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The Canada School Journal.

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The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.
and a staff of competent Provincial editors.

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

—o—T E R M S .—o—

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The World.

The Dominion Senate has been interfering with the Scott Act in a way that will not commend itself to the admiration of the friends of that Act. They have cut a hole in the prohibition wall large enough to admit the influx of beers and light wines. Few can seriously doubt that such an amendment destroys all hope of a vigorous enforcement of the Act. Whether total prohibition is wise or unwise, practicable or impracticable, partial prohibition of this kind is sure to bring it into contempt. The amendment concedes the main point by endorsing the principle of prohibition but takes away all hope of its enforcement. Probably the Commons will amend the amendment.

The rebellion on the Isthmus of Panama has been brought to an end by the unconditional surrender of the Rebel General. This issue seems to have been accelerated by the action of

the United States troops, to which we referred last week. Prohibited by his pledge to the American commander from engaging in a street fight, the commander of the insurgents had no alternative but submission. Some of the American papers point to this action, which no doubt was directed by Secretary Bayard, as a typical instance of proper interposition by a great power in the interests of civilization and for the protection of her own subjects, without seeking any ulterior advantage. The American troops were withdrawn as soon as their object had been attained, and the combatants left to settle their own difficulties.

The end of our Northwest difficulties is not yet. There is reason to fear it may still be far off. The Half-breeds have skilfully utilized their advantages and are making a determined resistance to the advance of Gen. Middleton's troops. There can be no doubt of the ultimate issue of the conflict, but unless the rebels can be starved out, their capture and dispersion will involve, there is great reason to fear, a terrible conflict and loss of life. Some are beginning to murmur at the delay but if the end can be reached without the bloodshed that must attend storming the rifle pits in which the foe is so strongly entrenched, Gen. Middleton will deserve every credit for his humane caution. The case in regard to the Indians seems still worse. Poundmaker's fierce encounter with Col. Otter's force is ominous, though we trust the horrors of a prolonged Indian war may yet be in some way averted.

The School.

We had intended to notice at some length a suggestive paper in the *Andover Review* for May, under the caption "what may justly be demanded of the Public Schools?" by S. T. Dutton. There are some good things in the essay. We give below one or two brief extracts, and may return to the paper in another number.

"The first and most just demand upon the school is that it lay the foundations of character, quicken the moral sense, and help the child to become an honorable citizen. That 'the brain is not all of the man' should be remembered and acted upon by every teacher."

So says S. T. Dutton in the *Andover Review*. The point is well taken, and there is need to have it reiterated and emphasized. Schoolmasters have almost as much to do as mothers with shaping national character. To a very important extent it is true that the nation will be what the teacher makes it.

We give in this number some extracts which were crowded out last week, from Dr. Withrow's pamphlet on the proposed federation of colleges. Since those selections were made two other papers on the same subject, but both hostile to Victoria's entering the federation, have come into our hands. One of

these is from the pen of the Rev. A. Sutherland, D.D.; the other is anonymous. As our readers will wish to hear both sides we propose to select some of the strongest paragraphs from these opposition pamphlets, for a subsequent issue of the JOURNAL.

"The marking system, a relic and reminder of ancient methods, is gradually yielding to better incentives to study. What a pupil is forced to do, or is hired to do, adds little to his self-reliant character. To build up and strengthen the forces 'within the child' is the highest art in moral training."

As we have intimated elsewhere we think such statements as the above, from Mr. Dutton's article in the *Andover Review*, altogether too sweeping. The marking system appeals to the spirit of emulation and love of approbation. There are undoubtedly higher incentives to study, but there are likewise far lower ones. With the majority of children it is doubtful if a better stepping-stone to higher things can be found than a judicious use of the marking system, not in any sense a finality but as a means to an end. The teacher must get hold of a young mind in order to lift it up, and in order to get hold of it he must come down to its own moral level.

A writer in the *Ohio Educational Monthly* argues with considerable force in favor of Monday instead of Saturday as the "rest day" for teachers and pupils. He attributes the frequency of "blue Mondays" to the excitements of Saturday and the irregular meals of Sunday. The change would, he thinks, be of great advantage to the many pupils who have to assist their parents on Monday mornings, and also to those non-residents who have to come in from their country homes. The writer says:—

"If the rest-day came on Monday, school would be out for the week Saturday afternoon. Considerable amusement could be obtained before bed-time. Sunday would be given up entirely to rest, with no worry over lessons. On Monday the pupil would feel rested and invigorated—ready to play or work with zeal, and when evening came, could readily be induced to look over the lesson for "to-morrow morning," which is not so far off as Monday morning is from Saturday night."

Could not a still stronger case be made out in favor of having the rest in mid-week, say on Wednesday?

The injury done in many a school room by coarse, ill-natured sarcasms is incalculable. It is a cowardly, we had almost said brutal, thing for a grown man—the gentler sex we may hope are not often guilty in this respect—to take advantage of his superiority in knowledge or position, by indulging in ungenerous taunts and heartless sneers. Yet which of us has not often heard the thing done? Which of us has not to blush at the recollection of having ourselves some time been guilty of the meanness? Some children are coarse-grained by nature or inheritance. Others are unhappily, but too well used to harsh tones and epithets in their own homes. Upon such the teacher's unfeeling words may have little effect. But there are always many others, whose natures are so sensitive and whose ears are so little accustomed to any tones but those of kindly command or reproof, that to be called dunce, or blockhead, or

be made the butt of ridicule is to them positive torture. It rasps the delicate fibres of mind and heart, and leaves wounds that are often slow to heal. The timid are frightened out of all self-possession; those with small self-reliance are utterly discouraged; the high-spirited are exasperated and embittered. Many a career has been changed, many a promising youth driven from study and intellectual pursuits, many a moral nature permanently harmed, by a nickname or a jeer, from the lips of a teacher. In no sphere of life is it more necessary for the man who would do his highest duty to set a guard over the door of his lips.

GIVING BONDS AGAINST PROGRESS.

One of the worst of the many bad features of a system of Government Text-Books is the effectual barrier it interposes against the adoption of any new and improved books, no matter how excellent. Every one at all conversant with the history of educational progress knows what marvellous advancement has been made within a quarter of a century in the character of the text-books in many subjects. This has been one of the most fruitful agencies at work for the improvement of school systems. There is no reason to suppose that the end of such improvement has been reached. Far from it. We do not believe there is an intelligent teacher in Ontario to-day who does not perceive that many of the authorized text-books are still very defective. There is altogether too much tendency in certain quarters to boast of our educational work.

Perfection is yet far off. There are undoubtedly several subjects in which many of the best schools in the United States have books better adapted to the capacities of children, and better fitted to interest and instruct than our authorized works on the same subjects. It is, of course, desirable to make haste slowly and never to change standard books for the mere sake of changing. But, on the other hand, it is of the very highest importance that those responsible should have every facility and every inducement to introduce a new book whenever it is a great and manifest improvement on the old. In no other way can our schools be made to keep pace with the progress of the day. Every teacher should be encouraged to call the attention of the authorities to any new work which is a clear improvement on the old.

Now what will be the effect of the holding of copyrights and plates by the Education Department? If the copyrights are worth having they will in each case cost a handsome sum of money. The preparation of plates will involve another serious outlay. It will be therefore almost a matter of necessity that when a book is adopted by the Department it must stay adopted for a term of years. Publishers too, will demand some guarantee against speedy change. Now let the Department do its best, it will be but in accord with all experience to suppose that every year some new and improved method of treating certain subjects will be introduced. The brains of many of the best men of the age are on the stretch to accomplish this end. But no such new book, though its superiority should be ever so manifest, can be taken up by the Depart-

ment without involving the sacrifice of an expensive copyright, expensive plates, and, perhaps, heavy compensation to publishers. Thus every inducement is offered to hold on to the antiquated and defective, and to shut the eyes to the merits of all new works. Is it in this way our public schools are to be pushed forward towards perfection?

MOTIVES TO STUDY.

The little world of the school room, like the great world without, is ruled by motives. Motive of some kind, is the force which drives the complicated machinery of mind, whether the mind be that of a school boy or a philosopher. In accordance with this fact of nature and experience is the maxim which we have before quoted as the best practical rule for maintaining order and eliciting work in the school room.

"Let each pupil have always something to do, and a motive for doing it."

"That sounds very well," we can fancy some perplexed young teacher exclaiming, "but I want something more practical. It is easy enough to supply the work, but how to find and apply the effective motive is what puzzles me."

No wonder. In this question is involved the very science and art of pedagogy. We cannot hope to answer it in a few sentences, seeing it is the theme of educators the world over, and the subject of lectures and essays and books innumerable. Yet it may be possible to offer a few helpful suggestions.

If we were asked to name the one motive which should be the inspiration and stimulus of the student of every class and degree, we should unhesitatingly respond "Love of Knowledge." This is nature's own motive force. It is universal, ennobling, and should be all powerful. Just so far as the teacher succeeds in awaking this dormant passion, and making it operative, just so far does he succeed in his highest mission. We have no doubt that this innate principle taken hold of at the proper stage by a competent teacher, would be found sufficient in almost every case. The curiosity, which is only the desire to know, of the child mind is proverbially intense. The trouble is that it is so often dulled, repressed, perverted, by neglect or bad methods before the child comes into the hands of the skilful educator.

The true teacher will always make it his chief and ultimate aim to arouse the love of knowledge, and stimulate it into healthful vigor. Every other motive he will regard as inferior, to be used only as a means to this end.

