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# The Canada School Journal.

VOL. IX.

TORONTO, SEPTEMBER, 1884.

No. 8.

## The Canada School Journal

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### CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.*

*Recommended by the Minister of Education for Ontario.*

*Recommended by the Council of Public Instruction, Quebec.*

*Recommended by Chief Superintendent of Education, New Brunswick.*

*Recommended by Chief Superintendent of Education, Nova Scotia.*

*Recommended by Chief Superintendent of Education, British Columbia.*

*Recommended by Chief Superintendent of Education, Manitoba.*

*Recommended by the Chief Superintendent of Education, P. E. Island.*

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

## THE DIVISION OF LABOR IN PUBLIC SCHOOLS.

We need not discuss the question so far as high schools are concerned. There is scarcely a high school left in which the division of labor has not been minutely carried out. One master teaches classics and nothing else, another mathematics and nothing else, a third history and geography, a fourth French and German, and so on in proportion to the strength of the staff. It was not always so in our high schools, but after ten years' experience it is safe to say we shall never return to the mixed system of organization. The advantages of a well-considered division are too patent, the excellent results too manifest, to admit of the least doubt. The few schools in which the mixed system still prevails are left hopelessly in the rear by smaller and more vigorous schools in which each teacher is held strictly responsible for a closely defined portion of the programme.

Why has not the principle been applied to the primary as well as to the secondary schools? It has been *partially* applied with the very best results. In all our schools employing more than one teacher, the pupils are more or less strictly graded, thus making a valuable limitation of the ground to be cultivated by each individual teacher. Further, in a considerable number of town schools there are special teachers for writing and book-keeping, drawing and music, and drill and gymnastics. So far as it has been carried this subdivision of labor has worked admirably, and we are not aware of a single instance in which it has been subjected to hostile criticism or its utility even called in question. In every department of manufacture, agriculture, etc., the principle is fully acknowledged, and writers on political economy furnish the most striking illustrations of its power and

efficiency. In fact, it is generally conceded that the advancement of a given society in civilization is almost exactly proportional to the progress of the division of labor amongst its members.

We are of opinion that the time has come for a more thorough application of the doctrine to the work of education in the majority of our public schools. All men are not good for everything. Few teachers can handle all subjects equally well; most teachers are at their best in only one or two branches for which their tastes and natural endowments have specially fitted them. The skill attained by "specialiation of functions" in all manual industries is well known. Remarkable skill is equally attainable by the special teacher who concentrates his whole attention to one branch of instruction. Extraordinary power and impressiveness in number and language lessons have resulted from "specialiation" if we can believe the recorded instances in the very few primary schools where the system has had a trial.

Some of the advantages are manifest. Constant variety is produced; no teacher remains long enough with any one class to become wearisome. Unity of method in the same branch is followed throughout the whole school, so that as pupils pass from grade to grade, no time is lost in becoming familiar with new plans of instruction. Each teacher watches the progress of pupils for several successive years, and a deeper bond of sympathy and love is established than can possibly exist when the acquaintance lasts only half a year before the pupil is drafted off to a higher grade and a new teacher. There is an immense economy of energy in the matter of preparing lessons for next day's teaching; none of the work requires to be duplicated by different teachers; more time and attention can be given both to matter and to method by each teacher, and higher skill in presenting the subject attractively, forcibly, impressively, naturally results. Responsibility becomes more direct; teachers have a greater interest in working up their special department, and they begin to vie with each other in securing excellence both in themselves and in their pupils.

Incompetent teachers and lazy or backward pupils are more speedily detected, and the proper remedies can be applied to correct shortcomings. With a well-matched teaching staff the change from class to class keeps the teacher mentally alert and prevents that feeling of monotonous drudgery which is another name for death, while the appearance of a fresh instructor and a new subject acts as a stimulant to pupils equal to the exhilaration of five minutes' recess.

Will the discipline suffer deterioration by this system? We think not; the experience of the high schools does not indicate any danger in that direction. Each teacher takes charge of the department of one class, and any misconduct in that class is reported to this teacher to be dealt with as the case may require. A weak teacher and bad disciplinarian of course will not secure order and attention under any system, but the failure is more certain to be brought speedily under the notice of the principal

when he has charge of the class every day for certain lessons, than it could be by occasional visits under the ordinary plan. Any method of economising teaching power deserves careful attention and study, and in these days of steam and electricity we can ill afford to waste any power in merely running the machinery, still less in doing the same work several times over.

#### DR. McLELLAN'S PROMOTION.

For a long time the CANADA SCHOOL JOURNAL has been actively pressing the claims of the teachers' associations for further help to increase their power and usefulness. Our readers know well what remedies we have proposed for the comparative aimlessness and want of unity which have hitherto largely characterised these important gatherings. We have frequently urged the necessity for a systematic course of work at the institutes, and have emphasised the demand for skilled conductors to give them tone, vigor, and point, and to develop more fully the vast latent power that undoubtedly resides in these educational conferences.

An important and memorable step has been taken in this direction by the appointment of Dr. McLellan to the new office of DIRECTOR OF INSTITUTES. As he is also DIRECTOR OF NORMAL SCHOOLS the whole professional training of teachers will be directly under his care, and we shall secure that unity of aim and uniformity of method which is a prime necessity to any great system. This country may be considered extremely fortunate in having a man of Dr. McLellan's energy, ability, and high attainments willing to devote himself to work which must closely resemble missionary labor, and can never receive adequate recompense in any mere pecuniary reward.

Dr. McLellan has already earned the gratitude of the country by his voluntary labors in this field while burdened by the exacting duties of the inspectorship, and has established an enduring reputation of which any man might feel justly proud had he devoted his whole time and attention to that special work. He has had no peer as an educationist, with the single exception of Dr. Ryerson, since our system was established, and has done more for the elevation of the teaching profession and the advancement of popular education in this province than any other man now living. He has, in fact, been the apostle of education, and has kindled the fire of professional enthusiasm in the great work, and led the people to make large and liberal provision for education wherever he has appeared. He enters on his special mission still in full vigor, well acquainted with the whole field, matured by long and varied experience, and an earnest believer in the dignity and honor of the teacher's work. He possesses the sympathy and confidence of the entire teaching profession, and will be a powerful advocate of their rights and liberties, as well as a faithful friend to point out their shortcomings, their duties and their responsibilities.

We hope that this is only the good beginning, and that by-and-by able coadjutors will render our teachers' institutes still more attractive and efficient. The fundamental fact remains

through the centuries that THE TEACHER IS THE SCHOOL, and no other money is so well invested as that spent in producing thoroughly trained teachers and in afterwards retaining them in the public service. To do this effectively will require a liberal expenditure both of money and talent. This rich province needs to make a new departure in education equal to that which took place a few years ago in her railway enterprise. It will one day be seen that our educational system is more valuable than our railway system, even from a commercial point of view, and it will receive the legitimate and ample subsidies its importance demands, and this wealthy province can so well afford. Railways wear out, but an investment of this kind is good for all time; the influence of trained and devoted teachers is perennial. Besides, the connection is most intimate between national wealth and national intelligence. The most fruitful part of our fixed capital is our national system of education, and the most valuable part of that system is the machinery for producing teachers well equipped and inspired with living power and zeal for their work. Our system has only just entered on its second stage of growth, and is still far from perfection. Ten more men of Dr. McLellan's energy and commanding abilities, would be of more service to the State during the closing years of the century than ten millions of pounds of foreign capital sent over to develop her unbounded material resources, even if we paid no interest on the money. We believe that his work here will give as great an impetus to the professional education of teachers as that already communicated to secondary education during the past fifteen years. As the doctor retains his connection with the Central Committee the high schools will not lose the benefit of his guidance and counsel, while he will be relieved from the duties of the inspectorship by his energetic successor, Mr. Seath.

#### HISTORY FOR ENTRANCE EXAMINATION.

We note with satisfaction the following resolution passed at the late Provincial Association: "That in the opinion of the Public School Section of the Teachers' Association the history for entrance [to High Schools] is too extensive, and we recommend that the history for entrance be Canadian history and one period of English history to be set by the Department from time to time." We hope the recommendation will be acted upon, not in the sense of decreasing the amount of history required, but with a view of making boys and girls study the history of their own times and their own country first, and as the proper introduction to a more extended course after they leave the primary schools.

#### THE GREAT EDUCATIONAL MEETING AT MADISON, WISCONSIN.

Our American exchanges are filled with the report of the 24th meeting of the National Educational Association at Madison. Over 6,000 persons were present during the four days' sessions, and every branch of educational work in the United

States was represented, even the Catholic parochial and collegiate work through its most accomplished advocate Monseigneur Capel. The greatest harmony and good feeling prevailed throughout the meeting. All old antagonisms between different departments of instruction seem to have been sunk for the time under a generous breadth of mutual understanding. The members represented all grades and methods of teaching; the greatest enthusiasm, profound research, and marked ability are said to have characterised the discussions, both oral and written. The educational exhibits were specially interesting, and showed the great improvements in apparatus, aids, and textbooks. The points of most original interest were the admirable concentrations of material in the Kindergarten, art, and industrial departments of the exhibition. The reunions, cordial greetings, and apparently good feeling of all were pleasant features of this important gathering. As an exchange justly remarks, "It is a mighty thing for six thousand representative teachers to 'touch elbows' for a week. It does everyone good even to look into the eyes of his neighbor, to revive old friendships and establish new ones, and to go home feeling that one is even a private in the army of the Lord." We regret that the pressure of home matters makes it impossible to give even a synopsis of the proceedings.

#### DR. TASSIE.

By the appointment of Dr. Tassie to the principalship of Peterboro' Collegiate Institute the valuable services of that well-known educationist are once more devoted to the interests of the provincial system of secondary education. The success achieved in past years, while he was connected with the Galt Institute, gained Dr. Tassie a wide reputation, and we join his extensive circle of ex-pupils and friends in wishing him a new and still more successful career in this fresh field of labor. We are always pleased to see a veteran educationist placed in the position of highest honor and responsibility.

#### MR. SEATH'S APPOINTMENT.

The vacancy in the Inspectorship of High Schools and Collegiate Institutes, caused by the promotion of Dr. McLellan to a higher position, has been filled by the appointment of JOHN SEATH, M.A. Mr. Seath has long been known as one of our progressive educational workers, and his administrative and executive abilities have been shown by his success in the management of the St. Catharines Institute. He is a gold medallist in science from Queen's University, Ireland, and has had twenty-two years' experience in the teaching profession. His services in the high schools at Brampton, Whitby, Dundas, and St. Catharines have made him fully acquainted with the organization and management of our secondary schools. Mr. Seath is still in his prime, and we hope that by his energy our schools may soon reach as high excellence in English and science as they have already done in mathematics under the distinguished administration of his predecessor.

#### DEATH OF MR. CLARKE.

We have to add another name to the death roll for the year. Joseph A. Clarke, M.A., B.Sc., late head master of the Smith's Falls High School, departed this life Aug. 26th. Mr. Clarke was known as one of the most promising men in the province in connection with high school work. He was an excellent scholar, a most successful teacher, full of energy and enterprise, and was highly respected for his manliness and kind disposition. His unexpected demise at the early age of 38 will be deeply regretted by the profession throughout the province.

#### NOTES AND COMMENTS.

The progress of education in Japan is indicated by the rapid extension of the public school system. The reports for the past year show that there are 29,081 common schools, 339 over the preceding year. The number of pupils was 3,004,137, an increase of 396,960; and the number of teachers 84,765, an increase of 8,147.

The summer session of the School of Art at the Education Department, Toronto, proved highly successful. A very large number of teachers availed themselves of the free course offered by the Minister of Education, and spent five hours a day for a month on elementary drawing. A very pleasing feature was the conversazione at the close. There is no doubt that in future a still greater number will thus spend a portion of their holidays in qualifying themselves to teach this important branch of education. The result of the experiment proves the accuracy of the statement made by THE CANADA SCHOOL JOURNAL that the teachers of this province have always taken advantage of the means provided for their information.

"The Art for Schools Association" was founded in London about a year ago. The leading printsellers and publishers readily associated themselves with the society, and the London School Board warmly assisted the movement. An exhibition of pictures was held in the winter for the information of teachers and school managers, a catalogue prepared, and more than 800 pictures have since been issued to elementary schools. We have published during the year several notes of progress in this matter in Ontario. There is a great silent power in pictures, flowers, natural history collections, etc., which has hardly begun to be properly realised here. We shall most gladly receive accounts of all efforts to make the schoolroom a comfortable, cheery, happy, BEAUTIFUL, homelike place.

A recent number of *The Century* contains a noteworthy paper by President Eliot, entitled "What is a Liberal Education?" He contends vigorously for the admission on an equal footing with Latin, Greek, and mathematics, of our own language and literature, natural sciences, and modern languages, especially French and German. His plea for the study of history contains the following sentences:—"If any study is liberal and liberalizing, it is the modern study of

history. \* \* \* \* These being the just claims of history in general, the history of the community and nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honor and dishonor; sets before them the national feelings, weaknesses and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country. \* \* \* \* The humiliated condition of history is only made the more conspicuous by the old practice \* \* \* \* of demanding \* \* \* \* a small amount of Greek and Roman history—as much as a clever boy could commit to memory in three or four days." Our readers will perceive how exactly the learned president supports the views we have several times expressed on the study of history.

The true economy of teaching in an ungraded school is to make the fewest possible number of classes, and to consider both age and capacity in making your classification. — *Ex.*

It may be desirable for every man to be a specialist in mature life; but it does not follow that every child should become one in the public school.—Supt. Cummings, Ohio.

We have pleasure in publishing this month Promotion Examination papers from the county of Lanark, kindly furnished by our good friend, Inspector Michell. Shall be glad to hear from other friends throughout the Country.

The following letter has just been received by the publishers of "Gage's Canadian Readers." It will show the immense service rendered to the public and to the young from the insertion of articles such as have been selected for these books. No better testimony could be given in favor of the real merit and worth of this series of Readers:—

BOARD OF HEALTH, CITY HALL,  
Montreal, August 30, 1884.

GENTLEMEN,—A few days ago a boy fell into the St. Lawrence; when taken from the water he was warm, but owing to the ignorance of the parties who removed him, he was not restored to consciousness. This circumstance induced one of our citizens to call attention to the necessity of circulating information relative to "Apparently drowned persons;" and after comparing the article in your "Educational Series," book 3, Canadian Readers, pages 119 to 124, it was deemed the best adapted for the purpose in view. My object in writing is to ask your permission to reprint such portions as may be deemed necessary on large cards, which will be distributed at the proper places by the Health Committee of this city. I have further to ask you, if you will kindly permit the three illustrations to be used for printing the 200 cards, and, if so, what you will charge for the use of the same. I will guarantee the safe return of the blocks, and that they shall only be used for the purpose named. Your early reply will oblige,

Yours truly,  
J. C. RADFORD,  
Sanitary Inspector.

#### PSYCHOLOGY FOR TEACHERS.

We give below the syllabus of ten lectures on "The Development and Training of the Intellect," delivered at the College of Preceptors, London, England, during the past winter. It furnishes a fair outline of the work in Psychology and its bearing on education which must shortly be expected from all our Assistant High School Masters and First Class Public School Teachers. There are some gaps of minor importance, but on the whole this syllabus represents a good practical introduction. Meantime, we would recommend all who wish to make a beginning in this *scientia scientiarum* to read first Hopkins' *Outline Study of Man* and Thompson's *Outline of the*

*Laws of Thought*, to be followed up by Hicock and Seelye's *Empirical Psychology* or *The Science of Mind from Experience*, and *The Principles of Science* (2nd ed. revised) by Professor Stanley Jevons. A teacher who masters any one of these books will thereby gain immensely in teaching power and will become actually worth more money, which is the most certain way to obtain a better salary. We are not aware that this course of lectures has been published, but we shall keep our readers duly informed of any such valuable professional works.

#### SYLLABUS.

1. Introductory—Nature of Mental Science and its bearing on Education—Mental Phenomena and their Classes—Threefold Division of Mind—Laws of Mind—Mind and Body—Laws of Mental Development—Stages of Intellectual Growth—On what Growth of Mind depends—Native Capability—Inheritance—Action of Environment, Physical and Social—Function of the Teacher in aiding Growth—Training of the Faculties.

2. Senses or Materials of Knowledge—Intellectual value of the several Senses—The Muscular Sense and its importance—Discrimination of Sensations—Individual difference of Discriminative Sensibility—Improvement of Sense-discrimination—Effect of special callings in increasing acuteness and delicacy of Senses—Training of the Color-Sense, the Tone-Sense, etc.—Kindergarten Exercises.

3. Sensation of Perception—How Percepts are formed—Touch and Sight, and their co-operation—How the Child comes to see Distance, Solidity, etc.—How Objects are distinguished and recognized—Training of the power of Perception—Importance of actual inspection of Things as the basis of Knowledge—Observation of Things and Activity—The Object-Lesson, its nature and province—How Habits of Observation are formed.

4. Perception and Reproductive Imagination—How Images are formed—Distinctness of Images—Effects of Interest, Attention, and Repetition in producing distinct and lasting Images—How Images are called up—Laws of Association—On what firmness of Association depends—Degrees of Memory—Partial and Total Forgetfulness—Wherein consists Excellence of Memory—Intellectual value of a good Memory.

5. General and Special Memory—Individual differences of Reproductive power—How far Memory can be improved as a whole—Improvement of Memory in special directions—Verbal Memory and its relation to Memory as a whole—Remembering Names and Things—On the Management of Memory—Habits of Memory—Art of Mnemonics.

6. Reproductive and Constructive Imagination—Intellectual value of Imagination—How Imagination assists in the Acquisition of Knowledge—Realizing Description—How Imagination aids in the Discovery of Knowledge—Invention—Imagination and Feeling—On training the Imagination—Art of Description—How Models, Maps, etc., assist the Imagination—Restraining of the Imagination.

7. Imagination and Conception—How Concepts are formed—Comparison of Objects—Aids to Comparison—Abstraction—Abstraction and Generalization—How we think of Classes—Generalizing and Naming—How Children first use Words—Finding out the Meaning of Words—Discrimination of Classes—Analysis of Notions—Synthesis—Ideas of number, mathematical figure, etc.

8. On the training of the power of Abstraction—Age of Abstraction—Difficulties of Abstraction and the art of overcoming them—Distinctness and Accuracy of Concepts—Conditions of perfect Abstraction—On the art of selecting Instances or Examples—Explaining new Terms to Children—Exercising Children in rendering their notions distinct—Questioning—Logical control of Conception—Definition.

9. Judgment and Reasoning—Process of Judging—Affirming and Denying—Suspension of Judgment—Clearness, Accuracy, Sobriety of Judgment—Forms of Reasoning—Induction, its imperfections and its control—Deductive Reasoning—Relation of Reasoning to Language—Confusion in Reasoning—Logical Regulation of processes of Reasoning.

10. Growth of Intellect as depending on that of Feeling and Will—Meaning of Interest—Order of development of Feelings—Functions of the Will in relation to Knowing—Attention and its Laws—Reflex and Voluntary Attention—Concentration of Mind—Control of the trains of Thought—Relation of power of Concentration to Intellectual Attainment—Formation of Habit of Concentration.

Mathematical Department.

EDUCATION DEPARTMENT, JULY EXAMINATIONS, 1884.

ARITHMETIC.

SECOND CLASS TEACHERS.

Examiner—J. A. McLellan, LL. D.

1. Simplify—

$$\frac{(1\frac{1}{4} - 1.002) \div (\frac{3}{4} - .006)}{.002 \div .06} \times .29 \times 36. \text{ Ans.} = 10\frac{5}{11}$$

2. A man mixes 28 lbs. black tea with 36 lbs. of an inferior quality, which costs 20 cents a pound less, and by selling the mixture at 58½ cents a pound, gained 20 per cent. Find the cost of each kind of tea. Ans. = 40c. and 60c.

3. When the temperature of a cube of zinc is raised from 32° F. to 212° F., each dimension is increased 3 per cent. Find the percentage of increase in the bulk. Ans. = .9027027.

4. On a quantity of tea a grocer fixed a price to make a gain of 25 per cent., but ¼ of the quantity was found to have been damaged, and he had to reduce the price on this 25 cents a pound, and so his whole gain was 48½ per cent. less than the sum he had expected to gain. What price did he pay for the tea? Ans. = 512½.

