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The Canada School Journal.

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THE CANADA SCHOOL JOURNAL.

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

—o—TERMS.—o—

THE SUBSCRIPTION price of THE CANADA SCHOOL JOURNAL is $1.00 per annum, *strictly in advance.*

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

We regret that, owing to some misunderstanding or miscarriage of the mails, the Literature paper did not come to hand in time for this issue.

A mistake to be carefully guarded against by every one who aspires to be a true teacher is what Rev. W. Hales has recently called the Didactic Disease—*i.e.*, telling instead of teaching. A cardinal principle in the philosophy of teaching is never to tell a pupil that which he is capable of finding out, or thinking out, for himself. The first work of the educator is to create, or stimulate, a healthful desire to know; the second, to direct the learner in the way to get the knowledge. To these a third may be added, though it is perhaps included in the second—to test and teach the student to test the genuineness of the knowledge, and make sure that it has become in reality the property of the learner, by being thoroughly digested and made a part of his own thought.

In the last remark is involved, we believe, the answer to the vexed question in regard to the sphere and utility of examinations. Examinations of the right kind are, no doubt, invaluable in educational work. But no examination is of the right kind which aims simply at discovering how much the pupil can remember and reproduce of the text-book he has studied or the lectures he has attended. To aim at finding out how much knowledge the pupil has gained of the subjects dealt with in text-book or lecture, and how much clear thinking he has done in connection with it, is not only legitimate, but highly beneficial in many respects. We are not sure that the day may not come when entrance examinations of all grades, and especially the higher, will be conducted without reference to any special preliminary course, or to anything except the candidate's present stage of mental development.

We may be behind the age, but we must confess to a good deal of sympathy with the doubts lately expressed by a physician in *Intelligence*, as to whether young children should be taught structural physiology to any extent. The leading facts of hygiene, so far as they may be considered established and of practical value, should certainly be made known to them. And as we have no faith in mere didactic or authoritative instruction, we think the scientific basis, or proof, of the facts should as far as possible, be given along with them. But there can be no doubt that the habit of turning the mind's eye inward and watching the various anatomical and physiological processes, by which nature builds up the system and enables the various members of the human frame to perform their functions, is often distinctly injurious. The person who consciously refers every little discomfort or pain to its source in the digestive, or other organs, is on the highway to dyspepsia or something worse Not only is the habit deleterious in itself, but in the case of many real or fancied invalids, who like to talk about their symptoms, it often becomes positively afflictive to others. Here if anywhere is a case in which we may be pardoned the stale quotation "Where ignorance is bliss," etc.

What shall we do with our North-West Indians? is one of the most important and most difficult, among many important and difficult questions now before the people of Canada. We mistake. We fear this question is not now before the people of Canada, though, unquestionably, it ought to be. That is, we fear they are not studying it, feeling its urgency, and conscientiously resolved on giving it the best possible solution. A few earnest Christian men and philanthropists who are in positions which bring home to them the evil and danger of the present system, are striving to arouse a deeper interest in the public mind, but their success is not very encouraging. The great majority are so absorbed in their own struggle for existence, that they fail to give any thought to the infinitely worse condition of the poor wretches whose game the white man has driven away, and whose lands the government and people have appropriated. The tendency is to leave the matter in the hands of the Executive, and its agents, though that Executive has its hands too full of matters nearer home to give the poor

Indian much attention, and though the evidence is strong that the influence of many of the agents is morally contaminating, instead of helpful to the degraded aborigines.

The first and main question is that of education, which in this case means civilization. There are, of course, school teachers and farm instructors on some of the reservations, but if these are accomplishing anything great, they are doing it so very quietly and unobtrusively, that the public know little about it. Some of the denominations, especially the Presbyterians and Methodists, are showing a commendable interest in the Indians and doing what they can for them. But, so far as appears, it would require many generations to complete the work of civilization with the present appliances; and there is reason to fear the date of its completion would correspond with that of the putting of the last Red man beneath the soil of his native prairie.

The question of Indian education involves two great issues. First, to what extent can success in the work of education be hoped for under this present policy of keeping the Indians on the reserves set apart for them? On this point we naturally turn to the experience of our neighbors at the South. The condition and treatment of the Indians in the United States is being now studied and discussed as never before. The conscience of the nation seems to be at last aroused, and there is much reason to hope that a brighter day is dawning for the wretched children of the soil. An interesting discussion was recently had in Congress, in regard to the effect of the Eastern schools at which young Indians are being educated. *Intelligence* says:—

"These Indian schools are at Carlisle, Pa., Hampton, Va., and Lincoln, Pa., and it is proposed to close them on the ground that it is cruel and useless to give the Indians a three or four years' schooling at the East and then permit them to go back to their tribes; for it is alleged that while they acquire a certain shrewdness, they invariably return to the habits and spirit of their savage life, and that their last state is worse than their first. If this were true, the remedy would clearly be, not to refuse them an education, but to stop sending them back to savagery; but there is good ground for saying it is not true. The best authority states that the percentage of relapses in the number of returned Indians is small. Reports from the graduates of Hampton in quite a large section of Indian country, including 132 in all, show that 4 are wearing blankets--that is, gone back to the outward signs of savagery; 9 are wearing citizens' dress, but behaving badly; 40 are doing fairly well; 72 are doing very well. Apparently no reports are in hand from the other seven."

"A little leaven leaveneth the whole lump," and these figures make it sufficiently clear, that a good work may be done in this way, even under the reserve system. Is it not a reproach to Canada that we have not yet established such schools for our young Indians?