Subordinate to this guiding principle, and in harmony with it the secondary law will be to apply in each case the motive which will be immediately most effective, provided always that it be never a wrong motive. There is a great variety of motives which may be brought into play in the school room, right enough in themselves, but differing greatly in elevation and in effectiveness. Emulation is a legitimate motive, so is love of approbation, though neither of them can be regarded as the highest. It is to such as these all systems of marking and classification appeal. Those who condemn everything in the nature of merit marks and prize lists as utterly bad, are surely wrong as well as impracticable. To such motives nature, who

is our best model, constantly appeals. The impulses upon which they act are nature's own gift. Even fear itself, hangman's whip though it be, has its own proper and salutary place, though it is, undoubtedly, on a very low plane. The teacher's law, we repeat, must be, to apply in each case some effective motive, but the very highest which can be made effective, and the use of the lower should in all cases be regarded as but temporary and preparatory to the application of a higher. It is doubtful, whether in every case, a stage may not be reached in High School or University, if not before, when all inferior motives may be discarded, and students trusted to do their work under the influence of a single, ennobling impulse, the love of knowledge. It is questionable whether class lists, prizes, scholarships, &c., should not be regarded as beneath the dignity of grown up students and the higher institutions.

It is to be feared, however, that the day will be long before such agents can be banished from the public school. The living teacher will always study his pupils as individuals in order that he may know what influence will be effective with each. This influence he will use vigorously, effectively, but always with a view to superseding it as soon as possible by some other higher in the moral scale.

Special Articles,

UNIVERSITY FEDERATION.

From a Recent Pamphlet by Rev. E. H. Dewart, D.D

GENERAL ADVANTAGES.

Such a union of the different Colleges, in one thoroughly equipped University, would confer great advantages upon the cause of Higher Education in the Province. (1) It would give us a uniform standard of examinations for all University degrees. The same degree would, in every case, represent the same standing in scholarship; and every shadow of temptation to lower the standard in order to increase the number of graduates would be removed. (2) It would enable us to build up and maintain a first-class University, possessing ample provision for efficient teaching in every department of University work, which would render it unnecessary for our best young men to go to other countries to complete their education. This is an object worthy of our patriotic ambition; and which cannot be attained by a system of struggling Colleges exercising University powers. (3) The intercourse and association of students during College life, would promote a spirit of unity and kindly feeling between young men of different Churches and parties, who must work together in the future in our municipalities and legislatures. At the present time, when Churches are drawing closer together, and sectarian animosities are dying out, it is eminently proper that we should give some practical evidence of this better spirit, by greater unity and liberality in our educational work. Professions of a desire for Christian unity are not worth much if they bear no practical fruit. (4) It would make our Provincial University truly national, as the University of the whole people; and place it more directly under the religious influence of the Churches which would form its constituency. This could not fail to elevate its spirit and life. (5) It would introduce a healthy competition between the Arts Colleges connected with the central University, which would give a new impulse to the different departments of College work. I have never believed that all the teaching

of the country in University studies should be done in one College. Competing Colleges are a very different thing from competing Universities.

If it be objected that these benefits relate to the country in general, and should not influence us as a Church, I reply. If the policy of the opponents of University Federation is such as to prevent them feeling a patriotic, practical interest in the improvement of the Higher Education of the country, then it is certain that such a policy is too narrow and unpatriotic to be the educational policy of the Methodist people. As an important part of the people of this Province, the Provincial University belongs as much to the Methodists as to any others. We should rise above prejudice, and look at the question from a liberal and patriotic stand-point. It is possible for appeals to sectional and denominational feeling to degenerate into an unreasonable sectarianism. Let us guard against this mistake.

* * * * *

In Toronto also, our College with its worthy Professors and theological students, and other godly young men, would touch the religious thought and life of the community in a way that it never could do in Cobourg. Why should we from sentiment adopt a policy that virtually shuts out our most gifted teachers from any position in the chief University of Canada? Is it wise to try to perpetuate this state of things?

We are all as one as to the importance of religious education, though we may differ respecting the best means of promoting it. Those who favor Federation are just as loyal to religion as those who oppose it. Should any one ask: "Shall our Higher Education be Christian or Infidel?" I emphatically answer, CHRISTIAN! And, in order to help in making it Christian, let us take our fair share in moulding the character and inspiring the life of our Provincial University.

* * * * *

3. What I have said in regard to the *increase of our religious influence by removal to Toronto equally applies to the influence of our whole educational work.* Toronto is the centre of the Educational, Political, Legal and Literary life of the Province. Good work done here is more under the public eye, and will tell more powerfully upon the whole community. The sagacious Franklin Metcalf pleaded hard to make Toronto the seat of our College. Its location in a small place, where it has had small local patronage and support, was a mistake that has been detrimental to the influence of Victoria during its whole existence. Our best professors have been partially buried out of sight in Cobourg, and the value of their work not properly known. A brilliant and gifted scientist, like Dr. Haanel, would have won a far wider and higher reputation in a central place, like Toronto, than his remarkable scientific work in Cobourg has given him. Similar statements might be made about other Victoria Professors.

ELOCUTION.

What is to take the place of the old-fashioned elocution? Or rather, what is the new fashion in elocution? It is hard to tell. In fact, it may be doubted if there is a new fashion. Listen to the most popular reciters to-day. Can you see wherein they vary from the ideal that prevailed when you were a school-child? Probably not. The ideals of your early days are still the popular ideals, and whether any other ideal will ever become popular remains to be seen.

But still, doesn't it seem a little absurd to hear a boy reciting, "The Charge of the Light Brigade," and to see him go through the motions which it may be imagined the soldiers made in that terrible

ride? May not one be pardoned for smiling at a young miss who heroically tries to make believe that she has actual hold upon the clapper of the bell in "The Curfew Shall Not Ring To-Night?" In the "Legend of Brogenz" what a disillusion it is to see the pretty Tyrol maid go through the motion of mounting her horse, and to see how he plunges with her into the torrent and gains the other bank.

If such attempts at literalism seem silly in school children, what shall be said of them in the case of professional elocutionists? And then the motion of arm and body at every possible suggestion. Is the sky, or a mountain, or a valley alluded to? The hand must point to it, or our imagination would fail to picture it. Does a rider or the wind go rushing by? A sweep of the hand must symbolize it. Thus, on one pretext or another, there is a constant succession of gestures, for the most part nonsensical and distracting. But this style of declamation audiences applaud, and he would be a bold teacher or pupil who should expect approbation for anything less.

What there is of revolt against this restless and artificial style shows itself at present in only two ways, so far as we know. In a few schools the old Friday afternoon declamations are discarded. The memorizing of selections is encouraged, but they are repeated, recited is hardly the word, in a semi-private way in the pupil's desk or by it. We have never felt that the abolition of the formal Friday afternoon exercises was wise, especially as no substitute is proposed for them. The loud declamatory style it was wise to abandon. But a formal and not entirely unpretentious exercise, readings, compositions, and quiet recitations, all prepared by careful drill and training, the participants taking their places on the rostrum, serves a purpose in the training of boys and girls, which is met by no other school exercise. Pupils, where all such performances are omitted, are destined to feel regret in later days that their school experiences were thus limited.

The only other sign of reaction against the dramatic and declamatory fashion is that some teachers of elocution, they are not very numerous, discard it, and actually ridicule the loud jumping-jack style of recitation in which every sentence has its gesture, and are teaching a more quiet and artistic manner of delivery, in which the voice and features do all of the expressing. This change has not yet reached the common schools, but it is on the way to them from the higher schools of oratory.

But there is one rule which teachers of children can adopt.

It will hardly be popular at first, but it is sure to be acceptable as taste becomes refined. It is submitted simply on its merits. We can quote no authority in favor of it. It is this:—Confine gestures to actual personation. In descriptive pieces allow them rarely. This rule will do away with that senseless and ill-timed swinging of the arms so common and so unpleasant to witness. It would deliver "The Charge of the Light Brigade" with hardly a motion of the limb. It would make no effort to imitate the supposed loud tone of the commander in the order "Forward the Light Brigade." But into the tone of voice it would put all the pathos and other emotions that the scene would awaken in the bosom of a sensitive spectator. When reciting the supposed words of Barbara Fritchie or Stonewall Jackson a simple gesture might come, but the grotesqueness of trying to imitate with any literalness the tone of voice of either of them should be avoided.

But anyhow, whether you attempt to follow any rule or not, teach your pupils that the highest beauty in reciting or reading consists in the emphasis and modulation of a well trained voice, and that excessive gesticulation and dramatic tones and attitudes are a blemish excepting where real acting is appropriate.—*Intelligence.*

Prize Competition.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS.

BY MIGNA.

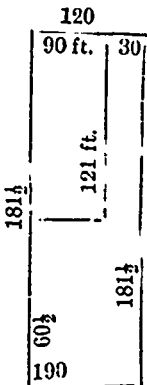
1. Nine cords of hard wood have the same heating capacity as 5 tons of coal. A farmer burns 30 cords of wood in a year, for which he paid \$3.50 per cord. How much will he save (if anything) by changing to coal, which he can buy for \$5.75 per ton.

Ans. \$9.16 $\frac{2}{3}$ in favor of coal.