5. In a mile race between a bicycle and a tricycle their rates were as 5 to 4; the latter had half a minute's start and was beaten by 176 y.rds. Find the actual rate of each. Ans. = 12 mls., 15 mls. per hour.

6. If 8000 metres be equal to 5 miles, and if a cubic fathom of water weigh 13440 lbs., and a cubic metro of water 1000 kilogrammes, find the ratio of a kilogramme to a pound avoirdupois. Ans. = 1 lb.:1 kil. = 27951:125000.

7. A tradesman marks his goods at two prices, one for ready money and the other at a credit of six months. What is the ratio of these prices if money is worth 10 per cent.? Ans. = 20:21.

8. The external dimensions of a rectangular iron chest are 2 ft. 3 in., 1 ft. 8 in., 1 ft. 2½ in., and the sides, lid and bottom are one inch thick. Of how many cubic inches of iron is it formed? Ans. = 2205.

9. What amount of American currency is equal to £500 14s. 6d., if gold is quoted at 15½, and the course of exchange is \$4.89? Ans. = \$2828.06976375.

10. A dealer has three prices for his goods—a year's credit price, a six months' credit price, and a cash price. The year's credit price is thirty-five per cent. in advance of cost, his six months' price is 6 per cent. off his year's credit price, and his cash price 10 per cent. off his year's credit price. At what advance on cost must he mark a six months' credit price on an article whose cash price is \$12? Ans. = \$2.65½.

Values—15 each question.

INTERMEDIATE AND THIRD CLASS.

1. Simplify—

$$\frac{(4\frac{1}{2} - 3\frac{1}{4}) \times (1\frac{1}{2} - \frac{1}{2}) + \frac{1}{3}}{(1\frac{1}{2} - \frac{1}{4}) \div (\frac{1}{11} - \frac{1}{4}) + \frac{1}{3}} \text{ Ans.} = 16\frac{1}{3}$$

2. Find the cost of .0625 of 112 lbs. of sugar, where one pound costs .0703125 of 17s. 9½d. Ans. = 18s. 9d.

3. A. and B. were employed to do a piece of work for \$60. They were to be paid in proportion to their ability to work, which was 4 to 5, and to the time each worked, which was 3 to 4. How much did each receive? Ans. = 22½, 37½.

4. A quantity of silk was sold at a loss of 1 per cent.; had it been sold for 4s. 2½d. per yard there would have been a gain of 1 per cent. Find the actual selling price. Ans. = 4s. 1½d.

5. A person rides to town at the rate of 8½ miles an hour, and after resting 35 minutes walks back at the rate of 2½ miles an hour. The whole time occupied was 7 hours 20½ minutes. Find the distance. Ans. = 13½.

6. Instead of a yard measure a draper uses a stick which is 36.35 inches long. What does he lose per cent. by so doing? Ans. = 7.99%.

7. When the course of exchange between London and New York is quoted at 4.96, London exchange (i. e. English money) is said to be at 2 per cent. premium. From this calculate the par of exchange. Ans. = \$4.86½.

8. If silver is worth \$1.10 per ounce, and gold \$17 per ounce, find the weight of a ton dollar coin containing 37 parts in 40 of gold, and the rest silver. Ans. = 399.

9. Equal volumes of iron and copper are found to weigh 77 oz. and 89 oz. respectively. Find the weight of 10½ feet of circular copper rod, when 9 inches of iron rod of equal diameter weigh 31½ ounces. Ans. = 516½ oz.

10. (a) The expense of carpeting a room 15 feet wide was \$52.80; but if the length had been a yard less, the expense would have been \$46.20. Find length of the room. Ans. = 24 ft.

(b) A rectangular solid 4½ feet long, 3½ feet broad, and 1½ feet thick, is increased 11 inches in thickness. By how much must the breadth be diminished, so that the solid may retain the same bulk as before? Ans. = 1 2/3 = 1 ft. 8 in.

NOTE.—11 marks each for 1 and 2; 6 for each of the others.

ALGEBRA.

INTERMEDIATE AND THIRD CLASS.

Examiner—J. C. Glushan.

1. Divide  $(a^4 - b^4)(x^2 - y^2) - 4abxy(b^2x^2 - a^2y^2)$ .

By  $a^2(x^2 - y^2) + b^2(x^2 + y^2) + 2abxy.$

2. Simplify—

$$\frac{n+m}{m} - \frac{m+n}{n}; = \frac{1}{m} + \frac{1}{n}$$

(a)

$$(b) \frac{(a-b)(b-c)(c-a)}{abc} + \frac{b-c}{a} + \frac{c-a}{b} + \frac{a-b}{c} = 0$$

3. Resolve into linear factors

(a)  $12(3x-2y)^2 - 44(3x-2y)(4y-2x) - 45(4y-2x)^2$ ;  $64(x+y)(3x-5y)$

(b)  $4(ab+cd)^2 - (a^2+b^2-c^2-d^2)^2 = (c+d-a+b)(c+d+a-b)(a+b-c+d)(a+b+c-d)$

4. Show that

$$(a^2x+ay+z)(b-c) + (b^2x+by+z)(c-a) + (c^2x+cy+z)(a-b) = (a-c)(c-b)(b-a)x.$$

5. If  $y+z=2a$ ,  $z+x=2b$ ,  $x+y=2c$ , find the value of  $(x+y+z)(xy+yz+zx) - xyz$  in terms of  $a$ ,  $b$  and  $c$ . =  $8abc$ .

6. If

$$\frac{a-b}{y-x} = \frac{b-c}{z-y} = \frac{a+b+c}{2(x+y+z)}$$

$$\frac{a}{y+z} = \frac{b}{z+x} = \frac{c}{x+y}$$

prove that

7. Solve

(a)  $\frac{x-1}{x-2} - \frac{x-2}{x-3} = \frac{x-5}{x-6} - \frac{x-6}{x-7}$ ; =  $4\frac{1}{2}$

(b)  $\frac{a}{x-a} - \frac{b}{x-b} = \frac{a-b}{x+c}$ ;  $x = \frac{ab}{a+b+c}$

(c)  $(x^2-9)^2 - 11(x^2-9) = 80$ .  $x = 5 \text{ or } -5; 2 \text{ or } -2$

8. Find the values of  $x$  and  $y$  that will satisfy both

$$\frac{3}{x} + \frac{2}{y} = 2 \text{ and } \frac{2}{x} + \frac{3}{y} = \frac{1}{2}$$

$y = -2$   
 $x = 1$

9. A boy has a bag of nuts. He gives three more than two-fifths of them to his sister, six more than a quarter of the remainder to his brother, and eats three-thirteenths of what then remains, and finds he has exactly two-sevenths of the original number left. How many had he at first? 105

SOLUTIONS.

1. Dividend =  $a^4(x^2 - y^2) - b^4(x^2 - y^2) - 4abxy(b^2x^2 - a^2y^2)$   
 Divisor =  $a^2(x^2 - y^2) + b^2(x^2 + y^2) + 2abxy.$   
 Comparing these, term by term, we see that we must have  
 Quotient =  $a^2(x^2 + y^2) - b^2(x^2 - y^2) - 2abxy$ , and we easily verify the inspection by multiplying without removing the brackets.

2. (a)

$$(m+n) \div (n-m)$$

(b) Let  $\frac{(a-b)(b-c)(c-a)}{abc} = \frac{x}{a} + \frac{y}{b} + \frac{z}{c}$

$$\therefore (a-b)(b-c)(c-a) = abc + yca + zab$$

Putting successively  $a=0, b=0, c=0$ , we get  $x, y$  and  $z, = -(b-c), -(c-a), -(a-b)$  respectively, from which it is plain that  $\text{sum}=0$ .—See TEACHERS' HANDBOOK OF ALGEBRA, p. 55.—See also pp. 119 and 120 for another method of solution.

3. (a) Put  $3x-2y=k$ , and  $4y-2z=m$ .

$$\therefore \text{Expression} = 12k^2 - 44km - 45m^2 \\ = 12k^2 + 10km - 54km - 45m^2 \\ = 6k(x+y)(3x-5y)$$

—See CANADA SCHOOL JOURNAL, March No., p. 53.

(b)  $(a+b-c+d)(a+b+c-d)(c+d-a+b)(c+d+a-b)$ .

4. Expression vanishes for  $a=c, c=b, b=a$ , and for  $x=0$ , and the other factor, 1, is found in the usual way.  $(a-b)(b-c)(c-a)x$ . See TEACHERS' HANDBOOK, p. 39, and pp. 85, 89.

5.  $(x+y+z)(xy+yz+zx) - xyz = (x+y)(y+z)(z+x) = 8abc$ .

—See HANDBOOK, p. 85.

6. Assume  $\frac{a}{y+z} = \frac{b}{z+x} = \frac{c}{x+y}$ , then each fraction is

$$= \frac{a+b+c}{2(x+y+z)}; = \frac{a-b}{y-z}; \text{ and } = \frac{b-c}{y-z} \text{ and these must = one}$$

another, which is given true. Hence the assumption was true.—See HANDBOOK, p. 123 et seq.

7. (a) Complete the divisions, cancel quotients, and transpose thus:—

$$\left( \frac{1}{x-2} + \frac{1}{x-7} \right) - \left( \frac{1}{x-3} + \frac{1}{x-6} \right) = 0 \\ (2x-9) \left[ \frac{1}{x^2-10x+21} - \frac{1}{x^2-10x+24} \right] = 0$$

$\therefore 2x-9=0$  is one solution, or  $x=4\frac{1}{2}$ .

Also  $x^2-10x+21=x^2-10x+24$  is evidently another solution.

$$\therefore \text{e. } x-10 + \frac{21}{x} = x-10 + \frac{24}{x}$$

$$\text{or } \frac{7}{x} = \frac{8}{x}, \text{ which can only be true}$$

when  $x$  is indefinitely increased, and  $\frac{7}{x} = \frac{8}{x} = 0$

$\therefore x = \infty$  is the other root.—HANDBOOK, p. 145.

(b)  $\frac{x(a-b)}{(x-a)(x-b)} = \frac{a-b}{x+c}; x(x+c) = (x-a)(x-b)$

$x = ab \div (a+b+c)$ .—HANDBOOK, p. 143.

(c) Put  $x^2-9=m$ , and factor,  $(m-16)(m+5)=0$ .

$\therefore m-16=0$ , and  $m+5=0$  are the two solutions.

i. e.  $x = +5$ , or  $x = -2$ .

8. Add the equations as they stand, strike out the factor 5, and

$$\frac{1}{x} + \frac{1}{y} = \frac{1}{2}, \text{ combine this with (1) and (2), and } x=1, y=-2$$

$$9. \quad \frac{10}{13} \left\{ \frac{3}{4} \left( \frac{3x}{5} - 3 \right) - 6 \right\} = \frac{2x}{7}, x=10\frac{5}{7}$$

### Correspondence.

The two following letters taken from the *Halifax Herald* are of general interest. Dr. Rand while Chief Superintendent had ample means of knowing the misery of poor salaries to teachers. He has touched on the question that needs universal agitation.

#### TEACHERS' SALARIES.

To the Editor of the *Herald*:

SIR,—I observe by your issue of Saturday last that my remarks at Truro in reference to the remuneration of teachers have been considered of sufficient public interest to elicit your notice and criticism. In those remarks, I addressed myself solely to the position of teachers in connection with the systems of public education, and in the maritime provinces. I may suggest, however, in reply to your enquiry respecting the small salaries paid to most of our college professors, that as these colleges were founded and are maintained by the several denominations of Christians as an important part of their benevolent work, those who have taught in them have generally been induced to do so quite as much from benevolent impulses as from any other considerations. Until such institutions become largely endowed, or individuals establish particular

chairs on liberal foundations, the remuneration of the "average professor," even though he be more learned and clever than the "average judge," must continue to be derived from other than pecuniary sources. Among the noblest supporters of these institutions are the ministers of religion. We all know how inadequate, as a rule, are the salaries paid in the maritime provinces to the members of this first and noblest of all professions. It is no part of my present duty to refer to causes or remedies in this regard; but it is plain that so long as these ministers receive a small support, they cannot be expected to promote the payment of salaries proportionate to the value of the services rendered by professors in the several colleges for which the former are each practically agents among their people. There are some ministers, however, who, very clearly recognizing the increasing difficulty of retaining the services of first-class men in these colleges on half pay, would gladly see them receive a proper pecuniary reward even though the churches fail to do their duty by those who minister to them. It but serves to give point to the suggestion I have thus ventured to offer, in reply to your enquiry, to say that in recent years both Dalhousie college and the university of New Brunswick have more liberally rewarded their professors than formerly, and that the salary of the president of Harvard college (referred to by you) is some \$8,000 annually,—the friends of Harvard having two years ago donated and invested \$60,000, the annual income of which is added to the president's former salary of \$4,000.

The foregoing reference to the clergy leads me to say just here that were it necessary to detail the various causes which co-operate in inducing society to withhold from the teaching profession in the maritime provinces its just rewards, my experience and observation while superintendent of education in Nova Scotia and New Brunswick would warrant me in naming as very potent among these causes the fact that the teacher's work is closely associated in the public mind with that of the clergy. The teacher is justly regarded as one of the positive moral forces of the community, and in some way it comes to be thought that he, like the clergy, should not expect much salary. Has he not the consciousness of doing good? It seems, too, to be very generally forgotten that, in contrast with the sectional and often very limited local resources available for the support of the teachers of religion, the resources of the united community in its civil capacity may be drawn upon for the support of the teacher of the public school. Communities which require the services of ministers of several denominations frequently need but one teacher for their public school. In view, therefore, of the fact that the smallness of the salaries provided by the churches for their ministers has, however unjustly or unnecessarily, a powerful influence in preventing teachers from receiving a reasonable reward for their labors, it is to be hoped that teachers, notwithstanding they receive no marriage fees or "donations," will in the future, even more than in the past, seek to hasten the day when every minister of religion shall receive a salary in some respects commensurate with his labors and his deeds.

In my remarks at Truro I affirmed that the interests of the profession, the interests of education, the interests of the people—express it as you please, for there can be no real antagonism between these interests—require that a goodly number of teachers of the highest endowments and qualifications find their life-work in the educational service; that no profession, no skilled occupation even, is on a healthy basis unless it affords a career; and that the interest of the public schools requires, and it is entirely within the ability of society in the maritime provinces to furnish, such a number of important positions for teachers as shall serve as adequate prizes in the profession, I think the first two propositions are almost too plain for argument, and that a knowledge of the necessities of public school administration and of the resources of our towns and cities will convince any one of the truth of the last two propositions. No person is qualified to discharge in the public interest the duties of superintendent, inspector, or supervisor who does not reach the position through the teacher's office. There are in the maritime provinces three superintendents and twenty-two inspectors and supervisors. Halifax and other towns of Nova Scotia ought to furnish from twenty to twenty-five first-class positions for teachers, including those in the Normal School; St. John and other towns of New Brunswick (including the Normal School and the provincial university), upwards of twenty; and Charlotte-town and Summerside, including the Normal School, four. Some may think these figures too low; others may think them too high. It does not matter—they cannot be far astray. If there were open to our teachers even so many really assured positions of emolument

as I have indicated, they would, on obvious principles, tend powerfully to transform the business of teaching into the profession of teaching. They would do much to enlist and retain in this great department of the public service a large number of qualified and able educators (a far larger number, of course, than would obtain one of the foremost positions) that the four thousand men and women employed in our schools would always feel the influence and inspiration of these men, and the people everywhere receive, directly or indirectly, elevating and ennobling results through the schools of the country.

I shall reserve for another letter some additional considerations I desire to present on this subject.

Wolfville, July 24, 1884.

THEODORE H. RAND.

To the Editor of the Herald :

SIR,—I judge from some of your criticisms in your issue of Saturday last, that I was imperfectly understood by your reporter in my remarks at the recent association of teachers at Truro. You will, therefore, permit me to re-state, in my own way, the substance of my observations as I reply to your strictures. I indicated, in my letter of yesterday, some seventy positions in the public educational service of the maritime provinces which, in my judgment, should afford such emoluments as to constitute them prize positions of the teaching profession. Were these positions now assured to the body of teachers, I am confident we need give but little attention, in the interests of our schools, "to opening new fields for female effort." The existence of the professional prizes would imply so clear an apprehension, on the part of all our large communities, of the relations of the teachers' work to the progress of society, that the services of a due proportion of qualified male teachers would certainly be in demand. As little attention need be given "to organizing teachers' unions," in order to elevate the profession; all lesser interests will, I am sure, be best subserved by pressing the main question. Let those who see the conditions of this problem, so vital to the welfare of society, set themselves to the creation of a sound public opinion as to the nature and value of education, and its relation to the progress of society. How shall this be done? There are many auxiliaries, but the one means essential to success is that the colleges and universities of the country shall recognize the importance of this question, and not only in their own special interests, but especially in the interests of society, provide that education both as a history and a philosophy shall be studied by all undergraduates as an important part of a liberal education. Thus every student would have set before him a rationalized conception of the ends and aims of the life of man which would carry conviction as reasoned truth. In this way, and, so far as I can see, in this way only, will the great body of those who are to fill directive positions obtain an intelligent view of the relation of education in all its departments to the progress of society, and of the nature and value of the teacher's calling. A reform begun and carried forward in this thorough fashion would certainly leaven society in due time; and so far as the teacher is concerned, the university curriculum should in this day be held to be incomplete if it does not include, in addition, a knowledge of professional principles and practice. Education is, in fact, now a distinct subject, and the importance and intimate relation of it to the future welfare of the people require that it shall be held in academic honor, and provided with academic standing room.

If we consider how liberally professional ability and skill are already remunerated among us in many departments, it will, I am sure, be found a warrantable assumption that when society believes in its inmost heart that the work of the teacher is, in the deepest and broadest sense, vital to the welfare and progress of the people, we shall see such remuneration attached to the positions to which I have specifically referred as will compare favorably with that so cheerfully accorded to the legal and medical professions, or to those skilled in mechanical or industrial pursuits. Under such conditions the men sought would be found. The law of supply and demand to which you refer would no less certainly follow a sound and deep public opinion than it now does an unsound and shallow one. But, you say, even if my suggestions were realized one teacher would offer to discharge for a salary of \$3,000 the duties of a position held by another at \$4,000, and another would take the position for \$2,000, and presently the prizes would be gone. Such would not be the case if the salaries you suggest were the expression of a thoroughly informed public opinion. That is the one essential condition, as I have fully shown, underlying any real and permanent advance of education among us.

Your own profession, Sir, already affords positions in these maritime provinces of greater honor than is received by any of our teachers, or professors, or college presidents. I know a gentleman who is now teaching at a salary of \$1,000 who was offered \$2,000 to fill an assistant position on the *Daily Telegraph*. The editor of one of our papers published in a small town, far removed from either of the capitals, received a salary of \$2,000. He was once a teacher, like so many others of his profession.

A like statement could be made in reference to many who are employed as foremen or supervisors of our mechanical or manufacturing establishments. I have not any list of special facts at hand as I write, but a few weeks ago I went through the magnificent cotton mill erected at Marysville, near Fredericton, by that enterprising man, Alexander Gibson. On learning from him that he expected to have the mill in operation this autumn, I asked him what salaries he would pay for his directive labor. He replied that his "head man" would receive a free house, free fuel, and a salary of \$10,000 "and so on down in proportion." This is no doubt an exceptional case, but serves to show that brains and skill are rewarded in our cotton mills. The salary of the principal of the Normal School of Nova Scotia is \$1,400 and his two assistants \$1,200 each. In New Brunswick the corresponding salaries are \$1,200 and \$1,000 (although the salaries of teachers are on an average considerably higher in New Brunswick than in Nova Scotia). Let us step into the railway offices at Moncton and compare the salaries there received with those of teachers and school officers. Passing over the salaries of \$1,000, \$1,200, and \$1,300, we find the paymaster receiving \$1,400, the traffic auditor and the assistant freight agent \$1,500 each, the general storekeeper \$1,950, the general passenger agent \$2,400, the general freight agent \$2,400, the treasurer \$2,400, the mechanical superintendent \$3,200, the chief engineer \$3,500, and the chief superintendent \$4,000. These salaries, it is well known, are declared to be the most reasonable received by railway officers on this continent. They are paid by the people, and in the interests of the people; and while the services rendered are very important, I unhesitatingly affirm that the labors of many of our teachers, and of our inspectors and superintendents, are in no way less arduous than those I have named, and are of even greater, though different, responsibility.