But in the opinion of many there is a more excellent way. The second great issue is that of distribution of the Indians, as opposed to the reservation plan. The best public opinion in the United States is verging rapidly towards the conclusion that the Reserve System is a huge mistake; that it is condemning the tribes to long continued if not perpetual barbarism, instead of hastening the day of civilization and citizenship; that the true way to make men and citizens of Indians as of other people, is to give them the rights, privileges and responsibilities of full manhood and citizenship. Let the Indians be settled on farms of their own, and mixed up with the white population, and all the surroundings of their daily lives will then be so many educating and civilizing influences. It may be well for us in Canada to watch for a little this new movement amongst our neighbors. In the meantime every educational appliance should be brought to bear upon the younger Indians of our reservations, for it is through the children that the work must mainly be done.

Since the foregoing was written we have read with great pleasure an account of what Bishop McLean, of Saskatchewan, is doing and proposing to do for Indian Education, through the medium of Emmanuel College. The *Prince Albert Times* says that it is now proposed to train as large a number of Indians as possible in the college, not simply, as heretofore, for Mission work, but in the ordinary English branches, and in Agricultural Chemistry. The college possesses two hundred acres of good land, and also a good chemical laboratory, and for the last four months lectures on chemistry have been delivered daily, accompanied with experiments.

"The pupils are taught how plants grow—what substances in the soil and atmosphere form their food—how different kinds of crops withdraw from the soil different constituents or different proportions of the same constituent; how therefore the soil becomes impoverished and in need of replenishment from manure; how especially ordinary farm manure ought to be treated as best to preserve its ammonia in full fertilizing vigour, and generally whatever relates to an intelligent cultivation of the soil."

This is as it should be. It is to be hoped that other donominations will not be slow to follow so excellent an example.

The indications seem to be that the projected Teachers' Union for Ontario will become an accomplished fact at an early day. At several important Associations not only have resolutions in favor of such an organization been passed unanimously, but the more practical step has been taken of appointing delegates to attend any meeting that may be called for the purpose of organization. There can be no doubt whatever, that there is a good work for such a union to do, and that, properly conducted, it could be made very useful both to the teachers themselves and to the cause of public education. In fact the two interests are identical. Whatever tends to elevate the status of the profession, by securing better remuneration and greater permanency, cannot fail to improve the character of the work done in the schools, and *vice versa*. Not the least of the many benefits to be expected from such an organization would be the strengthening of the *esprit de corps* amongst teachers. It is to be hoped that every Association will follow the example of those which have already taken the matter up, and that the work of organization may be proceeded with at an early day.

There was much unintentional sarcasm in the sentence which we lately met in an exchange, in which a young teacher, writing to a friend, said: "I am in my school-room; hence you can easily imagine my surroundings without description." The implication, of course, was that all Public School-rooms are so much alike that to be familiar with one is to have a picture of each. But why should this be so? Why should not every school-room have an individuality of its own; something to please the eye and charm the fancy; something in its artistic arrangements and decorations worth describing to a friend? The reason is, we suppose to be found not so much in lack of taste on the part of the teacher as in lack of means for supplying anything beyond the simplest furniture and most necessary apparatus. But why should this be so? Do not teachers ignore a strong force in the development of both taste and morals when they neglect to make the school room, so far as it may be in their power, attractive and even beautiful? Do not parents commit a great blunder when they lavish money in the decoration of fine parlors at home in which their children spend scarcely an hour in the week, and fail to supply means for the tasteful adornment of the schools in which they spend most of their waking, in-door moments throughout the most susceptible years of their lives? The silent influence of beautiful and artistic surroundings will often do more to cultivate and refine the taste than scores of lectures.

The improvement of taste that would result from this constant association of study and learning with agreeable and beautiful surroundings, would be of itself a most valuable factor in education. The vandalistic proclivities of the most reckless users of the pencil and jack-knife, are checked by the prettiness and tastefulness of the articles upon which they are most likely to be exercised. While the unpainted pine-board almost irresistibly invites the whittler's attack, none but the veriest Goth will mutilate a beautiful bit of furniture. A universal instinct compels those who stamp unhesitatingly, with the muddiest of boots, over a naked and not over-clean floor, to use the door-mat before venturing upon one brightly carpeted. A still more important consideration is that the taste for neatness and prettiness once formed, will in most cases attend the pupil through life, leaving its impress upon his person and home in all the future, and contributing in no small degree to the increase of those little comforts and adornments which make the home attractive, and promote domestic happiness and virtue.

THE MODEL SCHOOLS.

We are pleased, but not surprised, that the views of J. L. Tilley, Esq, Inspector of Model Schools, as expressed in his last valuable Report to the Education Department, coincide to a considerable extent with those expressed in these columns before we had seen the report. The weak points in the present Model School system are many and obvious. Mr. Tilley makes several recommendations, which, if adopted, could scarcely fail to improve the character and work of many of the schools. One of the most important of these is that the Principals of all the Model Schools shall be relieved of all teaching duties outside of the Model School department. There were during the last school year 26 Model Schools in which the Principals were relieved from Public School work during the whole of each day, 18 in which they were relieved during half of the day, and 8 schools in which they were expected to teach their own divisions in the Public School the full day, from 9 till 4, and then, after the regular school hours, to give the requisite instruction to the teacher-students.

Another important change advocated is also in the line of the SCHOOL JOURNAL'S suggestions. The Inspector would have the number of Model Schools reduced to about twenty, the Province being divided for that purpose into the requisite number of Model School Districts. This would give an opportunity to select the best schools and the most efficient Principals. It would also enable the salaries of the latter to be increased. This is but a matter of justice and would no doubt have the effect of encouraging and stimulating the work of instruction. It would also tend largely to lessen the frequency of change in the principalship. These changes have been hitherto so frequent as to render good work in many sections impossible. Mr. Tilley makes the very reasonable proposal that the salary of the Principal shall never be less than $1,000 a year.