Solution. 9 cords, 30 cords, 5 tons, 16 $\frac{2}{3}$ tons.
So that 16 $\frac{2}{3}$ tons of coal = 30 cords of wood
30 cords @ \$3.50 = \$105.00
16 $\frac{2}{3}$ tons @ \$5.75 = \$95.83 $\frac{1}{3}$.

\$9.16 $\frac{2}{3}$ in favor of coal.

2. A school-house lot contained a quarter of an acre, and was 90 feet wide. The trustees proposed to add another quarter of an acre, by increasing the width 30 feet. How much had the length to be increased? Ans. 60 $\frac{1}{2}$ feet.



Sol.: $\frac{1}{4}$ Ac = 10890 sq. ft. \div 90 = 121 ft. length.
 $\frac{1}{4}$ Ac = 21780 \div (90 + 30) = 181 $\frac{1}{2}$ ft. length.
of the half acre, and
181 $\frac{1}{2}$ - 121 = 60 $\frac{1}{2}$ ft. Ans.

3. A Kingston money-lender borrowed money in Scotland at 3% int. payable yearly, and lent the same money in Kingston and vicinity at 8% the interest payable half-yearly; find his yearly income from a Scottish loan of \$50,000. Ans. \$2,580.

Solution: - \$1 for 1 year at 3% amounts to \$1.03
\$1 @ 8% payable half-yearly = (1.04)² = \$1.0816,
and \$1.0816 - \$1.03 = \$0.0516 gained on \$1,
and \$50,000 \times .0516 = \$2,580.00 Ans.

4. A farmer was assessed at \$3,250. The R. R. tax was five-eighths of a mill on \$\$. The H. S. tax was six-hundredths of a mill on \$\$. The P. S. tax was 4 $\frac{3}{4}$ mills on \$\$. The township tax was one-tenth of a mill on \$\$. The county tax was one and seven-thousandths of a mill on \$\$. The interest on Co. debt was one and four-hundredths of a mill on \$\$. Find the total tax.

Ans. \$24.154.

Solution: - \$3250 \times .0008 $\frac{5}{8}$ = \$2031 $\frac{1}{4}$ = Railroad tax
\$3250 \times .0006 = .95 = High School tax
\$3250 \times .004 $\frac{3}{4}$ = 14.06 $\frac{3}{4}$ = Public School tax
\$3250 \times .0001 = .325 = Township tax
\$3250 \times .001007 = 3.272 $\frac{1}{2}$ = County tax
\$3250 \times .00104 = 3.38 = County debt tax
\$24.154 Ans.

5. How much lumber will put up 100 rods of a running board fence. The bottom board being 10 inches wide, the second 8 inches, the third 8 inches, the fourth 6 inches, and the one along the top 8 inches. The pickets set 6 feet apart, and faced with lumber 8 inches wide, sawn to suit the pickets which were 4 $\frac{1}{2}$ feet high. Ans. 6,328 square feet.

Solution: - 10 + 8 + 8 + 6 + 8 = 40 in. = width of boards.
100 \times 16 $\frac{1}{2}$ \times $\frac{1}{2}$ = 5500 sq. ft. in running boards.
(100 \times 16 $\frac{1}{2}$ \div 6) + 1 = 276, number of pickets.
276 \times 4 $\frac{1}{2}$ \times $\frac{1}{2}$ = 828 sq. ft. facing pickets.
and 5500 + 828 = 6,328 sq. ft. Answer.

6. How many acres in 46 chains, 64 links of a forty-foot road? Ans. 2 acres, 3 rods, 12 perches, 8 yards.

Solution: - 46 ch. 64 links \times 66 = 3,078.24 \times 40 = 123,129.6 = 2 acres, 3 rods, 12 perches, 8 yards.

7. Cheese is quoted in Liverpool at 71s. 6d. per cwt.; and sterling exchange at 9 $\frac{1}{2}$; find the price per lb. of cheese in cents. Ans. 15.552 cents or a little, or 15 $\frac{1}{2}$ cents per lb.

Solution: - 71s. 6d. cy. \times 20 = \$14.30, and \$14.30 increased by $\frac{1}{2}$ of \$14.30 = \$14.30 + 1.588 $\frac{1}{2}$ = \$15.888 $\frac{1}{2}$ \times \$1.09 $\frac{1}{2}$ = \$17,418.944 = 71s. 6d. sterling, and \$17,418.944 \div 112 lbs. (long cut) = 15 $\frac{1}{2}$ cents nearly.

8. How many feet of inch lumber in 200 joists 21 feet 6 inches long and 4 $\frac{1}{2}$ by 9 inches? Ans. 14,512 $\frac{1}{2}$ square feet.

Solution: - 200 \times 21 $\frac{1}{2}$ \times $\frac{9}{2}$ \times 4 $\frac{1}{2}$ = 14,512 $\frac{1}{2}$ board measure.

9. A farm was known to be 37 rods and 1 yard wide. How many chains in length of it will contain 25 acres. Ans. 26.89 $\frac{1}{2}$ chains.

Solution. - 25 \times 4 \times 40 \times 30 $\frac{1}{2}$ \times 9 = 1,089,000 sq. ft. in 25 acres.
37 \times 16 $\frac{1}{2}$ + 3 ft. = 613 $\frac{1}{2}$ ft. width of farm.
1,089,000 \div 613 $\frac{1}{2}$ = 1775.07 \div 66 = 26 ch. 89 $\frac{1}{2}$ links. Ans.
Or, 37 $\frac{1}{2}$ \div 4 = 9.29 $\frac{1}{2}$ ch. width of farm,
and 25 \times 100,000 = 2,500,000 square links, and
2,500,000 \div 9.29 $\frac{1}{2}$ = 26.89 $\frac{1}{2}$ chains. Ans.

10. In 1884 there were put into "Pine Grove Cheese Factory" 797,498 lbs. of milk, from this were made 80,170 lbs. of cheese. This cheese was sold for \$8,237.82. The charges for making were 1 $\frac{1}{4}$ cents for each pound of cheese, and the salesman received 1 per cent. for selling. Find what the patrons got per ton for milk?

Solution: - 80,170 \times 1 $\frac{1}{4}$ = \$1002.12 making
\$8237.82 \times .001 = 82.38 salesman's commission.

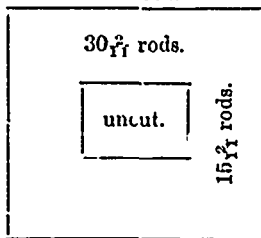
\$1084.50 total charges.

\$8237.82 - \$1084.50 = \$7153.32 \div 797498 = .0089,697 lbs. and .0089,697 \times 2,000 = \$17.9394 per ton. Ans.

11. A meadow was 40 rods long, 25 rods wide. A mowing machine was driven round it 18 times, cutting a swarth 4 ft. 6 inches wide; find how much it cut, and how much was left uncut.

Ans. 3 A, 1 R, 21 P, 23 $\frac{3}{4}$ yds. cut,
2 A, 3 R, 18 P, 6 $\frac{1}{2}$ yds. uncut.

40 rods.



Solution: - 18 \times 4 $\frac{1}{2}$ \times 2 = 182 ft. = 9 $\frac{1}{4}$ rods, which the meadow is decreased in both length and width, leaving a rectangle 30 $\frac{1}{4}$ rods by 15 $\frac{3}{4}$ rods (40 - 9 = 30 $\frac{1}{4}$ and 25 - 9 $\frac{1}{4}$ = 15 $\frac{3}{4}$ rods), and 30 $\frac{1}{4}$ \times 15 $\frac{3}{4}$ \div 40 \div 4 = 2 A, 3 R, 18 P, 6 $\frac{1}{2}$ yds.

Remaining uncut -
40 \times 25 \div 160 = 6 $\frac{1}{2}$ Ac = whole meadow, and 6 A, 1 R. - 2 A,

3 R, 18 P, 6 $\frac{1}{2}$ yds = 3 A, 1 R, 21 P, 23 $\frac{3}{4}$ yds. the quantity cut.
12. On Jan. 25th, 1883, a storekeeper borrowed from a farmer \$200 for one year at 8%, with permission to pay the whole or part any time during the year. On the 11th of Oct., 1883, he paid \$180. How much will settle his note in free on Jan. 25th, 1884.

Ans. \$31.82.

Solution. \$200 \times .08 = 16.00 = int. \$200 + \$16 = 216.00 amt. of \$200 for one year. From Oct. 11 to Jan. 25 = 106 days, and \$180 \times .08 \times 106 \div 365 = \$4.18 interest on \$180, and \$180 + 4.18 = \$184.18 (credit), and \$216.00 - \$184.18 = \$31.82 Ans.

13. A wood-rack was ordered from a carpenter to contain 1 $\frac{1}{4}$ cords of wood (the wood piled crossways), the load to be 4 $\frac{1}{2}$ feet high; find the length of the rack 8 ft. 10 $\frac{1}{2}$ in.

Solution: - $\frac{128 \times 1\frac{1}{4}}{4 \times 4\frac{1}{2}}$ = 8 ft. 10 $\frac{1}{2}$ in. Ans.

14. On Oct. 12th, 1884, notes to the amount of \$1,308.35 were given at a credit with interest at 7% for 1 year. On the 2nd of Feb. following these notes were sold to a money-lender for \$1,250. Find what rate of interest will be made by the money-lender. \$17 $\frac{1}{100}$ %.