In order to provide for the due administration of justice and otherwise secure for the people the benefits of a legal profession, society in its legislative capacity has provided the following judges for the maritime provinces: 16 judges of the supreme court with salaries from \$3,200 to \$5,600; 15 county court judges with salaries from \$2,400 to \$3,000; while there are six judges of the supreme and exchequer court with salaries from \$7,000 to \$8,000. These prizes in the legal profession have been and are most important factors in securing for the people sound law and a pure administration of justice. But it is quite as important to the people that there should be a teaching profession of high standing as a legal one; nay, it is far more important from some points of view. The facts I have given will bear repetition in your columns, for they suggest forcibly the question whether justice is being meted out, or withheld, from a struggling teaching profession. True, as you have remarked, leading lawyers are in receipt of incomes equal to or above that of a supreme court judge; but it is the existence of a *bona fide* profession which has made this possible—it would be impossible apart from the prize positions of the bench. I doubt not when the time comes that each of the legislatures of these provinces, actuated by a profound conviction of the importance to the people of a real teaching profession, sacredly sets apart, and with adequate remuneration, the offices of the superintendent of education and inspectors of schools as professional prizes, it will be found (as you allege of the bench) that "the next vacancy will be filled by a gentleman who will take the position at a pecuniary sacrifice." There will at that time be those filling the position of principals of schools in our cities and towns who will command from intelligent boards of commissioners and trustees, sustained by a rational public opinion, larger salaries than the Government will provide for any of its officers. The late principal of the grammar school of St. John received a larger salary than any of the inspectors or the chief superintendent. Just in proportion as society renders it possible to sustain a *bona fide* teaching profession among us may it confidently rely on securing for the schools of the country those who will make education and not mere instruction their end, and who will bring so much philosophy and fruitful experience to their work as shall justify them in making so high a claim as teacher.

Wolfville, July 25, 1884.

THEODORE H. RAND.

To the Editor of THE CANADA SCHOOL JOURNAL.

DEAR SIR,—Mr. H. B. Spotton, M.A., Principal of Barrie Collegiate Institute, deserves the thanks of the community in general and of the educational public in particular for his lately published work on the wild flowers, or rather the native plants, of Ontario—a most valuable work, useful alike to teacher and to student. It is greatly to be desired that with Part I. ("Elementary Botany") it will be in the hands of all—a strong incentive to the youth of both sexes to investigate our native flora. Two objections urged against the study of botany are—the long array of huge descriptive words, enough to deter any ordinary mortal; and the (really false) idea that only "weeds" grow wild, "flowers," with a few exceptions, belonging to the garden only. He who faithfully and conscientiously masters the two works—Elementary Botany, Parts I. and II.—above referred to, will find that the huge words are explained before their names are given, and that what he has so ungraciously styled "weeds" are plants as worthy of his consideration as his neighbour's business or his own profit. In fact, field and forest, stream and meadow, will appear to him in, as it were, a new and most attractive dress. It must be borne in mind that the outfit of the botanist is both simple and cheap—and unpainted tin box for collecting plants; a pocket lens; a few needles fastened by the eye ends into penholders (for dissecting purposes); two or more quires of soft, porous, paper; some weights, and a board or two to serve the purpose of a drying press; some cardboard or plain white paper, and mucilage for attaching thereto the dried specimens; and last, but not least, the two books above mentioned; the whole costing not more than three or four dollars. The educational value of natural science cannot be over-estimated; for it must be borne in mind that not only is the intellect trained, but the imaginative, the emotional, the religious nature developed. Flowers, grasses, ferns, and mosses adorn not merely our gardens and our drawing and dining-room tables, but also God's holy altar—a fit offering indeed to their Maker. And in proportion as they are studied one discerns not merely beauty, but plan, design, order and law in that very beauty—means to an end, Divinely-fore-ordained.

Thanking you for inserting this letter,

Believe me, Mr. Editor,

Sincerely yours,

D. F. H. WILKINS, B.A., Bac. App. Sci.,

Math. and Science Master, Mount Forest High School.

Mount Forest, August 26th, 1884.

#### HIS BEST FRIEND.

[The following is a fair specimen of the kind of things our friends are sending us. We value such expressions of good-will, and treasure them up in the inner recess of the great editorial heart.—EDITOR.]

To the Editor of THE CANADA SCHOOL JOURNAL.

DEAR SIR,—No doubt by this time you have taken up your quill again. May I presume to say you spent a pleasant and profitable time, if you are as practical as theoretical concerning "The Holidays." That article took the hard expression from many a pedagogue's petrified countenance. I have taken the JOURNAL since its birth in June, 1877. It has grown large and strong since then. It is now always freighted with good things for the teacher. Of late it is more sympathetic in tone, and the teacher is compelled to recognize it as his best friend. Your editorials are appreciated by the teachers in this vicinity—Peel county. Your independence and individuality are what we have looked for in the past in vain. Ex-Normalite's letter in last issue is a very faithful picture of the nonentity that reigns over the Provincial Pedagogue Factory.

I hold a Second "A" (1881) from that institution. But, dismissing preliminaries, allow me to say that a number of teachers have asked me to request you to publish the poem, "The Dignity of Labor," (a favourite recitation of Dr. McLellan's) in the JOURNAL under "Recitations and Readings," also to publish, if possible, more papers suitable for promotion in public schools and for entrance examinations. Hoping, Mr. Editor, that you may have time and patience to read this note and then consign it you know where,

I remain, sincerely,

G. H. A.

Boston Mills, Aug. 30, 1884.

[We shall endeavour to publish the poem, and public school work shall have a fair share of attention.—Ed.]

#### THE SCHOOL BOOK MUDDLE.

To the Editor of THE CANADA SCHOOL JOURNAL.

DEAR SIR,—I am a teacher of a rural school in the county of Kent, and am one of those who value the JOURNAL and appreciate the work of education. Being desirous of promoting the best interests of my pupils, I have been much troubled by the "Readers" difficulty. All earnest teachers must be glad that more attention is to be paid to reading in the high and public schools, but when we think of the wretched books we have had to teach from, the wonder is, not that the reading is so poor, but that it is not much worse. It is not at all necessary to mention the defects of these books, they are well known to all teachers. Yet, ruinous as the faults are, it has not hastened reform. In my school there have been three promotions since the agitation about new books began. The section consists of people of more than ordinary intelligence, who take a great interest in school matters, and desire to give their children the best advantages to be obtained; and at each promotion the question is asked, "Shall we buy the children the 'New Readers' this time?" and I have answered "No; we shall try to get along with the cast-off books of their sisters, or their cousins, or their aunts; I hope there will be a set of books ready soon." Now the supply has fallen short, and I am anxious to teach economy by practice as well as by precept. May we hope that Mr. Ross, who understands the difficulties of teaching without proper helps in a rural school, will take pity on us, and have the Readers ready by next promotion? Might I suggest that he prepare a set of tablet lessons with pictures attached. I find that I teach much better since I draw pictures on my tablets illustrating the lessons. It is, however, quite a task to draw the pictures; perhaps pasting those from the book would do as well.

It has given me pleasure to see that our arduous task of teaching history is to be lightened. The injustice of requiring young boys and girls to prepare even the outlines of the entire history of England has been apparent to all teachers, and has been a cause of discouragement to many an earnest pupil, who felt it to be useless to face such difficulties without more preparation than was possible in a given time. I am pleased to know that I shall now have some time to spare for our own history, which is so neglected as to lead many to think that it is not worth knowing.

I have a "case" to report, and would like a remedy suggested:—A little boy had been attending school some time before the teacher discovered that he is repeating, "parrot-fashion," what his elder sister has taught him of the lessons. The present teacher finds great difficulty in correcting this habit, and has been only moderately successful, for the habit is very firmly fixed.

TEACHER,

Kent County.

Tilbury East, Aug. 27, 1884.

## Special Articles.

## DR. McLELLAN'S LECTURE.

A large and highly intelligent audience gathered in the Town Hall last Friday evening to hear the lecture by Dr. McLellan, High School Inspector. The doctor has before appeared in Picton, and his reputation is so well established that praise of the lecture, though well deserved, is hardly called for. He is a thinking man and master of English, and has considerable oratorical power. His style, as becomes a teacher of teachers, is finished and studiously correct, but it is not stilted or pedantic. Following is a brief synopsis of the lecture:—

The schoolmaster to-day occupies a higher position than ever before. People acknowledge that great things can be done in the school-room. The teacher can promote the nation's power and the nation's greatness and freedom in future. How? By removing the chains of ignorance. A nation is not fit for self-government, its progress is not assured, unless the whole people are fairly intelligent, because the ones chosen by the people to govern them cannot well be higher in intelligence or morality than the people who choose them. No intelligent man can say that freedom can be maintained unless the masses are educated. Popular ignorance is the bulwark of despotism, the Nemesis of liberty; popular intelligence is the bulwark of liberty, the Nemesis of despotism. In France at the time of the Revolution there were 12,000,000 people who could neither read nor write. They were goaded to desperation by the oppressions of those in power, and rose in unreasoning fury to free themselves. They destroyed the bastille and other indications of their oppressed condition, but a more terrible bastille remained. The national ignorance could not be shaken by the rude fury of a maddened mob. We who have liberty and love liberty are apt to think it cannot be taken from us, but we must not forget that eternal vigilance is the price, that power has a perpetual tendency to overpass its bonds. The one certain safeguard of liberty is education of the people.

As good authority as a medical journal of good standing takes the ground that education increases crime, and to prove the contention gives statistics showing that there are more people in prison in cultivated Massachusetts than in illiterate South Carolina. This may be easily explained by the fact, first, that in Massachusetts there is a continuous and large influx of foreign element, and, second, Massachusetts, as a consequence of the education of its people, has better laws than South Carolina, and there are on its statute books rules against many crimes which go unpunished in the Southern State. Facts prove that education decreases crime, but intellectual cultivation alone will not do so. Intelligence and morality are not antagonistic; intellectual cultivation may keep the baser passions in subjection, but the moral side of the character must not be neglected.

Now and then we hear the cry that the workshops need replenishing, that education causes distaste and disability for manual labor, and that after a while we will have no hewers of wood and drawers of water. This is a pernicious cry. The aggregate of national intelligence is the measure of a nation's progress in industry and arts, and increase of intelligence means increase of power in every way. Philosophers say we cannot destroy force, nor can we add one iota to the forces of nature. One element of power we can increase, however—intelligence. There is no limit to the increase of man's power over nature. Will any man say we shall have no more inventions, no more discoveries? Present indications are that we are only in the dawn of the peerless day of knowledge and power that is yet to burst upon the world.

Increase of national intelligence means increase of power. Of this truth it is not hard to give historic illustrations. The splendid success of Germany is generally admitted to be largely due to the high average of national intelligence. In the south of Europe Nature has been lavish in her favors, but the absence of what alone can make people great makes the nations there skeletons among nations. Take the bleak north, on the other hand. Every Scotchman boasts of his country; not of its natural advantages, for Nature has been niggard in her gifts; but of the Knoxes, the Buchanans, the Mellvilles, the long list of peerless intellects which have risen because of the education of the people. And are not Scotchmen among the most moral people in the world? There is no indication there that intelligence fosters crime.

John Bull is a conservative old gentleman, but when it is time to move he moves. At the Exposition in Paris John Bull found to his chagrin and astonishment that in the industrial arts he was surpassed by continental nations. Inquiring into the cause, he found that it was because the continental workman was better educated than his British compeer. John Bull at once set to work to improve his school system, and the result was that at the next world's fair the products of English industry took place in the foremost ranks.

What is the state of education in Canada to-day? What must be done to improve it? Our school system to-day is the noblest on the face of the earth. Not even in Prussia, not in a State in the Union, is there so good a system. Dr. Ryerson, the "grand old man," the champion of the people's rights, said that an educational system should be as a man with one foot in the gutter and the other in the university. It is upon this plan that our system is based. The great object is to have a system that will be within the reach of all, a system that will meet the wants of the masses. We repel the imputation that intelligence belongs to a particular class. Right down at the bottom can be found men capable of becoming leaders of men. There are in all classes poets, orators, statesmen, capable of standing in the foremost ranks if they had but equality of opportunity.

Some say our system is not practical. An individual wants the elements of political economy, banking, etc., taught in the schools. If we gave up the three R's for these we would not get on very well. Others complain that too many "ologies" are taught in the schools. There is no real ground for this complaint. The education given in our schools would not be worthy of the name if the number of subjects were lessened. Our education can, however, and will, be made more practical than it is. It is not proposed to teach children the use of the jack-plane and other tools, but industrial drawing can with great advantage be taught. The boys and girls will not all be made artists or architects, but they may receive valuable training. A free school for the instruction of teachers in industrial drawing will be opened in Toronto this summer during vacation. It is further proposed to educate children with a view to producing special fitness for the callings they are to pursue, and to introduce music in the schools. The introduction of music must commend itself to every rightly constituted person. Shakespeare truly says that the man who does not love music is fit for treasons, stratagems, and spoils. Music in the schools would brighten school life and make it happy. The school-room should be to children a home, and even better than many a home. It is the duty of the teacher to do what he can to make the children happy. A light heart makes a strong brain. Another duty of the teacher is to be methodical. In early days no attention was paid to methods, but the fallacy no longer prevails that all a man needs to be capable of teaching a thing is to know it. The proper way to teach a child is to present an idea and teach it by the inductive

method. In old days children were given abstract propositions before they knew anything about the matters to which they referred, and their learning was merely parrot-like memorizing.

The lecturer here, in showing the great progress that has been made in the teaching of mathematics during the last decade, gave some very amusing anecdotes of his experience when first appointed inspector with stupid and ill-trained teachers, and of the tribulations of his childhood in wrestling with the venerable but now superannuated rule of three, and in trying to get on with the schoolmasters of the *Equus genus*. To show the superiority of Ontario's system over all others, he said that a gentleman formerly of Canada, now the holder of a Government position in Washington, while visiting in Toronto recently, assisted at the matriculation examination in the University. He was so pleased and astonished at the great progress that had been made in mathematics that he asked the privilege of taking some of the papers with him to Washington to show the people there how far they were behind.

In closing, the lecturer deprecated flogging, strongly condemned the use of harsh and unkind words, and eloquently urged the value of kindness, patience, and good judgment on the part of teachers. He related a pleasing experience of his own boyhood. The teacher of the school he attended when a bear-footed wight was a man whose massive frame and majestic mien inspired all the pupils with exceeding awe. One evening the lecturer was trudging after the cows, thinking himself in solitude and whistling in a boy's free and easy fashion the air of "Dandy Jim from Carolina," when "the master" suddenly burst upon his frightened view a short distance ahead and approaching him in the path. The whistle died on his lips, but not before the teacher heard it in all its atrocity, and as the great man approached, the trembling lad felt like a criminal awaiting his doom. To his amazement, however, the teacher, instead of administering a reprimand, placed his hand upon the lad's head and spoke kindly, complimenting him upon his quick perceptiveness and repentive memory, and telling him that if diligent and persevering he might one day become a useful man. To those few words of encouragement and sympathy the lecturer attributed much of whatever success had attended him in life. He revered the memory of the stern old teacher, whose kindly words and sympathetic tones had influenced his destiny forever.—*Pictou Times, June 5th.*

## Examination Questions.

### ENGLISH LITERATURE.

#### GRADE IV.

(Pupils will open books on page 89.)

1. Explain the meaning of:—"an unreasonable apprehension of hydrophobia," "put in irons," "nautical friends," "regarded his situation with the most painful solicitude," "a fixed look of determination in his face," "peerless namesake."
2. Give the meaning of:—plea, prevailed, predecessors, catastrophe, apprehensive, gratified, foiled, appreciate, vengeance.
3. "What a swimmer!" Explain the use of the quotation marks used in this and similar cases throughout the lesson.
4. The American brig *Cecilia*, Captain Symmes. Explain the meaning of Captain Symmes.
5. What was the dog's revenge? Instance another lesson in which the same kind of revenge was taken and with what results.
6. Write from memory and punctuate properly two stanzas from "The Arab and his Steed."

### SPELLING.

#### GRADE IV.

1. Edmund's mother kissed him tenderly with tears in her eyes.
2. He was preparing to quit the ravine by the beech tree and regain the beach when the trickling of water upon pebbles attracted his attention.
3. Heroic fortitude and undaunted courage.
4. In his despondence his first words were to thank God for deliverance.
5. The machinery of the steam-engine was defective.
6. If they show any consciousness of their thrilling situation their doom is inevitable.
7. The sledge-hammer blow nearly prevented him from cutting off any more dogs' tails.
8. Buried, appetite, mutilated, avenged, vengeance, veterinary, college, manoeuvre, appellation, foam-wreaths, procedure, parochial, kitchen-maid, gambols, collar, assertion, lenient, judgment, occurred, epitome, syrup.

Value 40. 1 mark off for each error.

### GEOGRAPHY.

#### GRADE IV.

1. Define:—Peninsula, gulf, county town, strait, mountain range, desert.
2. Name the rivers of Ontario that flow into the Ottawa and Lake St. Clair respectively.
3. Name the counties, with county towns, on Lake Erie and Georgian Bay.
4. What are the outlets of the following lakes.—St. Clair, Erie, Ontario, Sturgeon, Muskoka, Mississippi?
5. Name the provinces bordering on oceans, with the capital of each.
6. What and where are:—Woodstock, Rice, Amherst, Burlington, L'Original, Maitland?
7. Name the exports of the County of Lanark.
8. Draw a map of Lake Ontario, and mark the counties and principal towns bordering thereon.

### ENGLISH GRAMMAR.

#### GRADE IV.

1. Re-write the following story in a connected form:—Once there was a thief. He was in a town. He stole a mare. He stole the mare's colt. He rode the mare. The colt followed. The owner ran after him. Many persons ran after them. All kept crying "stop thief." A young Quaker was at work. He was working in a brick-yard. He heard the noise. He went to learn the cause. He did not cry "stop thief." He shouted "stop the colt." The men caught the colt. The mare would go no further. The thief was caught.
2. What is a pronoun? Use pronouns instead of nouns where you can in the following:—The farmer, one day, brought the farmer's rent to the gentleman and the farmer asked the gentleman if the gentleman would sell the gentleman's land to the farmer. The gentleman asked the farmer if the farmer wished to buy the land. The farmer replied "yes, if the buying of the land please the gentleman."
3. Divide into subject and predicate:—  
(a) Vainly shalt thou arch thy neck.  
(b) Without a moment's hesitation down came a sledge-hammer blow.  
(c) O father! I hear the sound of bells.
4. Name the parts of speech in:—Oh, Joe, I did it, but I cannot tell you how sorry I am.

### ARITHMETIC.

#### GRADE IV.

1. Write examples of addends, product, composite, quotient, and concrete.
2. A man sold a horse for \$124 and two cows for \$43 each. He bought a town lot for \$75, a plow for \$29.70, and spent all the remainder, except \$13, for a waggon. How much did the waggon cost?
3. Multiply 6756 by 2075 and divide the product by the difference between ten thousand and four and MVDCLIX.

4. A man has a six-acre field of oats which produced 34 bushels to the acre. If oats are worth 45 cents a bushel, how many sheep at \$3 each can he buy with the price of his oats?

5. Write neatly and in proper form a bill of the following:—Sold 86 lbs of butter @ 22c. a lb; 19 dozen and 6 eggs @ 14c a dozen; 19 ducks @ 46c. a pair; and bought two hoes @ 30c. each; a scythe @ \$1; and 6 lbs of tea @ 47c. a lb. How much would be still due?

6. A bullock weighs six times as much as a butcher, and they both weigh 1211 lbs; how many pounds does the bullock weigh more than the man?

7. How much will it cost a man to build 1 mile 22 poles of a fence @ 5 cents a yard?

8. A man being asked how far he had travelled answered "as many yards as 11878 times my age, which is 35." How many miles, fur., &c., had he travelled?

10 marks for each question; 75 full paper.

ARITHMETIC.

GRADE V.

1. Define:—Unit, Notation, Prime Factor, Common Factor, Least Common Multiple.

2. The product of two numbers is 152,368, and 7 times one of them is 2996. What is the other?

3. Reduce 487649 tons to pounds, and 16 bushels, 3 gallons, 2 quarts to gallons.

4. John had 314 ac. 3 rds. 24 per. of land. He kept 100 ac. 3 rds. 28 per. and divided the rest equally among his four sons. What did each get?

5. Mary knew that she had not 100 chickens, but she also knew that if she counted them two at a time, three at a time, four at a time, five at a time, or six at a time she had none left. How many had she?

