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# The Canada School Journal.

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## THE CANADA SCHOOL JOURNAL.

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

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

### —o—T E R M S .—o—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited),

Publishers.

J. L. ROBERTSON,  
Secretary-Treasurer.

JACOB M. KENNEDY,  
Business Manager.

## The World

Owing to the pressure upon our columns this week, considerable matter, both editorial and contributed, has to be left over for next issue.

The report of the Toronto Board of Trade, for the month of December, 1884, shows a grand total of dutiable goods entered for consumption, of the value of \$821,702, and of free goods, of the value of \$250,210. The exports during the same months amounted in value to \$404,219.

The Supreme Court of Canada has decided that the License Act of 1883, and the Amendment Act of 1884, an *ultra vires* of the Dominion Parliament. The judges have, however, intimated that the enforcement of the Scott Act is within the competence of the Dominion Government. Simultaneously with these decisions comes the news that the Scott Act has been carried in four additional counties of Ontario. The star of prohibition is just now in the ascendant.

An event in journalism is the unusually large amount of space being just now accorded to Canadian writers in American periodicals. The Chicago *Current*, the leading literary weekly at least in the west, had in a recent issue, about three-fourths of its space available for contributions occupied by Canadian writers, and announces more articles from the same source as held in reserve for subsequent issues. The *Current* intimates by word, as well as action, its opinion that the Canadian contributions compare well with the American.

Petitions are being circulated by the opponents of the Scott Act, praying for an alteration in the law, so as to require the polling of a three-fifths majority vote in favor of the Act before it can be brought into operation. Counter petitions are also being numerously signed by the friends of prohibition asking that no change may be made in the Scott Act, that would make it less effective, or that would make it more difficult to secure its adoption or enforcement. The latter embody a prayer for the total prohibition of the liquor traffic.

One of the political sensations of the last week in England was caused by the ease and success with which Mr. Parnell quelled an incipient revolt against his authority in Tipperary. There was a dissension in the ranks of the Home Rulers, and a candidate had actually been brought forward by the Nationalists to oppose the man of Mr. Parnell's choice. But the Chief appears on the scene, has an interview with the Opposition candidate, and the gentleman immediately retires. The London *Times* pronounces Mr. Parnell "the most conspicuous and shining example of the "boss" on this (that) side of the Atlantic."

The air in Europe is full of diplomatic rumours. According to one report, England, Italy and Spain are combining to obstruct or resist the colonization schemes of Germany, France and Russia. Another predicts trouble in Egypt between Great Britain and Turkey, arising from resistance by the former to a design of the latter to land a military force in some part of that unhappy country. A feeling of bitter hostility, not only to Bismarck but to all Germans, is showing itself in the English press and people. Eaves-dropping reporters allege that the voice of discussion and wrangling has been heard at British Cabinet meetings. And so the interplay goes on. What the end may be depends largely upon the result of Wolseley's campaign in Egypt.

Another hospital horror is reported, this time from Kankakee, Illinois. One wing of a building for the insane was burned on Sunday, causing the death of seventeen patients. The newspaper reports indicate reprehensible negligence in regard both to precautions against fire and means of extinguishing it. The only water obtainable was from small wash-stand faucets, not

even fire buckets or barrels being on hand. Kankakee has no fire department and the hospital is half a mile from the town, so that no aid reached the scene in time. To crowd together insane or helpless patients under such circumstances is surely criminal recklessness for which the responsible authorities should be held to strict account.

In order to make the JOURNAL not only more valuable to teachers but more interesting to all classes of readers we propose still further to enlarge its scope. It will henceforth appear as the SCHOOL JOURNAL AND WEEKLY REVIEW, and will contain a carefully prepared summary of the week's news all over the world. A list of special attractions in the shape of premiums to subscribers and prizes for original contributions is being prepared. Look out for the announcements. Subscriptions are, we are glad to say, coming in freely from all parts of the Dominion and the United States. The JOURNAL has the lead and means to keep it on its merits.

Events and opinions in Great Britain seem to be steadily drifting in the direction of Home Rule for Ireland. Why not? None but the most sanguine could hope that the result would be any great increase of prosperity, or even of political contentment, at least in the near future. But the concession would be theoretically just and right, and would remove the ground from under the feet of agitators at home and abroad, who now trade upon the emotional weakness of the Celt, by their perennial denunciations of the tyranny of the "hated Saxon." And if the Irish, as a people, have any capacity for political organization and social progress, local self-government would give them the best possible opportunities for developing it.

The woes of unhappy Spain are culminating from week to week. The reports from the districts visited by the earthquake are narrowing. After the earthquake came landslides and rain storms which drove the dwellers in towns in the Southern Provinces out of their homes into the fields, where they slept at night in tents or upturned waggons and carts. Late despatches say that violent snowstorms have since set in, interfering with railway traffic and interrupting the food supplies which were being forwarded to the panic stricken and starving inhabitants of the South. Sickness has broken out in many places, and the probabilities are that the terrible death-roll of the earthquake will be swelled by hundreds of the victims of cold, exposure, starvation and sickness.

Every one with a heart will be glad to hear that the American House of Representatives has at last taken measures to prevent any more Piegan Indians from starving, by appropriating \$50,000 to supply them with food. The action of the House was unanimous, and will do something to remove the reproach attaching to a great nation, which permits the natives, whose hunting grounds it has appropriated, and whom the land greed of its citizens has driven from refuge to refuge, to perish from hunger. The tardy relief will not annihilate the past

with its record of cruel neglect and horrible suffering, nor will it be in time to prevent much misery still, but if it finally reaches its destination despite the clutches of officials and agents, it will save multitudes from perishing.

The peculiar and revolting tactics of a certain class of Irish agitators have again received a horrible illustration. The butchery of Phelan, in O'Donovan Rossa's office in New York, is a fitting accompaniment to the cowardly and despicable dynamite war which is being waged against the innocent and defenceless from that office. It is alleged that the attempted assassination was in consequence of Phelan's having spoken too freely in regard to the methods of the dynamite fraternity in a recent interview with a representative of the Kansas City Journal. The sensational papers were for some days filled with the details of the crime, and the history of the various actors. If the tragedy leads to the breaking up of the den for which Rossa has so long been claiming the bad fame of a centre for directing the operations of the dynamite fiends, the event will have resulted in one good for society.

Two of the leading events of the week were addresses to large audiences by Sir John A. Macdonald and Mr. Blake. Both were delivered on the same evening. Sir John spoke to an immense audience assembled in Montreal to do honour to the "Great Chieftain," on the occasion of his seventieth birthday anniversary. Mr Blake addressed a crowded house in Shaftesbury Hall, at a meeting under the auspices of the Young Men's Liberal Club. The speeches were certainly very different in kind. Each was strikingly characteristic of its author. If our readers wish for fair and dispassionate estimates of the relative merits of the two speeches, we commend them to the columns of the *Globe* and *Mail*, each of which compared and contrasted the addresses and their authors, on the morning following. As these estimates, unfortunately, do not exactly agree, there will still be room for the exercise of private judgment.

Matters are rapidly approaching a crisis in Egypt. We may expect shortly to hear of collision between detachments of the British forces and the troops of the Mahdi. Alarmists are indulging in dark prognostications, but the most reliable news indicate that the British generals are confident. Their troops are surmounting the most formidable obstacles by river and in desert marches with the indomitable fortitude and pluck always expected of the British soldier. The dangers from the climate, want of water, and other natural sources, are no doubt very formidable; those from the enemy are very likely exaggerated. Already the question is mooted, what will be done with the Soudan after Wolseley has reached Khartoum and united his forces with those of Gordon. Will it be possible to withdraw the garrison and save the non-combatants? Will it be politic and right to do so leaving the wretched country to its fate? The probabilities on the side of a permanent British occupation are increasing. Jingo critics are attacking Gladstone for not having acted resolutely with that object in view from the first. History and impartial opinion will be more just

and recognize the great difference between occupation forced upon the Government by circumstances which make it morally imperative, and occupation as the outcome of an aggressive policy, blind alike to the rights of the British taxpayer and the barbarous native.

