONS.

1. Define a right angle, parallel straight lines, diameter of a circle.
2. If there be two triangles which have two sides of the one equal to two sides of the other, each to each, and have their bases equal, the angle contained by the two sides of the one shall be equal to the angle contained by the two sides equal to them of the other.
3. Make a parallelogram equal to a given triangle and having one of its angles equal to a rectilinear angle.
4. If a straight line be divided into two equal parts and also into two unequal parts; the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line.

ENGLISH GRAMMAR AND COMPOSITION.

FIRST AND SECOND DIVISIONS.

1. Define case, indicative mood, sentence.
2. Give the singular of indices, banditti, genera; the plural of church, stomach, penny; the possessive plural of cousin, country, child; the past tense and past participle of do, send, flee; comparative and superlative of tidy, evil, high.
3. What is voice? How is the passive voice formed?
4. Change the construction in regard to voice in the following sentences:

The youth read the book and then returned it to the library.
The work was done by the contractor within the specified time.

5. *Not a drum was heard, not a funeral note,
As his corse to the ramparts we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.*

*'Tis distance lends enchantment to the view,
And robes the mountain in its azure hue.*

Parse the words in italics in the above passages and analyze the first stanza.

6. Correct anything faulty in the following sentences, giving your reasons for the changes you make:

Who should I meet the other day but my old school-mate.
If I had not broke your stick you would never have ran home nor began to tell those kind of stories which nobody but foolish men believe.

7. Write a short composition on one of the following subjects :
Honesty is the best policy.
The power of Habit.
A visit to the Island South of Toronto Bay.

THIRD AND FOURTH DIVISIONS.

1. Define case, orthography, transitive verb, person.
2. Give the plural of attorney, shelf, duty; the singular of clothes, brethren, data; the past tense and past participle of slay, ride, fly; comparative and superlative of heavy, old, many.
3. What is voice? How is the passive voice formed?
4. Change the construction, in regard to voice, in the following sentences:

James wrote the letter and carried it to the post-office.
That work was done by Thomas and his brother.

5. *Towards the West lies the fertile shore that stretches along the Adriatic where ripen the rich fruits of the South.*

Analyse the above passage, and parse the words in *Italics*.

6. It was me who steered the boat, but him and his brother that rowed.

A systematic and methodical arrangement of particulars facilitate the completion of the entire work.

As neither John nor Thomas are going, let you and I go.

7. Write a short composition on one of the following subjects:

A house on fire.

A ramble in the country.

A visit to the Island south of Toronto Bay.

The FOURTH DIVISION will omit number 7.

GEOGRAPHY.

FIRST AND SECOND DIVISIONS.

FIRST DIVISION will take Nos. 1, 2, 3, 4, 7, 8, 10, 11.

SECOND DIVISION will take Nos. 5, 6, 8, 9, 10, 11, 12, 13.

1. Give the name of the mountain ranges on the north and south of the lower St. Lawrence. State the difference of their geological character, and give the meaning of Azoc as applied to rocks.
2. At what angle is the axis of the earth to the plane of its orbit? To what motion of the earth are day and night due, and to what motion are summer and winter due?
3. Which planets are smaller and which larger than the earth?
4. Name the four great regions into which the North American Continent is divided.
5. In what lake does the Ottawa rise? What are its tributaries from the South?
6. Name the Counties of Ontario which border on Lake Erie.
7. Give the course of the Mississippi: its chief tributaries, and the four largest cities on its banks.
8. Give the boundaries of Yorkshire, the names of its five largest cities and towns, and mention the industries for which each is distinguished.
9. Give the situation of Madagascar, Anticosti, Malta, the Falkland Isles, Tasmania.
10. In what countries and on what waters are the following places situated: Glasgow, Hull, Coblenz, Delhi, Monte Video, Londonderry, Vienna, Lyons, Mecca, Hong Kong?
11. What are the principal exports from Italy, and what are those from Australia?
12. What is the Ecliptic?
13. Within what zones are the following countries situated: Borneo, New Zealand, Great Britain, Greenland?

THIRD AND FOURTH DIVISIONS.

THIRD DIVISION will take Nos. 1, 2, 3, 4, 5, 6, 7, 8.

FOURTH DIVISION will take Nos. 6, 7, 8, 9, 10, 11.

1. Mention the names and general direction of the two principal mountain chains in Asia.
2. Describe the course of the Indus, and give the situation of Calcutta, Cabul, and Canton.
3. What is the principal river in Southern Africa, and in what direction does it flow?
4. Name the States in Northern Africa called the Barbary States.
5. Name the main divisions of Australia, and give the capital of each.
6. Give the names of the Provinces into which Ireland is divided, and the name of the largest city in each.
7. What large rivers flow into the Caspian Sea, the Black Sea, and the Bay of Biscay?

8. Give the situation of the following places: Three Rivers, Fredericton, Halifax, Rio Janeiro, New Orleans, Berne, Prague, Milan, Aberdeen, Cambridge, Bristol.

9. Name the Eastern or New England States, and give the capital of each.

10. Name the principal Islands off the East Coast of North America.

11. What are parallels of latitude and longitude? Give, as nearly as you can recollect, the latitude of New York, Montreal, London, and St. Petersburg.

HISTORY.

FIRST DIVISION.

1. Name some principal event in the reign of William the Conqueror, John, Edward II., Henry V., Henry VIII., Mary, Elizabeth.
2. Give the names, in order, of the Stuart Kings, and the date of the Stuart Period.
3. From A. D. 1629 to 1640, Charles I. held no Parliament. Why?
4. State the principal cause that led to the Civil War of 1642.
5. What battle closed the Civil War, and what followed?
6. What events of English History mark the period of the Commonwealth?
7. What is the nature of the Test Act, and the Habeas Corpus Act?
8. How long did the French govern Canada?
9. What do you know of General Brock? Lord Monk?

SECOND DIVISION.

1. What principal events are the following names connected with: William Tyndale, John Wycliffe and Martin Luther?
2. Who founded the Order of the Jesuits?
3. For what were the Waldensians noted? also the Huguenots?
4. When did Spain lose the Straits of Gibraltar?
5. In the reign of Elizabeth, Queen of England, what event transpired affecting the power of Spain?
6. Give a brief account of the life of Napoleon Bonaparte.

THIRD DIVISION.

1. Name the first principal nation that occupied a place in Europe. What nation succeeded and surpassed it in greatness?
2. In the wars between Greece and Persia what three principal battles were fought? Name the Grecian commander in those battles.
3. What caused the Peloponnesian war? How long did it last?
4. Tell what you know of Alexander the Great.
5. Who were called Patricians and who Plebeians of the Roman Empire?
6. How long did the first Punic War last? Who was Hannibal?
7. Give a general statement of the extent of the Roman Empire at the birth of Christ.
8. Three great changes marked the reign of Constantine; name them.

• DICTATION AND DERIVATION.

SECOND DIVISION.

1. Write a passage to be dictated in the class-room.
2. Derive the following words, giving the meaning of the roots and, when possible, of the prefixes and affixes:

Commerce,	Cavity,
Malicious,	Debtor,
Edifice,	Paternal,
Domestic,	Fluent,
Agriculture,	Manual.

3. Give English words derived from *Faço*, *Fortis*, *Animus*.

THIRD AND FOURTH DIVISIONS.

1. Write a passage to be dictated in the class-room.
2. Derive the following words, and give the meaning of the roots and, when possible, of the prefixes and affixes:

Equinox,	Suburban,
Transport,	Locality,
Consequence,	Dominion,
Admirable,	Instruction,
Uncivil,	Education.

BOOK-KEEPING.

FIRST DIVISION.

1. What is the use of a Daybook; Journal; Ledger?
2. What is the difference between Single and Double Entry in Book-keeping?
3. What is meant by Posting?
4. What are Bills Receivable; Bills Payable; Bank Cheques; Invoices?
5. Journalize the following:—Do't Goods from Mr. A., \$5,000; paid him in cash, \$200; gave my note for the balance, at 3 months.
6. Of what use is a Trial Balance?
7. What three accounts are closed last in Double Entry, and in what order?

THIRD AND SECOND DIVISION.

THIRD DIVISION will take Questions 1, 2, 3, 4.

SECOND DIVISION will take Questions 4, 5, 6, 7, 8.

1. What is the object of Book-keeping?
2. What is a Receipt? a Note?
3. Put the following items into the form of an Account:—June 1st, Received Cash, \$100.00; 2nd, Received Cash, \$25.00; 3rd, Paid Cash, \$50.00; 4th, Received Cash, \$10.00; 5th, Lost Cash, \$8.00.
4. Put the following items into the form of an account, and show how much James Smith owes you:—1. Borrowed from Jas. Smith, \$200.00; 2. Sold him 30 yards of fine Cloth, @ \$4.00 per yard; 3. Sold him 80 yards Cotton, @ 15 cents per yard; 4. Sold him 100 Fine Silk Hats, @ \$5.00 each; 4. Received from him Cash, \$50.00.
5. What is the use of a Day Book and Ledger?
6. What is meant by Posting?
7. Write out a Receipt for \$250.00, paid this day in Toronto, by Jas. Jones to John Smith.
8. Write out a Note for \$100.00, payable in 10 months, @ 8 per cent. per annum, to Dr. A. from Mr. B.

NATURAL PHILOSOPHY.

FIRST AND SECOND DIVISIONS.

1. Define any three of the properties of matter, one of which must be an essential property of matter.
2. Explain clearly what is meant by the (1) centre of gravity of a body, and by specific gravity.
 - (2) A cylindrical pillar of white marble, 12 feet long, diameter 16 inches, sp. gr. 2.84. Find the weight of it in pounds.
3. Required the force to put the pillar in question 2 into a wagon, the bottom of which is 4 ft. 6 in. above the ground, on a plank 10 feet long (assuming that there is no friction).
4. Classify levers, giving an example of each class.

HYGIENE.

FIRST AND SECOND DIVISIONS.

1. What are muscles? How many distinct muscles are there in the human body?
2. Name three principal uses of the bones, how many bones are found in the adult human being?
3. What useful purposes are served in the Spinal Column not being straight, nor all in one piece?
4. Tell where the Cranial Nerves are to be found, also the Spinal Nerves; how many pairs of each are there?
5. Through what vessels does the blood flow? Name the two great arteries; tell the difference between arterial and venous blood.
6. Why should our dwelling places receive much fresh air and sunlight?
7. Name as many as you can of the most common causes for producing ill-health.

MUSIC.

FIRST AND SECOND DIVISIONS.

1. Distinguish between Melody and Harmony.
2. How many notes (or sounds) in the ordinary or Diatonic scale? Where do the semitones occur?
3. What is the object of sharps and flats?
4. What is a Chromatic scale?
5. Write down the different characters called notes, and compare them in regard to their duration.

6. What is the signature when the key note is 1st D, 2nd A?
7. What is the key note when there are 1st two flats in the signature, 2nd two sharps?
8. Draw a staff; on it place the treble clef, and one sharp in the signature. Write the key note (a semibreve) on the staff, also two minims, each of which shall form a common chord with the key note. Draw a bar after the first and the third note. Next place a crotchet on the second space and a minim on the second space above the staff. Fill out this last measure with a rest, and draw another bar. Place a dotted minim on the first space and a note on the first ledger line below, to fill out the measure. Close with the proper kind of bar and some mark to show that the strain is to be repeated. Attach to each note the letter and syllable by which it is known.
9. In the music you have just written what is the interval between the first and third notes and that between the fourth and fifth?

THIRD AND FOURTH DIVISIONS.

1. Define Bar, Slur, Ledger line.
2. What is the use of Sharps and Flats?
3. How many notes in a Diatonic Scale? Where do the semitones occur?
4. Name the notes, first by letters, and second by syllables.
5. What is the key note when there is neither sharp nor flat in the signature? When there are two sharps? When there is one flat?
6. When the key note is G, what is the signature?
7. If there are two minims or their equivalent in a measure, what mark should be put at the beginning of the staff to indicate the time?
8. Write down the different characters called notes and compare them with regard to time, also the rest corresponding to each note.
9. Name the notes which, when sounded together, produce full chords.

Practical Department.

PHYSICAL EDUCATION.

Dr. Felix Oswald has been contributing of late some very valuable papers to the *Popular Science Monthly* under the above title. The directions they have given concerning food and drink, exercise and the rules of hygiene, are excellent, and to be commended to all readers. In the March number of the magazine the subject discussed by the physician is that of "Indoor Life." His theory is—and there is little doubt of its correctness—that to our indifference to the important matter of pure air, we owe by far the larger proportion of our physical ills. To stuffy bedrooms, and unventilated living rooms, are directly traceable the origin of the pulmonary disorders and scrofulous diseases that yearly carry so many victims to the grave. Especially does he protest against "night air superstition," which makes more invalids than any other cause. He calls attention to the facts that this so-called pernicious air has been breathed by delicate animals—fawns, lambs and young birds—since the very dawn of creation; that the anthropoid apes, which so soon perish with consumption in the artificially heated atmosphere of menageries, breathe it with impunity in their native forest; that soldiers, hunters, and lumbermen sleep in tents and open sheds without injury, while men in the last stage of consumption have been saved by adopting a semi-savage mode of life, and living out-doors night and day.

The absolute need of fresh air to preserve the health of children is also insisted upon. Half of the tempers for which little folks are punished, are the direct effect of the poisoned air of their bedrooms. The rooms in which children live must be well aired. And this is especially true of the school-room, where the little folks spend so many hours each day, and where they are kept at mental toil, which, more than any other work absolutely requires pure air. Pure air clears and invigorates the brain; impure air beclouds and stupefies it. There is no doubt that this question is an important one. The average school-house is constructed with no regard whatever to the need of ventilation; but teachers should give the matter careful attention, and endeavour, as far as lies in their power, to make up for the stupidity and indifference of school boards.