6. How many boards 12 feet long and 8 inches wide will be needed to cover a floor 30 feet 8 inches long, and 24 feet 6 inches wide?

7. Make out the following bill:—4230 lbs of wheat @ \$1.12 a bushel; 87,000 lbs of hay @ \$14 a ton; 450 lbs of pork @ \$12 per barrel.

8. John bought 35 yoke of oxen at \$140 per yoke. He kept them four weeks (7 days) at an expense of five cents for each ox a day and then sold them for \$4949. Find his gain or loss.

10 marks for each question. 75 full paper.

ENGLISH LITERATURE.

GRADE V.

*Pupils will turn to page 172 (Third Reader).*

1. Explain the meaning of:—"laborious manner of life," "a fund for educating Indian youth," "treating it as a light matter," "different conceptions of things," "make men of them."

2. Give the meaning of:—politeness, frivolous, commissioners, proposition, victuals, conceptions, curiosity, intrude, abruptly, hospitality.

3. "Savages we call them." To whom do we and them refer?

4. "Do us good by your proposal." What was the proposal?

5. "Ignorant of every means of living." What means of living are referred to?

6. What would be the necessaries for continuing their journey? What is the difference between a necessary thing and a luxury?

Write from memory and punctuate properly eight lines from "Home."

SPELLING.

GRADE V.

1. He translated, during his leisure, valuable authors and portions of the Holy Scripture.

2. At Alfred's proposal, multitudes assembled to witness the unrivalled spectacle.

3. The principal Saxon chiefs readily agreed to this principle.

4. After a few years' interval of peace he was made sovereign owing to his perseverance.

5. England regarded her naval supremacy as indisputable and was rendered confident by a long series of ocean victories.

6. She treated the American war with undisguised contempt.

7. Perceiving his embarrassment he made an apology.

8. Beseeching, soldier, foreigner, ingredients, odoriferous, believe, daubing, nauseous, 2 et, travellers, facetiously, hoar-frost, artillery, chivalry, sepulchre, scenery, descendant, biscuit, yeast, piercing, chieftain, missiles, paroxysm, felon.

Value 40. 1 mark off for each error.

CANADIAN HISTORY.

GRADE V.

1. Explain what is meant by Governor-General, Premier, Speaker, Mayor, Civil List.

2. Write a brief note on John Cabot, Roberval, Forbisher, Champlain, Brock.

3. What European nations received benefits from the discovery of America? Name the benefits received.

4. What events led to the wars of 1752, 1775, 1812; and say what was the result of each.

5. What important events happened at the following dates:—1627, 1690, 1759, 1776, 1866?

6. What were the objects of the following Acts:—Quebec Act, Constitutional Act, Union Act, British North American Act?

7. Explain the difference between a Bill and an Act.

GEOGRAPHY.

GRADE V.

1. Define and give an example of:—Canal, River, Basin, City, Province, Cape.

2. Name the principal islands of the Province of Ontario and the rivers flowing into Georgian Bay.

3. Locate the lakes of Quebec and name the principal rivers of New Brunswick.

4. Name the principal exports of the Province of Ontario and assign each to the place where it is produced in greatest abundance.

5. Trace the course of the water from Lake Nipissing to Lake Ontario.

6. Sketch the Canadian shore of Lake Huron and mark the mouths of the Saugeen, Maitland, and Aux Sable.

7. Where are the following cities located:—Kingston, Montreal, Boston, San Francisco, Hamilton, London?

8. What and where are:—Vancouver, Panama, Amazon, Walpole, Brandon, Anticosti, St. Lucas, Yucatan, Trinidad, Columbia, Terra del Fuego, Lima?

GRAMMAR AND COMPOSITION.

GRADE V.

1. Re-write in your own language:—Johnny Reid was a little boy. He was eight years old. He lived with his grandma. His parents were dead. One day a great snowstorm came on. All the roads and paths were filled up. Mrs. Reid could not get a man. She wanted a man to shovel away the snow. Little Johnny volunteered to clear away the snow. He tied on his cap. He put on his mittens. He took his little shovel. He went to work. He worked with a will. A large man came along. He was a lazy man. He was doing nothing. He spoke to Johnny. He said, "How do you expect to clear away so much snow?" Johnny did not look up. He kept working away. He replied, "By sticking at it."

2. Write answers in complete sentences to the following questions:—

- (a) How old will you be on your next birthday?
- (b) About how many books from the school do you live?
- (c) Which subject do you like best among your studies?

3. Analyze:—

- (a) Savages we call them.
- (b) Get out, you Indian dog!
- (c) How cheap and mighty a thing is kindness!
- (d) There's tempest in yon horned moon.

4. Parse:—O'er the river, through the brake,  
On we hie with screech and roar!

5. Correct what is wrong in the following, giving reasons:—

- (a) The teacher learns us Reduction.
- (b) John, leave your seat and bring some wood!
- (c) I asked him for the lend of his knife.

6. Name three cases in which capitals ought to be used.

## ARITHMETIC.

## GRADE VI.

1. Write down square measure. Tell which is the greater and by how much, a surface 16 inches square, or a surface of 16 square inches. Reduce 17 ac. 19 po. 7 yds. to square inches.
2. Find cost of plastering the walls and ceiling of a room 18 feet long, 14 feet wide, and 12 feet high at 10 cents per square yard.
3. A has a stick of timber 18 feet long, 12 in. by 6 in. He wants to cut off 5 cubic feet. How far from the end must he cut it?
4. Find the least number to which if 7 be added the sum will contain exactly 8, 10, 12, 14, 15 and 18.
5. Find the least number that must be taken from the product of  $86\frac{4}{5}$  and  $17\frac{3}{4}$  that the remainder may contain 75 exactly.
6. Three-fourths of John's fortune =  $\frac{1}{2}$  of B's, and  $\frac{2}{3}$  of B's =  $\frac{1}{3}$  of C's. C has \$1440. Find A's and B's.
7. After paying away  $\frac{1}{2}$  of my money, and  $\frac{1}{3}$  of the remainder, and \$5.25, I had nothing left. How much had I at first?
8. Divide \$100 among A, B, C and D, so that when you give A \$1 you give B \$2, C \$3, and D \$4.

10 marks for each question.

## MENTAL ARITHMETIC.

## GRADE VI.

1.  $225 \times 17$ .
2. John bought 5 pigs at \$5 each, and 8 turkeys at \$1.37 $\frac{1}{2}$  each. He gave in payment 4 ten-dollar bills; how much change should he receive?
3. If 5 lbs. of flour cost 15 cents, how many cwt. could be bought for \$7 $\frac{1}{2}$ ?
4. If 18 men can do a piece of work in 18 days, how long will it take 4 men to do the same work?
5. John owed a merchant £4, and he paid 4 payments of 17s. 6d. each; how much still remained due?
6. Three-fourths of my money less \$2.50 is \$1.25; how much have I?

## GRAMMAR AND COMPOSITION.

## GRADE VI.

1. Define:—common noun, plural number, possessive case, and active voice; and write a sentence with words underlined that exemplify each.
2. Give the rule for forming the possessive case, and decline boy, man, and fly.
3. Analyze:—
  - (a) "And there lay the rider distorted and pale.  
With the dew on his brow and the rust on his mail."
  - (b) Beyond the mountain there was found a lake with an island in the centre.
  - (c) What distance is it from here to Toronto?
4. Parse:—After eating our dinner, we had a drive along a road that was bordered by trees on both sides.
5. Correct the following, giving reasons:—
  - (a) She did her work good.
  - (b) Them apples is sour.
  - (c) Neither of the sides of the square are drawn correctly.
  - (d) John is taller than any boy in his class.
  - (e) He fought against James and I.
6. Write two simple sentences on each of the following:—The Governor-General, the Province of Ontario, Queen Victoria, County of Lanark. Use and underline a pronoun in each sentence.
7. Write in your own words the substance of the lesson, "Integrity Rewarded."

## HISTORY.

## GRADE VI.

1. Define Legislature, House of Commons, Parliament, Opposition, Absolute Monarchy.
2. What benefits were conferred on England by Julius Agricola, Alfred the Great, Henry I., Simon de Montford, and Edward I.?
3. Between whom were the following battles fought, for what were they fought, name some of the results, and give their dates:—Hastings, Bannockburn, Poitiers, Bosworth Field?
4. How often have Americans invaded Canada? With what success? Give the dates of each occasion.
5. Explain the difference between Seigniorial Tenure and Socage.
6. Name discoveries made by Cartier, Champlain, and Marquette.

## LITERATURE.

## GRADE VI.

*Pupils will turn to page 67 (Fourth Reader).*

1. Explain the meaning of:—"Spectral in the river's mist," "the groaning anvil scourge," "century-circled oak," "vulture beak of Northern ice," "sailor's citadel," "groaning cargo of despair."
2. "The panting team is toiling for us." "No craftsman bears a part in nobler toil than ours." To whom do these pronouns respectively refer?
3. Give the meaning of:—Keel, origin, prow, grooves, merchandise, lethean, craftsman, island, barges.
4. "Ho, strike away the bars! etc." What operation is described in this stanza?
5. No heathen drug for Eastern lands,  
No poison-draft for ours.  
Explain these two verses properly.
6. Write sentences containing the following words, properly used:—Draught, draft; rough, ruff; wind, wind; hearts, harts; mist, missed.
7. Write from memory one stanza from "The Lost Hunter," taking care to punctuate properly.

## SPELLING.

## GRADE VI.

1. Five times the dimensions of Sir Humphrey Gilbert's vessel, the Golden Hind.
  2. Carnivorous tastes are essential to its existence.
  3. He was so obnoxious and likely to be so mischievous that the Whigs determined to place a sentinel over him.
  4. It required the experience of an inhabitant of the great Western continent to reveal his terrible position.
  5. After he was discomfited and mortally wounded he paid the victorious army this magnanimous compliment.
  6. The almost unfathomable depth of these lakes is an interesting phenomenon in physical geography.
  7. Fantastic, intricacy, terrific, grandeur, missionaries, recommending, garrison, surgeons, retrieving, unconsciousness, complaint, precipice, St. Lawrence, ecstasy, bachelors, species, descent, christened, volunteer, endurance, guttural, obliquely, essential, physician, villains, constellations, beleaguers, recruits.
- 40 marks. 1 off for each error.

## GEOGRAPHY.

## GRADE VI.

1. Define, giving examples where you can:—Ecliptic, diurnal, capital, eclipse, province.
2. Through what waters and near what cities or large towns would a vessel pass in sailing from Port Arthur to Kingston?
3. For what exports are Nova Scotia and British Columbia respectively noted?
4. By what railways and through what towns would a person pass in going from Carleton Place to Walkerton?
5. Outline a map of New Brunswick, and locate the rivers, and towns of Chatham, St. John, and Fredericton.
6. Where are the stars during the day? Why cannot they be seen? Why do we sometimes see the moon and sometimes not see her at the same hours?
7. Name the kingdoms of Europe, and tell where the capital of each is situated.
8. What and where are:—Orinoco, Cayenne, Quito, Bermuda, Catoche, Magellan, Falkland, Quinte, Cayuga, Chidley, Hooker, Cleveland, Hatteras, Spree, Dunkirk, Neva, Matapan, Corinth, Madrid?

## PRINCE EDWARD ISLAND.

## ENGLISH.

*Normal School Entrance Examination.—August, 1884.*

TIME—THREE HOURS.

*Value of this paper, 150. No candidate can pass who misspells upwards of three ordinary words in this paper.*

1. Analyze the following passage:—  
But scarce again his horn he wound,  
When, lo! forth starting at the sound,

From underneath an aged oak,  
That slanted from the islet rock,  
A damsel guider of its way,  
A little skiff shot to the bay,  
That round the promontory steep  
Led its deep line in graceful sweep,  
Eddying, in almost viewless wave,  
The weeping-willow twig to lave,  
And kiss, with whispering sound and slow,  
The beach of pebbles bright as snow.

2. Parse the words in italics in the above passage.
3. Write out the plurals of *cow, cloth, deer, datum, quarto, factory, species, saliloquy*, and the past tenses of the verbs *strike, siodig, sing, tear, split*.
4. Give the possessive singular and the nominative and possessive plural of the nouns *pony, man, child, ox, mouse, thief, chimney*.
5. Name the different kinds of adjectives, and classify the following according to their kinds, viz.:—*lofty, large, several, ten, sixth, each, every, yon*.
6. Write in one complex sentence the following statements:—  
(a) I got out at the Station.  
(b) The man ought to have met me there.  
(c) He was not to be found.
7. Correct, or justify, giving reasons, the following sentences:—  
(a) Sense, and not riches, win esteem.  
(b) Less than twenty tons is sufficient.  
(c) Of all others he is the ablest man they have.  
(d) My robe and mine integrity to heaven  
Is all I dare not call my own.
8. Write a short essay (not exceeding a half page) on "Cairo and the Pyramids."

ARITHMETIC.

TIME—TWO AND A HALF HOURS.

1. Simplify  $\frac{1}{21\frac{3}{8}} + \frac{1}{8} - \frac{1}{216} + \frac{1}{12}$ . Divide .0000665 by 4,375.
2. What sum is received on an average by each of 5 legatees of an estate, the first of whom gets  $\frac{3}{10}$  of it, the second  $\frac{3}{10}$ , the third .03, the fourth .03, and the fifth the remainder, amounting to \$18,200?
3. Express  $\frac{375}{1000}$  of a guinea +  $\frac{1}{10}$  of a crown + .3 of 7s. 6d. —  $\frac{3}{4}$  of 2d., as the decimal of 16s.
4. A cistern can be filled in 40 minutes by one pipe and by another in 50 minutes. It has also a discharging pipe by which it can be emptied in 20 minutes. The cistern being full, in what time would it be emptied if the three pipes were open together?
5. If a tradesman marks his goods twenty per cent. above the cash price, what ready money would he take for an article marked \$130?
6. If a ship's crew of 500 men have food for 48 days at the rate of 27 ounces per man per day, how many men will the same provisions serve for 60 days, allowing each man 30 ounces a day?
7. How many square feet are in a regularly tapering plank 20 feet long, and  $10\frac{1}{2}$  inches at one end and  $8\frac{1}{2}$  inches at the other?
8. A person transfers \$10,000 from the  $3\frac{1}{2}$  per cents, at 99, to the 3 per cents at  $86\frac{2}{3}$ : what is the difference in his income?

HISTORY AND GEOGRAPHY.

TIME—THREE HOURS.

Value of this paper, 150. No candidate can receive license who obtains fewer than 55 marks.

1. What were the terms of the Treaty called the "Mise of Lewis"?
2. Give the names and titles of five of the sons of Edward III. From which of them were Henry VI. and Richard III. descended?
3. Mention, in order, the chief events of the reign of Elizabeth.
4. What attempts were made by the descendants of James II. to wrest the crown of England from the House of Brunswick?
5. Give a brief account of the siege and capture of Quebec by the British.
6. Explain the meaning of the terms *latitude, longitude, meridian, equator, polar circle, tropic, estuary, watershed, plateau, sound, archipelago*.
7. Give the position of the following places, and state what you

know about each:—Brussels, Bergen, Sheffield, Leith, Ancona, Chicago, Bahia, Ajaccio, Havre, Valetta, Leyden, Lyons, Munich, Killarney.

8. Draw a map of Ontario, showing the course of each of the principal rivers, and the location of the chief towns.

9. From what countries do we import the following articles:—Arrowroot, indigo, mahogany, ostrich feathers, sugar, sponge, and quicksilver?

Practical Department.

HISTORY: HOW TO TEACH IT.

1. Having assigned the lesson, a short one rather than a long one, require it to be read by the class. Brief comments, imparting additional information for the better understanding of the story, or to give it interest, should be made by the teacher, who should also designate the books in which the story is told with vividness and fullness. He should likewise be careful to have all the proper names correctly pronounced. This last is a matter of more importance than is generally supposed. The habit of mispronouncing a word is not easy to correct, as every literary man knows from experience. The boy will find no difficulty in so pronouncing the word Powhatan as to throw the stress upon the second syllable, but the teacher will find it difficult to correct the error; and the boy in after years will hesitate every time he is about to pronounce that word. It is much easier to go right after one is started right than to get right and so continue after the wrong road has been travelled. It may be objected that this way of introducing the lesson would, by giving so much help to the pupils, leave them with little or no inducement to study for themselves. Occasionally I have found a pupil so affected, but in every such case he was the laggard of the class in other studies as well. Obviously, to him even, the preliminary help was beneficial at the time, and, I ventured to hope, the good seed sprang up and bore fruit in after years.

Map-drawing, in connection with the lesson, is a very helpful feature. Require little sectional maps, showing the location of the places mentioned, to be prepared as a part of the lesson; and remember that history, without its geography, is on the same level as fiction. History and its geography should be constantly associated. Without such association, the facts are vague, of little value, and liable to slip away. With such association, they have shape, magnitude, and a home, and are, therefore, easily remembered. Why is it so difficult for some persons to remember the facts of history? Simply, because they do not locate them, or they place them so loosely as to impart no positiveness or distinctness to them. Who, after properly learning the interesting story of Braddock's expedition against Fort Duquesne, can think of the smoky city of Pittsburg, even for an instant, without having the disastrous events of that affair pass before his mind? No lesson in history is properly learned except in connection with its geography. To forget this is to fail.

2. The recitation should be prefaced by an examination of the maps prepared by the pupils. In this duty the teacher may be aided by a system of examination carried out by the pupils themselves, who will derive benefit by the exercise. Then have a large outline map placed before the class, and require each pupil in turn to stand, and, with a pointer, show the exact location of every place as it is mentioned by him in his answer or narrative. Permit no statement to pass until it is evident that he clearly knows where such places are. Bring out the facts of the lesson with distinctness, particularly the relation of cause to consequence; and see that all mispronunciations of proper names are corrected. During the recitation, the teacher should not hold the text-book in his hand.

He should have such a knowledge of the lesson and such a grasp of the subject as to enable him to put questions without reference to those in the book, and as circumstances may require. The teacher who depends upon set questions will find, when the day of examination comes, that he has been "cramming words into his pupils," instead of feeding them with intelligence. It should be his aim so to teach as not only to secure a successful examination for his pupils, but to infuse into their minds such a taste for the subject as will lead them with glad hearts and light steps into wider fields of research. Such teaching does not increase the number of dime-novel readers.

3. In reviewing a topic or a series of lessons, the composition, diagram, or other written exercise plan, is found to be excellent as, an auxiliary to the oral method. In this part of the instruction, more than to any other, the matter of dates should receive attention, for here events stand out as peaks on a range of mountains. The highest peaks are the only ones whose altitude we need to know. The others, standing alongside, are of little importance, and that only comparative. Dates are the great bugbear, both of the instructor and the instructed. They are easily learned and as easily forgotten. Why will examiners, our county superintendents especially, so insist upon them? I once witnessed the examination of a class of candidates for promotion, in which the question occurred: "When did Washington resign his commission as commander-in-chief of the army?" The question was put to each one in succession, and each gave the correct year, several coupling it with December, but, as no one said the 23rd of that month, the answers were not accepted. Now, in my opinion, there were two serious objections to the question, looking at it from the interrogator's standpoint. The exact date to the day of the month should not have been required. Next, the correct answers, as far as they went (which was far enough), being rejected, the rejection had a depressing effect upon the whole class, which effect was painfully felt in the subsequent part of the examination. The examiner, in my opinion, would have been better employed in searching for needles in a haystack, for then nobody's time but his own would have been wasted, and no injury would have been inflicted upon others. In the history of our country, the dates of about twenty or twenty-five of the most prominent events should be well fixed in the mind, letting the other dates stand in the relation of cause or effect. Every great event has a train of cause-events leading to it, and a train of effect-events leading from it. The surrender of Burgoyne, in October of 1777, was a great event. In its train of cause-events, we mark the loss of Ticonderoga, and the battles of Hubbardton, Oriskany, Bennington, Bemis Heights, and Saratoga. How much would it add to our stock of valuable information to be told that the battle of Oriskany was fought on the 6th of August? One book, I observe, says it took place on the 7th. Its author deserves to be hanged.

The importance of the study of history is nowhere overrated; but the subject is not always taught with judgment and zest, and therefore does not often make its students lovers of history and self-seekers for further light. Shall we help to a better result?

— JOHN J. ANDERSON, Ph. D., in *The Pacific School Journal*.