The system that would promise absolutely the best results would be the abolition of the Model Schools and the establishment of a sufficient number of good Normal Schools for the accommodation of all teachers in training. But the great yearly expense this would involve, which Mr. Tilley estimates at $60,000, renders it, we suppose, impracticable. The time has not yet come when teachers can afford to pay for their own professional training, like aspirants to other professions. The inducements and rewards for Public School teachers will have to be very largely increased before this will become possible. Meanwhile some such plan as that suggested by Inspector Tilley is probably the best attainable. Mr. Tilley does not underestimate the objections to be met, but states them fairly, and shows that, though some of them are of undoubted force, they are greatly overborne by the prospective advantages to accrue from the change. It is to be hoped the subject may receive the consideration its importance demands, both from the teachers and from the Department.

Special.

THE METHODS OF TEACHING BEGINNERS TO READ.

BY J. B. CALKIN, A.M.,
Principal of the Normal School, Truro, N. S.

A paper read before the Nova Scotia Provincial Educational Association.

It has been said by somebody that the man who aims at nothing seldom misses the mark. He who hews a log without purpose or plan makes simply a pile of chips. Definite aim and determinate effort in the line of doing some one thing are essential conditions of success in any enterprise. Educational work is not exceptional in this regard. The teacher should have a well-defined object—a clear conception of what is to be the grand outcome of his work, and he should so build each part that it may sustain proper relations to

every other part and conserve the general symmetry of the whole. I fear that much of the teaching in our schools lacks this definiteness of aim and singleness of purpose. Even where there exists a true conception of the nature of education, there is little co-ordination of means or right direction of individual steps towards the object sought.

OBJECTS TO BE KEPT IN VIEW IN TEACHING TO READ.

Turning now to the subject in hand, it is not unimportant to inquire what should be the leading objects in teaching children to read. It will be readily admitted that the mere ability to read is not to be our ultimate object. In fact, this is in itself of no value whatever. It is not knowledge, but simply a means for the acquisition of knowledge. Many persons possess this means, but derive little benefit therefrom, for the simple reason that they seldom read, or they read what is of little value, or they read in a loose, careless way, without attention or thought. Regarding school education as a foundation on which life's work is to be built, and not as a thing rounded off and finished, reading presents itself as one of the corner stones on which the superstructure rests. Looking at the subject in this light, and independently of these early steps by which the child is taught to name the written word at sight, two distinct objects claim consideration:

1. The child should be so taught that his ability to read shall become to him an effective means for the acquisition of knowledge.

2. The child should be so trained to read aloud that he can convey to others in a distinct, impressive, and pleasing manner the ideas of the printed page.

We should, as a primary aim, qualify the learner to read with the fullest profit to himself, both in silent reading and reading aloud, that he may be able to associate the written word with the thought represented, as well as with the sound of the spoken word.

It is important to lay the foundation of *good habits* at an early stage. To secure this object we must awaken in the pupil an interest in books, and lead him to come to them as a source from which he can both gratify and develop his desire for knowledge. It should be an object so to direct him and cultivate his taste that he shall discriminate wisely in the selection of reading matter, and that he shall enquire into the meaning, inwardly digest, remember and reflect on what he reads. These fruits of priceless value are not of spontaneous growth, but are the products of the most careful and well-directed culture. Nor should this culture be deferred wholly to the more advanced stages. If in the early reading lessons we give the child unmeaning syllables, as in the old-time a—b ab, b—l—a, bla, or even significan words which represent no idea to the mind of the child, he will acquire a habit of listless reading—naming words without receiving or seeking ideas; or, it may be, a complete disgust for an exercise so devoid of interest. Possibly some of us have experimental knowledge of the stupid fashion in which reading was formerly taught. Do not some of us who were nurtured under the old education remember how the impatient teacher with his goose-quill pointed to the letter, and with his sharp "What's that?" followed perchance with something still more incisive, sought to open an avenue for the admission of the unmeaning a b c. Meanwhile the poor, tortured victim twisted and writhed, and was sent blubbering to his seat as a hopeless blockhead. It is said that Garrick could move an audience to tears by repeating the alphabet in school-boy fashion, thus reviving the painful memory of early school-days.

THE CHILD'S FIRST READING LESSONS

should not only be significant, but they should mean something to him. The first lessons should not aim to convey new knowledge, or to enlarge the child's vocabulary, but rather to show him how the objects with which he is familiar may be represented by written characters, to lead him to recognize in the written word the representation of the sound of the spoken word, and also a new symbol of the idea. They should bring before the child the objects and incidents of his own little world. The teacher's ingenuity will be laid under tribute to devise interesting lessons, as well as ways of presenting these lessons, so that they shall become pictures of real life to the young learner. As the learner acquires the ability to read, he should be encouraged in the practice of reading by providing for him supplementary reading matter suited to his ability. The teacher's desk should be furnished with children's magazines and books, so that when the pupil has finished his work assigned, he may be allowed to peruse these as a reward of diligence.

The ability to read so as to profit and please others involves the culture of all those qualities of voice, manner, and expression, which distinguish the elocutionist from the drawler and the stammerer. Success in this direction demands constant effort and vigilance. Throughout every recitation, and in all the speech of the children, we must carefully cultivate those qualities of voice and expression which make reading effective.

In our written language words are made up of separate characters, representing (or as some one has aptly said, *misrepresenting*) elementary sounds. Hence there have arisen various ways of teaching children to pronounce words. There are, at least, five different methods of teaching beginners to read. These are known as the A-B-C or alphabetic method, the phonetic method, the phonic method, the word method, and the sentence method.