Health, comfort and convenience are sadly ignored in the building of the school-room; it may be too much to hope to secure either

of these latter blessings, but for the first every effort should be made. And the first essential for health, no doubt, is—pure air.

Prejudice and ignorance have filled more consumptive graves than poverty.

Since we have found that out-door exercise is more important than all the sophisms and ologies of the schools, it has been determined that a well-arranged plan of instruction ten months a year, five days a week, and six hours a day, are quite enough for any school.

Three rooms and an outhouse should be the minimum for a family with children. The air of such a cottage can be kept pure enough by opening the windows. In very cold weather, air the bedrooms in day time and the others at night.

Breathing in the same air over and over again means to feed the organism on the excretions of our own lungs, an air surcharged with noxious gases and almost depleted of the life-sustaining principle.

No ventilatory contrivance can compare with the simple plan of opening a window of the sleeping room and keeping it open day and night.

In warm summer nights open every window in the house, and every door connecting the bedroom with the adjoining apartments, creating a thorough draught.

Thousands of soldiers, hunters, and lumbermen sleep every night in tents and open sheds without the least injurious consequences; men in the last stages of consumption have recovered by adopting a semi-savage mode of life, and camping out doors in all but the stormiest nights.

The superstitious dread of the night air removed, families can live healthier in the heart of a great city than slaves to this fear can live on the airiest highland of the Southern Apennines.

In northern climates the chief defects of our domestic arrangements consist of impure air, want of sunshine, and want of room for exercise.

The *beau idéal* of a healthy house would be a well-plastered, stone building on some eminence, remote from swamps and stagnant creeks, but surrounded by sunny slopes, available for play grounds; spring or well water; out-door cellar, kitchen in an out-house; high ceilings, wainscote, or wall-paper of innocuous colours; deep windows, with projecting mullions to admit the air and exclude the rain; an airy verandah, and no shade trees on the east and west side, as sunlight is more needed in the morning and evenings.

If babies of two or three years scream violently for hours together, it generally means that there is something wrong about the management.

Tight swaddling of infants is downright torture. Forty per cent. of all children born in certain manufacturing districts of Belgium die before the end of the second year. They are swaddled, of course; they must not crawl around and bother people; and paregoric, in the form of "soothing syrups," does the rest; the child cries for liberty, and receives death.

The poorest family could spare a few square feet of space in some sunny corner for a nursery, and with old quilts and rugs, make it baby-proof enough for all probable emergencies. Then furnish a few playthings and trust the rest to nature.

As soon as the child begins to waddle, it should have an opportunity to exercise its arms—a grapple swing or a rope stretched from wall to wall. It is surprising how fast the clumsiest youngster begins to profit by such a course.

The development of the shoulder muscle tends to invigorate the chest, and a fifty-cent hand-swing may save many dollars worth of cough medicine.

Every house full of children should have a rough-and-tumble room, where the youngsters could romp, roll, and jump to their hearts' content. It need not be a heated room; children are naturally hardy, as they are naturally truthful. A wood-shed will do, a lumber room with old mattresses and hiding places. Gymnastic apparatus might usefully be added, and for big boys a carpenter's lathe with an assortment of tools.

For the youngsters the rough-and-tumble play is a good thing; it will strengthen their limbs, lungs, and liver, and prevent more ailments than the entire list of patent medicines. Moreover, it will keep them quiet where other children are apt to be fidgety—in the parlour and at school.

After an hour or two of gymnastics, combined with wood-chopping and water-carrying, the wildest boy will prefer a chair to a flying trapeze, for rest is as natural as action, in the intervals of their play, the young of frolicsome animals will sit motionless for hours.

As a general rule the forenoon is the best time for studies, and

the airiest room in the house the best locality. Pure air has a wonderful effect on the clearness of our cerebral functions; the half suffocating atmosphere of the average school-room is as stupefying as the influence of a half-intoxicating drink.

In large schools a change of rooms from hour to hour is advisable, and a thorough renovation of the vitiated atmosphere by opening every window and every door, and keeping up a rousing fire.

Young school children ought to have a recess after every lesson, and should not be required to sit rigidly quiet.

The old-fashioned chimney or an open grate is far superior to a closed stove, from a hygienic standpoint. But an open window at intervals in addition, is needed to correct the vitiated atmosphere of the room.

The end of the day is the best time for a sponge-bath; a sponge and a coarse towel have often cured sleeplessness where opiates failed. A bucketful of tepid water will do for ordinary purposes; daily cold showers in winter are as preposterous as hot drinks in the dog days.

Our beds are our night-clothes, and ought to be kept as clean as our shirts and coats. Woollen blankets are healthier than quilts. A straw tick is better than a horse-hair mattress, though a woven-wire mattress is preferable to both. Feather beds are a recognized nuisance.

Children over ten years should sleep alone, or at least under separate blankets, if the bedsteads do not reach around.

Do not hurt children in their sleep, chlorotic girls especially, and weakly babies need all the rest they can get. If they are drowsy in the morning, let them sleep, it will do them more good than stimulants and tonic syrups. For school-children in their teens, eight hours of quiet sleep is generally enough, but do not restrain them to fixed hours.

Open every window, and let your children share the luxury of the last evening hour; after breathing the fresh night air for a while they will sleep in peace.

AN ACCOUNT OF THE PHONIC SYSTEM OF TEACHING READING.

BY WILLIAM CHADWICK, HEAD MASTER OF THE LANCASTRIAN SCHOOLS, WAKEFIELD.

It will not be disputed that in dealing with very young children it is advisable to adopt such methods of instruction as will tend to ease and interest the learner, and secure the best results in the smallest space of time, and nowhere are these more desirable than in the teaching of reading. The advocates of the Phonic method make claim to all these points in favour of its adoption. When perfectly carried out, it has been proved that the following standard of reading may be easily attained by a child of six years of age, of average intelligence, who has been under regular instruction the previous three years—the pronunciation good, the articulation clear and distinct, and the fluency such that narratives like those of the Gospels, or of the difficulty of *Robinson Crusoe* or the *Vicar of Wakefield*, may be read with few mistakes, and in not much longer time than the teacher herself would require.

The late Mr. W. L. Robinson, of Wakefield, was the inventor of this system. He began to turn his attention to the subject of infant teaching about twenty-five years ago, and for two or three years he made a great many experiments in instructing very young children himself in reading; his object being to contrive a Phonic system that should almost unite the accuracy and rapidity of the Phnetic method, and yet to use ordinary type. His first fear was that the extended alphabet of sixty-five characters, which he was obliged to compile to meet the requirements of the language, would be an insurmountable obstacle to his young pupils; but he was most agreeably surprised to find that it was easily mastered, though of course in not quite so short a time as a child would take to learn the names of the ordinary twenty-six letters; whilst the gain in reading afterwards made up ten times over for the increased difficulty of acquiring so extended an alphabet. In 1858 the managers of the Wakefield Lancastrian School, including Mr. Samuel Wilderspin, the founder of the infant school system, having seen the remarkable result produced by the method, determined to introduce it into their infant department; and Mr. Robinson was induced to undertake to instruct the teachers, and to superintend its working in school till thoroughly established. It has now been

in use over twenty-two years, and during the time several of H. M. Inspectors have borne excellent testimony to the merits of the system.

Mr. Brodie, after one of his visits, reported that "the result of the Phonic method of teaching to read surprised me." On another occasion he says: "The infants are taught reading on a good method, and I can fairly say that they read exceedingly well for their age."

Mr. Milman, after his examination of the school, reported: "Great pains are bestowed on the reading throughout the school, and the peculiar system by which it is taught to the younger children is certainly, judging by the result, successful, inasmuch as they all, both the older and the younger, are able to read with unusual clearness, facility, and intelligence." The following year he said: "The first class reads remarkably well in books adapted for much older children."

Mr. Fitch reported the first time that "the teacher in reading achieves very remarkable results;" and the next year: "The quality of the instruction is unusually good in all the three elementary subjects, but the special merit of the school is the reading. Every child presented in the First Standard reads with ease the lessons appropriate to the Second Standard."

Mr. Baily reported that "the method of teaching reading here appears to make reading much easier to young children, and deserves attention."

Mr. Pickard, that "the reading is unusually good."

Mr. Legard, that "the excellence of the reading here deserves especial mention." Again, that "the infants presented in the First Standard did their reading excellently."

It may be mentioned incidentally here, that the system has been in use for three or four years in some of the schools under the Leeds School Board, and that the Sheffield and Darlington Boards have recently introduced it into some of their schools. In Sheffield the Inspector reported after his visit to the school where the system was on its trial, that "the methods employed are very intelligent, and have been carried out with vigour and success. The progress made in reading by such young children is remarkable." And at Darlington, scarcely a year after its introduction, the Inspector there reported: "The reading is in this little school taught with very great success, and in a very intelligent manner. The system seems worthy of a more extensive trial."

Like most new proposals, the system at first had to encounter much adverse criticism. Among other objections raised against it, it was affirmed that it must lead to bad spelling. But the result has been, that while exceptionally good reading has been obtained, the spelling in the long run has gained rather than suffered by the system. This is doubtless due to the fact that the children having been taught to read so soon, a very considerable amount of time can be devoted to the transcription and dictation of their reading lessons, which, after all, has been found to be the best method of ensuring good spelling. It is pleasing to find that Mr. Blakiston, H. M. Inspector of Schools, and an experienced educationalist, in his admirable little work, *The Teacher*, advocates precisely this plan of teaching spelling, and, moreover, seems to recommend a Phonic system of teaching to read. After a year's trial, a public examination of the infants was held, when Mr. Robinson took the opportunity of explaining the system to a large gathering of the parents, many of whom were rather prejudiced against so novel a plan, and of which many of them were entirely ignorant. Children, indeed, had been withdrawn from school during the year, as they did not know their letters, and could do nothing, as one mother put it, but "puff and blow," alluding, of course, to the giving of the powers of the letters instead of their names. However, the reading of the children on this occasion thoroughly surprised those present, particularly that of a child of four and a half years, who read with ease Smith's *Baby's Debut*, and a short paragraph at sight from that day's *Times*.

"HOW SHALL WE GET GOOD TEACHERS?"

BY JOHN D. PHILBRIK, LL.D.

This educated problem, like most others, has its small side as well as its large side. I take it for granted that it is only on the latter that it is intended to consider it here. Moreover, it is at once the most difficult and the most important of all educational problems. We want, of course, good school-houses, good supervision, good

programmes, and good appliances of every description, as helps even to the good teacher, if our aim is to produce the best results. But the paramount want in the educational system is the good teacher. In every educational project with which we have concern we ought not to fail to inquire what effect it is to have on the teachers. For myself, I have to confess that after all experience, after all studies of the ways and means, the necessary conditions of educational success, of educational progress, I come back always, in the end, to the elementary conclusion embodied in the trite maxim, "as is the teacher so is the school." For there is no conceivable substitute for competency in the teacher. Hence the essential test of a school system is to be looked for in the quality of its teachers. We have certainly in our own country a great many admirable teachers who are doubtless doing as good work as any teachers in the world, and we are supposed to have as good material from which to form good teachers as any country whatever. But in looking over the country as a whole, we find that a very large proportion of the teachers are incompetent through the two-fold deficiency of education and experience. This is the natural and legitimate result of the fact, that as yet not one State in the Union has made anything like adequate provision for securing a supply of competent teachers.

1. In considering the ways and means it is obvious enough that the first thing to be done is to create the demand for good teachers. The actual teacher is fully up to the actual demand. We are right in urging upon teachers the duty of unremitting efforts for self-improvement. But it is more important to induce government to provide means and motives for this self-improvement. The recent congress of teachers in Paris is a good illustration of what can and should be done for improving the qualifications of teachers by the power and authority of the State. And here there are two errors to be avoided,—the holding up on one hand of an impossible and purely fanciful standard of qualifications, so far above all practicable attainment as to paralyze effort; and, on the other, the futile notion of attempting to make the capable superintendent a substitute for the capable teacher. It is too much to expect the maximum aptitude and the maximum knowledge in every teacher, but it is not too much to expect to get teachers who know fairly well both the theory and practice of their trade, and who are able to teach without supervisory direction in detail. But the difficulty of creating the demand adequate to the universality of the want lies in the excessive decentralization of our system. Experience proves that municipal autonomy cannot be accepted as a finality in educational economy. With us more central authority is needed. The teacher must be made an officer of the State, and not be wholly subject to the caprice of municipal votes.

2. But supposing the demand—how to supply it? The next requisite, in logical order, stated in generality, is simply this: make the office of teacher desirable. It has already been made very generally desirable for the better class of girls as a camping-ground between the period of schooling and the matrimonial destination. For the most part the teaching-trade gets the cream of this class of workers, competing successfully with domestic service, the shop and the store. Hence the rush of the educated girl for the school-room. This is to be noted as, in some sense, a gain; but it is no finality, and its results, in comparison with a rational and desirable standard, is a manifest failure. And failure must ever be the outcome of the attempt to teach the rising generation, chiefly by the agency of the fairer sex. It is like warfare with an army composed of raw militia enlisted for six months, aided by a moderate contingent of disabled veterans who ought to be in the hospital, and a small quota of trained effectives who are rightfully hopefully expecting an early discharge. Not but that women must and should do much of the teaching, but not in general, as a career for life, and the highest excellence in teaching is to be looked for only from teachers, whether male or female, who are devoted to the profession as a life's work. To supply the demand for good teachers, then, I conclude, that teaching must open a career for men, and that at least a moiety of teachers should be men who have definitely adopted teaching as a profession.

