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The Canada School Journal.

VOL. V.

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The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1876.
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.

CO-EDUCATION OF THE SEXES.

There is no question about the fact that the admission of women on perfectly equal terms to all educational privileges is in accordance with what Matthew Arnold calls the "zeit geist," the Spirit of the Age. It is in harmony with all such steps already taken with admitted success, as the co-education of boys and girls, or the examination for women by the English Universities, or by Harvard College, and the undeniable good results of Vassar College for women, the Annex Institutions at Cambridge, Mass., Girton, and other Colleges in England. An interesting account of the rise and progress of Women's Education is given in a current number of *Harper*, from which, as a proof of the line taken by public opinion on this question, it may suffice to quote the statement that, of the twenty-four Colleges of the Republic, founded in or before 1800, none were open to women, while of the seventy-five founded between 1861 and 1870, more than four-fifths are open to both sexes. The late meeting of the members of the University of Toronto gave a unanimous assent to the need of co-education.

The *Bystander* for November contains some excellent criticisms on the capability of women for Higher Education. But this is marred, in our opinion, by the distinction drawn between Education and Co-Education. The latter, it is urged, need not follow from the admission of the former. But Mr. Goldwin Smith is only too well aware, as a friend to Education, of the scanty funds now at the disposal of the Province of Ontario for educational purposes. If women are to receive Educational advantages from our National University, it must be in the Lecture room, Library, and Museum, used in common with them by young men. For none other can be had, and, as the poet has said:

What's impossible can't be,
And never, never comes to pass.

The University buildings might be used for the purpose until

the present Upper Canada College was made available—a use of that Institution which would give it a usefulness generally thought to be lacking under present circumstances. The High Schools throughout the Province now do the work which formerly was claimed as the exclusive province of Upper Canada College, as a college for ladies in connection with the University of Toronto.

We are the more anxious to press this suggestion, because no better staff could be found for the proposed "National Ladies' College of Canada" than the existing staff of the Upper Canada College, no more valuable president of such an institution than Mr. Cockburn.

As to the assertion made in the *Bystander* that Morality would suffer by the free intercourse of the sexes, brought about by co-education, we hold that such an argument is unworthy of a liberal thinker. Such a result in the few cases where it occurred would no more condemn co-education as inimical to public utility than the increase of vice produced would forbid the enlistment of an army, or the establishment of a factory. But that vice would, even in isolated cases, result from the freest admission of women to College, we utterly disbelieve. The same cry was raised when co-education of boys and girls was first proposed. And with greater plausibility, as temptation would be less resisted by the inexperience of early youth than by trained and matured character. It is the cry of reactionary ecclesiasticism, of social Philistines, and of all those prejudices which instinctively array themselves against progress. The opponents of co-education represent the Oriental traditions of the Subjection of Women, and the idea that female virtue requires a lock and key. They put hard work upon their stock-in-trade sarcasms, about "unsexed girls, with short hair, smoking in our streets." Such monstrosities we believe to be more likely to result from existing educational notions founded on the fallacy of woman's incompetence to feel and know all that is possible to know. For woman we desiderate an education which shall enable her, in the noble words of one of Huxley's Lay Sermons, to make that little corner of the universe in which she finds herself the better for her presence; for woman is a factor equal to man for the future of our race, and if a perfect result is to be hoped for, both factors should have perfect conditions.

We believe the true view of the situation, and that which will ultimately prevail, is the view taken by the undergraduates of Toronto. The refusal of accommodation to those gentlemen for their meeting we hold to be no proof of good sense or good temper on the part of the University authorities. As to the "danger to morality" cry, so awful to old women of both sexes, we hold morality to be safer and nobler under a system of confidence than under a system of restriction. We hold it a safer and nobler morality if men and women look on each other as companions and co-workers than as mere toys charged with dynamite passions sure to explode at the slightest contact.

HIGH SCHOOLS VERSUS COLLEGIATE INSTITUTES.

Mr. Dickson, Principal of the Hamilton Collegiate Institute, is not pleased with the article which appeared in the October number of the JOURNAL, concerning High Schools and Collegiate Institutes. He has written to the *Hamilton Times*, attributing "motives" as reasons for the reference made to the Hamilton Collegiate Institute. It seems hardly necessary to state that our article was written to expose a shameless and persistent attempt on the part of the Principals of certain Collegiate Institutes to injure other Institutes and High Schools, by a system of advertising, characterized recently in a leading American educational journal as "beneath the dignity of a Yankee pedler." In doing so, we were acting in harmony with some of the leading newspapers of Ontario, and motives might as fairly be imputed to the proprietors of these papers as to the publishers of the CANADA SCHOOL JOURNAL.

In writing the article, two aims were kept in view: first, to do justice to the other Collegiate Institutes and High Schools; second, to prevent the misleading of earnest students, many of whom have in the past been led to incur the expense of leaving home in order to attend some Institute with a "remarkable record," obtained by securing the brightest lights from smaller schools. We held then, and hold now, that young men and women who desire to improve their education, can, as a rule, find as good or better facilities for doing so at one of the High Schools in their own county, than in some larger, but not more thorough institution away from home. Nearly all the High Schools in Ontario are now in good working order, having excellent teachers, and being well supplied with apparatus; and we hold that loyalty to their own county and its institutions, a proper regard to economy, and the desire to make the most rapid and thorough progress in study, should prompt intending students to give the school in their vicinity a fair trial.

We selected the Hamilton Institute as the best illustration of extensive advertising and comparatively small returns, to be found in Ontario. For the largeness of the former and paucity of the latter, we are not responsible. To the head of the Hamilton School System, must be given the praise or censure due. We cheerfully tender him our thanks for providing us with such an excellent illustration of the failure of his "advertising plan," and of the principle of rendering the whole of the Public Schools of a city mere preparatory forms for the High School. We have no word to say against the Public School teachers of Hamilton. On the contrary, we believe them to be intelligent, well-trained, and hard-working men and women.

Mr. Johnston, Principal of the Model School, and some others of his associate teachers, have more than a local reputation. It is certainly not their fault that the ultimate results of their work seem meagre.

It is not inappropriate to print the following "school announcements" in connection with this article.

DOTHEBOYS HALL, *English*.—"At Mr. Wackford Squeer's Academy, Dotheboys Hall, near Greta Bridge, in Yorkshire, youth are boarded, clothed, booked, furnished with pocket-money, provided with all necessaries, instructed in all languages, living and dead, mathematics, orthography, geometry, astronomy, trigonometry, the use of the globes, algebra, the single stick (if required),

writing, arithmetic, fortification, and every other branch of classical literature. Terms, twenty guineas per annum. No extras, no vacations; and diet unparalleled."

American.—"This school is an exponent of the true normal idea, which, in the last quarter of a century, has revolutionized, to a great extent, the whole system of education, has turned monasticism (?) into self-government, blind force into living tact, dullness into snap, and insufficiency into manliness. We offer these departments: preparatory, teachers, commercial, special science, scientific, classical, surveying, engineering, elocutionary, musical, drawing, painting, preparatory medical, law, telegraphic, phonographic, etc., etc. The accommodations are first-class. The student completing our course, fills offices in every kind of business. Students can select their own studies. Students can enter at any time. Classes are sustained for pupils of all grades, however far advanced. No extra charge. No vacations."

Americanish.—"This school is more prosperous than ever before. The following advantages are enjoyed: a thorough preparatory course; a complete teachers' course; a full collegiate course; one of the best commercial courses in the U. S.; a full course of engineering; a full course in penmanship; a course in elocution; a fine-art course, as complete as that in the Normal Art Training School at Boston, at one-fifth the cost; a course in music equal to that of any conservatory; a course in law; a course in medicine; a course in German; a course in telegraphy, unequalled in the west; a course in phonography. Students get as much here for \$300 as they get in other schools for \$1,000. Students may enter at any time, select their own studies, and advance as rapidly as they may desire. We defy competition. Better accommodations and lower rates than at any other school in the land."

Canadian imitations of the above, with additions, have been seen by many of the teachers of Ontario.

THE CENTRAL COMMITTEE.

A period of much interesting work in the building up of our educational system is marked by the history of the Central Committee of Examiners. Provision for the formation of that committee had been expressly made by the Provincial Statutes, and, under the regime of Dr. Ryerson as Chief Superintendent, assisted by the Council of Public Instruction, the Committee was formed of Prof. Young, as chairman, and the three High School Inspectors. As a legacy from that regime, the present Minister of Education received this Central Committee, to whose numbers he added four Public School Inspectors, in order that the Public as well as the High Schools might be adequately represented. The Committee, so constituted, carried out under direction of Mr. Crooks, the work of unifying the examinations, one of the most important reforms ever made in our school system. They prepared uniform examination questions for first, second and third-class certificates, and for the Entrance and Intermediate Examinations at the High Schools. Mr. Crooks, on appointment to office, found a large number of books awaiting authorization as prizes and library books in the Depository. To make a thorough examination into the merits of these was evidently a work not possible to the Minister of Education in person. It was accordingly entrusted to the Central Committee, and has been efficiently carried out. The County Model Schools were also, under the administration of Mr. Crooks, the work mainly of the Central Committee, four members of which were engaged in organizing the Model Schools in each county, a difficult and important task in which the whole committee took earnest interest. Thus a most efficient means of professional training was put within the reach of every aspirant to the teaching profession, rich and poor, and has been made

one of the most important and popular factors in our school system.

The Teachers' Associations, also, which under the old *regime* could hardly be said to exist otherwise than as a project, were, under Mr. Crooks, matured into the present most successful Teachers' Institutes. In the work of organizing them, the Central Committee have rendered most important voluntary services, but for which it is not too much to say that their present success could not have been secured.

Such has been the work of the Central Committee during what was in fact a transition period between the end of the old system under Dr. Ryerson, aided latterly by the Council of Public Instruction, and the present system under the Minister of Education.

Besides completing the work of unifying the examinations, a most important result has followed the improved and uniform system of examinations inaugurated through the Central Committee. The character of the examinations for Teachers in this province before that plan was introduced, was not only variable but quite unreliable. The Central Committee has carried out a method of examination which has raised the character of the teaching profession, and indirectly influenced the whole system of instruction in High and Public Schools. The character of the work done in the Normal Schools, is another point in which a great change for the better has taken place. Formerly in the only Normal School we had in Ontario, professional training was quite secondary to mere teaching. The utmost number of trained teachers it produced in a year was 150. Under the present system the Normal Schools limit themselves to their proper function, that of professional training, the only students who receive instruction in non-professional subjects being the candidates for first-class certificates. The yearly number of trained teachers sent out by the Normal Schools now averages 600.

Such are the results for which, as an impartial journal representing the teachers of this Province, we consider the gratitude of all interested in education to be due, not only to Mr. Crooks but to the central committee. The methods of examination have been systematized and raised to a high standard. The Model Schools and the Teachers' Associations are in full working order through the Province, completing a system of education second as we believe to none and superior to most others. For the due completion of these important changes it was necessary that the same hands should carry on the work from first to last. Any change in the *personelle* of the Central Committee would have disturbed the crystallizing process. But what was essentially a period of transition has now come to its natural close. It is very advisable now that the examination system is thoroughly organized by the labours of the Central Committee, to give the system the benefit of a rotation of examiners. By this it is obvious that freshness or variety of treatment in the mode of examination can alone be secured. Rotation of examiners is the method employed by all the best authorities, including the old Universities of OXFORD, CAMBRIDGE, and DUBLIN, as also the Public School Boards of England. The Committee may justly feel that it has done its duty well.

It has had to traverse ground, to discuss questions, and to disturb vested interests, which necessarily caused friction and criticism. But under the direction of the Minister of Education it has carried a difficult work of educational transition through a critical period, and whenever a very important part of the history of his Province comes to be written—the history of education—the zeal, tact, and practical success of the Central Committee will, we believe, shew that body to merit the gratitude of the Minister, the teaching profession, and the public.

THE CASE OF "BOMBASTES" AGAINST CANADA.

"The Montreal *Spectator* of November 13th contains a letter from Rev. R. W. Norman, M.A., Oxford, criticizing, with what is no doubt meant to be crushing severity, an article in the *Spectator*, which claimed that "in High School appointments, *other qualifications being equal*, the preference should be given to Canadian graduates." Mr. Norman "begs leave to hold exactly the opposite view." Yet his only reason for objecting to what Canadians may surely be pardoned in supposing to be their just right, appears to be that "geniality of temperament, sympathy with the young, a high estimate of education as a calling, *might* (the italics are ours) be found *more readily* among University men from the old country than among Canadian graduates." It is a pity that Rev. R. W. Norman, M.A., of Oxford, gave so modest a list of the good qualities peculiar to University men from the old country. He might at least, judging from his literary performance, have added the art of blowing one's own trumpet, and exalting one's own dignity by throwing mud at "Canadian graduates." Dr. Stephenson has a letter in the same issue of the *Spectator*, in which he declines to deal with the charges in the *Spectator*, on the ground that they are anonymous. Rev. Mr. Norman, M.A., Oxford, also makes much ado about the fact of the anonymity of the *Spectator's* criticisms of High School matters in Montreal. But as the editor of that paper justly says, "newspaper men are obliged to hide their personality under a pseudonym." That is perfectly true, and neither Mr. Stephenson nor Mr. Norman furnish any reply to the charge of want of discipline and magnetism in the school in question. Mr. Norman calls very hard names at the *Spectator* critic, "anonymous detractor," "impertinence," "scribble," "contemptible cowardice," &c., &c. Such are a few of his flowers of rhetoric. The *Spectator* is a live paper, and we affectionately hope that it will survive Dr. Norman's homily, which seems to us less indicative of the "good sense," "geniality," &c., &c., in which Dr. Norman says Oxford men so much ex. — mere "Canadian graduates," as of the eloquence peculiar to another old country institution known as Billingsgate. Meantime, the condition of the schools in question should be dispassionately ascertained, and Dr. Stephenson would be better served by a full investigation by impartial authorities, than by his friend Dr. Norman's tirade, which proves nothing, and suggests the story of the advocate who could only defend a bad cause by abusing the plaintiff's lawyer.

"KEEPING IN."

The moral and physical evil of "keeping in" has been brought before the London School Board, the most important in England, together with the cause which leads, or rather forces, teachers to resort to it against their better judgment, the excessive and indiscriminate use of the "payment by results" system. It needs little reflection to see the evil of "keeping in"—the strain on the nervous system both of teacher and scholar, the conversion of the school into a hateful prison, the promotion of truantism, the ill-feeling sure to result between parents and teacher. But "keeping in" is the natural result when every scholar who fails to pass the examination represents a loss of nine shillings to the school grant, a loss sure to affect the teacher's pocket, and worse, his reputation. A horrible illustration of this is given in the following, which we extract from the *Schoolmaster*:

"I declare positively that when one of my backward boys died of bronchitis a few weeks back, I felt a measure of relief, for his death would make one 'failure' the less."

THE SCHOOL BY LAW INVIOLEABLE.

An esteemed correspondent sends us the following:

"In spite of all the salutary advice given to ratepayers about disturbing a public school while under its authority, the practice still grows common. In the Township of Draper a teacher often resorted to the mild punishment of detaining scholars after hours. His school was interrupted by a man holding the titles J.P., Trustee, etc.; but these titles could not save him. He was summoned before the Stipendiary Magistrate in Bracebridge, accused of coming into the school at 4.30 p.m., and taking away one of the delinquent pupils, and was made to pay a fine of \$3 and costs."

We do not approve of "keeping in;" but as this matter is left at the teacher's discretion, the school trustee in question was clearly in the wrong. The school hours are the property of the nation. For any man, whatever his social position, to appropriate a part of them by interfering with the teacher in his work, is a gross invasion of the people's rights, which is punishable by law. It would be well if a trustee convicted before any court of a violation of law in school matters, should then and there vacate his office.

CANADIAN ART.

We cannot but regret the degrading effect likely to be produced by the class of cheap illustrated papers known as "comic," with a dismal misapplication of that much-abused phrase. It is not only the degraded literary type of the Jack Harkaway and Dime Burglar class of juvenile literature, of which we wrote in our November issue, but it is the ugly, fatuous, leering grimness of the illustrations. Surely it were wise to furnish our school-rooms with a few cheap statuettes and outline drawings representing the higher ideal of art. In the above we distinctly exempt the *Illustrated Canadian* and *Grip*. The former ought to be taken in by every public school; and if the same thing were done with our comic contemporary, the scholars would have the advantage of a most amusing comment on current events, and wit which is always pure and never irreligious or malicious, and a type of art of which the country has reason to be proud.

—The article on Education, by Oscar Browning, in the current edition of the *Encyclopædia Britannica* is well worth reading. Compared with preceding articles on the same subject, particularly with the elder Mill's celebrated essay which held its ground through several of the earlier editions, it serves to show the progress which has been made towards realizing the theories and even the dreams of educational reformers; while in some respects the author's own views are in advance, if not of modern thought, yet certainly of modern fact. The conclusion which he reaches is, "that in spite of the great advances which have been made of late years, the science of education is still far in advance of the art. Schoolmasters are still spending their best energies in teaching subjects which have been universally condemned by educational reformers for the past two hundred years. The education of every public school is a farrago of rules, principles and customs derived from every age of teaching, from the most modern to the most remote. It is plain that the science and art of teaching will never be established on a firm basis until it is organized on the model of the sister art of medicine. We must pursue the patient methods of induction by which other sciences have reached the stature of maturity; we must reach some means of registering and tabulating results; we must write a phraseology and nomenclature which will enable results to be accurately recorded; we must place education in its proper place among the sciences of observation. A philosopher who should succeed in doing this would be venerated by future ages as the creator of the art of teaching." This, though obviously an extreme putting of the case, nevertheless furnishes food for thought. The article is valuable for its epitome of the literature of education. The author affirms that Henry Barnard's *Journal of Education* (25 vols.) is by far the most valuable work in our language on the history of education.

—The *Contemporary* has a good article written from the British tradesman's point of view, which complains that no complete knowledge of a trade is attainable, in consequence of the decay of the old apprentice system, and the specializing of every department of each trade in consequence of the division of labor caused by extended use of machinery. The British tradesmen are superseded by "foreigners," especially Americans. He looks for a remedy in the introduction of drawing and industrial training in the Public Schools. Just the policy urged in the Education Department by the last CANADA SCHOOL JOURNAL. A curious, and not very creditable fact connected with the *Contemporary's* article, is that it seems to have been in great part borrowed or taken, "'convey' the wise it call," by the writer of an article, "Education is a Hindrance to Manual Occupation," in the *Popular Science Monthly*. That respectable journal need not, surely, illustrate the popular view of evolution, by adopting the predatory habits of some of the lower animals!

—The *Montreal Spectator* of Nov. 6 endorses Mr. Goldwin Smith's criticism in the current *Bystander*, on the Undue Multiplication of Universities in Ontario, which has now six degree

granting Universities for two million inhabitants. It is only too plain that the present System is attended with the maximum of expense in getting degrees, and a minimum of value to degrees when got. The *laissez aller* "fly on the wheel" system will not do in the Ligher, any more than in the lower branches of our Educational System. If compulsory education is the duty of the State, it is also the duty of the State to withdraw grants to Denominational Colleges, and to ensure uniformity of value to degrees, by centralizing the degree-giving power.