The ALPHABETIC METHOD teaches the names of the letters at the outset. Formerly the learner, after getting the names of the letters, was given syllables—first of two letters, as *ab*, then of three letters, as *bla*. When he had named the letters, he pronounced the word as told by the teacher. These syllables were so arranged as to secure frequent repetition of each letter with some one sound, so that the learner was led, in an unconscious way, to discover the power of the letter and associate it with the name and form of the letter. This drill on unmeaning syllables is probably a thing of the past. Significant words are taken instead, and after naming the letters, the child is told what to call the word. As there is generally not the slightest connection between the name of a letter and its sound or power in combination, the child readily obtains the word from the pronunciation of the teacher, and he would learn it just as readily, to say the least, if he were told it without reference to the letters.

The PHONETIC METHOD analyzes the sounds of the language, and forms a new alphabet, with a character or letter for each elementary sound. The spelling of the word then suggests its pronunciation, and the pronunciation is a key to the orthography.

The PHONIC METHOD also begins with the elementary sounds, but it uses the ordinary alphabet. As many of the letters of our alphabet represent various sounds, to avoid confusion the beginner is kept exclusively to some one of these sounds,—the words being selected with this object in view, and when he is familiar with these sounds others are given. Thus, in the first stage, he takes the short sounds of the vowels, and the hard sound of *c* and *g*. New difficulties follow gradually, one at a time, such as the *long vowels*, the dipthongs, and combinations of consonants, as *ch*, *sh*, and *th*.

There are two distinct ways of teaching the sounds. As these are of very unequal merit, the distinction should be carefully noted. One way is similar to the old method of teaching the names of the letters. The teacher points to a letter and gives the sound; the child repeats the sound and associates it with the letter, regarding the sound as the name of the letter. When the sounds have been learned in this way, words are presented for the child to make out.

Opponents of the phonic method always assume that this is the course pursued, and hence their ill-founded charges against it.

The other plan presents a word first,—the name of some familiar object, as *top* or *cat*. Having first presented the object, or a picture of it, and awakened some interest in it by conversation, the teacher writes the word on the board, and states that the word is *top* or *cat*, as the case may be. The children are then made to pronounce the word slowly after the teacher, dwelling on each sound, until they discover that it has three sounds. They are then required to give these sounds separately,—the first sound, the second, the third. Then looking at the written word, the children find that it is made up of three letters—as many letters as there are sounds—a letter for each sound. Naming the first sound again, they are taught to apply it to the first letter, and similarly with the other letters. In this manner the words are first pronounced and analyzed until the children know the sounds, and are able to give them when the teacher points to the letters. They are then set to find out words for themselves. In the first stage, therefore, while the children are learning the sounds, they are not required to make out words from the sounds, but to discover the sounds from the words.

The WORD METHOD gives the word as a whole, in the first stage, taking no notice of the letters of which it is composed. The child having been told the word, pronounces it, finds the same word in other places, thus learning to recognize and name it at sight.

The SENTENCE METHOD at the beginning gives a whole sentence, teaching the child to recognize and read it without specially noticing the separate words.

It is proper to observe that the distinctive features of these five methods pertain exclusively to the earlier stages of reading. Each method, in its own way, aims to bridge over the difficulties which meet the learner at the outset; but by the time the child has finished his primer, they all meet on common ground. The learner is then able to recognize at sight a large number of words which occur frequently, and he has acquired the ability, to a greater or less degree, of making out new words by some occult process which scarcely admits of explanation. New words which he cannot make out he must be told. Again, I would observe that whilst one method may possess features which give it superiority over others in certain respects, successful teaching is much more dependent on qualities that do not belong exclusively or necessarily to any one of the five methods. Energy, enthusiasm, and inspiring power in the teacher are important factors. The child's intelligence and interest must be aroused, and the child must feel that he is not working with dead things, or wandering in the valley of dry bones. The best method may be so administered as to deprive it of all vitality and power. It would be very easy, for instance, to divest the word method or the sentence method of those incidental features to which they owe their success, and yet leave enough to entitle them to their present names, and to all that is involved in the definition by which they are described.

The child may be taught to recognize words and sentences which represent ideas wholly unfamiliar, and which are to him entirely without meaning—mere "words, words, words." Or the lesson may be well selected, but nevertheless be dead, because the teacher lacks life and power to bring the words into contact with the child's intelligence.

VERY EXRAVAGANT THINGS

are said by the advocates of the various methods, each urging for his own method merits which are wholly incidental and may equally well attach to other methods, at the same time abusing these other methods on account of features not necessarily belonging to them. The fact is there are few, if any, educationists who adhere exclusively to any one method. They, perhaps, call their way *word method*, *sentence method*, or *phonic method*, and yet when you analyze their practical course, you find it is, more or less, a mixture of the three. The advocates of the sentence method are probably the most extravagant and unfair in their utterances. And yet this method, as generally applied, borrows so much from the word and phonic methods, and is so dependent on them for its success, and even its practicability as a means of teaching children to read, that it is scarcely entitled to be called an independent method. At a meeting of the New England association of school superintendents, held a few months since in Boston, it was stated that the sentence method was in closest conformity to nature—that it is the method which nature employs in teaching spoken language.

NOTHING COULD BE MORE ABSURD

than such a claim. It strikes one that those who hold such views have forgotten the experience of their early childhood, and that they have either had little intercourse with young children learning to talk, or have profited little by their experience. It would be as correct to say that children begin to talk in paragraphs or chapters, and it would be much easier to prove that they begin to talk in syllables or inarticulate sounds. The fact is that children's early speech consists of separate words—names of familiar objects. When the child enters school, he has made such progress in the use of language that he can talk in sentences, but that does not prove that he takes no account of the individual words which make up the sentence. Separate words are the embodiment of such notions as children gain through observation; the sentence represents the product of thought.