But what must be done to make teaching a desirable career for competent men? Now with us the principal thing thought of as a motive for getting and keeping the few capable men in the service, is the rate of salary. This is an eminently wasteful and short-sighted policy, and is evidence of a lamentable crudeness in our civilization in respect to this department of social organization. The fixedness of the salary is necessary. But besides the right provision for salary, two other capital provisions are requisite to attract men to the profession of teaching: first, the permanent ten-

ure of office, with provision for retiring pensions; second, the proper bureaucratic relations—that is, the teacher must be under the supervision and direction of competent specialists. To submit the experienced, faithful teacher to the judgment and control of non-specialists, whether ignorant or learned, is to make a martyr of him. And I must add that I think it eminently inexpedient to charge women with the responsibility of supervising male teachers. For one, I am looking to the civil-service reform as a means whereby the status of the teacher is to be greatly ameliorated. Third, finally having created the demand, and rendered the teacher's office desirable, adequate provision must be made for the special preparation of teachers. As a rule teachers should not be expected to be competent, unless they have passed through a course of some normal training in the theory and practice of teaching. It must be confessed that we have made but slow progress in the development of normal-school training. In all other educating countries it is no longer a question whether teachers shall have a normal school training or not. But in this country, having only made a beginning in the professional education of teachers, we have come to a standstill in this business. We occupy an untenable position. We cannot consistently continue to provide for the normal training of only a part, and that the smaller part, of the teachers employed in our schools. If it is a good thing, it is a good thing for all teachers.

Such, in brief, I believe to be the essential means for securing good teachers; the creation of the demand for such; and the rendering of the office of the teacher desirable as a career, and the providing of adequate professional education. There are accessories, of course, not to be overlooked. Everything that tends to discourage teachers, to bring them into disrepute, is a damage to the cause of education. The injudicious examination of teachers and schools are among the heavy grievances which tend to make teachers disgusted with their profession. Where education is well organized, provision is made for recognizing special merit in teachers by promotions and honorary distinctions. The way is open now in France for the humblest teacher in the poorest commune to become a member of the governmental Council of Education, or general inspector. In this brief outline I have presented no fanciful, untried theory, but the results of educational experience in the most advanced educating communities.—*New England Journal of Education.*

SOME METHODS OF TEACHING LOCAL GEOGRAPHY.

No. 1. The teacher assigns the lesson, probably a half column of map questions for review. For instance, on the map of Africa, the cities, capes, lakes, rivers and mountains are given for a lesson. No distinction is made. All must be learned alike—committed to memory. The pupil must be able to tell in what part of what country, and on which side of what river each city or town is situated. All are of equal importance; Derr or Magadoro is just as important as Cairo or Tunis. They must also learn from what part of what country, into what water, and in what direction each cape projects. Cape Lopez is equally as important as Cape Verde or Good Hope, and so on through the list. The situation and outlet of lakes must be given; the source, direction, and outlets of the rivers, and at the beginning of the recitation for a rapid review the exact situation of every mountain peak, or situation or direction of every range.

During the recitation the teacher sits at her desk with her book open before her, one index finger carefully keeping the place in the column of questions, the other industriously racing around over the map, like a hound hunting a lost track, trying to find the place, in order to be able to say "right" or "wrong," when it is located by the pupil. This gives the pupil a good chance to take a peep at a concealed book to refresh his memory. Thus the whole list is gone through with, in the exact order of the book—not one place omitted. The next lesson is assigned (probably the same one over again), and the class is dismissed apparently as well satisfied with the performance as the teacher.

This method of course has its good points, but they are so exceedingly small that it may require the use of a magnifying glass of very great power to see where the benefit to the pupil comes in. It is a very easy way for the teacher, provided she be not easily embarrassed by the long silence necessarily following some of the answers, before she can say "right" or "wrong." True, the memory is being cultivated and stored with facts (') which may, sometime in the dim, distant future, be useful. But when?

No. 2 differs from No. 1 in that only the most important places are to be learned—the other being omitted or recited with the book before the pupil as well as the teacher. In neither of these methods is the outline map or a globe brought into requisition. The class usually manifests great interest—in trying to invent some side show to prevent old Morpheus from spreading his balmy wings over them.

No. 3. The teacher selects from the lists the places that are most important from a commercial or other standpoint; arouses the interest of the class by giving a short description of some city, or of a noted structure in some country—e.g., the pyramids of Egypt, or the ruins of Thebes, or the great Suez Canal; encourages them to learn from the Encyclopædia, Pronouncing Gazetteer, books of travel, or other sources, interesting descriptions of the people, products, animals, or places of the country—the origin of names, etc., etc., and the preparation of the lesson becomes a pleasure.

In the recitation the pupils are encouraged to tell what they have learned about the places mentioned in the lesson; one pupil is sent to the outline map, pointer in hand, to point out the places as they are mentioned; sometimes the teacher calls for the places, and sometimes she has the scholars call for them.

One scholar may call on the one next to him to locate or describe some place, and that one in turn, after answering, may call on the next one in the same manner. This teacher strives to keep up the interest of the class by frequently varying her methods, and not using any one until it becomes monotonous.

No. 4 introduces map-drawing, and when she assigns the lesson, draws the map on the blackboard, taking the pupils on an imaginary voyage as she draws the outline, marking the principal gulfs, bays, capes and cities along the coast as she comes to them, stopping occasionally to throw in a live description, to keep up the interest of the class. Occasionally she has the class draw the map on their slates as she draws it on the board. When she has completed her voyage around the coast, she takes them on a journey through the interior, locating the principal cities, rivers, mountains, and lakes, as she comes to them. Not more than fifteen or twenty places are required to be learned for one lesson, as she considers a little well done better than a great deal poorly done. She has her pupils draw the map on their slates and bring to the class three or four times before finally putting it on paper, for which she offers a prize, or extra credits.

In the recitation three or four scholars are sent to the boards to draw the map, *without the book*, while the others recite the lesson, one being sent to the map to point out the places, as in No. 3.

A little time—five or six minutes—is always taken of previous lessons. This she considers very important in fixing the lessons in their minds. At the close of the recitation, and before assigning the next lesson, a few minutes are allowed for criticising the maps that have been drawn on the blackboard. Some of the best maps drawn on paper are used for ornamenting the room by tacking them up on the wall, or better, by putting them in rustic frames and hanging them up around the room.

Although each of these methods may have some good points, it is easy to see which is most profitable.—*Pacific Home and School Journal.*

WHAT SHALL WE DO WITH THE BOYS AND GIRLS?

OR,

A PLEA FOR MORE GENUINE KINDERGARTENS.

BY JOHN OGDEN, in the *New Education.*

The trained hand and eye, the awakened brain and sense, the earnest purpose, the vigorous thought and practical good sense of those children and youth having received kindergarten instruction, will find ready employment in the world's industries. There is still plenty of work to do; and it is multiplying with our wants and advanced civilization. The waste places of the earth are not yet inhabited. Its vast resources are not yet developed. Our deserts are not yet "blossoming like the rose;" but "the wilderness and the solitary places shall rejoice together," etc. This is the divine promise, but I rather suspect that man will have to exert himself in a logical way before all that shall come to pass. The law only waits to be fulfilled, but it can never fulfil itself. The conditions are already set, and only await man's tardiness.

There is no need to quarrel about room, either. The world is large enough. It might quintuple its present population, and still have room enough, and plenty to do for all its inhabitants. There would be work enough for every hand, and head, and heart in it for the next 200,000 years, should it last so long. What the world needs to-day is *workmen*, not bunglers; not such as are turned out of some of our sham schools, and labelled "*Normalite*" or some such nonsense; not those who have graduated in a six months' course, under the impression that they know everything, and something in addition, but workmen of culture, of skilled hand and disciplined minds—workmen that can take hold of the hidden forces of nature and wield them for the deliverance of man from the thralldom of ignorance and the palsy of want.

Why, the material losses alone now sustained through sheer awkwardness and inefficiency of labour,—such as in agriculture, architecture, engineering, mining, and commerce in its various branches, to say nothing about the fine arts,—are sufficient to feel, and clothe, and shelter, from year to year, a greater population than now exists upon the face of the earth.

"Talk of nothing to do! It is only the lazy tramp that can find nothing to do. Means multiply with our wants, and our wants multiply with our civilization. As every age advances in intelligence and culture, new avenues of trade and art and all industries will be opened up to it, so that we need not be in fear of starvation, or of privation of labour, so long as we develop the brains and bodies of our boys and girls.

And then the race of mortals on the earth needs more time to devote to the culture of the soul faculties belonging to it. It needs more time to grow. We hurry too much. We eat too fast. We sleep too long. We read too much, and think too little. We rush about as though the world were on fire, and we the only available engines in all creation. This wears us out, or else produces such monstrosities that but little of the world's real wealth is gained.

The race must have its natural repose and proper time for development, or its strength, symmetry, and durability are so impaired as to interfere with the best interests. This vast accumulation of talent and energy on the one hand, properly awakened and directed in childhood; and accumulation of material wealth on the other,—all turned upon the great problem of life, will give a meaning, a potentiality, a fervour to it, to which the ages hitherto have been strangers.

Mankind have only just begun to live. They have not yet measured the grand possibilities of life. Only here and there one has laid the angel's reed to the walls of the city. Its dimensions are beyond mere human comprehension; yet we may measure, and measure, and prophesy. "The kingdoms of this earth are yet to become the kingdoms of our Lord and his Christ." That kingdom is typified in the life and innocence of childhood. We cannot, therefore, afford to let evil get the start of us. We must have a fair race. In order to do this, we must insist upon at least an even start, which means a genuine kindergarten in every neighbourhood; and I had almost said, in every family. Why not? Is it too expensive? Let me tell you, fellow-teachers and parents, *there is nothing in this world that pays so well as right education*, no matter what it costs. This good thing must become as common as the common school, and then the common school will profit by its teachings. It is the true light, and it must not be hid under a bed or a bushel. It is the true philosophy, and it must be recognized in our educational system if we expect to profit by it.

Let children do something, is a demand of the law of their being. Doing is their strongest point. It is their inalienable right; and the school or school system that denies them this is guilty of robbery, and I had almost said, of murder in the first degree; not, it is true, in the eyes of the law of the land, but in another and a higher sense the law of God. The child wants the work and the play. The world needs the work to make merry with the child at play. So the two shall be harmonized, and both shall grow better and better—the child and the work—all the time.

Idleness is unnatural, and leads to discontent and mischief. But misdirected labour often leads to the same result. Both are a species of misery. So that it matters *what* our children do, and *how* they do it, quite as much as that they do it at all. Some parents and teachers are prodigal of work and other devices for children. But it is the incongruous nature of the employment that works almost as much ruin as idleness itself.

The great kingdom of nature furnishes this employment in right measure, both in quantity and kind. The true kindergartner interprets this kingdom to the child. She unseals his blind eyes that he may see, unstops his deaf ears that he may hear, loosens

his tied tongue that he may talk, unbinds his fettered fingers that he may do. This is the kingdom of activity, and it is allied to that other kingdom we read about—"the kingdom of heaven within you." The true kindergartner is the grand exponent of these two kingdoms, as typified in little children, and their appropriate work.

This is also an orderly kingdom. There are no discords in it. They cannot exist in either the kingdom of willing labour or the kingdom of heaven. The one is the type of the other. The order of nature responds to the order in the kingdom of heaven. Order is the first law of both. Both are divine—each has a human side.

But the thing we call order is often the very imp of rebellion. It is a monster begotten of tyranny and born of fraud. True order is never forced obedience, but voluntary acceptance. It is not superinduced, but evolved. It is willing obedience to law, and comes from a knowledge and practice of virtuous principles. It is planted in the soul. It grows, not so much of habit as from necessity. It is strengthened and confirmed by *voluntary* exercise. Every act of willing obedience begets pleasure—an evidence of right growth; and every such conformity magnifies the law. The converse of this is also true.

Thus much, then, for the philosophy of the thing; thus saith the law, as founded in the nature of things. It hedges us about with the most inflexible conditions. It is the voice from the burning mount, amidst the thunderings and the earthquake. There is no escape from the inevitable, except through the channels of obedience; and obedience is not obedience unless it is made fruitful through voluntary acceptance. Christ illustrated this in His life and death. He chose the tragic part of the great drama of human redemption, and thus made it effective. The law is thus fulfilled and magnified. The lightnings of the burning mount are stayed, and all the voices of terror hushed.

HOW TO SECURE OBEDIENCE.

You cannot get it by demanding or claiming it; by declaring that you will have it; or even by explaining to your scholars how useful and indispensable it is. Obedience is a habit, and must be learned like other habits, rather by practice than by theory; by being orderly, not by talking about order.

There are some things on which it is well to draw out the intelligence and sympathies of a child, and to make him understand the full reason and motive of what you do. But on this point, I would not, except upon rare and special occasions, enter into any discussions, or offer any explanations. All eddys—"Now do give me your attention;"—all self-assertion—"I will have order;"—all threat—"If you don't attend to me I will punish you," are in themselves signs of weakness. They beget and propagate disobedience; they never really correct it. All noise and shouting aggravate the evil, and utterly fail to produce more than a temporary lull at best.

"He who in quest of silence 'silence' hoots,
Is apt to make the hubbub he imputes."

All talk about discipline in a school is in fact mischievous. To say "I ought to be obeyed" is to assume that a child's knowledge is to be the measure of his obedience, to invite him to discuss the grounds of your authority, perhaps to dispute it. A nation, we know, is in an abnormal state while its members are debating the rights of man or the fundamental principles of government. There should be underlying all movement and political activity, a settled respect for law and a feeling that law once made must be obeyed. So no family life of a right kind is possible if the members treat the authority of the parent as an open question.