It is often a matter of surprise to us that the great majority of the newspapers of the day, political and religious, are run upon so narrow lines. Why should they not throw their columns open freely to fair and courteous criticism even of their own pet theories and doctrines? These are all, of course, based upon profound conviction, reached by dint of prolonged and earnest inquiry. Every editor, worthy of his chair, must be familiar with the whole circle of opposing views and arguments in regard to the great questions with which he deals. Why not give the reader the same privilege? Why, for instance, should not the *Globe* and *Mail* invite free discussions of such living questions as Colonialism, Independence and Annexation? Or why should not the Orthodox Denominational organ be willing to have its patrons know all that is to be said in support of modern heresies concerning the doctrine of inspiration or endless punishment? These journals will often permit discussion to be prolonged *ad nauseam* on some petty topic, so long as it lies within a certain narrow enclosure, while discussion of questions infinitely broader and more important is ruthlessly shut out. Great movements in both the political and the religious spheres will not down. Theirs will think freely whether they may write freely, or not, but truth is often reached by earnest discussion, and its progress is hindered by those who should be its best friends, when the canons in reference to permitted articles are too rigidly exclusive.

### The School.

The regular half-yearly meeting of the North York Teachers' Association, takes place at the Model School, on Thursday and Friday, 22nd and 23rd inst. We wish the members a good time.

"Your journal I prize very highly as an indispensable aid to all teachers," writes a lady subscriber and practical teacher. Our aim is to make it more and more indispensable, if that term will admit of degrees. None can help us so much in this work as the teachers themselves.

There seems in Ontario, or at least in its towns and cities, to be a marked carelessness in the election of members of the School Boards. The best men, it is alleged, are very seldom chosen. The *Globe* regrets the fact, and attributes it to the introduction of party politics into municipal contests. It thinks the evil would be lessened by having the votes for trustees thrown on the same day on which the municipal officers are voted for. Most persons would suppose that such an arrangement would intensify rather than cure the evil. Whatever the cause, the fact is deplorable. The very best men in the community should be chosen to superintend the working of the school machinery.

"Magister" suggests to the *Week* the desirability of giving more attention to criticism of the workings of our Public School system. He well observes that criticism, "intelligent, fair, outspoken, and thoroughly independent," "may yet spare us the perpetuation of the present truly remarkable and entirely unique method of preparing text-books for our schools; a method that assumes for the Minister and his advisers a wonderful amount of literary, professional and trade knowledge; a method the perpetuation of which will prove Ontario to be in such matter the most paternally-governed country in the enlightened world." We shall be very glad, with "Magister" to see the powerful influence of the "*Week*" enlisted in the Public School service, though we cannot but hope that he is wrong in his opinion that such independent criticism as is needed, may not be expected from the educational journals, or at least such of them as are free from any connection with the Education Department.

Teachers throughout Ontario and Quebec will remember the somewhat celebrated case of "Gage vs. Beatty and the Canada Publishing Company," which was before the courts a year or two since, and in which the plaintiff was successful in obtaining an injunction restraining the defendant from publishing and issuing a copy book, with the name "Beatty," and also in obtaining full costs. Our attention has been recalled to the subject by the recent announcement of a manual published by the Canada Publishing Company, entitled the "Teacher's Guide to Writing." If any one will take the trouble to compare this work with the "Manual of Penmanship," by Beatty & Macdonald, published by W. J. Gage & Co., he will find a most remarkable series of coincidences between the two books. A considerable part of the "Teacher's Guide to Writing," is identical, word for word, with Gage & Co.'s book. In another considerable part the phraseology of the latter is but slightly changed, a little condensed or a little expanded, as the case may be. There are, it is true, occasional alterations in the order in which the topics are presented, and there are some omissions and substitutions. But no one can compare the two books without coming to the conclusion that the one is a changed edition of the other, or that they are compiled from the same original. We know not whether the new work would be considered in law an infringement on the copyright of the old, nor is that our concern as journalists. But whether the "Teacher's Guide" is a rehash of the "Manual" by the same author, or by some other person, the business is not creditable to the parties who thus seek to profit by the investments of others, nor is it consonant with sound business morality. We are sorry to see such tactics resorted to in the production of school text books.

We give in this issue the full text of the scheme of University Federation agreed upon by the representatives of the various Universities and Colleges, who have been conferring upon the subject for months past. We have thought it better to give the report, though it draws somewhat heavily upon our space, rather than attempt a *resume* of its provisions. The experiment cannot fail to be of great interest to teachers and

educated men, not only in Ontario, but throughout the Dominion and the United States. Should the attempted Confederation prove a great success, the example of Ontario will be pretty sure to be followed elsewhere at an early date. The movement is an earnest attempt to settle the vexed question as to the comparative merits of State and denominational or voluntary colleges, by an arrangement designed to preserve and combine the best characteristics of each. Upon the merits of the scheme itself there is room for wide differences of opinion. Tried by any abstract standard, its provisions are certainly open to grave criticism, both for what they contain, and what they omit. From the point of view of an on-looker, the plan for dividing the teaching functions of the Provincial institution between University College and the proposed University Professoriate, seems about as clumsy as can well be conceived. But this, as other parts of the scheme, is doubtless the outcome of compromise, and must so be judged. The framers of the measure had to consider not what would be symmetrical, but what was practicable. Discussion will no doubt help to enlighten us as to this curious contrivance. Meanwhile it is gratifying to know that the movement has so far progressed as to enable the representative men engaged in it to agree upon anything. The regents or boards of several of the universities have already accepted the scheme either in its entirety or with slight modification. The Senate of Toronto University has also pronounced in its favour, so that there is a probability of its becoming law. The union has so much to recommend it that its friends may well consent to have it freighted at the outset with some incongruities. Time, experience, and fuller discussion will do much to tone down any objectionable features. We shall watch the progress of the movement with great interest, and recur to the subject in future issues.

The Reader question is developing some new phases. The jobbers and retail dealers are at war with the three publishing houses, in consequence of the reduction to 20 per cent. of the discount allowed retailers on these books. It appears that in the agreement made with the three firms by the Minister of Education, 20 per cent. was fixed as the minimum rate of discount to be allowed to retail dealers. As must have been expected this rate was made the rule by agreement between the publishers. A meeting of the booksellers was held in Toronto the other day for the double purpose of protesting against this discount as too low, and of presenting to the Minister a petition in relation to the matter. The representatives of the publishing houses refusing to increase the rate, and alleging that in consequence of the expensive character of the books they cannot afford to do so, the booksellers present bound themselves by resolution to purchase no other goods than the books in question from either of these three firms. The *Mail* claims that if any boycotting is to be done, not the publishers but the Minister of Education, who practically fixed the discount, should be the victim. We should be disposed to go still further back and lay the blame at the door of the indefensible system, which the Minister has been so ill advised as to adopt. So long as there is an attempt to carry out a one-

book system, so long will there be no competition and practical monopoly. The firms publishing such books will always be sure to combine. No Minister can possibly be astute enough to determine exactly the lowest price that will be fairly remunerative for any new book. If a maximum price is fixed the few publishers that will undertake to bring out a work under the conditions offered, may be relied upon in every case to make that maximum, rather than any lower figure, the ruling price. They are not at all likely to try to cut each other's throats, when it will pay them so much better to secure the highest figure they can, and then quietly divide the profits. To secure for the public the benefit of a genuine competition, a wider field must be afforded than can be found in the mere reproduction of a single set of books after a prescribed pattern and from uniform plates furnished by the Department of Education. It will thus be seen that the one book system, and departmental copy righting, which some of the book-dealers took credit to themselves for securing, are really at the bottom of the difficulty of which those dealers are now complaining. But the policy of which those two maxims are the principal features is responsible for worse evils than the embarrassment of the retail book trade. It is already leading, as we pointed out last week, to the worst possible methods of book-making. A good textbook, or book of any kind, is not a thing which can be made to order like a coat or a pair of shoes. To promise authorization to a book before it is written is to buy a pig in a poke, a thing which one may do for his own amusement if he can afford it, but which one in a position of trust should certainly not do for the public. No man or minister, though he were a second Solon is competent to decide on the merits of text-books on the various subjects of our school curricula, much less to select infallibly the men who can produce such books. When the minister is a man and a politician, and not an angel, his judgment and choice are, in both cases, tolerably sure to be biassed by personal and partizan influences. Again the policy increases the power and patronage of the minister for the time being to a degree which is incompatible with free, not to say democratic, institutions. The autocracy, which the people of Ontario refused to tolerate in an educationist of great ability and large experience they are not likely to entrust for any length of time to the average cabinet minister under a system of party government. If we recur again and again to this topic it is because we deem it of the utmost importance in its bearing upon the educational interests of Ontario.

A few weeks ago a gentleman entered the office of a well-known insurance agent, and tossing a paper on the counter, said to the clerk: "That's run out and I want to get it renewed." The clerk unfolded the document, and with a smile inquired, "Are you sure that this is run out?" "Oh, yes," said the gentleman, "my wife told me it run out yesterday." "Well, I am sorry for you; but we are not taking that kind of risks now," responded the clerk, as he handed it back. It was his marriage certificate.

