

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Covers damaged/
Couverture endommagée

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Cover title missing/
Le titre de couverture manque

Coloured maps/
Cartes géographiques en couleur

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Bound with other material/
Relié avec d'autres documents

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Additional comments:/
Commentaires supplémentaires:

Coloured pages/
Pages de couleur

Pages damaged/
Pages endommagées

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Pages detached/
Pages détachées

Showthrough/
Transparence

Quality of print varies/
Qualité inégale de l'impression

Continuous pagination/
Pagination continue

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

NOVEMBER, 1883.

EDUCATION ADMINISTRATION.*

BY JOHN E. BRYANT, M.A., PRINCIPAL COLLEGIATE INSTITUTE, GALT.

AT some risk of being uninteresting and wearisome to the younger members of my audience, who may not feel the same anxiety concerning our educational system that we older teachers feel, I purpose to continue the discussion of the advisability of a change in the administration of the school law, by the appointment of a Chief Superintendent of Education and a Council of Public Instruction in lieu of a Minister of Education.

It is probably known to most of you, that at the late meeting of the Provincial Teachers' Association, held in Toronto, I read a paper upon this subject, and proposed a scheme of administration embodying a Superintendent and Council, which I thought would meet nearly all the objections which are urged against the present system. In the discussion which followed, both at the Convention and in the public press, there

was a great deal of misapprehension, not only in regard to the scheme which I proposed, but also in regard to the powers possessed by the late Dr. Ryerson while Superintendent, and by the present Minister; and it has been taken for true that what I proposed was simply a return to the Ryersonian *régime*. This is far from the fact. I did say that my proposed scheme was that legislated out of existence in February, 1876, with some essential differences.

But, in the first place, the differences are so great as to make the proposed scheme practicable and efficient, while the old scheme was inefficient, and was fast showing itself to be impracticable; and, in the second place, the system which was superseded in 1876 had been in existence but little more than a year; and, moreover, unfortunately for its success, he who was at the head of it—the Chief Superintendent—used as he had been to almost thirty years of

* An Address given to the Teachers' Association of the County of Waterloo.

absolute control, but ill bore the restraints which had been put upon him by the Act of 1874, that which inaugurated the system.

There are four distinct periods in our educational history, which we must fully understand before we can talk intelligently upon improvements or changes in our present system. It is for lack of knowledge of these that so many reason wrongly when discussing educational matters. I will briefly outline them.

(1) *From Dr. Ryerson's entering upon office in 1844 to Confederation, in 1867—twenty-three years.* During this long period, and especially toward the end of it, Dr. Ryerson was at the head of educational affairs for Upper Canada. The various Governments of the day were so engrossed in administering the common concerns of the two Provinces, that they left to the Chief Superintendent for Upper Canada almost the entire management of the school system of his Province. He had a small council of advisers, but these were his own nominees, and their duties were principally to secure equality of religious instruction to the various denominations, and to lend the weight of their scholarship and influence to the regulations which were framed by their chief.

(2) *From Confederation to 1874—seven years.* During this period the Government of Ontario had public instruction within the province of its authority, but the system of administration remained the same as before. It was during these seven years that Dr. Ryerson became dissatisfied with his position. He was believed by the party in power at the end of this period to be a partisan of the opposing party. He was disposed to be somewhat arbitrary in his opinions and acts, and the Government of the day little cared to give legislative sanction to his measures, without exercising their undoubted right to criticise and

change them. They could scarcely be blamed for so desiring to exercise this right, for the Chief Superintendent still remained practically an unadvised executive officer, with large supplementary legislative powers. By virtue of his position, he certainly did know a great deal of the needs of the people in educational matters, but it was not as it had been thirty years before; there were other men quite as competent to judge of the probable working of an educational measure as he; and there were many educational interests besides those of the more elementary, common-school character, which had formed a large part of his previous experience. And the Government, recognizing this, did really put themselves in opposition to him very frequently. What may have been the motives which inspired the attack we need not stay to inquire into, but both Dr. Ryerson and his system were, in 1871, violently criticized by the *Globe* newspaper, and the school system and its administration strongly animadverted upon by Mr. Blake, then in opposition in the Legislature. Dr. Ryerson no less violently rejoined, and in 1872 were published that somewhat famous series of letters by him, concerning the late Mr. Brown and the *Globe* newspaper, which, whatever may have been the truth they contained, certainly had the effect of making a party question of educational matters, and of establishing the belief, which had already obtained some credence, that the head of the school administration was a political partisan. It was in the beginning of this year, too, that Dr. Ryerson proposed to Mr. Blake, then President of the Council, that the Government should assume entire control of the educational system, and that Mr. Blake should be Minister of Education. Mr. Blake, who had not forgotten Dr. Ryerson's strictures of the preceding year, wrote, in reply,

what is perhaps the most scathing sarcastic letter of Canadian public life. Dr. Ryerson withdrew his proffered resignation, and things remained *in statu quo*; but this year was one of great annoyance to the head of the Education Department. He could ill brook the close scrutiny which the Government put upon the expenses of his administration. The coolness, if not the opposition of the Government; the violent criticism of the principal newspaper of the Province; the unrest of the leading educationists, and their demand for some sort of representation of educational interests in the administration of educational affairs, must have harassed the venerable Chief not inconsiderably. Much of his embarrassment might have been avoided, had Dr. Ryerson conducted the defence of himself and his system with more prudence; and with a juster regard for the strictly neutral position of his office. But, unfortunately, such was his volubility of utterance, that he always appeared to be more vehement than perhaps he really meant to be. The *status quo* continued a year or two longer, until the Act of '74.

(3) *From the passing of the School Act of '74 to that of '76—two years.* The Act of '74 was intended to remedy many of the defects of the previous administration, but it dealt with one cause of dissatisfaction merely, and with that not effectually. By this Act, the Chief Superintendent was deprived of many of the powers which he had previously possessed, and these were transferred to the Council of Public Instruction. But this body was not to remain as it had been, its members nominated by the Superintendent, to continue in office for life; it was now, by the method of election and appointment adopted, to represent educational interests; its members were to have regular terms of office, and to the Council were assigned very definite, important duties.

Yet the exclusion of the professional element from its membership was fatal to its success; and a still greater hindrance to its usefulness was the want of confidence on the part of its members in the permanence of the Council, owing to their knowledge that the Chief Superintendent had set his heart upon another scheme of administration, which the Ministry were likely to adopt, and which, before the Council had been much more than a year in active operation, it was well known they really intended to adopt.

(4) *From the Act of '76 to the present time—seven years.* I entered so fully into the history of this period in my previous address that I need say little concerning it now. This present system has been attacked on many grounds: for purely party purposes; from a conviction that a political administration of the school system, administered, as it always must be, by a party Government, is dangerous to public interest; and from a conviction that, however upright and well-intentioned the Minister of Education may be, neither he nor any single individual can administer the system so as to keep it steadily progressive and constantly adapted to the varying needs of an intellectual people, and a rapidly developing country.

I trust that neither you nor I shall discuss this question for partisan purposes, or with party feelings. I confess myself, however, a firm believer in the baneful effects of a political administration of educational affairs; but, although I cannot see that the present administration has to any large degree abused its trust, yet abuse of trust has been frequently imputed to it. It has been accused of using its educational patronage to further party interests, and of deflecting from the straight path of duty to favour party friends, or to escape political combinations against it; and whether

these things be true or not, the very credence which they obtain is an evidence that the people lack confidence in a political administration of school affairs. But my objections to the present system are based upon my belief in its manifested inefficiency, arising, not from incompetency on the part of the administrators, but from defect of constitution.

The Minister of Education has entrusted to him powers and authorities too numerous and too important to be entrusted to any one man. The School Act is, and must necessarily remain, largely indefinite and incomplete in its provisions. The selection and discontinuance of text-books, the arrangement of courses of study, the classification and promotion of pupils, the conduct of provincial examinations, the assignment of studies and the apportionment of percentages therefor, the grading and certification of teachers, the appointment of examiners and inspectors, and the determination of their qualifications and rules for their guidance, are matters which never can be fixed by the Legislature, but must always remain in the province of the Executive. It has been asserted that the Legislature, which represents the people and grants the people's money, must retain the entire management of all these affairs: which means, of course, that the Government, which is responsible to the Legislature, must retain the management. But these are matters about which a Government, composed of professional politicians, cannot know anything more than what is common to every ordinarily intelligent person in the country. These are matters requiring the technical knowledge of the professional educator—a knowledge which a long experience in the management and conduct of schools and the education of pupils, the training of teachers, and the practical use of text-books, alone can give. Not only

this, but they are matters which require constant attention, regulation, correction, improvement, change—not an arbitrary and ill-advised interference, but a delicate treatment; inasmuch as it is the happiness, health, and intellectual well-being of all the young people of our country—nearly half a million—as well as the interests of the subordinate officers of the system—nearly four thousand—that are concerned.

Now, let us ask, how are these matters dealt with under the present system, and the answer is one that ought certainly to startle any friend of representative institutions. They are practically under the uncontrolled and unadvised absolute authority of one man—the Minister of Education for the time being. He has but one limitation to his authority, that is, the certainty that, should he act badly enough, the people might, by some convulsive effort, depose him. But so long as his acts do not greatly excite the prejudices or passions of the people, and so long as the Ministry to which he belongs retain the majority in the Legislature, then so long are all general matters which come under those heads specified above as absolutely under his control as if the entire school population, with its teachers and inspectors, were in Russia, and he were the Czar.

It has been said by critics, who, in my opinion, can have studied this subject but little, that the Minister has advisers upon all educational matters, whose advice he takes, and who are responsible for what advice they give, viz.: the present Central Committee. In answer to this, it must be said in the first place that this Committee, as an advisory body, has no legal existence; in the second place, that therefore the public can in no way hold it responsible, for the public has had nothing to do with its creation; but that it is the mere creature of the

Minister, owing its existence to his breath, extinguished at once should this be withheld; and, in the third place, that as a matter of fact, the Minister does not take its advice as a rule, nor does he agree to take it, and it is known that he has frequently acted contrary to its advice, as absurdly he has a perfect right to do, and that he has even accepted the advice of a minority of its members, as against the majority, and that sometimes, when matters have been referred to it for decision, and its report has been received, this report has been changed, by alteration and addition, so as to be at one time the reverse of its original intent, at another time inconsistent with previous utterances, and all this in strict conformity with the powers which the Minister possesses, and with no assumption of a right not vested in him by law.

As an instance of the popular misunderstanding of the *status* of the Committee and of the Minister's power, we have at the present time the authorization of two sets of School Readers, imputed to the Committee rather than to the Minister.

I shall not discuss whether but one set of Readers ought to have been authorized or not; though certainly if but one, the Minister must bear the responsibility of the question having been determined otherwise. The Minister causes it to be known that the old Readers are to be superseded, invites competition in the preparation of a new set, is aware of the undertakings of different publishing houses toward this end, knows that tens of thousands of dollars of capital are being devoted to this purpose by rival publishers, and is fully conscious that every device of wire-pulling and influence will be used to secure the authorization of the different sets: all this for two years, and then, although the Readers are to be used almost exclusively

in Public Schools, hands over to a Committee, not one of whom is a Public School inspector or teacher, and, as such, practically acquainted with the special needs of Public School work, and the special inconveniences which Public School children will suffer if more than one set is authorized,—hands over to these advisers, who, not being appointed by the people, cannot be held responsible by the people, the three rival sets for their opinion. What could they do? All the Readers had special merits; it was well known that the refusal of authorization would be disastrous to any competitor. They recommended two for immediate authorization, and spoke so highly of the third that it has generally been believed that the Minister would authorize it also. It does not appear that this Committee were asked by the Minister to determine which of these three series was, in their opinion the best, and to recommend but one; nor is there ground for saying that the Minister is justified in authorizing two or three series because this Committee pronounced them to be, as every one knows they are, each of great excellence. Had the Minister really directed the Committee to pronounce in favour of but one series, there is no reason for believing but that a majority of the Committee could have found one series, in their opinion, preferable to the others. The Minister, or in this case, we presume, the acting Minister, has found that he could not, without arousing opposition which it would be difficult to allay, authorize less than two or more sets, and he has made a plural authorization under the cover of this general verdict of favour which the Committee awarded to all three.

But if this authorization of more than one set of Readers be a mistake, upon whom should the blame rest? Upon the Committee, who recognize

excellence in each series of Readers, and say so, or upon the Minister who encourages this huge speculation on the part of the rival publishers, and then when the time for decision has come, finds that he cannot maintain a decision in favour of one alone?

It may be thought by some that the interests of the people will be better served if competition be allowed not only in the publishing, but in the preparation of school books of so general use as the Readers. Yet whatever may be said of the advantages of having competing text-books in large populations, as are in England and in the United States, where the centres of publishing interests are accessible to many different areas, each large enough to have uniformity within its own limits, irrespective of conformity with other areas, it must be remembered that in the present condition of our Dominion, publishing houses in Toronto must be concerned with Ontario text-books almost entirely; and the only way to secure a competition among the publishers of Readers (*i.e.*, where the copyright is not held by the Department, and publishers allowed to use it subject to conditions) is to authorize, as has been done, two or more sets, a proceeding which, in the opinion of many, imposes upon the people of Ontario a troublesome and expensive burden.

If the Minister had wished to avoid this, he ought to have let it be unmistakably understood that *only one set* could possibly be authorized, and then when he found that the several publishers were determined to enter upon a ruinous competition he ought to have used his influence in getting them to co-operate for the purpose of preparing a joint series of requisite merit and of fixed maximum price. If he had failed in this, then he should have let the terms of the competition be thoroughly well known, and the time at which the decision

should be made, and have adhered to these strictly. In this war of the books it is not the people alone who complain; the publishers too seem to have their grievance.

This dual authorization will, I fear, be strongly censured by the people, because it is something the annoyance, inconvenience and expense of which they will readily feel; but it is not a worse executive mistake than many others which do not come prominently before the public, because they appertain to the intricacies of professional educational work. These need not, however, be specially mentioned. Headmasters, principals, inspectors and trustees, and others interested, will recall them for themselves.

Indeed their recurrence must not infrequently have become painfully evident both to the Minister and to his coadjutors. If there were any need to testify of them, I should not shrink from doing so; but, in common with my fellow-teachers, I am conscious that the system has been administered by the head of the Education Department with an eye single to its good, and if regulations have been sometimes inconsecutive or inconsistent, and the policy of the Department apparently fitfully experimental, I can see ample cause for these things in the fact of the administration being entrusted to a legal parliamentarian instead of to a body of representative practical educationists.

It would be affectation to deny, however, that for one cause or another there is grave dissatisfaction with the present administration of the system; and were it not for the high personal esteem in which the head of the Department is held, and the felt assurance of his good-will to every member of the profession, as well as a conviction that as long as the administration of the system remains in

the hands of one man, and that man a party-chief, the present incumbent of the education bureau is as well qualified for the position as any other that could be had, the present murmurings I fear would increase to more loud and general complaint.

Apologists of the present system are continually pointing to the manifest improvement in educational affairs which has been made during the past seven years, as evidences of the superiority of the present educational régime to that which preceded it; to the establishment of Model Schools; to the increased efficiency and usefulness of High Schools; to the greater thoroughness of examination of teachers; to the more general adoption of intellectual methods of instruction; to the better character of text-books, and so on. I should be the last to deny this improvement, and also the Minister's share in effecting it. But that it is in any way due to him alone, or that it might not have been accomplished with more steady progression and with less friction under the representative administrative system which, in my opinion, should take the place of the present absolute system, I should be equally the last to admit. The Minister had the good fortune to enter upon his office just when were beginning to be felt the excellent effects of the Acts of 1870 and 1872; the one providing for the better inspection of schools and a higher qualification of teachers, and the other establishing a uniform and sufficiently high standard of admission to High Schools. It cannot be doubted but that to these causes, and to the increased efficiency and frequency of inspection of High Schools, which followed the enlargement in 1873 of the High School inspecting staff, very much of the educational improvement of the past seven years must be ascribed. A share of this improvement, too, must

be ascribed to the advisers of the Minister. The committee of examiners to whom during much of this period the Minister has referred many matters which came before him, thus constituting them a *quasi* advisory committee, have been men of ability and educational experience. Had the Minister bound himself to take the advice of this committee in his educational policy and administration, and made the committee by their appointment or election, the representatives of every educational interest, and answerable to the people instead of to himself, his administration would have been marked by fewer mistakes, and the educational advancement of the past seven years would have been greater than that actually achieved.

I think I am excusable if I say again, as I said in my previous address, that the regulations of the Minister, which indeed of his official performances are what principally concern public interests, can never be made the subject of revision and amendment in the Legislature as long as the Legislature continues what it is, a little antitype of the British Parliament. Not until an act of his is so much opposed to public opinion as to endanger the Government to which he belongs will one of his numberless regulations and ordinances secure any sort of correction, by the fact that he is responsible to the Legislature for what he does. So long as his party remains in the majority, so long will his acts be endorsed by the one side, and by the other fruitlessly opposed.

For it must be remembered that where he is likely to go wrong is not in a great principle, about which public opinion is fully formed, or even the opinion of a mere majority of people, but in those details of the educational system where the education Acts necessarily allow him large latitude of action. Nor must it be

forgotten that the usefulness, and even the very *raison d'être*, of his office depend upon the successful supplying from time to time of the deficiencies which necessarily must be in every education Act, no matter how complete. That is, upon wisely attending to those details which no Legislature can provide for. If then he cannot, in the nature of things, successfully supply these deficiencies, and competently attend to these details, the very existence of his office is unnecessary and even deluding, for the people naturally repose confidence in him wisely to supply those regulations which the Legislature leaves unacted.

It is my matured opinion that he cannot in the nature of things supply these deficiencies of the education Acts; for in the nature of things he will be incompetent to do so. He ought from his position to be an educational expert, and thoroughly familiar, not only with the theories of education, but with their practical application in other countries, and more especially in our own Province. No man who has given the necessary study to educational matters to be thus familiar with them, will be of sufficient political eminence to be made a Cabinet Minister. Neither will a party-leader consent to take an untrained and non-partisan politician into his Cabinet, although an eminent educationist. Neither will an educationist of merit enter a party Cabinet, bound, as he would be, to consider party triumph and majority greater ends than educational progress. Nor, even were the consummation reached of having the most capable educationist in the country the Minister of Education, would any real solution have been made of the educational problem. The day for autocracy has passed. Authority which is unregulated by discussion and the representation of every interest concerned, no

matter how wise in itself, never can satisfy an intelligent constituency. And our educational system concerns so many interests, that no one man, however wise or experienced in those matters which the Legislature leaves indefinite, can absolutely exercise authority acceptably to trustees, teachers, inspectors, and all who are deeply concerned in educational matters, or even to the great body of the people generally.