The duty of obeying is not so much a thing to be learned *per se*. It must be learned before the learning of anything else becomes possible. It is like food or air in relation to our bodily lives; not a thing to be sought for and possessed for itself, but an antecedent condition, without which all other possessions become impossible. So it is not well in laying down a school rule to say anything about the penalty which will fall upon those who transgress it. Show that you do not expect transgression; and then, if it comes, treat it—as far as you can with perfect candour and honesty do so—something which surprises and disappoints you, and for which you must apply some remedy rather for the scholar's sake than your own.

Now, the first way to secure obedience to commands is to make every rule and regulation you lay down the subject of careful previous thought. Determine on the best course, and be sure you are right. Then you will gain confidence in yourself, and without such confidence authority is impossible. Be sure that if you have any secret misgivings as to the wisdom of the order you give, or as to your own power ultimately to enforce it, that misgiving will reveal itself in some subtle way, and your order will not be obeyed. An unpremeditated or an indefinite command—one the full significance of which you yourself have not understood—often proves to be a mistake, and has to be retracted. And every time you retract an order your authority is weakened. Never give a command unless you are sure you can enforce it, nor unless you mean to see that it is obeyed. You must not shrink from any trouble which may be necessary to carry out a regulation you have once laid down. It may involve more trouble than you were prepared for; but that trouble you are bound to take in your scholar's interest and in your own. We must not evade the consequences of our own errors, even when we did not foresee or even desire all of them. The law once laid down should be regarded as a sacred thing, binding the law-giver as much as the subject. Every breach of it on the scholar's part, and all wavering or evasion in the enforcement of it on your own, puts a premium on future disobedience, and goes far to weaken in the whole of your pupils a sense of the sacredness of law.

And when rules and orders descend to details, your supervision should be so perfect that you will certainly know whether in all these details the orders have been obeyed or not. Unless you can make arrangements for detecting a breach of law with certainty, do not lay down a law at all. It may be replied to this, that an attitude of habitual suspicion is not favorable to the cultivation of self-respect in a scholar; and that you want often to trust him, and show you rely on his honor. True. The development of the conscience and of the sentiment of honor is one of your highest duties; but in cases where you can safely appeal to the sense of honor, it is not a command which is wanted, but a wish, a principle, a request. You explain that a certain course of action is right or desirable or honorable in itself; and you say to your scholar, "Now I think you see what I mean; I shall trust you to do it." That is, you part in some degree with your own prerogative as a governor, and invite him to take a share in his self-government. But you do not put your wishes into the form of a command in this case. Commands are for those in whom the capacity for self-command is imperfectly developed; and in their case vigilance does not imply suspicion; it is for them absolutely needful to know that when you say a thing it has to be done, you mean for certain to know whether it is done or not. Involuntary and mechanical obedience has to be learned first; the habit of conscious, voluntary, rational obedience will come by slow degrees.—*From J. G. Fitch's Lectures.*

HOW TO PREVENT DROWNING.

I wish to show how drowning might, under ordinary circumstances, be avoided, even in the case of persons otherwise wholly ignorant of what is called the art of swimming. The numerous frightful casualties render every working suggestion of importance, and that which I here offer I venture to think is entirely available.

When one of the inferior animals takes the water, falls or is thrown in, it instantly begins to walk as it does when out of the water. But, when a man who cannot "swim" falls into the water, he makes a few spasmodic struggles, throws up his arms, and drowns. The brute, on the other hand, treads water, remains on the surface, and is virtually insubmersible. In order, then, to escape drowning, it is only necessary to do as the brute does, and that is to tread or walk the water. The brute has no advantage in regard of his relative weight, in respect of the water, over man, and yet the man perishes while the brute lives. Nevertheless, any man, any woman, any child who can walk on the land may also walk in the water, just as readily as the animal does, if only he will, and that without any prior instruction or drilling whatever. Throw a dog into the water, and he treads or walks the water

instantly, and there is no imaginable reason why a human being under like circumstances should not do as the dog does.

The brute, indeed, walks in the water instinctively, whereas the man has to be told. The ignorance of so simple a possibility, of treading water, strikes me as one of the most singular things in the history of man, and speaks very little indeed for his intelligence. He is, in fact, as ignorant on the subject as is the newborn babe. Perhaps something is to be ascribed to the vague meaning which is attached to the word *swim*. When a man swims it means one thing; when a dog swims it means another and quite a different act. The dog is wholly incapable of swimming as a man swims, but nothing is more certain than that a man is capable of swimming, and on the instant, too, as a dog swims, without any previous training or instruction, and that, by so doing without fear or hesitation, he will be just as safe in the water as the dog is.

The brute in the water continues to go on all-fours, and the man who wishes to save his life, and cannot otherwise swim, must do so too, striking alternately, one two, one two, but without hurry or precipitation, with hand and foot, exactly as the brute does. Whether he be provided with paw or hoof, the brute swims with the greatest ease and buoyancy. The human being, if he will, can do so too, with the further immense advantage of having a paddle-formed hand, and of being able to rest himself when tired by floating—a thing of which the animal has no conception. Bridget Maloney, a poor Irish immigrant, saved her own life and her three children's lives, when the steamer conveying them took fire on Lake Erie, by floating herself, and making them float, which simply consists in lying quite still, with the mouth shut and the head thrown well back in the water. The dog, the horse, the cow, the swine, the deer, and even the cat, all take to the water on occasion, and sustain themselves perfectly without any prior experience whatever. Nothing is less difficult, whether for man or brute, than to tread water, even for the first time. I have done so often, using the feet alone, or the hands alone, or the whole four, many times, with perhaps one of my children on my back. Once I recollect being carried a good way out to sea by the receding tide at Boulogne, but regained the shore without difficulty. A drop of water once passed through the rima of the glottis, and on another occasion I experienced such sudden indisposition that, if I had been unable to float, it must, I think, have gone hard with me.

Men and animals are able to sustain themselves for long distances in the water, and would do so much oftener were they not incapacitated, in regard of the former at least, by sheer terror, as well as complete ignorance of their real powers. Webb's wonderful endurance will never be forgotten. But there are other instances only less remarkable. Some years since, the second mate of a ship fell overboard while in the act of fixing a sail. It was blowing fresh; the time was night, and the place some miles out in the stormy German Ocean. The hardy fellow nevertheless managed to gain the English coast. Brock, with a dozen other pilots, was plying for fares by Yarmouth; and, as the main-sheet was belayed, a sudden puff of wind upset the boat, when presently all perished except Brock himself, who, from four in the afternoon of an October evening to one the next morning, swam thirteen miles before he was able to hail a vessel at anchor in the offing. Animals themselves are capable of swimming immense distances, although unable to rest by the way. A dog recently swam thirty miles in America in order to rejoin his master. A mule and a dog washed overboard during a gale in the Bay of Biscay have been known to make their way to shore. A dog swam ashore with a letter in his mouth at the Cape of Good Hope. The crew of the ship to which the dog belonged all perished, which they need not have done had they only ventured to tread water as the dog did. As a certain ship was laboring heavily in the trough of the sea, it

was found needful, in order to lighten the vessel, to throw some troop-horses overboard, which had been taken in at Corunna. The poor things, my informant, a staff-surgeon, told me, when they found themselves abandoned, faced round and swam for miles after the vessel. A man on the east coast of Lincolnshire saved quite a number of lives by swimming out on horseback to vessels in distress. He commonly rode an old gray mare, but, when the mare was not to hand, he took the first mare that offered.

The loss of life from shipwreck, boating, bathing, skating, fishing, and accidental immersion is so disastrously great, that every feasible procedure calculated to avert it ought to be had recourse to. People will not consent to wear life-preservers, but, if they only knew that in their own limbs, properly used, they possessed the most efficient of life-preservers, they would most likely avail themselves of them. In every school, every house, there ought to be a slate tank of sufficient depth, with a trickle of water at one end and a siphon at the other, in order to keep the contents pure. A pail or two of hot water would at any time render the contents sufficiently warm. In such a tank every child from the time it could walk ought to be made to tread water daily. Every adult, when the opportunity presents itself, should do so. The printed injunction should be pasted up on all boat-houses, on every boat, at every bathing-place, and in every school. "Tread water when you find yourself out of your depth" is all that need be said, unless, indeed, we add, "Float when you are tired." Every one, of whatever age or sex, or however encumbered with clothing, might tread water with at least as much facility, even in a breaking sea, as a four-footed animal does. The position of a person who treads water is, in other respects, very much safer and better than is the sprawling attitude which we assume in ordinary swimming. And then the beauty is comprised in its utility, whereas "to swim" involves time and pains, entails considerable fatigue, and is seldom adequately acquired, after all.

The Indians on the Missouri River, when they have occasion to traverse that impetuous stream, invariably tread water just as the dog treads it. The natives of Joanna, an island on the coast of Madagascar, young persons of both sexes, tread water, carrying fruit and vegetables to ships becalmed, or it may be lying-to in the offing miles away on the coast of Africa. Some Kroomen, whose canoe upset before my eyes in the sea-way on the coast of Africa, walked the water, to the safe-keeping of their lives, with the utmost facility; and I witnessed negro children on other occasions doing so at a very tender age. At Madras, watching their opportunity, messengers, with letters secured in an oil-skin cap, plunge into the boiling surf, and make their way, treading the water, to the vessels outside, through a sea in which an ordinary European boat will not live. At the Cape of Good Hope men used to proceed to the vessels in the offing through the mountain-billows, treading the water as they went with the utmost security. And yet here on our own shores, and amid smooth waters, men, women, and children perish like flies annually, when a little properly-directed effort—treading the water as I have said—would haply suffice to rescue them every one.—HENRY MACCORMAC, in *Popular Science Monthly*.

THE PRIMARY CLASS.

QUESTIONS.

What are the uses of water? What are newspapers for?
How many toes has a hen on one foot?
Why cannot a hen swim as well as a duck or swan?
Why does it take eight shoes to shoe an ox?
What cities and towns join the city in which you live?
Where does the rain come from, and where does it go?

What can you tell me about the clock?
What would you probably see in a farm yard?
What numbers could you write with the figures 1, 3 and 5?
How should children always treat old persons?
Of what use are our thumbs? Can we do without them?
Name some articles made of iron. Of wood. Of tin?
Toll me all you know about hay? Corn? Flour?
What are some of the things you can do with snow?
Of what use is a thermometer? A weather-vane?
What things are made in this city?
What places have you visited in Boston? In any city?
Why ought we to treat animals kindly?
What is an apothecary shop? A retail store?
Name the different kinds of fruit-trees you have seen.
In what position should you stand when reciting?
What must you do in order to become good scholars?
Of what are baskets made? Boxes? Bags?
Toll me something the horse can do? The dog?
Mention some things formed from water?
Name some articles of food? Of dress?
What did you see on your way to school?
What are domestic animals? Name some of them?
Where and how is coal obtained? Wood? Oil?
Why do we not see the stars in the day time?
What makes the little seed we plant grow?
In asking a question do you always keep the voice up?
Of what use are object lessons? Describe your slate?
Can a blind person read? If so, by what means?
How is the building heated? How is your house heated?
What things can we do with our hands? With our feet?
Where does tea come from? Sugar? Rice? Raisins?
What is the difference between a village and a city?
Give a sentence containing the word that I mention?
What season of the year is it? Month? Day? Time of day?
What do people use for fuel? For light?
Name the different modes of travelling?
Where do the different kinds of fruit we eat grow?
What kind of birds do we see in this city?
Name the different animals that you have seen?
What would you find at the sea-shore?
What kind of vegetables do you know about?
What do people do with eggs? With milk?
How are ships useful to us? Speak of their size.
Do cloth and flannel grow? Do raisins?

ON THE BACKWARDNESS OF PUPILS IN RESPONDING AND VOLUNTEERING.

BY E. H. RUSSELL, PRINCIPAL OF THE STATE NORMAL SCHOOL AT WORCESTER, MASS.

I suppose I need not take much time to explain to teachers what is meant by "the backwardness of pupils in responding and volunteering." Teachers of young children may not have noticed it, but every one who has had to deal with classes above the primary grades,—pupils, say from twelve to seventeen years old,—especially in such lessons or exercises as involve off-hand answers to questions of somewhat general scope, must have encountered the drawback of a marked reserve or reluctance in giving responses, even where the conditions of prompt answers seemed very easy. In the case of an appeal to the class for volunteers to do a certain thing,—as for instance, to read a sentence or a verse, or sing a phrase of music, or make a drawing or a diagram on the blackboard,—this hesitating and unready behaviour is still more likely to show itself, even among the best pupils, and may prove for the moment a serious embarrassment and annoyance. This may sometimes go so far as to defeat the mode of conducting the exercise altogether, and compel the teacher to fall back upon a different line of procedure, not without an uneasy sense of discomfiture. The phenomenon is simply a failure to respond. There appears no sufficient reason;

it is as if a kind of mental paralysis bound the class with a spell of silence. Of course the teacher manages to find some way out of the difficulty, but there is loss of time, and, perhaps, some loss of temper.

Only the other day I chanced to be present during an interesting lesson given by an accomplished teacher to a bright class of boys and girls. As often, on an average, as once in every three or four minutes, it happened that the instructor would put to the class a question that failed utterly to elicit any intelligible response. The questions were generally pertinent, easy and clear; a visitor not used to class teaching would have expected an answer in chorus; but nothing came back except a timid confused murmur, and not always so much as that. This is not a rare or exceptional case; it is, indeed, of such common occurrence that most teachers seem to accept it as inevitable,—a sort of necessary margin or waste, to be "charged to profit and loss," and so at length it passes almost unnoticed, and we forget to enquire what is the cause and whether there is any remedy. But I am confident that, slight as it may seem at first thought, some evil consequences flow from the habit that give it a claim upon our consideration; the least of these has been alluded to, namely, the waste of time. Considerable observation leads me to estimate this loss roughly,—for of course one cannot be accurate in such a matter,—at about one-sixth of the whole time occupied by school lessons. But even one-tenth would be too much to throw away. Obviously, not all the silence that follows questioning is to be counted as lost time. The silence of thought, or of preparation to speak, is often fruitful of the best activity the mind can have; what is meant is the silence of stagnation, and this is worse than waste, for reasons to be now stated.