—The London *Times*, commenting upon the prosecution of Dr. Buchavan in Philadelphia for forging Medical diplomas, says that "our ancient universities have sinned quite as much as he in making degrees a mere matter of money. Many thousands of men add M.A., D.D., or P.C.L. to their names without having answered a question, or shown any scholarship or knowledge over and above what is implied in a B.A. degree."

Contributions and Correspondence.

THE CIVILIZING INFLUENCE OF SCHOOLS.

BY DAVID ALLISON, LL.D.

The dissemination of education among the masses of our population, briefly referred to by me in a previous paper, raises many interesting questions besides that there considered. Professor Seely, in one of his Suggestive Essays, clearly points out that with the expansion of the area of education must come an intensification of its influence. This is more strikingly true in the Old World than in the New, but it is true as respects all countries. Education spreads by extending its influence to the neglected, the distant, the hitherto inaccessible. Operating on the rude and impressible material thus brought within its reach, its work is revolutionary, and its results are often more obvious than where it simply continues a cultivation which has become the settled and hereditary order of things. Any advantage, however, likely to accrue from this view of the case to our Free School system when compared with other systems, is in my opinion more than counter-balanced by the temptation offered to make unfair demands of that system. I listened not long since on a public occasion to an address by one of our most distinguished educationists, out of which has grown the chief thought of this paper. The address was stirring, and its tone excellent. Spoken in the hearing of many engaged in the teaching profession, it rang out clearly truths and counsels admirably adapted to inspire and guide sincere and earnest teachers. The accomplished speaker dwelt strongly on the refining influences of education itself, and on the specific duty of the teacher to make his school-room a nursery not only of "book-learning" but of all that is proper in conduct and graceful in demeanor. I cannot call in question the fact asserted, that the pupils of our public schools are in some instances boisterous and ill-mannered, but I cannot admit that we have here presented a "defect" of our system of education. No system can guarantee exemption from the radical defects of human nature. Particular teachers may fail in either precept or example, or in both, to properly mould the habits of their pupils. This is as possible and probable under one system as another. But it should be borne in mind that our public schools are not primarily responsible for the rudeness which sometimes brings discredit upon them. They are solving the problem of national education. It is not their "defect,"

but their glory that they have in part to deal with representatives of classes possessed of but a limited degree of refinement. - That which the home has failed to give, the school is expected to supply. The teacher must stand *in loco parentis* in a special sense. I believe that a proper induction of facts, a generalization, taking into reasonable account the difficulties of the case, would accord to our schools credit, not less for their humanizing than for their strictly educational results. That they do not reach and remedy all the evils and infirmities of human nature, that, through inherited tendencies, or in the free play of volition, some who frequent them are models neither of morals nor manners, is entirely too narrow a basis on which to predicate their failure. The style of reasoning adopted by Richard Grant White in his severe arraignment of the Public School System of the United States, might be employed to discredit the institutions of Christianity itself. As I have said, no system can get back of the depths of human nature. That is the best system which reduces evil to a minimum by securing a maximum of substantial good, of positive progress.

THE TEACHER'S RENEWAL OF STRENGTH.

BY THE REV. CHARLES PELHAM MULVANY, M.A.

When the hero of Goethe's great poem, sated with the worldly pleasures lavished upon him by the evil spirit whom he had chosen to be his ministrant, demanded access to a higher and purer ideal, that of Homer's loftiest conception, the Argive Helen; then the powers of Mephistopheles availed not to do his bidding, "Of that Hades he held not the key." Faust was obliged to rely on his own powers of will to conjure up the phantasma of Helen, through whom the purification of his nature was to be effected.

This, like much else in that powerful but extraordinary work, the second part of Faust, has an esoteric and mystical meaning. There are tasks, those that relate to the purification and ennobling of the soul, which we must accomplish for ourselves. No sorcery from without, no magic of system, method, lectures, colleges, can supply the place of that which must be done within the sanctuary of the soul, which can be done there alone.

In one of the most charming of that series of *bijou* biographies edited by Mr. Morley, that of Sir Walter Scott, it is remarked that all that Scott poured forth so lavishly in poetry and fiction was but the assimilated and transmuted outcome of the rich stores of observation carried on for years of communion with man and nature. Hence the wonderful fidelity of his Scottish characters; hence the pre-Raphaelite minuteness of his descriptions of scenery, so well and justly praised by Ruskin.

If it be true that the evolution of functions follows the law of evolution of organs, we may expect to throw some light on the processes of intellectual vitality by considering them under the formula which describes vital action in general as *the continual adaptation of organisms to surrounding conditions*. Healthy intellectual utility must be adapted to its actual conditions. The intellectual life of a monk in his cell spending half a century in carving a crucifix or colouring a missal, is a free and healthy vitality. Intellectual life should not act and react on those with whom it is in contact. Again, we find in intellectual vital action, as in organic vital action, a two-fold process, of *synthesis* as of *analysis*. By synthetic action, oxygen from the atmosphere, as nutriment from food, is absorbed; by the analytic action these are distributed to the several organs, adapted with infinite difference of form and action to each.

The work of the teacher is an organic form of the intellectual and social life. This is plain, because without the function of the

teacher, intellectual and social progress would have been, would now be, impossible. Being organic, it must consist of an equally balanced action of these two processes. Synthesis or assimilation, and analysis or distribution. The balance of these two vital processes is seen in the simplest forms of animal life—those protozoa that consist but of a single cell. The cell absorbs nourishment from the fluid in which it floats; it repays it by developing another cell within itself to increase the amount of vitalized existence.

1. The Synthetic Process. Let the teacher remember that, like Sir Walter Scott, he can only give out what he has himself assimilated. His mind must continually be fed. Routine will not do. He is not a priest, whose duties can be fulfilled with a daily round of ceremonies and rubrics. His office is not a survival of dead formulas from a past that *once* was living, but an actual vital action. What he reads must be capable of being assimilated with ease. The process should be a *pleasurable* one. This presupposes that he takes pleasure in his vocation as a teacher. Food that is not easily and comfortably digested gives little nourishment. Nor should it be all or a great part in direct relation to the subjects of yesterday's or to-morrow's teaching. A monotonous diet is unwholesome. Majendie the physiologist found that by feeding a dog for weeks on the same food the animal became starved. There is hardly any subject of study, in history, philosophy, industrial research, biography, or even poetry or fiction, which may not be brought in to illustrate or embellish some part of the daily teaching. Is it not in the power of the competent teacher to forestall the great revolution in our teaching methods by which increased importance will be assigned to the study of science? Now very little of this is attempted. How very much might be done with a little effort, a little interest on the teacher's part in the duty of leading every one of his scholars to know something about that corner of the universe in which he finds himself! Elementary books on all scientific subjects abound, many of them written in a most nervous and fascinating style. A half hour of such studies twice a week, illustrated by object lessons, or perhaps experiments—what a welcome break and relief would this be to the routine of book and slate. And so with all else that the teacher's mind can assimilate, provided it be of a kind not wholly alien to his duties in the school-room. It is not in every teacher's power to possess at all times the magnetism of a strong will. Headaches and overstrained nerves will at times assert themselves, but it is always in the teacher's power to possess that which is, even with the dullest and most wilful, sure to be both *recognized* and *respected*—the possession of knowledge. And the more freshly this is taken into the mind, the more it will be felt in the daily lessons. Dr. Arnold used to prepare anew the lesson in Thucydides which he had gone over hundreds of times. "I always like my pupils to drink from a fresh stream," was the characteristic saying of the great teacher.

(To be continued.)

THE USE AND ABUSE OF HISTORY. *

BY A. STEVENSON, WELLAND HIGH SCHOOL.

Were I to ask to-day the teachers of Ontario the object of studying history, half of them would probably remain speechless, and nine-tenths of the remainder would tell me that it is to gain a knowledge of facts. Yes, "facts," but what is the use of facts? It is a fact that neighbor Brown traded dogs with neighbor Jones yesterday, but who cares a pin for that? It is an utterly worthless

* This paper is published at the request of the Welland County Teachers' Association, before which it was read.

fact. It does not make us wiser or happier or better. Of equal value are many of the facts that crowd our school histories. It matters not though these may be somewhat more interesting than the fact just related. This does not enhance their value; it is no proof of their worth. The importance which some people attach to these facts is not real, but imaginary. This kind of information may be interesting, but yet it has no intrinsic value. Facts are things, and popular excitement or scholastic prejudice may give a fictitious value to the most worthless things. Witness the ancient science of astrology and the modern craze for broken china.

We must, then, ascertain the value of historical facts as we ascertain the value of any other facts, by determining to what actual uses they may be applied. The sole use of an historical fact is seen in its influence on the conduct of those who may become acquainted with it. Will it make them better citizens; more patriotic, more liberal, more useful, more peaceable? If not, it is no good whatever, and it may be a positive evil.

The history of a country is by no means the history of its rulers, their genealogies, foreign wars and court intrigues. More than two centuries ago it was conclusively settled by Cromwell that, in England at least, the king is not the country. But this foolish idea has hardly yet been abandoned by the monarchy-worshipping and blindly prejudiced historians of that country. Knight and Green appear to be almost the only writers who have a well-conceived idea of what a history should be. Most of the others have written merely biographies of the kings, embellished with polished lies, foolish superstitions and silly nothings.

We have before us a "School History of the British Empire," by W. F. Collier, an English writer of some celebrity. In the account given by this author of the reign of George III., we find sixteen pages devoted to the wars with France and with America, two entire pages being filled with a description of the battle of Waterloo, while a scant page is deemed sufficient to describe the moral, intellectual, and political progress of the nation. The entire account of the establishment of the freedom of the press, the reform in prison management then inaugurated, the origin of Sunday Schools, the introduction of gas-light and the application of steam to navigation, occupies scarcely half a page. A similar glaring defect may be observed anywhere throughout the work.

While a diffuse statement of worthless facts does not constitute history, no more does a bulky compendium of still more worthless dates. We are all acquainted with so-called school histories, in which definite dates are assigned to the most common-place acts of quite ordinary persons. Dates are useful only so far as they are necessary to the proper understanding of important facts. They have been called the tenter hooks upon which the web of history may be sketched. But some historians are all hooks and no web.

Let it be granted that you knew the exact year, the exact day, and the exact minute in which the first bow-string was twanged at the battle of Hastings, and the name and title of the Saxon who threw the first spear at the invader; if you further knew to a man the number of killed, wounded and missing, the precise manner in which Harold was slain, and the exact distance of the sun above the horizon when the wretched islanders turned in flight from their conquerors,—supposing that you knew all this, and in addition, were well informed in regard to the not quite irreproachable parentage of William; now, will you oblige us by stating definitely just which one of these facts assists you in any way to discharge properly your duties as a citizen, or which one induced you to vote for the National Policy at the late elections?

But even were our historians to restrict themselves to the mere relation of important facts, at least of such of them as *are* facts, the information they would impart to us, judged on its own merits, would be of little value. It has been well said that "facts are the

dross of history." We must understand the circumstances which led to an action or the motives which called it forth, and especially the results springing from it, before the statement of the fact itself can be of any real use to us. It is an important fact to know that about a century ago, certain Americans, having assembled in congress in the city of Philadelphia, declared that "these united colonies are, and of right ought to be, free and independent states." Yet it is of infinitely greater importance to know that this resolution was made and carried out because that stubbornly-stupid king, George III., attempted to levy, at the point of the bayonet, an unjust tax on these colonists. Important, because it has shown the common people that they alone possess all power in the nation, if they will only learn how to set to work and use it properly. Important still further, because, taken in connection with the unfortunate accident that befel Charles I., this circumstance may teach kings just how far it would be well for them *not* to go in their impositions on their subjects.

As has already been stated, many teachers have no well-defined idea of the object of teaching history, and it is only too evident that their pupils have no well-defined idea of the use of learning it. And so it comes to be quite freely urged by many sensible people, that the time spent in this study is wasted. It is a deplorable fact that such in reality is generally the case. But if history were written as it should be written, and taught as it should be taught, no subject of study could be of much greater importance. History is philosophy teaching by example; that is, it is a concise description of the moral, social, intellectual, political, and religious condition of a people, and an account of the most important events which have brought about such a condition. And the sole object of studying history is that we in our day may avoid the evils that have resulted in the decline of nations, and that we may follow with steady purpose such courses as have led nations to prosperity. With this end in view, a good historian will treat of the different classes into which a people are divided according to social usages, of the circumstances that originated class distinctions or that destroyed them, of the principal laws by which the people are governed, how these laws came to be made and how they are carried out. He will tell us what changes took place in language and literature, what advancement was made in art and what discovery in science. He will describe not only the great moral and social reforms that have been made, but also the religious beliefs prevailing in the country, and their influence on the character and conduct of the people. When it may be necessary to record a war or a particularly important battle, he will dwell as briefly as possible on the actual circumstances of the contest, but he will relate faithfully and impartially, and as fully as he may, the causes and the results. Civil wars especially will receive his most careful attention. Throughout the whole course of his work he will speak of classes and periods rather than of individuals and definite dates.

The result of studying a history differing materially from this description, as most school histories do, is worse than a mere waste of time—it is a positive evil. Glowing pictures of war and conquest, surrounded, as it were, with the dazzling light of "gunpowder and glory," and descriptions of organized and wholesale robberies and murders as commendable and patriotic acts, are the most powerful inciters to further deeds of violence and of blood. Take up almost any history of England, and you may find narrated there, with every mark of approbation, the villainously unjust wars which the English nation waged against the Scotch and Welsh during the eleventh, twelfth, and thirteenth centuries. Cressy, Poitiers and Agincourt are considered as great and glorious national achievements, while in fact they were nothing less than

the murderous attacks of an army of freebooters on an unoffending nation. The insolent and unbearable conduct of Britain towards France and the United States about the beginning of the present century is regarded as highly praiseworthy, though it deluged Europe and America with tears and blood. The merciless and unrighteous wars of expatriation and extermination which have been carried on between the Afghans and Zulus, and other unhappy nations, colonial neighbours of Britain, are spoken of with the highest approval, as the agents of that superior civilization which travels in a powder-cart, under the blood-stained banner of England. And lastly, that most nefarious proceeding known as the Opium War, a war which was waged against China because she had refused to allow the importation of opium, is passed over without the least show of disapprobation.

When we reflect that English historians have written in this strain for centuries, and that English school-teachers have for years been busily engaged in instilling such bloodthirsty ideas into the minds of youthful Britons, we are not at a loss to account for the strong and clamorous war party in England at the present day. We feel sure that, had it not been for the counter-acting influence exerted by such men as Gladstone, Bright, Carlyle and Ruskin, England would even now be engaged in one of the most terrible wars that the world has ever witnessed. These historians rarely mention the fact that wars are generally brought on by kings and their ministers to gratify their own intense selfishness by influencing elections or to provide lucrative offices for court or party favorites. An instance just to the point was the late Zulu war. Who is there that doubts that the principal object Disraeli had in view in entering upon this war was that by conquest and annexation he might gain at the approaching elections the vote of the war-loving element of the English people?

And it is quite easily asserted that there are many politicians in the Grant third-term party in the United States who would willingly have plunged their country into a war with Great Britain or Mexico, that by this means they might secure the election of their candidate, who in such a case would probably receive the presidency since he has proved himself a tolerably successful military officer.

Further, our drum and trumpet historians have not said one word of the loss to the country of so many valuable lives, of the shamefully mangled humanity on the battle field or in the hospitals, of the sufferings of the miserable widows and orphans of the soldiers, left a burden on the taxpayers of the country, of the uncounted loss of the public and private property, of the gigantic debt hanging like a millstone on the neck of the nation, or of any other of the thousand and one indescribable evils of war.

In consideration of all these facts, we think that the great work which the teachers of history in our own day should set themselves to do, is the inculcation in their pupils of a spirit of peace and good-will towards their fellow-men. Impress on your pupils the facts that in the description of a struggle with a foreign nation, our historians are likely to be prejudiced and partial, and have indeed shown themselves to be so—that we also have our own prejudices which are too commonly without foundation, and that in all fairness we should read both sides of the story before forming an opinion. Show your pupils that for nations to engage in deadly conflict with each other, is no less barbarous than it is for individuals, but indeed infinitely more so. Such a method of teaching history, with due attention to the other essentials which we have mentioned, would make of the student a peaceable, law-abiding, and liberty-loving citizen—an end worth reaching, especially in these troublous and unsettled times.

EDUCATIONAL CONDITION OF IRELAND.

BY J. GEORGE HODGINS, LL.D.

The remarkably disturbed state of Ireland (at least in the west and south) has naturally called public attention, in an unusual degree, to the condition of that country. Its educational state is of especial interest, in view of the organized lawlessness so prevalent in the disturbed districts. So far, appearances indicate that increased intelligence has led to better organization and more embittered feeling.

It will be remembered that it is within the last half century that any systematic effort was made to reach and uplift the masses of the people by the potent means of popular education. In making this effort, English statesmen supposed that with it, in connection with the concession of the principle of the Ulster "tenant right," they had discovered an infallible panacea for allaying, if not curing, the chronic ills of Ireland. In this supposition they have now discovered an unfortunate mistake, and find that the first problem is more difficult of solution than ever.

As to the educational factors which are now combined to promote the great work of uplifting the masses and the nation generally, I may remark that some of the most important of them are of comparatively recent date. They embrace the following: I. The National system of mixed schools; II. The new system of Intermediate Schools; III. The somewhat localized and private schools, comprising: (1) The Royal Free Schools; (2) The Erasmus Smith's Schools; (3) The London Hibernian Society Schools, and (4) The Kildare Place Schools. IV. Universities: (1) Dublin; (2) Queen's, and (3) Catholic; V. Women's Colleges; VI. Professional and Science Schools.

It may be interesting, as a matter of history, to note the periods at which efforts were put forth to extend educational facilities in Ireland.

First of all, due credit must be given to the nondescript "Hedge Schools," which, up to a somewhat recent period, exercised no inconsiderable influence in promoting "book learning" among the rural peasantry. A recent writer, speaking of that inimitable pedagogue, the Hedge Schoolmaster, says: "Fearfully pedantic, woefully undisciplined, panning out terribly upon the classics and mathematics, which he could devour, without the need of going to college, from a few standard, precious and oracular works, bound everlastingly for Keefs, he was the wonder, the admiration, and yet the butt of the neighbourhood. Goldsmith gave only a weak imitation of him. He had words at will, sonorous, but used with charming disregard to their connection. If a country gawk offended him, he thought nothing of assailing him with the charge—'the correlations of your mental obliquity subtend the inordinate sphere of your congenital insubordination.' And when O'Connell squelched the Dublin fish-wife, by calling her 'the sub-duplicated hypotenuse of an isosceles triangle,' and charged her with keeping in her house that equivocal character, a 'Pneumatic barometer' he was merely quoting a hedge Schoolmaster indigenous to Kerry."