Goethe made one utterance which it is possible many patient souls in some of our modern congregations will sympathize with when he said: "I will listen to any one's convictions, but pray keep your doubts to yourself. I have plenty of my own."

Prof. Agassiz when requested to deliver a course of lectures and tempted by a liberal offer of remuneration, replied: "I cannot afford to waste my time in making money."

## Special Articles.

## THE TEACHING OF GEOGRAPHY.

Mr. J. S. Laurio, formerly Her Majesty's inspector of schools, writing to the *Standard* on the subject of "Geographical Knowledge," says:—"With regard to the more conspicuous current defects in the system of teaching so-called geography, the following are worthy of note:—1. Although children are sufficiently told that the world is a globe, a concrete model (even of the humblest and cheapest description) is seldom or never presented to their sight, and consequently the information remains a mere mental abstraction. In fact, it may safely be affirmed that the ratio of the supply of globes in schools is less than five per 1,000. 2. The rotary and progressive motions, if taught, are rarely distinguished or understood; and even well-educated adults are almost universally incapable of giving a plain and intelligible explanation of the cause of the seasons. 3. The features of the earth's surface are never taught concretely by means either of ready-made models from clay or sand or relief globes or maps; for instance, a London school-boy is permitted to develop his own conception of a mountain from the feeble imitation of a caterpillar peculiar to ordinary wall maps. 4. Attempts are rarely made to trace the necessary connection between the physical resources and the industrial pursuits of a district, while the indigenous produce of soils, together with the causes and effects of varieties of climate, ethnological characteristics, fauna and flora, &c., are as freely ignored as if they had no relation to geography at all. Even topography, which constitutes the sum and substance of the teaching, is not taught on a rational scheme; places are not localized by reference to their latitude and longitude, and the distance between one place and another, except with reference to the planet, is never mentioned. In short, what is at present taught under the name of geography does not require to be taught at all, but can be readily and pleasantly acquired by means of map sketching, fortunately now coming into vogue. But all the varied knowledge of countries of the kind that an intelligent traveller acquires, and that naturally ought to form the theme of the most entertaining oral instruction, is set aside in favor of other studies of a pretentious character—the very dregs of which become speedily evanescent.

"One word on behalf of elementary schools. The Education Department has recently grown enamoured of English history—the course of instruction in dry dates, unmeaning names, and barren facts actually beginning at seven or eight years of age, and so arranged that a child in Standard IV. may leave school in a state of blank ignorance of events, subsequent, say, to the Tudor period. Worst of all, the practical and valuable subject of geography is permitted to be, and generally is, sacrificed to this purely sentimental whim. History, so-called, may be adopted from Standard III. upwards in lieu of geography, and, as historical readers are compulsory, while geographical ones are optional, it is easy to predict that, under such a permissive regulation, geography will rapidly and surely go to the wall.

## ENGLISH SPELLING.

Mr. Houston, in an article on English spelling in your issue of January 6th, "says: If our spelling were strictly phonetic to spell a word wrongly would argue on the part of the speller either an imperfect knowledge of the spoken language—the real language—or carelessness in making use of his knowledge."

Mr. Houston here implies that the organ of hearing is the same in all persons, and that sound has the same effect upon all alike, whereas such is not the case. Therefore if you make our spelling strictly phonetic you but simplify, you cannot make perfect. For instance, two persons hearing the sound which the word, Hat, conveys when spoken, might very naturally spell it differently, one with the H and the other without it, and in spelling a thousand other words, similar errors would occur. Phonetic spelling would not give us an exact and universal pronunciation by any means. And a person may have a perfect knowledge of the spoken language, without being able to spell one half correctly. We occasionally meet with persons who converse in the best of English, but write the very worst. And according to Mr. Houston's argument, under the phonetic system of spelling, all who should be guilty of spelling a word wrongly would betray their ignorance of the spoken language. Here, I maintain that he has placed himself in a false position, for unless we were all endowed with equal powers of articulation, and pronunciation, how could the same sounds be conveyed, and does he consider that no words are necessary but those having distinct sounds. Words in our language have multiplied according to their requirements, will he tell us what are the words we could do without or some of them.

The spelling of English words correctly, is as fair a test of a well trained and well informed mind as any that could be produced. When a person spells a word wrongly under the existing system of spelling, it may be either carelessness or ignorance, just the same as under phonetic spelling. Mr. Houston says it would show either an imperfect knowledge of the spoken language, or carelessness in making use of his knowledge. This implies that it would be first necessary to pronounce correctly, and learn to spell afterwards.

Yours truly,

SYNTAX.

## VALEDICTORY.

READ AT THE CLOSE OF THE TERM AT THE OTTAWA NORMAL SCHOOL  
DECEMBER 1884.

The time has come, when cares we lay aside  
To see the way for rest and Christmas cheer,  
A joyful future dawns upon us now,  
But with the sunrise misty clouds appear—  
Clouds that betoken separation sad,  
Time has with rapid wing these four months passed,  
But in our memories as they rushed along  
Were painted pictures, bright and beautiful,  
Pictures that cannot be effaced, and such  
That after years will reproduce them clear.

Adieu our Alma Mater! Still go on  
Sending thy pupils forth, to do such work  
As is not left to angels, lest they mar  
The fabric, and prepare a work, t' endure  
Only in climes of purity and peace.

Friend, Worthy Principal, farewell, and yet  
We linger here to say a parting word,  
Accept our thanks for kindnesses untold;  
Our prayers are thine, but He can recompense  
And He alone, Who giveth unto us  
As we to others give; then large and great  
Things thou shalt sure receive, So fare-thee-well.  
May light from Heaven illumine thy pathway here,  
And may the lamp of knowledge, shining on  
Thy way, guide thee to Heaven and there thou'lt sure  
Explore vast fields of knowledge evermore.

To Mr. Scott, true friend, and noble guide  
 Farewell, and if the seeds thou'st sown shall grow,  
 A bounteous crop, a crop of precious grain  
 Will stand to thy account. So kind thou'st been  
 Leading us gently o'er the roughest paths  
 Surprising us with flowers by the way.  
 Thy life has taught us true nobility,  
 And given us strength our journey to pursue.  
 But we must part, and Heaven's choicest gifts  
 Be unto thee, and thine, now, and for aye.

The Science Master, has our lives made glad.  
 His sympathies have been a soothing balm;  
 He shared the feelings of each student's heart,  
 And fain would see success attend our strife,  
 Our thanks to him, with love and wishes kind.

A skilful Workman has our voices tuned  
 And taught us how to value music sweet;  
 May all his life be like a joyous song  
 His soul be filled with harmony divine.

Friend Sawyer, fare-thee-well, may angels bright  
 Guide thee on earth and write thy name in Heaven.

Now, though the upright Cope takes special care  
 To train the muscles, mould the common clay,  
 Know that his work is noble; as 'tis hard  
 For mind entrained with a body weak  
 To rise and drag along the weary weight.

Our busy Drawing Master has worked hard  
 To teach us where to place the light and shade,  
 Our wish for him is, that the Artist great  
 May trace his future life with pencils soft.

To you our teachers, one and all adieu,  
 Results will ever flow from work you've done,  
 Your impress has been stamped upon our souls.  
 We shall mould other lives; thus, then you live  
 Through countless ages: and the good you do  
 Cannot be reckoned till the Judgment day.

Fair Capital, whose arms around us were  
 As a fond mother's round her darling boy;  
 May thy sons and daughters who go forth alone  
 Be kindly treated, e'en as we have been.

But hark! The clock of Heaven now chimes the hour  
 When we as fellow-students separate,  
 We feel the sting of parting more, no doubt,  
 Since not a note discordant has been heard  
 Resound within these walls since first we came.

Our happy meeting here we'll keep in mind,  
 Our very hearts, we know, will swell with joy  
 As memory brings us back to the reviews,  
 The spice of life we ne'er forgot, but laid  
 The work of each week by with mirth and song;  
 And were it not for all that home holds dear,  
 We could not raise our eyes to say "Good bye,"  
 But, as the hour of parting is at hand  
 We'll think of coming days and earnest work.  
 We'll live to guard our grand, our noble trust;  
 Our lives, the lives of children whom we teach.  
 For God and Country may our lives be spent,  
 Till the reunion bye and bye, Farewell.

LIZZIE BEATRICE TOYE.

Ottawa Normal School, December 19, 1884.

### Correspondence.

TO CORRESPONDENTS.—Under the head of Educational Notes and News, will be found the answer to the inquiry of a correspondent, in reference to Literature for entrance examinations to High Schools, next July.