The current of instruction, when unchecked, gathers strength by its onward flow. The mind warms and expands in action. The sense of effort disappears; friction is converted into exhilarating stimulus. This momentum of continuous, free mental activity is one of the triumphs of our art. Like all exalted states of mind, it is hard to initiate, and still harder to maintain at its height. It bears no interruptions. The least flagging of teacher or a class the smallest disturbance of their mutual good feeling, and the glow subsides. The teacher finds himself "hammering cold iron." Nothing will affect this change quicker than void silence at the moment when a prompt response is asked for. The whole line wavers and falls back; the spontaneity is gone. Now, of all that bears the name of teaching, the dreariest and least productive is that where the inertia of a class has to be overcome at every step. This is why all writers on education lay so much stress upon the art of inciting the mind of the learner to spontaneous activity. That the pupil really learns *only* in this way—that is, by what is called self-activity—is one of the commonplaces of modern pedagogy. Any failure at this point violates a vital principle, and touches the very life of instruction. This effect, then—this loss not of time, but of spontaneity, of readiness and frankness in a class,—is the gravest consequence of the backwardness of pupils in responding and volunteering.

Others might be mentioned, such as loss of continuity in the lesson, loss of serenity in the teacher, and so on: but I will pass to the question, What is the nature of this backwardness, and to what is it due? It is a somewhat complex product. In the first place, the mere changes of mental attitude from listening to speaking requires a little time. Listening is like riding backwards; we see only the ground we have gone over, and have little concern for what is to come. In speaking, we face the other way, and must make out everything before we get to it. We take the reins, and assume a new responsibility. There may well be a moment of deliberation here; nor should the pupil be pressed at this point, except in the few cases where lessons have been given out to be

learnt by heart and recited word for word. An automatic answer may be given instantly, but not a thoughtful one. Nor should it be forgotten here that a child's consciousness of his own mental state is by no means well defined. He knows much that he is unconscious that he knows. His impressions are vague, and must have time to rise into clearer view before he can give them expression.

Then there is often a shirking of labour and pains. The question seems to call upon the class for extra effort, over and above what the lesson strictly demands, and this they appear unwilling to make. They are like laborers who refuse to do overwork without additional pay. The answering of general questions does not promise "marks," and pupils, by an instinctive economy, prefer to save themselves for what is absolutely required. The motive, though usually unconscious, is not without prevailing influence.

Thirdly and chiefly, I think this backwardness is due to timidity. I used to call it intellectual cowardice, but cowardice is too harsh a name. We seem to demand not only answers, but accurate and pertinent answers, and this, for young people, is a high demand. More than this, the teacher's manner often seems to say, "Give me the particular answer that I have in my own mind." This sort of catechising we are exceedingly apt to fall into, and no wonder the pupil learns to resist its unreasonable demands by silence. Here is the main source and cause of the difficulty under consideration, and here also is to be found the reason why this reserve and reluctance grows with years, and is more marked in older than in younger pupils. Does it not, indeed, reach high-water mark in teachers themselves, when convened as an "institute"? It is nothing short of comical to hear the appeals of an institute instructor to the teacher-pupils before him for prompt and general responses, and then to note the utter silence that he often gets for his pains. They fear him as they fear the roaring lion. It is far otherwise with little children. They are ready enough to express their thoughts and their queer little opinions until, taught by oft-repeated rebuke for error or irrelevance or forwardness, they learn at length the prudence of holding their tongues. They learn this lesson too soon and too well. A few years later we try in vain to coax them out of the safe burrows of silence into which they retreated to escape our censure.

General Information.

GEORGE BIDDER, THE "CALCULATING BOY."

There died lately in England a man of prodigious arithmetical power, whose mental faculties would afford matter for profound research to the psychologist. George Bidder made his mark in early life as a "calculating boy," but in him one overgrown faculty did not eclipse all the other mental powers, for throughout life (he died aged seventy two years) he evinced first-rate business ability, and in fact accumulated a large fortune by his own exertions. Nor did his mathematical faculty decline as his other powers matured; to the last he was capable of the same astonishing feats of calculation which made him remarkable as a boy. Instances of his extraordinary powers are given in a letter written by James Elliot, Professor of Mathematics in Queen's College, Liverpool, who was Bidder's fellow-student in Edinburgh. Of these we quote two: A person might read to Bidder two series of fifteen figures each, and, without seeing or writing down a single figure, he could multiply the one by the other without error. Once, while he was giving evidence before a Parliamentary committee, counsel on the opposite side interrupted him with, "You might as well profess to tell us how many gallons of water flow through Westminster Bridge in an hour." "I can tell you that too," was the reply, and he gave the number instantaneously.

Certain interesting facts are mentioned with regard to the possession of the same or similar powers by the members of Bidder's family. His eldest son, who is a successful barrister, can play two games of chess simultaneously without seeing the board. Like his

father, he can multiply fifteen figures by fifteen without seeing them, but by a peculiar process. One of the grandsons showed a very marked degree of mechanical ingenuity. Even the granddaughters possess extraordinary powers of calculation. George Bidder's elder brother, a Unitarian minister, was not remarkable as an arithmetician, but had an extraordinary memory for Bible texts, and could quote almost any text in the Bible, and give chapter and verse. Another brother was an excellent mathematician, and was actuary of a great life insurance company.

THE GRAVE OF COLUMBUS.

It is generally supposed that the bones of Christopher Columbus, the great explorer, are at Havana, in the island of Cuba. But recent investigations have brought to light the fact that it was Columbus' son who was removed there. Let us go back to the first resting place of Columbus, for death did not end his voyages.

He died in 1506 in Valladolid, north-central part of Spain, where he was buried. Then he was removed farther south to Seville and a handsome monument erected by Ferdinand and Isabella; on it were engraved these words:

"To Castile and Leon
Colon gave a new world."

Columbus had made a request in his will that he should be buried in his beloved Hispaniola, and now this idea was brought forward and his remains deposited in the cathedral of Santo Domingo, Hayti. Here also his son Diego, and grandson Luis were interred.

At the close of the war between France and Spain, in 1795, it was stipulated that Spain should cede to the French "all the Spanish part of the island of Santo Domingo," or Hayti. Accordingly, Columbus was once more—as then thought—exhumed and conveyed to Havana with great pomp and ceremony. And a slab which marks the place has engraved in Spanish,

"Oh, rest thee, image of the great Colon,
Thousand centuries remain guarded in the urn,
And in the remembrance of our nation."

In 1877, while men were working in the cathedral of San Domingo, they found a metallic casket which held human remains; on the cover, under the dust and dirt of three hundred years, were found the words, "Discoverer of America, First Admiral, most illustrious and renowned personage, Don Cristoval Colon." Every one who was present accepted this proof that the body of the great discoverer had not been taken away to Havana, but was before their eyes, and Diego's had been removed by a mistake. So, now, the matter rests in this way. Learned scholars are thinking of erecting a monument which should belong to the world, and not limited to the gratification of local or national pride. But such things move slowly, and perhaps it will never be accomplished.—*Scholar's Companion.*

STATISTICS OF POPULATION.

In "Petermann's Mittheilungen" the population of the globe is estimated, for 1877, at 1,429,145,000 souls, occupying a superficial area of 134,460,000 square kilometres. Inhabitants are distributed among the continents as follows: in Europe, 312,398,480; in Asia, 813,000,000; in Africa, 205,219,600; in Australia and its islands, 4,411,300; in America, 86,116,000. Between 1875 and 1877, the whole population increased by 42,000,000. This increase, however, does not depend on the very great excess of births over deaths, but is the result of more accurate enumeration, and more extended knowledge of various localities. The populations of European countries, in 1877, were: Belgium, 5,336,185; Holland, 3,865,456; England, 34,242,966; Italy, 27,769,476; Germany, 42,727,360; France, 36,905,788; Switzerland, 2,759,854; Austria, 37,350,000; Denmark, 1,905,000; Spain, 16,526,511; Portugal, 4,057,538; Greece, 1,457,894; European Turkey (exclusive of the tributary states), 9,578,000; European Russia, 72,392,927; Sweden and Norway, 6,237,268. As regards the proportion of the sexes, there were to 1,000 men in the Canary Islands 1,208 females; in Sweden, 1,064; Switzerland, 1,045; England, 1,043; Germany, 1,037; Austria, 1,024; Russia, 1,022; Spain, 1,016; France, 1,007; Italy, 989; Belgium, 985; Greece, 983; North America, 978; Brazil, 938; Egypt, 1,025; Japan, 971; Siberia, 934.

COMMON-SENSE IN EMERGENCIES.—The story is told of Brunel, the eminent engineer and builder of the Thames tunnel, that one day, while amusing a child with tricks of sleight-of-hand, he attempted one which resulted in a serious accident to himself, and at the same

time illustrated the danger of playing pranks with the mouth. The trick consisted in adroitly concealing a half sovereign in his mouth and pretending to bring it out at his ear. All at once to his dismay the coin slipped down into his gullet, and there stuck, in spite of every effort, surgical or otherwise, to dislodge it. In this dilemma common-sense came to the rescue. Brunel himself devised an apparatus to which he was strapped head downward, keeping his mouth open, when, to his inexpressible relief, the coin dropped from its dangerous position and rolled out upon the floor. A sword-swallower, who once lost a bayonet in his throat during one of his public performances, resorted to similar means for recovering it, and was equally successful.

—Henry Clay once said: "I owe my success in life to one fact, namely: At the age of twenty-seven I commenced and continued for years the practice of reading and speaking upon the contents of some historical or scientific book. These off-hand efforts were made sometimes in a cornfield, at others in a forest, and not unfrequently in some distant barn, with the horse and ox for my auditors. It is to this early practice in the great art of arts that I am indebted for the primary and leading impulse that stimulated me forward and shaped and moulded my entire subsequent destiny. Improve, then, young gentlemen, the superior advantages you here enjoy. Let no day pass without exercising your power of speech. There is no pay like oratory. Cæsar controlled men by exciting their fears; Cicero by captivating their affections and swaying their passions. The influence of the one perishes with the author; that of the other continues to this day."

Notes and News

ONTARIO.

Mr. J. A. Clarke, M.A., B. Sc., after spending a term at the Science School Faraday, Victoria University, Cobourg, accepted the head-mastership of the high school, Smiths Falls, where he has been doing good work. Mr. J. M. Buchan, High School Inspector, on a recent visit pronounced the Smiths Falls High School to be in the best condition he had ever seen it, and expressed his opinion that the prospects for its success in the future were very hopeful.

We find the following note in an exchange: "Every Chatham school teacher (the gentlemen at all events, if not the ladies) is not only expected to attend the Association meetings, but to write out an independent synopsis thereof for the School Board. It is rumored that brevity in such reports is not a wholly displeasing feature to the scholastic magnates before whom these resumes are read."

Thirty-six pupils from Waterdown High School are intending to write for the Intermediate Examination.

A monthly record of class work done in the Milton Public School is published in the local newspaper.

The separate schools at Lindsay have received special commendation from Dr. J. A. McLellan, High School Inspector. Of the primary schools he states that they are well conducted and doing satisfactory work; of the advanced, that the scholars did unusually well in reading, writing, spelling and arithmetic. In the last subject the answering was very good. Of the select school he reports that the answering would have done credit to any high school. The training and culture of the pupils met with the Inspector's warmest praise. We congratulate the Rev. Father Stafford and the teachers on the efficiency of these schools, which reflects much credit on his superintendence and their close attention to their important work.

Mr. Cortez Fessenden, H. M. Napanee High School, has been appointed a member of the Board of Examiners for Public Schools.

The students of Toronto Normal School presented Rev. Dr. Davies, Principal, with an address at the close of the last session, thanking him and his fellow-teachers for the deep interest shown in their welfare during the session.

NOVA SCOTIA.

The annual examination for Teachers' Licenses takes place on the 19th inst. and following days.

The second Annual Meeting of the Provincial Educational Association is announced to be held at Truro on the 13th and 14th of this month. The indications are that the sessions will be of great interest. The important matter of a uniform course of study for the Public Schools comes up for discussion. We hope to give a full report next month.

The Anniversary Exercises of Acadia College were held in the

spacious hall of the new College building on the 2nd of June. The orations by members of the Graduating Class were as follows:

THE VOICE OF THE PEERS.—Horatio H. Welton, Wolfville.
 EDUCATION AND THE BALLOT.—Frank Andrews, Wilmot.
 EVOLUTION AND MATERIALISM.—Albert J. Pineo, Berwick.
 ADDISON AS SOCIAL REFORMER.—John Donaldson, Wolfville.
 ABILITY, NATURAL AND ACQUIRED.—Sydney Welton, Kingston.
 TRIAL BY ORDEAL.—Henry D. Bentley, Wolfville.
 THE REFORM BILL OF 1852.—Edward B. Webber, Sackville.
 MONUMENTA.—Orlando T. Daniels, Lawrencetown.
 THE IDEAL CHARACTERS OF GEORGE ELIOT.—Edward R. Curry, Windsor.

A VIEW OF THE IRISH QUESTION.—Wm. F. Parker, Dartmouth
 THE DIVINE AND HUMAN IN GREEK LIFE.—Arthur C. Chute, Stewiacke.