The Royal Free Schools were founded in 1608. Eleven years after, and as feeders to the "College of the Holy and Undivided Trinity, near Dublin," (*Juxta Dublin*) the Erasmus Smith's Schools were founded in 1733, and the London Hibernian Society Schools in 1811. The famous Irish National School system was projected in 1881, by Mr. Stanley—called by O'Connell "Scorpion Stanley"—(afterwards Earl of Derby), just fifty years ago. The Kildare Place Schools were soon after established by the Church of England and Ireland, as a protest against these national schools. The Queen's Colleges were projected by Sir Robert Peel in 1845. One of these colleges was established in each of the Provinces of

Ireland, viz.: at Belfast in Ulster, at Cork in Munster, and at Galway in Connaught. As Leinster already possessed Trinity College, no other college was established in that province. The chief governing body of these colleges was called the Queen's University; but this body was virtually superseded in 1879 by a provision in the Act for a National University body to be established by Her Majesty by Royal Charter. The "Catholic University" was founded in 1850, under the Presidency of Dr., now Cardinal Newman, who resigned in 1861. An abortive effort, as will be remembered, was made by Mr. Gladstone, a few years ago, to consolidate University Education in Ireland.

While these educational agencies were being extended, the important subject of female education received no attention worthy of the name, until in 1866, when, as part of a comprehensive scheme projected in England, Alexandra College was founded in Ireland, for the purpose of affording a sound systematic education for the upper and middle classes of women after the school period. In addition to this College in Dublin, there is the "Ladies' Institute" in Belfast. In 1869, too, a system of University Examinations was instituted by Trinity College and the Queen's University with marked success. The number of candidates increased from 28 in 1870 to 120 in 1878-9. In addition to these aids for the promotion of education, the Queen's Institute, for technical instruction in Art Industries, was established in Dublin in 1861. Extensive provision was also made in Dublin for giving technical instruction to men, under the direction of the Science and Art Department.

The most important movement, in Ireland, for the promotion of higher education was made in 1878, by the passing of an Act to promote "Intermediate Education." The object of the Act was to institute and carry on a system of public examination of students in the ancient language and literature of Greece and Rome, the language and literature of Great Britain, Ireland, France, Germany, Italy; Mathematics, the Natural Sciences, Music and Drawing, etc. This scheme has largely superseded, so far as women are concerned, the University examination plan of 1869, and a large falling off was observable in 1879. The data as to results of these later schemes are not yet sufficient to do more than indicate a reasonable success in the future.

As to the progress of the National Schools—the schools of the masses of the people—it is alleged that there is a falling off, of late years, in the results of the schools themselves, as well as in the zeal of their promoters. In 1878, there were 7,552 schools in operation, with a daily average attendance of 485,054 children, or a decrease in the average attendance of 1878 of nearly 8,000 pupils. The character of the schools may be indicated by the status of the teachers employed. Of the 11,842 classified or certificated teachers, 7,329 were third-class, 3,460 second-class, and only 1,058, or about one in ten, first-class. This state of things contrasts favorably with that of Ontario, where the proportionate number of third-class teachers employed is in excess of that employed in Ireland. Besides, in Ireland, there were in addition nearly 4,000 assistant teachers, including 260 "work-mistresses" employed—a class of teachers almost wholly unknown in Ontario.

One of the most significant facts mentioned in the report of 1879 is that which indicates the decadence of the system. This is the systematic falling off since 1876 of the local rates for the support of the National Schools. In 1876, these local rates amounted to \$152,300; in 1879 they only reached the sum of \$94,000. In addition to this remarkable apathy, the Commissioners add: "We have to express our regret and disappointment at the apathy exhibited by the managers of National Schools—not availing themselves of the facilities afforded by law for providing suitable dwellings for teachers—there being now only one residence for every tenth teacher employed."

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on one side only, and properly pagged to prevent mistakes. They must be received on or before the 20th of the month to secure notice in the succeeding issue, and must be accompanied by the correspondents' names and addresses.

ALGEBRAIC EXERCISES.

[SELECTED.]

I.

Examples such as the following afford possibly the best elementary exercise that has yet been devised for cultivating facility in manipulating algebraic expressions.

1. If $s=a+b+c+d$, then

$$\frac{s-a}{a} + \frac{s-b}{b} + \frac{s-c}{c} + \frac{s-d}{d} = \left(\frac{1}{a} + \frac{1}{b} + \frac{1}{c} + \frac{1}{d}\right)s - 4.$$

2. If $s=a+b+c+d+\dots$ to n terms, then

$$\frac{s-a}{s} + \frac{s-b}{s} + \dots = n-1.$$

3. If $a^2=y+z$, $b^2=s+x$, $c^2=x+y$, and $2s=a+b+c$, then $s(s-a)(s-b)(s-c)=4(xy+yz+zx)$.

4. If $2a=y+z$, $2b=z+x$, $2c=x+y$, then $a^4+b^4+c^4-2b^2c^2-2c^2a^2-2a^2b^2=-(x+y+z)xyz$; and $(x+y+z)(xy+yz+zx)-xyz=8abc$.

5. If $x^2-yz=a^2$, $y^2-zx=b^2$, $z^2-xy=c^2$, then $\frac{a^2x+b^2y+c^2z}{x+y+z} = x^2+y^2+z^2-xy-yz-zx=a^2+b^2+c^2$.

6. If $x=\frac{b-c}{a}$, $y=\frac{c-a}{b}$, $z=\frac{a-b}{c}$; then $xyz+x+y+z=0$.

7. If $y+z+u=ax$, $z+u+x=by$, $u+x+y=cx$, $x+y+z=du$, then $\frac{1}{a+1} + \frac{1}{b+1} + \frac{1}{c+1} + \frac{1}{d+1} = 1$.

8. If $a=\frac{x-y}{x+y}$, $b=\frac{y-z}{y+z}$, $c=\frac{z-x}{z+x}$, then $\frac{1+a}{1-a} \cdot \frac{1+b}{1-b} \cdot \frac{1+c}{1-c} = 1$.

9. If $2s=a+b+c$, then $(s-a)^2+(s-b)^2+(s-c)^2+s^2=a^2+b^2+c^2$.

10. If $2s=a+b+c$, then $2(s-a)(s-b)+2(s-b)(s-c)+2(s-c)(s-a)=2s^2-a^2-b^2-c^2$.

11. If $\frac{a}{x}(b-c) + \frac{b}{y}(c-a) + \frac{c}{z}(a-b)=0$; shew that $\frac{x}{a}(z-y) + \frac{y}{b}(x-z) + \frac{z}{c}(y-x)=0$.

12. If $2s=a+b+c$, then shall $\frac{1}{s-a} + \frac{1}{s-b} + \frac{1}{s-c} + \frac{1}{s} = \frac{abc}{s(s-a)(s-b)(s-c)}$.

18. If $\frac{b^2+c^2-a^2}{2bc} + \frac{c^2+a^2-b^2}{2ac} + \frac{a^2+b^2-c^2}{2ab} = 1$, then shall $(a+b-c)(b+c-a)(c+a-b)=0$.

14. If $s=a+b+c$, shew that $s(s-2b)(s-2c)+s(s-2c)(s-2a)+s(s-2a)(s-2b)-(s-2a)(s-2b)(s-2c)=8abc$.

15. If $x+y=p$, and $xy=q$, then $x^2+y^2=p^2-2q$, $x^3+y^3=p^3-3pq$, $x^4+y^4=p^4-4p^2q+2q^2$, $x^5+y^5=p^5-5p^3q+pq^2$.

16. If $a^2+b^2=c^2$, then shall $(a+b+c)(a+b-c)(a+c-b)(b+c-a)=4a^2b^2$.

17. If $\frac{a^2+bc}{a^2-bc} + \frac{b^2+ca}{b^2-ca} + \frac{c^2+ab}{c^2-ab} = 1$, then shall

$$\frac{a^2}{b^2+c^2-a^2} + \frac{b^2}{a^2+c^2-b^2} + \frac{c^2}{a^2+b^2-c^2} = -\frac{8}{3}$$

18. If $(a^2-bc)(b^2-ca)(c^2-ab)=0$, then shall

$$\frac{1}{a^3} + \frac{1}{b^3} + \frac{1}{c^3} = \frac{a^3+b^3+c^3}{a^2b^2c^2}$$

19. If $xyz=1$, then

$$(1+x+y^{-1})^{-1} + (1+y+z^{-1})^{-1} + (1+z+x^{-1})^{-1} = 1.$$

20. If $a=(b+c)x$, $b=(c+a)y$, $c=(a+b)z$, then

$$1-xy-yz-zx-2xyz=0.$$

We delayed the solution of 6, (2), of the October number that we might give some kindred problems with their solutions. We first give the problem referred to.

I. Let $S = \frac{1}{a} - \frac{1}{ab} + \frac{1}{abc} - \dots$

$$= \frac{1}{a} - \frac{1}{a} \left[\frac{1}{b} - \frac{1}{b} \left(\frac{1}{c} - \frac{1}{c} \left(\frac{1}{d} - \dots \right) \right) \right]$$

$$= \frac{1}{a} - \frac{1}{a} \cdot k, \text{ say.}$$

$$= \frac{1}{a(1-k)}$$

$$= \frac{1}{a + \frac{a}{\frac{1}{k} - 1}}$$

Where $k = \frac{1}{b} - \frac{1}{b} \dots$, say

$$= \frac{1}{b + \frac{b}{\frac{1}{l} - 1}}$$

$$\therefore \frac{1}{k} = b + \frac{b}{\frac{1}{l} - 1}$$

whence $S = \frac{1}{a + \frac{a}{b-1} + \frac{b}{c-1} + \dots}$

Now $e^{-1} = \frac{1}{2} - \frac{1}{2.8} + \frac{1}{2.8.4} - \dots$

$$\therefore e^{-1} = \frac{1}{2 + \frac{2}{2} + \frac{8}{8} + \dots}$$

$$\text{or } e = 2 + \frac{2}{2} + \frac{8}{8} + \dots$$

Again,

II. If $S = \frac{1}{a} + \frac{1}{ab} + \frac{1}{abc} + \dots = \frac{1}{a} + \frac{1}{a} \cdot k$, say

$$= \frac{1}{a} = \frac{1}{a - \frac{ak}{1+k}}$$

$$= \frac{1}{a - \frac{a}{1 + \frac{1}{k}}}$$

Similarly $\frac{1}{k} = b - \frac{b}{1 + \frac{1}{l}}$, &c.

$$\therefore S = \frac{1}{a - \frac{a}{1+b} - \frac{b}{1-c} - \dots}$$

Now $e-1 = \frac{1}{1} + \frac{1}{1.2} + \dots$

$$\therefore e-1 = \frac{1}{1 - \frac{1}{8} - \frac{2}{4} - \frac{8}{5} - \dots}, \text{ or } \frac{1}{e-1} = 1 - \frac{1}{8} - \frac{2}{4} - \frac{8}{5} - \dots$$

Also $e-2 = \frac{1}{2} + \frac{1}{2.8} + \dots$

$$\therefore e-2 = \frac{1}{2 - \frac{2}{4} - \frac{8}{5} - \dots}$$

or $\frac{1}{e-2} = 2 - \frac{2}{4} - \frac{8}{5} - \frac{4}{6} - \dots$

III. Let $S = 1 - \frac{1}{a} + \frac{1}{ab} - \frac{1}{abc} + \dots$

$$= 1 - \frac{1}{a} \left\{ 1 - \frac{1}{b} \left(1 - \dots \right) \right\}$$

$$= 1 - \frac{1}{a} \cdot k, \text{ say}$$

$$= \frac{1}{1 - \frac{1}{k}}, \text{ so also } \frac{1}{k} = 1 - \frac{1}{1 - \frac{1}{k}}, \text{ \&c.}$$

$$\therefore S = \frac{1}{1 - \frac{1}{1-a} + \frac{a}{1-b} + \frac{b}{1-c} + \dots}$$

Now $e^{-1} = 1 - \frac{1}{1} + \frac{1}{1.2} - \dots$

$$\therefore e = 1 - \frac{1}{1-1} + \frac{1}{-1} + \frac{2}{-2} + \dots$$

$$\text{or } \frac{1}{1-e} = \frac{1}{-1} + \frac{2}{-2} + \frac{8}{-8} + \dots$$

Several other curious results may be obtained by following kindred methods.

SOLUTIONS.

M. Bickell, Clyde, forwards the following solutions of problems in the October and November numbers:

October—I. The average price of animals is \$1; \therefore he pays \$1 more than the average price on $\frac{1}{2}$ of a sheep, and \$1 less than the average price on 2 lambs and on $1\frac{1}{2}$ kids, hence we have the combination—

$$\left. \begin{array}{l} \frac{1}{2} \text{ sheep and 2 lambs} \\ \text{and } \frac{1}{2} \text{ " " } 1\frac{1}{2} \text{ kids} \end{array} \right\} \text{ or, } \left. \begin{array}{l} 1 \text{ sheep and 6 lambs} \\ \text{" " " " 4 kids.} \end{array} \right.$$

And this to answer the conditions must be 8 sheep, 15 lambs and 2 kids.

III. Complete the cone which will be $8\frac{1}{2}$ in. high. Then the contents of comp. cone

$$= \left(\frac{5}{4}\right)^2 \times \frac{355}{118} \times 8\frac{1}{2} \times \frac{1}{3} = 19.69 + \text{cub. in.}$$

and contents of upper part is

$$\left(\frac{1}{2}\right)^2 \times \frac{355}{118} \times 9\frac{1}{2} \times \frac{1}{3} = .87 + \text{cub. in.}$$

\therefore contents of frustrum—the difference— $= 12.82 \dots \text{cub. in.}$

Oct. IV. $x^2 + y^2 = 18$ (I)

$$(x+y)(x^2 - xy + y^2) = 85$$
 (II)

Sub. I. in II. $(x+y)(18 - xy) = 85$ (III)

$$\text{III. } \div 18, -xy, x+y = \frac{85}{18-xy}$$
 (IV)

$$\text{Sq. IV. } (x+y)^2 = \frac{1225}{169 - 26xy + x^2y^2}$$
 (V)

$$\text{Trans. V. } \frac{2xy}{11} = \frac{1225}{169 - 26xy + x^2y^2}$$
 (VI)

Clear of Frac. and Trans. $2x^2y^3 - 89x^2y^2 + 972 = 0$ (VII)

Factoring $(xy-6)(xy-18)(2xy+9) = 0$ (VIII)

$\therefore xy = 6, 18 \text{ or } -4\frac{1}{2}$ (IX)

IX. $\times 2$ $2xy = 12, 36 \text{ or } -9$ (X)

I. + X. $= x^2 + 2xy + y^2 = (x+y)^2 = 25, 49 \text{ or } 4$ (XI)

I. - X. $= x^2 - 2xy + y^2 = (x-y)^2 = 1, -28 \text{ or } 22$ (XII)

$\sqrt{\text{XI}}$ $x+y = \pm 5, \pm 7, \pm 2$ (XIII)

$\sqrt{\text{XII}}$ $x-y = \pm 1 \pm \sqrt{-23}, \pm \sqrt{22}$ (XIV)

Add XIII. & XIV. $x = +3, -\frac{1}{2}(7 + \sqrt{-23}) + \frac{1}{2}(2 + \sqrt{22})$

Sub. do. do. $y = +2, -\frac{1}{2}(7 - \sqrt{-23}) + \frac{1}{2}(2 - \sqrt{22})$

Nov. I. A has 200, B 200, and C 200 at the close of Last Game.

A wins " 100, " 250, " 250 " " Second "

B wins " 162 $\frac{1}{2}$, " 125, " 312 $\frac{1}{2}$ " " First "

C wins " 240 $\frac{1}{2}$, " 209 $\frac{1}{2}$, " 156 $\frac{1}{2}$ at Beginning. Assuming the play for equal stakes, though not the same stakes every game.

Nov. III. The lot is 15 rods long by 9 wide.

Let x = width of path,

Then $(9-x)(15-x) = \frac{1}{4}$ of 135.

Whence $x = 1\frac{1}{2}$ rods.

I., Nov., was also solved correctly by F. S. MacLennan, of Kirk Hill, and by Lucille A. Hoffman, of Port Hope; and

III., Nov., by Lucille A. Hoffman, and by Neil Morrison, of Guthrie.

SOLUTIONS ASKED FOR.

1. A has a farm worth \$15,000, which decreases 12 $\frac{1}{2}$ per cent. in value on that of each preceding year. B has a farm worth \$12,000, which decreases in value 10 per cent in the same manner. When can A and B make a fair exchange, farm for farm?

W. BICKELL, Clyde.

2. A ladder, 80 feet long, stands upright against a vertical wall, on a horizontal plane. A monkey ascends the ladder at a uniform rate, and at the same time the foot of the ladder slides out horizontally at the same uniform rate, the monkey arriving at the other end at the instant that end reaches the bottom of the wall. Required the distance passed through in space by the monkey.

3. A dog swims from the centre of a circular pond 80 rods in diameter, directly toward a duck that is swimming around the pond at the outer edge, the dog swimming 5 rods while the duck is swimming 4 rods. Required the nature of the curve described by the dog, and the distance he swims to catch the duck.

4. A cone, whose altitude is 80 inches and diameter of its base 12 inches, is pierced by a 3-inch auger parallel to the base, the axis of the auger passing through the axis of the cone 10 inches from the base. Required the volume and surface removed from the cone.

5. Suppose the earth to be a hollow sphere 8,000 miles in diameter, and divided into two equal parts by a plane passing through the equator. Suppose also that two bodies start from the same point at the same time on the equator, the first moving on the

concave surface N. 80° W., and the second moving on the plane keeping directly under the first. How far will each have moved when the first arrives at the pole?

6. I observed a vine had taken hold of a tree at the base, and once in 5 feet had regularly wound around it in a spiral manner to the top. The tree was a perfect cone, its perpendicular height 100 feet, and the diameter at the base 4 feet; while the diameter of the vine at the base of the tree was 2 inches, running evenly to a point at the top. Required the length of the centre of the vine.

7. How many routes are there between two diagonally opposite corners of a cube, that consists of 1000 small cubes, each an inch square, the routes being supposed to be exactly 80 inches long, all different in some respects, and all running along the edges of the cubes?

8. A farmer has an elliptical pasture whose major axis is 20 rods and minor axis 15 rods, surrounded by a wall. What length of rope affixed to the outside of the wall directly against the extremity of the major axis, that will allow a horse just liberty to graze over one acre outside the ellipse?

9. A rectangular field, 40 rods in length and 80 in breadth, is enclosed by a wall, the longest way of the field running east and west. From the south-west corner of the field a dog starts to catch a rabbit that is feeding in the south-east corner, while the rabbit starts at the same instant and runs close to the wall to the north-east corner, thence close to the wall to the north-west corner, where she is caught by the dog just as she is going through a hole in the corner of the wall. Required the distance run by the dog, he having directed his course all the while directly towards the rabbit.

10. A man walks 5 miles an hour in the direction of his shadow on a level plane, from noon to sunset, in lat. 48° 30' N., the sun's dec. being 22° N. What curve does he describe, and in what direction, and at what distance from his starting point will he be at sunset, the earth being considered a perfect globe 8000 miles in diameter?