It will perhaps be argued that there is no greater reason for separating the educational administration from the regular government, than for removing any other department—that of Crown Lands, or of Public Works, from ministerial control. At first sight this seems true, but the resemblance of the Education Department to these others is very slight. In the first place, legislation in regard to Crown Lands or Public Works can be made much more definite, and so as to leave very much less to ministerial absolutism than educational legislation can possibly be made. Then again, what is left to be done by the Ministers in these Departments is of an every day commercial and legal character, requiring just that experience and ability to effect which, we are happy to say, are the ordinary endowment of those men whom the people delight to honour with places of power. And again, their acts, concerning as they do the great material interests of the Province, can be and are intelligently and ably criticised by the members of the Legislature, who for the most part, are practical business men. But educational matters, when once systematized by an Act of the Legislature, are still left very largely under the control of the Minister of Education—much more largely than people are aware of. As I have said before, his acts are absolute, directly to half a million of our people, and indirectly to the balance.

And they relate to such intricate, technical, and professional matters that they cannot wisely be revised, or prudently be amended, except by a body where every educational interest is represented.

It has been objected somewhat ostentatiously, and as if the objection were completely destructive of any criticism of the present system, that since the people pay the cost of education, they should therefore control its management. I need scarcely say that there is no desire, as far as I am aware, on the part of those who propose to separate educational control from the ordinary province of Government, to take away from the people one particle of power which they at present possess. Even now the money voted by Parliament for the support of education is expended as the law directs. Ministerial authority in no way controls its distribution, except in the matter of the High School Fund, and of the salaries to Departmental officers and Normal School teachers, which is wisely left to ministerial discretion, although subject to legislative criticism in the passing of the Estimates. And not only in any new scheme of administration should the distribution be continued in accordance with the specific provisions of the Legislature, but in every other way in which the public purse is concerned, the School Act should be made as definite as possible. What is desired is simply a scheme by which two things shall be secured: first the entire freedom of educational administration and patronage from the maintenance of party and from party opposition; and, second, the representation of every interest concerned in the discussion, framing and authorization of all those ordinances and regulations which are necessary to supplement any Act of the Legislature, no matter how carefully considered before passing.

I have been told, by both prominent educationists and politicians, that a remedy for the present educational distress can be found in the appointment of a Deputy Minister of Education of experience and ability, whose advice his Chief should take on all professional and technical matters. This proceeds on the assumption that the present Deputy is inefficient, which to my mind has never been established, if regard is had to the real qualifications of a Deputy head. But assuming it to be true, and supposing the most eminent educationist available were made Deputy Minister in his stead, what reason have we for believing that the Minister would always accept his advice, or for believing that Party would not have the same baneful influence upon educational interests which it is now said to have? And, too, how can it be supposed that a man, shut up in an official bureau, can maintain for years that living knowledge of the educational wants of the people, and of the progress which education is making, which the director of a Provincial educational system should have? This was the very ground of much of the opposition that was given to Dr. Ryerson in his late years—that he did not really understand the educational status of the country, although he had been the principal factor in developing it. And, too, all the objections which I have urged above against surrendering to any one man a power virtually absolute over educational matters, are as weighty in the case of the Deputy-Minister, no matter how capable, as they are in the case of a Minister-in-Chief.

As to the scheme which I propose, I repeat, lest there be misunderstanding, that I do not intend a return to the Ryersonian system. Neither do I desire, as has been stated, to see the powers of the people taken away and given to a body of professional

educators. I am of the opinion that the School Acts should be consolidated and made much more simple and definite than they now are; that to the executive authority, whatever it is, should be allowed a less measure of discretion than it now possesses. I would say to the Legislature, "Make your laws as definite and fixed as possible, but be sure in doing so that you have the advice of men representing every educational interest and every educational work, both professional and lay. If consolidation is done by lawyers exclusively, as seems to be the rule, the School Act will remain what it now is, a source of constant uncertainty, and of expensive and annoying litigation. But when you have completed your laws, sever from political connection and party influence the execution of them, and let that supplementary legislation, which you cannot help leaving undone, be effected by a body of men whom you may call a Council of Public Instruction, who shall represent every educational interest, and thus those very interests of the people which are most concerned.

"Give to the Government of your confidence a veto power upon all the ordinances and regulations which are the outcome of this supplementary legislation; but let the originative power remain with the Council, for whose erection, representative character and continuance you will secure legal provisions. Then appoint an officer, of the necessary ability and discretion, to carry into effect these laws of yours, and these ordinances and regulations of the Council. You will have no cause to fear his absolutism. He but puts into operation machinery which you, and the Council which you have created, have constructed. He will have no patronage and no originative power of his own. But as the chief executive officer of the system, his opinion in the Coun-

cil of which he will be a member will be of great value, but not more than its merit deserves.

"And to secure your full acquaintance with what is done in this Council, one of yourselves should be a member of it, and also of your own Executive Council, let us say the Provincial Secretary. He, from his high position among you, will be able to influence the policy of the Education Council in conformity with your wishes. He will also be able to check any attempt at extravagant or obnoxious legislation on the part of the Education Council, by the assurance of the veto of the Government of which he is a member. He will be able to explain to you from time to time any proposed measures on the part of the Council which need your sanction; and, at the same time, he will be able to acquaint the Council authoritatively when it would be perfectly useless to bring any such matters before you. In this Council you may have a perfect confidence that it will act with discretion, and in conformity with the people's needs, since it will represent the education interests of the people, of every kind whatsoever; and will be amenable to public criticism, and accessible by deputation, petition and otherwise, to the wants or grievances of every one concerned. You need not fear that this Council will be a close corporation of interested educationists, since you may secure the presence in it, by appointment on the part of your Governor in Council, of men whose standing and repute will be a guarantee to the people that it is the interests of education and not of educationists which the Council has most at heart."

I will again briefly outline the scheme which I propose should be substituted in lieu of the present one the scheme to be embodied in an Act, which, previously to coming before

the Legislature, shall have been the careful preparation of a Commission representing every educational interest, and acting with competent legal advice, who shall consolidate and simplify our School Law, and make it much more definite, and less a matter of executive discretion than it has ever yet been.

First.—A Chief Superintendent to be appointed to hold office during life or good conduct, who shall administer educational matters :

(1) In accordance with the provisions of the School Act.

(2) In accordance with the regulations and orders of a Council of Public Instruction, in all things where the Legislature leaves to the executive a discretionary power.

Second.—A Council of Public Instruction, to consist of :

(1) The Chief Superintendent.

(2) The Provincial Secretary for the time being.

(3) One High School Inspector, who shall retire annually, to be succeeded by the other in regular succession.

(4) Two representatives of the High School Masters, to retire biennially, one each year.

(5) Two representatives of the Public School Inspectors, to retire biennially, one each year.

(6) Two representatives of the teaching profession in general, to be chosen by the Executive Committee of the various County Teachers' Associations, each Association to have one vote. These to retire biennially, one each year.

(7) The President of the Provincial Teachers' Association for the time being.

(8) A representative of the University of Toronto, and one each from the other Universities of the Province, and one from each College affiliated to the University of Toronto, not otherwise represented. These also to

have stated periods of service and times of retirement.

(9) Six appointees of the Lieutenant-Governor in Council, to retire triennially, one each year.

The Council to have regular times of meeting, and its members residing out of Toronto to have their travelling expenses reimbursed. This Council to have power under the Act over the authorization of text-books ; the regulation of programmes of study for Public, Model, High, and Normal Schools ; the examination and certification of teachers ; the promotion of pupils ; the appointment of principals and teachers of the Normal Schools ; the distribution of the High School Fund ; and such other matters as the Act shall leave to its discretion. Also to have the nomination of High School Inspectors, when vacancies occur ; and upon the demise, resignation, or dismissal of the Chief Superintendent, to have the nomination of his successor. Also to have the right to prepare, for the consideration of the Legislature, such Bills concerning school matters as may seem to it needful.

The Chief Superintendent to have the right of nomination of all subordinates in his office ; and to be required to distribute the Public School Fund in accordance with the Act of the Legislature, and the High School Fund in accordance with the orders of the Council of Public Instruction ; and to furnish to the Treasury Department, for presentation with the Estimates, the anticipated expenses of his own department, which he must meet in accordance with legislative decision.

The Governor in Council to have the appointment of the Chief Superintendent in the first instance, and the ratification or refusal of the nomination of the Education Council to that office in every subsequent instance ; and to have also the power of ratifi-

cation or veto of every regulation and ordinance of the Council, and of every nomination of the Chief Superintendent to a subordinate office.

It will thus be seen, that while political interference will be reduced to a minimum by this scheme, the rights of the Government and of the Legislature are in every way protected; and that at the same time, there will be

that representation of education interests in the discussion and framing of the regulations by which executive authority must supplement legislative enactment, for the lack of which during the past ten or twelve years, not only in the present *régime* but in the previous one, educational administration, while much of it has been commendable, has been so unsatisfactory to every one concerned.

NATURAL SCIENCE AT MATRICULATION.*

BY H. B. SPOTTON, M.A., PRINCIPAL COLLEGIATE INSTITUTE, BARRIE.

I REGRET that the treatment of this subject has not fallen to the lot of some one more competent to deal with it; but I feel so strongly that something can and should be done in the direction indicated by the heading of this paper that, when asked to introduce a discussion on the matter, I did not clearly see my way to decline. My own views in this connection can be stated in a few words, and I shall not pretend to do more than throw out a suggestion or two, which I hope, however, may lead to an expression of opinion on the part of the members present tending to some practical result.

I believe that the members of this section are keenly alive to the wonderful activity in scientific matters which is so characteristic of the time in which we live, and that any words tending to impress upon them the importance of Science as an instrument of mental culture would be superfluous. I shall therefore at once assume that we are agreed upon these points, and that we are prepared to unite for the furtherance of any practicable scheme having for its object the more efficient training of Canadian youth in the elements of Natural Science.

It must, I am sure, be a source of gratification to us—to all who have at heart the interests of intellectual progress in Canada—to observe the efforts of our universities to keep abreast of the times in science-teaching. Not only Toronto and McGill, but Queen's and Victoria, are equipping their laboratories with the latest appliances, and engaging the services of instructors fresh from the centres of scientific culture in Europe; and it must be additionally gratifying to us as Canadians, that it has been found possible, whilst sacrificing nothing in the way of qualification, to secure for some of these science chairs men who are of ourselves. It is not too much to say that a student at any one of these colleges has now almost as many advantages as he could expect to find anywhere, and that there are now turned out, year by year, numbers of men very well qualified in regard to attainments and knowledge of right methods, to impart scientific instruction of the most valuable kind. But I believe it will be admitted that many—perhaps the majority—of our graduates in Science have hitherto found but little scope for the exercise of their special talent; in the way, at all events, of awakening in others an interest in the subjects which have occupied their special at-

* An address before the High School Section of the Ontario Teachers' Association.

tention, and the result is that too often the graduate and medallist in Science sinks out of sight altogether, or turns his energies in some new direction. Doubtless the effect of a scientific course, like that of any other, must make itself felt for good, whatever line of life a man pursues, but in our own profession there are inducements to students in every other department which have so far been wanting to the student of Science. The esteem in which science men are held by the guardians of our High Schools is very fairly indicated by the odd advertisements for masters which appear from time to time—such for instance, as those which call for the services of men who can teach Natural Science and Book-keeping—and the paltry salary offered in nearly every instance, as compared with that of their classical or mathematical colleagues, shows conclusively the relative importance attached to the subjects. It is, then, not to be wondered at that we have to mourn the loss of much good material which might be utilized if a fair degree of encouragement were given to Science-teaching in our elementary schools. It is not too much to say that up to the present science-teaching in the schools has been almost *nil*. It is true that certain candidates for Public School Teachers' certificates have been required to take a short course in Chemistry, but we have the testimony of the High School Inspectors as to the perfunctory manner in which that subject is too frequently taught, anything in the way of apparatus or experiment being regarded as merely an obstruction in the way of the rapid acquisition of sufficient facts to enable the student to pass his examination. And here I may say that, in the light of my own experience, I sympathize a good deal with the views of those who would object that the mere necessity of preparing for an examination would seriously interfere with the

proper teaching of Science. Any master who has had to prepare candidates for teachers' certificates must have felt the embarrassment of being asked by the candidate, who wants above all things to *pass*, and whose time is usually far too limited for adequate preparation, whether this, that, or the other matter brought to his notice is likely to be asked about by the examiner. However, I believe the force of the objection would be reduced to a minimum in the case of candidates for matriculation, because the course in Science would be entered upon simultaneously with the courses in other departments, and ample time given to it. The hurry of preparation, which in the one case leads to vicious cramming, would in the other, if not entirely absent, at all events be very materially diminished.

The most effective measure, so far, in the direction of encouraging good work in science-teaching is, I believe, the regulation which requires every Collegiate Institute, as a condition of its existence, to be provided with proper appliances for teaching Chemistry, but I am convinced that an impetus, not to be imparted in any other way, would be given by assigning the scientific subjects a value in the examination for entrance to the universities. And the proposition to do this is not a novel one. We should only be doing what has already been done by colleges of the highest standing elsewhere. At Harvard the course for matriculation comprises certain obligatory or prescribed subjects, and certain others which are elective or optional. One group of elective subjects embraces Physics and Chemistry or Botany. Again, the University of London, as is well known, makes Chemistry a compulsory subject at matriculation; and, to mention but one other example, the Owens College, now Victoria University, Manchester, requires a

knowledge of Chemistry and Experimental Mechanics. I understand, also, that in the old days of King's College, Toronto, Science formed part of the entrance programme. Why it was subsequently omitted I am unable to say, but it may possibly have been owing to the difficulty experienced in those days of securing an adequate supply of skilled teachers. No one, I imagine, would be disposed to raise this objection now, and the question seems to be whether the time has not come when Science may safely be restored, with the reasonable expectation of having useful work done in that department. I had a short conversation with Professor Ramsay Wright a few days ago, in reference to this matter. The value of his opinion will not be disputed, and it may assist us in coming to a decision to know that he thinks it desirable and practicable to lay a good foundation in the High Schools for the study of Science. The vast improvement in the standing and efficiency of the High Schools is a very important element in this discussion. Not very long ago a great many of these schools were largely occupied in doing work which properly belonged to the Public Schools. This condition of things is now exceptional. The university class-lists are the best evidence of the upward strides of the last few years; but, whilst the candidates for matriculation are now much more numerous and better equipped than formerly, we are still obliged to confess that Science is almost wholly neglected, and neglected most of all by pupils who are looking forward to a university course. What is the consequence? In Classics, Mathematics, Modern Languages, everything but Science, the student has received such a preparation that he is enabled at once, on entering the university, to pursue with advantage a higher course in these departments. Of the merest elements of

Science, however, he knows nothing. Here he must begin *ab initio*.

But it may be urged that the department of Science stands upon a somewhat different footing as compared with other departments; that whilst it is desirable, nay essential, that the student of Classics or Mathematics should be "caught young," the commencement of the study of Science should be postponed until a somewhat later stage of mental development shall have been reached; that, in short, it is better to leave the whole work of science-teaching to the university professor. Such an objection, however, is entirely contrary to experience. We have on record the testimony of the late Professor Henslow, of the University of Cambridge, whose custom it was to gather about him the children of his own neighbourhood and instruct them practically in Botany; and nothing can be more definite and conclusive than the words in which this testimony is given. Dr. Hooker, also, when examined before an English Parliamentary Commission on Education, as to the intellectual results of the early study of Botanical Science, gave his unhesitating approval of the methods adopted by Professor Henslow, and in the course of his evidence said: "In most medical schools the whole sum and substance of Botanical Science is crammed into a few weeks of lectures, and the men leave the class without having acquired an accurate knowledge of the merest elements of the Science." And without going beyond the limits of our own schools, I am confident that every master, who has had any experience at all in science-teaching, will sustain me when I say that there is no branch of study upon which children will enter with greater avidity than Science, if presented to them in an intelligent and reasonable way. I am very strongly of the opinion that as soon as a pupil is able to pass the

High School entrance examination, he should be taught the elements of Natural Science, whether aiming at a university course or not. If a candidate for matriculation, he would be able, during the three or four years of preparatory study, to acquire, without pressure, such a grounding in Science as would enable a professor to enter at once upon higher university work. I believe, also, that the instruction given by a good master in a High School is better adapted to the wants of a young student in any subject, than lectures by a professor, however skilful, to a numerous class. In the school there is greater leisure, and closer contact between teacher and pupil. If Chemistry is the subject to be taught, the master can not only exhibit experiments, but can encourage his pupils to make them, and can superintend and aid them in their earlier attempts. If Botany is the subject, he can go with his pupils into the fields, converse familiarly with them, guide their observations, which would be entirely of a practical nature, and awaken an enthusiasm which could hardly be developed in any other way. So also if the study of Biology, involving the use of the microscope, be entered upon, it is of the utmost advantage that the master should be near by to direct the pupils what to look for when using the instrument, and to assist in the preparation of the objects to be submitted to examination. In short, the advantages and practicability of having all this preliminary work done in the schools seem so manifest, that it is rather remarkable than otherwise that steps have not already been taken to utilize the teaching power which is at hand. The students would benefit, the universities would benefit, and unquestionably the schools would benefit; the one act wanting to "close the circuit" and establish a current is, apparently, the introduction of

Science in some shape into the work for matriculation. What special branches of Science, and how much of them, it would be judicious to place upon the course, would properly form a subject for further consideration. For my own part, I should be well satisfied if, at present, we succeed in obtaining recognition of the principle that Science in some form is entitled to a place.

It may be said that the work for matriculation is already sufficiently heavy, and that it would be unwise to increase it. To this it might be answered that, as the principle of option is already recognized at this examination, it might be further extended so as to admit of Science being substituted for one of the two modern languages now accepted as an equivalent for Greek. But this is a mere matter of detail, and need not be entered upon at this stage. I will only say that, as it has been found desirable and practicable to utilize the schools in England and in the United States, for the purpose of laying the ground-work of a scientific education, and to test the quality of that ground-work by an examination at the threshold of the universities, I have no fears, considering the point we have now reached in the development of our educational institutions, either about finding a way of carrying the principle into practice, if once recognized, or about the result of the experiment if once tried.