The Degree of A. M. was conferred on the Revs. J. L. Dewolf, and W. H. Robinson in regular course, and that of D. D., *pro causa honoris*, on the Revs. J. E. Bill, George Armstrong and S. U. DeBlois. At the close of the Convocation, short addresses were delivered by the recipients of honorary degrees, Dr. Rand, Chief Superintendent of Education for the Province of New Brunswick, Col. A. W. Drayson, R. A., formerly Professor of Surveying and Astronomy at the Royal Military College, Woolwich, and by the President, Rev. A. W. Sawyer, D. D. The other exercises connected with the anniversary were very interesting. The Horton Academy (for boys) and the Acadia Seminary (for young ladies) were reported to be in a prosperous condition. These flourishing institutions are under the control of the Baptist denomination.

The Alumni Dinner, under the genial and efficient chairmanship of J. W. Longley, Esq., of Halifax, President of the Alumni Association, was a most enjoyable "feast of reason and flow of soul." The toast of "Acadia College" was responded to in eloquent terms by the President, Rev. Dr. Sawyer, who expressed strong faith in the development and perpetuity of the institution. Col. Drayson spoke appropriately for "the Army and Navy." Dr. Rand, as representing the body of the Alumni, revived, in a touching and impressive manner, "Memories of College Days." "Sister Colleges" were represented by Dr. Allison, Superintendent of Education, R. Sedgewick, Esq., President of the Alumni Association of Dalhousie College, and Dr. J. G. Macgregor, Professor of Physics in Dalhousie. Among important items of business announced we note the following:

The chair of Natural Science becoming vacant by the resignation of Professor Kennedy, Dr. Blaikie, of Edinburgh, son of Dr. Blaikie who was on a visit to Halifax last year in relation to the Vandois and Waldensian Churches, was appointed to fill the vacancy.

Dr. A. D. W. Barss having resigned the Treasurership of the College, Mr. X. Z. Chipman was appointed Treasurer in his place.

The governors determined to sustain the Theological Department, and commissioned Rev. Dr. Crawley and Rev. Dr. Welton to spend much of the present summer in an endeavor to secure from the friends of the College an endowment of \$200,000 for that department.

C. F. Frazer, Esq., Principal of the Nova Scotia Institute for the Blind, delivered, on the 16th ult., in the Academy of Music, Halifax, a memorable lecture in advocacy of the claims of the blind to a free education. The chair was occupied by the Lieutenant Governor, and the platform filled with distinguished representatives of all the professions. The lecture was replete with curious and valuable information, and the claims of the unfortunate class in whose interest it was delivered were eloquently urged on grounds of patriotism, justice and philanthropy.

The authorities of the leading New England Colleges have undertaken and are maturing arrangements for uniform requisitions for admission, from which much advantage must accrue to the Colleges themselves, to the preparatory schools, and to the cause of Education as a whole. The movement was entered on with a good deal of hesitation, but has made unexpectedly rapid progress. In the Autumn of 1879, ten of the New England Colleges—Harvard, Yale, Brown, Dartmouth, Williams, Amherst, Wesleyan, Trinity, Tufts, and Boston University, agreed to the holding of four conferences of Examiners for the purpose of testing the practicability of agreement upon requisitions in the four departments of Greek, Latin, Mathematics and English. These conferences were held; the Greek examiners meeting at Cambridge, the Latin at New Haven, the Mathematical at Providence, and the English at Hartford.

In each conference the examiners arrived at results practically

unanimous, and when the standards recommended by them respectively were submitted to the various Faculties, the decisions of the Faculties were favourable far beyond original anticipations. A majority of the Colleges have either modified the entrance requirements in accordance with the recommendations of the examiners, or have reached the decision to do so for the incoming year. Further conferences are provided for, and will, no doubt, result in the complete unification of standards of admission to a large majority of the leading Colleges of the American Union.

The latest phase of the college question in Nova Scotia is indicated by the subjoined reports taken from our Halifax exchanges.

1. Requisition for a conference of Alumni:

To the President and other Officers of the Alumni Associations of King's, Dalhousie, Acadia and Mount Allison Colleges:

We, the undersigned members of one or other of the above named Alumni Associations, are of opinion that in view of the recent action of the Legislature of Nova Scotia with reference to higher education, it is exceedingly desirable that a conference of the several Associations should be held, for the purpose of discussing the advisability and feasibility of university consolidation.

We therefore venture to request that you take such measures as may be requisite to bring about such a conference.

The signers of this requisition embrace the entire faculties of Dalhousie and King's Colleges, a majority of the faculty of Acadia College, a leading professor of Mount Allison College, the Chancellor of Halifax, and a large number of representative Alumni.

2. Reply of the Alumni Association of Dalhousie College:

Whereas, There has been laid before the Association a petition numerously signed by members of the Alumni Associations of King's, Dalhousie, Acadia and Mount Allison Colleges, requesting the Presidents and officers to take steps to bring about a conference for the consideration of the subject of university consolidation.

Therefore resolved, That the Executive of this Association be empowered to make all necessary arrangements for the carrying out of the prayer of the petition, and to appoint as many as they may deem advisable of the ordinary and honorary members to attend such conference with full power as representatives of this Association.

Another resolution was adopted pledging the Association to use every means in its power to promote the consolidation of the colleges, and respectfully request the Governors of Dalhousie College to take such steps as they may deem advisable to attain the object in view.

3. Reply of the Associated Alumni of Acadia College:

We decline the proposed conference for the following reasons: In our opinion Acadia College was established to continue for ever as such, and she could not if she would, and certainly would not if she could, consolidate her energies and revenues with those of other colleges. Such being the case, the proposed conference, so far as we are concerned, would be utterly useless. Besides, we are not the governors of the college, and have no authority to consolidate, if we so desired; and to the governors, if to any one, we think the proposal should have been made. Further, all our available time and energies are due, and may be most usefully given to conferences of our own, in order, in every way open to us, to build up and strengthen our own Alma Mater, which has already accomplished a great work for these provinces, and for the Baptist denomination particularly; and, under the generous and fostering care of that body, is destined to go on multiplying her benefits to many generations. University consolidation once was possible in Nova Scotia, but why now discuss what simply might have been? It is no longer among the possibilities. Let it be irrevocably relegated, so far as we are concerned, at least, to the shadowy realm of things that might, could, would, or should have been.

This resolution was carried by a vote of 12 to 9 over an amendment moved by Prof. Schumann to the effect that this Association do not adopt the clause of the report of the executive committee, but that while declining to commit themselves on the question of University Consolidation in Nova Scotia, they are nevertheless prepared to meet other representatives of other Alumni Associations to discuss the advisability and feasibility of such a step, provided such a conference can be held under such circumstances as will duly preserve the interests of this association.

4. Reply of the Alumni Society of Mount Allison College:

This society regards further discussion of the question of the consolidation of the colleges into one central teaching college as an unnecessary and useless attempt to accomplish what is utterly im-

practicable ; but that we invite the Alumni of all the other colleges to meet with a delegation from this society to discuss the desirability and feasibility of united action in receiving and sustaining the University of Halifax scheme, or any other scheme based on its principles.

This resolution was passed by a vote of 12 to 9, as an amendment to the following resolution :

Resolved, That with it expressing an opinion as to the feasibility or desirability of university consolidation, this Society instructs the President and Council to take such steps as may be necessary to secure the conference prayed for by the Alumni of Acadia, Dalhousie, King and Mount Allison.

We have observed no report of action taken in the matter by the Alumni Association of King's College.

Readings and Recitations.

THE CHILDREN.

The following lines were found in the desk of Charles Dickens after his death :—

When the lessons and tasks are all ended,
And the school for the day is dismissed,
And the little ones gather around me
To bid me "Good night" and be kissed ;
Oh, the little white arms that encircle
My neck in a tender embrace!
Oh, the smiles that are halos of heaven
Shedding sunshine and love on my face!

And when they are gone I sit dreaming
Of my childhood, too lovely to last;
Of love that my heart will remember
When it wakes to the pulse of the past.
Ere the world and its wickedness made me
A partner of sorrow and sin—
When the glory of God was about me,
And the glory of gladness within.

Oh, my heart grows weak as a woman's,
And the fountain of feelings will flow,
When I think of the paths steep and stony,
Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
Of the tempests of fate blowing wild ;
Oh, there's nothing on earth half so holy
As the innocent heart of a child.

They are idols of hearts and of households,
They are angels of God in disguise—
His sunlight still sleeps in their tresses,
His glory still beams in their eyes ;
Oh, those truants from earth and from heaven,
They have made me more manly and mild,
And I know now how Jesus could liken
The Kingdom of God to a Child.

Seek not a life for the dear ones
All radiant as others have done,
But that life may have just as much shadow
To temper the glare of the sun ;
I would pray God to guard them from evil,
But my prayer would bound back to myself,
Ah! a seraph may pray for a sinner,
But a sinner must pray for himself.

The twig is so easily bended,
I have banished the rule and the rod ;
I have taught them the goodness of knowledge,
They have taught me the goodness of God.
My heart is a dungeon of darkness,
When I shut them from breaking a rule,
My frown is sufficient correction,
My love is the law of the school.

I shall leave the old house in the Autumn,
To traverse its threshold no more ;
Ah! how shall I look for the dear ones
That meet me each morn at the door.
I shall miss the "Good nights" and the kisses
And the gush of their innocent glee,
The group on the green, and the flowers
That are brought every morning to me.

I shall miss them at noon and at even.
Their song in the school and the street ;
I shall miss the low hum of their voices,
And the tramp of their delicate feet.
When the lessons and tasks are all ended,
And death says the school is dismissed,
May the little ones gather around me,
And bid me "Good night" and be kissed!

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

EAST KENT.—The teachers of East Kent held their semi-annual meeting in Ridgeway on Friday and Saturday, May 27th and 28th. The President, Mr. Masales, occupied the chair. The meeting was opened by a discussion on the "Half-time system," as applied to the daily work of the school-room. This drew forth expression from many teachers, and all seemed to regard it as a step in the right direction ; especially so in the case of junior pupils. No resolutions were passed, but it is quite probable it will be introduced at some future meeting when a more decided stand will be taken. An essay on the "Physiology of the Respiratory Organs," by W. H. Carleton, was well received. His essay was well written and showed a complete knowledge of the subject. The ventilation, etc., of the school-room was well treated upon in "Hygiene of the School-room," by E. B. Harrison, I. P. S. J. E. Pickard gave some admirable methods of presenting Grammar to junior pupils. On Saturday, E. B. Harrison, I. P. S., read a departmental communication in regard to the Relief Fund. A warm discussion ensued and the several clauses were voted upon by the Association. The election of officers was postponed until the next meeting of the Association on the first Thursday and Friday in October next.

W. S. MCBAYNE, *Secretary.*

NORTHUMBERLAND.—The semi-annual meeting of the teachers of this County was held in Colborne on 12th and 13th May. The chair was occupied by the President, D. C. McHenry, M. A., Principal of Cobourg Collegiate Institute. The following subjects were discussed : "Book-keeping," introduced by W. J. Black ; "Spelling," by J. T. Slater ; "Relation of Teachers to Parents," by E. J. Flewelling ; "School Legislation and Regulations," by D. C. McHenry, M. A. ; "Algebra," by W. S. Ellis, B. Sc. ; "Morals and Manners," by G. Dowler ; "Question Drawer," by G. K. Knight, B. A. ; R. K. Orr, B. A., and W. E. Sprague, H. M. Model School. The discussions were vigorous and unusually interesting, and elicited much valuable information. The thorough manner in which the leaders on the various subjects executed their part of the programme was one of the commendable features of the Association, and, we are persuaded, conduced largely to its success. On Friday afternoon the vexatious question of superannuation was brought up. After a somewhat animated discussion the Association decided to take no definite action in the matter until its next meeting in October. A peculiar case of school discipline was then brought before the meeting. A pupil in the township of Haldimand had been detained from school for two days by his parents ; on being sent to the school on the afternoon of the second day to secure the lessons for the day following, he arrived as school was being dismissed, and while in the room committed an offence for which the teacher administered mild corporal punishment. For this he (the teacher) was summoned before a magistrate and fined, on the ground that the boy was *not* a pupil of the school when the offence was committed. A resolution was unanimously adopted by the Association, expressing sympathy for the teacher, and condemning the action of the parent and the decision of the magistrate, and promising aid, if requisite, to appeal the case. Excellent music was furnished by the young people of Colborne.