The power of the *sentence method* to appeal to the child's intelligence, awaken his interest, and secure expression, (which are the chief benefits claimed), can be secured equally well by the word method, if it is rightly applied. The words should not be presented detached and apart from their relations with each other, but should be grouped as given. We should first present those that have an independent meaning, as the name-words; then those that cluster around, expressing qualities and relations, thus building up a sentence.

Thus, suppose the sentence is, *Tom spins his top on the floor;* the words should be taken in the following order:—*Tom, top, his, spins, floor, the, on.* These words are then grouped,—*his top, spins his top, Tom spins his top, the floor, on the floor.* Finally the child reads the whole sentence.

The first two or three lessons will probably consist of separate words, but these words should be so related that they shall lead up to a sentence. The child soon accumulates a stock of words which he can recognize at sight; new sentences can then be constructed by making new combinations of old words, with one or two new words.

THE PHONIC METHOD

has some features which give it special advantages over the other methods. It so exercises the organs of speech on the elementary sounds as to promote purity of tone and distinct articulation. It also stimulates and gratifies the natural desire of the child for activity by placing him in a position to find out words for himself. Some persons object to this latter claim on the ground that, owing to the imperfections of our alphabet, the words which children can make out for themselves are comparatively few. The limitation here urged is admitted, and if the objector will show some more comprehensive and effective way by which the learner can find out words for himself, his method should have the preference. The fact is no other method professes to confer this power, or even to

give any ability in this direction. But working within the limitations of the phonic method, the child acquires many words and much power, by which his subsequent progress is assured. As regards words of irregular orthography, the phonic method has no special disadvantages. It aids in finding out some words; other methods none.

ANOTHER OBJECTION

urged against the phonic method is that it does not proceed from the known to the unknown—it gives the sign before the idea. The objector here gratuitously assumes that the sounds of the letters are given first in connection with the letters taken separately, instead of being discovered as already shown, by slowly pronouncing the word and dwelling on each sound. Concerning this plan it has been well said, "as the sound is uttered the pupil sees it to be a part of his familiar word, and consequently an intelligible part. The sounds having been learned in this way, the pupil proceeds to find out new words, and "he may be led to take as much delight in putting these sounds together as in putting his blocks together in any of his constructive amusements."

In my experience there are two serious objections to the use of the phonic method, pure and simple. First, there is great difficulty in the training of teachers to apply it skilfully. Again, in this method children cannot, at the first, make out words fast enough to sustain their interest, and the limitations governing the selection of words interferes with healthful freedom in building up sentences and stories. These considerations, with others that might be named, seem to suggest that the most practicable and efficacious way of teaching beginners to read is found in a combination of the phonic and word methods. And I would not restrict the teacher within hard and fast lines as to how much of one method and how much of the other he should adopt. He must judge of his own power and skill in either method, and of the peculiarities of the children. Some may succeed best in one way; others in another.

I would not say that teaching the names of the letters at first, if done properly, merits the hard things said of it. Certainly the old time plan of teaching the names of the letters from A to Z, then backwards, then promiscuously, followed by the *a, b, abs, b, l, a, blas*, is about as stupid as anything we can well imagine. But if the names of the letters are taught by taking a few at one time, and in connection with familiar words, the words being at once combined into sentences, the names, though giving no assistance in learning to read, may not be an obstacle to progress.

For blackboard lessons with beginners, script letters are preferable to print. The teacher can place the lesson on the board more readily, and the children can copy it on their slates with greater facility. The ability to write acquired thus early is a great assistance in the subsequent school course. Before the children use the primer, they can be readily taught the printed characters by writing the lessons on the board in both forms. The child will then first read the script and afterwards the printed lessons.

Examination Papers.

SOUTH GREY PROMOTION EXAMINATION.

GEOGRAPHY.

CLASS III. TO IV.

1. Name the general boundaries of Asia, Pacific Ocean, Dominion of Canada, Mexico.

2. Name (1) the extreme points of the mainland of North America, (2) its five largest rivers, giving general direction and the ocean into which each empties, (3) its five largest gulfs or bays, giving position of each.

3. What town or city at the mouth of each of the following rivers, and in what province or territory is each situated? Ottawa, St. John, Assiniboine, Fraser.

4. Define Map, Eastern Hemisphere, Tropic of Cancer, First Meridian, Longitude.

5. Through what rivers or canals, and across what lakes would you pass in going from Manitoulin Island to Montreal? If you went by railway from Owen Sound, over what roads would you pass?

ARITHMETIC.

CLASS II. TO III.

1. Write 3267, 98345, 700006, 308090, in words.

2. Write eight thousand six hundred and forty-five, twelve thousand and six, seven hundred thousand and twenty, in figures.

3. Add the following: 83675, 684, 2325, 3678, 91899, 77, 313143.

4. From 869009 take 286134; and from 480103 take 219455.

5. Multiply 365179 by 7. Divide 383467 by 9.

6. A man has $2000; his brother has $360 less; they put their money together and buy a farm of 123 acres, at $30 an acre. How much money will they still need to pay for it?

7. $84362792 \div 87$.

(Correct answers expected. Work must be given).

COMPOSITION.

CLASS II. TO III.

1. Add verbs so as to form a complete sentence, stating what the following do:—1. The birds.... 2. The clock.... 3. The wind.... 4. The plants.... 5. The horses....

2. Write five sentences, each containing an adverb, *two* of *time*, *two* of *place*, and *one* of *manner*, using the verbs go, call, walk, see, study.

3. Use pronouns instead of the words in italics, writing the whole extract: The girl began to feel more calm, and the captain told *the girl* that *the girl's* mother wanted to ask *the girl* a few questions. The girl's mother now went up to *the girl* and said, "*the mother's* child, don't *the child* remember *its mother?*" The girl said, "No, *the girl* does n ot."