[The following Resolution was adopted :

"That in view of the increasing importance of the Natural Sciences, this Section would recommend that some scientific subject be placed upon the programme for University Matriculation at as early a period as may be found practicable; (2) That the matter of the selection and arrangement of the subjects of Matriculation Examinations in Natural Science be referred to a committee composed of Messrs. Bryant, Turnbull and McHenry, to report at the meeting of the Section next year."

THREE WEEKS IN DAKOTA.

BY HENRY MONTGOMERY, M.A., B. SC., PROFESSOR OF BOTANY AND ZOOLOGY,
TORONTO SCHOOL OF MEDICINE, ETC., TORONTO.

(Continued from page 378)

SO much for the flora, fauna, physical features, surface configuration and soil. Let us now, for a brief space, turn our attention to the atmosphere; and, first, with respect to its temperature. At the very outset I desire, explicitly, to state that the climate is decidedly cold. No one who knows anything of the northern Dakota climate would venture to contradict this assertion, as applied to that portion of the territory; whereas, of course, it is well enough known that the southern counties of the same territory possess a very mild climate. All with whom I have conversed upon this subject, frankly admit that mercury becomes extraordinarily contracted and condensed in north Dakota during the winter season. Yes, "quicksilver" descends, recedes, shrinks, shrivels up and assumes extremely modest proportions in the face of a "blizzard." Alcohol, be it remembered, has never been known to freeze in this climate. It is reported as refusing to solidify even under the severest blizzard. Still, the vessels into which it is poured have occasionally been benumbed and cracked. During the summer season the air being agreeably cool in the day-time, and quite cool about midnight, Dakota thus becomes one of the most pleasant and healthful summer resorts in the world.

With regard to its humidity, the atmosphere is much drier than that of Ontario, and necessarily so, because Ontario, besides being dotted over with innumerable lakes, is surrounded by immense bodies of water.

In general there is said to be a moderate amount of rain each year, but the summer of '83 has been unusually dry in some districts in the north and east, and, as the result, the crops in these districts are shorter than usual. Yet, notwithstanding the lengthened period of drought to which these localities were subjected, vegetation suffered to a very much less extent than would have been the case in Ontario had it been visited by a drought of like duration. An examination of the ground by Dr. John Montgomery and myself showed it to be quite moist at a distance of five or six inches below the surface, and that, too, at a time when there had been no rainfall for nearly two months. It was my good fortune to witness a thunderstorm on the 13th of July, in the Pembina Mountain country. Although in no respect more violent than an ordinary storm of rain in Canada, it was a spectacle at once grand and impressive, rendered so by the clearness of the atmosphere and the extreme vividness of the lightning. Frequently I have seen clear, bright and beautiful skies in this Province as well as in the Eastern States; but never anywhere else have I seen skies so bright as some that smiled upon me while sojourning in Dakota. These were particularly noticeable in high and hilly tracts of country. There one, while toned and invigorated by the ozonic purity of the air, is positively startled by the intense brilliancy of the clear-cut clouds and the deep-blue ether. Although the climate is cold, it does not seem to be unendur-

able. On the contrary, the dryness and purity of the air and the evenness of its temperature combine to make the climate of Dakota one of the most salubrious. The people, as a rule, appear to be healthy and contented.

The comparative dryness of the atmosphere and the scarcity of trees may possibly admit of more damage being done to buildings, and of greater loss of life by lightning than would be the case were the country possessed of a moist atmosphere and many tall trees. But, this can, in a great measure, be remedied by the proper erection of lightning-rods, each to extend at least six feet into the earth. The planting and raising of trees would, no doubt, also prove beneficial in this direction. Not to mention their value to a country as ornaments and a protection from the wintry blasts, trees act as large reservoirs for water, the evaporation of which supplies the air with moisture, and this moisture or aqueous vapor, by its conductive and diffusive properties, tends to prevent undue accumulation of electricity.

Mirages, of frequent occurrence on the prairies, are too well known to call for a description here. A phenomenon, however, which attracted my special notice, was that of the great length of day and the corresponding shortness of night. The latter sets in about ten o'clock during June and July, and lasts only until half-past two, about four and one half hours! What with the short time elapsing between sunset and sunrise, and what with the long twilight, the moon, and the strongly defined *aurora borealis*, there is often in summer really no night at all. The causes of such disproportion between day and night are to be found in the high latitudes, 47° to 49°, the elevation of the land and the absence of hills and forests.

Whilst the population of southern Dakota is largely composed of native

"Americans" from the older States of the Union, with a sprinkling of Europeans, by far the greater number of the people of north Dakota are Canadians and British Canadians, the remainder consisting of Americans, Norsemen, Bohemians, Poles and Germans. Proofs of the intelligence and enterprise of the inhabitants are seen in the number of good railways, neat and comfortable school-houses, and the improved agricultural implements which they possess. All the school-houses in rural districts are frame buildings painted white, and provided with desks and seats of the modern, approved style; while in the towns and cities the school buildings are constructed of brick or stone. Churches of the Episcopal, Congregational, Methodist, Presbyterian, Baptist and other religious denominations are numerous throughout the settled portions of the territory. With regard to the agriculturists it ought to be stated that many of them, owing to the fertility of the soil and a careful husbandry of it, are rapidly becoming wealthy. Yet, there are some of them who might, with profit, reflect upon the folly of attempting, with little capital, to cultivate farms of from 480 to 1,500 acres each.

The word *Dakota* or *Dacotah* signifies "united" or "allied," alluding to the friendly relations existing among the native Indian tribes. Not having met with more than two or three of the native Indians, I have been unable to obtain, at first hand, much knowledge of them and their modes of life. However, in a grove west of Garfield village, I observed a number of "half-breeds" preparing their mid-day meal. One man of the party was singing aloud, and all were in merry mood. They had seven so-called "Red River" carts, and two waggons. Upon one of the latter were inscribed the name and address of the maker in Mitchell, Ont. The "Red

River" carts, as usual, possessed no iron or other metal about them, being made wholly of wood and untanned buffalo hide. When in motion the creaking, strident sound of a train of such carts may be heard a mile off, and is described as anything but musical.

Before taking leave of the land of grain elevators, of smooth roads, of health-giving atmosphere and of "magnificent distances," it may be of interest to refer briefly to some curious mounds visited by us on the 10th of July, in the vicinity of the Upper Forest River. Shortly after the arrival of our party at the largest mound a procession, single file, was perceived hastily approaching us from the direction of the deep ravine on the sides of the river. This procession soon reached us, when it was found to consist of a Bohemian and his wife and children. The male head of the family ascended to the summit of the mound, and, without delay, delivered an address in which the words "no, no," "Indian come up," "make drubble," "burn," "Indiana Territory" and "Texas" frequently occurred, all the while his worthy spouse pouring forth a torrent of words in the Bohemian dialect. The orator of the occasion proved to be the proprietor of the land on which the mounds are situated, and the burden of his discourse appeared to be that the mounds must not be opened lest the Indians, enraged at the disturbance of the remains of their supposed relatives, should come up and give trouble by scalping the white settlers and burning their dwellings. On being informed that the expedition was undertaken in the interests of the territory, not only were we permitted to prosecute our work of exploration, but we also received valuable assistance in that work from the honest, good-natured owner of the grounds.

The mounds occupy a high ridge of land north of the river, commanding a fine view of a wide tract of rolling and prairie country. There are thirteen of them in that spot, and others a few miles distant. They are of two principal kinds — the *round* or *conical*, and the *long* mound. The latter assumes the form of a low ridge or breastwork, of which there are three. Two of these are about one hundred feet apart, and run nearly parallel for a distance of about eighty perches. The remaining ten mounds are high and conical. Generally speaking each is a great heap of black soil, circular, or nearly circular, at its base, somewhat cone-shaped, raised to the height of many feet above the surrounding land, gravelly at its surface, clothed with grass and pig-weed, and containing human and buffalo skeletons and various relics. Two of these mounds were opened by us; one of them measured ninety feet in diameter, and about fifteen feet in height; the other is seventy-five feet in length, top measurement, sixty feet in width, and about nine feet high. Since the time of their formation assuredly all the mounds of both classes must have been greatly reduced in height by rain, frost, snow, and other natural agencies. In the two conical mounds, whose dimensions are given above, we found several human skulls and many other human bones, with skulls of the buffalo. Although some of the bones were in an advanced stage of decomposition, and consequently too brittle to allow of removal, yet one adult human skull, in a good state of preservation, and numerous human vertebræ, clavicles, leg, foot and arm bones were taken out and found worthy of conservation in a museum. Two stone shovels or scrapers, with pieces of charcoal and of elm and willow wood and bark were also removed and taken care of by Mr. Twamley, of Grand Forks, a member of the investi-

gating party. The cranium of the skull taken from the mounds in best condition measures six and seven-eighth inches longitudinally, and five and three-eighth inches in transverse diameter. It is, therefore, of the dolichocephalous or long type of cranium; that is to say, its transverse diameter being seventy-eight per cent. is less than eighty per cent. of the long diameter. But it will be noticed that the cranium in question, while undoubtedly of the long, narrow form, approaches closely to the brachycephalous or short, wide form of cranium; a fact which may perhaps serve to indicate that it is the cranium of an individual belonging to a race comparatively high in the scale of civilization. The skull referred to was found in an upright position, within five inches of the surface of the ground, and a distance of two or three feet from the nearest bones. The skulls and bones obtained at greater depths were extremely brittle, many of them crumbling to dust on the slightest pressure. They were certainly very much more fragile than skeletons taken during the past few years from Huron Indian ossuaries and known to have been buried before the year 1650. It has been stated above that each mound is gravelly towards its surface. This gravel is more or less mixed with the black loam which constitutes the great body of the mound beneath it. Yet, it forms a very distinct layer about fifteen inches in depth, and covers the whole land in proximity to the mounds as well. Nowhere is there to be seen any depression or excavation from which such enormous heaps of black earth could have been procured. The gravel is similar to

what occurs in the river bed close by; and the black earth is similar to what constitutes the soil of the prairie in general. Hence, one is led to conclude that the great bulk of the mound was, many ages ago, built of material scraped and gathered from the prairie soil; and that at a later period the whole series of mounds have, for a length of time, been underlain by water which carried thither great quantities of limestone gravel. Such a theory would necessitate the inference that the skull found so near the surface of one of the mounds was deposited there at the same time as the gravelly matters were laid down; or, that it was interred there at a still more recent date. Against the latter of these two inferences the total absence of the lower jaw and of all signs of burial would seem to militate.

Whether or not the human beings that reared and fashioned these mounds were of the same race as the mound-builders of the Scioto Valley, evidences of whose skill and knowledge are seen in the wonderful Kanatee pipes, toucan pipes and other pieces of sculpture, I cannot tell. That they were not of the race that constructed the mounds or earthworks of Wisconsin may be thought from the fact that they have been found to contain relics, whereas the Wisconsin mounds are said to be singularly devoid of relics of any kind. It is, at all events, certain that their mode of interment of the dead was totally different from that of the Hurons, who formerly occupied the Province of Ontario, and the situation of whose ossuaries has been indicated by great circular pits or depressions in the earth, and not by cone-like elevations above the ground.

LITERATURE IN SCHOOLS.*

BY D. J. GOGGIN, HEAD MASTER PUBLIC SCHOOL, PORT HOPE, ONT.

NO power is capable of doing more for the schools than literature, if we understand by it the works of the best writers. They have thought the noblest thoughts, they have reached the highest truths, and the more we learn of them the more they help us to think and to know by ourselves. To feel the influence of literature thoroughly we must begin at an early stage, with such prose and poetry as children can then comprehend, and from this go on gradually until the works of the great masters can be read not only in but out of school, and appreciated." These are the words of one of America's greatest educationists, and they serve as an admirable introduction to the few thoughts on Literature in Schools which I shall endeavour to place before you. They draw attention to what literature is, to the necessity of beginning the study of it early, and to the object which this study is to accomplish, viz., to read and appreciate the works of the great authors feeling their influence.

The greater number of our pupils leaves school without advancing further than the fourth class, and without entering a High School where the study of literature proper now begins. Our reading books, containing a mass of short extracts with little if any order in their arrangement, have been so far our only means of forming our pupils' tastes and of interesting them in any author; and the sixteen lessons chosen for special study have been a hindrance rather than a help in this work. "Just a chapter or two of one writer,

or a poem or two of another—often indeed but a mere fragment of a poem—with rapid transition from author to author, and from age to age," says Dr. Eliot, "will leave most pupils confused rather than inspired." Does not our own experience enable us to bear testimony to the literal truth of the Doctor's statement?

It is generally admitted that if we wish to form in children a taste for good reading, to create in them an appetite which craves only the healthiest literary food, we must make them as early as possible familiar with the best English classics, and to bring this about we ought to introduce into the Public School programme such a course of reading as will enable us to accomplish these desirable ends and to impart correct methods of study as well. I did hope, some time ago, that, when a change of reading books became necessary, it might be possible to substitute for the Fourth and Fifth Readers one complete and characteristic work of each of, say, six authors. By this means the pupils, instead of knowing as now almost nothing about many authors, would know considerable about a few and be inclined to extend this acquaintance. In Boston the authorities have gone further than I have suggested, and have introduced into the second and third classes a two-fold series of popular tales, believing that the lessons should lead the children to take to reading as a recreation and amusement first, and later on as a means of acquiring knowledge. The superintendent remarks: "I have seen children read these tales as I never before saw them read anything in a Primary School, with closer attention, with deeper interest, with

*A paper read at the Provincial Teachers' Association, 1883.

stronger excitation, and they can be read again and again with no such sinking of mind or spirits as attends the repetition of school readers."

Many will consider it too early to begin this work with pupils in the Second Reader, but surely when pupils have completed the Third Reader they are able to read a continuous story. They will then begin to make their own selections, seeking the completed story of the newspaper and the book outside the school room, finding it much more interesting than the scraps in school readers. This is the critical period; this is the time of all times when they need a guiding hand to teach them to choose wisely those silent masters who will have so much to do in moulding their lives. Their tastes are now being formed, and there is no safeguard against a bad taste equal to the creation of a good taste. You say that a child, to be genuinely polite and courteous, must constantly live in the society of those who are so; that the same rule holds good as to correctness of speech; is it not equally necessary to live "amongst high thoughts," and to frequent the company of good books as well as good men? And if we could make for the Fourth and Fifth Readers the substitution I have suggested, I am satisfied that we could do far more than we now do, to form that intellectual taste which is a young man's best companion and protection through life. This substitution is now hopeless since the new Readers, though certainly in advance of the old, follow in the main the same plan and are excellent scrap-books and not much more. I learn, too, that from each series a set of sixteen lessons has been selected, and we are to have perpetuated that vicious system which has done so much to destroy good reading in our Fourth Classes. We must continue to feed the pupils on scraps and to create a taste for good literature as

best we can. If it is profitable for High School pupils to study a complete work of some author, why is it not equally so for Public School pupils? Surely in the wide field of literature there is some complete work of an eminent author suited to the age and attainments of these pupils; surely they will take more interest in this work than in the selected lessons; certainly they cannot well take less. And the teacher's opportunities for doing what the study of literature is intended to do, would be vastly increased. Are not the following remarks of Prof. Young, in his report of 1868, as applicable to the Public Schools of to-day as they were to the Grammar Schools of that date, substituting for the Latin examples, the catch questions in Mathematics and Grammar of the present? "The quickening contact with truth and beauty, into which the pupils would have their minds brought in studying the works of good English authors, is a circumstance of unspeakable importance. Suppose that an ingenious girl were to read even a single poem like Milton's 'L'Allegro,' under the direction of a teacher competent to guide her to a thorough appreciation of such a work, and that the poet's general conception, and the wonderfully felicitous musical details in which it is developed, were to enter into her imagination, so that the whole should live there, and become in her experience 'a joy forever,' can it be doubted that this would be worth all the Latin, ten times over, which most girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling or commonplace matters? When all human passions and affections, as delineated by writers who have remained faithful to nature

when the varieties of human life, actions and their tendencies, the immortal representations of literary genius has bequeathed to the world, the analogies that poets love to trace, can be set before the pupils in our schools, why should we answer all their conscious and unconscious aspirations after what Matthew Arnold calls sweetness and light, by informing them that Cæsar dwelt for two whole years in Rome, or that the rule in Latin is to put the direct object of an active transitive verb in the accusative case?" When the most suitable work of Dickens, Scott, Irving, Hawthorne, Tennyson, Longfellow, Bryant, Goldsmith, etc., may be purchased at from two to fifteen cents each, surely no objection on the plea of expense will be made.

Let me give a few illustrations of what some schools are doing in this matter. In Worcester, Massachusetts, the whole school above a certain grade reads one author each year and that author is not taken again for four years. Longfellow, Hawthorne, Whittier and Lowell have occupied their attention during the last four years, the master remarking that it is better to *know* a few authors than to shake hands with many.

In Boston a selected number of books for supplementary reading has been provided by the Board in sets of thirty-five for the High School, and fifty-six for the Grammar Schools. They are used for sight reading and at different hours of the day, so that the one set supplies several classes in the same building. They may be taken home at night and returned in the morning—a certain number of pages being assigned by the teacher. Next day the pupils are required to tell in their own words the story they have read. They discuss the characters introduced and note carefully the construction of the story, and acquire the use of the language by

using it. Each lesson is many sided. The pupils' tastes in schools for a class of literature somewhat higher than they would be likely to select for themselves are thus secured and cultivated.

Cincinnati has two or three "authorial birthday celebrations," as Superintendent Peaslee calls them, each year. These consist of compositions by the pupils, on the life of the particular author, the special study of whose works is about to end; of the recitation of gems from his writings, of declamations, of select readings, of singing and of appropriate talks by teachers and friends of the schools. Last year a new feature was added—the planting, by the pupils of each school, of a few trees in honour of a favourite author. These celebrations we can well believe educate not only the pupils but the whole community, and cause an increased demand for the writings of these authors.

In the now famous schools of Quincy, Mass., instead of being limited to a single reading book of a grade, each of the primary classes is furnished with four or five of the same grade, taken from as many different series of school readers. The reading extends even beyond this to the *Nursery*, the *Wide Awake*, and other juvenile periodicals. Books of travel and adventure are furnished at public expense to the classes of all the higher grades. The schools and the public library are connected. Supplementary catalogues containing lists of books adapted to the several classes have been issued and distributed freely, and the result is a marked increase in the number of books read by the pupils out of school.