Solution: - \$1,308.35 \times .07 = \$91.58 int. for 1 year, and \$1,308.35 + 91.58 = \$1,399.93 amount \$1,399.93 - \$1,250 = \$149.93 = The interest made on \$1,250 from Feb. 2 to Oct. 12 = 8 m. 10 d., and \$149.93 \div (\$1,250 \times 8 $\frac{1}{2}$ m. \div 12) = 17 $\frac{1}{100}$ cents on the \$, or 17 $\frac{1}{100}$ % Ans.

15. How much lumber will make 500 biscuit boxes 18 in. long, 15 in. wide, and 6 inches deep, outside measurement, the lumber being half an in. thick 3652 $\frac{1}{2}$ sq. ft.

Solution :—(Pulling lid and bottom outside).

Two sides $18 + 18$, and two ends $14 + 14 = 64$ in.

$64 \times 8 = 512$ sq. in. in sides and end $2 \times 18 \times 15 = 540$ sq. in. in bottom and lid. Then $(512 + 540) \times 500 \div 144 = 3652\frac{2}{3}$ sq. ft.

16. A house was worth \$3,600, and was insured for $\frac{3}{4}$ of its value, at $\frac{2}{3}\%$; find the premium paid. Ans. \$18.

Solution :— $\$3600 \times \frac{3}{4} \times \frac{2}{3} \div 100 = \18 . Ans.

17. A drover bought from one farmer 15 sheep for \$70. From another 14 for \$65.25; from a third 21 for \$92.50. Four of them gave out on the road, and he sold them to a farmer for \$6.50. He paid a boy \$4.60 for driving them, and \$30 for a month's pasture. He then sold them for \$350. Find what he made per cent. on his outlay. $86\frac{2}{3}\%$ per cent. Ans.

Solution :— $\$70 + \$65.25 + \$92.50 + \$4.60 + \$30 - \6.50

$= 255.75$ the whole outlay,

and $\$350 - \$255.75 = \$94.25$ whole gain,

and $\$94.25 \div \$255.75 = 36\frac{2}{3}\%$ on \$, or $86\frac{2}{3}\%$.

18. A young man saved \$150, he could have loaned it at 8%. Instead of doing so he bought a buggy costing \$150, kept it 16 months without using, and sold it for \$120, giving a year's credit without interest; find how much he lost by the transaction?

Solution :— $\$150 \times 0.8 \times 2\frac{1}{2} + \$150 = \$178 - \$120 = \$58$ loss.

19. Find the cost of the material necessary for the following fence :—Fence, 80 rods long. The large pickets 6 feet apart, and costing 12 cents each. The slats 3 inches wide, and set $2\frac{1}{2}$ inches apart, at \$1.50 per 100. The two pieces of scantling to which the slats are nailed (at the top and bottom) being 3 by 4 inches, and costing \$25 per thousand board measure.

Solution :— $(80 \times 16\frac{1}{2} \div 6) + 1 = 221$ pickets at 12c. each \$26.52.

$(80 \times 16\frac{1}{2} \times 12 \div 5\frac{1}{2}) + 1 = 2,881$ slats at $1\frac{1}{2}$ c. 43.22.

$2 \times 80 \times 16\frac{1}{2} \times \frac{1}{2} \times 3 = 2,640$ ft. of lumber at \$25 per M. 66.00.

Large pickets = \$26.52.

Small pickets or slats = 43.22. } = \$135.74 Ans.

Scantling = 66.00. }

20. Gold was quoted in New York at 108, and sterling exchange $9\frac{3}{8}$; find the value in sterling money of \$1,000 American currency (greenbacks.)

Solution :— $\$1,000$ (Greenbacks) $\div 108 = \$925.92\frac{1}{2}$ (Gold.)

$\$925.92\frac{1}{2}$ less $\frac{1}{8}$ of itself = $925.92\frac{1}{2} - \$92.59\frac{1}{2}$

$= \$833.33\frac{1}{2} \div 109\frac{3}{8} = \$760.16 = £190.0.9\frac{3}{8}$.

Ans. £190.0.9 $\frac{3}{8}$ sterling.

[Note.—This is the bank method, but not the one given in School Arithmetics.]

21. The net proceeds of a sales-account made by a commission merchant in Montreal on behalf of cheese consigned by "Springfield Cheese factory" were \$1879.58, but the following two mistakes were afterwards found in it :—

3468 lbs. were reckoned at $12\frac{1}{2}$ c. a lb. instead of $10\frac{1}{2}$ c., and \$74.93 were entered instead of 98.74; find the correct amount of account.

Solution :— $3468 @ 2\frac{1}{2}$ (error) = \$78.03 too much returned to

cheese factory for cheese and \$93.74—\$74.93 = \$18.81 too little

to factory, and \$78.03—\$18.81 = \$59.22 amount of error in favor

of factory, and \$1,879.58—\$59.22 = \$1,820.36 Ans.

22. A pile of broken stone was 41 ft. 8 in. long, 29 ft. 9 in. wide, and 2 feet $1\frac{1}{2}$ in. high; find how many toise it contained.

Solution :— $\frac{29\frac{3}{4} \times 41\frac{3}{4} \times 2\frac{1}{2}}{6 \times 6 \times 6} = 12\frac{19}{20}$ or $12\frac{1}{2}$ toise (nearly)

23. Adopting the saw-mill rule that a round log will only square $\frac{2}{3}$ of its diameter, find the price, when hewn square, of a round log 18 ft. long, and 40 in. in diameter at 20c. per solid ft.

Solution :— $\frac{2}{3}$ of 40 = $26\frac{2}{3}$ in. what it will square,

and $\frac{2}{3} \times \frac{2}{3} = 88\frac{2}{9}$ c. ft. $\times 20$ c. = \$17.77 $\frac{2}{3}$ Ans.

24. A farmer read in "The Weekly Globe" that the French Government ordered 6,000 kilograms of American pork to be thrown into the sea as it was infected with trichinae, and he enquired of his children who were attending school, how many lbs. that was.

Solution :—15,432,348 grains = 1 Gramme

154,323,488 " = 1 Dekagram

1,543,234,888 " = 1 Hectogram

15,432,348 " = 1 Kilogram

$15,432,348 \times 6000 \div 7000 = 13,227\frac{2}{7}$ lbs. Ans.

Or 1 Kg. = $2\frac{1}{4}$ lbs. nearly and $6000 \times 2\frac{1}{4} = 13,200$ lbs. (nearly.)

25. A laborer charges 80c. per cord for sawing ordinary cord-wood into stove wood, putting two cuts in each stick—that is each stove-wood 1 ft. 4 in. long—what should he charge for sawing wood 8 ft. long into the same kind of stove-wood.

Solution :—A cord of wood in 8 ft. lengths is only half the ordinary length—that is, is only 4 ft. long, and to saw it into cord-wood is equal to sawing half a cord, or, 20c., which, added to 80c., the charge for sawing a cord of regular cordwood equals \$1; the charge for sawing eight feet lengths into stove-wood 1 ft. 4 in. long.

\$1.00 Ans.

26. What is meant by "Initial Point," "Principal Meridian," "Base Line," "Range" and "Correction Line" in Rectangular surveying as practised in the Western States, Manitoba and N. W. Territory.

The fundamental lines upon which a survey is based are called the principal meridian and base line. The first is a meridian of the earth, and the second is, of course, a parallel of latitude; and their point of intersection is called "The Initial point." Upon these every piece of land has a direct bearing. The selection of the initial point is the first step in the survey of any new district; and some natural landmark is adopted. From this point the principal meridian is run N. and S. and the Base Line E. and W. Upon these lines six-mile distances are marked for township corners. From each six-mile point on the base line east and west of the "Initial Point" other meridians are run which divide the territory into strips six miles wide lying N. and S., and these strips are called "Ranges." Since meridians converge as they approach the poles, it is evident that townships are not quite square. To arrest the error that would naturally arise from this convergence and keep it within reasonable bounds, lines called "Correction Lines" are run every 24 miles north and 30 miles south of the base line and parallel to it. Upon these the distances are measured off anew, as on the "Base Line," and they become secondary base lines in their survey. The Ranges are numbered east and west of Principal Meridian, and the townships numbered north and south of the Base Line (as T. 2 N.; R. 3 E.)

Practical Department.

THE BRAVE AND THE FAIR.

For Friday Afternoon.

BY BAYARD TAYLOR.

They lay along the battery's side
Beneath the roaring cannon,
Brave hearts from Severn and from Clyde,
And from the banks of Shannon.

"Give us a song," the soldiers say,
"We storm the Forts to-morrow,
Sing while we may, another day
May bring enough of sorrow."

They sang of love and not of fame,
Forgot was Britain's glory;
Each heart recalled a different name,
But all sang "Annie Laurie."

Voice after voice took up the song,
Until its tender passion
Rose like an anthem rich and strong—
Their battle-ere confession.

Beyond the darkening ocean, burned
The sunset's bloody embers,
And the Crimean valleys learned
How English love remembers.

And once again the fires of hell
Rained on the Russian quarters,
With scream of shot and burst of shell,
And bellowing of the mortars.

And Irish Nora's eyes are dim
For a singer dumb and gory;

And English Mary mourns for him
Who sang of "Annie Laurie."

Ho! soldiers to your honored rest,
Your love and glory bearing;
The bravest are the loveliest,
The loving are the daring.

TEACHING HISTORY.