B. H. COOPER, Dixon, Ill.

(Complete solutions with numerical results of the preceding nine are asked for.)

TO CORRESPONDENTS.

G. A. P., Lucknow. In 8, of October number, you find what you call the mean area by taking the square root of the sum of the areas of the ends, and proceed to find volume by multiplying the mean of these areas by 5,—a very incorrect way of finding the volume. In 2, you have lettered your figure improperly, and so found the length of the wrong lines. You must try again, though your efforts are creditable to one so young.

C. P., Antigonish, N.S. In your demonstration you say, "Because in the triangles MNF , NFG , MF is equal to NG and MN to FG (the parallelogram is $MFGN$) and the angles NMF , NGF equal, therefore MG is equal to NF ,"—a very improper conclusion; the reasoning shews that any parallelogram has its two diagonals equal. In your accompanying note you say "some of the solutions were objectionable, and some unsatisfactory by reason of the unscientific nature of the argument." Your statements would be more likely to receive attention if you pointed out in what respect the solutions were objectionable and unsatisfactory, and in what the want of scientific method consisted.

Practical Department.

CORPORAL PUNISHMENT.

BY JAMES L. HUGHES.

The School Board of Boston recently became alarmed at the extent to which corporal punishment was practised in the schools of

that city. They appointed a committee to take into consideration "the whole subject of corporal punishment in our schools." This committee consisted of three members, who gave the subject a careful investigation without agreeing. Two reports were presented, two members reporting in favor of abolishing corporal punishment altogether, and one against so extreme a measure. The writer of the minority report was Mr. Hyde, who is described by the *New England Journal of Education* as one of the most eminent of the Boston teachers until his recent resignation. Mr. Hyde gives thirty-two reasons in support of his views, which will be found below.

A great deal of consideration is given to this question, and many resolutions concerning it are passed. There is, perhaps, no question with regard to which young teachers need more direction. It is a matter for congratulation that popular sentiment no longer tolerates the brutality of a Squeers, and that those teachers who are too lazy or too incompetent to resort to more reasonable methods of discipline than flogging for ordinary offences, are being driven from a profession they too long disgraced. It would be a pity, however, to allow indignation caused by the abuse of the rod to prohibit its proper use. "It is not the use of the rod that is objectionable, but the abuse." No thoughtful teacher of experience would recommend that whipping should follow every breach of rule, but most teachers know that there are cases in which it is a most humane and kindly act to administer a severe punishment. If the rod be used too frequently it loses its power for good, and retains all its evil effects in an intensified degree.

It is desirable to avoid going to extremes in regard to this question. The London (Eng.) School Board had an "awakening" a year and a half ago in regard to the "brutality" of whipping, and decided against it. It is already clear that a mistake was made, as more objectionable modes of punishment have been resorted to, and with poorer results. School Boards should not prohibit the use of corporal punishment, but they should take such steps as will secure its proper administration. This may be done as follows:

1. The instrument of punishment should be prescribed.
2. Teachers should be compelled to record their punishments in a book furnished for the purpose, giving the names of pupils punished, the extent of the punishment, the dates, and the offences which led to the punishment.
3. Teachers who cannot manage a class without too great a use of the cane, should be dismissed as incompetent. A clause allowing such action by giving a month's notice, should be inserted in the agreement with the teacher.

The instrument should be such as will produce immediate pain, without marking or permanently injuring the child. A piece of rubber belting, fifteen inches long, and one and a half broad, is probably the best that can be procured. This will produce results severe enough to be a "terror to evil doers," without injuring the child, or exposing the teacher to indictment in court. If punishment be given with a cane, it leaves ugly marks for some time, even though the punishment may have been light.

The record of corporal punishment will be valuable both to trustees and teachers, especially to the latter. It will be a protection to them against exaggerated stories concerning their whippings, and it may serve as a monitor to remind them of a tendency to resort too frequently to the rod as a means of discipline. Many well-meaning teachers would be astounded by a faithful record of the flogging done by themselves. Having to record the punishments will lead to a thoughtful consideration of offences, and this will usually reduce the whippings by at least one-half.

The following rules are suggested to teachers in regard to corporal punishment:

1. Do not whip, until you have tried earnestly to substitute other punishments.

2. Never whip when angry.

3. Whip severely; you will cause a smaller amount of suffering in the end by doing so. The idea that it is the disgrace of whipping that boys fear is a mistake. Some tender-hearted teachers advocate slight punishments on this plea, and show a total ignorance of boy nature, and the true object of punishment, by so doing. It is surely monstrous for a teacher to aim to disgrace his pupils, and to make them painfully conscious of it.

4. Whip in such a way as not to mark the child. Whipping on the hands is, as a rule, the safest plan.

5. Whip before the school, not to degrade the offender, but for the benefit of the class.

6. Notify parents of the time at which you propose to whip their children. This will restrain you from punishing for trifles, and will secure the co-operation of reasonable parents. It will also save you from the accusation of whipping from spite. It will bring the weight of the influence of parents to your aid in discipline more directly than anything else can do. If any object to allow their children to be punished by you, insist on your right to punish, but frankly offer to leave the punishment with the parents, if they will undertake to do it. What the teacher wants is to secure obedience, and if he can be relieved from the unpleasant duty of enforcing it by whipping, all the better. He must have the prompt submission of the pupil, however, and should refuse admission to those pupils whose parents object to their being punished in a reasonable manner.

7. Keep a record of the number of whippings given in your class, giving dates, offences, and extent of punishment.

THIRTY-TWO REASONS WHY CORPORAL PUNISHMENT SHOULD NOT BE ABOLISHED IN OUR PUBLIC SCHOOLS.

By *Georgè B. Hyde, Member of Boston School Board.*

1. Punishment is ordained in the government of God, and universally recognized as an important element in the government of man.

2. As corporal punishment is sanctioned and authorized by all governments as a legitimate instrumentality for the management and control of children in school, therefore no teacher fulfils his whole duty who does not use corporal punishment when necessary to enforce obedience and break up vicious and demoralizing habits.

3. As the statutes of our commonwealth virtually require, as the first duty of a good citizen, obedience to the powers that be, so it is the duty and right of the teacher to enforce such wise and wholesome regulations in the management of the school as he may judge most effective to secure complete obedience.

4. There will be a lower standard of discipline and attainment in schools where the right to punish is taken away.

5. Society and family organizations cannot, or at least do not, exist without penal punishment. Many families in high position in life, as well as those in more humble circumstances, advocate and administer corporal punishment in home government.

6. Wherever there is law there must be power to enforce the law, and all government is a farce and a mockery without the power to maintain authority.

7. The teacher stands "*in loco parentis*," and consequently is fully authorized to use the same punishment in school as judicious parents exercise in home government.

8. The school committee has no moral right to take from the hand of teachers this instrumentality for the government of scholars in school.

9. Prohibition on the part of the committee to use the rod in school is a manifest injustice to teachers, unless a state law is passed prohibiting corporal punishment in families.

10. Distinguished teachers in all the past have contended, with almost perfect unanimity, that corporal punishment is necessary to secure efficiency and good government in education.

11. We have more faith in the judgment and experience of practical educators on the subject of corporal punishment than in the preaching of those who deal only in theories.

12. Abolishing corporal punishment in our schools is taking from our teachers the power to enforce obedience.

13. The abolition of corporal punishment will introduce into our schools more objectionable, and often cruel punishments.

14. The abolition of corporal punishment will necessitate the expulsion of refractory and obstinate pupils from school, or they, remaining as members of the school, will be a constant annoyance to the teachers, and also a great hindrance to the progress of good and industrious scholars.

15. In the expulsion of bad boys from school the committee practically nullify the State law relating to children growing up in ignorance and crime, and in reality make criminals, and send to prison, disobedient and vicious children, who should be governed and controlled by wholesome school authority, sanctioned by law.

16. The child thus expelled, when a man, will hold the teacher and the law responsible for neglecting to enforce obedience, and thus sending him into life wayward, lawless, uneducated, and ill fitted for the duties of life and good citizenship.

17. Ungoverned boys, expelled from school, will, most likely, when men, be ripe for mischief and crime.

18. The triumph of one bad boy in breaking the rules of the school, induces many others to resist authority; but if he is made to submit to wholesome and wise regulations, all the children will understand that disobedience and obstinacy are followed by pain and disgrace.

19. The knowledge on the part of scholars that corporal punishment can be inflicted, very largely prevents the necessity of punishment.

20. Horace Mann says, in a lecture on corporal punishment, delivered in 1839 to the female teachers of Boston: "It is better to tolerate punishment, in cases where the teacher has no other resource, than to suffer disobedience and insubordination."

21. Select and private schools may be often successfully conducted without resort to the rod; but in most public schools, composed of scholars heterogeneous and often difficult to manage, the use of corporal punishment is often absolutely necessary.

22. Sympathy should not wholly be expended on bad boys, for the good ones are certainly worthy of their share, and entitled to as much of the teacher's time, care, and thought. Often troublesome and designing boys impose on the physically weak; but deserving and faithful scholars should be protected from insults and the attacks of vicious boys, which protection cannot generally be successfully accomplished without resort to the rod.

23. Nature, in her earliest instructions, teaches the lesson that bodily pain follows the violation of her laws. As Nature appeals to fear of physical suffering to compel obedience to her laws, is it not the duty of parents and teachers to enforce by physical pain a respect and compliance to laws intended for the child's social, intellectual, and moral advancement?

24. If the disuse of corporal punishment encourages disobedience and defiance to law, and consequently troublesome and unruly boys are turned into the street, generally to fill our penal institutions, we contend that it is far more unjust to the young than to place them in imprisonment than properly and wisely strive to train our youth for a happy and successful manhood by such physical pain as will compel obedience to healthy school authority.

25. It is maintained that corporal punishment has been abolished in schools with no unfavorable results. If such is the case, it will generally be found, so far as public schools are concerned, that other, and far more objectionable methods of punishment have been adopted, and that the discipline is lax and weak, the instruction vague and pointless, and the intellectual and moral condition in a low and deplorable state.

26. The great purpose of our system of public school instruction is to properly educate all to become men, pure in heart, sound in body, moral, wise, and useful citizens, and not turbulent, riotous and unprincipled men. If, therefore, we take from the hands of teachers the right to enforce obedience by the use of the rod, at times and under proper circumstances, we take from him the last resort to secure implicit obedience to authority.

27. Abolishing corporal punishment takes from the hands of the teacher rights secured to him in all past time by the best judicial authority, and justified by the decisions of the courts in all civilized countries.

28. The proud position of the Boston schools in past years, at home and abroad, has been owing, not only to thorough and systematic teaching, but also to that firm and uncompromising discipline which has given reputation and success to our school system far and near.

29. Enough disrespect to law and disobedience to authority are found in all communities, without any further encouragement on our part to this state of things by timid sentimentalism. It is far better to control the rising generation and enforce obedience in youth, than to populate our criminal institutions, or compel a resort to arms to quell disorder and rioting in our streets, when the same youth has reached manhood.

30. Because the right to use corporal punishment is sometimes abused by indiscreet and unworthy teachers, this is no argument that corporal punishment, therefore, should be abolished in schools. Says a writer on this subject: "Because there have been cases of malpractice, should there be no surgery? Because criminals have escaped justice, should there be no pleading in courts? Because there was a Judas, should the gospel of Christ remain unpreached?"

31. While we conscientiously believe in the judicious use of the rod in public schools, yet we most earnestly desire that a constant spirit of gentleness and kindness should be manifested in all departments of our schools, so that corporal punishment may always be kept at the lowest minimum point possible in record.

32. Finally, a proper regard for the rights of all, the child, the parent, the teacher, demands that the use of corporal punishment should be properly, wisely, and judiciously administered in our schools, and that teachers who make too frequent, severe, and unnecessary use of the rod should receive the severest censure of the Board, or be peremptorily dismissed from further service.

TEXT-BOOKS AND THEIR USES.

BY WM. T. HARRIS.

More than one hundred years ago, Rousseau, in his celebrated treatise on education, which stirred to revolutionary depths the thinking minds of Europe, gave utterance to the following words against text-books: "Reading is the great misery of children. . . The pedagogues teach children words, nothing but words, and no real knowledge. . . Children *should* learn *nothing* by rote—not even La Fontaine's fables. . . No writings are proper for a boy no eloquence or poetry; he has no business with feeling or taste. . . Emile"—the ideal boy whose education he was describing—"Emile must, in his *twelfth* year, scarcely know what a book is. . . The boy should do nothing because commanded to do it; nothing is good to him except what he himself recognizes as good. By your wisdom you rob him of his mother-wit; he becomes accustomed always to be led, and to be only a machine in the hands of others. To require obedience of the child means to require that when he is grown up he shall be credulous—shall be made a fool of. . . What the human mind receives is conveyed through the senses; the senses are the basis of the intellectual. Our feet, our hands, our eyes, first teach us philosophy."

Here we have at once the doctrine laid down, and with it a theory of mind—the psychological basis of the doctrine. If all our knowledge is empirical, derived from our five senses, if the mind brings nothing of itself as a contribution to knowledge, it is clear that intellectual education must be confined to the development of sense-perception on the part of the pupil—the cultivation of the five senses, and the observation of the world by their means.

This theory of the mind which makes sense-perception all in all, had come to France through the seductive teachings of Hume. To Hume and his disciple Rousseau is due, in a great degree, the French Revolution. Hume's psychology has found two kinds of perceptions in the human understanding—"impressions" and "ideas." "Impressions" are the direct effects of sensation; "ideas," the derived perception of reflection. "The difference between them consists in the degrees of force and liveliness with which they strike upon the mind, and make their way into thought and consciousness. Those perceptions which enter the mind with the most force and violence we may name *impressions*, and under

this name include all our sensations, passions and emotions, as they make their first appearance in the soul. . . By *ideas*," says Hume, "I mean the faint images of these impressions in thinking and reasoning."

Thus, to Hume and Rousseau, sensations are the primary source of truth, the highest testimony of reality; and all our thoughts, reflections, and ideas are faint and fainter reproductions, and necessarily less and less real and true. All generalization, according to this, is departure from truth and reality, for it sinks out of sight the vivid impressions of self-perception. Each general idea—such, for example as house, man, tree, water, air, matter—stands for an infinite number of possible sensations, and omits all reference to their special or peculiar conditions,—the differences of each from every other.

This view of the inferiority of the mental activity of thought and reflection is a very plausible one; it comes to us naturally.

But the maturer investigations of science do not confirm such a view. We find that mere individual things are perishable, that they are continually passing away, and that they do not possess truth or substance, and are not of an abiding character, although they give us vivid sense-impressions. Our vivid sense-impressions relate to what is transient and variable. Forces are more real than things, because they represent the processes which survive them. The force *causes* the thing, and it *destroys* it, too. The thing is a temporary equilibrium of forces.

But forces are not the permanent and abiding beings in this universe. Each force is fleeting, although it is more substantial than things are which it creates and destroys. But scientific reflection has discovered that, underlying forces, there is a "persistent force," which is the substance fixed and abiding. Herbert Spencer, in his *First Principles*, calls this persistent force the "ultimate reality;" "the sole truth, which transcends experience by underlying it."

In the scale of reality, then, recent science places lowest the *things* which we learn through sense-impressions. Next come *forces*, which have higher reality. Then comes *persistent force*, as the "ultimate reality" of the physical world. *Forces* are more real than *things*, because they cause them to originate and to disappear. The cause is more real than the effect; that which annuls or destroys. So, too, the "persistent force," which, by its energy, gives rise to all particular forces—light, heat, electricity, magnetism, gravitation, cohesion, etc.—possesses all the reality of all these particular forces in the aggregate, and far surpasses each one of them.

This doctrine of realism—or of the transcendent reality of what is general or universal—is the most wonderful outcome of the thinking mind in modern natural science. It is the most startling phenomenon in the history of human thought since the great upheaval of scholasticism; and, strange to say, it has in it many consequences which are of a similar nature to those that followed the great mental activity of that period. The discovery of the new world, the assertion of the right of individual judgment, the discovery of gunpowder, and the art of printing, the revival of learning, the Copernican system, the separation of Church and State, the foundation of the great universities, then later of the common school—all these things, and many more, flowed directly from the fermenting activity of scholasticism; the attempt on the part of Christendom to understand itself, and to have an intellectual theory of the mind in man, in nature, and in God.

In scholasticism the dominant thought was realism—the reality of *universals*, or *genera and species*, as being a more substantial reality than the reality of mere *individual things*, which are transient and perishable. The soul, God, the will, immortality, freedom, spiritual entities, were looked upon as in the highest sense realities.

So in our new realism of natural science we are finding again the universal, as genus or species, to have a higher reality than particular individuals perceived by the senses. The senses perceive limits and determinations; they perceive the "confines of being," its outermost manifestations. Recollection neglects these external results, and takes cognizance of the casual power of the process, and thus sees many in one—many results potentially bound up in one cause. Converging to the centre, reflection finds the highest reality a self-active being, a living energy, the cause of vitality in nature, and itself the highest living and conscious being.

Realism finds principles, truth, and science. Modern nominalism, starting from the dogma so well enunciated by Hume, that sensation is the highest perception of truth, cannot consistently find reality for the soul, or God, or even for *force*, or matter, or for any general idea whatever.

It is of interest, therefore, to inquire further in regard to the system of education which Rousseau attacked in his *Emile*, from the stand-point of sense-perception. This interest is enhanced when we remember that Rousseau's writings on nature and education inspired Pestalozzi, and, indeed, were adopted by him with only slight modification and addition.

After the discovery of printing, books became so cheap that people in modern circumstances could own them. Hence the reading of the printed page came to be an art which all people needed. Especially after Martin Luther had translated the Bible out of the learned tongues into common speech, men sought to have access, each for himself, to this book which contained the revelation of God to the human race.

Thus the art of printing itself was a product of that revival of learning which has resulted from the agitation of scholasticism. Books were in such demand, and were felt on all hands to be so necessary to a rational life, that the book-makers looked about for some method of multiplying manuscripts cheaper and more rapid than that of the scribes. Before the art of printing, a Bible might have cost £1000; a set of Aristotle's works, £800; a Homer, £800. Only the rich man, or some institution, could afford to possess a book.

With the advance of the art of printing, any poor man might earn money by a day's labor to pay for a Bible.

Before printing, only the specially favored, the wealthy, or the members of a monastery, or of some other institution that possessed books, could read for himself any of the writings which preserve for us the wisdom of the human race. Only one of a great many could approach near enough to light his individual torch at the sacred flame of Reason, which the gift of God, or the labor of human genius, has kindled. The progress of the race in intelligence and observation was necessarily very slow.