In Port Hope the following experiment has not been unsuccessful. Ostensibly to beautify the walls of the school room it was proposed some years ago that each pupil who

chase should contribute not more than ten cents each half year. With this sum, pictures of Longfellow, Bryant, Whittier, Tennyson, Scott, Shakespeare, etc., were purchased and hung. Flower pots and hanging baskets completed the first part of the plan. Then, incidentally, as it were, each teacher began to talk about the man whose portrait hung on the wall, telling stories about his school-days, his home, his family, etc. The children were encouraged to find from parents or books other stories respecting him. Next an offer was made to read on Friday some interesting story that he had written, providing certain school tasks were well performed. Then some gem selected from this story or poem was written on the board, its meaning fully brought out, the substance of it given by the children in their own language, and finally it was committed to memory. So popular did this work become that an hour—previously allotted to reading and composition—was set apart each week for it, and an attempt made to obtain a fair knowledge of a few authors, and to commit to memory some of their choicest thoughts.

As time went on the work widened and now the senior third class studies Whittier, the teacher or some of the pupils reading "In School Days," parts of "Among the Hills" and "Snow Bound," "Maud Muller," etc. The junior fourth class, girls, studies Longfellow, reading the "Psalm of Life," "The Builders," "The Arrow and the Song," "The Ladder of St. Augustine," "King Robert of Sicily," "The Children's Hour," etc., while the boys read "Tom Brown at Rugby," and two or three of Longfellow's shorter poems. The senior fourth class studies Bryant and Scott, reading "The Little People of the Snow," "Sella" and two or three of Bryant's shorter

poems; and selected passages from "Ivanhoe." The Fifth Class studies Tennyson and Dickens, reading "Enoch Arden," "The May Queen," "Ring out Wild Bells," etc., and "The Christmas Carols." And as the pupils read much so do they write much. Composition is constant, the reproduction of the substance of each story read of each gem learned being invariably required. The pupils are not marked for this work, nor examined for promotion on it. They are not asked to analyse or parse, or give the derivation of the words occurring in the selection, but an honest attempt is made to interest them in the man and in his works, to show them how to read, and to give them a love for good reading. When the birth-day of the author, whose work they are studying, for the time comes around, an extra half hour is taken, sketches of his life given, selections from his works recited, and, when possible, pictures of his home shown. The author is no longer a stranger, but a dear friend. The pupils may not grasp all that is in a selection. The ideas may at times be too big for them, but they get enough to induce them to read more and we are content, believing that the lessons drawn so persistently and lovingly from such fine sources cannot fail to develop higher ideals. The ground is prepared and the seed sown in the spring time, and patiently and hopefully we wait the future harvest.

Other teachers would doubtless make different selections, yet since the above was written it gave me pleasure to learn that Superintendent Cole, at the Ohio Teachers' Association, when suggesting that the study of literature should begin lower down in our schools, said: "Let the third grade or year be the Whittier year, the fourth, Longfellow, the fifth, Irving and Bryant, the sixth, Tennyson and

Dickens, the seventh, historical, the eighth, patriotic; and in the High School the earlier English writers with Milton and Shakespeare. Let the reading and study be systematic, and the examinations as regular as in other branches of study, and then the seeds of a taste for literature and of literary habits have been early planted, and the plant having had time for growth before the pupil leaves the schools, he will be more likely to read when he goes from us." A committee of the Association has been appointed to report on a plan for carrying into effect these suggestions.

If such a course as I have outlined be given in the Public School, the High School master will no longer have reason to complain that he has no foundation whereon to build, and that he is unable to begin his proper work until he has given an elementary training which should have been obtained in the Public Schools.

I have concerned myself mainly with the Public Schools; but, in view of the recent strictures on the teaching of literature, I know that I shall be pardoned if I say a few words respecting the methods practically forced upon the High School by the character of the examinations.

What do the best books do for us? Do they not introduce us to best thoughts of the best men? Should not then the *thought* of the author be the central idea of the teaching, and other matters secondary? Have we not been studying books about literature rather than literature itself? Has not the editor occupied our attention almost as much as the writer? Is it the author or the commentator whom we are endeavouring to know? Literature is itself and not annotations. Let us saturate the student's mind with the fine spirit of a poem rather than lumber his brain with philological minutiae. Let us cease

"hammering" away continually at points of grammar and etymology, and spend our force on the sense and meaning of what is read. "When common people," says Hudson, "read Shakespeare, it is not to learn etymology, or grammar, or philosophy, or lingual antiquities, or criticisms, or the technicalities of scholarship, but to learn Shakespeare himself; to understand the things he puts before them, to take in his thought, to taste his wisdom, to feel his beauty, to be kindled by his fire, to be refreshed with his humour, to glow with his rapture, and to be stolen from themselves and transported into his moral and intellectual whereabouts; in a word, to live, breathe, think and feel with him." And he adds: "I am so simple and old fashioned as to hold that, in so reading the poet, they are putting him to the very best and highest use of which he is capable. All of which means, to be sure, that far more real good will come, even to the mind, by foolishly enjoying Shakespeare than by learnedly parsing him." Elizabeth Barrett Browning makes "Aurora Leigh" say:

"We get no good
By being ungenerous, even to a book,
And calculating profits
It is rather when
We gloriously forget ourselves and plunge
Soul forward, headlong, into a book's
profound,
Impassioned for its beauty and salt of
truth—
'Tis then we get the right good from a
book."

Our examiners hold different views, however, if we are to judge by their papers, and as I heard an English master say, "we accordingly parse and analyse and give the derivation of words, and criticise the language if we can. We explain historical and other references, and give some literary history — the result being an absolute killing of any taste of literature that may have existed in the

students." Last year I had a class of teachers-in-training composed of pupils coming from six High Schools, and on one occasion a selection from Goldsmith formed the subject-matter of a lesson. Curiosity prompted me to ask whether, in consequence of their study of that author during the previous year, they had been led to read any of his other works. A prompt reply in the negative was given by every member of the class—one young lady evidently expressing the general opinion by declaring that she "used to like him, but now she hated him, and never wished to read a line of him again." And this was the result of her literature lessons! A positive distaste created. I did blame some person for such a result, but that person was *not* the teacher.

I have already said enough, perhaps too much, and must now draw my remarks to a close, and in doing so let me plead again for the earlier

introduction of literature into our schools, and for more literature; for the abolition of the sixteen selected lessons, or any other set of extracts, and for the substitution of a complete work; for nobler ideas, on the part of our examiners, of what literature is placed in the school curriculum for; and for truer methods of teaching, methods which shall create and foster an abiding taste, absorbing love for literature, methods which shall make our pupils when they leave school gladly consort with the company

"Of those immortal dead who live again
In minds made better by their presence,"

learning from them the

"Thoughts sublime that pierce the night
like stars
And with their mild persistence urge men's
minds
To vaster issues."

VENTILATION.—On this subject Dr. Russell, in *The Glasgow Health Lectures*, pertinently says: "Minimize as we may the progressive contamination of an inclosed inhabited space, the contamination is still progressive, and, without renewal of the air, in a few hours you will reach the boundary beyond which lies impaired health. All through the day, remember to have a small chink open at the tops of your windows; or, better still, raise the lower sash, close the opening beneath with a piece of wood fitting closely, and so the air will enter at the junction of the sashes, and pass upward without draught. The secret of ventilation without draught is *a little and constantly*. The mere fact of living in a close atmosphere begets a shivery, susceptible condition of the body, which is intolerant of the slightest sensation of chill. If you accustom yourself and your children to fresh air, you become robust, your lungs play freely, the vital heat is sustained, and even a draught becomes exhilarating."

"If a system of schools is to yield its richest points, its teachers must be allowed a large amount of freedom. All good teachers are strongly individual, and it is only by freedom that a teacher's individuality can be sustained and developed." This is what Superintendent Hancock, of Dayton, says. There is good deal in what he says, and the remarks are timely and important, because there is a tendency among superintendents and school boards (perhaps there always will be) to introduce methods and ways at the expense of the teacher. Of course, a poor teacher must be guided continually; but a poor teacher is worthless, anyway. The worth of a good teacher is in his individuality, and it should be held sacred. To be forever telling him, by rule and regulation, to do this, that, and the other thing; to be continually measuring him with yard-sticks and weighing him with pennyweights, is absurd, unjust to the teacher and pupil, and a waste of time and money.—*Boston Journal of Education*.

UNIVERSITY WORK.

MATHEMATICS.

ARCHIBALD MACMURCHY, M.A., TORONTO,
EDITOR.SOLUTIONS OF CAMBRIDGE
PROBLEMS.

NOVEMBER, 1882.

By Angus MacMurchy, B.A.

$$5. \text{ If } \phi(x, n) = \frac{1}{x} - n \cdot \frac{1}{x+1} + \frac{n(n-1)}{[2]} \cdot \frac{1}{x+2} - \text{etc.},$$

where n is a positive integer, find a relation connecting $\phi(x, n)$ and $\phi(x+1, n+1)$; and thence show that $\phi(x, n) = \frac{n!(x-1)!}{(x+n)!}$,

$$\begin{aligned} \text{we have } \phi(x, n) &= \frac{1}{x} - n \cdot \frac{1}{x+1} \\ &\quad + \frac{n(n-1)}{[2]} \cdot \frac{1}{x+2} - \text{etc.}, \\ &= \frac{1}{x} \left\{ 1 - n \cdot \frac{x}{x+1} + \frac{n(n-1)}{[2]} \cdot \frac{x}{x+2} - \text{etc.} \right\} \\ &= \frac{1}{x} \left\{ 1 - n \left(1 - \frac{1}{x+1} \right) \right. \\ &\quad \left. + \frac{n(n-1)}{[2]} \left(1 - \frac{2}{x+2} \right) - \text{etc.} \right\} \\ &= \frac{1}{x} \left\{ 1 - n + \frac{n(n-1)}{[2]} - \text{etc.} \right. \\ &\quad \left. + \frac{n}{x+1} - \frac{n(n-1)}{[2]} \cdot \frac{2}{x+2} + \text{etc.} \right\} \\ &= \frac{n}{x} \left\{ \frac{1}{x+1} - (n-1) \frac{1}{x+2} \right. \\ &\quad \left. + \frac{(n-1)(n-2)}{[2]} \frac{1}{x+3} - \text{etc.} \right\} \\ &\left(\because 1 - n + \frac{n(n-1)}{[2]} - \text{etc.} = (1-1)^n = 0 \right), \end{aligned}$$

$$\text{i.e., } \phi(x, n) = \frac{n}{x} \phi(x+1, n-1),$$

$$\phi(x+1, n-1) = \frac{n-1}{x+1} \phi(x+2, n-2),$$

etc. = etc.

$$\begin{aligned} \phi(x+n-1, n-n-1) &= \frac{1}{x+n-1} \phi(x+n, 0) \\ &= \frac{1}{x+n-1} \cdot \frac{1}{x+n}, \end{aligned}$$

multiplying and cancelling

$$\phi(x, n) = \frac{n!(x-1)!}{(x+n)!} \quad \text{Q.E.D.}$$

6. From the identity $x^n + 1 = (x+1)(x^2 - x + 1)$, show that if m be a positive integer

$$\begin{aligned} 1 - \frac{6m-2}{1 \cdot 2} + \frac{(6m-3)(6m-4)}{1 \cdot 2 \cdot 3} \\ - \frac{(6m-4)(6m-5)(6m-6)}{1 \cdot 2 \cdot 3 \cdot 4} + \dots = 0. \end{aligned}$$

Taking logs of both sides

$$\begin{aligned} x^n - \frac{x^n}{2} + \frac{x^n}{3} - \frac{x^{1^2}}{4} + \dots \\ = x - \frac{x^2}{2} + \frac{x^3}{3} - \text{etc.}, \\ - \left\{ x(1-x) + \frac{x^2(1-x)^2}{2} \right. \\ \left. + \frac{x^3(1-x)^3}{3} + \dots \right\}, \end{aligned}$$

Equate co-efficients of x^{6m+1} , then

$$\begin{aligned} 0 &= \frac{1}{6m+1} - \left\{ \frac{1}{6m+1} - \frac{6m}{6m} \right. \\ &\quad \left. + \frac{(6m-1)(6m-2)}{1 \cdot 2}, \frac{1}{6m-1} \right. \\ &\quad \left. - \frac{(6m-2)(6m-3)(6m-4)}{1 \cdot 2 \cdot 3}, \frac{1}{6m-2} + \text{etc.} \right\} \end{aligned}$$

which is readily simplified to

$$1 - \frac{6m-2}{1 \cdot 2} + \frac{(6m-3)(6m-4)}{1 \cdot 2 \cdot 3} - \text{etc.} = 0. \quad \text{Q.E.D.}$$

SOLUTIONS OF SELECTED PROBLEMS.

SEE APRIL NO., 1883.

1. If $a+b+c=0$, prove

$$\begin{aligned} \left(\frac{b^3-c^3}{a^3} + \frac{c^3-a^3}{b^3} + \frac{a^3-b^3}{c^3} \right) \\ \left(\frac{a^3}{b^3-c^3} + \frac{b^3}{c^3-a^3} + \frac{c^3}{a^3-b^3} \right) \\ = 3b-4(a^3+b^3+c^3)(a^{-3}+b^{-3}+c^{-3}), \end{aligned}$$

we have
$$\left(\frac{b^3 - c^3}{a^3} + \frac{c^3 - a^3}{b^3} + \frac{a^3 - b^3}{c^3} \right) = \frac{(b^3 - c^3)(c^3 - a^3)(a^3 - b^3)}{a^3 b^3 c^3}$$

Given expression

$$= \frac{1}{a^3 b^3 c^3} [a^3(a^3 - b^3)(a^3 - c^3) + \text{etc.}]$$

$$= \frac{a^9 + b^9 + c^9 - a^6(b^3 + c^3) - b^6(c^3 + a^3) - c^6(a^3 + b^3)}{a^3 b^3 c^3}$$

$$= \frac{c^3(a^3 + b^3) + 3a^3 b^3 c^3}{a^3 b^3 c^3}$$

$$= (a^3 + b^3 + c^3)^3 - 4a^3(b^3 + c^3) - 4b^3(c^3 + a^3) - 4c^3(a^3 + b^3) - 3a^3 b^3 c^3,$$

introducing the condition $a^3 + b^3 + c^3 = 3abc$, this becomes $24 - 4a^3(b^3 + c^3) - 4b^3(c^3 + a^3) - 4c^3(a^3 + b^3) = 36 - 4(a^3 + b^3 + c^3)(a^3 + b^3 + c^3)$.

2. If $(z + x - y)(x + y - z) = ayz$
 $(x + y - z)(y + z - x) = bzx$
 $(y + z - x)(z + x - y) = cxy$

prove $(abc)^{\frac{1}{2}} + a + b + c = 4$.

Let $lx = y + z - x$, $my = \text{etc.}$; $nz = \text{etc.}$, (1)
 we get $mn = a$, $nl = b$, $lm = c$,

$\therefore al = bm = cn = (abc)^{\frac{1}{2}}$.

Eliminating xyz from (1) we have

$$\begin{vmatrix} l + 1, -1, -1 \\ -1, m + 1, -1 \\ -1, -1, n + 1 \end{vmatrix} = 0,$$

substituting for l, m and n in the determinant $(abc)^{\frac{1}{2}} + a + b + c = 4$.

3. Solve the equations

$$(z + x - y)(x + y - z) = ax$$

$$(x + y - z)(y + z - x) = by$$

$$(y + z - x)(z + x - y) = cz.$$

Let $p = y + z - x$, $q = \text{etc.}$, $r = \text{etc.}$, then $2qr = a(q + r)$ etc.,

whence $\frac{1}{p} = \frac{1}{b} + \frac{1}{c} - \frac{1}{a}$, $\frac{1}{q} = \text{etc.}$, $\frac{1}{r} = \text{etc.}$,

$$\therefore x = \frac{q+r}{z} = \frac{1}{a} \div \left(\frac{1}{a} + \frac{1}{b} - \frac{1}{c} \right)$$

$$\left(\frac{1}{a} + \frac{1}{c} - \frac{1}{b} \right), \text{ etc.}$$

SEE FEBRUARY NO., 1882.

Answers by Wilbur Grant, T. C. I.

1. $1\frac{2}{3}$.

2. 494.550.

3. 4½.

4. 504 grammes.

5. 9, 9, 9, 9, 9, 9.

6. (a) $(x \pm 1)(x^2 \pm x + 1)$;

(b) $\frac{x}{x+1} \frac{x}{x+2} \frac{x}{x+3} \frac{x}{x+4}$.

7. (a) $\frac{x+b}{bx+1}$;

(b) $\frac{x+y+z}{(x^2+y^2+z^2)+(xy+yz+zx)}$.

8. Ratio of 1 : 4 or 4 : 1.

9. The problem as stated is incorrect.

10. £30; £40; £24; £6.

SELECTED PROBLEMS.

1. If O be the centre of the circle described about the triangle ABC and AO, BO, CO , be produced to meet the opposite sides in D, E, F , the circle in D', E', F' , respectively,

prove that $\frac{DD'}{AD} + \frac{EE'}{BE} + \frac{FF'}{CF} = 1$.

2. If $x + y + z = x^{-1} + y^{-1} + z^{-1} = 0$,

prove $\frac{x^6 + y^6 + z^6}{x^3 + y^3 + z^3} = \frac{x^9 + y^9 + z^9}{x^6 + y^6 + z^6} = xyz$,
 and $x^6 + y^6 + z^6 = 0$.

3. If $x = bz + cy$

$y = cx + az$

$z = ay + bx$,

prove $\frac{x^2}{1-a^2} = \frac{y^2}{1-b^2} = \frac{z^2}{1-c^2}$,

$$\frac{\sqrt{1-a^2}}{a} + \frac{\sqrt{1-b^2}}{b} + \frac{\sqrt{1-c^2}}{c}$$

$$= \frac{\sqrt{1-a^2} \cdot \sqrt{1-b^2} \cdot \sqrt{1-c^2}}{abc}$$

4. If $yz + zx + xy = 1$, show that

$$\frac{x}{1-x^2} + \frac{y}{1-y^2} + \frac{z}{1-z^2}$$

$$= \frac{4xyz}{(1-x^2)(1-y^2)(1-z^2)}$$

5. Show that $\left(\cos \frac{\pi}{8} \right)^8 + \left(\cos \frac{3\pi}{8} \right)^8$

$+ \left(\cos \frac{5\pi}{8} \right)^8 + \left(\cos \frac{7\pi}{8} \right)^8 = \frac{17}{16}$.

MODERN LANGUAGES.

JOHN SEATH, B.A., ST. CATHARINES, EDITOR.

NOTE.—The Editor of this Department will feel obliged if teachers and others send him a statement of such difficulties in English, History, or Moderns, as they may wish to see discussed. He will also be glad to receive Examination Papers in the work of the current year.

ENGLISH.

[The answers to the First Class papers are unavoidably crowded out.]