NORTH YORK.—The semi-annual Convention of this Association was held in the Model School, Newmarket, on the 3rd and 4th ult. The President, Mr. D. Fotheringham, I. P. S., opened the proceedings at 10 a. m. with devotional exercises, after which the minutes of the previous meeting were read by Mr. S. E. Je vilt, Secretary-treasurer, and confirmed. Miss McMurchy's 2nd class being present, it was resolved to have them put through a reading lesson, showing that lady's plan of teaching the subject. This was done in a manner reflecting the highest credit on both teacher and pupils. The President afterwards gave an illustrative object-lesson to the same class, taking as his "object" a school crayon box, and several new features and ideas were elicited not previously discernible in that useful receptacle. During this exercise the Vice-President, Mr. G. Rose, occupied the chair, and Mr. Fotheringham's interesting lesson was criticized with much spirit by Messrs. McMurchy, S. Holland, Hall, Brody, Vandewater, Armstrong, McMahan and Dunton. A committee, consisting of Messrs. Rose, Rannie, McMahan, and McMurchy, was appointed to nominate officers for the ensu-

ing twelve months. In the afternoon Miss Thompson taught a 3rd class in spelling and meanings, and exemplified her system of teaching that useful branch, which led to an animated discussion by Messrs J. E. Dickson, B.A., Holland McMahon, Jewett, and Armstrong. Miss Thompson ably defended her plan, which seemed to be extremely practical. Mr. D. Hall then recited with much ability "The Defence of the Bridge." Mr. J. E. Dickson, H. M. Newmarket H. School, took up a portion of "The Lady of the Lake," and, acting as if the members present were a class, led them through the analysis, grammatical construction, rhythm, and history of the passages in a manner that showed his perfect knowledge of the subject. The committee on nomination handed in their report, which, after some amendments, resulted in the re-election of the several officers, with Messrs. McMahon, Holland, Dickson, and Love as Committee of Management. Mr. W. Rennie, H. M. Newmarket Model School, gave notice that at next convention he would move that the constitution be amended so as to admit of an Assistant Secretary being made an officer of the Association. In the evening a large audience, composed of the teachers and townfolk, occupied the same room to hear a lecture given by Mr. James L. Hughes, Inspector of City Schools, Toronto. On the motion of Mr. Fotheringham, Mr. Bastedo, Chairman of the local school-board, was voted to the chair, who after a few well pointed remarks, introduced the talented lecturer. Mr. Hughes took up the subject of "School-room Humour," and for two hours he fairly delighted the audience with the admirable sketches of school life which he graphically depicted. The school-boy, the teacher, the trustee, the angry parent, and the economical member of parliament were individually criticized from a humorous point of view; while from each individual instance the lecturer in his closing words drew a parallel showing the serious nature of the teacher's labor, how he might combat with wrong and maintain the right; elevate himself and ennoble his profession; and dissipate darkness, ignorance, and intolerance by spreading the bright rays of wisdom, truth, and education in the sphere where his lot is cast. During the delivery of the lecture rounds of applause greeted almost every sentence, and at its conclusion the peals were deafening. The Rev. Mr. Rose, in very happy language, moved a hearty vote of thanks to the lecturer for his humorous, interesting and highly instructive address. It was seconded by Rev. Mr. Frizzell and carried by acclamation. A vote of thanks to the Chairman concluded a pleasant and profitable evening's entertainment. After devotional exercises the next day, the Auditor's report was received and adopted, and it was decided that the funds in hand be given to the Treasurer to be placed by him in the local bank. Messrs. Martin and Hall were appointed auditors for the ensuing year. The superannuation question was then taken up and discussed. In this matter Mr. Hughes gave his valuable assistance, which guided the convention to arrange the matter on a footing similar to that adopted by the Toronto Teachers' Association and the alterations were handed over to Messrs. Rose, Dickson, Rennie and Martin to be summarized and adjusted. Mr. Hughes was invited to show his system of teaching History *topically* and the simple arrangement whereby this generally uninteresting subject may be made to fasten itself on a child's memory, was highly appreciated by the members. He also illustrated an easy and attractive method of teaching Industrial Drawing to young children. The teachers present, who imagined that it required an accomplished artist to undertake this task, were astonished at the graceful figures drawn on the black-board from the few simple rules laid down by Mr. Hughes. From the copies made by some of the members in their note-books it is not improbable that the subject will be effectively introduced into the schools of North York. On the motion of J. E. Dickson, B.A., seconded by Mr. W. Rennie, the warm thanks of the Association were tendered to Mr. Hughes for his kind and able services at the Convention and his admirable lecture the previous evening. It was carried with enthusiasm and after transacting some routine business the proceedings closed.

LENNOX AND ADDINGTON—This Association met in its first session of 1881 in the Model School, Napanee, on Friday and Saturday the 6th and 7th of May. The President, F. Burrows, Esq. I. P. S., occupied the chair. About 70 teachers were present at the opening but before the session closed the number was increased to about 115. After routine the election of officers for the year was proceeded with. Inspector Burrows was unanimously re-elected President; Mr. Bowerman, first Vice-President; Mrs. Pomeroy, second Vice-President; Mr. Cortez Fessenden, Treasurer; Mr. Kimmerville, Secretary; Messrs. Storms and Hart, Miss Bush, Miss Gum, and Mrs. McKin were elected members of the Managing Committee. Messrs. Black and Mabce were elected auditors for the year. Mr. Bowerman was appointed a delegate to the next meeting of the Provincial Teachers' Association. Messrs. Fessenden and Burrows were strongly in favor of having the Provincial Teachers' Association made a representative body. A resolution moved by Mr. Bowerman, and seconded by Mr. Black, that, "in the opinion of this Association, it is highly desirable that the Provincial Teachers' Association be made entirely representative," was adopted. Mr. Mabce stated that he had written to the Education Department asking whether Easter Monday is a holiday for rural schools or not. He had received a reply to the effect that it is a holiday for rural schools as well as for any others,

according to law. Mr. Burrows referred to the changes in the School Law with regard to shortening the summer vacation. The regular programme for the session was then taken up. Mrs. Pomeroy illustrated, by means of class, her method of teaching elementary Geography. Mr. Martyn, of the Newburg High School, took up the subject of Arithmetic to beginners. He showed a very practical method of introducing the subject to the young, and urged the necessity of giving pupils a thorough drill in the elementary rules. Messrs. W. J. Black and Geo. Paul each read a practical paper on "School Management," covering the whole ground of the subject. Mr. Mr. Irvin, of Bath, introduced the subject of "Uniform Promotion Examinations." He was very much in favor of such examinations, as he had seen them carried out in other counties. After some remarks in support of Mr. Irvin's views by different members of the Association, it was resolved that "a committee consisting of Messrs. Burrows, Fessenden, Irvin, Tynedale, Mabce, and Bowerman be appointed to devise some practical scheme for Uniform Promotion Examinations in this county, to be carried into effect as soon as possible." *Second day*.—Mr. Burrows brought forward the subject of Superannuation of Teachers. A communication from the Legislative Committee of the Provincial Teachers' Association in reference to the proposed changes in the law regarding the superannuation of teachers was read and referred to the Committee before mentioned. Mr. Bowerman, in taking up the subject "School Hygiene," confined himself to the eyes, &c., and gave some excellent hints on the prevention of *myopia* in pupils. Mr. Buchan, High School Inspector, then gave a very interesting and instructive address on the study of "English," going over all the branches of the English course for Public Schools. No mere synopsis of the address would do justice to the speaker. Afterwards Mr. Buchan was unanimously elected an honorary member of the Association. The Association then adjourned. On Friday evening a public meeting was held at which Hon. John Stevenson presided. After a class drill in calisthenics by Miss Fraser, of the Napanee Model School, Mr. Buchan delivered a lecture on "Poetry and Politics" to an appreciative audience.

WEST VICTORIA.—The eighth semi-annual meeting of the above Association was held in the School House, Woodville, on the 10th and 11th ult., and was a splendid success in every respect. In the absence of Inspector Reazin, President, the Association was called to order by Mr. Fowler, Vice-President. Mr. J. Campbell introduced the subject "Composition." He handled it in a masterly style, and pointed out the necessity of early cultivation of good English in pupils. Mr. Wm. Campbell took the subject "Mathematical Geography," and dwelt on those points most likely to puzzle the minds of young children. He was followed by Mr. D. McDougall, who gave an interesting lesson on "Fractions," and he illustrated his method of presenting each successive step on this subject. A general discussion followed and the Convention adjourned. The first half hour in the afternoon session was occupied in transacting some formal business. The officers elected for the ensuing year:—President, H. Reazin, I. P. S.; Vice-President, J. Brethour, B.A.; Secretaries, L. Gilchrist, Managing Committee—Messrs. Fowler, Cundall, McLaughlin, Graham, and McDougall. Mr. Reazin, I. P. S., read the circular respecting the Superannuated Teachers' Fund, as submitted by the Legislative Council. Each clause was taken *seriatim*, and a number of resolutions adopted. First, opposing any change in the name or management of the fund. Second, opposing any change in payments to the fund, other than that the payment should be yearly instead of half-yearly and deducted from the legislative grant. Third, the limit as to age in Clause 9 be struck out, and the periods of service be shortened to ladies twenty years and gentlemen twenty-five years service. After a lively discussion the subject was dropped and the programme resumed. Mr. A. C. Graham was then called upon to take the subject of "English Infinitives." He read a very concise and well-arranged paper, and dealt on the derivation and uses of the infinitive and gerund. He was followed by Mr. McRae, who gave an interesting lecture on "History," pointing out the necessity of much reading on the part of teachers to be good historians. A short discussion followed, and the Convention then adjourned to meet in the evening. At eight o'clock a crowded audience assembled in the Town Hall. The President occupied the chair. The programme consisted of an essay on Education by J. Shaw, M.A., Head Master of the Omemece High School, and a good selection of vocal and instrumental music interspersed with readings. The solos by Miss Talbot, Miss Grant, and Miss Stuart, and the instrumental music by Miss Tooke, were received with applause and encored. Towards the close of the meeting Messrs. Cundall and Fowler, on behalf of the teachers of West Victoria, presented Mr. Reazin with a "gold watch and chain." Mr. Reazin replied in suitable terms. Votes of thanks were tendered to Mr. Shaw for his admirable essay, to the ladies and gentlemen who furnished the music and reading, and to Mr. S. C. Rodgers for the use of an excellent organ for the occasion. The meeting was closed by all joining in singing the National Anthem. The Convention assembled at 9.30 a.m., and after it was opened by the President with devotional exercises, Mr. P. H. Allen introduced the subject of "Stocks," with which he dealt very ably, and showed how a class might become proficient in this subject taking it mentally. Mr. McLaughlin then elucidated vari-

ous short methods of performing multiplication." After a short discussion by Messrs. Reazin, Shaw and McRae, Mr. E. R. Eddy read a very interesting and well prepared essay on Reading. He strongly recommended a combination of the three leading modes of teaching the young, taking the look and say method as the base. A very interesting discussion followed, by Messrs. Reazin, Shaw and Eddy. In the absence of Inspector Knight, Mr. Shaw read an excellent essay entitled "A Paper on Paper," treating of its value as a medium for conveying knowledge, of its various uses in mercantile transactions, and of its original manufacture. The Convention then adjourned to meet again at the call of the president.

NORTH HASTINGS. This Association met in Madoc, June 9th and 10th. After the usual routine business, Mr. Morton took up the subject of Writing, showing his method of teaching it. He would begin the teaching of script characters when the pupil enters Part II., giving him pen and ink when he enters the Second Reader. He was followed in discussion by Messrs. Kirk, Shannon and Mackintosh. In the afternoon the following officers were elected for the ensuing year.—President, Mr. Kirk, Vice President, Mr. Morton; Secretary Treasurer, Miss Riddell, Librarian, Miss McDermid, Councillors Miss Cosbey, Messrs. Hobbs, Henderson, Rowe, Tait, Beall, Shannon and Mackintosh. Delegate to Provincial Association, Mr. Kirk. Mr. Kirk then showed his method of teaching Practical Arithmetic to Fourth Class, illustrating on the board the types of questions he would give to teach the pupil such Arithmetic as he would need after he left school. After a duet by Messrs. Kirk and Miller, the subject of the "Proposed changes in Superannuation Fund" was introduced by Mr. Tait, in an able essay. After a brief discussion a committee was appointed to take into consideration the proposed changes in the law, and report upon the same. During the discussion, Mr. Mackintosh left the chair which he had so long occupied as President, and it was moved by Mr. Morton, seconded by Mr. Tait, and unanimously carried, "That the thanks of this Association be and are hereby tendered to the retiring President, Mr. Mackintosh, for the very courteous and able manner in which he has presided over our meetings, and for the untiring zeal which he has always manifested in our welfare as teachers." The proceedings of the afternoon were brought to a close by a duet by the Misses Christie. On the morning of June 10th, after the minutes of the previous day had been read and approved, the committee appointed to nominate Examiners for the coming Uniform Promotion Examination, reported the following as having been chosen.—Messrs. Sutherland, Beall, W. A. Shannon, Armour, Rowe, Tait, Morton, Hobbs, Beal, Jenkins, Henderson, Misses Christie, Campbell, McDermid, Riddell. The report was adopted. The Geography of Ontario was then discussed by Mr. Sutherland, who, after mentioning the points to which he would give greatest attention, gave the Railroad system of the Province. He was followed in discussion, by Messrs. Johnston, Kirk, Tait and Hobbs. After a reading by Mr. Rowe, Mr. Mackintosh spoke to the teachers at some length on the Uniform Promotion Examinations, giving advice as to the best methods of conducting them, examining papers, etc. After discussion it was resolved that not more than fifty per cent. of the value be given to any problem in Arithmetic of which the answer is not correct. It was also resolved to publish the names of the successful candidates for promotion to Fourth and Fifth, with the number of marks obtained by each. The subject of Composition was then introduced by Miss Riddell, and after a short discussion, in which Messrs. Johnston, Kirk, and Mackintosh took part, the meeting adjourned. In the afternoon the report of the committee on the Superannuation Fund was read, and after a very lively discussion it was resolved that this Association advise that the Fund be abolished, the money on hand to be refunded to those teachers who have paid into the Fund with interest at five per cent. After a duet by the Misses Christie, Mr. Johnston, I. P. S., South Hastings, took up the subject of Mental Arithmetic. It should, he said, be taught thoroughly to junior classes by means of very easy questions. After a reading by Mr. Sutherland, and a song by Mr. Miller, Mr. Mackintosh was called on to give his suggestions to teachers, but owing to the lateness of the hour he desired to postpone his remarks. One of the teachers having been thrown from a buggy on her way to the Convention, it was unanimously resolved that a committee of ladies be appointed to draft a letter of condolence to Miss Cosbey on account of the accident. Votes of thanks were given to Mr. Johnston, Mrs. and the Misses Christie, for their assistance in making the Convention successful; and after singing the National Anthem, the Association adjourned.