The unaided man is a very feeble animal. If he borrows no ideas from his fellows, and receives no hint from them of the results of the aggregate experience of the human race, he gropes about all his life, neither observing much nor thinking much. It is only when, by intercommunication and education, each man is made recipient of the fruits of the experiences of all, that the miraculous greatness of human life becomes apparent. Each individual is given, by means of education, the net result of the experience of the human race. Each rides on the shoulders of all. Each one thinks and feels over again within himself the condensed results of human thought and feeling; each man becomes a compendium of mankind; and this is the miracle of life. That all live for each, and each lives for all, is a symbol of the mystery of vicarious atonement—the deepest spiritual fact in human life. The measure of painful experience in life is infinitely diminished for each man, through the fact that he may avail himself of the experience of his fellow-men, and reap the wisdom of that experience without hav-

ing to pay for it by the suffering and pain which it has cost originally.

This participation in the life of the species is the means by which man, as a mere particular individual, becomes the species or genus—the entire race. For all education means precisely this: that the individual shall grow through the experience of his fellows. He shall learn what they have observed with their senses, and thus increase his own insignificant powers of observation, by adding to himself the fruits of the observation of all men. The great geniuses of observation,—the Humboldts, Cuviers, Agassizes, Lceuwenhoeks, Virchows, Lyells, Galileos, Herschels, Darwins,—these, and their like, shall see and observe for him as much as for themselves. Without repeating their drudgery, he shall enter into the fruition of their labors by means of the instrument of intercommunication, language, and its preservation by written or printed words. Not only the observers of nature, but the observers of the history of man, are still more available to the individual. There are the great artists, poets, and literary men who have possessed the genius to probe the human heart, and to reveal it in the literature of the race,—Homer, Sophocles, Dante, Shakespeare, Goethe, Phidias, Praxiteles, Michael Angelo, Raphael, Beethoven, and Richard Wagner. What revelations of ourselves to each of us may we find in their inspirations! The nature of each man is found fully revealed only in the history of his entire species; the possibilities of each man become realities first in all men, and then by education,—the process of seeing and learning to see this revelation of our deepest innermost selves in the history of mankind, and its utterance by the gifted men of genius,—by this process of education we realize again in the individual what has been lived by the race.

Not only the artists and literary men have revealed the human race: the historians have done it; the law-makers have put it into their codes; the political leaders have uttered it as watchwords of the onward movement of humanity.

Thus man reinforces himself by the sense-perception of his fellow-men; seeing all places, investigating the near and the far, making present to his senses all that is and has been, by means of the recorded observations of his fellows. Thus, too, he comes to know human nature as revealed in human history; its passions and aspirations, its defeats and sorrows, its triumphs and joys. Besides these immediate aspects of the world of nature and of man, in the seeing of which he uses the senses of all mankind, there is the realm of reflection, wherein he makes the labor of his fellow-men still more useful to him.

The thought and generalization of the race is even more available for the individual man than is the sense-experience or the emotional experience. Reflection, which, as we have seen, devotes itself to the task of finding the permanent under the variable, the *deeper reality* under the transient phenomena visible to the senses; reflection creates what is by far the most valuable for the education of the individual man. Reflection on the nature of the will has, in the course of human history, summed up the net result of human deeds and actions in a code of morals. In a dozen sentences it sums up the experience of the race: Thou shalt not do this deed, nor that other deed, because it will render impossible the participation of the individual in the life and experience and deeds of his fellow-men, and hence would reduce man to a brute, so far forth as this and such deeds are practised.

Generalizing theoretically, reflection has discovered the laws of nature, and made natural science; it has transcended the realm of unconscious nature, and discovered the character of the first principle, and the course or trend of the world, as the revelation of a conscious personal Creator.

Now it is evidently a great mistake—a heresy in education—to

suppose that the unaided individual can develop into a rational being except through participation in the labors of the human race. It is a heresy in education to suppose that education is anything else than this initiation of the individual into the wisdom which mankind has accumulated.

The fact that what is valuable and substantial in human experience is preserved for us, and made available for each and all by the printed page, indicates at once the central object of the school. The school shall teach the youth how to master the printed page, and how to enter into the fruition of the moral and intellectual treasures of civilization.

The text-book has been invented as the most important instrument in this process. The child shall be taught how to read. But this is not enough; he shall be taught how to understand and verify what he reads. Nor is this enough: he shall be taught *what* to read,—how to come at the valuable books, and how to recognize them, and how to know the directions in which to look for substantial help.

Thus we have several stages in the process:

(a.) There is mere reading and writing. The youth is required only to master the art of word-making, and of representing words by written signs. This is chiefly a mechanical activity of the mind; mere memory of forms and sounds, mere skill of the hand and fingers.

And yet, for the bright, intelligent boy or girl, this small gift from the school is sufficient to start him or her on a career of self-help, and open for him the entire world of intelligence. Mere mechanical reading and writing,—who will say that it is not far more useful and valuable to the dull and stupid child than any other mechanical art he may ever possess?

But such mere mechanical art of reading and writing is so far inferior to the art of reading and *understanding* the printed or written words, that our teachers and educational critics are accustomed to pronounce it altogether useless.

(b.) Hence it is elsewhere conceded theoretically that the school should teach how to *understand* words rather than to repeat them parrot-like, and that mere repetition without sense is a process of deadening the mind. The school, then, shall find its chief function in teaching how to understand the word.

A great instrumentality in this work of the school is the class recitation, properly conducted. According to its lowest interpretation, the class recitation is merely the occasion on which the teacher ascertains how much of the book the pupil has memorized. According to a higher interpretation of its function, the teacher finds the recitation a place for probing the mind of the pupil, and ascertaining his power of comprehension of the lesson; correcting his distorted views, developing his expression of thought in his own language, enlarging his vocabulary of words by teaching him how to use the technical terms which human thought has set apart for the expression of accurate ideas.

The highest idea of the recitation notes, too, the greatly stimulating effect on growing thought which arises from the fact that the pupil sees the thought of the lesson expressed variously by different pupils, each one from his own narrow view seeing some special application of the meaning of the text, and only dimly seeing, or else altogether ignoring, other phases.

But each pupil in the recitation adds to his own peculiar view the views of his fellows, and the teacher corrects and widens the view even of the text-book; and thus the pupil goes away from each recitation better prepared to get from the printed page what it contains, and to detect its inconsistencies even, if it has any.

The true idea of the recitation, moreover, develops largely the *method of investigation*, which may be called the highest method of instruction. It teaches the pupil to verify everything by his

own experience. Hence, for whatever belongs to natural science, it produces experiment or exhibits specimens and illustrations. For the logical demonstration, it requires the pupil to exhibit the necessary relations in his own language; for matters of history, illustrations from present life and experience. The process of seeing the bearing of everything in the book upon what is present in the life of the pupil and the community, is the true method of instruction. But far the greater part of instruction relates to results of reflection, and so is to be verified by the activity of thought, and does not need ocular experiments or specimens.

It is the great emphasis which has been placed on this one side of the method of investigation that has led to placing too much stress on the so-called "oral method," and the undervaluing of text-books as instruments of school education. It has been assumed that this matter of verification, which is so important, is the only thing, and that each one may substitute original investigation entirely for verification of the results of others.

The human race has been constructing this ladder of human experience and science for more than six thousand years. If we decline to use this ladder, and try to make one for ourselves, we shall not do much more than the first generation did; while *with* the aid of this ladder, in our school years, from six to twenty years, we may traverse and verify the entire length of this enormous period of human life.

The text-book, then, may be always regarded as an aid to the school—a most potent instrument for good: enabling the bright pupil, even with the worst methods of instruction, to participate, by his own efforts, in the recorded experience and wisdom of mankind; helping even the dull and stupid to some extent; under the highest method—that of investigation—rapidly stimulating the powers of self-activity in the child, so that he becomes able in interpreting and comprehending the results of others, and in adding new discoveries and new ideas to the aggregate product of his race.

Two objects to be obtained in the study of the text-book thus appear. The one, the substantial or objective one, is the occupation of the mind with truth—with what has been tested and found essential to civilization. The other phase is the self-activity of the pupil, the element of subjective growth in perception and thinking. For a spiritual being, naught exists except what occupies his self-activity. He must act upon it, and make it his object. What he does not comprehend is no truth for his consciousness. The side of self-activity of the pupil is therefore *indispensable*, but it is not everything. Self-activity, without an objective substantial result, is a mere *formal* activity, and does not result in education in any high sense of the term.

There must be a union of *formal* and *substantial* in school education. The *what* to study is as important as the *how* to study. The course of study and the proper order of studies belong, therefore, to the substantial side of education, and form an object of pedagogic study quite as important as the investigation of the method of instruction.

"Text-book instruction" is the form of school instruction adopted by the deep instinct of modern society, as the most direct and effective method of initiating the individual man into spiritual participation in the activity of his race. By it our system of instruction is best enabled to secure what is substantial without sacrificing the formal.—*From Education.*

HOW CAN PRIMARY CHILDREN BE INTERESTED?

When a child commences school life, at the age of six, he has sense, perception and imagination highly developed, but his reasoning power has received very little cultivation. If we wish to get and hold his attention, we must present something to him which will appeal to the first two faculties mentioned.

We have but little trouble interesting our primary children while they are reciting, but to do with them while the teacher is busy with another class is not so easy.

It will not do to give a child his alphabet and tell him (as was formerly done) to study those letters. Even if he knew *what* the teacher meant by studying, he would not know *how* to do it. Endeavor to give the child some objective work—something that he can see and handle.

Shoe pegs may be put to a variety of uses by the children, which will be found interesting and instructive. All number work may be made with them. The tables of the "Grube Method" are easily so formed. Of course the teacher should have the tables placed on the board, using, not figures, but straight marks, so that the children may copy them on their desks. If the "Grube Method" is not used, tables can easily be formed by the teacher thus: $11+11=1111$, $111+11=11111$, and so on.

The pegs may also be used in forming designs, composed only of straight lines. Squares, oblongs, triangles, diamonds, and various other shapes may be made with them; and then these figures so combined and arranged as to make very pretty designs.

It is surprising how quickly the pupils will learn to make an exact copy of such work, and how very soon they will learn to make original designs.

Different colored cards, cut into any shape, are used in the same manner as the pegs. The cards will teach an additional lesson, that of combining colors. Cigar splints and wooden toothpicks are also good to be used in this way.

But if kept at this kind of work long at a time, the children will soon weary of it and become restless or idle. Then have each one provided with a slate and a good pencil, and have work on the board especially adapted to be copied upon their slates, such as figures, or some simple tables made with figures, as—

$$1+2=3$$

$$3+2=5$$

$$5+2=7, \text{ and so on.}$$

After these tables are learned, it is a good idea to erase one of the three figures in each line, allowing the pupils to fill the blanks.

When the class has learned to form some of the script letters on the slates, have them copy simple words, composed of these letters. If the teacher can get alphabets printed on cardboard, that will make a very profitable exercise for her primary classes. About five alphabets should be allowed for each pupil. The strip on which the letters are printed should be cut so that each letter will be on a card by itself. With these the pupil can spell quite a number of words, copying either from books or from the blackboard.

In some such ways as have been suggested, our primary children may be kept busy, quiet, and consequently happy.—*Indiana School Journal.*

SPELLING.

I transcribe on paper or tablet the pictures of words that I have in my brain. This is the process of spelling, and needs not the slightest qualification or explanation to make itself clear to any one who will think of exactly what they would do when they write a word. If we misspell a word, our brain-picture of it is defective; when we *think* it wrong, we are comparing the written form with a brain form. Our attention to this form brings it more distinctly into the consciousness, and the mistake is seen and corrected.

Words oftentimes come into the brain as combinations of sounds (names of letters), which must be translated into forms before they can be written. If this has not been done previous to the act of writing, a double and difficult process takes place, which, together with the absorbing thought of composition, renders such translations imperfect. Thus many persons who spell exceedingly well orally, make many mistakes in writing. A teacher took three prizes at spelling-schools, and made five mistakes in spelling in a short note to a school committee!

The foundation of spelling should be, then, the reception in the brain of forms, not sounds. The most favorable conditions for the mind's perception and retention of correct word-forms, when ascertained, will give us the best possible method of teaching spelling. First, then, the closest attention to a form to be retained is brought about by the most energetic exercise of the sense of sight upon that form. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given, is to draw it,—that is, to copy it in writing.

All primary study of spelling should be by copying words. Let me repeat: as drawing is the best method of training sight, so drawing words is the most economical and practical method of teaching spelling. Trained sight will take in a word-form at one sitting, so that it can be correctly reproduced with great ease.

Two more very important principles, and I will give the details of a natural method. The forced attempt to reproduce or express that which is vague and indistinct in the mind, is detrimental. Original mental representations or pictures are the results of repeated action of the perceptive faculties upon the same objects. They grow into distinctness very slowly indeed; thus, the little child must hear the same word hundreds, perhaps thousands of times before it attempts to utter it. There comes a time, however, when the accretions of impressions of the same spoken word, by its own vividness, force the child to utter it,—the first word.

In like manner the word-form, slowly produced by close seeing (writing), should not be reproduced until it is distinct in the mind. The child should be prevented, so far as possible, from seeing, or even reproducing, incorrect forms, for they stamp themselves as readily upon the mind as correct forms, and will turn up on paper as unwelcome intruders. The same is true of all forms and expressions,—capitals, punctuation, and syntax. The details of the method, founded upon these principles, which I have endeavored to follow for several years,—and I think with excellent results,—are as follows:

1. The first year (lowest primary) should be spent in copying words, with little or no reproduction, without copy. Language consists of reading (recalling ideas), and composition (expressing them). Reading the composition should be taught together as two branches of language. Every word and every sentence taught should be copied from the blackboard on the slate, and then read from the slate. No matter how crude and awkward the first copyings are, they should be commended, and the writer encouraged. They are types of the child's crude percepts. Perseverance will soon bring order out of seeming chaos. The better the picture of the word the child makes, the more distinct will the impression be upon the mind; therefore, technical writing should be taught from the first. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent,—time which would otherwise be given to listlessness or tiresome idleness.

2. At the end of first year, quite a number of distinct mental word-pictures will be stored in the mind, ready for reproduction. Begin carefully: after a word has been copied from the board, erase it, and have it reproduced without copy. Do the same with two words, then three, and so on. Write a sentence, erase part of it,—and then cause the whole to be written. *Never have one word written incorrectly, if you can possibly avoid it.*

3. Teach those words only which your pupils use in language. This rule holds good throughout the course. By language I mean words used in any and all recitations. When a word is misspelled, have it corrected immediately. Keep a list of misspelled words, and teach no other words until they are learned.

4. Teach the most-used words first,—words like *is, are, was, was, been, shall, will, they, there, their, which, whose, etc.*

5. Teach words separately, and in sentences. The best test of spelling is writing from dictation.

6. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The first year, the child should be trained to express thought orally; the second year, to talk with the pencil, which involves the reproduction continually of words which he knows. The spelling is made a minor branch of language-teaching, taking very little extra time.

7. During the third year, oral spelling can be introduced as a valuable auxiliary. It will be found in the third year, if this method has been faithfully followed, that children will write correctly most new words after reading them *once*; this is a trained product of trained sight.

8. All study of spelling should be by copying words and sentences in the best possible handwriting. The copied words should be marked and corrected just as carefully as any other lesson.—Supt. F. W. Parker, of Quincy, in the *Primary Teacher*.

USELESS STUDIES.

The other day a young girl of our acquaintance, who is pursuing a selected course of studies in one of the collegiate institutions of

the city, was examining the printed curriculum with reference to deciding what study she would take up next term. While consulting about the matter, she read over a list of text books on science, language, literature and mathematics, when suddenly she exclaimed:—"I'll tell you what I'd like to study—I would like to study medicine. I don't mean I want to be a physician and practise, but only to know what to do at home if anybody is sick or anything happens. I am sure it would be more useful to me than"—and she turned to the prescribed course of study—"spherical trigonometry and navigation! What is the use of my studying navigation? But we can't run for the doctor every time anybody sneezes or coughs, and I would like to know what to do for anyone who is a little sick." Here is a matter concerning which young women need some simple but careful instruction. But who gives them any? As daughters in the family, they can repeat the dates of the Grecian and Roman wars, work out an intricate problem in algebra, and give the technical names of the bones in the body; but if the baby brother left in their charge burns his hand or is seized with croup, how many of them know the best thing to do while waiting for the doctor? And when, as wives and mothers, the duties of life increase, how many of them have any practical knowledge which will help them to meet calmly and intelligently the every day experience of accidents and illness which are inevitable in every family?

Notes and News.

ONTARIO.

The Public School of Bridgen, near Sarnia, averages 70 scholars.

We clip the following sensible remarks from Smith's Falls News, Nov 19: "A new and practical method of teaching composition is adopted in the high school. The substance of a newspaper paragraph is related to the pupils, and they are required to write it out in the form of a connected narrative. The exercises are then compared with the original; and the various readings, synonymous words, phrases, etc., are discussed with the view of ascertaining the most appropriate forms of expression. We venture to predict a more familiar knowledge of our mother tongue may be acquired in this way, in a few months, than from a system of rules imperfectly comprehended, and seldom familiarized by a prolonged course of study."

Mr. E. A. Stevens, of Delta, has accepted the position of principal of the Renfrew Model School.

Mr. J. T. Bowerman, Head Master of the Pakenham Public School, has been appointed to the Head-mastership of the Perth Model School.

It is not generally known that through the Smithsonian Institution at Washington discoveries of planets and comets, made on the American continent, are transmitted by cable abroad, and that it is the recipient of such astronomical finds as are made in Europe, which, in its turn, it announces to the principal observatories in the U.S. and Canada. This transmission of intelligence is not restricted to the discoveries of planets and comets alone, but includes that of any remarkable phenomenon which may suddenly present itself in either country, such as that of showers of shooting stars, &c. Heretofore, the Smithsonian Institution has cabled such astronomical events to Greenwich, Paris, Berlin, Vienna, and Pulkova, communicating the European discoveries which it receives to some seventeen different observatories in America. It is quite possible that a more perfected series of ciphers will be devised, and that, in order to avoid risk of error from confusion in transmission of the dispatch from the Smithsonian, in the future but a single observatory in Europe will be informed, which astronomical centre will probably be at Kiehl. It is also under consideration to have repeated the same dispatch, some twenty-four hours afterward, so as to remove all chance of error, either on the part of the sender or the receiver of the astronomical dispatch.

An interesting essay of School Hygiene was read by D. C. Freeman, of Milton, at the Walton Teachers' Association at Oakville, and is published *in extenso* in the Milton Champion of Nov. 11th. It treats of the History of Hygiene, and the important questions of Light, Drainage, Air, &c.

It would be an excellent thing, says the Daily News, London, Eng., if some schools for young women, similar to those which have recently been founded in Wurtemberg, were opened in England, as the course of training for household duties imparted at them cannot fail to be of the greatest utility. These Wurtemberg schools, intended for the daughters of small farmers and peasants, are only open during the

winter months, and each of them accommodates about thirty pupils, the fee of tuition being about five and twenty shillings, while a sum equivalent to ninepence a day is charged for board and lodging. The manageress of the school sees that her pupils are taught cooking, washing, house cleaning, and so forth, while the ordinary village schoolmaster is employed in the afternoon to give them lessons in reading and writing. A medical man also gives lectures on natural history and domestic medicine, so that nothing is neglected which is likely to make good house wives of them. The system of Herr Clauson-Kaas, which was first applied in Denmark, is also making its way in North Germany, though many of the masters do not much like the idea of having to teach the lads in their schools the rudiments of their future calling, for this is what the Clauson-Kaas system practically amounts to. That it might be introduced, with certain modifications, into England is probable enough, but more importance attaches to the Wurtemberg experiment, which has in a very short space of time done wonders there, and which, if it succeeded in this country, would do much to lengthen the lives of the agricultural labourer and the small farmer.