UNIVERSITY OF TORONTO.

SUPPLEMENTAL EXAMINATIONS, 1883.

Senior Matriculation.

ENGLISH—HONORS.

Examiner—David R. Keys, B.A.

1. Show what influences were acting upon English literature both at home and from abroad during the period from Chaucer to Surrey.

2. Note the changes in Shakespeare's popularity from 1616 to the present day.

3. Explain the following passages from the play of Antony and Cleopatra:—

"*Extended Asia from the Euphrates.*" I., 2.

"*The holding every man shall bear.*" II., 7.

"*Thou hast forspoke my being in these wars.*" III., 7.

"*By the discandering of this pelleted storm.*" III., 11.

"*Have knit again and fleet threatening most sea-like.*" *Ib.*

"*As plates dropped from his pockets.*" V., 2.

4. Describe the death of Antony, and briefly criticize the scene.

5. "The present pleasure,
By repetition *souring*, does become
The opposite of itself." I., 2.

"The silken tackle
Swell with the touches of those flower soft
hands." II., 2.

"Run on before,
And let the Queen know of our *gests.*" IV., 8.

"A grief that *smiles*
My very heart at root." V., 2.

What other readings are there? State which you prefer, and why.

6. Trace the influence upon Chaucer of the spirit of his times.

7. Explain the title Canterbury Tales. Distinguish Chaucer's from another work bearing the same name.

8. Criticize the Nun Priest's Tale, and compare it with the Prologue.

9. Point out the chief grammatical peculiarities, distinguishing the language of Chaucer from the English of to-day.

ENGLISH—HONORS.

Examiner—Edward B. Brown, B.A.

1. Give some account of the following works, and estimate after Mr. Marsh, the literary and philological value of each:

(a) The Boke of Curtasye. (b) The Romaunt of the Rose. (c) Confessio Amantis. (d) The King's Quair. (e) The Repressor. (f) The Morte d'Arthur.

2. "If we compare the earliest writings which are distinctly English in temper and language, including Piers Ploughman as their best and truest representative, with those of the Anglo-Saxons, we shall find that *certain salient traits* which mark the English are almost wholly wanting in Saxon."

"The excellence of translation, which was a necessary condition of the literary influence of all these (Wycliffite) versions is to be ascribed to *two principal causes.*"

Name the "salient traits," and the "two principal causes."

3. Explain the influence of Chaucer upon the English tongue.

4. Illustrate the Laws of Amelioration and Deterioration in their effect upon the meaning of words.

5. Give the principal divisions and subdivisions of Poetic composition.

6. Name some of the more common faults in English Prose writing, and give examples.

7. Give some examples from English writers of the use and abuse of alliteration and verbal antithesis.

8. Exhibit the structure and give the history of the Sonnet.

Junior Matriculation.

HISTORY AND GEOGRAPHY.

Examiner--David R. Keys, B.A.

1. Show the influence of the Persian Invasions on subsequent Grecian history.
2. Sketch the history of the Peloponnesian War up to the peace of Nicias.
3. Trace the course of Roman conquest around the Mediterranean, giving dates.
4. Briefly describe the constitution of Rome under Augustus.
5. What right had George I. to the throne of England? Who was his competitor? Show by a genealogical diagram the relationship between them.
6. Explain the changes in the English con-

stitutional system from the time of William III. to that of George III.

7. Write short notes on: Abercrombie, Arkwright, Camperdown, Dettingen, Duplex, Ben. Franklin, Howe and Walcheren.

8. Describe a coasting tour from the Straits of Gibraltar by the north coast to the Straits of Constantinople, naming the chief cities, capes, and river mouths one would pass.

9. Name the principal connections by river, railway, and canal, between Toronto and the Atlantic.

10. Name the provinces of Italia and Hellas, showing their relative position.

11. Give the location of the following places, and mention anything noteworthy concerning them: Abydos, Beneventum, Granicus, Iliissus, Lerna, Minturnæ, Mycenæ, Sulmo, Tempe, Veii.

SCHOOL WORK.

DAVID BOYLE, ELORA, EDITOR.

QUEEN'S (BRITISH) SCHOLARSHIP QUESTIONS, 1883.

FEMALE CANDIDATES.

ARITHMETIC.

1. The collections at different churches for a certain society were 95 sovereigns, 71 half-sovereigns, 1 crownpiece, 713 half-crowns, 893 shillings, 11 fourpenny and 1,000 threepenny pieces, 986 pence, and an equal number of halfpence. What was the total amount collected?
2. One group of schools consists of 3 main rooms for boys, girls, and infants, each $47\frac{1}{2}$ feet long by 22 feet 5 inches wide, and 3 class-rooms, each 23 feet 8 inches by 15 feet 9 inches;—another group consists of 1 room 53 feet by 24 feet, 2 secondary rooms, each 39 feet 6 inches by 18 feet 6 inches, and 4 class-rooms, each 22 feet by 20 feet. Compare the accommodation of the two groups of schools at 8 square feet per child.
3. Find the difference between 18 times 4

tons 13 cwt. 17 lbs. 10 oz.;—and 32 times 9 tons 16 cwt. 1 qr. 5 oz.

What is the use of learning the multiplication table? Explain as you would to children.

4. Divide a sum of £370 7s. $6\frac{3}{4}d.$ among 78 claimants, half of which number, being males, are to receive twice as much as the remainder, being females. What will be the share of a male, and what of a female?

5. Find by practice the cost of 55½ articles at 18s. $7\frac{1}{2}d.$ each. By what different methods might this sum be worked? Which method do you prefer, and why?

6. Make out the following bill, showing how the working may, in any case, be abbreviated:—

17½ lbs. of mutton at	9½d.
5¼ " " "	11d.
13 " beef at	10¾d.
7 " " "	11½d.
19 " bacon at	7¼d.

What would be left out of a £5 note after

paying the above, the butcher allowing a discount of 10*d.* in the £?

7. A creditor receives on a debt of £592 a dividend of 12*s.* 4*d.* in the pound, and afterwards another dividend of 3*s.* 9*d.* in the pound on the remainder of the debt. What does his loss amount to?

Work the sum by practice and by the rule of three.

8. If a farmer pays a rent of £100 19*s.* 10½*d.* for a farm of 53 acres 2 roods 20 poles, and his landlord remits one quarter of the rent, what does the farmer then pay per acre?

What is meant by the "rule of three direct," and the "rule of three inverse"?

9. Work the following sum by the rule of three and by "first principles" (*the method of unity*), and show why it is of advantage to be acquainted with both methods:—

If the carriage of 10 cwt. 14 lbs. for 79¼ miles cost £7 17*s.* 6*d.*, what will it cost to have 1 ton 1 cwt. 1 qr. conveyed the same distance?

10. A merchant receives a consignment of three-quarters of a ton of coffee, and a ton and a half of sugar;—the cost price of the former, together with freightage, being 7¾*d.* per lb., and of the latter 9¼*d.* per lb. What is the total amount gained or lost if the coffee and sugar are both sold at 9*d.* per lb.?

Is this a sum in simple proportion? Give reasons for your answer.

11. If 20 horses and 196 sheep can be kept for nine days for £7 15*s.*, what sum will keep 15 horses and 72 sheep for 8 days, supposing 5 horses eat as much as 76 sheep?

State and explain the rule for working sums in compound proportion.

12. Arrange in order of magnitude the fractions $\frac{1}{4}$, $\frac{11}{12}$, $\frac{11}{13}$; and express the difference of the first two as a fraction of the difference of the last two.

Give, and explain as you would to your class, the rule for the subtraction of vulgar fractions.

13. A woman after spending $\frac{2}{3}$ of her money, shopping, finds that $\frac{1}{4}$ of what she has still remaining is 1*s.* 9*d.* How much money had she to start with?

Show that if the numerator and the denominator of a fraction be both multiplied by the same number, the value of the fraction remains the same.

14. Add 275 of a bushel to 725 of a quarter, and find the value of the whole at 13*s.* 4*d.* per bushel.

Define a decimal fraction; contrast it with a vulgar fraction; and show how the latter can be converted into the former. Can all vulgar fractions be so converted, and, if not, why?

15. If 2 of an acre of building land fetch 156 of £198, what ought 285714 of 7 acres to fetch, at the same rate?

Give the proper name to each of the decimal fractions in the last question.

16. Give the rule for ascertaining *percentage*, making use of the following question as your illustration of it:—If the gold of which a cup is made contains 10 per cent. of alloy, what will be the quantity of pure metal in the cup, supposing it to weigh 1 lb. 7 oz. 13 dwt. 13 grs.?

17. What is meant by "stock"? If 3½ per cent. stock is purchasable at 87½, what annual income can I secure by investing £4,380 16*s.* 8*d.* in it, after paying ½ per cent. on the purchase money for brokerage?

— — — DICTATION.

(For the Examiner.)

The passages A, B, are to be given alternately if the number of Candidates is large and there is danger of copying. If one is enough, give the first (A).

The passage should be read *once* distinctly, and then dictated *once* in portions as marked.

If the room is large, and there is danger of your not being heard at its extremity, you may permit one of the officers to stand half-way down the room, and repeat the words after you, exactly as you give them out.

It is essential that there be no complaint on the part of the Candidates that they could not hear or understand: you can only prevent this by clearness, accuracy, and audibility.

A.

There is a prevalent notion | that: sensibility is blunted | or annihilated | by advancing years. | But on a calm analysis | of the alleged instances. | it appears | that where fancy is imagined to have decayed | it has not really existed, | but that exuberance of youthful spirits | has been mistaken for it. | Our heroine's impressions | were always as lively, | her sympathies as warm. | her affections as expansive | as in her opening womanhood. | She retained the enviable faculty | of feeling a vivid interest | in all her surroundings, | through sixty years of luxury and flattery, | of political scheming, | of alternate elation and despondency, | of all that is most fictitious | and demoralizing in society.

B.

She was rigid; just | in her estimates of character, | chary of her preferences, | firm in her disapproval, | warm, but not extravagant, | in praise. | She never indulged | in false enthusiasm, | which often passes current | for amiability and taste. | Her memory will be indissolubly blended | with one of the most brilliant episodes | of English social life, | with many a sweet scene | of domestic happiness, | with many a glowing image | of conjugal and maternal love, | with delightful hours of social pleasure, | with nothing that is ungenerous, | ungraceful, | uncharitable, | or false.

EARTH LESSONS.

[This was given to a class of Training School children by a Training School teacher, before a class of pupil teachers from the Normal College.]

TEACHER.—You all know what this (pointing to globe) represents. This part (pointing) represents what? "Ocean." And this part (pointing)? "Land." Of which is there more (rolling the globe around), ocean or land? "Ocean." How much more ocean than land? "Three times as much. There are three-fourths water and one-fourth land." On which do we live, land or ocean? "Land." What else lives on the land?

"Animals and plants." Of what service are they? "They are of great service; we eat some of them. Plants also give us clothing, and all animal life depends upon plant life." Where does our fuel come from? "From plants." From what other place do we get fuel? "From mines in the earth." Whence comes the useful metal of which stoves are made? "From the mines." Whence come all these useful articles, in one form or another? "From the mineral, animal or vegetable kingdoms." On which division do we find these articles? "Land." Do we get anything from the ocean? What do we get? "Food, shells, and coral." Compare what we obtain from the ocean with what we obtain from the land. Which do you think is of the most use? "Land." Those who think it would be better to have more land, from which we might obtain more of these useful things, instead of having so much that seems to go to waste, raise hands. Those who think it is better to have more water raise hands. We find that in nature nothing is ever wasted, so let us see if we can find any good reason why there should be so much seeming to be so. What flow into the ocean continually? "Rivers." Where do they come from? "From the mountains." How are the rivers formed? "The water of the ocean evaporates and forms clouds. They become heavier than the air, and fall in the form of rain, which sinks into the ground, forming springs and rivers." Where does all the water in the clouds and rivers come from? "From the ocean." Why is it that the rivers flowing continually into the ocean do not make it fuller? "The heat of the sun is constantly taking up part of the water of the ocean in the form of vapour." Since the rivers start from the ocean and flow back to it, and the ocean does not get any fuller, how much water must rise from the ocean, compared with what flows into it? "Just as much must rise as flows in from all the rivers." Is the heat of the sun sufficient to heat the ocean down to the bottom? "No ma'am." What part becomes most heated? "The surface." From what part of the water, then, does the evaporation take place? "From the surface." Suppose all

the water of the ocean, instead of being spread over a large surface, as it now is, could be put into two or three great wells, how would the evaporation then compare with what it is now? "There would be less." What is the reason? "Evaporation depends on the extent of surface. The greater the surface the greater evaporation." Think of how much water flows into the ocean from one river. Now think how much flows into it from all the rivers. What a great deal must rise as vapour to make up for what flows into it all the time! Where do we see water rising sometimes? "In fountains." What other meaning has the word fountain? How many have ever heard a spring or main source called a fountain? What may we call the ocean because it supplies water which rises toward the sky? "A fountain." If we neglect fountains and allow the pipes to be stopped up, what will be the result? "The water will no longer rise." Could that happen to the ocean? "No, ma'am." What word, then, may we apply to the ocean, speaking of it as a fountain? "It is an exhaustless fountain." What does exhaustless mean? "That which cannot be used up." What other word might we apply? "Inexhaustible." Spell it (writes it on board). What does the first part of the word mean? "Not." The last part? "That which may be." What does the whole word mean? "That which cannot be used up." Then what may we say about the ocean because the supply never gives out? "The ocean is an inexhaustible fountain." (This statement was written on the board.) What does this fountain supply? "It supplies all the water of the earth." (Written on the board.) Where did we say the clouds and rivers came from? When we speak of a place where a person is born what do we call it? "A birth-place." What may we say is the birth-place of the clouds and rivers? "The ocean is the birth-place of the clouds and rivers." (Written on the board.) I believe it to be true that there never was a drop of water on the face of the earth which is not there today, in some form—in the clouds, rivers, sap

of trees, juices of fruit, etc. What is necessary for the life of plants? "Water." Where does that water come from? "The ocean." Do you think now that the ocean is of much use? Who have heard of invalids being ordered to take a sea voyage, or go to the sea-shore? What had these invalids lost? "Their strength, their health." What would they go to the sea-shore for? "To regain their health." What distinguished man was recently ordered to the sea-shore for the benefit of his health? "President Garfield." What did they expect to benefit him? "The salt air of the sea." Compare inland air with coast air. What difference is there? "The inland air is not as healthy as coast air." Does the air remain stationary? "It always moves." What does it take up as it goes through the cities? "Dust and foul gases." When it passes over the ocean what becomes of the impurities? "They pass out." Thus, besides being the source of all the water supply and all life, the ocean is also a source of what? "The ocean is a source of health." (Written on board.) What does the ocean do for the air when it passes over it? "It purifies the air." (Written on board.) When the rain comes down in the country, through the pure air, not falling on smoky roofs, in what condition do find it? "Pure." After the water has been used for cooking and washing, and other purposes, in what state is it? "It becomes impure." What becomes of this impurity of the water? "It flows back to the ocean and is purified." If we could not get rid of this impure water what would be the result? "There would be a great deal of sickness." In what other way, then, is the ocean a benefit to the health besides purifying the air? "It purifies the water." Suppose a pool of water remain standing for a long time, in what condition will it soon be? "It would become stagnant." Would a swampy place be healthy to live near? "Very unhealthy." What must be done to marshy land before it becomes healthy? "The water must be drained off." What will receive it? "The ocean." How does the ocean benefit our health? "It receives all

the drainage water from the land." (Written on board.) Why does the ocean, receiving all these impurities, not become stagnant? "Because the water is always moving." What other reason is there? "The salt in the ocean preserves its purity." Of what other uses is the ocean? "Ships sail over it; it enables us to engage in commerce." Which is the cheaper, railroads or the ocean? "Ocean." Why? "Railroads must be built on purchased land; the ocean is ready and free." How many, now, think it would be difficult to get on without our vast ocean? Raise hands. (The teacher now called upon individual pupils to read the statements on the board.) What do we mean by saying "the ocean is a fountain"? "It is the source of all the water on the earth." What kind of a fountain is it? "Inexhaustible." Why? "Because it cannot be used up." What have their source in the ocean? "Clouds and rivers." In what way is the ocean a source of health? "It purifies the air and water." (Statements on board erased.) The children now told in their own language what was written on the board, and the wisdom of the proportion of land and water surface was impressed upon their minds. The teacher then read the following poem, as a fitting conclusion to the lesson:

BEAUTIFUL THINGS.

"What millions of beautiful things there
must be

In this mighty world—who could reckon
them all?

The tossing, the foaming, the wide-flowing
sea,

And thousands of rivers that into it fall.

"Oh! there are the mountains, half covered
with snow,

And tall and dark trees, like a girdle of
green,

And waters that wind in the valleys below,
Or roar in the caverns too deep to be seen.

"Vast caves in the earth, full of wonderful
things.

The bones of strange animals, jewels, and
spars;

Or, far up in Iceland, the hot boiling springs,
Like fountains of feathers, or showers of
stars.

"Oh! yes, they are glorious, behold,
And pleasant to read of, and curious to
know;

And something of God and His wisdom,
we're told,

Whatever we look at, wherever we go."

(The class was dismissed, and a general discussion took place among the students. They noted the value of oral lessons, giving the children, as they do, a fund of general information, increasing their command of language, and exercising their reasoning faculties. Attention was drawn to the duty of compelling children to give accurate and complete answers to all questions. This is a point upon which all the Training School teachers dwell, but from lack of space, we have been obliged to condense many answers. The students were advised to profit by the example of the teacher, by learning to give orders in a quiet tone of voice, as such a tone will insure prompt obedience when shouting will fail.)—*First Teaching.*

NINE RULES FOR LOSING CON- TROL OF SCHOOL.

1. Neglect to furnish each pupil plenty of suitable seat-room.

2. Make commands that you do not or cannot secure the execution of.

3. Be frivolous and joke pupils to such an extent that they will be forced to "talk back." Or be so cold and formal as to repel them.

4. Allow pupils to find out that they can annoy you.

5. Promise more in your pleasant moods than you can perform, and threaten more in your "blue spell" than you intend to perform.

6. Be so variable in your moods that what was allowable yesterday is criminal to-day, or *vice versa*.

7. Be overbearing to one class of pupils, and obsequious to another class.

8. Utterly ignore the little formalities and courtesies of life in the treatment of the pupils in school and elsewhere.

9. Consider the body, mind, and soul of a child utterly unworthy of study and care —
New York School Journal.

TEACHERS' ASSOCIATIONS.