### Examination Papers.

#### SECOND CLASS PROFESSIONAL EXAMINATIONS AT THE ONTARIO NORMAL SCHOOLS, DECEMBER 1884.

##### MENTAL ARITHMETIC.

Examiner—J. C. GLASHAN.

1. Bought 500 lbs. of sugar, part at the rate of 10 cts. per lb., the remainder at the rate of 8 cts. per lb.; the whole costing \$47, How many pounds were there at 8 cts. per lb.?

2. A clock standing near a stove loses at the rate of 57" per hour when the fire in the stove is alight but gains at the rate of 95" per hour when the fire is not burning. One day at noon the clock was set right and the next day at noon it was observed to be right again. How long was the fire in the stove alight during those twenty-four hours?

3. If the telegraph poles by the side of a railway be 60 yards apart, what fraction of the true speed will the errors be in reckoning the speed of the train to be twice as many miles per hour as the train passes poles per minute.

4. A man has a pint measure empty, a quart measure full of water and a gallon measure full of milk. He fills the pint measure from the quart measure, the quart measure from the gallon measure, and then empties the pint measure into the gallon measure, then he does three times. How much water is there then remaining in the quart measure?

5. Bought goods for \$150; sold  $\frac{1}{2}$  of them at a profit of 20 per cent.,  $\frac{1}{3}$  of them at a profit of 10 per cent., and the remainder for \$20. What was my profit on the whole?

6. A man who has a certain sum of money to invest finds that if he buy 144 Building Company stock paying 6 per cent, his income will be \$50 a year more than it would be were he to buy 3 $\frac{1}{2}$  per cent. Government bonds at 91. What sum has he to invest?

7. The engine of an express train is making 180 strokes per minute. If the driving-wheels be 7 ft. in diameter, at how many miles per hour is the train running?

8. How many square feet in the surface of a cylindrical pipe 420 ft. long and 1  $\frac{1}{2}$  inches in diameter?

##### PHYSICS.

Examiner—J. C. GLASHAN.

*Fifty per cent. of the whole will be considered a full paper.*

1. What is the difference between force, momentum, and energy? Explain by illustrations.

Two boys of equal weights jump to the ground, one from a height of 4 feet, the other from a height of 16 feet. Compare (1) the impulses, (2) the energies, with which they strike the ground.

2. Distinguished between volume, density and mass.

A Cubic inch of mercury at 32°F, weighs 7,8588 ounces; a cubic foot of air at 32°F, and under a pressure of 2116.4 lbs. per square foot weighs 1.2926 ounces. Compare the volumes, the masses, and the densities in the two cases.

3. Explain how one is able to suck up water through a tube. Would mercury rise in the same way and to the same height?

4. Why does oil rise in the wick of a lamp?

In which would the mercury stand the higher under the same air pressure, in a barometer with a half-inch bore, or in one with an eight of an inch bore? Why?

5. What is the difference between heat and temperature? Explain by illustrations.

A pound of iron at 182°F, is plunged into 10 lbs. of water at 36°F; find the resulting temperature, the mean specific heat of iron within the range of 36°F. to 182°F. being 11.

If the length, the breadth and the height of a room be 25 ft., 20 ft and 10 ft. respectively, how many pound-degrees of heat will be required to raise the temperature of the air in the room 36°F., the pressure of the air remaining constant and its average density being 1.28 ounces per cubic foot; the specific heat of air at constant pressure being .2375.

6. What is meant by *latent heat*?  
 What is the latent heat of water-substance, 1st. in melting, 2nd. in evaporating at atmospheric pressure?  
 Find the temperature obtained by passing an ounce of steam at 212°F. into 10 lbs. of water at 50°F.
7. In spring and Autumn the surface of the plaster on the outside walls of buildings in which there has been no fire for some time, is often found quite wet. Whence comes this dampness? By what experiments could you prove the correctness of your explanation?
8. Around a straight rod three rings are painted, the first red the second green, and the third blue. What will be the appearance of the rod looked at through a triangular glass prism held with the 'edges' paralalled to the length of the rod? Why?

CHEMISTRY.

Examiner—JOHN SEATH, B.A.

1. A glass containing dirty water is given you. How would you render the water clear, and how would you ascertain whether the clear water contains any dissolved solid or gaseous matter?
2. Give a list of experiments by which you would demonstrate the nature of combustion and of flame.
3. Describe, and give the reason for, each step in the preparation of pure hydrogen from sheet zinc and strong commercial sulphuric acid.
4. Name the compounds you can form, using only the elements oxygen, sulphur, hydrogen, and nitrogen. Indicate briefly in each case how the compounds you mention may be most easily prepared, giving also the equations that represent the reactions.
5. The following gases are contained each in a glass jar: oxygen, hydrogen, carbon monoxide, ammonia, hydrochloric acid, sulphur dioxide, and nitrogen dioxide. Give in each case a distinguishing test.

MACBETH.

Examiner—J. E. HODGSON, M.A.

1. "For, as the entire course of the action turns on the agency of the *Weird Sisters*, it were in strict keeping with poet's usual manner to begin by thus striking the key note of the whole play.—*Hudson*.  
 Shew, by references to the play, the truth of the italicised portions of the above criticism.
  2. How does Macbeth induce the murderers to undertake the murder of Banquo?
  3. Glamis thou art, and Cawdor; and shalt be  
 What thou art promis'd:—yet do I fear thy nature;  
 It is too full o' the milk of human kindness,  
 To catch the nearest way: thou wouldst be great;  
 Art not without ambition; but without  
 The illness should attend it. What thou wouldst highly,  
 That thou wouldst holily; wouldst not play false,  
 And yet wouldst wrongly win: thou'dst have, great Glamis,  
 That which cries "Thus thou must do, if thou have it";  
 And that which rather thou dost fear to do,  
 Than wishest should be undone.
- (a) Investigate the accuracy of Lady Macbeth's estimate of her lord's character.
- (b) Discuss the literary form of this extract.
4. McB "The thane of Cawdor lives,  
 A prosperous gentleman."—*Act I., Scene 3*.  
 What inconsistency is there in this speech?
5. Quote, from the play, references to (a) Death, (b) Ambition.
6. Assign each of the following speeches to its proper character, and give the context:—
- (a) "The earth hath bubbles as the water hath  
 And these are of them."
- (b) "There's no art  
 To find the mind's construction in the face."
- (c) "There's husbandry in Heaven;  
 Their candles are all out."

- (d) "Naught's had, all's spent,  
 When our desire is got without content."
- (e) "And some I see  
 That two-fold balls and treble sceptres carry."
- (f) "The queen that bore thee,  
 Oft'ner upon her knees than on her feet,  
 Died every day she lived."
- (g) "Now does he feel his title  
 Hang loose upon him, like a giant's robe  
 Upon a dwarfish thief."

Practical Department.

THE INVERSION OF THE DIVISOR.

Division is the process of separating a number, called a dividend into parts containing a given number, for the purpose of ascertaining how many such parts it contains; or, it is the process of separating the dividend into a given number of equal parts, to ascertain how many each part contains.

I separate twelve sticks into parts of three sticks each by placing three in a group, and continuing the process until the number is exhausted. By counting I ascertain that there are four groups.

I separate twelve sticks into three equal groups by starting the three groups with one stick in each. I increase the groups equally until the number is exhausted. By counting any one of the groups I find that there are four sticks in each.

A fraction is one or more of the equal parts of one. Take the problem  $12 \div 3 = ?$ . This problem obviously belongs to the first class mentioned above. A child who has not learned his "tables" may answer the question, for he may separate each of the twelve objects into four equal parts, and then build groups of three each until the fourths are all grouped. By counting the groups he will obtain the answer to the question, which may be read as follows:—How many groups, each containing three fourths, can be made with twelve ones?

The more advanced pupil may first ascertain how many such groups can be made from one. Instead of separating each of the twelve into fourths, one may be so treated. By trial it will then be found that four fourths will form one group of three fourths and one third of another, or four thirds of a group. Twelve will make twelve times as many.

If this process be continued it will soon become apparent that the denominator of the divisor indicates the size and the number of equal parts into which the one is to be separated; or, in other words, it is the numerator and denominator of the preliminary dividend. Since this numerator is to be divided by the numerator of the divisor, the process may be abbreviated by dividing the denominator of the divisor by its numerator; or, in common language, by "inverting the divisor."

It thus becomes clear that if a fraction be "inverted," it expresses the quotient arising from dividing one by that fraction. If the dividend should be a fraction the process is the same.