"Measure that stream, sir," said Napoleon to one of his aides. "I have not instruments," said the aide. "Measure it, or lose your position," said Napoleon. Without another word the aide drew his visor over his eyes, looked across the stream, then turned on his heel, and with his eyes marked off the same distance. He turned to Napoleon and said, "This, sire, is the width of the stream." Here was a man who had the mental discipline which made him independent of the technical wisdom of books; had he been unable to apply his knowledge of the relation of triangles he would have lost his position.

## Miscellany.

### MARTY'S VARIOUS MERCIES.

Cousin Mary Singleton came down to stay with us, just about that time, and Ed hastened up to see her, as he never failed to do. When sober, Ed was the shyest and most silent of creatures, and the interview always took place with the length of the room or the piazza between them, Ed standing very erect, and making his grandest military salute with every sentence. The questions and answers did not vary a hair's breadth once in ten times.

"Good mornin', Miss Ma," Ed always began.

"Good morning, Ed," Cousin Mary always answered.

"Glad to see ye to do old place, Miss Ma."

"Thank you, I always love to come."

"Miss Ma' putty smart dese days?"

"Yes indeed, Ed."

"Mars' Clayty smart?"

"He never was better."

"Old Gin'al smart too?"

"He is not quite as strong as he used to be."

"Want ter know! Miss Ma' must 'member my 'spects to all on 'em when she goes back."

"I shall, with pleasure, Ed." And with a last grand salute, more rigidly angular than any, the interview ended. Cousin Mary, however, was well aware of Ed's especial tendencies, and when, on this occasion, instead of standing afar off and making obeisance, he advanced across the piazza and curled himself up at her feet, she was not at all surprised.

"Lordy me! Miss Ma," he began, "an't I glad ye come, and an't I glad they fetched ye! Jes' the one I wanted to see! Want to take counsel with ye 'bout a party we're gwine to have."

"Very well, Ed."

"It's a pay-party. Marty's gwine to buy shingles out the makin's. Jed's Maria, she gin one, and it fetched enough to kiver their roof. But as fer old Jed! Lordy, how that 'ere old darky drinks! Miss Ma' 'd be 's'prised to see him! only but jes' toddled round, the night they had it! Had a job to hold up his ugly old carkis! Rum's a bad thing, Miss Ma', a dretful bad thing!"

"It is indeed, Ed," said Cousin Mary.

"Yes, yes! bad thing! bad enuff! Miss Ma' knows 't is! So do I! As fer gittin' high,—reel drunk,—can't say nothin' fer it! don't favor it nohow! It's agin Scriptor! dunno how old Jed 'pears to stan' it! but fer gittin' a *leltle* mite off the handle, Miss Ma', jes' a *leltle* mite out the way now, like I do once into a great while, can't see no harm into it. Miss Ma' see any harm into it?"

"Certainly, Ed. I think you are destroying yourself, and making Marty very unhappy. You ought not to touch a drop."

"Bress my soul, ef that an't jes' the way. Mis' Calvert talks to me! Marsa Lennie, too! Miss Ma' 's jes' like the Calverts! favors them all! favors Mars' Clayty, too! How is Mars' Clayty, Miss Ma'?"

"He is well."

"I 'm mortal fond o' Mars' Clayty! He's allers so kind and jo'ful. When he and Colonel Barton came down last time they wanted me to go down to the inlet with 'em, and take my fiddle. Says I, 'Anythink to oblige ye, Mars' Clayty, but I can't go, can't spar' the time, I got a fambly to look arter, and I must stick to my post till I die.' Colonel Barton, he says, 'Ed,' he says, 'you spar' de time to take a week's spree out o' every month,' he says, 'and you can spar' de time sure to come 'long wid us.' Says I, 'Colonel,' says I, 'you speared dat eel equar' dat time, says I, 'but he can squ'm yit. Secin' I hev' to spar' dat week, whedder or no, I can't spar' no more!' Ye see, Miss Ma', I can't help gittin' a *leltle* mite out de way once into a gret while, can't help it. Gwino to stop now for a spell, I reckon, and gib Marty a chance fer to hev' dat pay-party; she sets such store by her pay-party; wouldn't ye, Miss Ma'?"

"Indeed, Ed, I'd stop now and forever; you could be so happy and comfortable."

"Comfor'ble, Miss Ma'? Reckon I could! Why, th' an't a nigger nowhar, smarter 'n I be when I'm stiddy! Went down Horno Neck t' odder day, stiddy as a judge, cradled the hull o' Great Lot, and one acre besides in Little Lot, and had it all done by half-past seven. Mr. Smith, the overseer, come down, and he was so 's'prised, it like to took away his brea'f: says he, 'Edinburgh!' says

he, 'I couldn't 'a' believed it,' says he; 'you're the smartest hand I got.' And so I be. Dummo what I *couldn't* do, if it warn't fer gittin' a *leelle* mite out the way now and den. It takes time, ye see. Dat's why I couldn't go 'long with Mars' Clayty and Colonel Barton. Mars' Clayty mustn't feel hard on me; Miss Ma' must member my 'spects to him when she goes back, and to de old Gin'ral, too. I allers thinks so much o' my own folks; but 'bout dat 'ere pay-party; I was gwine fer to hev beans and bacon; would Miss Ma' hev beans and bacon?"

"That would be a very substantial dish."

"So I tell Marty, and Mother Honner: my, she's high on beans and bacon! Miss Ma' ben to see Mother Honner, yit?"

"No; I only came last night, Ed."

"Be sure! so Miss Ma' did! Den ye an't seen him yit, nor ye an't heard him, and ye won't hear him when ye do go!"

"Hear whom, Ed?"

"Why, de hawg, Miss Ma'! Mother Honner's hawg! She's got de onlightendest hawg dat ever was raised on de West Shore! Same as a watch-dog, he is. Ef he hears siffin' comin' by de woods or 'cross de swamp, Lor', he'll grunt and grunt till de fambly's all roused up. Never grunts at de quality. When Mars' Lennie comes dat way, or Mis' Calvert's takin' de air, he lies down quiet and 'spectable wid his nose in de straw, like a hawg oughter; but when dem Squaw Neck niggers comes round, he'll snuff 'em half a mile off, and 'pears like he'd grunt insself to pieces! Never grunts at de quality. Ef he did, I'd cut him ober myself! I won't take no disrespects for my folks! I think a heap o' my folks, Miss Ma': think a heap o' Mars' Clayty and o' Miss Ma', too, and Mars' Lennie and Mis' Calvert and Mis' Calvert's chillen. Ben a-tryin' to move away sommers, but don't pear to make up my mind to leave 'em. Thought mebbe I'd git higher wages; roof leaks like a riddle, too; wants shinglin'; that's what Marty's gwine to hev that party fer. Think the folks would like some plums, Miss Ma'? I'd kind o' sot my mind on gwine plummin' the day afore the party. Ef it's putty soon, I'll go plummin' for blueberries, and ef it's lumb-ye, I'll go plummin' for high-briers. Miss Ma' hke high-briers?"

"Very much."

"Gwine to pick her a peck someday; a peck of wild strawberries, too."

"Those are past Ed; there won't be any till another year."

"Want ter know: an't that too bad! Wal, the fust kind o' broken day I git, I'll go high-brierin' for Miss Ma'. Don't bodder Miss Ma' a-talkin', do I?"

"Not at all."

"If I an't bodderin' ye, will ye gib me some 'vice 'bout that ereo pay-party, Miss Ma'?"

"Certainly."

"Wal, the way I meant to write my letter was to 'vite 'em to a sail, and then buy a sheep, and whilst they 'se a-cruisin' round on de bay, me and Mother Honner ll roast the sheep and git the table sot out. Marty must go 'long, too, and fetch de chillen' Marty must; she's a good gal, and she works smart. I married her up to 'Napols, gwine on six year ago. She used to work to Mis' Judge Nottingham's when I was to de old Gin'al's. De way we got acquainted, Miss Ma', was dis 'ere way. I was a-gwine fer to see" — but just here a soft voice called Ed from the corner of the house nearest the kitchen, and Ed obediently uncoiled himself. "I reckon Marty wants me to hist on dat 'ere big dinner-pot," he said, "but Miss Ma' 's so kind, I ll come up ag'in, and git her 'vice 'bout dat pay-party."

It was true that Ed had tried more than once to move away from the old place, and had failed. Others had tried it, too. Cesar moved away one week, and moved back the next. Pomp had tried it. Ben, the surhest, sulkiest fellow on the whole place, had tried it, and was successful, indeed, eminently successful, for he moved away seven times, and at last gave it up as an aimless excursion and settled down in the spot where he was born.

There was something more than mere love of home in the spell that brought them all back; there was an undying power that never loses its hold on those, either high or low, who have once become its bondmen. Poets sing and orators discourse of the love which the mountaineer feels for his upland home; but it is a languid emotion compared with the passionate attachment cherished for their birthplace by those who are born on the shores of the ocean, or of its vast estuaries. Mysterious influences are welded into heart and brain, and bone and fibre. Destiny may carry them to other scenes and carve for them brilliant careers, but nothing ever seems to them so fair and desirable as the old life by the sea. Fortune may smile upon them, and Fame sing to them with her siren tongue,

and they shut their eyes and ears to all, to brood over fond memories of that enchanting spot to which they will fly when the chance opens, again and again and again. The world is everywhere, but the earthly Paradise only there. In health, the hunger is great enough, but in sickness it becomes a famine, known only to the sea's own children. They turn from every comfort and luxury that can be given, to long with a wordless, inexpressible longing that devours their very hearts,—an inexorable, unappeasable longing,—for one sight of the sapphire sea, one sound of its deep-mouthed, motherly murmur, one breath of its heavenly sultness; till, lacking these, they feel in their wild homesickness that they might better turn their face to the wall and die.

The well-disciplined, church-going, average Marylander desires to live in peace and gentleness with all mankind! but ah me! the strain and tug on every moral fibre, when certain well-meaning persons with froward hearts and darkened eyes come down to our beatific old West Shore once in a while, and, looking about in a lofty manner, pronounce it deplorably flat! Flat, say they? We want it flat. We love it flat. We praise the Creator for having made it flat. To be flat means to be fresh, free, adorable, wide-eyed, large-lunged, it means a vast range of vision from one far-off, limitless horizon to another; it means a blue, unbroken dome of heaven, with no officious projections lifting up presumptuous heads against its serene majesty. But they are more to be pitied than blamed, poor things! they deserve tender commiseration; they have been born in strong cities, in family prisons twenty-five feet by sixty, or in far-away land-locked depressions, still more remote and slow, and they know nothing of the freedom and the fascinations of our rare, amphibious life. They have not wandered countless times in among the odoriferous pines, and thrown themselves on the slippery matting of discarded needles beneath them, while the wind sung its faint, unearthly song above, and the cadences came filtering down through myriad leafy wires, mere sprays, at last, of quivering intonations. They have not waded and plashed in those wonderful, limpid brooks whose crumpled crystal stream ripples on over sand and pebble and floating weed till it reaches an armlet of the sea, where the tide sends volumes of salt water up into its freshness, while the brook rolls back floods of sweet water into the brine: a mile or two up, speckled trout asleep in cool pools, or glinting among the water-cresses; a mile or two down, shoals of salt-water minnows, darting through thickets of eel-grass.

But our poor people had far more practical reasons than any of these for liking to live where they did. That which "makes the pot boil" lay in profusion, dry and brittle, on the ground of the oak and pine woods, and that which alone can give the boiling a satisfactory result was to be had in plenty by all except those who were absolutely too lazy to pick up their food. They could set their nets in deep water and catch as many fish as they chose; or paddle up the creeks and stake their eel-pots to secure a haul next morning; or, for quicker effects, spear the eels in the mud at night by torchlight. If they wanted clams, they needed only to run out upon the flats with their spade and basket when the tide was out, and if they desired oysters, the beds were prolific and the rakes in the boats. Then there were crabs to scoop and ducks to shoot, and always, besides, the enchanting possibility of catching a "torop," for by this contumelious name do they designate that portly, aldermanic personage who presides at lord mayor's feasts and other destructive pageants.

These sea-turtle, at certain seasons, come clawing clumsily up the margins of the sandy coves to lay their eggs on the shore, and go blundering back again without further parental inquietude, superbly indifferent as to whether the sun hatches them or not.

One of these rare prizes had fallen into Ed's lucky hands a day or two before his interview with Cousin Mary, and he would certainly have arrived eventually at the narration of the grand affair, if Marty's wifely repression had not nipped him untimely. He had seized the ungainly creature as it was returning to the water, and its tortuous track led him back to the newly made hollow in the sand where it had concealed its quantity of ugly eggs. Ed put it in a crawl sunk on the edge of the creek, hoping to save it till the momentous party should take place, when it would properly figure as the prime feature of the *fete*; and the eggs were carefully covered with an armful of wet seaweed, to keep all vivifying sunbeams from taking even a peep at them, for nectar and ambrosia are less delectable in some people's eyes than the contents of those vellum sacks. Ed and Sammy made delightful diurnal excursions to the crawl; they pulled out the turtle and poked it about the head to make it snap its jaws together in rage; turned it over on its back to see its flippers work, and lifted it cautiously back again by its short,

horny tail,—a happy provision of Nature for handling the cross-grained creature. Then they opened the sand and counted their treasure of eggs, and, covering them up wet and fresh, went blissfully back to Marty to tell her how beautiful it all was, and what a red-hot temper the old torop had.

It was close upon midsummer now, and the long-desired party seemed no nearer than at first, for Aunt Dolly was down with the chills, and Marty making up the deficiency by working every day at the house. But one Friday night at dusk, when the last plate was washed and put away, and Marty was slowly wiping the sapsuds from her tired hands, there came a flying scout through the twilight, dispatched from Hannah's in hot haste, with momentous information.

But the news was too prostrating to be borne alone, even by all-enduring Marty, and she came softly tapping at mother's door.

"Mis' Calvert's gwine to be surprised now, I reckon," she said very gently, "fer I'm beat myself,—the beatest I ever was yit. They's come."

"Who has come?" asked mother.

"All on 'em; all my pay-party, that I was gwine to have along towards fall," rejoined Marty, placidly. "Said they heerd 'twas gwine to be to-night, and we hain't gin out, nor nothin'."

"They should not have come without a definite invitation," said mother, rather indignantly. "They must go home again."

"Yas'm. Mother Honner let 'em know we hadn't no notion of havin' it; but they said they heerd it was to be, and they couldn't come so fur fer nothin', and we'd got to have it whedder or no. There's a big wagon-load chock full, from Tuckappoos, and they say they left the Squaw Neck folks walkin' over, 'bout half a mile back."

"How could they possibly hear such a thing, Marty?"

"Wal, they knew we was gwine to have it some time or 'nother, when things got settled, and I reckon Ed must 'a' ben talkin' about that torop; he sets 'mazin' by it, and Mis' Calvert knows Ed's such a pleasant boy to talk, 'specially when he's a little out of the way."

"Very well," said mother in righteous wrath, "let him exercise his gift to-night then, and amuse his company. They have chosen to come without an invitation, now let them stay without any entertainment, and go home as soon as they choose."

"Yas'm. Mis' Calvert don't think that's kind of onsociable, eh, Mis' Calvert?"

Mother laughed in spite of herself. "I'm sure I don't know, Marty. Manage it yourself. What are you going to do?"

"Reckoned I'd ask Cesar to take 'em out sailin' a couple of hours. Cesar's a mortal clever boy, and them Tuckappoosers is dead sot on sailin'. Think 's likely they'll git aground comin' back. Tide'll be clear down by that time. Ed can kill the torop,—I 'count it a 'mazin' marey we got that torop, mistes,—and then row up to the store and git the goodies to set out and sell; and me and Ann and Mother Honner 'll git 'em a good tea agin they come back. Mis' Calvert think that's a good way to fix it?"

"Yes, as good as can be, Marty; and now, how can I help you?"

"If Mis' Calvert felt willin' to have the big oven het up, and to sell me a little butter and flour and sugar, and that big dish of beans and bacon I got ready fer to-morrow, I'd git along bitiful."

"Very well, Marty, I'm quite willing."

So the materials were gathered together and weighed out; the great oven was soon roaring with internal fires; Aunt Dolly being in the debatable land between a fever and a chill, and much revived also with the prospect of a party, rose from her bed to make Marty a big batch of her famous soda biscuit and card gingerbread, and afterward went to the feast to help eat it. The willing guests were sent out sailing, and verified Marty's hopeful anticipations, for they ran aground on the south flat, coming into the cove, and were held fast till eleven o'clock or after, when the tide turned and set them afloat once more. What with poling round into the right position, dropping sail and heaving anchor, and leisurely landing a few at a time in the follow-boat, it was almost midnight when they reached the shore.

Here all things had gone on prosperously. The fire had promptly and dutifully begun to burn the stick, the stick had begun to heat the oven, the oven had begun to bake the cake and biscuit and beans and bacon; and all of these had come in the fullness of time to a beautiful brown, and had been carried to Mother Honner's in the clothes-basket. There they adorned the table in company with the sumptuous turtle stew and minor comestibles, and sent savory smells into the contented nostrils of the hungry guests. Ed had returned in good season with his "store-nuts," candies, and root-beer, and sat behind his stand in the corner, pouring out his heart

to the crowd with the most affectionate loquacity. Cesar took the entrance-fee at the door, and the women served. After supper Ed and 'Lias furnished the music and the dancing began. The baby had been early dosed with Godfrey's Cordial and stowed away in a basket in the loft; but long-suffering Sammy came to the party as he had been promised, and sat up late and had goodies, till he rolled over with sleep and repletion, collapsed into a shapeless lump, and was finally hoisted into the loft with the baby and the other superfluous articles.

It is not every day that the Tuckappoos and Squaw Neck people go to a party, it is not so frequent a pleasure that they can afford to let it slip too quickly through their fingers. A bird in the hand is enjoyed only so long as he remains there. So the moon sank away in the west, and the eternal stars shone calmly on, and the rosy, innocent dawn flushed up in the east and faded, and the kingly sun came regally up over the sea, and still wassail prevailed on the face of the earth.

Marty came wearily back to the house at late breakfast time, dragging the drowsy baby in her own tired arms, for Ed and Sammy were still accepting Mother Honner's somewhat reluctant hospitality. Marty was exceedingly meek and silent that day, and once in a while big tears filled her patient eyes and rolled slowly down her cheeks. The day after a late party is apt to be an aching void, even for those who have the fun, and Marty's share of the affair had been only toil and weariness. She looked so forlorn toward evening, that mother bade her go to bed and sleep off her fatigue.

"Don't 'pear to be sleepy, thank ye, mistes," said Marty; "my head's so chock full of them accounts. What we owe Mis' Calvert, and what we owe to the store, and what we borrowed of Mother Honner."

"How did the party go off, Marty?"

"Wal,—it went off,—yas'm," said Marty.

"Did you make as much as you expected?"

Marty's lip trembled, and the tears dropped as she shook her head slowly.

"It's a kind o' s'cumventin' world, Mis' Calvert, don't Mis' Calvert think so? Ed an't much of a hand to sell things, Ed an't; he's such a pleasant boy; he gin away a sight o' goodies to the chillen, and the old folks, they hommered him down reel lively on his prices. Old Jed, he let the tongs fall right on to Mother Honner's big yaller puddin' dish, that sot on the hairt keeping the torop warm, and that'll be forty cents, I 'spect. And then countin' what we owe to the store, and what we owe Mis' Calvert"—

"Never mind that, Marty, let it go as my contribution toward the party."

"Wal, now, thank ye, Mis' Calvert! that h'ists a big weight off my mind! Mis' Calvert's reel clever to us; she allers is; that makes things better; and now, if we don't have to pay more'n forty cents for the dish, and if Bruce and his wife pay us what they owe us,—didn't have no change last night,—and if Ruth Jake ever sends along the half-price for her fambly,—she said a widder with three chillen ought to git in free, all on 'em; she reckoned it warn't accordin' to Scripser to take the widder's mite, but sein' 'twas us, she'd try to pay half-price bumbye when she sells her baskets,—and if there an't nothin' more broke than I know on, I reckon now, we'll clear one dollar and fifteen cents."

"Oh, Marty! poor child! I know how disappointed you are! Why, you've been thinking of this all summer!"