We clip the following from an American exchange. We are glad to believe that the methods illustrated have few counterparts in Canada, though we are bound to confess that we have listened to exercises not very dissimilar:—

History teaching is often the narrowest kind of task-work, having in it no element of teaching. The text-book is the only source of information. The lessons are assigned by pages and chapters. The daily class exercise is a mere catechetical examination, and most of the questioning violates every educational principle. In one school each pupil was called upon to recite the whole lesson without questions. While each one was reciting the others were studying. In another school, as the pupils hesitated, the teacher gave the first words of the paragraph. Then, losing his place in the book, he remarked, "I don't quite see where you are working."

In another the following dialogue took place, the subject of the lesson being the Greek philosophers, the pupils a first-year class and the teacher with open book in hand:—

Teacher to the Class.—"Who was an eminent friend of Pericles and taught mathematics, and astronomy?"

One Pupil.—"Diogenes."

Teacher.—"No, Anaxagoras. Who was Diogenes? Can any one tell?"

Several Pupils.—"He lived in a tub."

Teacher.—"Yes; he was a famous cynic. Who was called 'the laughing philosopher?'"

(No Answer). "Democritus, because he treated the follies and vices of mankind with ridicule. He taught that the physical universe consists of atoms, and that nature, space, and motion are eternal."

I heard a similar exercise by another teacher in the same school.

In another school, as I entered the class-room the teacher was eloquently describing her travels in France. Resuming the examination, the subject being the reign of Charles I., she questioned as follows:—

"The Scotch came into the northern part of——?" Answer. "England."

"This is known in history as the——?" Answer. "Long Parliament."

"The king ungratefully gave his consent to his——?" Answer. "Execution."

"The king retired amid cries of——?" Answer. "Privilege."

EASY EXPERIMENTS.

BY G. DALLAS LIND, M.D., CENTRAL NORMAL COLLEGE, DANVILLE, IND.

There are some very simple experiments illustrating the phenomena of frictional electricity.

EXPERIMENT 20.

Materials used.—A watch or a convex piece of glass, a common stove poker, or a walking-stick, a piece of brown paper.

Manipulation.—Balance the poker or stick on the convex surface of the watch or glass, in the manner of a compass needle. Warm the paper and rub it briskly with a woollen cloth for a few seconds. Bring the paper immediately near the end of the balanced poker.

Result.—The poker or stick will follow the paper as a needle follows a magnet.

Principle.—When any two substances are rubbed together electricity is developed on their surfaces. If the bodies are good conductors, or if the air be very damp, the electricity is conducted

away as fast as produced, but if one of the bodies be a non-conductor and the surrounding air dry, the electricity will accumulate on the non-conductor, manifest its presence by attracting light bodies, or bodies easily moved. Electrical experiments work better in cold weather usually, because the air is more apt to be dry. Water is a conductor of electricity; for this reason the paper should first be warmed to drive off the moisture.

Note.—The required degree of friction may be produced by drawing the paper two or three times between the arm and body, or between the thigh, the clothing being thus substituted for the woollen cloth.

EXPERIMENT 21.

Materials used.—Glass lamp chimney or rubber comb, some small bits of paper.

Manipulation.—Rub the glass or comb on the coat sleeve vigorously for a minute, then bring near the bits of paper.

Result.—The bits of paper will be attracted and then repelled.

Principle.—Same as in experiment 20.

EXPERIMENT 22.

Suspend a bit of elder pith or corn-stalk pith by long hair to a support of any kind; rub the comb or lamp-chimney as in Ex. 21, and bring it near the pith ball. The attraction and repulsion will be more marked.—*N. Y. School Journal.*

THE FIFTH LESSON.

(Continued from last week.)

GENERAL EXERCISE.

Two days after Lesson Fourth, there comes a pouring rain. This spoils the long recess, and makes time drag a little as the morning session draws to a close.

So after the usual lessons are all finished, and the hour for a general exercise arrives, the teacher calls out cheerily,

"If I could see a room full of nice little people all smiling at me, I might think it best to tell them the rest of the Fox Story."

This announcement has the effect of a burst of sunshine; all the faces brighten instantly, but the teacher is not satisfied.

"I should be sure to do it, if I could see some rows of orderly—" (every small man and woman hitches into the middle of his seat, with face square to the front directly) "straight children" (each child lifts his figure to its full height), "with hands folded" (every hand is in position) "and eyes looking straight into mine" (all eyes are fixed upon her face). After an instant's smiling contemplation of her attentive audience she begins:

"You know we left the ducks down at the pond, about to go in to swim. The papa-duck had just put one foot into the water when there came a——" writes; "Sound," chorus the class; "like this——" (the teacher makes a sort of a barking noise).

"What's that?" asked the papa-duck, shaking his wet foot at the baby-ducks to make them keep quiet. "I don't know," said the mamma-duck." (The teacher barks louder.)

"There it is again; let us go and see." So they called to the baby-ducks, and then all went up to the fox's hole under the tree. The door was wide open, so they walked in. When they got into the room there was Mr. Fox, and he made them a very polite——" writes; "Bow!" call out the children; "and he said——" writes; "Good-morning," read the class; "'Mr. Duck,'" adds the teacher, "'and good-morning, Mrs. Duck, and how are all the——'" writes; "Little ducks," is the chorus. "And there the fox had the ducks in his hole! What do you think of that?"

"They'd ought to know better," speaks out Bennie,

"Perhaps they should have known better," corrects the teacher.

"I think it was too bad!" exclaims Millie.

"I s'pose he eat 'em right up," remarks Patrick meditatively.

"What should Patrick have said, Louise?"

"I suppose he ate them," amends that proper little girl.

"Yes. Now, Patrick, suppose you try again."

"I suppose he ate them," repeats the boy, imitating exactly the intonation of his small critic. It being impossible to discover from his perfectly serious countenance, whether this was unconscious or intentional, the teacher concludes to ignore it altogether, which she does by resuming her narrative.

"Now just about this time the geese thought that they would go down to the pond to get some nice grass; and there was the papa-goose and the mamma-goose, and all the little—" writes; "Goslings!" chorus the children.

"After they had walked a'long a little way, they thought they heard a queer—" writes; "Noise!" said the class; "and they stopped to—" writes; "Listen!" pronounce the class; "and they could hear the fox going 'Yow! yow! yow!' and all the ducks going 'Quack! quack! quack!' 'We must go and see about that,' said the papa-goose. So the mamma goose called to the little goslings to follow, and they too all went up the fox's hole."

This announcement creates quite a sensation, one tender-hearted little girl exclaiming "Oh, dear!" as the teacher makes it.

"But Mr. Fox," resumes the narrator, "was very polite, and bowed to them, and said, 'Good-morning, Mr. Goose; and 'Good-morning, Mrs. Goose; and how are all the little goslings? Walk in.' So they went in and sat down and began to—" writes, "Talk!" respond the chorus.

"Very soon the papa-hen and the mamma-hen, and all the little chickens who were out looking for—" writes, "Bugs!" pronounce the children, "heard a queer noise," continues the teacher. "Let's run—" writes, "Home!" Call the children, "says the mamma-hen," goes on the narrator. "'Don't be a coward,' says the papa-hen. What is a coward, children?"

"One who's afraid at nothing."

"Anybody that's afraid all the time."

"Anybody that's afraid when there isn't anything to be afraid of."

"I should think so. Now when the papa-hen said 'Don't be a coward,' the mamma-hen said, 'What shall we do?' 'Go and see,' answered the papa-hen, so they called all the little chickens and down they went, directly into the fox's hole."

"What a lot!" exclaims a small boy, who is so intensely interested that he speaks his thought unconsciously.

"But the polite old fox met them at the door, and he said 'Good-morning, Mr. Hen; Good-morning, Mrs. Hen; and how are all the little chickens? Do walk in and take a seat;' and they went in and sat down and began to talk. By and by the turkeys, who were out hunting—" writes; "Grasshoppers," pronounce the children; "happened to come along this way. There was the papa-turkey, and the mamma-turkey, and all the little turkeys, and they heard this curious noise, and they wondered what it could be, and before they knew where they were going, there they were—inside the fox's house. Mr. Fox was just as polite as ever, and held out his—" writing.

"Paw to shake hands," read the children; "with them," adds the teacher, "saying as he did so, 'Good-morning, Mr. Turkey; Good-morning Mrs. Turkey; and how are all the little turkeys? Take some—" writes; "Seats!" respond the children; "and let us have a little conversation.' What is conversation, Julia?"

"Talking."

"Yes; so the ducks went 'Quack! quack! quack!' and the

geese went 'Cackle! cackle! cack! lo!' and Mr. Hen went 'Cock-a-doodle-doo!' and Mrs. Hen went 'Cut-cut-cut-ca-dada!' and the little chickens went, 'Peep, peep, peep!' and the turkeys went 'Gobble! gobble! gobble!' and the fox went 'Yow! yow! yow!' and just think what a noise they made!"

"Pretty soon the sly Mr. Fox slipped out the—" writes; "Back-door," read the class; "and went around to the—" writes; "Front-door!" call out the children; "and put a great heavy—" writes; "Stone!" chorus the listeners; "up against it," goes on the narrator, "so that they couldn't get out if they wanted to. Then he came in at the back-door, and locked it, and put the—" writes; "Key in his pocket," read the children hurriedly. Then he went back into the company-room, and told all the ducks and geese and hens and turkeys and their babies that he hoped they would have a—" writing, "Good visit!" read the class; because when it came—" writes; "Dinner time!" breathless exclaim the children; "he should"—slowly and impressively—"pick out some of them to—eat."