$\frac{3}{4} \div \frac{5}{8} = ?$

One divided by  $\frac{5}{8} = \frac{8}{5}$ .  $\frac{3}{4}$  divided by  $\frac{5}{8} = \frac{3}{4}$  of  $\frac{8}{5} = \frac{3 \times 2}{5} = \frac{6}{5}$ .

This method seems preferable to the following:—

$\frac{3}{4} \div \frac{5}{8} = \frac{3}{4} \times \frac{8}{5} = 8 \text{ times } \frac{3}{5} = \frac{3 \times 8}{5} = \frac{24}{5}$ .

It is preferable—

1. Because by our definition  $\frac{3}{4}$  of 5 is not a fraction.

2. Pupils are troubled in recognizing the truth that 5 is times  $\frac{3}{5}$ . — C. in *Illinois School Journal*.



## THE MEMORY.

Are we not underestimating the value of the memory? So much has been said against mere memorizing that indiscriminating teachers are transposing the italics and calling it mere memorizing. The *verbatim* method in history and kindred subjects has been so furiously lashed that the point to the criticism has been missed. The school that neglects the proper cultivation of the memory makes a serious blunder. It is a certain mark of a lazy teacher to find the pupils unable to hold exact statements.

The loose-jointed definitions, the half-wrong, half-right descriptions, the hesitating, imperfect narration, the ignorance of arithmetical tables, and all the other slipshod exhibitions proclaim the lack of proper regard, for memorizing work.

There is drudgery to be encountered in the process of education. It cannot be a perpetual play. The law of memorizing is attentive repetition. The keener the attention the fewer the repetitions will need to be. The reviews should be frequent and spirited. Children delight in re-telling what they know. Let them have frequent opportunities so that truth may find a permanent lodgment in the memory. The man without a memory has no yesterday; he is a dull, helpless nobody. — *Illinois School Journal*.

You cannot "play" an education into any child. In every well-rounded life there must be a succession of days and years filled with uniform, aye, monotonous, work. — *Doul*.

## DULL BOYS.

Don't be discouraged because your boys seem dull. Slow growth is often sure growth. Some minds are like Norwegian pines. They are slow in growth, but they are striking their roots deep. Some of the greatest men have been dull boys. Dryden and Swift were dull boys. So was Goldsmith. So was Gibbon. So was Sir Walter Scott. Napoleon at school had so much difficulty in learning his Latin, that the master said it would need a gimlet to get a word into his head. Douglas Jerrold was so backward in his boyhood that at nine he was scarcely able to read. Isaac Barrow, one of the greatest divines the Church of England has ever produced, was so impenetrably stupid that his father more than once said that if God took away any of his children he hoped it would be Isaac, as he feared he would never be fit for anything in this world. Yet that boy was the genius of the family.

## IMPROVED METHODS.

Teachers must improve their methods of teaching. The people are demanding better results. They are beginning to look with more favor upon "new-fangled ways." The progressive teachers are securing the best positions. Old fogies may oppose the new education, and try to make teachers slide along in the old ruts, but their power is waning. The teacher who is content to keep pupils quiet, and ask questions from the text-book, must wake up or leave the profession. The teacher should be the living soul of the school, to understand the needs of the child-mind, to stimulate and direct the energies of the child, and to draw out its faculties in such a manner that it may be educated, developed, in accordance with nature's plans. Is the child strengthened by to-day's lesson? Have I followed educational principles? Am I supplying the child's needs? These questions should ever be in the teacher's mind. If these questions can be intelligently answered in the affirmative, the teacher is a success; if not, he needs to continue the study of education. — *Iowa Teacher*.

## Educational Notes and News.

The Public School buildings in Omemoossee, have been burned.

Cornell University has over four hundred students, of whom about fifty are young ladies.

An exchange says that three Chinese freshmen have been rusticated from Berlin University for eating dog flesh.

The Wesleyan Ladies' College, at Sackville, New Brunswick, is forming a class in Phonography and type writing.

Twenty-eight pupils of the London Central School, passed the recent examination for promotion to the Collegiate Institute.

The first lady to ever receive the scholarly degree of Master of Arts in England, recently graduated from London University.

On December 5th, Miss S. Dice, of the Milton Public School was presented by her pupil's with a nicely bound copy of the *Ladies' Magazine*.

"A Trustee" in the Charlottetown (P.E.I.) *Examiner* pays a tribute to the merits of Mr. Roland H. McNeill, teacher of the New Perth Public School.

The average salary of all college professors in the United States is \$1530. We should like to know the average salary of all the public and private school teachers in the Union.

Mr. Gray, Head Master of the Milton Model School, was recently presented by the teachers in training with a group picture of themselves, accompanied with a highly complimentary address.

We see from the results of the last Matriculation Examination at Cobourg, recently published, that E. I. D. Moore of the High School, Weston, won the first scholarship in mathematics. The Weston school is crowded this term, and the trustees have been obliged to find extra accommodation.

On Friday, December 19th, Miss Pattison who had charge of department IV of the Milton Public School for five years past, received from her pupils a number of nice gifts, one of the little boys reading an address expressing the pupils' love for their teacher and their sorrow at her departure.

At a meeting of the Senate of the University of Toronto, on the 14th instant, the University Confederation scheme was adopted. A resolution was also passed calling the attention of the Government to the necessity for increasing the financial resources of the University, in order to enable it to carry out that scheme.

On the occasion of the withdrawal of Mr. J. W. Crowsor, first assistant in the Milton Public School, a number of the girls in the 1st and 2nd departments surprised him with an address, expressing their sorrow at his departure. The address was accompanied with appropriate Christmas gifts.

A special to the *Mail* gives the interesting news that twenty-three of the younger priests and students of the Moscow Theological Seminary, were recently soundly flogged by order of the Archbishop, for symptoms of rebellion against certain harsh rules which had just been established, or as the Archbishop alleged, for exhibiting nihilistic tendencies.

The Public Exercises at the close of the late term in the Ottawa Normal School were interesting and well attended. An address to Principal McCabe was presented by the Students and acknowledged in fitting terms. The Prince of Wales' gold medal, was awarded to Mr. Haight. The Valedictory by Miss Toye, is published in another column of this issue.

At the close of the recent term, the pupils of the Senior Division of the Shelburne Public School waited upon the Head Master, Mr. R. L. Mortimer at his residence and presented him with a valuable gold watch-chain and locket, accompanied with an appreciative address. The retirement of Mr. Mortimer, to take the Editorial chair of the *Shelburne Free Press* was the occasion.

The new School Boards for Toronto, held their inaugural meeting on Wednesday evening, the 14th instant. Mr. E. P. Roden was elected Chairman. The thanks of the members were voted to Mr. Follis Johnston, the retiring Chairman, "for the able, dignified, and impartial manner" in which he had discharged the duties of the position during the past year.

One of the seven Commencement orators out of a class of over 200 at Harvard, last June, was a colored man named Robert H. Terrel. He was born in Virginia in 1857, of slave parents. He

worked his own way through college, and yet stood among the first of his class. The subject of his oration was, "The Negro Race in America since Emancipation."

The Education Department has issued the following list of Normal School students who passed successfully the December examination for professional second-class certificates at Ottawa schools:—Messrs Anderson, Arthur, Bell, Bowen, Brown, Edwards, Fitzpatrick, Grant, Haight, Henricks, Masonry, Morris, Murphy, McGregor, McKinstry, McQueen, Weaver, Weir, Yorrell; Misses Armstrong, Barry, Gregor, Hazel, Hendry, Holden, Horne, Lent, McMillan, Pattison, Reynolds, Rose, Sanborn, Smith, Swan, Tave, Allan, Dyne, Kennedy, MacLean, Smith, Dodds, Johnston, McTaggart. The following had their grades of certificates raised from B to A:—Messrs Edwards, Fitzpatrick, and Haight, Misses Patterson, Rose, Lent, Armstrong, Gregor, Hendry. The following are deserving of special mention:—Messrs Grant, Weir, Yorrell, Miss McMillan. The Medal was won by Haight.

We gave last week the official regulations respecting the examinations for entrance to High Schools and Collegiate Institutes, taking effect July, 1885. The following additional particulars will be useful to teachers and contain answers to questions received:—

The subjects of the next High School Entrance Examination, July, 1885, are:—Orthography and Orthoepy, spelling from dictation, marking pronunciations and verbal distinctions. There will be 30 marks allowed for this subject. One mark will be deducted for every mistake in spelling in the papers on literature, Grammar, Geography, Composition and History.

WRITING—Besides a paper on this subject, for which fifteen marks will be assigned, a maximum of 5 marks for writing and neatness will be allowed on each of the Spelling, Literature, Grammar, Arithmetic, Composition, Geography and History papers, making 50 marks in all for writing.