4. (*a*) Describe Owen Sound by answering the following questions, each answer to be a complete sentence. 1. What is it? 2. Where is it? 3. What railway runs to it? 4. On what bay is it situated?

(*b*) Put these sentences into one complete sentence.

DRAWING.

CLASS II. TO III.

Rulers not to be used.

1. Draw a vertical line $1\frac{1}{2}$ inches in length, through its upper extremity draw a horizontal line $1\frac{1}{2}$ inches in length, bisected by the vertical; through its lower extremity draw a horizontal line $\frac{3}{4}$ inch in length bisected by the vertical. On these lines draw a tea-cup, with handle of curved lines to the right.

2. Draw a portion of a picket fence, 3 inches long and $2\frac{1}{4}$ inches high, showing the lower horizontal board twice the width of the upper horizontal board; four pickets to an inch, each picket twice as wide as each space, finish at the top as you like.

3. In light-line squares of not less than one inch to a side, outline: 1. A cube; 2. a cross; 3. four over-lying squares formed by joining the centres of the sides of each outer square.

DICTATION.

CLASS II. TO III.

Gage's II. Reader.

1 The ostrich lives in Africa.

2 The carpenter joins pieces of wood together.

3. Caught a young gray squirrel in the woods.
4. When the night is beginning to lower.
5. The violets courtsied and went to bed.
6. The fierce dogs lying in front of their kennels.
7. Sedate parent expressed some surprise.
8. Whisking his tail respectfully.
9. There rolled a turbulent wave.
10. Cut the rope in two with her scythe.

Pleasant, February, breakfast, occupations, scissors, caterpillar exquisite, believe, knowledge, apology.

(50 marks—3 off for each mis-spelled word).

LITERATURE.

Class III. to IV.

Gage's Third Reader.

1. Explain the words and phrases in italics in the following:

(*a*) *Several changes* have been made in the *government* of *the country* during the *British period*. After the *capture* of Quebec in 1759, by Wolfe, and the *surrender* of Montreal in the following year, the country was ruled by *military law* until it was formally given up to the British in 1763.

(*b*) Two children were left *forsaken*,
All *orphaned* of *mortal care*;
But with *spirits too close to heaven*
To be *tainted* by Earth's *despair*,—
Alone in *that crowded city*,
Which shines like an *Arctic star*.
By the banks of the frozen Neva,
In the *realm* of the mighty Czar.

2. Give Wolfe's Christian name. Who opposed Wolfe? Distinguish *formally* from *formerly* From what nation did the British take the country? In what country is that crowded city? What other meaning has *spirits*?

3. Write the following sentences, using the proper word from those in the parentheses:

(*a*) You will find the (bass) (base) fiddle (lying) (laying) at the (bass) (base) of the (statue) (statute).

(*b*) The weary painter (through) (threw) down his (palette) (pallet) and flung himself on his (palate) (pallet) of straw.

(*c*) He saw a (horde) (hoard) of gipsies with a (grate) (great) many horses.

GRAMMAR.

Class III. to IV.

1. State to which part of speech each word in the following belongs. (Arrange in columns).

The white man far away must go,
But ever in his heart will bear
Remembrance of the negro's care.

2. Write the plural of sky, day, monarch, church, has, moves; the possessive singular and possessive plural of lady, child, father-in-law, who, I; the comparative and superlative of ill, many, six, beautiful, out; the past tense and past participle of the verbs go, be, see, lie.

3. Divide the following sentences into subject and predicate, and parse the words in italics:

(*a*) *On* the bank of the *little* river *stood* the noble *general*.
(*b*) Where did *you* go yesterday?
(*c*) *Quietly* he placed the book on the shelf.
(*d*) In the wagon he placed eight *strong* men, well armed.
(*e*) John, tell Martha, the house-maid, to come in.

4. Correct the following:

(*a*) Did you see Marys books.
(*b*) James is the elder of the three.
(*c*) Robert and John is in town.
(*d*) He bought three pound of sugar.
(*e*) Mary has wrote three lines very quick.

5. Define Number, Transitive Verb, Phrase, Predicate, Object.

Practical.

TEACHING ORTHOGRAPHY.

Each word has a physiognomy. Some words have plain faces, some have features peculiar to themselves; at all are learned, not by describing them orally, but by using our *sense of sight*. Words of as many letters as they have sounds may be learned by seeing and pronouncing them. If the teacher dictates such words as *paper, lamp, pencil*, etc., and carefully pronounces every sound, they will be written correctly. But the number of such words is comparatively small in English. Other words in which the number is greater than that of their sounds, as *book, street, slate, ring*, etc., will have to be observed more closely, and oftener, by the young learner. In order to make the peculiarity of these words out, and strike the attention, it is well to mark them thus: book, street slate, etc. This should be done on the board. Such words as separate, eulogy, forfeiture, gayety, etiquette (I take a few out of the multitude haphazard), are often misspelled. If marked on the board as indicated, and left there a few days, it may be safely said that their peculiarities will be remembered or recalled.

The secret of vivid knowing is vivid seeing. If every spelling lesson is conducted according to the principle that we learn orthography more through sight than through the sense of hearing, I am sure we shall find little difficulty in obtaining good results. In higher grades, words may be grouped according to rules, but no rule should be given; it should invariably be discovered by the pupil. If the teacher put the following words on the board in a column, *pavement, amusement, chastisement, achievement, infringement*, etc., and opposite to these in another column, such as *judgment, abridgment*, and others, it will not be long before the pupils have discovered why the final *e* of judge, for instance, in the second column is dropped. This is mixing in a little brains in the otherwise dry study. At every stage of the course, however, this paradox remains true: "The more crayon a teacher consumes, the better her instruction."—*Hon. Leroy D. Brown, Ohio, in the American Teacher.*

A POINT IN PUNCTUATION.