"I have so, mistes," responded Marty with deep humility, "but I 'spect it's the Lord's will. I allers was a ugly-tempered critter from when I was a baby. Mammy used to tell me I was the sassiest girl she had, and I'd got to git my sperit broke afore I died. So I 'spect it's the Lord's will, Mis' Calvert, for my heart *was* sot on to them shingles, powerful sot, and I'd ben a prayin' to him so much about 'em that I kind o' felt as if he'd noticed our roof hisself, and seen how much it wanted fixin'. Not that I want to fret, Mis' Calvert mustn't think it—me, with so many marcies, such a clever mistes, and Ed such a pleasant boy, too. The frost and the snow are his'n; and if it's his will they should fall on our heads next winter the way they did last, why, I reckon we can stau' it, and next summer inebbe we'll try another pay-party and have better luck."

This was the melancholy end of Marty's long-projected comedy, but there followed a little epilogue of a more cheerful nature.

Cousin Mary told the story of the pay-party in her witty little way, at a dinner given by the General soon after her return to Annapolis; and Colonel Barton proposed that all the guests who cared to partake of the fruit should deposit an equivalent in the fruit-basket for what they took out of it, for Marty's benefit.

Unanimous approval followed his suggestion; every one was hungry for fruit and sorry for Marty, and Cousin Mary sent down to mother the next week a little fortune for her. There was enough to shingle the roof, enough to buy the shoes, and a plump little nest-egg beside, for Marty to tie up in her handkerchief and hide under the pillow.

Marty's face was as the face of an angel when she received the good news. Her very eyes laughed through her tears. "It's the Lord's doin'," she said softly, "the Lord's own doin'! Thar he was a contrivin' and conjurin' 'bout them shingles, while I misdoubted him! If I'd only stood firm to the faith, and not ben so unscum-cised in heart, I might 'a' knowed that however beat a poor critter feels, his marcy endureth for ever."—*Olive A. Wadsworth, Atlantic Monthly.*

### THIS CANADA OF OURS.

WORDS BY J. D. EDGAR.

Let other tongues in older lands,  
Loud vaunt their claims to glory,  
And chaunt in triumph of the past,  
Content to live in story.  
Though boasting no baronial halls,  
Nor ivy-crested towers,  
What past can match thy glorious youth,  
Fair Canada of ours?

We love those far off ocean isles,  
Where Britain's Monarch reigns,  
We'll ne'er forget the good old blood,  
That courses thro' our veins;  
Proud Scotia's fame, old Erin's name,  
And haughty Albion's powers,  
Reflects their matchless lustre on  
This Canada of ours.

May our Dominion flourish, then;  
A goodly land and free,  
Where Celt and Saxon, hand in hand,  
Hold sway from sea to sea.  
Strong arms shall guard our cherished home  
When darkest danger lowers,  
And with our life blood we'll defend,  
This Canada of ours.

### THE FAULT OF THE AGE.

FROM THE INDIANAPOLIS JOURNAL.

The fault of the age is a mad endeavor  
To leap to heights that were made to climb;  
By a burst of strength or a thought that is clever  
We plan to outwit and forestall Time.

We scorn to wait for the thing worth having;  
We want high noon at the day's dim dawn;  
We find no pleasure in toiling and saving  
As our forefathers did in the good times gone.

We force our roses before their season  
To bloom and blossom that we may wear;  
And then we wonder and ask the reason  
Why perfect buds are so few and rare.

We crave the gain, but despise the getting;  
We want wealth, not as reward, but downer;  
And the strength that is wasted in useless fretting  
Would fell a forest or build a tower.

To covet the prize, yet to shrink from the winning;  
To thirst for glory, yet fear the fight—  
Why, what can it lead to at last but sinning,  
To mental languor and moral blight?

Better the old slow way of striving  
And counting small gains when the year is done,  
Than to use our forces all in contriving  
And to grasp for pleasures we have not won.

ELLA WHEELER.

### Notes and News.

#### ONTARIO:

At the recent session of the County Council Mr. J. J. Tilley tendered his resignation of the position of public school inspector for Durham County, a position he has filled very satisfactorily for the past sixteen years. He gives up the county inspectorship for the higher position of inspector of Model Schools in Ontario, a position he is eminently qualified to assume, having had much to do with the inauguration and framing of our excellent system of Model Schools.

To-day this county stands in the front rank in the Dominion, educationally, and Mr. Tilley has had very much to do in bringing about this satisfactory state of affairs. In 1876 he introduced competitive examinations, which were continued for five years. During the same time over \$1,400 worth of prizes were awarded to the successful pupils. In 1882 he introduced a system of promotion examinations, and a full report of these examinations and also of the condition of each school has been sent out to trustees, teachers, and leading men of the county. The *Statesman* has given full particulars of these examinations as they occurred.

In 1876 Mr. Tilley was appointed a member of the central committee, which position he held for five years. He has also been an associate examiner of Normal Schools for several years, and has been for the past five years presiding examiner at the intermediate examinations, there being about forty examiners each year, and about 4,000 sets of papers examined. As we have stated, he took an active part in framing the present Model School system, and in connection with the present Minister of Education, has from time to time assisted in their inspection.

In one sense we regret Mr. Tilley's departure from the county, but in view of the promotion he has deservedly received, and the appointment of Mr. W. E. Tilley, M.A., as his successor, we must congratulate him on his preferment, and trust that the educational interests of this county will progress with the times under the new inspector.—*Bowmanville Statesman.*

A female teacher not a thousand miles from St. Marys was hearing a class in spelling and defining words. The word "orphan" had been correctly spelled, but none of them seemed to know its meaning. After asking one or two of them, she said encouragingly, "Now, try again. I am an orphan. Now, can't some of you guess what it means?" The blank look upon their faces remained, until one of the duller scholars raised his hand, and said, with no intention of being saucy, "It's some one who wants to get married, and can't."

What gunpowder did for war, the printing press has done for the mind; and the statesman is no longer clad in the steel of special education, but every reading man is his judge.—*Wendell Phillips.*

Mr. R. Eadie, classical master in the Guelph High School, has resigned his position to accept the principalship of the first ward school, Long Island City, N. Y.

BOWMANVILLE.—The officers elected at the last session of the Durham Teachers' Association were:—President, Dr. Purslow; 1st Vice-President, W. W. Tamblin, M.A.; 2nd Vice-President, Miss King; Secretary, A. Barber; Treasurer, C. Keith; Executive, J. Gillfillan, Bowmanville; G. Andrus, Port Hope; W. W. Jardine, B.A., Newcastle; A. J. Reynolds, Darlington; W. C. Allin, Clarke; R. Davidson, Hope; W. Hickson, Cavan; R. L. Preston, Manvers; A. Gibbard, Cartwright; D. Hampton, Millbrook; Auditors, Miss J. R. Thomas and Mr. James Millar, Bowmanville. The Treasurer's report showed receipts during the year \$140, and expenditure \$100.30, leaving balance in hand \$39.70. The programme as published was carried out; the attendance was small. The presence of Hon. G. W. Ross, Minister of Education, added very much to the interest and profit of those in attendance.—*Bowmanville Statesman.*

Mr. D. B. Sawyer, professor of commercial science in the Provincial Normal School here, has in the press a valuable work entitled "Studies of Real Life." It treats of practical education, and its three main studies of shorthand, penmanship, and bookkeeping. Principal McCabe is writing an introduction. Mr. Sawyer this morning received an intimation through His Excellency the Governor-General's Secretary that the Marquis of Lansdowne has been pleased to allow the forthcoming volume to be dedicated to him. This is an exceptional honor to be bestowed upon an author so young in years as Mr. Sawyer, and speaks well for the character of

the work itself, which will be valuable not merely to educationists but the public generally.—*Ottawa Free Press, Aug. 6.*

Wm. Tassie, Esq., LL.D., formerly of Galt Collegiate Institute, has been appointed Principal of Peterboro Collegiate Institute. J. H. Long, LL.B. is Modern Language master, and L. E. Horing, B.A., Mathematical master for the ensuing year.

The examination of teachers who have attended the special classes in industrial drawing recently established by the Honorable Minister of Education is concluded. Certificates are given for free-hand drawing, practical geometry, linear perspective drawing from models and blackboard drawing, but students were not compelled to attend the classes in all these subjects; if only one or more subjects were taken, the student may be examined in the remainder on some future occasion.

The examiners, Messrs. E. B. Shuttleworth, A. D. Patterson, and Dr. May, report that every candidate in practical geometry passed the necessary examination, and 63 of these took the maximum number of marks.

The following students have passed in free-hand drawing, practical geometry, linear perspective drawing from model and blackboard drawing:—A. E. Baskerville, Dundas; Jenny Brayley, Toronto; Cyrus Combe, Solina; R. A. Gray, Eglinton; Fanny L. Gillespie, Picton; R. W. Hicks, Parkdale; Mary Hunter, Belleville; M. M. Jacques, Colborne; N. C. James, Collingwood; H. D. Johnston, Strathroy; M. Jones, Toronto; Lizzie Keele, Peterboro; Carrie D. A. Lang, Lindsay; Martha Logan, Stayner; Edwin Longman, Limehouse; C. Macpherson, Prescott; D. A. Macpherson, Crieff; J. A. Macpherson, Newmarket; A. Mueller, Berlin; Jennie Milne, Toronto; Marion H. Nelson, St. Catharines; Jessie Niven, Toronto; E. J. Norrish, Rockwood; Cassie E. Palmer, Picton; Georgina Riches, Toronto; Annie Rose, Georgetown; D. E. Smith, Kingston; Mary F. Spence, Toronto; W. H. Stevenson, Watertown; A. B. Ventress, Kincardine; T. C. Walrond, Almonte; G. E. Wightman, Ruthven; Lewellyn Williams, Windsor; M. A. Worth, Toronto; Lizzie Young, Toronto.

The following students passed in free hand drawing, practical geometry, linear perspective, and blackboard drawing. F. A. Bellamy, Preston; A. H. Crassweller, Blake, Frank Crassweller, Zurich; N. W. Ford, St. Thomas; John D. Knox, Parry Sound; Wm. W. Pegg, Hartford; W. Rannie, Newmarket; Julia M. Smith, Guelph; Jennie Whitelaw, Woodstock.

The following students passed in free-hand drawing, practical geometry, linear perspective, and model drawing.—Jessie Baxter, Ingersoll; D. M. Grant, Petrolia; Annie Ridley, Chatham; Thos. Rosewarne, Camlachie; Ada A. Sumner, Picton.

The following students passed in practical geometry, linear perspective, model and blackboard drawing: J. F. Kennedy, Dundas, F. A. Walker, St. Catharines.

Passed in free-hand drawing, practical geometry, model and blackboard drawing:—Lizzie Oile, St. Catharines.

Passed in practical geometry, linear perspective, and blackboard drawing:—A. Barber, Bowmanville; F. W. Merchant, Ingersoll; Maggie Milne, Toronto; Sibbald Winterbottom, Toronto.

Passed in practical geometry, linear perspective, and model drawing:—Angus Martyn, Bath.

Passed in free-hand drawing, perspective, and blackboard drawing:—C. H. Riches, Toronto.

Passed in free-hand drawing, practical geometry, and linear perspective:—Alex. Macdonald, Camlachie; Edgar Richardson, Pickering; J. S. Deacon, Ingersoll.

Passed in free-hand drawing, linear perspective, and model drawing:—Gertrude Thornhill, Port Hope.

Passed in free-hand drawing, practical geometry, and blackboard drawing.—Priscilla Black, Toronto.

Passed in free-hand drawing, practical geometry, and model drawing:—Birdie F. Carlyle, Woodstock.

Passed in free-hand drawing and practical geometry.—W. Cassidy, Toronto; Aggie Cowan, Seaforth; Henry Gray, Milton; S. J. Hopper, Cobourg; Celeste Hudson, Ingersoll; Lyde Hudson, Bothwell; Mary M. McKinlay, Perth; C. E. M. Ridgway, Guelph; Helen Ross, Toronto; Nellie McPaul, Toronto.

Passed in free-hand and model drawing:—Hattie S. Read, Port Dalhousie.

Passed in free-hand drawing and linear perspective:—Agnes Waide, Toronto.

Passed in practical geometry and model drawing:—Kate F. Shannon, St. Catharines.

Passed in practical geometry and linear perspective:—F. Flana-

gan, Stratford; J. Seeddabz, Berlin; Maria Oldham, Guelph; J. E. Armstrong, Rivorado; G. E. Brodench, Morrisburg; J. C. Harstone, Seaforth; A. G. J. Henderson, Whitby; J. S. Jamieson, Morrisburg; Geo. Malcolm, Mitchell, John Phillips, Toronto; Minnie Hayward, Hespeler, M. J. Keown, Toronto; K. A. Pilkington, Toronto.

Passed in practical geometry and blackboard drawing:—A. Andrews, Magaia; H. M. Goring, Homer; Wm. Forrest, Bradford.

Passed in practical geometry:—W. S. Cody, Newmarket; A. Mustard, Millbank; James Duncan, Windsor; M. E. Bryne, Toronto; Bessie McGriffin, Milton; J. R. Yeomans, Toronto; Hugh McQuami, Garden Island; A. Wark, Sarnia; T. O. Steele, Barrie; Adelle M. Lazor, Picton; Elizabeth A. McMillan, Leamington.

Passed in blackboard drawing:—L. G. Lorrinan, Port Robinson (who had previously passed in the other four subjects).

Passed in free-hand drawing:—C. B. Linton, Galt; A. E. Shoppard, Port Hope.—*Globe.*

Mr. Wm. Moore, B.A. of Trinity College, Toronto, has been appointed English and Science Master in the Perth Collegiate Institute until Jan. 1st, 1885: salary at the rate of \$900 per annum.

Hamilton Board of Education, July 10th.—Communications were read from Miss Dalley and Mr. A. Merrill, applying for positions as teachers; also from Miss Green, resigning her position as teacher, and thanking the board for kind courtesies while in their employ. Also from E. Houghton, applying for the position of instructor in gymnastics.

The subject of inspectorship of the public schools was then considered. The following resolution was carried.—

“It being deemed advisable that the inspector of the public schools should be a resident of the city, it is recommended that the services of Mr. J. H. Smith, our present inspector, be dispensed with. In doing so the committee desire to express their full appreciation of the valuable services rendered by him in the faithful discharge of all his duties to the board.”

It was also resolved and carried that the Rev. Dr. Mockridge be appointed to fill the position of inspector of public schools in this city, and at the same salary as that paid to the late inspector.

The principal's report of the public schools showed.

	1883.	1884.	Inc.
Number on the roll for month.....	4463	4810	347
Average daily attendance.....	4053	4466	413
Per cent. of attendance.....	92	93	1
Total school fees.....	\$607.70	\$668.40	\$50.10

The number of pupils exempt from paying school fees was 259, of which 175 were in the Boys' Home, Orphan Asylum, and Girls' Home.

In the Collegiate Institute the number on roll during the month was 333, an increase of 6 over the corresponding month last year; fees collected \$90.55, an increase of \$32.15; non-resident pupils 16, a decrease of 28.

One of the necessary parts of school equipment now is a gymnasium, with proper appliances for carrying on physical education. In order, therefore, that the school retain its present standing, it will be necessary to engage an instructor and fit up a gymnasium ready for use during the coming season.—*Hamilton Papers.*

Mr. Sylvanus Philips, B.A., has been appointed head-master, and Mr. D. M. Grant, B.A., assistant, in the Petrolia High School.

The report of the head-master of the Sarnia High School for the month ending 31st May ult. showed male pupils on the roll 36; female 81; total 117; average attendance male 29; females 70; total average 99; percentage of attendance 99 nearly—with the following remarks:—The report of the Inspector of Public Schools for the same period showed the total number on the roll to be 767; boys 391; girls 376; average attendance 651; and percentage of attendance 85.

O. J. Jolliffe, M.A., formerly head master at Farmersville High School, has accepted the position of classical master in the Ottawa Collegiate Institute. William Johnston, M.A., mathematical master, takes Mr. Jolliffe's place.

Hon. Mr. Ross, Minister of Education, hopes to be able to abolish intermediate examinations. It is deemed necessary, he said, in a recent speech, to erect some standard to represent graduation from a high school course, just as the B.A. indicates the end of the university course, and he would endeavor to co-operate with the university so that graduation from the high school would be the same as matriculation at the university. As to the school holidays, which interest teachers and taught at this season of the year.

Mr. Ross promises that the vacation shall in futuro be arranged to suit the varying conditions of the different parts of the province. In all probability, the Minister will bring in a Bill at the next session of the Legislature making these changes.—*Sarnia Observer.*

Miss Charlotte Yonge, the English writer, enumerates, in what she considers the very lowest standard of acquirement indispensable to a lady, the ability to read well aloud and to write a correct letter, arithmetic enough for accounts, grammatical language and correct pronunciation, command of the limbs and figure, and faculty to understand French. To all this must be added history enough not to confound the Greeks and Romans, with a fuller knowledge of one's own time; geography enough to avoid preposterous blunders, dexterity in needlework, and general literature and information enough to understand what people are talking about.

Colonel Parker on Language and Reading:—The first thing to be done is to find out what we teach. Things that have to be done should be learnt by doing. All attempts to teach children to talk after entering school have been utter failures. Before going to school the child has emphasis, melody, and harmony. Under existing systems the training of a child to read is a compound of a whine and a groan. Reading is not pronunciation. If there is a thing beautiful in design, but terrible in its execution, it is our system of teaching pronunciation. It destroys the melody of the voice. Reading is thinking by means of words. All mind growth is through thinking, and reading is one of the great aids to thinking. The essential thing in reading is to try to get the child to think for itself. Oral reading is one means of telling if the child thinks. Another use it has, is that it helps to give expression to the thought by means of words.

I believe that it is positively detrimental to teach children the alphabet before they learn to read. One of the great evils or mistakes of our educational system is to train a child to read a book in three or four weeks, and then keep it repeating over the same lessons for six months afterwards.

Take this cry against children reading polluted or sensational literature. What compels them to do it? It is only because they are not given good books to read in the school room. Sell the spelling books, grammars—that lead God only knows where—and the primary geographies, and you can put a good library in each school in the province. I believe that the spelling book is like the old sickle, a relic of the past, and should be placed in a museum or hung on a nail in the chimney-corner. All language should be taught with the end in view of thought revolution.

At the Ontario Teachers' Association annual meeting in Toronto the Hon. G. W. Ross delivered his address as president. The subject of most prominent interest among all civilized nations just now was to educate the whole people. The test of science and the light of psychology were applied to teaching, and the science of education was now as well defined as any other science, and with principles as well defined. But education must be considered also from the point of view of the legislator, in relation to the national life as a whole, to the social, the political, and perhaps the religious life of the entire people. Our system of education was secular. That was a necessity of the case, but it was essentially in harmony with cosmopolitan Christianity as distinguished from sectarian controversy. Our system is exempt from the evil influences arising from great wealth and from the still worse influence of what Tennyson calls "the bridge of long descent." The rich man's child sits beside the child of our poorest citizen, nor does the poor man feel that he has obtained any social victory over the rich. We have to consider what is most practically useful. Our children for the most part leave school before reaching the fifth book, therefore we must aim at teaching the most practically useful things before all mere ornamental studies. We should aim at teaching every child to read our own language intelligibly, it is the key to that vast English literature which is the grandest in the world. We should teach spelling, not of every word in the dictionary, but of all those in ordinary use. We should teach rapid and accurate calculation, not wasting time on arithmetical puzzles which are of no practical use. We should teach geography, not as a microscopic learning the names of every cape in China, but with intelligent study of the places most important to our own nation. History, too, is one of the most liberal and most liberalizing of studies, and he must say that he considered that the history of Canada should have a larger and more prominent place in our school course than it has as yet been given. (Loud and repeated applause.) Science too should be taught, not the science of mere text-books. But for all this the

teacher must carry out the scientific maxim, "omne vivum ex vivo." It is only the live teacher who can impart life to others.

The following table shows the relative standing of the different Collegiate Institutes of the province as determined by the result of the late departmental examination for second-class certificates:

COLL. INST.	TOTAL NO.		
	PASSED.	GR. DE A.	GRADE B.
Toronto .....	28	10	18
Collingwood .....	17	11	6
St. Marys .....	15	10	5
Hamilton.....	16	5	11
St. Catharines.....	15	9	6
Kingston.....	15	5	10
St. Thomas.....	10	4	6
London.....	8	4	4
Ottawa.....	8	4	4
Whitby.....	6	4	2
Perth.....	6	3	3
Barrie ..	6	1	5
Cobourg.....	5	2	3
Peterborough.....	3	2	1
Brantford.....	4	2	2
Galt .....	2	1	1

As Hamilton, out of 16 passed, obtained only 5 certificates of Grade A, whereas St. Marys, out of 15 passed, obtained 10 of the same grade, it is evident that St. Marys, though having passed one less in number, has done a better quality of work, and is therefore justly entitled to rank ahead of the Ambitious City. This gives our school the proud position of third among the Collegiate Institutes of Ontario.—*St. Marys Argus.*

Wm. Connor, M.A., has been appointed head master of Lindsay High School vice W. E. Tilley, M.A., elected County Inspector of Northumberland and Durham.