ARITHMETIC—As far as percentage and interest, 100 marks.

GRAMMAR—Inflections, definitions, corrections, parsing and analysing, 100 marks.

COMPOSITION—Sentence construction, varying expressions, transposition and contraction of passages, expansion of topical hints into a composition, paraphrasing, punctuation and letter writing, 70 marks. Besides the marks given on the composition paper a maximum of 15 will be allowed for the composition on the history and literature papers, making 100 marks in all.

GEOGRAPHY—Form and motions of the earth, chief definitions, chief physical and political divisions, circles on the globe, Maps of America, Europe, Asia, Africa, Canada and Ontario, railway systems, products and commercial relations of Canada and Ontario, 75 marks.

DRAWING—A paper on drawing for which 25 marks will be assigned. Candidates for examination must place their drawing books in the hands of the presiding examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and should show at least three months' work, 25 marks allowed for the books, making in all 50 marks. One-third of the marks must be obtained in drawing, and also in all the other subjects.

HISTORY—Outlines of English History—75 marks.

READING—Intelligently and intelligibly, with correct pronunciation, emphasis and pause—50 marks.

LITERATURE—From selected lessons to show the meaning of words, phrases, passages; to reproduce the subject matter in the pupil's own language; to quote passages of special beauty; to evince some knowledge of the authors of the lessons—100 marks.

The twelve selections for the July and December, 1885, examinations, are:—

1. The Stage Coach.—*Dickens.*
2. The Lark at the Diggings.—*Reade.*
3. The Geysers of Iceland.—*Dufferin.*
4. The Story of La Fevre.—*Sterne.*
5. The Skater and the Wolves.—*Whitehead.*
6. The Ocean.—*Byron.*
7. Autumn Woods.—*Bryant.*
8. Sir John Franklin.—*Punch.*
9. The incident at Ralsbon.—*Browning.*
10. The shipbuilders.—*Whittier.*
11. The Battle of the Baltic.—*Campbell.*
12. The Incident at Bruges.—*Wordsworth.*

The total number of marks assigned is 50, the minimum required to pass is 37½, and one-third in every subject.

Teachers should cut out this curriculum, and post it up conveniently for reference.

During the past few months the Heads of the various universities and colleges in Ontario, have had several conferences among themselves, and with the Minister of Education for the purpose of maturing a scheme for confederating all these institutions with the University of Toronto. Following is the basis of union finally agreed upon at a meeting on Tuesday, the 9th inst. :—

1. It is proposed to form a confederation of colleges, carrying on in Toronto, work embraced in the Arts Curriculum of the Provincial University, and in connection therewith the following institutions, namely, Queen's University, Victoria University, and Trinity University, Knox College, St Michael's College, Wycliff College, and Toronto Baptist College, shall have the right to enter into the proposed confederation, provided always that each of such institutions shall, so long as it remains in the confederation, keep in abeyance any powers it may possess of conferring degrees other than degrees in Divinity; such powers remaining intact though not exercised. It shall be lawful for the Senate, from time to time, to provide by statute for the admission of other institutions into the confederation under the limitations above prescribed. Nothing herein contained shall be held to repeal any of the provisions for affiliation of institutions as contained in R. S. O., cap. 210, sec. 61.

2. The head of each confederating college shall be *ex officio* a member of the Senate of the Provincial University, and in addition thereto. The governing body of each confederating college shall be entitled to appoint one other member of the Senate. The University professoriate shall be represented by two of their members on the Senate, and the Council of University College by one of its members in addition to the president.

3. The undergraduates of any confederating university shall be admitted *ad eundem statum*, and the graduates in Law and Arts of any confederating university shall be admitted *ad eundem gradum* in the Provincial University. Such of the graduates in medicine of any confederating university as shall have actually passed their examinations within the limits of the Province of Ontario shall be admitted *ad eundem gradum* in the Provincial University.

4. During the continuance of such confederation, but no longer, all graduates in medicine and law so admitted shall have the same rights, powers, and privileges, as are at present enjoyed by the like graduates of the Provincial University, except as herein otherwise provided.

5. All graduates in medicine, including such admitted graduates, shall vote as one body, and be entitled to elect four members of Senate. All graduates in law, including such admitted graduates, shall vote as one body, and be entitled to elect two members of Senate.

6. The graduates in arts of the several universities entering into the confederation shall, for the period of six years after the requisite legislation shall have been obtained, be entitled to the following representation on the Senate, namely: those of Queen's University to elect four members; those of Victoria University to elect four members; and those of Trinity University to elect four members. The graduates in arts of the Provincial University, other than those admitted *ad eundem gradum* under this scheme, shall be entitled to elect twelve members of Senate. After the said period of six years, separate representation shall cease and the entire body of graduates shall unite in electing a number of representatives equal to those previously elected by the several universities in confederation.

7. (a) University College shall afford to all students who desire to avail themselves thereof the requisite facilities for obtaining adequate instruction in the following subjects in the curriculum of the Provincial University, viz., Latin, Greek, Ancient History, French, German, English, Oriental Language, and Moral Philosophy; provided that it shall be competent to the governing body of University College to institute additional chairs which do not exist in the University.

(b) Attendance on instruction provided in any of the confederating colleges, including University College, shall be accorded equal value as a condition of proceeding to any degree with attendance on the work of the University Professoriate.

8. There shall be established another teaching faculty in connection with the Provincial University, to be called the University Professoriate, which shall afford to all students of the Provincial University, who desire to avail themselves thereof, the requisite facilities for obtaining adequate instruction in the following subjects, in accordance with the curriculum of such University, namely, Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry, Zoology, Botany, Physiology, Ethnology, (includ-

ing Comparative Philology), History, Logic and Metaphysics, History of Philosophy, Italian and Spanish, Political Economy and Civil Polity, Jurisprudence, Constitutional Law, Engineering, and such other sciences, arts and branches of knowledge as the Senate of the Provincial University may from time to time determine, except such subjects as are prohibited from being taught by Revised Statutes of Ontario, cap. 209, sec. 9.

9. The professors in such university faculty shall be a corporation presided over by a chairman. The same person shall be President of University College, and chairman of the faculty of the University Professoriate. University College and the faculty of University Professoriate shall be complementary the one to the other, and afford to all university students the requisite facilities for obtaining adequate instruction in all subjects prescribed in the curriculum of the Provincial University. If in the interests of the general objects of the confederation, it shall at any future time be found advantageous to have any subject transferred from University College to the university, or from the university to University College, it shall be competent to the general bodies of the college and the university to arrange for such transfer.

10. Every graduate's or student's diploma or certificate of standing, issued by the Provincial University, in addition to being signed by the proper university authorities in that behalf, shall indicate the college or colleges in which such student attended lectures, and shall be signed by such professors, teachers, and officers of such college or colleges as its or their governing body or bodies may from time to time determine.

11. With a view to the advantageous working out of this scheme, representatives of the various colleges and the university faculty shall from time to time meet in committee and arrange time-tables for lectures and other college and university work.

12. The Senate of the Provincial University may, of its own motion, enquire into the conduct, teaching, and efficiency of any professor or teacher in the university faculty, and report to the Lieut.-Governor the result of such enquiry, and may make such recommendations as the Senate may think the circumstances of the case require.

13. All students, except in cases specially provided for by the Senate, shall enroll themselves in one of the colleges and place themselves under its discipline. The authority of the several colleges over their students shall remain intact. The University Professoriate shall have entire responsibility of discipline in regard to students, if any, enrolled in the University alone; in regard to students entered in one or other of the colleges its power of discipline shall be limited to the conduct of students in relation to university work and duties. All other matters of discipline affecting the university standing of students shall be dealt with by the Senate of the Provincial University.

14. The University endowment and all additions thereto shall be applied to the maintenance of the Provincial University, the University Faculty, and University College.

15. There shall be the following staff in University College:—One professor of Greek, one professor of Latin, one professor of French, one professor of German, one professor of English, one professor of Oriental Languages, one professor of Moral Philosophy; one lecturer in Ancient History, one tutor in Greek, one tutor in Latin, one tutor in French, one tutor in German, one tutor in Oriental Languages, one tutor in English; one fellow in Greek, one fellow in Latin, one fellow in French, one fellow in German, one fellow in English. Additional assistance in above subjects to be provided so that no honour class shall exceed 12, or pass class 30.

16. There shall be a University Professoriate adequate to give instruction in each of the following subjects, namely:—Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry, Applied Chemistry, Zoology, Botany, Physiology, Ethology, History, Italian and Spanish, Logic and Metaphysics, History of Philosophy, Political Economy and Civil Polity, Constitutional Law, Jurisprudence, Engineering. As regards tutors and fellows, assistance shall be provided to the University Faculty similar to that mentioned above for the College, as may be required.