The Brampton County Council have appointed a committee to secure accommodation for the County Model School.

Attendance at Bowmanville High School is given at 60; three pupils have matriculated lately at Toronto University.

Mr. A. P. MacCullum, B.A., Head-master of Listowel High School, has sent in a report to the N. S. Board, in which he states that the attendance of the pupils has risen from 40 to 70.

At a meeting of the London (Ont.) Board of Education on Nov. 2nd, a communication from the Minister of Education was read, recommending further improvement in school accommodation. Rev. Mr. Checkly presented a report, by which the average attendance appears as, boys 124, girls 129.

At a meeting of the Napanee Board of Education on Nov. 4th, a letter was read from Dr. J. A. McLellan, H.S.I., stating that a marked improvement in school accommodation since his last visit to Napanee High School was observable.

The Institute of Bankers have issued a programme of the examinations which must be passed by those who wish to obtain their certificates. The subjects are:—1. Arithmetic and Elementary Algebra; 2. Book-keeping; 3. Commercial Law; 4. Political Economy; 5. Practical Banking. The examinations are divided into two parts, extending over a period of two years, the first examination being of a preliminary character; and the second to be held after the lapse of not less than one year from the first, being of a more advanced character. Both examinations are held in the month of May of each year, and candidates must give notice to the secretary of their intention to present themselves for examination before the 1st of April. Candidates are informed that bad handwriting may be visited with loss of marks, and that the general style and intelligence of the answers will always be taken into account.

In the Collingwood Collegiate Institute, fifty-nine candidates passed at the recent Intermediate examinations—not thirty-six, as previously reported. Of these, four passed in grade A, twenty-three in grade B, and thirty-two in grade C. Of the second-class candidates, only one had previously passed, who now had obtained a C.

The bright little *Sunbeams* from Ontario Ladies' College, Whitby, is on hand, and tells of the continued success of the College.

A graphic sketch of life at Queen's College, Kingston, appears in the Montreal Spectator, from the pen of *Fidelis* (Miss Machar, of Kingston).

The November Gentleman's Magazine contains a brilliant philosophical essay on Evolution and Geological Time, from the pen of Mr. Grant Allen, of whom as a thinker and writer Canada has reason to be proud. Mr. Grant Allen is son of Mr. Allen, of Alwington, Kingston, a gentleman well known for his interest in education and literature.

In regard to the higher education of women, the Welland High School practically takes the lead of all the educational institutions in the Dominion. Two young women attending the school are now preparing for the Second Year examination in Toronto University, taking the full course of subjects and Honor Classics in addition. Four other young women are preparing for matriculation in honors.

The students of the St. Thomas Collegiate Institute are holding successful literary meetings on Friday evenings. A piano has been procured, and Mrs. A. Potts, editress of the Chronicle, takes much interest in the proceedings.

Mr. E. A. Stephens, of Delta, has accepted the position of Principal of the Renfrew Model School.

Mr. D. A. McMichael, B.A., Principal of the Strathroy High School, has been granted a three months' leave of absence on account of ill health. Mr. E. L. Embree, B.A., will take his place.

The following list contains the names of those who successfully passed the professional Examination for third-class certificates, at the close of the Milton Model School: *Ladies*—Minnie Allon, Minnie Fox, Annie Ganton, Bella Gillies, Elizabeth Hutchinson, Isabella McCarron, Mary Tuck. *Gentlemen*—Charles E. Carey, John Fisher, Joshua Hamilton, Peter Huffman, W. J. McGregor, Charles McHugh, Geo. C. Smyth. Miss Fox passed the second class for professional, Grade A, and Miss Ganton, Grade B, at the Oakville High School. Miss Allen, Grade B, and Miss Tuck, Intermediate, at the Waterdown High School. Mr. McEugh, Grade B, at Brampton High School.

It is proposed to change the name of the University of Toronto to "The University of Ontario."

We are glad to see that the *Chatham Tribune* urges the formation of night schools in that town this winter. The *Tribune* is a brisk paper, a valuable aid to the education cause.

The *Varsity* is a paper purporting to represent the students and graduates of Toronto University. Some of the articles, notably that on Co Education, by Mr. Houston, are really good, both in form and matter; in others there is a certain Lord Dundreary tone, of which we have had quite enough in certain Old Country College serials: e. g. when the "Patriarch student" complains that he "cannot get a dinner properly cooked in Toronto." That sort of affected imitation of what is itself affectation, the soft manner of what Mr. Punch calls the "crutch and toothpick brigade," is a sham, aping a sham of foreign origin, the "secure power" of a sham, and, as such, is not needed in Canada.

At a meeting of the Perth Board of Education (Perth *Courier*, Nov. 5), Mr. A. Embury, of Newburg, was appointed Head Master of the High School, at a salary of \$700. Mr. D. S. Smith, of Lennoxville, was appointed Classical Master, at a salary of \$750. A congratulatory address to Mr. T. L. Carey, B.A., was voted on the occasion of his leaving Perth for the Grimsby High School.

The Brantford *Expositor* gives a list of late students of the Brantford Collegiate Institute, now employed in educational work. The *Expositor* severely criticizes the *Hamilton School Magazine* for indirectly attributing disgraceful moral obliquity to the examiners.

NOVA SCOTIA.

The annual opening Convocation of Dalhousie College was held in the Legislative Assembly Room, Province Building, on the 2nd ult. The proceedings attracted, besides the Senate, Faculty, Undergraduates, and Alumni of the College, a large and brilliant audience, embracing leading clergymen of different denominations and many of the foremost citizens of Halifax. The Principal, Very Rev. Dr. Ross, referred in terms of emphatic recognition to the munificent benefactions of George Munro, Esq., of New York, and explained in detail the recently founded "Munro Bursaries." These are seven in number and are of the annual value each of \$200, being tenable for two years, when they are to be open for further competition among the students of two years' standing. The following will indicate both the territorial allocation of the bursaries and the persons by whom they were won at the recent examination:

- I. For the Island of Cape Breton—Not awarded.
 - II. Counties of Pictou, Antigonish, Guysboro—D. J. Morrison, Pictou Academy.
 - III. Counties of Colchester, Cumberland, Hants—E. M. Dill, Pictou Academy.
 - IV. Counties of Halifax, Lunenburg, King's—Hiram Elliott, Canard, Private Study.
 - V. Counties of Annapolis, Digby, Yarmouth, Shelburne, Queen's—Frank Jones, Digby.
 - VI. New Brunswick—Not awarded.
 - VII. Prince Edward Island—John P. McLeod.
- The Professors' Scholarships in Arts were won as follows:—
1. H. Adams, Halifax High School.
 2. John Pitblado, " " "
- The Scholarship in Science was awarded to H. McN. Smith, Halifax High School.

The degree of M.A. was conferred on Rev. D. F. Creelman, B.A., and that of B.A. on Messrs. Creighton and Blanchard. The Inaugural Address was delivered by Prof. McGregor, M.A., Ph.D. The Inaugural was a thoughtful, comprehensive sketch, or review, of the development of science. It abounded in forcible passages, keen

pleasantries and sound thought. Two of the Governors, Hon. S. L. Shannon and the Chief Justice, Sir William Young, followed with appropriate addresses. The latter spoke with his usual fire and effect, and announced amid loud applause that Mr. Munro had definitely endowed another chair in the College, viz., that of Rhetoric, with a guaranteed income of \$2,500 annually, and that the Senate had, with great unanimity, elected the Rev. John Forrest to fill the chair. It is understood that the newly-elected professor will not enter upon his duties this session. An intimation was given that Mr. Munro contemplated establishing a greatly extended system of bursaries.

The annual session of the Provincial Normal School was opened with appropriate public exercises on the 10th ult. The address to the students was delivered by the Superintendent of Education, Dr. Allison. Upwards of eighty students were in attendance.

Messrs. Elliott and Dill, winners of two of the "Munro Bursaries," are honored members of the teaching staff of the Province. Mr. Dill has for several years had charge of the flourishing Graded School at Maitland, Hants. In King's County, Mr. Elliott has achieved a fine record both as a teacher and as a mathematician.

Several changes have taken place in the principalships of County Academies, beside those reported in last month's notes. S. McCully, B.A., takes charge at Guysboro, and R. J. J. Emmerson, B.A., at Shelburne.

M. J. T. McNeil, Esq., formerly Inspector of Schools for Richmond County, has been appointed by the Council of Public Instruction Inspector for District No. 7 (Counties of Cape Breton and Richmond), in place of Alexander McKinnon, Esq., resigned on account of ill-health. Mr. McKinnon was a faithful public officer, and in his illness has the sympathy of an attached corps of teachers. Mr. McNeil's appointment, we believe, meets with universal approval, as that of a man well qualified for the position for which he has been selected.

William Taylor, Esq., has been elected chairman, and John Pugh, Esq., M.P.P., vice-chairman, of the Board of School Commissioners for the City of Halifax, both good appointments.

The Halifax Medical College, affiliated with the University of Halifax, inaugurated its annual session in November by a public meeting in the Legislative Assembly Room. Seldom has any educational occasion drawn together a more brilliant audience in Halifax. The chair was occupied by Dr. R. S. Black, President of the Faculty. The formal oration was pronounced by Hugh McD. Henry, Esq., Barrister, and Lecturer to the College on Medical Jurisprudence. The learned lecturer elucidated with great ability the relations of Medicine to other sciences, and impressively urged upon the students to consider well the dignity and responsibility of their contemplated profession. Short and stirring addresses followed from Rev. Dr. Hill, Chancellor of the University of Halifax; the Attorney-General, the Superintendent of Education, Hon. D. Parker, and the Rev. Dr. Burns. The college has 84 students and is rapidly gaining in public favor.

The Rev. Mr. Boone, Pastor of the African Baptist Church, Halifax, has called in question the school accommodation provided for the children of the coloured people of Halifax. Proceeding from the particular to the general, Mr. Boone denounced in vigorous terms "the color line" as unworthy of recognition in enlightened systems of education.

J. S. Merton, Esq., A.B., formerly Principal of Shelburne Academy, is pursuing a course of study at the Medical College, Halifax.

NEW BRUNSWICK.

Our New Brunswick exchanges, about the end of October and the early part of November, contained full accounts of the half-yearly examinations of public schools in all parts of the province, some of them exhibiting features of special interest. The aggregate number of newspaper columns devoted to these, particularly the examinations in the cities and towns, is very considerable, and shows that the importance of the work done at the schools is highly appreciated. In nearly all cases the exercises were enlivened by recitations, singing, etc., while in a few schools an unusual feature was introduced in the shape of refreshments. The pleasures and excitement of examination day are sometimes overdone; as, for instance, in the parish of Cambridge, where the examination was held in the evening, and after two hours spent in hearing classes, the eating and drinking, speech-making, recitation and singing were kept up till half past eleven o'clock.

There is no reason to suppose that the evil of too much schooling or too early schooling is very prevalent in this province; but there is

at least one little boy who is likely to furnish an example of it. In the paragraph giving an account of the examination of his school (which is in Sunbury County,) the following occurs: "Among the youngest is one worthy of note, Master _____, who is only five years of age. The boy, who has only been going to school about 15 months, shows remarkable progress. His school teacher, Mr. _____, feels quite certain that this little fellow has few equals of his age for scholarship in the county."

The annual meeting of the Teachers' Institute for the County of Restigouche was held at River Charles, on the 2nd and 3rd of September, when the following gentlemen were elected to compose the Committee of Management:—Rev. Thomas Nicholson, (President,) Inspector Philip Cox, A.B. (Vice-President), G. F. Dawson (Secretary-Treasurer), A. Ross, A.B., Donald McLean.

The Gloucester County Institute met at Bathurst, Sept. 23rd and 24th. Committee of Management.—Inspector V. A. Landry, (President,) Jerome Bonderau, (Vice-President,) G. W. Mersereau, A.B. (Secretary-Treasurer), Miss Rainey, James McIntosh. A large part of this county being peopled by Acadian French, and many of the teachers speaking French as their mother-tongue, the greater part of the closing session of the Institute was devoted to addresses in that language. This feature should attract a large attendance of the French teachers at the next meeting.

The Northumberland County Institute held its fourth annual meeting at Chatham on the 7th and 8th of October. In the absence of the retiring president, the meeting was opened by the vice-president, Mr. Hutchinson. Besides other routine business, the Committee of Management was elected at the first session as follows: Inspector Philip Cox, A.B. (President), C. M. Hutchinson, (Vice-President,) C. G. D. Roberts, A.B. (Secretary-Treasurer), Wm. A. Duke, Wm. Sievwright. Mr. D. McIntosh was chosen Assistant-Secretary. The following is an outline of the matter brought before the Institute and discussed:

1. Illustrative lessons on fractions, by Miss Mary R. Davidson.
2. Paper on Women's Modern Geometry, Chap. IV, by Mr. Duke.
3. Address on Sight-singing, or Practical Music for Schools, by Mr. Hutchinson, illustrated by two of the lady-teachers on the organ, and with the voice.
4. Paper on Canadian History,—how best to teach the authorized text book, by Mr. Roberts.
5. Paper on Geography, and first lesson in Map-drawing, by Miss Kate Loggie.
6. Illustrative lesson on the first steps in teaching Reading, by Miss Olivia Parker.
7. Paper on Advanced Reading, by Mr. F. A. McCully.
8. Paper on the art of Reading and Speaking gracefully, by Mr. Wm. Sievwright.
9. Paper on Good Order in Schools, and how to secure it, by Mr. D. McIntosh.

At the evening session of the 7th, there was an exhibition of slate exercises, such as printing, map-drawing, narrative composition, etc., by children of the various grades in the school of Chatham, about six being chosen from each grade. A number of the teachers were appointed to prescribe work to the pupils, and when the work was finished it was examined by the teachers, who were much pleased with the result. After the completion of their labors the children were regaled with nuts and raisins. Before the close of the Institute, a proposal to allow the Secretary the sum of \$10.00 for his services was considered; Mr. Roberts, however, was unwilling to accept any remuneration, and the matter was dropped.

On account of a mistake of the Town Clerk of the town of Portland, the sum assessed upon the ratepayers for school purposes was much less than the sum required and voted. On this account, and in view of the clamor of economy (so called), it was thought necessary that the salaries of the teachers in the town, and also that of the superintendent should be reduced. These salaries were already very low. Consequently Mr. D. McIntyre, the Superintendent, Messrs. Parlee, Jenkins, Corbett, and other teachers resigned their situations. Several of these have left the profession; others have obtained or will obtain places elsewhere. We learn that Mr. Parlee has been appointed to the office of Superintendent; that Mr. John Lawson, formerly teacher of the Superior School at Campbellton, has become Principal of the Portland High School, and that the other vacancies have been filled. It is to be regretted that necessity compels some teachers to accept a situation at almost any salary. The effect is injurious to the profession, and to the financial prospects of other teachers. Mr. J. M. Palmer, A.B., has taken the position vacated by Mr. John Lawson.

At the September examination for Provincial School License, 123 candidates were awarded licenses, exclusive of those who failed to obtain a license in advance of the class already held, and the

students in the French Preparatory Department of the Normal School, who received Third Class Licenses, valid for three years. Eight obtained the Grammar School Class, seventeen first class, seventy second class, and twenty eight third class.

The formal opening of the Normal School took place Nov. 10th, in presence of the Chief Superintendent of Education, the President of the Provincial University, the Chief Commissioner of the Board of Works, Hon. P. Landry, and a number of other visitors. Eighty student teachers were present, besides the students of the Preparatory Department, to the number of eighteen, and the teacher and pupils of the Model School, numbering about 160. Addresses were given by the gentlemen named, and Mr. Principal Crocker read an interesting paper in relation to the work of the School. In view of the increase in the length of the session, from five to nine months, the attendance was larger than was generally expected. Among the topics that seemed to be uppermost in the minds of the speakers on the occasion of the opening, were the encouraging prospects of the French Department, and the specially liberal provisions made by the Board for the promotion of education among the French inhabitants of the Province.

The "Educational Circular," No 12, recently issued by the Department, is not inferior to any preceding number in the interest and value of its contents. This publication has become, in the hands of the judicious and painstaking Chief Superintendent, a thing indispensable to every intelligent person connected with the public school service in New Brunswick. In this later number are contained, among other things, the "Revised Course of Instruction," the "Official Minutes of the Educational Institute" of last July, with the papers and discussions that engaged the attention of the Institute; descriptive catalogue of the "Trees and Shrubs in New Brunswick," by L. W. Bailey, Ph. D., Professor of Natural History in the University of N. B., and Edward Jack, C. E., Surveyor of Crown Lands; "Miscellaneous Notes" on subjects of practical moment to teachers, and a number of "Official Notices," with which every teacher in the province should make himself acquainted. We shall here give the substance of some of the more important points in these latter, as being of special interest to our readers in New Brunswick.

Inspection of Schools.—The revised regulations on this subject contain a provision which will remove some existing difficulties. Wherever a school or department would be excluded from classification by the requirements that the teacher shall have been in charge of the same during the full term immediately preceding that in which the annual visit of the Inspector is made, it is now ordered that the teacher shall proceed to examine the school or department for classification, if it has been continuously in charge of the same teacher, immediately preceding the visitation, for a number of legal teaching days exceeding the number of such days in the term past expired. Thus, suppose (1) that a given school is inspected in February; (2) that the teacher took charge of the school to fill a vacancy, after the Summer vacation; (3) that there were 100 teaching days in the Summer term; (4) that their present teacher has kept the school for 101 teaching days next preceding the Inspector's visit; then, if all other requirements are fulfilled, the school may be classified.

There is also a clause recently inserted in the Regulations on the duties of Inspectors, somewhat relaxing the requirements for assigning a given rank to a school; also certain amendments with regard to the "Superior Allowance." It is further ordered that the written report and suggestions of the Inspector to the Board of Trustees shall not only be presented to the Trustees, but shall be accessible to any qualified ratepayer on application, and shall be read at any school meeting if required.

Teachers' Contracts.—In respect to all new contracts to be made with teachers, to take effect on and after May 1st, 1881, the "school-year" will terminate with the close of the term in which the school is to receive its annual visitation. This is provided by Regulation 18, as amended. The effect will be (1) that Teachers' contracts will be terminated throughout only one-half of the Province at the same time, and (2) that the continuance of teachers in their respective schools until after the annual inspection will be promoted.