"Oh! oh!" sigh the children.

"Isn't that dreadful!" cries out a little girl.

"I just wish I had a gun and I'd kill that fox!" blusters an excitable youngster.

"I guess they wished they were home then," says a little fellow who has evidently experienced that desire himself when overtaken by trouble.

"Oh, don't they get away, teacher?" calls out a sympathetic little woman appealingly.

"We will see. When the old fox had said this, he went off up—" writes; "Stairs to bed!" read the class; "and they did feel very badly, as you say, and began to—" writes; "Cry!" is the responsive chorus. "Yes, and that made a great noise, and the farmer, up here in his house—" pointing toward the sketch,—"heard it, and came to the door and looked out. See him!" drawing a perpendicular line in the doorway to represent that individual.

"But the noise kept on and even grew louder; then he said, 'That is my poultry in trouble somewhere; I must go and find them.' So he took down his gun and called his dog, and started out. He went to the yard, but there wasn't a duck, nor a goose, nor a hen, nor a turkey there, then he went to the pond, but they weren't to be seen there either, and the noise was very loud and seemed to come from under the tree. So he began to dig."

"But just then he happened to see the stone," continued the teacher more rapidly, for the excitement is getting to be intense, and most of the children are half out of their seats in their eagerness to hear the *denouement*; "and he gave it a great pull,—and—out came all his ducks, and hens, and turkeys, and geese, and all their babies!"

The little ones are dancing up and down and clapping their hands by this time, so the teacher waits an instant for their joy to subside, then continues deliberately: "Last of all comes Mr. Fox, to see what was happening to his house, when the farmer lifted up his gun and shot him—dead; and that was the end."

TEACHING READING.

During the day, at different times and at different places, we heard,—well, perhaps one hundred children read. Not one poor reader among them all! In one case we heard each child in a certain room read. So distinctly were the words spoken that we lost not the sound of one. That the child had a thorough understanding of what he was reading was evident by his placing the emphasis upon just the word in the sentence which would bring out the

meaning plainest. The inflection was varied, and the voice pleasant throughout.

As the reading was the best we had ever heard from any children, we began to look about for the cause. One lesson which we heard gave us an insight into the method of conducting a reading lesson in one, at least, of these schools. The class numbered twenty. Each child stood beside his desk, in the middle of the aisle, facing the teacher, when we entered the room. They had no books, and were repeating some lines which she had given them. To begin with, the teacher was a good reader. She recited the lines, and then asked the class to repeat after her this much,—“Ye bells in the steeple, ring, ring out your changes, how many soever they be.” The result was most satisfactory; they were evidently imitating her, parrot-like. Then a short talk ensued about the church and the steeple and the bells, until the idea was fully impressed.

“Now children,” said the teacher, “can you see the bells? Now talk to them.” So fully were the imaginations at work that, as they repeated “Ye bells,” etc., once more, the eyes were directed upward as though the steeple and the bells were really visible. The result was most happy. The tone was different, the reading more natural in every way. They were not only giving the words of the author, but were actually talking, each to his own imaginary chime of bells.

When this exercise was concluded, the class were directed so sit down and take reading-books. They were to read a piece entitled “The Radiate.” Before a word was read the first paragraph was discussed. Upon the desk the teacher had placed some star-fish and other examples of radiate animals. The children were sent to find these and exhibit them to the class, and they were talked of until it was evident the class had a clear idea of the animal they were to read about. Then the hard words in the paragraph were explained, after which the children were told to read the paragraph to themselves and see if they understood it.

Then one child read it, the teacher saying, “Now, Mary, remember you are not reading it to yourself, but to us; we have no book, and you must make us understand it.” Each paragraph was taken in the same way.

After hearing this lesson, we concluded that if each teacher in the city, beginning with lowest grade in the primary school, was as careful that her scholars thoroughly understood every sentence which they read as this one had been, it was no wonder that the reading in this city was decidedly superior.—*From an account of a visit by some Lowell Teachers to the schools “of a neighboring city.”—A. E. Journal of Education.*

THE WIND.

For Friday Afternoon.

What way does the Wind come? What way does he go?
He rides over the water and over the snow,
He tosses about in every bare tree,
As, if you look up, you plainly may see,
But how he will come, and whither he goes,
There's never a scholar in England that knows.

He will suddenly stop in a cunning nook
And ring a sharp larum;—out if you should look,
There's nothing to see but a cushion of snow,
Round as a pillow, and whiter than milk,
And softer than if it were covered with silk;
Sometimes he'll hide in the cave of a rock,
Then whistle as shrill as the buzzard cock;
Yet, seek him,—and what shall you find in the place?
Nothing but silence and empty space;
Save, in a corner, a heap of dry leaves,
That he's left for a bed to beggars and thieves.

As soon as 'tis daylight to-morrow, with me
You shall go to the orchard, and then you will see
That he has been there, and made a great rout,
And crackled the branches and strewn them about.

Hark! over the roof he makes a pause,
And growls as if he would fix his claws
Right into the slates, and with a huge scattle
Drive them down, like men in a battle.
But let him range round; he does us no harm—
We build up the fire, we're snug and warm;
He may knock at the door,—we'll not let him in;
May drive at the windows,—we'll laugh at his din;
Let him seek his own home wherever it be;
Here's a cozy warm house for you and for me.
—Wordsworth.

RIP VAN WINKLE.

(Prepared for the CANADA SCHOOL JOURNAL by Mr. J. E. Wetherell, M. A., Head Master Strathroy Collegiate Institute.)

QUESTIONS.

I.

1. What event in American history marked the birth year of Irving?
2. Give an account of Irving's life in Europe.
3. Name the chief events of American history during Irving's life.
4. What honors were conferred upon Irving while he was in England?
5. What literary men of Britain were Irving's friends?
6. What public position did Irving hold?

II.

1. Name the three greatest American poets, and the six greatest American prose writers.
2. The following writers have been grouped together as “American Humorists”.—Washington Irving, Oliver Wendell Holmes, James Russell Lowell, Artemus Ward, Mark Twain, Bret Harte. Arrange these in two classes, and state Irving's place in his class.
3. Who called Irving “the first ambassador sent by the New World of Letters to the Old”? Why?
4. “In him are germs of American humor since run to seed in buffoonery.” Who are the buffoons?
5. Under what pseudonyms did Irving write?
6. Why has he been called “The Goldsmith of the States”?
7. Name Irving's favorite authors.
8. What is meant by the statement that Irving is cosmopolitan rather than American?

III.

1. Describe Irving's style.
2. Name his chief works.
3. “Irving was an historian, a biographer, an essayist, and a humorist.” Arrange his works in classes.
4. “Irving was a free lance in literature.” Explain this statement.
5. “Irving is objective, not subjective.” Defend or disprove this statement.
6. There never was any one who so carried the whole of himself in each of his writings.” Explain and illustrate.
7. Irving has no moral purpose in his writings.” What is meant? What purpose has he?
8. Distinguish humor from wit; sarcasm from irony.

IV.

1. In what book is the story of Rip Van Winkle to be found?
2. What famous literary man aided in introducing this work to the British public?
3. What name was assumed by the author of *The Sketch-Book*?
4. The sketches have been classified as descriptive, humorous, pathetic, narrative, didactic. What of *Rip Van Winkle*?
5. Name three or four of the best stories of the sketch-book.

6. When was the sketch-book published?

V.

1. What is meant by the sub title of the story—"A Posthumous writing of Diedrich Knickerbocker"?
2. What is the origin of the story of "Rip Van Winkle"?
3. Give a resume of the narrative.
4. What is the general character of the story?
5. Where is the scene laid?
6. Name the principal persons of the story and their most striking characteristics.

VI.

1. What traits of Irving's character are revealed in "Rip Van Winkle."
2. Point out very humorous passages in the story.
3. Are there any fine descriptive passages?
4. What historical references in the story?
5. Are the manners and customs of the characters peculiar to the age and the place?
6. Examine the language of the story as to purity of style.
7. Illustrate from "Rip" the author's "photographic minuteness of detail."
8. "Along with his object-painting goes the quaintest choice of adjectives and substantives." Illustrate from "Rip."
9. "It is not the legend proper that constitutes the charm of Rip Van Winkle" What is it then?

Educational Notes and News.

Tara possesses a new brick school house with four rooms.

The Prince Edward Teachers' Convention meets at Picton on the 18th and 19th inst, those of Kent, Frontenac and North Grey, at Chatham, Kingston and ——— respectively, on the 21st and 22nd inst., and that of Elgin at St. Thomas on the 22nd and 23rd inst.

Mr. T. H. McGuirl was appointed last February, teacher of writing, book-keeping, botany and junior mathematics in Sarnia High School. He is using Gege's No. 3 Copy Book, as a foundation in the principles of penmanship, with much success, and exemplifies these principles on a blackboard having six lines with curves and angles painted on it in imitation of the copy book.

The children attending Ayr Public School are learning vocal music under the instruction of Rev. J. Thomson, Presbyterian minister of that village. They have attained considerable proficiency, and their singing at a school concert recently given, was highly satisfactory. The system used is the tonic sol-fa, and one feature that elicited the greatest commendation at the concert was the accuracy and readiness with which the pupils sang some exercises, the notes of which were indicated by manual signs. A visitor, who lately was present at one of Mr. Thomson's lessons, wrote on the blackboard the notes of a melody in soprano and alto, and the children sang it at sight accurately. Such results are rarely attained in our public schools with the five-line system.