Mr. Angus McIntosh, of the Brantford Collegiate Institute, has been appointed first assistant, and Mr. James McClurg, of the Petrolia Public School, gold medallist of the Provincial Normal School, second assistant master of the Toronto Model School. Miss McLellan has been transferred from the Ottawa Model School to the Model School at Toronto, and Miss Margaret Mills has been appointed to the position at Ottawa held by Miss McLellan. These appointments were made owing to the resignation of Messrs. Davidson, Dorland, and Davey, who have gone to Europe to complete their medical course.

At a recent meeting of the London Board of Education, the resignation of Miss Collins, Principal of Colborne Street School, was accepted, and it was decided to appoint Mrs. Graham to the position at the same salary as Miss Collins was receiving.

Miss Mills was promoted to the vacancy in the Central School caused by the retirement of Miss Shaw, at the same salary which the latter was receiving, and the Inspector was authorized to provide a temporary substitute in Miss Mills' place.

The circular from the Department relative to changes in the Model School, which was read at the last meeting of the board, came up for discussion, but it was decided to recommend no change in the Model School from last year. Mr. McAlpine was again recommended as assistant to Mr. Carson in the Model School, during the term, at the same salary as before, \$100.

The following honors have been gained by students from our Collegiate Institute at the recent University examinations:—

QUEEN'S UNIVERSITY.—A. W. Beall, first-class in Latin, French and German, History and Geography and second class in English. Mr. Beall also won the first general proficiency (Gunn) scholarship, worth \$100.

TORONTO UNIVERSITY.—James Collins, first class in English and French, first in the second class in Classics, and fourth in the second class in History and Geography.

Miss I. G. Eastwood, third in the first class in English, sixth in the first class in French, and first class in German.

Miss D. A. Johnston, first class in French, and second class in English, German, History and Geography.

Geo. F. Jones, second class in English and in History and Geography.

Samuel King, first class in French and in German, second class in Classics and in History and Geography.

R. H. Palmer, second class in English and in History and Geography.

James A. Underhill, first class in English, and second class in History and Geography.

Nine first class and twelve second class honors were won at Toronto and four first and one second at Queen's, making a total of thirteen firsts and thirteen seconds won by our eight candidates. This record places Whitby in the second place among the High Schools and Collegiate Institutes of Ontario, the first place having been won by Toronto Collegiate Institute with twelve candidates. Relatively, Whitby holds the first place. — *Whitby Chronicle*.

Type-writing has been introduced in the Chicago Public Schools in an experimental way. A class of 25 practises two hours a week.

Mr. Wm. Ross Garrett, of Smith's Falls, has passed the matriculation examination of Queen's University at Carleton Place, and Mr. A. H. D. Ross, of the Carleton Place High School, also matriculated, carrying off the Leitch memorial, value \$57.

At the recent University examination held in Toronto there were about two hundred applicants from the different High Schools and Collegiate Institutes in Ontario. Of those about one hundred and fifty are published as having passed the ordeal. Perth Collegiate Institute sent three, all of whom were successful. One, Miss Jennie McDonald, gained first class honors in English, French, German, and second class honors in History and Geography. — *Perth Courier*.

The many friends of Mr. John W. Eedy, teacher of Maple Grove school, assembled at his residence on Wednesday evening, August 6th, to bid farewell to him on the eve of his departure to Fingal, where he assumes the position of principal of the Fingal Public Schools. During the past eleven years Mr. Eedy has faithfully and successfully discharged his duties as teacher, and has also by his kind and genial manner made many warm friends who very much regret his departure from their midst. If we may judge of the success of a teacher by the success of his pupils after leaving school great credit falls due to Mr. Eedy, as many of his pupils are now filling the position of teachers in the best schools of the county. The evening was very pleasantly passed in social conversation, enlivened by vocal and instrumental music, while the children heartily enjoyed themselves at various games. In the course of the evening Mr. Eedy was made the recipient of "Chambers' Encyclopaedia," handsomely bound in ten volumes, and a syphon pen, by his pupils, accompanied by an address; signed on behalf of the pupils by Rebecca McRoberts and Jennie Walden. At the close of the address Mr. Eedy, though very much affected, made a suitable reply, in which he thanked his many friends in the most feeling manner for the many favors shown him during his stay amongst them. Appropriate addresses were then made by Rev. Thos. Jackson and others present, after which the company dispersed to their several homes. Mr. Eedy carries with him to his new field of labor the best wishes of many sincere friends. — *London Free Press, Aug. 12.*

In promulgating your esoteric cogitations or in articulating your superficial sentimentalities and amicable philosophical or psychological observations, beware of platitudinous ponderosity. Let your conversational communications possess a clarified conciseness, a coated comprehensibility, a coalescent consistency and a concatenated cogency. Eschew all conglomerations of stultent garrulity, jejune babblement, and asinine affections. Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity without thrasonical bombast. Sedulously avoid all polysyllabic profundity, pompous prolixity, psittaceous vacuity, ventriloquical verbosity, and vandiloquent rapidity. Shun double ententes, prurient jocosity, and pestiferous profanity obscure or apparent. In other words, speak plainly, briefly, sensibly, truthfully, purely, keep from slang, don't put on airs. Say what you mean, mean what you say, and don't use big words.

J. B. SCHOOLBOY.

**PROMOTION EXAMINATION.**—The results of the examinations for promotion in Grades IV., V., VI. of our town and village schools are published below. It is hoped that trustees and all interested in local school matters will carefully compare the standing of the different schools with a view to give credit to the teachers where it is due and to make enquiry as to any marked deficiency in any department. The question papers this year were a fair test of that part of the official programme prescribed to the several departments, and in a majority of cases were satisfactorily answered by the pupils. Teachers should in all cases satisfy themselves that the pupils they allow to write at these examinations have a reasonable prospect of passing. Otherwise discredit will attach to them and the school with which they are connected. Much useless labor is

thermore imposed upon the examiners, who receive nothing for the time and labor employed in reading the pupils' answers, and to whom it is a veritable labor of love:—

	Number of Applicants.	No. passed.	Maximum Obtainable.	Max. obtained.	Lowest in class.	Average for Whole class.	Average in Dec., 1883.
GRADE IV.—50 per cent. of 320 or 160 to pass.							
Almonte.....	14	6	340	206	79	139	126
Carleton Place.....	17	8	340	203	81	116	189
Perth.....	18	14	340	285	157	200	145
Smith's Falls.....	13	7	340	242	124	173	123
GRADE V.—50 per cent. of 400 or 200 to pass.							
Almonte.....	11	4	400	204	159	179	166
Carleton Place.....	18	5	400	238	121	126	208
Perth.....	21	13	400	264	164	208	165
Smith's Falls.....	10	0	400	196	139	192	183
GRADE VI.—50 per cent. of 480 or 240 to pass.							
Almonte.....	14	6	480	277	139	225	182
Carleton Place.....	17	0	480	190	131	153	210
Perth.....	17	17	480	356	249	287	262
Smith's Falls.....	6	4	380	309	218	258	260

The H. S. entrance examination constitutes the promotion examination of Form VII. in the graded schools. The results of this examination have been published. — *Perth Courier*.

The salary of J. C. Harstone, B.A., head master of the Seaforth High School, has been advanced from \$1,200 to \$1,300. Well done, Seaforth!

THE CANADA SCHOOL JOURNAL is the leading educational paper in the Dominion. Look after your subscription carefully, send along the latest news, report a few cases you have had in the course of your experience, write a short letter on some live topic, support your paper and try to get everybody else to lend a hand in making it really first-rate.

#### PRINCE EDWARD ISLAND.

Mr. John P. Hood was the recipient of a flattering address from the parents and pupils of the Thistle and Shamrock District on the occasion of his resignation of the mastership of the school.

The following appeared lately in the *Weekly Examiner*:—

SIR,—I wish to call the attention of the Board of Education to the last edition of Smith's smaller Arithmetic, which has been imported by our booksellers. The proofs have been so badly read that many misprints have been left which are annoying to the teacher and discouraging to the scholar. It is not a little provoking after one has been working for half an hour at an exercise to find that the substitution of a 5 for a 1 has made it impossible to get the answer. In the forty-second exercise, containing fourteen sums, there are two questions misprinted, and on another page there is a crease which makes it impossible to read the exercises on it. The printer is William Warwick, Toronto.

Yours, etc.,

Charlottetown, P. E. I.

TEACHER.

On the 27th of June the pupils of the Hazel Grove school presented a handsome address to Miss Mary A. MacLennan, who has taught the school for the past eight years.

A correspondent in Nova Scotia sends the following, which is to hand rather late; but "better late than never":—

Last week witnessed the closing of King's College. On Tuesday evening a grand concert was given in the College hall by the Haydn Quintette Club. On Wednesday the meetings of the Alumni and Governors were held, and the cricket match was played; in the evening at the conversazione there was a brilliant and gay assemblage. On Thursday morning, at half-past seven, there was celebration of Holy Communion in the College chapel; at 10 o'clock the Encœnia proper began; academy boys, undergraduates and graduates all marched in procession from the College to the handsome new parish church, where morning prayers were said, and the Encœnia service was preached by Canon Dart. After the service Convocation was opened in the College hall and the degrees

conferred. Among the many graduates we were glad to see the fair Island represented. The much-talked-of Islander abroad will roam it seems, and will seek the halls of learning where he does roam. Rev. W. B. King, B.A., and L. W. Watson, B.A., received the degree of M.A., and among those who have passed their examinations for B.A. this year the name of Mr. Rattenbury appears. The other Islanders resident at the college we believe have passed a very creditable year. — *Examiner*, July 4th.

The half-yearly examination of the Bridgetown School was held in the school-rooms on Thursday, 17th July, in presence of the Trustees and a number of the householders of the district. The following is a list of the prizes awarded:—

## ARITHMETIC.

First Class—1st prize, Edgar Burdett; 2nd, Hannah McDonald; 3rd, Helen Hunter.

## ENGLISH.

First Class—1st prize, Helen Hunter; 2nd, Edgar Burdett; 3rd, Hannah McDonald.

## HISTORY.

First Class—1st prize, Hannah McDonald; 2nd, William McKenzie; 3rd, Edgar Burdett and Maggie McLeod (equal).

## GEOGRAPHY.

First Class—1st prize, Edgar Burdett; 2nd, Helen Hunter; 3rd, Hannah McDonald.

## ARITHMETIC.

Second Class—1st prize, Minnie Cantello; 2nd, Annie McKenzie; 3rd, Bertha Vickerson.

## GRAMMAR.

First Class—1st prize, Bertha Vickerson and Fred McDonald (equal); 2nd, Sophia Clay and Maggie Hoobley (equal); 3rd, Annie McKenzie.

## HISTORY.

Second Class—1st prize, Stephen Clay; 2nd, Maggie Hoobley; 3rd, John Cantello.

## GEOGRAPHY.

Second Class—1st prize, Minnie Cantello; 2nd, John Cantello; 3rd, Sophia McDonald and George McDonald (equal).

## HISTORY.

Third Grade—1st prize, Sophia McDonald; 2nd, Meloina Hoobley; 3rd, Essie Burdett.

## READING.

First Class—1st prize, Edgar Burdett; 2nd, Hannah McDonald; 3rd, Helen Hunter.

## READING.

Second Class—1st prize, Sophia Clay; 2nd, Maggie Hoobley; 3rd, Modie Martin.

## READING.

Third Class—1st prize, Essie Burdett; 2nd, Meloina Hoobley; 3rd, Sophia McDonald.

## PENMANSHIP.

1st prize, Hannah McDonald.

## GENERAL EXCELLENCE.

1st prize, Edgar Burdett.

After the examination the prizes were distributed to the successful competitors by Miss Nelson, the teacher, at whose expense they were procured. All present expressed themselves pleased with the progress of the school since last examination, and highly commended the efforts of both Miss Nelson and Miss Bulpit in the interest of their pupils. Both teachers appear to be in earnest, and judging from the progress of the school are highly successful.

By order,  
HUGH McLELLAN.

## NEW BRUNSWICK.

The country schools re-opened, after the vacation, on the 11th August, and the schools in cities and towns on the 25th.

One hundred and sixty-five student-teachers were enrolled at the Provincial Normal School at the commencement of the current term, August 11th. These represent the different counties as follows:—York, 55; King's, 17; St. John, 11; Charlotte and Queen's, 10 each; Carleton and Westmoreland, 9 each; Kent and Northumberland, 8 each; Gloucester and Restigouche, 7 each; Albert, 6; Sunbury and Victoria, 4 each. Seven are Acadian French.

The French Preparatory Department was closed in May last, when the teacher in charge, Mr. Alphonse Belliveau, was appointed an Instructor in the Normal Department. He takes the subjects of Arithmetic, Geography, Elementary Grammar, Bookkeeping, etc.

Miss Gregory, whose invaluable services in the institution ever since it was established in Fredericton are well known, has found it necessary to give up a portion of her work. She will, however, continue to give instruction in Domestic Economy (to the girls), Physiology and Hygiene.

The Principalship of the Model Schools became vacant in July, by the resignation of Mr. Geo. E. Croscup, A.B., who had accepted a lucrative position in New Jersey. His place has been filled by the appointment of Mr. John Rodgers, who has a good record as a successful teacher. The work which Mr. Croscup was doing as Instructor in Natural Science in the Normal School will now devolve upon Mr. Creed, who has for several years had several kindred subjects to deal with, in addition to the Mathematics and Industrial Drawing.

At the Provincial examinations held in June, licenses were obtained as follows:—Grammar School Class, 2; First Class, 19; Second Class, 113; Third Class, 74; total, 208. A considerable number failed to obtain the class sought.

County Teachers' Institutes were held in six counties simultaneously on the 10th and 11th of July, viz.: at Fredericton, Campbellton, Richibucto, Shediac, St. Stephen, and Woodstock. The Sunbury County Institute met early in June, that of Albert County on the 28th and 29th of August, and that of Northumberland is to meet on the 2nd and 3rd of October. The proceedings of some of these institutes are not at present at hand.

The Kent County Institute elected the following officers:—C. H. Cowperthwaite, president; George A. Coates, vice-president; Jas. McIntosh, sec.-treasurer; Clara A. Young, asst. secretary; Sarah Hutchinson and John Gillies, additional members of committee. The time was devoted mainly to illustrative lessons and discussions.

The officers and committee of management elected by the Carleton County Institute were Inspector Ingram B. Oakes, A.M., president; J. P. Horsman, A.B., vice-president; P. A. Hartt, sec.-treasurer; S. W. Irons, asst. secretary; John Lawson, Miss Alexander, and P. G. McFarlane. Papers were read by Miss L. A. Veazey, P. G. McFarlane, W. O. Sullivan, and M. L. Young. There were several illustrative lessons, and interesting discussions on the various subjects brought forward.

At the Carleton County Institute, papers were read and illustrative lessons given by Messrs. P. B. Carvell, Robt. Landells, A.B., A. B. Boyer, J. C. Graves, and Zach. Nason. Inspector Gaunce delivered a public lecture on the subject of "Patriotism—how it may be fostered by the Public Schools."

The York County Institute chose the following managing committee and officers:—Inspector G. W. Mersereau, A.B., president; Miss Louisa Picard, vice-president; J. Meagher, sec.-treasurer; Miss Ella Thorne, H. C. Creed, A.M., and B. Mullin. Papers were read by J. H. Hoyt, A.B., H. V. Bridges, A.B., and B. Mullin; and an illustrative lesson was given by Mr. Creed.

## Teachers' Associations.

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

The semi-annual meeting of the North Simcoe Teachers' Association was held on the 6th and 7th of June in the Model School, Barric. About sixty teachers were present. The President, Inspector Morgan, in the chair. Minutes of the former meeting read and adopted. The first subject on the programme was Phonic Reading, by A. C. Osborne, which he ably and practically exemplified by means of an infant class. The discussion which followed showed that the teachers present recognized the great necessity for the adoption of separate characters to represent the different vowel sounds. The second subject was Intellectual Teaching, by W. H. Finney, which he treated in an able manner. He contrasted the career of two teachers, the one a Rote teacher and the other an Intellectual teacher, and showed the superior results produced by the latter. He considered that the teachers should look more to the future than the present, and train pupils for the active duties of after life. In reference to school management he thought that the teacher should find out the natural disposition of each pupil and govern accordingly. He thought that phrenology would assist the

teacher in this matter. He preferred government by affection and reason rather than by corporal punishment. A full discussion followed, led by Mr. T. O. Steele. The third subject, "How may the usefulness of our Association be increased?" was ably handled by Mr. Morgan. He advocated one yearly meeting of the Association, to last three days, and in addition to the County Association to have district associations to meet also once in the year. The ideas of the Inspector were embodied in a resolution and adopted by the Association, and a committee appointed to arrange the districts, whose report was adopted. The fourth subject was "The advisability of appointing a non-political superintendent of education and council of public instruction" by Mr. J. M. Hunter. He thought that a change in the system would be for the benefit of education, that the various schemes would be better matured before being brought before Parliament, that at present educational matters were discussed from a party point of view, and that under present circumstances the Minister of Education must necessarily be an ardent politician and favor his party though intending to be impartial. The chief superintendent should be merely an executive officer to carry out the views of the council of public instruction. Mr. Hunter's view of the matter was strongly supported by Inspector Morgan and opposed by T. O. Steele and others. The taking of a vote was postponed until Saturday morning, and resulted in a majority in favor of Mr. Hunter's resolution. The fifth subject taken up was Music, by Messrs. Morgan and Garvin, who exemplified by means of a class of young pupils the advantages and simplicity of the "Tonic sol fa system," and advised its introduction into our schools. A resolution making the membership fee 25 cents, and giving each member the privilege of taking from one to three school journals by paying one-half of their cost, was adopted—cost of any one journal not to exceed \$1. The next subject was "Teachers' Certificates." In the absence of Mr. Williams, Inspector Morgan took up the part entitled "General character of the examinations." He showed that it would be much better to make the standard for 3rd class certificates somewhat lower but insist on a percentage of 75 or 80 in each subject. Views supported by the Association. The next point, "Extensions and permits," was taken up by Mr. T. O. Steele, who moved, seconded by Mr. Hunter, "That the system of granting permits and extensions has a very injurious tendency, both as regards the schools and teachers, and is therefore detrimental to the progress of education." Mr. Steele showed that the granting of permits and extensions lowered the status of the profession, and inflicted an injury upon teachers generally by keeping down salaries, and was a fraud upon the public. He thought that a 3rd class certificate should not be renewed more than once, and then on the same basis as at first granted. He considered that it would have been much better for the Minister of Education to have extended the 3rd class certificates now expiring for one or two years to give time for preparation for a new examination on an educational basis, than to place Inspectors in the very undesirable position of adding marks to those made by candidates. The resolution was discussed and adopted by the Association. The election of officers resulted as follows:—President, Inspector Morgan; vice-president, Mr. Hay; secretary-treasurer, Mr. Jennison; committee of management, Messrs. Sneath and Steele and Misses E. King, L. Lee, and E. Applebee; delegates to Provincial Association, Messrs. Hay and Steele.