NORTH WELLINGTON. A successful and well-attended meeting of the North Wellington Teachers' Association was held at Drayton, October 4th and 5th. At intervals the exercises were pleasantly varied by music, readings, and recitations. The President, Mr. Westervelt, Head Master Mount Forest Model School, addressed the Association on "How can Teachers Associate most Profitably?" His remarks were so interesting that it was resolved to have the paper published. Mr. Wait, of Harriston Public School, read an excellent paper on "Temperance." Upon a motion, the Association resolved to furnish each member with a copy of Richardson's Manual on Temperance. Mr. D. F. H. Wilkins, B.A., B.Ap.Sc., then lectured on "Moments in Natural Philosophy," illustrating his remarks by practical examples. In the afternoon Mr. Neil McEachern drilled a class of boys in a very interesting manner. An essay, entitled "Common People vs. Common Schools," was then read by Mr. Leopold Davidson, of Glenallan Public School. By way of criticism, it is sufficient to say that the essay will be published, and 2,000 copies procured for distribution. Miss Sutherland, in a simple and explicit manner, introduced "Interest and Per Cent. to a Fourth Class," after which Mr. T. S. Brough took the board and explained his method of teaching Geography. Mr. Donly addressed the teachers on the merits of the Royal Series of Readers, and the meeting adjourned for the day. In the evening an entertainment was held, consisting of music, readings and recitations. Prof. Mills, of the O. A. C., Guelph, then addressed the audience on "What should be Taught in Public Schools." Next morning the meeting re-opened. The essay read by Mr. John E. Bryant, Head Master Galt Collegiate Institute, before the last meeting of the Provincial Association, was then discussed. After a lengthy debate, the following resolution was carried by a large majority:—"That while this Association does not altogether approve of the present system, still it is, in their opinion, preferable to the change suggested." Mr. McMurchy, B.A., Head Master Harriston High School, dealt with "Algebraic Factors: how to find them, and how to use them." An essay was read by Mr. Shields, B.A., of Mount Forest High School, on the "Relation of Public Schools to High Schools." He said the schools were mutually dependent. High School Teachers, he thought, required a professional training, and all teachers should know something about

Physiology and Psychology. It was resolved to engage Mr. De Graff, of Syracuse, N.Y., to conduct a union meeting of Wellington teachers. A Committee was appointed to draft a constitution. Management Committee for next year:—Messrs. A. McPherson (Arthur), T. A. Brough, A. Hellyer, G. P. Meacham and M. Corbett. Mr. S. T. Perry then explained a simple method of introducing "Division," after which the Association adjourned to meet next at Harriston.—T. A. BROUGH, Cor.

Riverstown, Oct. 17, 1883.

SOUTH WELLINGTON.—The last meeting of the South Wellington and Guelph City Teachers' Association was held in Fergus on the 12th and 13th ult. President J. J. Craig, I.P.S., in the chair. During the first day's session Mr. Nairn lucidly explained how to teach fractions to junior pupils. Mr. Craig delivered a pithy and practical address on his retiring from the presidency, and Mr. James Mills, M.A., of the O. A. C., Guelph, spoke for nearly an hour on "Composition in Public Schools." On motion, it was resolved to request that Mr. Mills send his paper for publication in the columns of THE MONTHLY. A portion of the afternoon was taken up in discussing the Reading Book question, and a resolution was passed in favour of adopting the Royal Canadian series, if authorized previous to December 1st, failing that, then Gage's Readers. Mr. Petrie, as delegate to the Provincial Association, presented his report. An enjoyable evening was spent in the Drill Shed, the entertainment consisting of music, song, recitation, and a satirical paper, by Mr. Boyle, on "The Natural History of Schoolmasters." "Fourth Book Literature," by Mr. James McLean, was taken up on the following day, as was the subject of "How to Secure Intelligible Reading," by Mr. R. Eadie, B.A. Arrangements were set on foot for holding a union meeting with North Wellington, either in Fergus or Elora. The election of officers resulted in Mr. A. Petrie, of Elora, being made President, and Mr. R. N. Gibbs, of Elora, Secretary.

STORMONT.—The Stormont teachers assembled in Cornwall on the 25th and 26th of October. During the first day's session the chair was occupied by Mr. Talbot, Head Master Cornwall Model School, and on the second day by President McNaughton, I.P.S. Various interesting and practical papers were

read by Mr. Bissett and others during the first day, and on the second day the business consisted chiefly in the handling of a young class by Mr. Harrington, Head Master of the Cornwall Separate School, for the purpose of showing how to teach composition and analysis of sentences. Mr. Smith, M.A., Head Master of the High School, gave a graphic "Hour with Byron," and the remainder of the time, from half-past one till half-past six p.m., was occupied in discussing the merits of the three new series of Readers. Messrs. Talbot, Bissett and Harrington spoke in favour of the Royal Canadian Readers, and Mr. Relyea for Gage's. Nelson's Royal Readers were represented by Mr. Small, Gage's Meiklejohn Readers by Messrs. Kennedy and Davidson, and the Royal Canadian by Mr. Boyle. After a lively debate, it was resolved to adjourn without having arrived at any decision.

At the North Hastings meeting, held in Madoc, Mr. Morton in the chair, a resolution was passed in favour of adopting the Royal Canadian Readers, should they be authorized in time for use in the schools in 1884.

ESSEX.—The meeting of United North and South Ridings Essex Associations was held at Essex Centre, on the 18th and 19th Oct., Mr. Girardot, I.P.S., chairman, and Mr. Wright, secretary. After routine business, Mr. Chas. Fuller explained his "Method of Teaching Moods and Participles." He made large use of his notes for class work, dwelling on the necessity of making the subject familiar by examples before the pupil came in contact with the theory. In the afternoon the question of "A Minister of Education *versus* a Chief Superintendent" was introduced by Mr. Dorset, who urged that the present system is preferable. He wished it to be understood that the present Minister (Mr. Crooks) was as successful as any other man is likely to be. Messrs. Ross, Ashdowne, Duncan, McNeill, and other teachers, with Messrs. Plant, Camer, Golden, trustees, took part in the discussion. It was unanimously decided that a Minister of Education is preferable to a Superintendent and Council of Public Instruction. A resolution in favour of adopting Gage's Readers was carried. Medals—the gift of the St. Jean Baptiste Society and Mr. Donald Cameron—won by Miss Leonie Letonturier and Miss Nellie Aikman, pupils of the Windsor High School, were presented. In the evening, after an excellent musical programme was rendered by local talent, Dr. McLellan delivered a lecture on "The Coming Schoolmaster." He prefaced his lecture with a few remarks suggested by the discussion on "A Minister of Education *vs.* a Superintendent." He said that teachers were some-

times called a profession of grumblers. He referred to the fact that in the minutes of the late meeting of the Provincial Association not a single expression of approbation of our school system or management could be found from one end to the other. He advocated a few words of praise when it was deserved. In speaking of the coming teacher, he referred to great improvement in the training of teachers and in the system of inspection, points in which we were far ahead of such highly cultivated States as Massachusetts and New York. Much, however, still remained to be done in this respect even among us, and he looked forward to the day when every teacher, from the highest to the lowest, would receive professional training and have his work thoroughly inspected. He spoke of the broader culture and higher attainments which we might expect, and concluded with the hope that the coming teacher would be better paid and receive more credit for his work than he does at present.

EAST BRUCE.—The half-yearly meeting of this Association was held in Paisley. Owing to the unfavourable state of the weather the attendance was not so large as usual. A variety of subjects were discussed in a most animated and instructive manner. The proceedings were commenced by Miss Jelley, who read a thoughtful paper on "The Use and Abuse of Text-books." Messrs. McCool, Beaton, Munroe and Miss MacNaughton continued the discussion. Mr. Morgan tendered his resignation of the secretaryship, and Mr. Elliott was appointed in his stead. Mr. Long, of Walkerton, read a paper in which he narrated the history of writing in a very interesting way. Miss Lewis, of Toronto, sustained her reputation as an elocutionist of a very high order in her lecture before the Association and also by the readings given at the entertainment at night. She is possessed of extensive knowledge in regard to the principles of elocution, and has the faculties of ably and clearly presenting them to others. We have no doubts that seeds of thought were sown on the important subject of reading which will produce abundant fruit in our schools in the near future. Miss Strong's singing was rendered in her best style and was highly appreciated. The teachers desire to thank the Paisley public for their handsome and liberal patronage, and Mr. Bain for having so efficiently presided. On Saturday a joint meeting of trustees and teachers was held to consider the live subject of School Readers. Opinion was much divided as to the relative merits of the two rival series. The majority of those present favoured the introduction of the Royal Readers by James Campbell & Son. Mr. Robb took up the subject of Entrance

Examinations, and pointed out some anomalies in the same. Chesley was appointed as the next place of meeting.—*Advocate.*

SOUTH GREY.—The Teachers' Convention of South Grey was held in Durham on Thursday and Friday, 18th and 19th ult. The attendance was very good both days, and several matters of importance were discussed. Among others the question of Readers was taken into consideration, and after a short discussion "Gage's Canadian Readers" were recommended by the Association. Several interesting papers were also read. An entertainment was held in the town hall on the evening of the 18th, and, although the weather was very unfavourable, the attendance was very good. The meeting was closed on Friday evening. The next meeting to be held in Flesherton at the call of the

committee. Messrs. Gage & Co. are using every means within their reach, whether at the expense of others or not, to have their series of Readers brought into our schools. These Readers certainly have some good features; but it would be well to remember that Campbell's Royal Readers have been authorized in preference to them, and it is said that the Royal Canadian Readers, which are to be authorized very soon, are a better series than either of the others. This is quite probable, as this series is compiled by a committee of experienced teachers, who certainly should understand the educational wants of the country. Trustees and teachers would therefore require to be on the lookout for those publishing houses, whose views are certainly taken from a financial standpoint, rather than for the best interests of the youth of our land.—*The Hanover Post.*

CONTEMPORARY LITERATURE.

NOTES OF TALKS ON TEACHING, by Col. Parker. Fourth edition. New York: E. L. Kellogg & Co., 1883. [Price \$1.00.]

THIS book is an exposition of the new methods, which, under the name of the Quincy System, have obtained a very wide celebrity in the United States. Francis W. Parker, a teacher who obtained the title of Colonel for services to the Republic during the War of the Secession, became afterwards Superintendent of the Schools of Quincy, Mass., and so revolutionized and improved them, that his method became famous. The gist of his teaching may be discovered in the following paragraph from his preliminary "Talk":

The motive [of the educational work of the day], commonly held up, is the acquisition of a certain degree of skill and an amount of knowledge. The quantity of skill and knowledge is generally fixed by courses of study and the conventional Examinations. This is a mistake. In contrast with this false motive of education, to wit, the gaining of skill and knowledge, I place what I firmly believe to be the true motive of all education, what is the harmonious development of the human being, body, mind and soul.

It is a healthy, stimulating and very suggestive book, and should find a place in every teacher's library.

THE RATIONAL METHOD OF TEACHING READING, by Thomas Packer. Kingston, 1883. [Price 10 cents.]

IN accordance with the request of the author, who says he "would be glad to receive our opinion of the Rational Method, no matter whether it is good, bad, or indifferent," we proceed, taking it for granted that Mr. Packer intends his "good, bad or indifferent" to apply to our "opinion," and not to the "Rational Method." Mr. Packer has a hobby, he also has a machine. His hobby is his plan of teaching how to read, and his machine is a part of this plan. We have not the least doubt that, in Mr. Packer's hands, "The Rational Plan" would work exceedingly well, as it might also in the hands of many other teachers. Aside from any peculiarities in the author's views, his little book bears evidence of both great earnestness and intelligence, and we feel sure that its careful perusal would prove advantageous to any who might read it. Nothing would give us greater pleasure than to learn that Mr. Packer's plan is the very best. The pamphlet bristles with points, to which no space at our command could do justice. It must be read and re-read to be fully appreciated.

DON'T: A MANUAL OF MISTAKES AND IMPROPRIETIES MORE OR LESS PREVALENT IN CONDUCT AND SPEECH, by "Censor." New York: D. Appleton & Co.; Toronto: Willing & Williamson. [35 cents.]

"DON'T" is the taking title of an engaging little book. Don't say you don't need it; don't say you won't buy it; and don't hesitate, when you have bought it, to read it through. Don't fail to read it to your school once every Half, and don't fail to enforce its precepts.

RIVERSIDE LITERATURE SERIES.—1. LONGFELLOW'S *EVANGELINE*, with Biographical Sketch and Notes. 2. LONGFELLOW'S *COURTSHIP OF MILES STANDISH*, with Notes. 3. LONGFELLOW'S *COURTSHIP OF MILES STANDISH*, dramatized for private theatricals. 4. WHITTIER'S *SNOW-BOUND AND AMONG THE HILLS*, with Notes. 5. WHITTIER'S *MABEL MARTIN, COBBLER KEEZAR, MAUD MILLER* and Other Poems, with Biographical Sketch and Notes. 6. HOLME'S *GRANDMOTHER'S STORY* and Other Poems, with Biographical Sketch and Notes. 7. HAWTHORNE'S *TRUE STORIES FROM NEW ENGLAND HISTORY; GRANDFATHER'S CHAIR, Part I.*, with Questions. 8. Ditto, Part II., with Questions. 9. Ditto, Part III., with Questions. 10. HAWTHORNE'S *BIOGRAPHICAL STORIES: West, Newton, Johnson, Cromwell, Benjamin Franklin, Queen Christina*, with Questions. Boston and New York: Houghton, Mifflin & Co. [Each number 15 cents.]

THESE delightful little volumes are just the books for family use or Friday afternoons' reading in the school-room, or the solitary hour by the way. They are all masterpieces of American literature, and to cultivated folk require no introduction. Teachers who are looking about for some wholesome and attractive reading for their pupils may be well suited in these dainty and inexpensive volumes. In proper hands these literary tid-bits might be made excellent appetizers for the intellectual feast.

MOFFATT'S HISTORY READERS: Book II., Early England; **Book IV.**, Early England. London: Moffatt & Paige.

WE had supposed before reading these little books that the acme of history telling for young folk had been reached, but now we must modify our opinion. These

little books are so charmingly written, are so copiously, appropriately and beautifully illustrated, so carefully annotated, that they quite eclipse anything that has yet appeared on this side of the water. The sketches of Lord Beaconsfield and Mr. Gladstone, of Our Little Wars, and the Literature of Modern England, are simply exquisite. Teachers who find the *Primer of English History* hard teaching might give their pupils a hearing of these *History Readers*. There is a fine vein of humanity in them.

"THE STORY OF MY LIFE," by the late Rev. Egerton Ryerson, D.D., LL.D., being *Reminiscences of Sixty Years' Public Service in Canada*. Edited by J. George Hodgins, Esq., LL.D. With portrait and engravings. Toronto: William Briggs, 1883. [\$3.00]

(First Notice.)

WE regret that the demands upon our space this month preclude the possibility of our doing full justice to this important, this almost national book. It is a book that must command the attention of a large number of readers, not only in Canada but throughout America and the Old World. Dr. Ryerson was during his whole life such an active worker, was so early mixed up in public affairs, so soon rose to be a leader of men, lived in such troublous and exciting times, was in every way so closely identified with the religious, social and political life of Canada, that anything he had to say of his own life and times must be of absorbing interest. To many men, especially those on the sunny side of forty, Dr. Ryerson is known only as an educationist, the founder and until very recently the director of our school system. But he was very much more than this, and the most cursory reading of this book will show that he played a most important part in the religious and political life of the country. To Dr. Hodgins, the work of editing the "Story" must have been a labour of love as well as duty. He has done his work in a filial and loving way, and no one can blame him if he can see no faults in his great Chief. The "Story" should be largely read by the teaching profession. In it every young man would find inspiration and encouragement.

EDITORIAL NOTES.

MR. CROOKS, the Minister of Education, has returned from a lengthened visit to England. We are glad to learn from himself that he is much improved in health. We trust he is in sufficient vigour to dispose of the questions relating to his Department that are pressing for settlement.

QUEEN'S UNIVERSITY is to be congratulated on having secured the services of Dr. Goodwin, late of Mt. Alison University, New Brunswick, as Professor of Chemistry. Dr. Goodwin is a graduate of Mt. Alison, is a Gilchrist scholar, and has had considerable experience of British and Continental Universities. He has had the advantage of training at the hands of Professors Crum-Brown and Wallar, Edinburgh; and of Bunsen and Külme, at Heidelberg, who are very decided in their commendation of his ability and knowledge.

THE attendance at the Normal Schools is, we hear, not so numerous this year as at previous sessions. This is not much to be wondered at, for the plucking at the recent Examination was most severe. Taking into consideration the character of the questions upon some of the papers, especially in History, and the difficulty a candidate has to meet with in running the gauntlet of "groups" and "percentages," we wonder that so many get through. The Examinations are needlessly severe, and do not produce the best results. One result is, the elementary education of the country is in the hands of very young people, mere boys and girls. Experience has had to give way to smartness at signs and symbols.

THE departure of the Rev. Dr. King from Toronto is much regretted. Dr. King, notwithstanding his laborious pastoral duties, found time to take an active and intelligent interest in educational matters in this city. He was for many years one of the Examiners at the Combined Examinations of the City

Public Schools; was Chairman of the Board of Examiners, Knox College, and was on more than one occasion Examiner in Oriental Languages, University of Toronto—the duties of which positions he filled with ability and fidelity. As an educationist Dr. King is fortunate in finding such a field for his peculiar abilities as Manitoba College; and the College and the Presbyterian Church are to be congratulated in finding such a Principal as Dr. King is sure to be.

THE RIVAL READERS.

THE Battle of the Books still continues, but it is not easy from the dust and smoke accurately to discern how the fight is going. One thing, however, is certain: the influences of the strife upon the *morale* of the profession is anything but good. The authorities, too, cannot with any feelings of satisfaction contemplate the results of precipitately licensing two sets of Readers, and leaving the choice to local option. The only redeeming feature about the whole business is the strong plea from the press and the conventions that since more than one series has been licensed, the Royal Canadian series should also be authorized. But the authorities, as if to make amends for their undue haste in licensing an imperfect and incomplete series, which some regard as the worst of the three, hesitate now to authorize a series in a complete state, which many regard as the best. On no reasonable ground can the licensing of the Royal Canadian series be longer deferred. Once more we urge the Government to mete out even-handed justice to the Canada Publishing Company.

"MORALITY IN SCHOOLS."

A CRITIQUE.