17. The University Professoriate lectures shall be free of charge to all students matriculated in the University who are members of a Confederating College, but in the case of students (if any) who do not belong to any College, the Senate shall determine the fees which shall be charged for the several courses of lectures in the University. But such laboratory fees as may be fixed from time to time by the Senate shall be paid by all students.

18. The various Colleges which are at present affiliated to any of the universities entering into the Confederation shall have the right to be affiliated to the Provincial University.

19. The curriculum in acts of the Provincial University shall include the subjects of Biblical Greek, Biblical Literature, Christian Ethics, Apologetics, or the evidences of Natural and Revealed Religion and Church History, but provision shall be made by a system of options to prevent such subjects being made compulsory by the University upon any candidate for a degree.

20. No College student shall be allowed to present himself for any University examination subsequent to matriculation without producing a certificate, under the hand and seal of his College, that he has complied with all the requirements of his college affecting his admission to such examination.

21. The University College work shall continue to be carried on as at present, in the College buildings, and the University work shall be carried on in the same buildings, in the School of Practical Science, and in such other buildings as may hereafter be erected on the present University grounds in the city of Toronto.

A building suitable for a University examination hall, Senate rooms, Registrar's and other offices shall be erected on said grounds.

Additions to be made to the School of Science sufficient to afford proper accommodation for students in Mineralogy, Botany, and other subjects, and for the accommodation of the Museum, which should be removed from its present quarters in order to be more serviceable for science students.

22. The following also to be considered:—Completion of the collection of Physical Apparatus, Physiological Laboratory and Apparatus, Astronomical observatory and instruments, and provision for the education of women.

## Personal.

Miss Hannah Coffey has been engaged to teach in Marmora.

Mr. D. McFaul, of Dufferin, teacher, is going to attend the Toronto Medical School.

Miss McKee of Wellesley has been engaged as teacher in S.S. No. 15, Mornington, for 1885.

Rev. A. Shirran, M.A., has been engaged as teacher for Rundle's school on the gravel road, Melancthon.

Miss Godfrey was presented with a gift and an appreciative address from her pupils, on retiring from the school in Georgetown.

Mr. George Wilson, prior to leaving Newtonville for Cartwright, was presented with some pieces of silver-ware, and a highly complimentary address.

Mr. R. L. Mortimer, late Head Master of the Shelburne Public School, has resigned that position to take the position of Editor of the Shelburne *Free Press*.

Miss King of Cooksville has been engaged for the fourth, and Miss Crosby of Orangeville, for the fifth departments of the Georgetown Public School.

Mr. Andrew McDougall, for some time past the efficient teacher of the Central School in Bedeque, (P.E.I.) has gone to Halifax, to attend the Medical College.

Mr. Fallis previous to his departure from the Williamsburg Public School, received an address from his pupils, accompanied with some handsome gifts.

Mr. J. W. Crewson at the close of the recent term, resigned the position of 1st assistant in the Milton Public School, to accept the charge of the Public School at Gravenhurst.

Mr. T. O. Steele has been re-engaged as Principal of the Barris Model School, not the Orilla Public School as stated in last issue, and the Board have added \$100 to his salary. Wise men.

Mr. A. McFaul, teacher of Senior Department in Dufferin School, and Mr. James Bell, of S. S., No. 14, have respectively employed substitutes for three months, while attending the Toronto Medical School.

Mr. J. H. Bradley, who has been efficiently teaching the Stewarttown Public School has resigned. The school has been divided into two departments, Mr. P. J. Reid, late of Campbellsville, takes charge of the first, and Miss Dagmar B. Cottor of Burlington, of the second. Both are well recommended.

Mr. John Weighill, late teacher in S.S. No. 8 Brock, and for nearly thirty years a teacher in the townships of Brock, Scott, Reach and Uxbridge, has from the late school regulations been compelled to retire from the profession. He has taught 32 years in all, two of which were spent in Mariposa.

Mr. S. T. Hopper B.A., of Newburgh H.S., has been appointed Classical Master of Chatham H.S., while Mr. Deeks B.A., of Caledonia H.S., has been appointed Mathematical Master. Both are gold medallists of Victoria University. The school opened on the 7th with an attendance of 125, which has been greatly increased.

Mr. Macdonald has been appointed Chairman, and Mr. William Moore, Treasurer of the London West School Board. Mr. Lacey, the retiring Chairman, and Mr. Nixon, the retiring Secretary, were complimented at a recent meeting on the very satisfactory manner in which they had discharged the duties of their respective positions.

## Biographical Sketches.

### WILL CARLETON.

Amongst the American Poets of the period, Will Carleton occupies a prominent position, and his poetry is read wherever the English-speaking race is to be found. It would be difficult to name poems better known to the reading public than his *Betsey and I are Out*, *How Betsey and I Made Up*, and *Over the Hills to the Poor-house*. His ancestors emigrated from England. His father was a native of New Hampshire, and migrated to Michigan, where he cleared a piece of land for a farm, and spent on it the remainder of his days. He was a most worthy man, and won the esteem of all who came in contact with him. He had the good fortune to marry a lady of high character and in every way fitted to make a real helpmate. They were blessed with five children, and Will Carleton, the subject of this notice, was born October, 21, 1845, near Hudson, in the state of Michigan. He received a liberal education, but his father, like a sensible man, believed in the nobility of labor, and young Carleton worked on the farm when not engaged in scholastic studies. At the age of sixteen he was employed in the winter months as a teacher in the district school, and in the summer-time he toiled in his father's fields. It was at this time that he commenced writing poems, and several were composed when laboring on the farm and in the open air. In 1865 he bade adieu to the old farmstead, and entered the Hillsdale College. It was during his college life that he first appeared on the platform as a reader of his own poetry. According to a sketch in Harper's Magazine, by Mr. J. T. Trowbridge, he was spending his "junior" vacation in 1868 at Aurora, Illinois, and there wrote a poem for the political campaign, entitled, *Fax*. For an impartial test of its merits, and, perhaps, also to save him from humiliation in case of failure, he first read it to an audience in a neighboring town where he was unknown. Only about a dozen persons were present, and it was noticeable that, instead of competing for front seats, they exhibited some wariness in keeping near the door, having in their minds a sudden escape from too heavy an infliction of poetry. So far from quietly stealing away, however, they remained to tender the reader a vote of thanks, and the result was that the poem was not only repeated the next night to a crowded house, but became widely popular throughout the campaign. Such was the commencement of his popular entertainments, which have met with an enthusiastic reception in the chief towns of the Old and New Worlds. He graduated in 1869, and on this occasion read his poem entitled, *Rifts in the Clouds*. He then joined the newspaper press, and was engaged first on the editorial staff of an agricultural journal published in Chicago. His next move was to Detroit, as the editor of the *Weekly Tribune*. In America, on the 30th of May in every year, the graves of the soldiers who fell in the war of 1861 to 1865

are visited and covered with flowers. Mr. Carleton in 1870, wrote some pathetic verses for this solemn and graceful ceremony, under the title of *Cover them Over*, which have since been on this commemoration day annually sung or recited throughout the states.

Mr. Carleton contributed poems to a number of publications, and had written, some years prior to this, a small volume of verses which contained all the faults of a young writer, but at the same time gave indication of the promise of a coming singer of real power. The author says that the remaining copies of the edition, and they were not few, were "exhausted" by the Chicago fire. It was in 1871 that he became widely known as a poet, his celebrity being due to the ballad, *Betsey and I are Out*. Mr. Thomas Gibbons gave in the *Hull Miscellany* the following interesting information about this poem: "It was published in the *Toledo, Ohio, Blade*, and few single ballads in English literature have obtained a wider meed of praise. It was reprinted in nearly every newspaper in America, and was soon well-known and appreciated in England. It is amusing now to read that Carleton was accused of having stolen the ballad from a spiritual medium of New York, a Mrs. Emerson French: for, curiously enough, at that date Carleton had never been in New York! Her assertions were full of startling improbabilities, without a particle of proof. She wrote hasty, limping verses to substantiate her claim, while Carleton whom she stigmatized as a literary impostor, continued writing ballads of equal power and originality with the one of disputed authorship. Mr. Carleton made a simple statement denying her claim, which is now forgotten, or else remembered only as a curiosity of impudence." Mr. D. R. Locke (*Petroleum V. Nasby*), editor of the *Toledo Blade*, long ago told how near the ballad came to being altogether lost. It was sent to his paper during his absence, and his partner, not admiring the verses, threw the manuscript into the waste barrel. When Mr. Locke returned home, he went fishing among the rejected contents of the barrel, and pulled out Carleton's poem. The concluding part was lost, and Mr. Carleton was asked to complete the poem. He had kept no copy, and had to compose an ending. The *Toledo Blade* people, at all events, never entertained a doubt about the authorship of *Betsey and I are Out*. He retired from journalistic work in 1872, and henceforth devoted his attention to authorship, study and travel.