NOVA SCOTIA.

From our own Correspondent.

The annual Convocation of Dalhousie College for the purpose of conferring degrees, bestowing prizes, etc., was held in the Academy of Music, Halifax, on the 29th ult. The attendance was very large, crowding the spacious auditorium, though a fierce south-east gale was raging pitilessly without. The following degrees were conferred:—

Bachelors of Arts.—Wm. Aiton, Sussex, N. B.; F. Stewart Coffin, Mt. Stewart, P.E.I.; Hiram Fitzpatrick, Scotsburn, Pictou County; Isaac Gammell, Upper Stewiacke; Robert McD. Langille, River John, Pictou; Robert T. Locke, Lockeport; Arthur McKenzie, Dartmouth, John M. McLeod, Valleyfield, P.E.I.; Kenneth Martin, Belfast, P.E.I.; Margaret Newcombe, West Cornwallis; George Robinson, Charlottetown, P.E.I.; Alfred W. Thompson, Durham, Pictou County; Wm. M. Tufts, Halifax.

Bachelors of Science.—George G. Campbell, Truro; John J. Miller, Halifax.

Bachelors of Law. Albert W. Bennett, Hopewell, N.B., H.

W. Conroy Bank, Halifax; Walter S. Doull, B.A., Halifax; Malcolm U. LeNoir, Halifax; Waltersford Ives, Pictou; Patrick J. J. Mooney, Halifax; Charles Morse, —, J. A. Sedgewick, B.A., Halifax; Wm. Wallace, Halifax; *Alfred Whitman, B.A., Annapolis.

Honors and medals were awarded as follows:—Classics—First Rank—Aiton, W. Mathematics and Physics—Second Rank—Mackenzie, A. S.; Robinson, G. E.; Martin, K. J. Mental and Moral Philosophy—Second Rank—Langille, R. M.; Fitzpatrick, H. H. K. English Literature and History—First Rank—Gammell, I. Second Rank—Newcombe, Margaret F.; Thompson, A. W. The Governor-General's Gold Medal—Aiton, W. The Young Gold Medal—Mackenzie, A. S. The Governor-General's Silver Medal—Langille, R. M. The DeMill Gold Medal—Gammell, I.

The ceremonies accompanying the conferring of degrees were as usual, brilliant and imposing. The customary University prizes were announced, and presented by the various Professors in the two Faculties of Arts and Law. Much *edat* was given to the occasion by the presence of the graduating class in law. Mr. I. Gammell, who graduated with First Class Honor in History and English Literature, delivered the valedictory oration in behalf of the students. This was generally regarded as an exceedingly meritorious production.

After the conclusion of the regular exercises, an address specially designed for the students in law, was delivered by that eminent lawyer and juriconsult, David Dudley Field, of New York. The subject of Mr. Field's masterly paper was "The Comparative Jurisprudence of the English-Speaking People." An interesting historical review of the development of our great legal system was followed by an earnest plea for simplification, condensation and codification, objects to which Mr. Field has devoted the labors of a life time.

The Supreme Court with one judge dissenting, has decided to issue a *mandamus*, ordering the Governor of King's College to reinstate Professor Wilson in the Chair of Classics and Classical Literature, on the ground of illegal procedure in the matter of his dismissal. The Court pronounced no opinion on the main questions at issue between the Professor and the Governors. Further agreement will probably ensue on the return of the writ.

Two measures passed by the Legislature at its late session are deserving of notice. One of them entitled "An Act to Encourage Academic Education" importantly modifies existing Legislation regarding county academies, though institutions under that name are to be continued under new conditions. The Act provides for a High School in each county town, to be conducted under Provincial regulations, with a grant from the public treasury, conditioned on the number of qualified masters and duly certified pupils. The maximum grant obtainable by any academy is \$1,720. All the academies in the Province, other than those of a denominational character, are brought under the operation of the Act. The other measure referred to, entitled "An Act to Encourage Agricultural Education," provides for the appointment of a lecturer on agriculture in connection with the Provincial Normal School. The design of this newly created chair is not simply to instruct the pupil-teachers in Agricultural Chemistry and the sciences bearing on agriculture, but particularly to train a limited number of teachers for service in special schools, for the establishment of which in agricultural districts the Act makes provision.

*Allowed to graduate without passing their final examinations on account of their being engaged as volunteers in active service in the North West at the date of the examinations.

Literary Chat-Chat.

Professor Huxley, the English scientist, has just celebrated his sixtieth birthday.

Mr. Matthew Arnold is preparing for his approaching visit to America.

Mr. Ruskin has resigned the State Professorship of Fine Arts at the Oxford University.

Jean Ingelow has just published in London a new volume of "L. r. e. s." This charming verse-maker is now fifty-five years old.

Harper Bros. will issue an edition of the Revised Old Testament in four octavo volumes, uniform with their edition of the Revised New Testament.

"The New York Shakespeare Society" has been incorporated under the laws of New York, for the purpose "of promoting the knowledge and study of the works of William Shakespeare and the Shakespearean and Elizabethan drama."

Dr. Philip Schaff, a very high authority, declares in *The Century* for May, that the "Teaching of the Twelve Apostles," discovered by Bishop Bryennios, has no authority whatever in matters of doctrine or discipline, and that its value is historical and historical only.

Mr. Swinburne's next production will be a poem entitled "Marino Faliero." It will be long and elaborate, and will not only deal with career of the old Doge, but will also present some new features of Venetian life in the twelfth century, Mr. Swinburne having obtained some fresh information from unpublished records.—*The Current*.

It is said that Lord Tennyson received from Messrs. Moxon, the publishers, an average of £1,500 a year, in royalties, during his connection with that firm, that when Messrs. Strahan & Co. became his publishers they paid him £5,000 for his books then existing, with a separate account for new works, and that Messrs. King & Co. engaged to pay him £4,000 a year, with a separate account for new works.

"How shall women dress?" is a question that one would hardly expect to be discussed in so grave an organ of opinion as the *North American Review*, and yet in its June number this interesting topic is to be treated in a symposium, by five eminent writers who have given the subject much attention, viz., Charles Dudley Warner, Elizabeth Stuart Phelps, Dr. William A. Hammond, Mrs. E. M. King, and Dr. Kato J. Jackson.

The *Fortnightly Index* and the *Educational News* have been consolidated in *The University*. The prospectus says that, "While the paper has no official connection with any institution of learning, it is under the editorial control of University professors, and aims to reflect the maturest thought of American scholars upon the vital issues of the day. In the true university spirit its columns are open to the earnest discussion of questions uppermost in the minds of thoughtful men and women, in politics, religion, education, science, literature and art in all their various bearings."

Miscellaneous.

A PROFITABLE CONVICTION.

A recent article in an English periodical remarks that "the sport of shooting poachers, which comes in toward Christmas, is now in full swing; some capital sport has already been obtained, and there appears to be a plentiful supply of human game on hand." The poacher's lot in England is certainly a hard one, and for some reason it is impossible to look at his misdemeanors with the severity felt toward other law breakers. When, as in the anecdote below, the offender came out ahead of the law, one is inclined to smile rather than grieve:—

"Some years ago, owing to the serious depredations of the rat-catchers on the banks of the Thames, the authorities were compelled to issue notice-boards offering a reward of five pounds for information, payable on conviction of the culprit. Not many days after the notice appeared, an Irishman was caught, and, being brought before the magistrate, was ordered to pay a fine and costs amounting altogether to two pounds, or undergo one month's imprisonment in default. Not having the needful, Pat went into retirement at the expense of the country. The next morning, however, another son of Erin appeared at the prison, and, paying the fine, liberated his friend. The governor having been in court on the previous day, recognized the liberator as the principal witness and informant against the accused. This puzzled him, and he asked for an explanation, 'Well,' said Pat; 'it's loike this, sorr. Tim and myself wor hard up, and seeing the notice, Tim agreed to be caught. I gave information agin him, and this morning I drewed the reward, and, now ye're paid, we've three pounds left to start the world wid; and, begorra, I hope the board'll stop up a bit longer.'"—*Exchange*.

THE BRIDGE OF PRAYER.

The bridge of prayer, from heavenly heights suspended
Unites the earth with spirit realms in space,
The interests of these separate worlds are blended
For those whose feet are turned towards that place.

In troubled nights of sorrow and repining,
When joy and hope seem sunk in dark despair,
We still may see above the shadows shining,
The gleaming archway of the bridge of prayer.

From that fair height our souls may lean and listen
To sounds of music from the farther shore,
And through the vapors sometimes dear eyes glisten
Of loved ones who had hastened on before.

And angels come from their celestial city
And meet us half way on the bridge of prayer,
God sends them forth full of divinest pity,
To strengthen us for burdens we must bear.

Oh, you, whose feet walk in some shadowed by-way
Far from the scenes of pleasure and delight,
Still free for you hangs this celestial highway,
Where heavenly glories dawn upon the sight.

And common paths glow with a grace supernal
And happiness waits hand in hand with care,
And faith becomes a knowledge fixed, eternal,
For those who often seek the bridge of prayer.

—*Ella Wheeler*.

DANIEL WEBSTER.