OLIVER JOHNSON, in the *Atlantic Monthly* for June, makes a strong plea for

instruction in morals in the Public Schools. "It is universally conceded," he writes, "that secular knowledge is not sufficient for good citizenship. This is not the sentiment of Christianity only, but also of leading men wholly outside of the Christian fold." That eminent scientist and agnostic philosopher, Herbert Spencer, has lately spoken of "the universal delusion about education as a panacea for political evils," and declared that "the fitting of men for free institutions is essentially a question of character, and only in a secondary degree a question of knowledge"; and he adds that "not lack of information, but lack of certain moral sentiments, is the root of the evil." If Mr. Spencer is right—and who can doubt it?—the practical inquiry in relation to the Public Schools would seem to be, How shall they be made effective for the inspiration and culture of the "moral sentiment" in which character is confessedly rooted? A sound moral character is indispensable to good citizenship; the consciences and affections of children must be cultivated, or the quality of citizenship must so deteriorate as to endanger the republic. If the State is incapacitated for this work, then it has no excuse for engaging at all in the business of education, and should take itself out of the way, leaving a clear field for other and more appropriate agencies. So Mr. Johnson reasons, and correctly, that it is quite within the province of the State, through the Public Schools, to teach morality. It may do this, that it may itself be elevated through a higher standard of morality; it is forced to do so in self-protection.

Thus far all are agreed. The question of difficulty is, How are morals to be taught? The writer in *The Atlantic* does not profess to give an answer to this question; but he seeks to prepare the way for such answer by endeavouring to show that morality may be successfully cultivated without any reference whatever to religion; and that, therefore, all religious teaching should be rigidly excluded from the Public Schools, since the State, being entirely secular in its constitution and ends, cannot properly teach religion.

Now, it may be fully granted that there may be a "secular morality" without reli-

gion; a man may be truthful, and honest, and generous, may fulfil the duties he owes to his fellow-men, and yet ignore God, and what God's will is concerning those very duties. But, is it the best the school can do for its scholars to inculcate morality without reference at all to its religious sanctions? In answering this question, we are not embarrassed, as is our writer, who has in view only the Public Schools of the United States, by the fact that the State makes no recognition of God. God is recognized in all our public proceedings. We are distinctively a Christian people, and if morality can be more effectively taught as it stands connected with religion than alone, there is nothing in the construction of our civil government to forbid such teaching; and what reasonable ground is there for doubt here? There is something in man that answers to the voice of the Divine. Let that voice speak as it does in the Ten Commandments, "Thou shalt," "Thou shalt not." Let the heart be engaged with love to that Divine Being, let the actions of the present life be viewed in the light of the life beyond, let highest morality be exhibited in the life of the Perfect Man of Nazareth, and who shall say that we have not obtained high vantage ground for the inculcation of moral precepts? Even a child, consciously overshadowed with the presence of God, the God of truth alone, will find it thereby easier to think and speak and do what is right, which is the sum of morality.

There is no need that in this Province we should be content with such moral teaching as can be given without the Bible. We may have this; we can surely have something far higher. By common consent the Bible is allowed in our schools. We have heard of no demand for its exclusion. Its use is encouraged by the Education Department. As a matter of fact it is read in a large proportion of our schools, with acceptance and with profit.

To many it seems most desirable that a further step should be taken. The Bible is now permitted; why should its use not be authorized? The principle is granted that the Bible may be properly used in the schools.

It would seem reasonable that such provision should be made in the Regulations for its recognition as would ensure at least the reading of some portion of the Scriptures every day, with, of course, a "conscience clause" for the relief of any who might object to their children taking part in such exercise.

MODERN LANGUAGES AT UNIVERSITY COLLEGE, TORONTO.

UPON the death of Professor Forneri, nearly twenty years ago, the Chair of Modern Languages in University College was abolished, and lectureships were substituted, with the object of saving expense. How far legitimate expense in any department of the Provincial College should be spared seems to us scarcely a debatable question; but the mistake of thus trying to reduce the expenditure, and at the same time to increase the efficiency of the teaching of Modern Languages, has now, even to the comprehension of the most obtuse, been sufficiently demonstrated. The work of the department has been divided amongst several gentlemen, all of whom have found their chief remuneration in other work, and not one of whom has had the necessary leisure and opportunity of making for himself distinct advances in his subject. The result is that for years the Department of Modern Languages, in so far as French, Italian and Spanish are concerned, has been in a state not satisfactory to the best friends of the University.

An opportunity is now afforded, by the resignation of two of the tutors, to remodel the Modern Language Department, and thereby pave the way for changes in other departments that must in time be made. Within the last thirty years Philology has made such advances that it is now not only possible, but extremely desirable, to differentiate the subjects of the curriculum upon a strictly scientific plan. Instead of grouping certain languages of Western and Southern Europe under the absurd head of Modern Languages, and presumably regarding Italian and cognate languages as entirely different from their

parent Latin, and, by virtue of synchronous development, related to English, it would be correct, as every scholar knows, to drop a useless and misleading term, and accept for one division of the literary languages the term given by Diez so long ago as 1836, the Romance languages, and for the other, the Teutonic. As these groups of languages are entirely distinct, and as they are all rich in literature, there should be, in our opinion, two separate Chairs, each with its own Professor, supported by a sufficient staff of tutors. Spanish should be restored to the curriculum, and, with Italian, be begun not later than the second year of the course. If opportunity offered, some attention might be given to Portuguese, to Provençal, the Roumansch, and the Wallachian. At any rate, the student rightly directed would soon be in a position to take up and continue this work for himself.

The establishment of a Chair of Teutonic Languages would at once give a start to the study of Anglo-Saxon—too long neglected in University College; would place the study of the High German family upon a broader and more permanent basis; and would, in time, afford ample facilities for those who might desire, prior to a post-graduate course, to cultivate some acquaintance with Icelandic, Danish, and other members of the Scandinavian group. The literary life both of England and America would—witness Longfellow—derive no little vigour from frequent contact with the fire and energy of the northern intellect.

The development of such a scheme would necessitate the segregation of History and its congeners, Ethnology and Political Economy, either into a separate Chair, or their absorption into other departments.

In speaking thus, we have no intention of disparaging the work done in University College, but only the system under which some of it is pursued. It is no discredit to the Professor of English that as yet Anglo-Saxon has found no place upon the curriculum; for it needs no words of ours to assure the public that his labours in the sphere which the duties of his Chair impose upon him, have been enormous; but it is no

credit to this Province that provision for the teaching of Anglo-Saxon, and other equally important subjects, has been so long delayed.

Against this proposed scheme it may be urged that it means increase of expenditure. To this it may be fairly replied that such expenditure is warranted. The Province requires the work to be done, the Province would reap the benefit—*ergo*, the Province should ungrudgingly supply the funds.

As for the men to fill such positions as these changes would require, there is no doubt that, with the exercise of proper care, thoroughly competent men may be found. We do not agree with those who hold that we must necessarily go abroad for a Professor of the Romance Languages. The Universities of the Old World do not supply such scholars ready-made. Our own University is quite abreast of British and Continental Universities in the study of the so-called Modern Languages. It must be remembered that in the recent advance in Romance Philology the Universities of the Old World have had little share. It is the work of individuals, solitary workers, and no amount of money could lure to these bookless shores such men as Max Müller, Brachet, and the lamented Littré. We have no doubt that there are some graduates of Toronto University who could fill with ability the Chair of Romance Languages. We trust that the present vacancy will be filled by the appointment of a Professor; that, other things being equal, he will be a Canadian; and that the Legislature will, without delay, provide sufficient funds to ensure the proper performance of the work in comfort and dignity.

THE LATE W. J. RATTRAY, B. A.

THE brief telegraphic despatch announcing the death of Mr. William J. Rattray, B.A. (University College, Toronto), was to us a sharp and sudden blow. In the removal of this eminent journalist and well-nigh lifelong friend, the present writer sustains a keen personal, as the country suffers a serious national, loss. A friendship, close and intimate, covering a period of over twenty years, is rudely severed by his death, and a

link broken that not only sunders hearts, but, snapping, in a measure loosens for us the tie of country. Into the little circles of literary life in Canada the grim Enemy has, in recent years, made many and ruthless invasions. Few such have touched us more keenly than this or brought a deeper sorrow. Only three weeks had passed since we had called to take leave of our old friend, and now he has taken leave—a long leave—of us. Of what the tomb bereaves the world, in the things that make life gladsome and pleasant, only advancing years may know.

The death of this well-furnished writer leaves vacant one of the first places in Canadian literature. True, his name does not emblazon the roll of our Royal Society: it is by his death and not by the grace of a Canadian Academy, that he is immortal. But no native writer better deserved the recognition of his country. His work, however, like that of most Canadian writers, if we except his "Scot in British North America," has little to show for itself. The greater portion of it is unacknowledged, and was done either upon the newspaper and periodical press, or is lost in the form of a superior hack-work done for publishers. With exceptional mental endowment, fine reasoning powers, and an admirable literary style, his pen, in any other country than Canada, would have earned him fame and fortune.

Mr. Rattray early gave promise of making a name for himself, not only in Canadian literature, but in Canadian history. His college career was unusually brilliant, and few of the alumni of Toronto University have left Alma Mater with brighter prospects or with talents that gave greater promise of future usefulness and honour. He was deeply read on almost every subject, and his mind was a storehouse of accurate facts and well-informed opinion in well-nigh every department of human thought. He was a good classic, a fine English scholar, a keen logician, and unusually well-read in history, science and philosophy. In his college days he was an able debater and an admirable public speaker; he could, moreover, write well on any subject, and his active mind and

liberal culture kept him *au courant* with every topic of the time. Unfortunately, he did not take up a profession, but drifted into literature, and for years sought its shrines with eager but unwise *abandon*. His good fellowship, fine abilities, and quiet humour drew him into circles which, though congenial, slackened ambition, and, with his constitutional diffidence of manner, for a period made him careless of the future. But his pen was ever busy and every literary enterprise of importance for the last quarter of a century was enriched by his work. The summary of "Current Events" in the *Canadian Monthly* for a number of years came from his pen, together with many reviews of books in contemporary literature and the monthly abstracts of the English magazines. He was also a valued contributor to the *Nation*, and of late years was one of the chief writers on the *Toronto Mail*.

Aside from his labours on the *Scot in British North America*, it was in the *Toronto Mail* that he did his best work. His writings in that journal have given it much of its high character, for he wrote with point and polish, and on political and controversial subjects with admirable restraint. His Saturday articles on ethical and religious topics have been greatly appreciated for their candour and catholicity, as well as for their ability and spiritual insight. His writings were ever eminently healthful, and in dealing with ecclesiastical matters his critical faculty was always tempered by his historical sympathy and by a singular dispassionateness and largeness of nature. On social and political questions his point of view was that of the conservative yet liberal writer, and his treatment of topics bespoke a comprehensive mind and a rare judgment. He wrote nothing for effect, and his work always bore the mark of his character—a genuine simplicity and

kindliness of nature, with a true and honest heart.

Mr. Rattray took intense interest in the religious topics of the time, and watched with a keen eye the discoveries of science and the trend of rationalistic thought. His faith nothing could shake; and his one delight was to deal critically with the changing phases of religious belief, and to bring them reverently before the secular press. To the destructive philosophy of the day he was a sincere yet kindly enemy; and, though the spiritual elements of his life seemed to overcome the combative, his critical faculty and fidelity to right never failed of their duty. One of his last requests to us was to procure for him the reading of M. Janet's notable book on "Final Causes," and until recently, when his health began to fail him, he indulged the hope that he would leave behind him a *magnum opus*, embodying some mature thought on the Christian Evidences, and a restatement of Theistic arguments. No little service might be done, in these days of flippant infidelity, by the re-publication of his Saturday articles in the *Toronto Mail*, and we commend the suggestion to its proprietors and the Christian public. For their writer, the religious, as well as the literary, world of Canada may well mourn. The press has lost one of its chief ornaments, his wife a loving husband, and the country a true friend.

On wings of deeds the soul must mount!
When God shall call us, from afar,
Ourselves, and not our words, will count—
Not what we said, but what we are!

Ah, be it mine, or soon or late,
In that great day, in that bright land,
With him as now to take my fate,
Heart answering heart, hand clasped in
hand!"

G. MERCER ADAM.

UNIVERSITY COLLEGE, TORONTO.

PRESIDENT WILSON'S ADDRESS AT THE ANNUAL CONVOCATION.*

The Annual Convocation of University College took place on Friday afternoon, October 12th, in the hall of the College; Dr. Daniel Wilson, the President, in the chair. The proceedings opened with the distribution of prizes which had been won at the College Examinations, after which the President delivered his annual address:—

On this our college anniversary it is my pleasant duty to welcome, in the name of my colleagues and myself, the students who once more return to their old halls to resume the studies which they have successfully prosecuted in past years, and to greet the new entrants who are now to begin with us their undergraduate course. It is with an ever-renewed interest that we watch not only the number, but still more the character and attainments of our new entrants. They come up here as the representatives of the collegiate institutes and high schools of this province, or of the colleges and seminaries of the other provinces of the Dominion, accredited with the hard-won honours of their preparatory training. The system thus efficiently organized is a thoroughly comprehensive and national one. From the public schools the youths of exceptional attainments are selected for admission to the institutes and higher schools of training, and from those by the test of a matriculation examination not inferior to the highest standards of the ancient seats of learning in Europe, the youthful intellectual athletes—the future hope of Canada—are here introduced to the arena where they enter on their final training and discipline for the battle of life.

The success of our new entrants in the preparatory competition for honours, and the record they bring with them from the colleges and schools of this and other provinces, have a double interest for us. I look back now over a period of thirty years, to the time when, in the reorganization of this college on its present basis, we were content to welcome a matriculation of ten new entrants in the Faculty of Arts, almost without exception from one preparatory institution. The proceedings which you have witnessed to-day furnish gratifying evidence of the healthful progress of this college. It is a pleasant tribute from those best able to judge of the merits of its system and the value of its discipline, that the sons of our early students gather in increasing numbers in these halls.

* From the *Toronto Mail* report, revised and corrected by the author for *THE MONTHLY*.

It is a no less gratifying evidence of a like well-grounded confidence, not only to be able to number among the ninety-five entrants students meeting here for the first time, who come to us from sixty-five different colleges, institutes, and high schools; but, still more, that in so far as those well-appointed educational institutions have been entrusted to men of Canadian training, by far the larger number are in charge of principals and head masters who completed their education in this college. The sons and pupils of our own former students thus crowd in to fill our ranks, and furnish the most welcome evidence of the estimation in which this college is held by those best qualified to judge of its worth. Forty-seven of the principals and head masters, and a still larger number of the teachers, of the collegiate institutes and high schools of Ontario

ARE GRADUATES OF THIS UNIVERSITY,

in addition to which we can refer with no less pride to others who are now principals, professors, and lecturers in the colleges and normal schools of this and other provinces, or who are occupying similarly responsible positions in the neighbouring States, from whence also are received from time to time candidates for admission as students here.

A generation has well-nigh passed away since this college was organized on its present footing; and as we now welcome the sons of those who were our earliest pupils in University College, we appeal with confidence to the evidence of its well-earned merits as an educational institution which has already made no unworthy return to Canada for the wise providence of those loyal pioneers by whom a portion of the wild lands of Upper Canada were appropriated as an investment for the higher education of future generations. By such sagacious foresight they laid the soundest foundations on which their successors could build, as they entered on the grand work of constitutional government and the organization of a free State. They claim our gratitude accordingly, as they will unquestionably receive that of future generations, for a nobility of thought which, amid all their early struggles and privations, thus anticipated the claims of the future. It is to them that the praise is justly due, while we appeal with pride not only to those of our alumni who, as instructors in the colleges, institutes and schools of Canada, are now our efficient fellow-workers, but also to others who have distinguished themselves in the learned professions, played their part to good purpose both in Provincial Legislatures and in the Dominion Parliament, and filled with honour the highest judicial positions. Far, nevertheless, be it from me to slight the services rendered to educational progress during

the same period by the Universities of Queen's College, Victoria College, and other institutions organized on a different basis, under denominational control. We view with no narrow jealousy the generous endowments which private liberality has bestowed on them in recent years. While reviewing our own abundant success, we should be false indeed to our trust as the accredited faculty of this provincial seat of learning if we did not rejoice in their increased endowments and greater efficiency. We have nothing but good to anticipate for this institution from every manifestation of thoroughness and efficiency in the schools and colleges of Canada.

The system on which the University of Toronto and University College are established as provincial institutions, in which no distinction of race, class, or creed is recognized, is in harmony with the whole educational system of Ontario; and though it has been challenged in earlier years, it no longer stands in need of defence. I had hoped, indeed, that the sectarian jealousies which that old controversy awakened pertained altogether to the past; and I rejoice to believe that to a large extent it is so. But I cannot allow this occasion to pass without reverting to statements that have reached me indicative of a systematic, though covert, detraction of this college in certain quarters.

BASED ON THE OLD BIGOT CRY

of a "godless college." I have had occasion more than once to assert the claims of this college to the confidence of the community, not merely as an institution efficiently equipped in the various departments of science and arts, but as one which, though undenominational, yields to none in the value which it attaches to moral culture as essential to the thorough training of our Canadian youth. It appears to be incumbent on me now to meet the countercharge in more definite form. I will not appeal to a daily religious service, or to the special requirements and observances maintained on behalf of students in residence. The experience of both Oxford and Cambridge, as well as of other denominational colleges, has been adduced, at more than one period of their past history, in proof of the fact that such services may be rigorously enforced, while their spirit found little reflection in the daily college life. The only test of any practical value is to be sought in the conduct and character of the students themselves, and to that I now fearlessly appeal. By the very process of selection which finally determines their entrance here, we are justified in regarding them as such representatives of the young men of this province as Canada may take pride in. In number

they now exceed four hundred; gathered here from all parts of this province and far beyond its limits. They come to us influenced by the training and culture of many diverse institutions for which we cannot be responsible. They are themselves an important factor in the life and training here. One vital element of that college life I will now refer to. There has existed in University College for the past ten years a Young Men's Christian Association voluntarily organized by the students themselves; holding weekly devotional meetings, and turning to account their knowledge of the ancient languages for the critical study of the Scriptures. This association of the students of University College, thus uniting as professing Christians, numbered during the past year one hundred and seventy. In addition to regular weekly meetings among themselves, addresses were delivered at their monthly meetings, open to all the students, on important practical subjects, by speakers specially invited, including the Right Rev. Bishop Sullivan, the Rev. P. McF. Macleod, Rev. W. S. Rainsford, Rev. Professor McVicar, Rev. D. J. Macdonnell, Mr. John Macdonald, and Hon. S. H. Blake, in addition to members of the college staff.