Syllabus of Examination for School Licenses.—Certain additions have been made, as follows: Requirements of all candidates,—to be familiar with the general conditions of health, as required by the Course of Instruction for Schools. Classes III, II, I. *Industrial Drawing.*—The 1st and 2nd series of cards, with accompany-

ing manuals. "The First Principles of Agriculture," (Tanner). Class III.—*Minerals, Plant Life, and Animal Life*, as required by the Course of Instruction for "Schools in County Districts." Class II.—*English Literature*, as may be notified from time to time through the "Educational Circular;" *Minerals, Plant Life, Animal Life and Physics*, as required in the first six standards. Class I.—The same, as required by the first eight standards.

The Educational Institute.—Four of the Inspectors are made *ex officio* members of the Institute (and of the Executive Committee), instead of the Provincial Examiners. For the current year, the Inspectors for districts 1, 3, 5, and 7 are appointed, and these are to be replaced by others, two at a time in rotation. The elected members of the Executive Committee will be henceforth eight in number—one more than the *ex officio* members.

From the "Miscellaneous Notes" contained in the "Circular," we extract the following sentence: "The department has abundant evidence, from both trustees and teachers, that a new departure, full of the greatest promise to our school system, has been taken the past year. Never in our history was so much intelligent work being done as now in our schools. This fresh interest and quickened intelligence in school work is not confined to the towns, but is manifesting itself, in a marked degree, even in the remotest hamlets." "Hardly a day passes in which the department does not receive expressions of satisfaction respecting the course of instruction. Teachers are finding the suggestive outline which it supplies invaluable to them in their work. It gives clearness and definiteness of aim, and every one knows what is expected of him."

MANITOBA.

The Protestant Board of School Trustees for Winnipeg recently found it necessary to add to the staff of teachers in the city schools; they have employed Miss Stella Roblin, who for some years has been a pupil in the schools, and whose name stood second on the list of successful candidates for a grade A certificate of the second class, in the last examination of teachers. The public schools at Emerson and Portage la Prairie each have two teachers, and it is altogether likely that in the course of a few months this number will have to be increased, as both towns are growing rapidly.

During the current year, public schools are in operation for the first time at East Selkirk, South Plympton, West Lynne, Dufferin, Clear Springs, Newhaven, Wellington, Darlington, Sharon, Union Point, etc.

We have enjoyed the pleasure of a short visit from Mr. Somerset, Inspector of Schools for the county of Lincoln, Ont. While here, he, in company with the Superintendent, visited Manitoba College and the Protestant Public Schools, and expressed surprise and satisfaction at the progress which has been made both in public and in high school work. Having unexpectedly to cut short his visit, he was unable to see the rest of our educational institutions, but he made a number of acquaintances, who look forward with pleasure to another visit from him shortly.

At the last quarterly meeting of the Protestant section of the Board of Education, the Rev. W. G. Pinkham, Superintendent of Education for Protestant schools, was unanimously re-elected to represent the Board on the Council of the University of Manitoba, for the ensuing year.

The Board of Studies of the University consists of the following members, viz., the Chancellor and the Rev. Canon O'Meara, elected by the Council of St. John's College; Revs. Dr. Lavoie and Professor Forget Despatis, elected by the Council of Manitoba College; Rev. Professor Bryce and Hart, elected by the Council of Manitoba College; and Rev. W. G. Pinkham and Hon. S. C. Biggs, elected by the Council of the University. Professor Forget Despatis is chairman, and Professor Hart, Secretary.

On November 1st, the Council of St. John's College, acting upon the powers conferred on colleges in affiliation to the University, conferred the degree of Bachelor in Divinity upon Rev. S. P. Mattheson, deputy warden of the college. In conferring the degree, the Bishop of Rupert's Land spoke in terms of warm praise of Mr. Mattheson's career, both as a student and as a master. This is the first degree which the college has conferred.

Mason's edition of Milton's *Paradise Lost* has been authorized for use in the Principal's department of the city schools, pending the report of the Committee on text-books, and the Board's action thereupon. The following gentlemen compose the committee on text-books, viz., the Bishop of Rupert's Land, the Superintendent, Professor Hart, Canon O'Meara, Rev. Dr. Rice, and Stewart Mulvey, Esq.

A. K. Iabister, Esq., LL.D., Head Master of Stationers' School, London, and Dean of the College of Preceptors, has presented copies of a number of his works to the library of the Board of Education.

The Historica Society has taken up the question of a public library for Winnipeg with most commendable zeal, and they have met with the success which such an enterprise deserves. The sum of \$1,241 has been subscribed by citizens of Winnipeg, and the City Council at a recent meeting voted \$500 to the Society, on condition that the whole of the sum be expended on books of reference, and that the collection of these and other books of reference belonging to the Society be open on every week-day evening, for three hours, free. The success of the undertaking is largely due to Rev. Professor Bryce and Mr. Alderman McArthur. Mr. Haghian, recently from Newcastle-upon-Tyne, has been canvassing for subscriptions.

Readings and Recitations.

A HEROIC DEATH.

The following poetic extract from the *London Spectator* cannot be without interest at the present juncture. It refers to the Seaham colliery explosion, and to the heroic death of Luke Dixon, a young unmarried man, who preferred to remain behind and die with his "putter" boy rather than leave the youth to pass his last moments alone. The circumstance is rendered all the more touching from the fact that Dixon was not the father of the boy, as is stated by the poet:—

"Nay, I'll stay with the lad,"
Down in the deep, black seam;
Huddled together, dying and dead,
Far from the day-world overhead,
Face to face, by a sudden fate,
With a horror of Night precipitate;
Hidden away from the merciful Sun,
The death and the burial all in one,
By their fifties cut off in vain,
More than a battle counts its slain;
Huddled together man and horse,
In the grip of the fire-damp's watchful force,—
Unsung heroes of simple mould,
All unchanged from the race of old,
To the olden truths, with a martyr's cry,
Out of the depths they testify:
And never has rede been read, I deem,
Nobler than that in the deep, black seam,
Of Love and Courage the message sad,—
Only "Nay, I'll stay with the lad."

"Nay, I'll stay with the lad,"
Down in the deep, black seam,
They found him living, and strong, and sound,
In spite of the terror underground;
And they bade him come and live again
In the light-bright haunts of living men,
And once more look the sun in the face,
And gladden in earth's beloved embrace,
But he looked at his young boy, dead or dying,
In the midst of the shattered fragments lying—
Dying or dead—but powerless to move
At the help of man, or the voice of Love,
And self lay dead where the child must die,
And he let deliverance pass him by;
He saw his duty set straight before
In the love that liveth for evermore,
And he put the proffered freedom behind,
With never a thought of self in mind;
And to life or to death run the trackless stream,
He stayed with him in the deep, black seam,
And to prayer and to warning one answer had,
A brave one,—"Nay, I'll stay with the lad."

"Nay, I'll stay with the lad,"
Down in the deep, black seam;
Once again was the story told,
Old as Honour, as Poesy old;
And the rugged miner, whose cares might be
Something unknown to you or to me,
Rather than leave his boy below,
Alone in the grip of the lurking foe,
Chose to die with him there and then,
Rather than live with his fellow-men;

Smoothed the pillow the child beneath,
 Turned with him to the void of Death,
 And to all mankind, in its strong self-love,
 Taught the unself proclaimed above;
 And what'er his sin, and what'er his sorrow,
 Those the night without early morrow,—
 Went to his Maker straight and free,
 And pleaded his plea courageously:
 For his boy he lived, for his boy he died,
 And the two together, side by side,
 Before the divine, eternal Throne,
 Had nothing to plead but their love alone.—
 And there, perchance, from the answer to prove,
 That the greatest wisdom of all is Love.
 Self! be hushed while in places high,
 The many pass thought of others by,—
 Let others starve, and let others bear
 The woes that beest us everywhere,—
 So the great be but free from the curse of death,
 So the great but gather the fruits of the earth,
 So property flourish, and riches thrive,
 And keep but the worldling's life alive,
 What is it to them that these grave things be?
 That these sights are given to who will see?
 While wealth will prosper, denial dream,
 Life's moral is told in the deep, black seam;
 And angels rejoice in that answer glad,
 And human,—“Nay, I'll stay with the lad.”

A COUNTRY SCHOOL.

Pretty and pale and tired
 She sits in her stiff-backed chair
 While the blazing summer sun
 Shines on her light brown hair,
 And the tiny brook without,
 That she hears through the open door
 Mocks with its murmur cool
 Hard bench and dusty floor.

It seems an endless round,—
 Grammar and A. B. C.;
 The blackboard and the sums;
 The stupid geography;
 When from teacher to little Jim
 Not one of them cares a straw,
 Whether “John” is in any “case,”
 Or Kansas in Omaha.

But Jimmy's bare brown feet
 Are aching to wade in the stream,
 Where the trout to his luring bait
 Shall leap with a quick bright gleam;
 And the teacher's blue eyes stray
 To the flowers on the desk hard by,
 Till her thoughts have followed her eye
 With a half unconscious sigh.

Her heart outruns the clock,
 As she smells their faint sweet scent;
 But when have time and heart
 Their measure in unison bent?
 For time will haste or lag,
 Like your shadow on the grass,
 That lingers far behind,
 Or flies when you fain would pass.

Have patience, restless Jim,
 The stream and the fish will wait;
 And patience, tired blue eyes—
 Down the winding road by the gate,
 Under the willow shade,
 Stands some one with fresher flowers;
 So turn to your books again,
 And keep love for the after hours.

—Selected.

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.

NORTH WELLINGTON TEACHERS' ASSOCIATION.—The semi-annual meeting of the Teachers of North Wellington was held in the Central School,

Arthur, on Thursday and Friday, the 14th and 15th October. There were about ninety teachers present from different sections of the division, and also several visitors interested in educational matters. The President, Mr. Jos. Reid, B.A., Head Master of the Mount Forest High School, occupied the chair, and Mr. Wm. McEachern acted as Secretary. Mr. D. Clapp, B.A., Inspector of Schools for North Wellington, was present both days, and Mr. Groat, formerly Inspector in Middlesex, was in attendance on Thursday, and Mr. Craig, B.A., Insp. for South Wellington, on Friday. The programme of the meeting was as follows:—1. Appointment of committees; 2. Weights and Measures with class—Miss Campbell, Arthur P.S.; Critics, Messrs. Rao, Arnold and Clarke. 3. Our Education—John Greig, S.S. No. 12, Minto; Critics, Misses Mitchell, McIntyre, and Livingstone. 4. Use and Abuse of Text Books—Alex. Dickie, S.S. No. 14, Maryborough; Critics, Messrs. R. Perry, Dow and Corrigan. 5. General School Management—Arch. McPherson, H. M. Arthur P.S.; Critics, Messrs. Ironside, Denton and Miss Lawson. 6. How to Teach Spelling—Peter McEachern, S.S. No. 8, Peel; Critics, Messrs. McLean, Stewart and Harper. 7. How to Teach Fractions—Jos. McPherson, H. M. Drayton, P.S. Critics—Messrs. McLean, Stewart and Harper. 8. An Essay—Henry Becker, S.S. No. 13, Peel. 9. Vacations and other changes in School Law—General discussion by Convention. 10. The Art of Questioning—James McGirr, H. M. Clifford P. S.; Critics, Messrs. McKenzie, Bingham and Bright. 11. Introduction of Mathematical Geography to advanced classes—J. H. Balderson, B.A., Mount Forest H.S.; Critics, The Convention. 12. The Study of History—J. P. Ogdan, S. S. No. 6, Maryborough; Critics, Messrs. Bryans, Freure and John M. Cameron. 13. Corporal Punishment—Geo. A. Peters, S.S. No. 3, Arthur; Critics, Misses McNabb, Banks and Tuthill. The meeting was a complete success; the essays were well prepared and the criticisms pointed and marked by good feeling; and, as many of those who took part were young teachers, ample evidence was shown that they take an interest in their profession, by the knowledge they displayed of each subject debated. On Thursday evening, the 14th, a public entertainment was held in connection with the Association; and, although the evening was somewhat unfavourable on account of a shower of rain, the house was well filled. John Anderson, Esq., County Registrar, presided in his usual efficient and acceptable manner; and, after extending a cordial welcome to the teachers, spoke of the improvement made in our school system, and the qualifications of teachers during late years. After a piece of music by the choir, the Chairman introduced Dr. Yeomans, of Mount Forest, who delivered an interesting and instructive lecture on the “Mysteries of our Inner Life.” The doctor held his audience spell-bound for about an hour. The lecture was illustrated by diagrams, and this, together with a careful avoidance of technical terms, made it all the more interesting. Dr. Chisholm, of Arthur, formerly teacher in Fergus High School, next explained his method of teaching history, and showed that he is not only an historian and physician, but also a poet. The Chairman made suitable closing remarks; and after hearty votes of thanks had been presented to Dr. Yeomans for his lecture, to the choir and others who took part in the entertainment, and to the Chairman, the meeting was brought to a close. The next meeting of the Association will be held at Drayton, in May or June, 1891.

LEEDS.—District No. 2, Farmersville Teachers' Association, met Nov. 5 and 6. The forenoon of the first day was spent in the Model School, which is now in its second season, with twenty-three teachers in training. In the afternoon, in addition to routine work, &c., Dr. McLellan gave most valuable assistance, first in explaining Kindergarten methods of introductory teaching, and second, in Algebra. In the evening an eloquent lecture was delivered by the Doctor, on “National Education,” it was well attended and well received. The second day was mostly taken up with the reading and discussion of four well-written essays:—Dr. Law, Head Master of the Brockville High School, on Geology; Mr. Worrall, Head Master of the Gananoque High School, “On Trifles;” Mr. Bigg, I.P.S., Brockville, “Defects in our System of Education;” and Miss Katie Addison, “On Books.” The *Canada School Journal* was adopted by the Association, to be paid out of the Association funds and furnished to members at club rates. The following were elected officers for 1891:—President, J. Rowat, Head Master Model School; Vice-President, Miss M. Kurlay; Sec.-Treas., A. Bowerman, Head Master High School; Directors, Messrs. Johnston, Eaton and Eyre, and Misses Fulton, Kincaid and Giles.

FRONTENAC.—The Convention of this Association was held in the County Court House, Kingston, on the 28th and 29th October. The membership was principally represented by lady teachers. In the absence of Prof. Dupuis, President, the chair was occupied by Mr. John Agnew, M.D., Vice-President, who formally opened the meeting. He said that no business was transacted in the forenoon in consequence of the non-attendance of the members, but he hoped to see more interest taken in the affairs of the Association on future occasions. The minutes were read by Mr. Henstridge, Secretary, and adopted.

Mr. Bole, as delegate to the Provincial Association, gave some interesting details of the proceedings of that body, chiefly regarding the arrangements respecting teachers' expenses and the superannuation scheme. A

lively debate on these matters was maintained by Mr. McIntyre, Mr. Henstridge and Mr. Bole, resulting in the opinion that as regards superannuation it was only equitable to have those subscribe who would be most benefited, namely, the teachers, both male and female, and the balance of what would be necessary in each case of superannuation should be given out of the Government treasury. It would be degrading to teachers to ask it from the school sections, which had paid them during their services to improve society; and the State, which received the advantage, should show its gratitude by providing for its antiquated faithful servants.

Mr. Bamford read a well written paper on "A Visit to Mr. Alcott's School, Boston," dwelling mainly on the moral discipline exercised therein.

Mr. Henstridge took up "Addition and Subtraction of Fractions," the groundwork of which is so frequently neglected in schools, showing his plan of teaching it intelligently. This subject gave rise to an animated discussion, joined in by Messrs. Bole and McIntyre.

Mr. McIntyre afterwards read an essay on "Discipline," representing the school as a monarchy on a small scale, and he would accordingly devise rules and regulations for its government and well-being. He thought a good system of short drill essential, and highly recommended Mr. Hughes' work on the subject. He condemned the use of the lash except under extreme circumstances.

In the evening a lecture on "The Minute Structure of Plants and Animals" was given by Professor Dupuis, in the lecture-room of the new college, to the teachers and their friends. By means of the oxy-hydrogen lantern he exhibited some magnificent microscopic views—chiefly photographs taken by himself—of the wonderful objects in the mineral, vegetable and animal worlds, describing each with admirable fluency and precision. At the conclusion, the talented lecturer was highly complimented by the Rev. Principal Grant, who also addressed the teachers on the noble nature of their work, exhorting them to aim high in training their pupils to ascend to the upper branches of learning and philosophy, for "In philosophy there is nothing great but man; in man there is nothing great but mind." Prof. Fowler and Mr. Walkem expressed their great satisfaction at having heard such an excellent lecture, and spoke to the teachers on the nature and importance of their duties. Mr. Henstridge proposed, and Dr. Agnew, I.P.S., seconded a vote of thanks to Prof. Dupuis, which was carried unanimously, and the meeting separated.

Second Day—Mr. Lyons read a paper on School Management. He observed that pupils have certain rights as well as teachers, which should be respected. Dr. Agnew, I.P.S., answered questions respecting daily prayer, class registers, teachers' authority, etc., after which Mr. Henstridge gave a lucid explanation of working problems in stocks. Mr. McIntyre gave answers to questions on Discipline, and How to Teach Grammar and Geography to Beginners. In the afternoon Miss Woollard read an excellent essay on Success in Teaching, which was greatly appreciated. Mr. A. P. Knight read an entertaining paper on Physical Geography, relating principally to glaciers, which he illustrated by diagrams. This exercise concluded the Convention.

WELLAND—The teachers of this Association held their annual meeting at Clifton on the 22nd and 23rd October. There was a good attendance notwithstanding the unfavorableness of the weather, and a sharp interest was evinced in the several subjects brought forward. After a few preliminary remarks from Mr. A. McCulloch, M.A., H. M. of Thorold High School, president, the minutes of previous meeting were read and confirmed. Prof. Witmer, of Eggettsville, U.S., read a paper on Phonetic Spelling, which he illustrated on the blackboard. The subject was the patient investigation of several years during which he visited many places in the U.S. and Canada, and he derived much intelligent assistance from the teachers of the Dominion. His aim was to introduce as few innovations as possible, and by his system he hoped to make spelling an easy task for children, who would rapidly advance on the "royal road" by its aid. After some discussion, Mr. Dunlop proposed a vote of thanks to the Professor, which was seconded by Mr. Phillips, and carried unanimously. In the afternoon, the first business transacted was the election of officers. On the motion of Mr. Smith, the President was re-elected by ballot, and on the proposition of Mr. Morris, Messrs. Dobbie, Simpson, and Smith were appointed a committee to nominate the other officers, except Vice-President. Mr. W. B. Morris was elected to this office by open vote, on the motion of Mr. Dobbie, seconded by Mr. Simpson; and the other offices were filled, on the recommendation of the committee, as follows:—Sec.-Treas., Mr. W. A. Phillips; Auditors, Messrs. Dobbie and Dunlop; Executive Committee, Miss Henderson, Messrs. Fry, Robertson, Cornforth, and Stephenson—added to old committee. Next place of meeting to be in Welland, the time to be determined by the ex-committee. A paper on the "Use and Abuse of History" was then read by Mr. Stephenson; it created a lengthy discussion, in which Rev. J. Gordon, M.A., Messrs. Morris, Dunlop, Cornforth, Dobbie, Smith, and others, participated with much spirit and ability. On the motion of Mr. Dunlop, the cordial thanks of the meeting were tendered to Mr. Stephenson, and also it was decided to ask the publishers of the CANADA SCHOOL JOURNAL to give the essay a place in its columns. The auditors presented their report, which was adopted. *Second Day*.—Mr. W. A. Phillips gave an interesting and practical exemplification of his manner of teaching Writing in the Public Schools; and from the beautiful illustrations he gave on the black-

board, it was evident the subject was in excellent hands. Mr. McCulloch, M.A., took up English Grammar, dealing principally with adverbial objectives and participles, which he handled with great ability and perspicuity. Mr. W. B. Morris read a highly instructive paper on English Literature, which gave rise to an animated discussion. The meeting then adjourned.