As an infant Webster is described as a crying baby who worried his parents considerably. He grew up to boyhood pale, weak, and sickly; as he himself often told me, he was the slimmest in the family. And yet, by doing a boy's work on his father's farm, by indulging a propensity for outdoor sports, by leading a temperate and frugal life, he succeeded in building up a robust constitution. On arriving at manhood he had a physical frame which seemed made to last a hundred years. It was an iron frame, large and stately, with a great mountain of a head upon it.

When Thorwaldsen, the Danish sculptor, saw his head in Powers' studio in Rome, he exclaimed: "Ah! a design for Jupiter, I see." He would not believe that it was a living American. Parker describes him as "a man of large mold, a great body and a great brain." * * Since Socrates, there has seldom been a head so massive, huge. Its cubic capacity surpassed all former measurements of mind. A large man, decorous in dress, dignified in deportment, he walked as if he felt himself a king.

"Men from the country who knew him not stared at him as he passed through our streets. The coal-heavers and porters of London looked at him as one of the great forces of the globe. They recognized in him a native king." Carlyle called him a magnificent specimen whom, as a logic fencer or parliamentary Hercules, one would incline to back at sight against all the world." And S. L. ney Smith said he was "a living lie, because no man on earth could be so great as he looked."—*The Century*.

HOW GLOBES ARE BUILT.

This heading has no astronomical meaning; it refers to mechanical manipulation. Our library and school educational globes have, perhaps, been a puzzle to many an inquisitive mind, they being so light, so easily turned on their axes, and so smooth as to appear more like natural exact productions than mechanical constructions. The material of a globe is a thick, pulpy paper, like soft straw-board, and this is formed into two hemispheres from disks. A flat disk is

cut in gores, or radical pieces, from center to circumference, half of the gores being removed and the others brought together, forming a hemispherical cup. These disks are gored under a cutting press, the dies of which are so exact that the gores come together at their edges to make a perfect hemisphere. The formation is also done by a press with hemispherical mold and die, the edges of the gores being covered with glue. Two of these hemispheres are then united by glue and mounted on a wire, the ends of which are the two axes of the finished globe. All this is done while the paper is in a moist state. After drying the rough-paper globe is rasped down to a surface by coarse sand-paper, followed by finer paper, and then receives a coat of paint or enamel that will take a clean, smooth finish. The instructive portion is a map of the world printed in twelve sections, each of lozenge shape, the points extending from pole to pole, exactly as though the peel of an orange was cut from stem to bud in twelve equal divisions. These maps are obtained in Scotland, generally, although there are two or three establishments elsewhere which produce them. The paper of these maps is very thin, but tenacious, and is held to the globe by glue. The operator generally a woman—begins at one pole, pasting with the left hand and laying the sheet with the right, working along one edge to the north or other pole, coaxing the edge of the paper over the curvature of the globe with an ivory spatula, and working down the entire paper to an absolutely smooth surface. As there are no laps to these lozenge sections the edges must absolutely meet, else there would be a mixed-up mess, especially among the islands of some of the great archipelagoes and in the arbitrary political borders of the nations. This is probably the most exact work in globe-making, and yet it appears to be easy, because the operator is so expert in coaxing down the fulnesses and in expanding scanty portions, all the time keeping absolute relation and perfect joining with the other sections and to their edges. The metallic work—the equators, meridians, and stands is hushed by machinery. A coat of transparent varnish over the paper surface completes the work, and thus a globe is built.—*Scientific American*.

THE LONDON POST OFFICE.

The London postoffice is a great institution. A street divides the two departments, one occupied by the business of letters and papers, the other with telegraphing. In Britain telegraphing is part of the regular post office system. The general post-office building is an imposing edifice of the Ionic order. It is 400 feet long, 130 wide, and 64 feet high. The best time to see the outside rush is just before 6 p. m., at which hour the night mail closes. The rush is something tremendous. Errand boys, hatless clerks, business men, everybody jams forward to get his bundle of letters into the long zinc-edged or copper-faced opening before the hour strikes. Exactly at the minute the office closes, and all letters that are in haste must have an extra stamp on them if they are to go that night. The extra stamp business lasts for an hour. It is a sight to see the stampers at work. The stamper counts the letters, and when he has stamped fifty he hits his stamp on a long sheet of paper at his right hand, and thus the number of letters is estimated. A Stamper in the London office can stamp about 6,000 letters an hour. The telegraph building is smaller and higher than the government postoffice. It is 286 feet by 144 feet, and 84 feet from pavement to cornice. On the first floor are the offices of the postmaster general and the accountant general. On the next floor are the secretaries and staff, and in the two upper stories is the telegraph department. The instrument room is 125 by 80 feet. Fifteen million messages a year pass through it. The building is connected with the district telegraph offices of London by pneumatic tubes, and messages come through literally with the speed of the wind. Four engines in the basement furnish the wind.

Teachers' Associations.

WELLAND. — Annual Meeting of Welland Teachers' Association. The annual convention of the Teachers' Association for the country of Welland was held in the high school building of that town on Thursday 30th April, and Friday 1st of May. The convention opened in due form under the presidency of Mr. Ball, the public school inspector for the county.

At the business meeting on Thursday afternoon a strange and probably unprecedented change was made in the officers of the association. The offices were all named (!) by ladies. Miss Henderson, of Niagara Falls, was elected president by acclamation, and Miss Brown, of Port Colborne, vice-president; Miss Brackberry is secretary-treasurer, and the Misses Huff, McGulchin, Clark, Wilson and Kerr compose the committee of management. The following programme of exercises other than routine and business, was then followed through.

Thursday Morning. — Writing. — Mr. Lorrman, Master of Public School, Port Robinson. Synthetic Method of Teaching Grammar; Mr. McMaster, Master East Side P.S., Thorold.

Thursday Afternoon. — Devotional Service. — Conducted by Rev. John Kay, Methodist Minister, Thorold. President's Address. Composition. — J. J. Tilley Esq., Inspector County Model Schools. Calisthenic Exercises, accompanied with singing. — Miss Henderson, Teacher Public Schools, Niagara Falls.

Evening. — Music, Singing and Readings. The Relation of Education to the State. — Mr. Tilley.

Friday. — Drawing. — G. T. Auley, Esq., (late Pupil of Monsieur Louis Maubant, Paris,) Drawing Master, High School, Welland. Fourth Book Literature. The County Inspector.

Afternoon. Should Temperance be Taught in Our Schools? — Rev. C. D. Macdonald, B.A., Pastor Presbyterian Church, Thorold. The Relation of Teacher to his Work. — Mr. Tilley.

About seventy teachers were present at the Convention, and a good deal of interest was manifested in the proceedings.

The Educational Journals were represented at the meeting. The large addition made to the Subscription list of the CANADA SCHOOL JOURNAL, afforded a gratifying proof of appreciation of our efforts to give teachers a first class practical paper.

HALDIMAND. — The Teachers' Convention of the County of Haldimand met in Hagersville on Friday and Saturday last. The attendance was large and the meeting unusually interesting. The programme for the day sessions consisted of papers and discussions bearing directly on school work. The President, Mr. Egbert, read a paper on "Physical Exercise." His paper, as well as the discussion which followed, advocated plenty of good healthy outdoor exercise. He also suggested some extension movements for the school room when the weather would not admit of going outside. Mr. Elliott, of Caledonia, took up the subject of "Mensuration." He threw out some valuable suggestions on this subject in showing how he would teach a lesson to a class beginning the study. He gave a few good rules or formulae for finding the area of triangles, circles, &c. Mr. Hamilton, of Cayuga, read a paper on "Our Profession." This paper was well received, and the writer was requested by the convention to give it to the Newspapers of the County for publication. Mr. Hume, Danville, took up the subject of "Irregular Attendance." He showed a number of reasons why pupils attended irregularly. Parents often keep their children home needlessly. They allow them to remain at home on account of what he termed 9 o'clock head aches. School is often made so unpleasant that boys don't care to come. In connection with this sprung a discussion on how to deal with a truant. The general opinion on this subject was that compulsion by punishment was out of the question. Treat the truant kindly, place confidence in him, and endeavour to make his lessons interesting, and you will win him. Mr. Carruthers dealt ably with the subject of "Promotion Examinations." He suggested some improvements in the time of holding the examinations. Mr. Moses read an interesting paper on "Don't." Each "don't" was a caution against some bad habit which the teacher is liable to fall into. His paper was full of good suggestions.

The Association before closing discussed the subject of "Arbor Day." All felt that the setting apart of this day was a step in the right direction, and were agreed that its proper observance for a few years would have a happy effect in increasing the attractiveness of the school grounds.

At the Public meeting on Friday evening, the audience were disappointed by the non arrival of Dr. McLellan, to deliver his expected lecture on "This Canada of Ours." The Rev. A. Grant was called to the chair, and a good programme of singing, reading and recitations was gone through with very successfully.

NORTH ESSEX. — A local convention of the teachers of North Essex, was held at School No. 7, Sandwich East, near Madistone. Thirty-four teachers were present. Theo. Girardot Esq., I.P.S., occupied the chair. The forenoon was spent in illustrating, with suitable classes, the methods of teaching geography, writing, primary reading, language lessons, literature and composition. In the afternoon a very profitable discussion was held on the several methods, and many practical plans were suggested. Resolutions were adopted approving of only one text-book on each subject taught in the Public Schools, and of the appointment of Directors of Institutes. It was agreed to invite the teachers of South Essex to meet with them next Fall at Windsor, and hold a union convention. Another local convention will be held at Woodalec, June 1st, 1885.