SOUTH GREY. This Association held its semi annual Convention at Flesherton on the 19th and 20th May, and was largely attended. The Oddfellows of that town, with the kindness characteristic of that body, gave their neat, comfortable hall for the accommodation of the teachers, who seemed deeply sensible of the compliment. The President, Mr. W. Ferguson, I. P. S., opened the proceeding in the usual manner, and then delivered a very practical and encouraging address, in which he stated that educational matters during the past year were in a progressive state, the proportion of trained and higher graded teachers increased, and the work in the school room, as a rule, more efficiently performed. Messrs. Armstrong, Galbraith, McMaster, Jones and McDonald were ap-

pointed a committee of nomination. Mr. Armstrong took up the subject of "Methods," which he treated of in an instructive and interesting paper. He was followed by Mr. Galbraith, who clearly and easily illustrated his plan of teaching "Geometry to Beginners." He did not approve of the memorizing idea, but adopted the reasoning style whereby the pupils were brought to understand the *why* and *wherefore* of every operation. All present acknowledged the superiority and applicability of Mr. Galbraith's plan. Mr. Jones took up "Teachers' Encouragements and Discouragements" as his subject, and treated it in a masterly manner. The proceedings in the afternoon were unusually interesting. The township of Melancton and Shelbourne having been separated from South Grey to form part of the newly organized inspectorial district of Dufferin, the teachers from that township took occasion to express their feelings before the Convention. The vice-president, Mr. Armstrong, occupied the chair, while Mr. Mortimer read an address to Mr. Inspector Ferguson expressive of their high appreciation of his gentlemanly demeanour, courtesy and kindness, as their inspector and friend. Mr. Ferguson replied in feeling and appropriate language. Mr. R. D. Irvine read a carefully prepared paper on "Teaching Arithmetic to Beginners," and illustrated his method. Mr. J. Tait, of Collingwood Collegiate Institute, gave a very practical and highly instructive address on "Teaching English History," which was heard with great attention and was much appreciated. On the motion of the Rev. Mr. Barkwell, seconded by Mr. J. C. Bain, Sec., a special vote of thanks was accorded to Mr. Tait for his excellent address. Mr. McMaster then read a suggestive and well compiled paper on "Mistakes in teaching Reading to Beginners," which provoked a very animated and profitable discussion that was joined in by Rev. Mr. Barkwell, Messrs. Tait, Campbell and others. The Committee on nominations brought in their report, which, after two changes, was adopted, and the following are the officers for the ensuing year.—President, Mr. Armstrong; Vice-President, Mr. Galbraith; Secretary, Mr. John C. Bain; delegate, Mr. Galbraith. Committee of Management—Messrs. McMaster, Hall, Leonard, D. McDonald, and N. W. Campbell. Auditors, Messrs. Irvine and Sharpe. Mr. Ferguson, who had been president since the commencement of the Association, was pressed to continue in that office, but he wished, for many reasons, to retire. In the evening an entertainment was given in the Division Court House, Mr. Richardson presiding. The spacious room was packed, and the programme seemed to give the greatest satisfaction. Songs were sung by Miss E. Danude, Rev. Mr. Barkley; Miss Christie and Miss Creeper (duet), Miss M. Vandusen and Miss A. Philp (duet); Miss Clara Phillips, Miss A. Trimble and Mr. McMaster (trio); Mr. Tait gave some humorous recitations which caused much merriment; Mr. Jones read "Enoch Arden" with great taste and ability, and Mr. W. Ferguson told some amusing anecdotes. Dr. Christoe, Warden of the county, gave a brief address contrasting the old style of teaching with the modern, and bore high testimony to the efficiency of the schools in South Grey, and their marked progress under the able superintendence of the Inspector, Mr. Ferguson. The Rev. Mr. Philp welcomed the teachers to Flesherton, to whom he gave some stirring words of encouragement and sound advice. Mr. J. L. Robertson, of the CANADA SCHOOL JOURNAL, gave a brief address on the benefit of Teachers' Conventions. Mr. Ferguson thanked the people of Flesherton for their kind welcome and cordial reception, and moved a hearty vote of thanks to the members of the I. O. O. F., for the generous accommodation of the Convention in their handsome hall. It was seconded by Mr. Armstrong and carried with acclamation. Mr. Hooper, on behalf of the brethren, responded. Mr. J. C. Bain proposed a vote of thanks to Mr. Tait for his services at the several sessions of the Convention, seconded by Mr. Maccauley, and passed. The meeting was then closed with the National Anthem. *Second Day.* After devotional exercises at 9 a. m., the roll was called. The Auditors' report was then read and approved. The secretary was telegraphed for in consequence of affliction in his family and Mr. P. McMaster was appointed secretary *pro tem.* Much sympathy with Mr. Bain in his affliction was expressed by the president and members. Mr. Jones said that many of the teachers were anxious to obtain some educational periodical, and he thought as there was a substantial balance on the treasurer's hands they could not appropriate their subscription fee to a more worthy purpose. As the lady members were not hitherto required to pay a fee, he moved that the Constitution be amended to enable them to become paying members. Mr. McMaster seconded and it was passed. Mr. Jones then moved that each member be supplied with a copy of the CANADA SCHOOL JOURNAL or GAGG'S SCHOOL EXAMINER, to commence with the May number; seconded by Mr. McMaster and carried unanimously. Dr. Christoe, Warden of Grey County, entered at this stage, and was received with all honour. A deputation to wait on the County Council was then appointed with the object of inducing them to renew the usual annual grant to the Association. Mr. Greg, of Owen Sound High School, apologized for the unavoidable absence of Mr. O'Connor, and then read an extremely practical paper on "How to secure Uniformity of Classification in the Schools of the County," for which, on the motion of Mr. Armstrong, seconded by Mr. Galbraith, he received the best thanks of the Association. Mr. N. W. Campbell brought forward some difficult sentences which were subjected to the combined grammatical knowledge of the members, and

led to useful discussion. In the afternoon the first subject introduced was the Superannuation Fund. The President read over the different clauses of the circular from the Legislative Council, which were thoroughly discussed by Messrs. Tait, Jones, Armstrong, Galbraith, McMaster, Irvine, Buchanan, Hall, etc. After a lengthy discussion it was moved by Mr. Jones, seconded by Mr. McMaster, that we instruct our delegate to the Provincial Convention (Mr. Galbraith), to condemn the scheme now before us, and vote against it. Carried unanimously. Mr. Tait then gave a very interesting and instructive lecture on "Natural Philosophy," and explained his method of teaching it to a class. Moved by Mr. Armstrong, seconded by Mr. Galbraith, that this Association tender to Mr. Tait a hearty vote of thanks for his very instructive lecture. Carried. Mr. Morey then gave an exhibition of his method of teaching "Geography" to a class. He dealt principally with the map of North America. This brought the proceedings to a close, and it was felt by all that the present meeting was the most profitable and interesting ever held by the Association.

PRESBOTT.—The Convention of the Teachers of the County of Prescott was held at Vanleek Hill, on the 9th and 10th inst. Over one hundred Teachers and others interested in education were present. Quite an interest seemed to be taken in the proceedings and the utmost good will prevailed. The President, T. O. Steele, Esq., took the chair about 10 a.m., and after a short address, called for the election of officers for the present year, but on account of not many teachers being present at the opening, the election was deferred until the next day. Mr. Wm. Johnston explained his method of teaching Reduction, and in the absence of J. W. McCutcheon, Esq., Mr. Gray solved a few problems, which called forth remarks from the Misses Hardinge, Fairbairn, and Tillie Higginson, and from Messrs. Summerby, Bissett, Lefebvre and Page. Able essays on "How to Teach Geography" were read by Messrs. Kyle and Bissett. A lively discussion followed in which Messrs. Lefebvre, Summerby, A. Johnston, and Gray took part. Mr. T. Otway Page, B. A., delivered an able and eloquent address on Practical Chemistry, and then performed several chemical experiments, which for the most part were successful. He occupied altogether about two hours. In the evening Mr. J. M. Buchan, M. A., I. H. S., delivered a very instructive and interesting lecture in the Presbyterian Church, on "Poetry and Politics." Notwithstanding that the building was full, over three hundred being present, he secured the closest attention from the commencement to the close. *Second Day's Programme.* Mr. Duford, Assistant Inspector of Public Schools, gave an address in French, and was followed by Mr. Buchan, the subject of his remarks being "English Grammar." He gave the history of Grammar from the earliest to the present time, and explained how English Grammar should be taught, both as a science and as an art. At the close of his address he gave satisfactory answers to the several questions which were asked, in regard to this important subject. A vote of thanks was unanimously accorded to him at the close of each of his addresses. The election of officers then followed:—President, Mr. W. J. Summerby; Vice-Presidents, Messrs. Houston, and Page; Secretary-treasurer, Mr. H. Gray; Board of Audit, Messrs. J. Hayes, and Page; Managing Committee, Messrs. Duford, Dault, Bissett, and the Misses Cheney and O'Callaghan, and the officers elect. In the afternoon Mr. J. W. Summerby, I. P. S., gave some practical suggestions on teaching the various subjects on the Public School Programme, Mr. Morphy explained his method of teaching Algebra to a junior class, and Mr. Gray explained how he would conduct recitations, in spelling, in the 1st, 2nd, 3rd and 4th classes. Resolutions were passed locating the library at L'Original, and appointing the Inspector as librarian, and another to the effect that the Association will supply Teachers, who pay the fee for membership, with an Educational Journal. The selection of the time and place of the next meeting of the Association was left to the Managing Committee. The Superannuation Fund was not discussed, several Teachers taking no interest in it whatever.

H. GRAY, Secretary.

REVIEWS.

THE MUSICAL TIMES for June contains an introductory history of Clement Marot, whose name is connected with the Huguenot Psalter; the continuation of sketches of Berlioz and Mr. Pops, the musician, a review of the lyrical drama, "Stella," and a dissertation on Old School Music vs. Modern, as practised in St. Paul's Cathedral. The topics are ably written and interesting. The music selected this month is a cradle song, "Peacefully Slumber, my own Darling Son," by Oliver King, set to a German translation by Dr. Dulcken, and is dedicated to his friend, J. W. F. Harrison Ottawa Canada. It is arranged for four voices, with piano-forte accompaniment and is quite a charming number, possessing some exquisite chords. The Musical Times is published monthly by Novello, Ewer & Co., London, Eng. Price 3d.

An ingenious school portfolio has been patented by C. J. Brown & Co.,

publishers, Randolph, New York. It comprises writing paper, movable head-lines, pen, blotter and pen wiper in a paper folding case, on which are printed instructions in penmanship, class-signals, &c. Five books compose the series. The contrivance possesses much merit; but a better system of calligraphy would enhance its value, as the one used is heavy and clumsy-looking.

A SECOND GERMAN BOOK. By Jas. H. Worman, A. M., Prof of Modern Languages in the Adelphi Academy, Brooklyn, N.Y. A. S. Barnes & Co., New York & Chicago. Boards, pp. 82.

This work is arranged on the Pestalozzian method. The lessons are well selected, the words being readily comprehensible by pupils of the second class, and the subject matter made up of very interesting extracts. The print is large, and stands out very clear on richly toned paper. Several of the exercises are in Roman type. This is a step in the right direction, and should be more observed by American publishers, for the majority of educational works in Germany are being issued in this style of letter. The illustrations are numerous, and are well executed.

THE SOURCES AND GROWTH OF THE ENGLISH LANGUAGE. By Thos. Paige. London: Moffatt & Paige. Price 9d., pages 72.

This is another of the Primer Series. The first 14 pages contain a concise account of the languages whence the English language is derived, with suitable examples of each. Pages 16 to 49 are taken up with *prefixed*, *affixed* and *root words*, carefully selected from the Saxon, the Romance, the Latin and the Greek. From page 50 to 62 is a brief yet clear account of the leading authors in English Literature, and of their principal writings, with quotations. The remaining portion of the work consists of questions for examinations, with illustrative answers to the more prominent. On the whole, this primer will be very useful in laying a foundation in junior classes that may be built on in the more advanced. One of the defects of our system, i. e., the want of knowledge concerning our own authors, may be removed by a careful study of this treatise.

THE MOST PLEASANT COMPANIONS to take along for the holidays are Scribner's and Harper's Magazines.

CHAMBERS' GEOGRAPHICAL READERS. Edited by Professor Meiklejohn. There are few books which would interest a boy or girl ten years of age so much as one of these volumes. They give geographical information in a most attractive style. They contain no abstract definitions; they do not discuss names or statistics, but lead to a knowledge of men and places as they actually exist. They are excellent in method, matter and illustrations. For geographical object lessons teachers should buy one.

DIET, PEPSEA AND HOW TO AVOID IT. Philadelphia: Presley Blakiston. This publisher deserves the thanks of the public for the remarkably interesting and valuable series of works on hygiene which he has recently issued. They are all written in a popular style, and convey information of great value to every reader. They are cheap, and can scarcely fail to save their cost many times over in any family, if the directions given in them are followed. The little book now before us discusses the subject of its title under four heads: Food, Digestion, How to cook food, and How and what we ought to eat.

HARPER'S YOUNG PEOPLE contains all that is desirable for the entertainment and instruction of the class it is intended for. There is a great variety of interesting matter calculated to arrest the attention and excite the interest of the little ones, but totally unlike the dime-novel literature of the day. By its perusal, wholesome impressions are made on the child's mind, which are sure to lead to an improved moral and intellectual taste. The publication is one of the best of its kind in America.

POPULAR SCIENCE MONTHLY, July. New York. D. Appleton & Co. The articles in this valuable monthly are all instructive. Teachers will always get in them many facts and illustrations which will greatly add to the interest of the school-room. We print in this number of the JOURNAL one article from this monthly "How to Prevent Drowning." Of the other articles the most interesting are "Races of Mankind," "European Schools of Forestry," "Production of Sound by Radiant Energy," by A. Graham Bell, "Political Institutions," by Herbert Spencer, "Improvements in Electric Lighting," and "The Phenomena of Death."