NORTHUMBERLAND TEACHERS' ASSOCIATION.—A most successful meeting of this Association was held at Cobourg, on Oct. 28th and 29th. Mr. W. C. Sprague gave a useful and practical address in illustration of his mode of teaching History on the Topic Method. In teaching English History for the first time, he would teach but a single event at a time, or, if closely connected, might give two, not exceeding that limit. He did not think dates of opening or closing of each reign important. Every teacher should read at least one large work of authority every time he needed to revise each period. A large field of reading was necessary to enable a teacher to present a proper view of his subject to advanced classes. Mr. MacHenry and Mr. Scarlett, I.P.S., supported Mr. Sprague's views. Edith Thompson's British History was condemned as a most inferior text-book. Mr. J. McGrath also spoke on the subject of History, and advised the use of written exercises. Mr. J. Swift criticized recent school legislation with reference to examination of Second and Third-Class Teachers. The general opinion of this, and the following speakers, was strongly against the permissive claim for shortening the summer holidays. Mr. W. S. Ellis, B.A., spoke on Geometry, advocating the use of wise diagrams in teaching the first few propositions of Euclid. On Friday, the committee on nomination recommended the following as officers for 1881: President, D. C. McHenry, M.A.; Vice-President, Samuel Dixon; Secretary-Treasurer, D. E. Stephenson; Management Committee, W. J. Black, R. R. Orr, B.A., M. Gormley, F. Tait and W. E. Sprague. Mr. Cross gave a lesson of much interest to a junior class in the First Book; being followed by Mr. Inspector Scarlett, who took up elementary arithmetic with the same class. Mr. Sprague, H. M. Model School, spoke on the subject of Practical Teaching. After an exercise on Reading by Miss Gormley, the following resolutions were passed: 1. Against the permissive claim for shortening the midsummer vacation; 2. That candidates for First, Second, and Intermediate, who have passed in a majority of the subjects, should not in future be re-examined in those subjects. Mr. D. C. McHenry gave an interesting address on English Composition, and drew attention to the present improved methods of study—the use of the *literature itself* instead of mere manuals, such as that of Collier's. He dwelt on the object of this study, and the best method of teaching it, illustrating his position by an analysis of the collected studies needed to a thorough study of Addison's "Sir Roger." Mr. Scarlett then delivered a lecture on English Literature, which formed a valuable contribution to this most successful meeting.

SOUTH BRIDGE.—On the 4th and 5th ult., the members of this Association assembled in convention in the Public School, Alliston, under the presidency of the Rev. W. McKee, B.A., who opened the proceedings at 9 a.m. on the first day, with a brief address, after which the minutes of last meeting were read by Mr. W. Neilly, and adopted. Mr. G. W. Ross, M.P., who, on being introduced, was very cordially received, gave a highly instructive exemplification of the manner of teaching reading. He pointed out the mistakes that are made by children, which are frequently passed over and allowed to grow by the teacher, especially those comprehended under modulation and clear utterance.

In the afternoon, Mr. J. McFaul, H. M. of Lindsay Model School, gave an exposition of the principles of "Drawing," and showed how they might, in part, be taught to children without much difficulty, by an intelligent teacher. The subject being new and interesting, Mr. McFaul was requested to give a more practical illustration of it next day, when the attendance would be more numerous, to which he willingly acceded.

Mr. Ross then took up "School Management," giving the teachers some excellent practical hints bearing on order, discipline, cleanliness, ventilation, &c., which were greatly appreciated.

In the evening a meeting was held in the Presbyterian Church, which was well filled with the teachers and their friends. The chair was occupied by the Rev. W. McKee, B.A., president, and a select choir was in attendance. Miss McIntosh presided at the organ. After the anthem, "Oh, praise the Lord," Dr. Forest, H. M. of Bradford High School, gave a reading entitled "The Combat," with ability and expression. The chairman then introduced Mr. G. W. Ross, who gave a splendid address on "Intellectual Forces," which elicited frequent marks of admiration and satisfaction. On its conclusion a vote of thanks to the speaker was proposed by the Rev. Mr. Burnett, seconded by the Rev. Mr. Breden, and carried by rising vote. Dr. Forest moved a vote of thanks to the trustees of the church for their kindness in giving the use of the building; it was seconded by Mr. Henderson and carried. The choir gave a sweet rendering of the hymn "On to Victory," and the proceedings terminated.

Second day.—In the unavoidable absence of the president, the chair was taken by Mr. F. Wood, vice-president, at 9 a.m. Mr. J. McFaul continued his method of teaching "Drawing" in public schools. Beginning with lines he went on to figures, and then illustrated the principles of easy perspective. Many of the teachers used their note-books as drawing sheets, and followed the instructions so clearly given with perfect

ease, showing the superiority of Mr. McFaul's method of teaching this graceful art. A lengthened discussion, joined in by Dr. Forest, Messrs. Parker, Rankin and McNeilly, ended in the conclusion that the art should be taught generally in the public schools.

Dr. Forest exemplified his method of teaching "Grammatical Analysis" to young children. A 3rd class from the public school was in attendance, and Dr. Forest succeeded in making the little ones thoroughly understand the rather difficult subject by his simple and practical manner of teaching it. Mr. Parker read an admirable paper on "Literature." He stated that teachers generally read less compared with members of other professions, and he strongly urged them to store their minds with pure literature, on Bacon's idea that "reading makes a full man." He recommended the use of good, sound periodicals, as the cheapest form of useful reading that could be procured.

Miss Springer, of the Model School, Bradford, read a well-composed and eminently practical essay on "Moral Training," for which she received the thanks of the Association. A vote of thanks was also, on the motion of Mr. Rankin, passed unanimously to Mr. Parker for his paper. It was decided to hold the next meeting at Bradford, and the convention concluded.

HALIBURTON—The third semi-annual meeting of the country of Haliburton Teachers' Association was held in the village of Minden on the 8th and 9th Oct. This meeting was the most successful yet held. The work was as follows: Arithmetic, 3rd Class Paper, July, 1880, E. J. Unger; Essay on Incentives to Studious Habits, Mr. G. S. V. Houston-Factors and Multiples, Mr. W. Leith. On Friday evening a most successful session was held. On Saturday, Dr. Curry gave a very useful lecture on the Modern Application of Electricity. The next work was 3rd class Algebra paper of July last, by Miss Nellie Unger; Chemistry, by Mr. E. C. Young; and an admirable Essay on Management of Young Children, by Miss Colman, closed the work of the meeting. The officers for the coming year are: President—Dr. Curry, I.P.S., Co. Haliburton. Vice-President—W. Leith, Esq.; Secretary—Mr. E. S. Young; Committee—Mrs. Coleman, Miss N. Unger, Mr. Houston, and Mr. J. W. Watson. Next meeting will be held in the village of Haliburton, in February, 1881. E. J. UNGER, Retiring Secretary.

LONDON CITY TEACHERS' ASSOCIATION.—This meeting took place on Oct. 19. During the morning services, Mr. Woodburne's excellent paper on Mistakes in Teaching was followed by a spirited but in some respects irrelevant discussion on the Usefulness of Model Schools. Mr. Farmer then gave an essay on The Study of Classics, in which he stated that ignorance was the main objection to this study. Its value consisted, it is true, more in the preparation of the soil than in sowing the seed. As mental discipline such training was invaluable. In the afternoon session, after an address on Object Lessons by Mr. Boyle, Mr. D. C. Stewart and Mr. Houston urged the necessity of teaching Fractions before the Compound Rules. A committee was then chosen to arrange for the formation of a Western Ontario Teachers' Association. The following new appointments were made: President—A. C. Starrs; Vice-President—Mr. Crackley; Secretary and Treasurer—D. E. M. Stuart; Librarian Committee—Messrs. Farmer, Whittington, Hotson and Miss Coyne; Auditors—Messrs. Woodburne and Carson. The election over, the meeting adjourned to assemble again on the last Friday and Saturday in May.

REVIEWS.

LOVELL'S ADVANCED GEOGRAPHY. John Lovell & Son, Montreal; 1880. This handsome volume is a sequel to the excellent Intermediate Geography by the same author. It is intended to replace the "General Geography," by Dr. J. G. Hodgins, the many changes that had taken place in Canada and the world since the publication of which rendered a new work on the subject necessary. The book produced by Mr. Lovell is well adapted to the needs of the most advanced student, and of teachers who require a greater quantity and variety of information than is necessary for their schools. Mr. Lovell's book gives a great deal of space to statistics, physical geography, and social and scientific notes on the various countries; so much so, that the book has a value as a work of reference for all literary students and men of letters. The maps are admirable for finish and accuracy, and contain a minute view of the *locale* in every instance in which we have examined it. This is a marked advance on the cartography of any former book we have seen, including the Intermediate Geography by the same writer. The maps are supplemented by a copious supply of engravings illustrating the town and country, the arts, chief buildings, and social life of the different countries. Some of these pictures have much artistic merit. Altogether the book is one of first-class merit for

accuracy, variety, and finish. We are justified in stating that no school manual we have seen on the subject of geography, whether published here or in England, is anything like as well executed. It ought to be in the hands of every teacher who has the ambition of teaching geography fully and practically.

THE WELCOME CHORUS—*A Singing Book for High Schools and Seminars.* By W. S. Tilden. Published by Oliver Ditson & Co.—The Welcome Chorus commences with a sort of High Elementary Course, which is followed by quite a large division containing sacred music for opening and closing exercises, and for practice. After this the rest of the book (or 150 pages) is filled with new and appropriate glees, or part-songs, arranged in four parts. It is understood that beginners may all sing one part, that is, the air; afterward, as they become more competent, they may try two parts, or three, or four. Meanwhile the four parts played in harmony make an excellent accompaniment to the singing, whether it is in one or more parts.

ORION AND OTHER POEMS.—By C. G. D. Roberts, B.A., Philadelphia. J. B. Lippincott & Co. 1880.—There has been of late a marked advance in Canadian literature evidenced by the increased number of really valuable books produced in the Dominion. Of these as is always the case, good poetry, as distinguished from mere verse, is the rarest. Mr. Roberts has produced a volume of original lyric poetry which would do credit to the literature of any nation; its practical form, and the matter therein, are entirely free from any echo of other poets. Some of these hymns appear in *Scribner* for the present year. Mr. Roberts is head master of the High School at Chatham, N.B. He is a graduate of the Fredericton University, and grandson of the late Mr. Roberts, for many years principal of the Fredericton Grammar School in connection with the University. The teaching profession has reason to be proud of Mr. Roberts as a poet.

THE NORTH AMERICAN REVIEW for November has been received from D. Appleton & Co., New York. It contains:

- I.—The Monarchical Principle in our Constitution.
- II.—The Advantages of Free Religious Discussion.
- III.—The Republican Party as it Was and Is.
- IV.—The Ruins of Central America.
- V.—The Nicaragua Route to the Pacific.
- VI.—The Coming Revision of the Bible.
- VII.—Recent European Publications.
- VIII.—The Political Situation from a Financial Standpoint.

From *Strachan & Co.*, 34 Paternoster Row, London, the November number of **THE CONTEMPORARY REVIEW** has been received. It contains the following articles:

1. Animal Instinct and its Relation to the Mind of Man.
2. How to Nationalize the Land.
3. The Relation of Christian Belief to National Life.
4. Party Politics in the United States.
5. The Procedure of Deliberative Bodies.
6. Home Rule in Ireland.
7. The Prospects of Londoners.
8. The Future of the Canadian Dominion.
9. Old and New Japan; or, a Decade of Japanese Progress.
10. Contemporary Books:—

I.—Biblical Literature.

II.—Classical Literature.

We also acknowledge the receipt of **THE BRITISH QUARTERLY REVIEW** for October, from the *Leonard Scott Publishing Co.*, 41 Barclay St., New York. Its contents are as follows:—

- I.—Tennyson's Poems.
- II.—The Lord's Supper Historically Considered.
- III.—The Art of Singing, Past and Present
- IV.—A Dutchman of South Africa.
- V.—Latham on Examinations.
- VI.—Sir James Outram.
- VII.—Exploration and Mission Work in Africa.
- VIII.—The Practice of an Architect.
- IX.—Lord Northbrook and Lord Lytton.
- X.—Contemporary Literature.

MAGAZINES.

HARPER'S MAGAZINE, December.—This is a very fine number, containing the regular supply of beautifully illustrated articles, and more than the usual quantity of matter interesting to Canadians and teachers. "English Lakes and their Gullies" has portraits of the "Lake Poets," tales relating to them and the local characters they have made immortal, and pictures of the most beautiful scenery in England. "Recent Movements in Woman's Education" is a capital article, and "The Queen, Ministry, Lords and Commons" explains the relations of the governing powers in England fairly and fully.

APPLETON'S JOURNAL.—This number sustains the reputation of this magazine as a storehouse of instructive and attractive reading. Perhaps the best articles are one on "Memory," by A. J. Faust, and "The Literature of the Victorian Reign," by Justin McCarthy. The editor ably replies to Grant White's criticisms of Public Schools.

OUR LITTLE ONES.—It must often seem a mystery to those who reflect on the subject, that so many magazines should be published especially for children, and apparently regardless of cost. It is a good indication of the educational awakening which has directed special attention to the importance of improving the very early years of childhood. **OUR LITTLE ONES** is a new claimant for the favor of the young folks, published in Boston by the Russell Pub. Co., 149 Tremont street, and edited by "Oliver Optic." It is a valuable addition to juvenile literature. It aims to instruct as well as amuse, and its illustrations are remarkably well executed and very attractive to children. We wish it success.

HOW NOT TO AROUSE AN INTEREST.

1. Have nothing prepared beforehand.
2. Ask the questions of the text-book, and be sure that the answers are given in the words of the author.
3. Always have a book in your hand, and prompt the pupil if he forgets.
4. Have no exercises at which all can be employed at the same time.
5. Make no use of your black board.
6. Prepare a long list of rules, and present them the first day.
7. Have no programme.

HOW TO AROUSE AN INTEREST.

1. Be cheerful, earnest, interested.
2. Prepare each day's work carefully; by so doing you will be fresh on each topic, and can direct your pupils to the best advantage.
3. Have a programme for the school, and work by it.
4. Make free use of your black board.
5. Have pupils prepare written lessons. Have them outline topics and report in their own words upon the subject-matter. Discard memorizing of any author's words.
6. Select some general exercise each day for the whole school. Music, concert, drills in reading or gymnastic exercises.

Official Department.

REGULATIONS RESPECTING THE CENTRAL COMMITTEE OF EXAMINERS.

1. The questions in the different subjects prescribed for the non-professional examination of candidates for public school teachers' certificates of all classes, and at the High School Intermediate examination, shall be prepared by the Central Committee of Examiners, who are to be appointed after the end of the current year as provided in these regulations.
2. Such Committee shall consist of a Chairman and six other members appointed by the Education Department. The chairman shall hold office during pleasure, and the other members for the period of three years respectively, two of such examiners retiring in rotation on the first day of January in each year; and for establishing such system of rotation of the members of such committee, two shall now be appointed for three years, two for two years and two for one year. Any retiring examiner shall not be eligible to be re-appointed until after an interval of at least one year from the expiration of his former appointment.
3. The chairman shall have the supervision of such committee in the discharge of their duties and in the preparation of questions in each department of study. The Committee shall, as soon as practicable after their appointment, and thereafter before the 15th day of September in each year, prepare a scheme and submit it for the approval of the Minister

of Education, in order that full information may be given to candidates of the kind of examination they will be expected to undergo in each subject. The questions shall be governed by such a standard as will elicit the possession by the Candidate of fair average knowledge in each subject, having regard to the object of each examination. The questions on each subject are to be framed by the examiners solely to ascertain whether the candidate has acquired a fair knowledge of each subject, and so is qualified or not for the upper school in the case of the High School Intermediate Examination, or for non-professional standing as a Public School Teacher of the third, second, or first class as the case may be. It is not intended that at any of the examinations comparative merits of individual candidates amongst themselves should be ascertained.

4. The questions on each subject shall be set by two of the Examiners and approved of by the Committee.

5. The examination of the answers to the questions shall be under the supervision of the Committee of Examiners with the assistance of such number of sub-examiners from time to time as may be necessary, who will be appointed by the Education Department.

6. The Committee shall examine and report upon such appeals from Candidates at any of the foregoing examinations as may be referred to them by the Minister of Education.

7. The High School Inspectors shall be the Examiners for preparing questions for the examination of pupils for admission to the High Schools from time to time; and all appeals to the Department from unsuccessful candidates at such examinations shall be disposed of by the High School Inspectors.

8. The High School Inspectors shall, with the Chairman of the Central Committee of Examiners, discharge the duties connected with the professional examination of Normal School students, as well as of the inspection of Normal Schools as prescribed by the regulations in that behalf.

The foregoing will come into force on the first day of January next, except as to High School Entrance Examinations, as to which they will take effect at once.

(Signed), **ADAM CROOKS,**
Minister of Education.

EDUCATION DEPARTMENT, ONT.,
Toronto, 10th November, 1880.

Approved by order of the Lieutenant-Governor in Council on the 25th day of November, 1880.

Publishers' Department.

We are compelled, through overflow of matter, to hold over until next issue, reports of some Conventions held last month. In most of the Teachers' Associations the CANADA SCHOOL JOURNAL appears to be a favorite periodical, judging from the fact that quite a number of them have adopted it as their Educational organ. We have no doubt but that before long no teacher will consider himself suitably equipped for work unless he possesses this valuable and important "aid." Teachers, look out for the JOURNAL in 1881! New and attractive features! Matter fresh and lively! Powerful Educational Essays! Full sets of question papers on every required subject! Local and foreign school and college topics! Teachers will have a special advantage now by adopting the much approved club system.

We would draw attention to the expiration of the subscriptions of a number of our readers this month, and as we are fully prepared to give them splendid value in next year's JOURNAL, we hope they will not alone renew their own subscriptions, but will use their influence with their friends and neighbors in obtaining many more subscribers.

—In imparting sound commercial principles, higher business culture and generally promoting the best interests of young men, the president of the British American Business College, in this city, has done much. In order to stimulate the students to greater exertion and more perfection, we notice that he has offered for competition handsomely engraved gold and silver medals. These will be awarded in the Spring to the students who have shown the greatest proficiency in penmanship and the science of accounts. The President of the Institute of Actuaries and Adjusters of Canada, who is recognized as the highest authority in this country, will decide upon whom the honors shall be conferred.