The following sentence is correctly punctuated:—

"*The tendency of poetry is to refine, purify, expand, and elevate.*"

When a series of words are connected by conjunctions and the conjunctions are not all expressed, it is a common error to suppose that because the conjunction is expressed between the last two words of the series, no comma is needed there.

The error arises from supposing that the comma takes the place of the conjunction. Such is not the fact. Commas are used to mark slight breaks in the thought, whether they are caused by the omission of words, or in some other way. When the mind reads a sentence like the one above, it recognizes the same connection *in thought* between all the words of the series. The omission of the comma between the first two,—thereby causing a break,—places all the rest of the words in the series on the same footing, whether the conjunctions are expressed or omitted.

This is the teaching of the best authorities on punctuation, including Wilson.—*J. P. W., in National Educator.*

From the different States comes occasionally the cheering news that such and such schools have abolished the examination fetich. Let the good work go on. More teaching and less cramming for useless examinations. For years the horrible Juggernaut of examination has done its best to crush the progressiveness of teachers and the mental growth of pupils.—*Iowa Central School Journal.*

Educational Notes and News.

A new school-house is being erected at Belmont.

Arbor Day was observed in Winnipeg as a general holiday.

New Public Schools are to be built in the south and west wards of Orillia.

Queen's College *Journal* has just closed its thirteenth year of publication.

The residence of H. B. Spotton, of Barrie Collegiate Institute, was recently burned.

Dr. Dwight, of Yale Theological Seminary, has been elected to the Presidency of Yale College.

Dr. Fleming has been again elected to the Chancellorship of Queen's University, Kingston. This is the third time Dr. Fleming has been thus honored.

The next session of the Oxford Teachers' Institute will be held on Thursday and Friday, June 3rd and 4th, in the assembly-room of the High School, Woodstock.

Industrial education can be made of great service as an aid to intellectual activity,—as a harness, in which to break the coltish mind by applying knowledge to life.—*Journal of Education.*

Harvard College has been sued for $50,000 by Dr. Almon Brooks, of Chicago, whose son was disfigured for life by sulphuric acid taken into the mouth during experiments under direction of the professors.

Prof. T. H. Rand, M.A., D.C L., has been appointed Principal of the Woodstock College Baptist) *vice* Principal Wolverton, who has resigned, but accepted a professorship in the college without decrease of salary.

Charles Brent and J. J. McKenzie, of St. Thomas, H. Harvey, of Malahide, and Neil Stanton, of Aldborough, all students of St. Thomas Collegiate Institute, and John Youwell, of Port Burwell, are writing for the degree of B.A. at Toronto University.

The following is a sample of notes the SCHOOL JOURNAL is constantly receiving :

TENNYSON, May 21, 1886.

Received the premium all right. Am well pleased with its contents. Yours respectfully, IDA CROUCH.

The nobility of a teacher's occupation is a theme which is frequently sounded, particularly by teachers themselves. But we shall never impress the world with the dignity of our profession until nobility becomes apparent in our lives and characters.—*W. B. Harlow, Syracuse, N. Y.*

A joint convention of the Teachers' Institutes of Hamilton and Wentworth is to be held in the Court House, Hamilton, on Thursday and Friday, 10th and 11th of June. An interesting program is provided, including a series of addresses on the subject of Reading by Prof. Neff, of the Philadelphia School of Oratory.

The "*Macpherson*" *Prize* offered at Queen's University, Kingston, for the best essay on the "Influence of Britain in India," has been adjudged to Mr. William Burns, Assistant Master, Brampton High School. This gentleman will be remembered by most of our readers as a contributor to our paper of a series of Drawing papers during the past year.

An effort is being made to raise the sum of $40,000 to enlarge and improve the buildings of the Woodstock Baptist College. The plans include a new building to cost $27,000. A considerable part of the sum required has already been secured, and, conditional upon the whole amount above named being raised, the college has the prospect of a munificent endowment from the Hon. William McMaster, of Toronto.

A writing machine for the blind has been patented by Mr. Wm. H. Perkins, of Owensborough, Ky. This invention provides a machine for writing more rapidly in embossed characters, by puncturing sheets of paper, than can be done with the usual hand slate and stiletto, and so that the embossed characters will be formed in the order in which they are read, in accordance with the code of characters.—*Type Writer.*

The Indians on the Yankton reservation in Dakota celebrated Arbor Day by setting out one thousand forest trees on the campus of the Government Industrial School, and the boys at St. Paul's Mission School planted a fruit orchard. These Indians are said to be settling down to farming this season more generally than they have done heretofore, and a correspondent recently counted nine teams ploughing on a ten-acre tract. They work in bands, cultivating each man's tract in turn.—*Christian Union.*

When a child can be brought to tears, not from fear of punishment, but from repentance for his offence, he needs no chastisement. When the tears begin to flow from grief at one's own conduct, be sure there is an angel nestling in the bosom.—*Horace Mann.*

We are requested to state that an Art Class, similar to that held heretofore at the Normal School, Toronto, will be opened in the Parkdale County Model School on Monday, July 12th, 1886, at 9 a.m. Teachers desirous of attending this course (three weeks) will please send names and addresses to J. A. Wismer, Parkdale P. O., Ont., as soon as possible, when full information will be sent them by mail. The examination for Primary Grade Certificates in April, 1887, will be open to teachers who attend this course.