In the following year he collected his dialectic ballads, and with a few of his earlier poems, issued them under the title of *Farm Ballads*, from the well-known house of Harper and Brothers, New York. Forty thousand copies were sold in less than eighteen months. The critical press gave the work a flattering reception, and it will not be without interest to reproduce a notice from the *New York Evening Post*, by the poet, William Cullen Bryant. He thus wrote: "About two years ago the name of Will Carleton was made suddenly famous by the publication of a ballad, *Betsey and I are Out*. Its homely farm diction, its mingled pathos and humor, its genuine touches of nature, gave it at once a popularity rarely accorded to productions of an author wholly unknown to fame. Carleton makes no pretensions to 'high art' in poetry. His ballads deal with simple country folk, in simple and homely style, but of their kind they are genuine transcripts of nature, admirable *genre* pictures from life. All of them exhibit an originality of conception and power of execution which entitle the author to rank as a master in this field of poetic literature." His next book, *Farm Legends*, published in 1875, met with an equally favorable reception. It was dedicated to the memory of a nobleman, *My Farmer Father*. His *Farm Ballads* he inscribed to his mother. Next year, it being the anniversary of American Independence, he produced a volume under the designation of *Centennial Poems for Young Folks*. He received this year from Hillsdale College the honorary degree of M.A. In 1881 *Farm Festivals* appeared, and, like his previously published works, received a hearty reception from his many admirers. The aim of Mr. Carleton, to use his own words, has been "to give expression to the truth, that with every person, even if humble or debased, there may be some good worth lifting up and saving; that in each human being, though revered and seemingly immaculate, are some faults which deserve pointing out and correcting; and that all circumstances of life, however trivial they appear, may possess those alternations of the comic and pathetic, the good and bad, the joyful and sorrowful, upon which walk the days and nights, the summers and winters, the lives and deaths, of this strange world."

It is impossible to divine the position Mr. Carleton will ultimately occupy in the great republic of letters, but his work up to the present time gives every indication of a great future.

William Andrews, in *Literary Life*.

## Miscellaneous

## THERE IS ROOM AND WORK FOR ALL.

BY E. A. BROWNE.

Somewhere, in some dusky corner  
Of the poet's busy brain,  
With a ceaseless, measured music,  
Beats an old and wise refrain :  
" Though a million eager claimants  
Crowd the rank of Duty's call,  
Hold your chosen place, undaunted—  
" There is room and work for all ! "

If, amid the stress and tumult  
Of the surging conflict, Life,  
Footsteps flag, and hands grow weary  
Of the rude, unequal strife :  
If the strong and selfish seeking,  
Crowd the weaker to the wall,  
Hold your rightful place undaunted—  
" There is room and work for all ! "

Oft the earnest striver, toiling,  
With the heavy load of care  
Crushes heart and hope and courage  
To the black erge of despair  
Lifts again the irksome burden  
That her tired hands let fall,  
Nerved anew by the assurance :  
" There is room and work for all ! "

Ye who miss the chosen pathway,  
Still with patient diligence  
Seek some field, however lowly—  
Earn a worthy recompense.  
Do not fold your hands, desponding,  
Lo ! the writing on the wall  
Was not meant for drones and idlers—  
" There is room and work for all ! "

When you strive with earnest purpose,  
When you build with careful skill,  
And the ruthless demon, Failure,  
Thwarts your honest efforts, still  
Try again : sincere endeavor  
Wins reward, however small ;  
While industry holds the balance :  
" There is room and work for all ! "

" Luck " may set her face against you—  
Fickle Fortune prove unkind—  
But however the fates may use you,  
Keep this maxim in your mind :  
Till the heavens are rolled together,  
And the world's foundations fall,  
There is a place for honest labor !  
" There is room and work for all ! "

## HOW WHITTIER BECAME AN EDITOR.

Whittier, the poet, is reported as saying to an interviewer recently : " Trifles sometimes have an important bearing on one's life. A copy of the *Hartford Review* fell under my eye, and I determined to send its editor, George D. Prentice, a few poems, which he kindly published. My contributions continued, and when he resigned in order to live in Louisville, where he made for himself a reputation as one of the most brilliant journalists, as well as pungent and witty paragraphists in America, he advised the publisher to send for me to take his place. I was out in the corn field hoeing when the letter came to me inviting me to take editorial charge of the paper. I could not have been more surprised if I had been offered the crown of England. What education, what experience had I for such a task ! I knew little of

men and things or books. I was singularly deficient in knowledge of the affairs of the day. And yet the task, formidable as it seemed to me, was worth attempting. So I accepted the trust. I had much to learn, but I set myself resolutely to till the position, and I succeeded, after hard work and patient study, in making the paper acceptable to its readers.

## WHEN THE YEAR BEGINS.

The year never begins at 12 midnight, of December 31st. The good people who go to church, watching for the new year to commence, when the midnight hour strikes, do a good thing religiously, but they might as well wait till morning, or till noon of January 1st, and would be just as nearly right. The new year may commence anywhere between midnight of December 31st, and midnight of January 1st. The year contains 365 days, 5 hours, 48 minutes, 57 seconds and a fraction. Hence, if it should commence exactly at midnight, in any given year, it would commence the following year at 11 minutes of 6 a.m., the following year at 22 minutes of 12 noon, the next year at about half past 5 p.m., and never in a million years, or even a cycle of ages, would the year commence again at 12 midnight.—*National Educator*.

## Literary Review.

LITTELL'S LIVING AGE. The number of *The Living Age* for the week ending January 10th contains men of Letters on Themselves, *Fortnightly Review*; Life in a Druse Village, by Laurence Oliphant, *Blackwood*; Boroughdale of Boroughdale, *Macmillan*; Under a Green Bough, *Blackwood*; Wurzburg and Vienna—Scraps from a Diary, *Contemporary Review*; Dorothy, an Interlude, *Blackwood*; General Gorgey, *Saturday Review*; and the usual amount of choice poetry, including "Compromise" by Lord Tennyson.

This is the second number of the new volume. For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year) the subscription price (\$9) is low; while for \$10.50 the publishers offer to send any one of the American \$400 monthlies or weeklies with *The Living Age* for a year, both postpaid. Littell & Co., Boston, are the publishers.

The editors of *The Youth's Companion* seem to have put their fingers on the pulse of every boy and girl of healthy tastes and instincts in America. *The Companion* is full every week of interesting stories with a thoroughly wholesome influence, tales of adventure, articles that entertain and instruct at the same time, and most carefully selected miscellany. It is a weekly treasury of good reading, and is already read and prized in 325,000 families. The price is only \$1.75 a year, and the publishers Perry Mason & Co., Boston, offer for that sum to send *The Companion* free from the time the subscription is received until January, 1886.

We are glad to learn that *The Week*, Canada's leading literary paper, is achieving the success the enterprise of its publisher so well merits. Taken all in all *The Week* would stand high amongst its class anywhere. Its columns are well filled with editorial and contributed matter, and enriched from number to number by the productions of some of the ablest and most graceful pens of which the English literature of the day can boast.

*The Chicago Current* deserves success and seems to be winning it. Though it has only just reached the close of its second volume it has gained widespread reputation and influence. The paper is certainly an ornament to Western Journalism. It has we believe a very large circulation in Canada, and means to keep it if we may judge from the welcome given in its columns to Canadian writers.

The *North American Review* for February is to hand with the following attractive Table of Contents.

- I. HOW SHALL THE PRESIDENT BE ELECTED? President F. A. P. Barnard, William Parcell, Senator H. L. Daines, Roger A. Pryor, Senator L. B. Vance.
- II. HOLMES'S LIFE OF EMERSON, George Bancroft.
- III. NEW DEPARTURE IN EDUCATION, Prof. G. Stanley Hill.
- IV. THE CERTAINTY OF ENDLESS PUNISHMENT, Rev. A. G. T. Shedd.
- V. THEORIES REGARDING THE SUN'S CORONA, Prof. C. A. Young.
- VI. SHALL CLERGYMEN BE POLITICIANS? Rev. Dr. H. J. Van Dyke jr. Rev. Henry Ward Beecher.