ONTARIO.—The twenty-fourth annual convention of the Ontario Teachers' Association opened at the Education Department Tuesday, August 12. There was a good attendance of teachers throughout the Province. Hon. G. W. Ross, Minister of Education, President of the Association, occupied the chair. The meeting opened with reading a portion of Scripture, followed by prayer by Mr. Robert McQueen, of Iroquois. After the minutes of the last meeting were confirmed, Mr. J. H. Smith, of Ancaster, was appointed recording secretary. The different sections of the Association were then formed, as follows:—High School Section, H. J. Strang, Goderich, Chairman; Public School Inspectors' Section, Mr. D. A. Maxwell, Amherstburg, Chairman; and Public School Section, Mr. James Duncan, Windsor, Chairman. The Treasurer's statement showed the finances of the Association to be in a flourishing condition. The meeting then adjourned till 2 p.m. *Afternoon Session.*—There was a larger attendance in the afternoon than in the morning. The President took the chair at two o'clock, and after routine proceedings Mr. James L. Hughes, Public School Inspector for the city of Toronto, read an exhaustive paper on "Industrial Education." By an industrial training he meant anything that would tend to enable the hand to represent more accurately in material form the thoughts of the mind. He held that the sooner the industrial training of a child began the more perfect would be his development. The hand, he said, was the agent of the mind, and formed one of the means by which the mind acquired knowledge. He dwelt for some time upon the good results in the way of industrial education derived from the Kindergarten system of teaching. The child during his first year at school should deal chiefly with real things as he did before he entered school, and he should use things not that he might learn about the things themselves, but that through using them he might incidentally learn new facts, discover new principles, develop his perceptive faculties and de-

fine his conceptions. Industrial drawing should be taught in all the classes. The thanks of the profession were due to the Minister of Education for the progressive and liberal course he had recently adopted in providing free of charge for teachers in Ontario the means of learning how to teach this important subject, by establishing vacation drawing classes in charge of competent and experienced masters. Mr. Hughes exhibited some splendid specimens of work done under the Kindergarten system, such as paper posting, paper folding, sewing on cardboard, etc. Considerable discussion followed among the members of the Association with reference to the paper.

#### INCREASED LEGISLATIVE AID.

Mr. William McIntosh, of Madoc, said the subject upon which he had been called upon to speak—the Increased Legislative Aid to Public Schools—was ripe for discussion. The Educational system was a State system in part, and indeed it was almost entirely a State system as regards Public Schools. The State aided in the support of Public Schools with the object no doubt of encouraging education. Did the State contribute to the support of the Public Schools in a degree commensurate with the control it exercised over the system? The educational system was instituted by the State, and to a large extent the system had always been in advance of public opinion. What control did the State exercise over the system? The State controlled to a limited extent the people in the erection of Public School buildings. The people were controlled by the State in reference to the qualification of teachers, in regard to the hours of study, in regard to vacations and a great many other things, and they had to abide by it. He found according to the last report of the Minister of Education that the sum of \$251,356 had been given to Public Schools, while the total receipts for the maintenance of Public Schools were \$3,469,990. The grant *per capita* of the school population was a little over fifty cents. The number of teachers in round figures was about 7,000. Would anyone say that the grant of 50 cents per pupil was at all commensurate either with the control the State exercised over the schools or the vast importance of the work done by the Public Schools? He compared the support given to Public Schools with the support given to High Schools and the higher educational branches. The aid to the High Schools during the year was \$84,304, and the total amount received for the support of the High Schools was \$373,000. He did not wish the grant to the High Schools lowered, but he thought the grant to Public Schools might be raised so as to compare favourably with High Schools. The Public Schools were the foundation of higher education. It was the duty of the State and those who controlled the system to attend more particularly to the education of children who were in the first, second, and third classes. He also suggested new regulations with reference to the distribution of the legislative grants. For a great many years the legislative grants had been divided among the municipalities according to the average attendance. This system was fraught with many evils. After some discussion, during which a number of members of the Association gave different opinions with reference to the distribution of the legislative grants, but nearly all being in favor of an increased grant, the following resolution was moved by Mr. A. Campbell, seconded by Mr. A. McKinnon:—"That in the opinion of this Association the legislative and municipal grants should be largely increased and should be apportioned upon the basis of local effort, as shown by the rate on the dollar levied for ordinary school expenses, and by the grade of certificate of the teacher employed, and the character of the school accommodation."

In amendment, it was moved by Mr. J. H. Smith, seconded by Mr. J. R. Miller, "That the whole matter of increased legislative aid to Public Schools, and the method of distributing it, be referred to a Committee composed of the following persons:—Messrs. Fotheringham, McKinnon, Campbell, Burrows, McIntosh, McKee, Dearness, Brown, and Clapp, to report at a future session of this Convention." The amendment was carried, and the Convention adjourned till 8 p.m. *Evening session.*—In the evening, not only was there a very large attendance of teachers, but many prominent citizens also were present. The main feature of the evening was the President's annual address, delivered by Hon. G. W. Ross, Minister of Education and President of the Association.

#### THE PRESIDENT'S ADDRESS.

Hon. G. W. Ross, on rising, was received with loud applause. He said:—When appointed your president a year ago I had no expectation that I should, at the next meeting, be so burdened with official cares as to be almost practically debarred from delivering the annual message expected from your chief officer. It is, however, a source of considerable relief to believe that I can claim your indulgence, inasmuch as the time which might have been spent in preparing an address has been devoted to the interests of the profession in which you are so earnestly engaged. The most noticeable feature in the educational activity of the day is the desire on the part of all civilized nations to educate the whole people, and everywhere the question is asked, "In what way can we most widely diffuse the benefits of a thorough elementary education?" With this end in view improved methods of teaching are carefully examined in the light of modern experience. Even scientific tests are applied to the operations of the school-room, and by the aid of

psychology it is believed the science of education will soon take its place among the other sciences, with the principles on which it is founded just as well defined. But while it is in the province of the educator to study the laws of mental development, and the application of those principles by which the best results can be secured, it is the duty of the legislator to consider the various interests of the community for whose benefit these principles are to be applied. Any system of education which does not consider the social, and perhaps the religious organization of the people, their business life, their material resources, and their political wants, is necessarily defective. Out of deference to the religious differences of the people our school system is non-denominational. On any other basis it could not exist as a national system. It is the common property of every member of the State. Not that it is irreligious by any means; for it recognizes in the fullest degree the cosmopolitanism of Christianity without those denominational limitations by which, as society is constituted, its different families are now designated. Happily for us in Ontario, the unity of our system in this respect has been well sustained. Similarly our social organization has rendered us practically a homogeneous people. The distinctions which arise from the accumulation of wealth in the hands of the few, or, worse still, the distinctions which arise from what Tennyson calls "long descent," from fortuitous preference and consequent assumption of superiority, do not appreciably interfere with the social equality of our people. It is easy, then, for us to establish a system which compromises no man's social position. To the rich man it is no reproach that his child sits on the same form with the child of his poorer neighbour. Nor does the poor man boast, that in securing the education of his children without cost he has obtained a socialistic victory over the rich. But when we come to consider a system of education adapted to the business life of a people, we are met with difficulties of no ordinary nature. What might suit a rural population, might not be as well adapted to an urban population, and so on through all the variations of trade and commerce. In seeking the solution of this problem for ourselves, there are certain considerations at least common to all systems of education. (1.) Education is not *knowledge*, but *power*. True, this power is to be acquired partly through knowledge, that is through the discipline which the acquisition of knowledge gives, but, after all, the real purpose of the educator is to generate power. The function of the furnace, if I may use such a word, is to generate the steam by which the engine is driven, but the furnace is not the *power* which drives the engines. It is not necessarily *what* the pupils learn, as *how* they learn, that determines the value of any department of knowledge as an educating force. The classics may be as good a means of mental discipline as the sciences—a passage from Burke's Reflections as a problem in commercial arithmetic—and yet, considering all the circumstances of the learner, the latter may be far more important from a practical standpoint than the former. The question then to be considered is, "How can we apply the educational forces which the various branches of knowledge contain in such a way as to generate the greatest power and secure the best results?" In other words, *can* we frame a curriculum of studies which is educating and at the same time useful? This is the question discussed by Prof. Elliot in his able address before the members of the Johns Hopkins University last February. After giving due credit to the classical course prescribed by all the Continental universities, he asks, is it not possible to find in the study of English literature as good an educating force and at the same time, many more of those practical elements of culture which would be available for every-day life? Let me quote the eulogium which he pronounces on our much neglected literature:—

"It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has seen; and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English literature as Homer compares with Shakespeare, that is, as infantile with adult civilization. It may further be said of the English language that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise, and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented."

From this he argues—and who will say the contention is not a sound one—that English literature should occupy a higher place than it does in the liberal education of the English-speaking people. Let us now apply this principle of utility to the formation of the curriculum for our public schools. And first we would say—the useful should supersede the ornamental, and, secondly, the practical should supersede the theoretical. In discussing these two propositions it must be borne in mind that in an ordinary public school the teacher's time is divided among a great many classes. The amount of attention which he is capable of giving to each subject is necessarily very limited. The average rural school contains from 10 to 13 classes at least. How important is it then that no part of the teacher's time should be frittered away in idle embellishment to the neglect of the substantial and the necessary. It must also be remembered that the school term of the average scholar is very short. Only two per cent. of our pupils ever enter the Fifth Reader. It may fairly be presumed that the majority of

the half million attending our public schools leave before reaching fifteen years of age. Are we doing them justice, or are we doing justice to those who bear the burdens of taxation, if we fail to consider this circumstance?

Then what are the requisites of a public school curriculum? (1.) Every pupil should be taught to read intelligently the literature of the day—not merely to *know the words*, but to understand their meaning, and to give to each word its proper force and vocal significance. (2.) To write neatly and legibly, in proper form, an ordinary business letter. (3.) To spell correctly, not, of course, all the words in the dictionary, but at least such words as are of common use in commercial circles and in every day conversation. (4.) To make such calculations in arithmetic, rapidly and accurately, as might be required in the daily business of the merchant, the farmer, or the artisan. (5.) To know the history of his own country minutely, and such general historical facts as may be said to have exercised a wide influence in shaping the destinies of other nations. (6.) To have such knowledge of places as would localize his knowledge of the history, climate, productions, and races of other countries. (7.) To be so trained in the art of composition as to be able to express clearly, either on paper or orally, the knowledge he possesses. (8.) To be able to delineate pictorially what cannot be as well expressed in words.

Now it may be said that there is nothing new in such a curriculum—that it is now in force in all the public schools of the Province. I admit there is little that is new in outline. There is much, I think, involved that is new in detail. For instance, while in every school our pupils are taught to read, that is to name a certain number of words in the order in which they occur, how few are taught to read with expression and force. How few read with any appreciation of the author's sentiments—how few are able to express in their own words the sense of the author. Besides, the teacher utterly fails in doing his work properly while teaching his pupils how to read, if he fails to excite in them a love for reading. And it is here, perhaps more than anywhere else, that we must look for national results from public school education. It is not what the pupil gets in school that makes the course valuable to him, it is what it inspires. He may get here and there a few scraps of knowledge coupled with a somewhat rugged discipline, all useful in their way, but if to knowledge and discipline could be added the inspiration for further acquisitions—if like the first sailing earned by Astor, which made him a millionaire, his school work could be made the inclination to steady, plodding effort for more information; then, and only then, might we say that the teacher has done his work well. To teach a child how to read as I have indicated, is to give him the key-note not only to all the treasures of science, but to the literature described by Prof. Elliot as "The completest, most various, and most splendid the world has ever seen."

But reading is not only the key to literature, but also to history. By what species of national depreciation has it arisen that Canadian history is virtually excluded from our public schools? We study the history of Greece and Rome, of England and France, and yet we have failed so far to give a place even to the history of Canada on our examination papers. Apart altogether from the duty we owe to ourselves as a people, I think the study of history should occupy a higher place than it does in the school curriculum. As Prof. Elliot says:—

"If any study is liberal and liberalizing, it is the modern study of history—the study of the passions, opinions, beliefs, art, laws, and institutions of different races or communities, and of the joys, sufferings, conflicts, and achievements of mankind. Philology and polite literature arrogate the title of the 'humanities'; but what study can so justly claim that honorable title as the study which deals with the actual experience on this earth of social or progressive man? What kind of knowledge can be so useful to a legislator, administrator, publicist, philanthropist, or philosopher as a well-ordered knowledge of history? If the humanity or liberality of a study depends upon its power to enlarge the intellectual and moral interests of the student, quicken his sympathies, impel him to the side of truth and virtue, and make him loathe falsehood and vice, no study can be more humane or liberal than history. These being the just claims of history in general, the history of the community and nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honor and dishonor; sets before them the national feelings, weaknesses, and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country."

But it is not what this curriculum would include as much as what, rationally carried out, it would eliminate, I wish to consider. For instance, in the study of Arithmetic, how much pain would be spared the pupil, and how much useless anxiety the teacher, if only what is useful were taught. Of what use are alligation, circulating decimals, single and double position, and "duodecimals" to the ordinary citizen? It may be said that mental disciplines got in this way. So it may be got by a Chinese puzzle, but should Chinese puzzles be put upon the programme? Give your pupils discipline in doing a greater amount of work if you like, but let it be work that is of practical value. The man who trained his son to work by compelling him to wheel stones from one part

of the garden to the other would have acted much more wisely if he had ordered him to pluck up the weeds and otherwise improve the surroundings. As Swett in the *Pennsylvania School Journal* says:—

"A teacher who keeps young pupils at work, term after term, upon complex or puzzling problems in mental arithmetic, repeating long-drawn-out formulas in logical analysis, including statement, solution, and conclusion, before they have acquired readiness and accuracy in addition and multiplication, is only making them wheel stones. A country teacher who neglects 'the four rules' and 'the tables' in order to train big boys upon a normal-school analytical demonstration of the reason for inverting the divisor in divisions of fractions is wheeling stones; and if, added to this, he requires alligation, exchange, and progression, he is wheeling glacial boulders.

Now, all this superfluous, and in many cases useless, mental drudgery should cease, and the energies of teachers be directed to the task of imparting such a knowledge of numbers as would be of service in ordinary business pursuits.

In the same way the study of geography should be reformed. We cannot, of course, dispense with a good general knowledge of the world—the resources, climate, and productions of different countries, the important rivers, mountains, physical features, &c., but then why be so microscopic in our map geography? Who cares about the names of every little hamlet in France, every cape on the coast of China, or every island in the Mediterranean? Why burden the memory with bald names, which in a few weeks it repudiates, and which, if retained, would add but little to the mental equipment of the scholar? Why not be rational, and give the people in conjunction with the name of the place such facts of an historical or topographical character as furnish the only reasons why the name should be remembered? We certainly require to teach fewer names of places and more of the facts from which the places derive their importance.

Another consideration interwoven throughout this curriculum of essentials, or rather forming its substratum, should be the constant effort to quicken the mental activities of the pupil, to train him in habits of observation, to rouse his curiosity, to strengthen his judgment, and to cultivate his tact.

Having once entered the vestibule of the great temple of learning, he should have such an attractive view of its vast interior presented to him that he would gladly seize every opportunity to proceed farther, and, if fortune failed to favour him with the adventitious aid of an advanced teacher, he would, by his own unaided powers, explore every recess, and worship at every shrine which a refined intelligence had erected for the devotees of literature, science, and art. The next consideration in forming a Public School curriculum is simplicity. No greater mistake can be committed than to attempt too much. We must admit the child's power of absorption and assimilation is limited. The moment we exceed the range of that power all labour is wasted. Besides, the object of the Public School is not to teach many things, but to give the power and desire to learn many things. The first principles of a science may be easy and simple enough to an adult, but to a child they may be meaningless. Would it not be better then to exercise his powers within their natural range, than to perplex him with definitions, which to him are but a mere jargon of words? There is ample room within the area of essential subjects for the effort of which the child is susceptible, and to attempt more is to vitiate all. Let it not be supposed, however, that I object to such oral lessons in botany, natural history, and kindred subjects as appeal objectively to the child's mind. On the contrary, I value such lessons very highly. The boy learns largely from the world of nature around him. To aid him in his investigations, to stimulate his desire for more information, or to classify and systematise his knowledge would certainly be of great advantage to him. What I protest against is text-book science, or technical science for the school-room—a course of science entirely unscientific in its mode of presentation and utterly valueless as an educational force.

And this lead me to the next point—The Public Schools curriculum should be progressive. It should step by step keep pace with the increasing capacity of the pupil. Nothing is more irksome than to pore over lessons already mastered. Each day's work should be a new discovery, each lesson should be a fresh tableau. Just as fast as his powers develop so should heavier demands be made upon his energies. And here I might say that no absolute rule can be laid down as to the exact age at which certain studies should be undertaken. The judicious teacher must decide according to the capacity of each pupil, and no curriculum however wisely framed can render him much assistance. But progressiveness involves another idea. The Public School is part of a system, which so far as it goes ought to be complete in itself, but should also lead up to the next step in the great starway of learning. Immediately above it is the High School, where work of a higher grade is done. And although we must not forget that we promote a greater number into active life than we do into the High School, still if the continuity of the system is to be preserved this step must not be overlooked. True, the pupil on this higher plane labors, perhaps, with a different object in view, but even there we should not lose sight of those practical subjects which, when rightly considered, are the most valuable educating forces that can be employed.

Lastly, a Public School curriculum necessarily includes the agency of a loving, thinking, intelligent teacher. Nowhere is the law of Biogenesis more fully vindicated than in the school-room.

*Omne vivum ex vivo*—no life without antecedent life. We may frame a curriculum as perfect in its mechanism as one of West's chronometers—we may equip our school-room till there is nothing more to be desired—we may lay down rules which for their wisdom would be commended by a Solomon, but if we cannot place in the school-house a teacher properly endowed the results will be disappointing. Whether we ask him whether the curriculum is simple or complex, progressive or retrogressive, unless the teacher understands his work it is all the same. From him and through him must first come that life germ which is to be the beginning of a new creation to the child. By him doubts are to be dispelled, difficulties removed, and the mental sky so illuminated that the world round the pupil can be read as in the light of day. Is there a beauty in literature, then he points it out. Are there sermons in stones? He preaches them. Books in the running brooks? He reads them. Whatever of goodness and purity and inspiration there is in life, he imparts. Vitalizing with his own intellectual fervor every mind, he rouses dormant energies, encourages honest efforts, and stimulates into activity forces which leave their impress upon society when he has passed away.

#### A VOTE OF THANKS.

Mr. David Fotheringham moved, seconded by Mr. MacMurchy, that the Association express its high appreciation of the address, and tender a hearty vote of thanks to the President for having delivered it. This resolution was put by the Secretary and was carried amid loud applause.

The President acknowledged the vote in a few words. He expressed great gratification at the success which had attended this meeting. He had not known a meeting which was better attended or at which the discussions were more earnest and interesting. He explained that the next part of the programme would be the hearing of reports from delegates of the various county Associations. In the course of a brief discussion upon the work of these Associations, he stated that in New York there was a staff of twelve men who did little if anything else than visit the counties and instruct the teachers in the latest and most advanced thought in connection with education. In some of the other States the same work was done in different ways. He had hoped to have two men to place upon the road to visit the several Associations for this purpose. He did not desire to interfere with the work of the Associations, for he understood that these organizations must be allowed to do their own work. But by this system he hoped to assist the teachers in their work without clashing with the Association. Reports were then read from a number of the counties. Mr. D. G. Murphy spoke for West Middlesex, in which Association there were 120 teachers. His report showed a good state of affairs to exist. Mr. Sinclair, of East Lambton, representing 98 teachers, and Mr. Baird, West Huron, also reported. Mr. Powell, of Bruce, stated among other things that there was a lack of interest among the young teachers. His Association contained 80 teachers. Mr. Chadwick, of Perth, representing from 150 to 200 teachers, stated that the Perth Association had no membership fees. One of the main difficulties was the indifference of many of the teachers to the literature of the profession. He thought there should be some scheme for putting the *School Journal* into the hands of all the teachers. Mr. Payne, of Algoma, began the reading of his report, but as it was long, and had evidently been prepared with great care, the reading of it was postponed to a future occasion. Mr. Fotheringham reported for York that the Association, numbering 80 teachers in attendance, was in a flourishing condition. Mr. F. O. Steele spoke on behalf of the North Simcoe Association of 50 members, Mr. F. H. Smith for Wentworth with 115 members, Mr. McRae for the 40 members of the Waterloo Association, Mr. Henstridge for the Frontenac Association of 140 members, and Mr. Clapp for the North Wellington Association of 103 members.

The hearing of reports for other counties was postponed. Written reports will be handed in to the secretary by the several delegates.

[As we wish to give a full report of the Convention, we reserve the remainder till next issue.—*Editor.*]

If a father wishes to give his son a legacy that will endure while life exists, let him send him to an institution where he can obtain a practical education, and he will have the satisfaction of knowing that he has given him what is better than houses, lands, and farms, or even gold or silver. These things may take wings and suddenly fly away; but this knowledge will last while life and reason exist.—*Horace Mann.*

The teacher's work is principally directive, and he should avoid giving decisions with the air of authority, for the good to the pupils comes from the thoughts elicited, rather than from the conclusions stated.—*Johannot.*