Having said this much in reference to one feature of our college life, I might leave without further notice the attacks to which I have referred. But it will not be out of place for me to note further that, not only can we already refer with pride to the numbers among those who have gone forth from this college to undertake the responsible duties of principals, professors and lecturers in the colleges and normal schools of this and other provinces; who have distinguished themselves at the bar, and already occupied the bench as Chancellor, Vice-Chancellor, and Chief-Justice; or filled such responsible offices as Minister of Education, Minister of Justice, and Auditor-General of the Dominion; but also in the ranks of the Christian ministry our alumni are already numbered by hundreds, in the Church of England, the Presbyterian Church, the Methodist, the Baptist, and the Congregational Churches of the Dominion; and from among them have been selected men to fill chairs in their theological colleges. We welcome all this abundant evidence of the confidence which the people of Canada repose in this college, as the need of higher instruction for the rising generation is more thoroughly realized by them. On all hands its value is more clearly recognized; and as the different Christian Churches have this forced upon their notice, they too

ARE MORE AND MORE REALIZING

the necessity of a thoroughly educated min-

istry. The theologian has not only to win the vantage ground of the man of science, but to be more than a match for the agnostic reasoner, as well as the shallow sceptic. His motto as well as ours must be:--

"Let knowledge grow from more to more,
But more of reverence with us dwell;
That mind and soul according well
May make one music as before,
But vaster."

And as we witness the theological schools of the various Churches gather round this university and college, we welcome their accession one after another as the most practical evidence of their appreciation of the sound training, not only intellectually but morally, which is enjoyed by students of all denominations, Catholic and Protestant alike, who now crowd these halls, and in honourable rivalry there learn some of the best lessons of good citizenship, such as cannot be gained in the jealously guarded cloisters of any exclusive denominational institution.

But I gladly turn from this to another aspect of liberal education to which it appears to me desirable to give special prominence now. It cannot be too strongly insisted upon that professional training occupies, at best, a very secondary place in a liberal education, if, indeed, it has any legitimate part in the faculty of arts. Our aim is not to make men lawyers, or doctors, or civil engineers, or schoolmasters, or aught else distinctively professional, but to make them men, to dower them with the highest culture that education can supply, and so to furnish them with the tools with which mind and thought can turn all intellectual resources to best account for every work in which knowledge is recognized to be power. Our young country daily feels the need of such well-trained and equipped pioneers in all the avenues of progress: nor will Canada ever attain to true manhood until education is valued for its own sake, and not as mere capital for the professional trader.

I was applied to at an early period of the present year to furnish a statement of the relative proportion of our students who are farmers' sons; and had my attention drawn afresh to the fallacious idea, so persistently repeated, that higher education unfits a man for the prosaic duties of life; that we are over-educating the rising generation; and all our boasted training results only in unfitting men for business. And let me here add that such an idea is no less false in reference to woman than to man. The opinion is indeed persistently encouraged that the highly cultured woman, with her mind invigorated by wide and varied study, is thereby incapacitated for all the homely duties of wife and mother;

and that as the vulgar idea of a college-bred man is a sort of Dominic Sampson, so there is conjured up the imaginary "blue-stocking," absorbed in useless acquirements and unfit to be trusted with the simplest cares of a household. Whatever may be the difficulties that beset us in the organization of a wise and effective system for the higher education of woman, that is one which I utterly repudiate. I entertain no fear lest woman shall be too highly educated. I recall women with whom I have enjoyed intimate intercourse, not only of highly cultured minds, but more than one

WHO HAS MADE HER MARK

in English letters, whose domestic administration overtakes without effort every petty detail of household duties. But it may suffice to refer to Mary Somerville, the authoress of "The Connection of the Physical Sciences," perhaps the most gifted woman of her age, who is nevertheless described by her own daughter as devoted to her family duties, remarkably neat-handed with her needle, skilled in cookery, methodical, orderly, a wise economist in all household affairs.

In truth we have to dismiss from our minds the idea that ignorance in man or in woman is any qualification for the practical business of life. From time to time I have had opportunities of recommending students of this college to mercantile appointments, and have received gratifying assurance that the habits of systematic and persevering application which an academic course tends to encourage have proved admirable training for the counting-house and the mart. This very year I have received with pleasure the response from one of our oldest and most experienced bankers to my recommendation of a former student, a mathematical honour man, in which he says: "I hold to the opinion that young men of academic training are to be preferred, in spite of a contrary one maintained by some. I am confirmed in this by the satisfactory results of previous experience. A student who, I was warned, would prove to have been rendered useless by his college education has turned out a most efficient clerk." Rightly enough in a young country such as ours, its material prosperity has the first claim on our energies. But there is little danger that our fields will rest untilled, the wealth of our vast forests flourish unheeded, or the rich mines of silver, copper, and iron remain neglected and unwrought, while the too-intellectual Canadian is intent only on ploughing the classic field, or renewing the attempt to illuminate the obscurities of Kant or Hegel. It is the rather needful amid all the marvellous development around us, while in her material progress

Canada is rapidly expanding and maturing, marching with giant strides over her vast prairies, and beyond their mountain barriers, to the Pacific, that a warning voice be heard in time to remind her :

"How ennobling thoughts depart
When men change swords for ledgers, and desert
The student's bower for gold."

Of all the apprehensions that can beset the public mind, the dread lest the rising generations of Canadians shall be too highly educated appears to me well-nigh the most preposterous. I rather look forward to the time when, with a more ample diffusion of true culture, our present standards will be found wholly inadequate. Education is at best a relative thing, and includes much besides what is learned in schools and colleges. We live in an age of widely diffused, though still very superficial knowledge; and, as in the dark ages, even a little learning stood out in contrast to the surrounding gloom, so now the requirements of the university graduate may seem to separate him from the hardy toilers busy with the industries of daily life. But our telegraphs, telephones, ocean cables, and electric light, our steam ploughs no less than our steam presses, with all the other practical applications of modern science, prove that the thinker is toiling and reaching towards no less useful ends than the skilled mechanic, the merchant, or the manufacturer. And as for the farmer, is it an accredited Canadian axiom that boorish stupidity is essential to his; success and that barren brains and vacant minds can alone plough the furrow, and transform forest and prairie into fertile fields?

We still recognize the rugged soil of New England as the intellectual centre of this American continent, where Harvard, Yale, Williams, Amherst, Dartmouth, and others of its older seats of learning have only

STIMULATED ITS HARDY SONS

to more vigorous enterprise and a proverbial acuteness in all the exigencies of material progress. In Scotland, where my own early experiences were gained, no one imagines that cultured brains are an impediment to willing hands. There the national Universities are true people's colleges, as the Provincial College of Ontario, no less justly, claims to be. The sons of the Scottish farmer are no strangers to college life; nor is it there a matter of surprise to see the student pass from the college halls to the manufacturer's workshop, the banker's or trader's desk, or the ample acres of a Lothian farm. Your own experience tells you whether or no the Scot makes the worst colonist for free access to such intellectual training as is elsewhere reserved for a privileged class. Nor is the

condition of Scotland's rugged soil to-day, amid all the disadvantages of her ungenial climate, such as to awaken in the minds of her social reformers any dread lest the increasing facilities of education shall tempt her sons to desert the plough, either for the student's bower or the lawyer's brief.

It is a piece of shallow blundering that seeks to class apart the thinkers and the workers. Mind and hand require not only their own special training, but must also learn to work in concert, and the world is the loser when either the thinker or worker is powerless without the other's aid. Education brings every faculty into play, opens up a thousand avenues of knowledge, gathers into one focus the experience of ages, confers a mastery over many practical results wrought out by the world's greatest thinkers, gives broader views and a wider sympathy with every great movement of human progress. There are indeed men of contemplative unpractical minds whom the love of abstract thought tempts into an ideal world of their own, and who, whether subjected to University training or excluded from its advantages, will never play a part in the active business of life. Such men of studious tastes are naturally to be found in the ranks of undergraduates; but it is a very mistaken estimate of the influence of academic training, with its rigorous inductive processes, and its systematized application to courses of study all directed to a special end, which either ascribes their dreamy abstractions to the experiences of college life, or accepts them as the type of the University graduate. The leading statesmen of England in our own day, the men who have

"Moulded a mighty State's decrees
And shaped the whisper of the throne,"

have been among the foremost honour men of their universities; and have not unfrequently sought relaxation from the cares of State in Plato's philosophy or Homer's epics.

As to the dread of multiplying lawyers or doctors to excess; I could not say of either profession that it is not possible to have too many of them; but I imagine that the laws of supply and demand will regulate that in the long run, as surely as it controls the merchant's imports or the farmer's crops. Everywhere among civilized nations the practical value of education is being more and more appreciated. One of the most recent events at Cambridge is the founding of Cavendish College, under the presidency of the Chancellor, the Duke of Devonshire—hereditary representative of the gifted master of science whose name it bears—with the announcement as one of its foremost aims:—
"To enable junior students, especially those

intended for business, to obtain a university education economically and under special supervision."

At Edinburgh a recently endowed university chair is due to the wise liberality of the Merchants' Company; and Manchester, the great centre of trade and manufacturing industry, has now asserted its claim to a university of its own.

There is a noble future, I doubt not, before this young country, such as may well stir the hearts of youthful aspirants as they look into the coming time; but it can only attain to its true proportions under wise guidance, aided by all choicest experience of the past. Let us then dismiss all apprehensions lest knowledge

SHALL BE TOO WIDELY DIFFUSED,

and intellectual culture monopolize the social field. The dread of over-education may, indeed, well provoke a smile. Knowledge is, after all, a very relative thing. The most distinguished among our graduates will have learned little indeed if he has not made the discovery that all his knowledge is insignificant when compared with what remains unknown. He is but, as the wisest of England's philosophers has said, "like a boy playing on the sea-shore, who now and then finds a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lies all undiscovered before him."

In a highly educated community, such as we are far yet from claiming to be, the relative difference between the man of cultivated intellect and profound research and the average educated man will not be less, but more, than it is now. The whole national intelligence will be quickened and invigorated. Every truth gained is a vantage ground which reveals heights beyond. Truth springs out of truth, and knowledge begets knowledge. The student will then find himself furnished with more adequate means wherewith to grapple with loftier truths, and fathom profounder depths of mystery. As we look abroad upon a world which still, after all the progress of the ages, perplexes the thoughtful mind with its vast tracts of barbarism and moral night, it is not for us to bid back the kindling torch and court the gloom. With the graves of an unhistoric past beneath our feet, and the mystery of heaven's stars above us, it is for us to look upward and onward with the divine mandate as our motto which first called forth order out of chaos: "Let there be light!" The golden age of this new world lies before us; and while with filial yearnings we look back to that old Motherland from whence all that is greatest and best in our heritage has come, we will not the less cherish the assurance that the world's great future slumbers in our com-

ing time; that, "cast in some diviner mould," the new centuries may be made to shame the old. It is for you who still revel in all the joyous anticipations of youth, to shape the future of your country and realize the wondrous possibilities of this noble inheritance. Let mind then hold its legitimate place; for what is the worth of the most dexterous hand without the brain? Let all faculties

BE CULTIVATED TO THEIR UTMOST,

nor fear lest intellectual training should attenuate the muscle or unnerve the hand. Still less need you fear to plough the classic field, lest by over-cultivation you exhaust the soil. Its wealth is more inexhaustible than that of our Western prairies, destined, as we believe, to be the granaries of the world. To you especially who are now entering on college life, with all its ample opportunities and privileges before you, let me urge that the use you are about to make of them will influence your whole future career. The four years of your undergraduate course are the seed-time on which the future harvest of your life largely depends. And there are few sadder heritages of age than the retrospect of time misspent and opportunities lost. Of those who, like myself, have reached an age in which we look back upon life's opportunities as a treasure already expended, there are few, indeed, who do not revert with unavailing regret to wasted hours in which the wondrous possibilities of life's morning were allowed to pass unheeded, "and fade into the light of common day." Let me urge on you, then, to use wisely the opportunities now presented, with a high sense of your responsibilities. These you can scarcely over-estimate. Each one of you is a unit in the grand aggregate of the new generation on which so much of the future of Canada depends. To her, as you enter on your academic career, you take a vow of allegiance, the breach of which involves no less dishonour than that of the faithless knight whose sword was broken and the spurs hacked from his heels. It pledges you to a wise and diligent use of advantages of priceless worth, which the far-sighted providence of Canada secured for you while the *Missa-saga* savage still haunted our bay, and the virgin forest occupied the site of these halls. In your gratitude to her for such an inheritance, your vow may not unfitly be embodied in the greeting given from this place to the youthful Prince in which so many hopes centre as the future occupant of the throne; for we, too, would still glad'y identify ourselves and all that pertains to our young Dominion with the proudest hopes of the empire in all the triumphs of which we claim a share:

Imperii spem spes provincia salutat.

TO OUR READERS.

1. Matters connected with the literary management of THE MONTHLY should be addressed to The Editor, P. O. Box 2675. Subscriptions and communications of a business nature should go to The Treasurer, Mr. Samuel McAllister, 20 Maitland Street, Toronto.

2. The Magazine will be published not later than the 25th of each month. Parties desiring a change in their address will please send both the old and the new address to Mr. McAllister not later than the 15th of the month. Subscribers failing to receive the magazine after the 25th of each month, should communicate at once with him.

3. The Editor will be glad to receive school and college news, notices of meetings, and concise accounts of conventions.

4. Correspondence on all questions relating to education is solicited. No notice will be taken of anonymous communications.

5. Subscription, \$1.50 per annum, post paid. Club rates—Five copies per year at \$1.25 each; ten copies at \$1; twenty copies at 85 cents, net, post paid.

6. The publishers are desirous of obtaining copies of THE MONTHLY for the years 1879 and 1880. Any one returning the vols. of these years may obtain complete vols. of 1882 and 1883, bound in paper. Parties having copies of 1879 and 1880, or portions of them, to dispose of will please communicate with Mr. McAllister.

7. Circulars respecting THE MONTHLY may be had on application to the Publishers.

8. The Editor may be found in his office, Room 17, Union Loan Buildings, 28 and 30 Toronto Street, Toronto, from 11.30 a.m. to 1.30 p.m.

We have much pleasure in directing the attention of our readers to the advantages offered by the Northern Business College, Owen Sound, and Day's Commercial College, Toronto. Mr. Fleming has had much deserved success. Mr. Day has been before the public for over twenty years, and his fame as a practical accountant is known throughout the Province.

THE coming event of the literary world in Canada is the publication, December 6th, of *The Week*, a Canadian journal of politics, news, literature and amusement, under the editorial care of Mr. Roberts, an able and brilliant writer, assisted by a staff of great ability. Dr. Goldwin Smith will continue the work of *The Bystander* in *The Week*. *The Week* is clubbed with the CANADA EDUCATIONAL MONTHLY at the very low rate of \$2.75 a year. Subscriptions may be sent to THE MONTHLY Office.

SEE our clubbing rates. They offer a rare opportunity to secure for 1884 some of the best serial literature at the cheapest rate. Make a selection and send on your subscriptions without delay.

THE *Humboldt Library* (each number 15 cents) is a collection in an inexpensive form of the scientific masterpieces of the day. It does for science what the Seaside Library or Lovell's Library does for fiction and literature. In making up your reading list for 1884 give the Humboldt Library a place. Some of the works, such as *Spencer's Education*, *Philosophy of Style*, *The Mother Tongue*, by Bain, should be in the hands of every teacher. *The Diseases of Memory*, No. 46, is an extraordinary book. To teachers, eight numbers, \$1.00. Fitzgerald & Co., New York.

THE *Century Magazine* (Century Co., New York,

\$4.00 a year,) for November is a marvel of artistic beauty and literary merit. It has only one rival in the world—*Harper's*,—and it fairly disputes the palm with the old favourite. Such writers as Dudley Warner, George W. Cable, Mrs. Oliphant, John Burroughs, Henry James and Bease Chandler, and such artists as Johnson, Whitney, Wolf and others, whose work is seen in great profusion in this number, would ensure readers wherever English is spoken. The home that has *The Century* and its bright attendant the *St. Nicholas Magazine*—that unapproached and unapproachable magazine for boys and girls—is fortunate.

THE *V. P. Journal* (Vol. I., No. 1, Oct., 1883,) comes to us from Cobourg, Ont., and is, so we gather from a perusal of it, for it has nothing in it to say who is editor or publisher, the organ of Victoria College, or some wing or section of it. It has a fine appearance and is decidedly interesting. The anonymous editor says: "We have felt that there is a place for a journal dealing in a vigorous and independent manner with educational and scientific questions." We have had an idea that THE MONTHLY filled the first part of the bill pretty well, and the latter part not without ability. But we are glad to have the promise of help, and we shall await with interest the exhibition of vigour and independence on educational questions. It is all needed. We wish you, *V. P.*, whoever you are, success.

THE *Knex College Journal*, Toronto, *The Freshyterian College Journal*, Montreal, *The Queen's College Journal*, Kingston, are, to hand, each with a very interesting budget of news and opinion.

THE *Mechanical and Milling News*, Toronto, is a beautiful, interesting and valuable contribution to scientific and technical knowledge. It deserves more space than we can give to it at present.

THE *Atlantic* is perennial in its brightness and vigour. The November issue is a feast of good things. Relying upon literary merit alone, *The Atlantic* disputes the palm with *Harper's* and *The Century*. To enjoy *The Atlantic* is said to be a proof of true literary taste.

THE *School Herald Questions* for 1882-3, prepared for use in Schools (W. L. Chase, Chicago, 10 cents) is an admirable review for use at Teachers' Institutes, School, Town and County Examinations, etc.

CHOICE LITERATURE.—The October number of this best of eclectic magazines contains in its 80 large double-column pages a brilliant and instructive array of articles. It is simply invaluable to the reading teacher. We heartily recommend it. Price only \$1 a year, or 10 cents for a specimen copy. John B. Alden, Publisher, 18 Vesey St., New York.

WE have to thank many friends for sending us accounts of Conventions and school news. We regret that we can find room for only a small portion of accumulated material.

ATTENTION is directed to Mr. Bengough's advertisement. Mr. Bengough is a good speaker, and has some ideas on Education which Conventions would be the better of hearing. He is an advocate of practical education.

OUR Readers would do well to look at the advertisement of that live Daily, *The Toronto World*.

SPECIAL attention is called to advertisement of Mr. B. H. Rothwell in this issue of the MONTHLY, of valuable books for Teachers, Inspectors, and others, offered at very low rate. Mr. Rothwell is closing up the business formerly owned by Hart & Rawlinson, and our readers will do well to secure some of the bargains offered. They can depend on getting what they order, as the sale is genuine.