"I may add that since out-door recesses have been abolished we have observed the following beneficial results:—1. A decrease of more than 50 per cent. of the cases of discipline and a corresponding improvement in the moral tone of the pupils. 2. A large decrease in the frequency and severity of colds with which pupils have been afflicted. 3. Resulting from the above, more regular attendance at school. 4. The pupils spend more time in the open air than before."—*C. W. Carroll, in the Ohio Ed. Monthly.*

The wisdom and good sense of the Chicago Board of Education should serve as a pattern. They appreciate the value of good school work, and are willing to pay a decent sum for the same. At a recent meeting they raised the salaries of teachers, giving the superintendent $4,200; two assistants each $3,500; special superintendent of German, $2,000; special teachers in music and drawing, $1,900; three principals of High Schools, each, $2,400; nine assistants at $2,000; two at $1,800, and four at $1,600.—*Central School Journal.*

An eminent German said to me the other day: "Whatever we are in arms, in art, in commerce, in industry, in political power; whatever may be our strength as an Empire,—we owe to German education." And so the future of England depends on English education; and that man who wants to check, or lower, or degrade education,—to crib, cabin, or confine it,—does not understand the destinies of his country, and is hardly worthy to be called by the name of Englishman.—*Mr. A. J. Mundella: Address to the British and Foreign School Society.*

Queen's University, at its recent commencement, conferred the honorary degree of Doctor of Laws upon the Rev. S. T. Rand, the somewhat eccentric but talented and indefatigable volunteer missionary to the Micmac and Malisee Indians of Nova Scotia. Mr. Rand is almost wholly self-educated, yet at one time he was able to speak and write thirteen different languages. A few years since Mr. Rand wrote a Latin translation of the well-known hymn "Rock of Ages," which was highly complimented by Mr. Gladstone, who, it is said, pronounced it better than his own version.

The Standard Thermometer Co., Peabody, Mass., have prepared a thermometer for school, office, and home use, of high merit and entire accuracy, which is for sale in all parts of the country by Fairbanks & Co. The temperature is registered on a dial face like a clock, and can be read from all parts of a room, the plain numerals being as legible as any clock-dial of the same size. The accuracy of the new method of determining temperature is vouched for by Prof William A. Rogers, of the Harvard University Observatory; Dr. Leonard Waldo, of New Haven, Conn., and other eminent authorities.

The great refracting telescope for the Lick Observatory is nearly completed. The two great discs of glass that will form the lens are about finished; valued at $25,000 each. If injured they could not be duplicated within the next six months for millions of money. Five years ago the order for casting them was given to a Paris firm, and, after repeated failures, last fall they were sent to Alvin Clark, the eminent telescope maker of Cambridgeport, Mass. The lens is 36 inches in diameter, and when completed will weigh about 700 pounds. The process of polishing the lens has reached the period when the removal of the merest trifle too much would result in their ruin. The work of polishing is done by the hand, rubbed with rouge. It is estimated that the power of this great lens is such that the moon 240,000 miles away, when seen through it will appear less than 100 miles distant. With the superb telescope, the superior location of the observatory, and the skilled direction of Prof. Holden, we may confidently predict results of eminent value in the domain of astronomy.—*Central School Journal.*

School work and responsibility do not end with the development of ability to do good intellectual work. There is further demanded a well-matured desire to know the best things, and a desire to learn them in the best way. It is this latter part of the work that must be insisted upon, especially in these days when methods of intellectual effort have attained such momentum. The old-time country school furnished the scholastic desire without training in any methods; and the modern school, with all its methods, will come into disrespect if it neglects to supply as keen a desire as was imparted to our fathers upon the hillside.—*The American Teacher.*

The Whitby Collegiate Institute took a somewhat new departure, and one which may be worthy of wide imitation, in having a May-day celebration this year. Principal Embree explains the objects aimed at as follows in a letter to the *Chronicle*: "I have frequently observed that the eagerness with which our youth engage in competitions of any sort is generally proportioned to the intrinsic value of the prizes offered for competition. The spirit which induced the old Greeks to engage in contests for a simple garland of olive or laurel seems to be wanting in our day. However excellent in itself a game or amusement may be as a means of exercise or recreation, it fails to attract until it becomes associated with money-making, or with some sort of gambling. It is with a view to counteract this evil tendency and to encourage the celebration of true manly and womanly qualities that the May-day ceremonies have been introduced. The girls elect as May Queen the one whom they consider most worthy of their esteem, and the boys in like manner elect the Dux—the highest womanly and manly qualities respectively being alone considered in making a choice. Those who receive the suffrages of their fellow-pupils are awarded only a simple badge in addition to a floral wreath and wand, but they receive also books or other gifts which they present to those of their fellow-pupils whom they think most deserving. The same qualities which gave the donors their election are supposed to determine the choice of the recipients of the gifts. On the occasion no gifts were made to the pupils of the divisions from which the Queen and Dux were elected, the honor being thought sufficient. The presents were supplied this time by the teachers; perhaps on a future occasion others may be disposed to assist, if the aim sought commends itself to their judgment."

The National School of Elocution and Oratory, of Philadelphia, are to hold a summer session at Grimsby Park this year. It will be their twelfth season,—fifth in Canada,—will commence July 1st and end August 11th. The course of instruction is complete in all the branches of elocution, and each member of the Faculty is a specialist in his department. Mrs. J. W. Shoemaker takes Gesture and Dramatic Reading; R. O. Moon, Expressive Reading and Extemporaneous Speech, John H. Bechtel, Orthoëpy and Conversational Reading, and George H. Makuen, B.A., Voice Culture and Modulation. The support last year was not so satisfactory as it should have been, in fact, not sufficient to justify a subsequent visit, but so many throughout the Dominion have, since then, seemed specially anxious for the re-appearance of the school that the proprietors finally yielded to their requests. Among these are a large number of teachers and clergymen, who have promised their influence and assistance. We have always endeavored to show American teachers that there is a cordial welcome awaiting them in the Dominion whenever they favor us with a fraternal visit, and we are particularly bound to encourage those from whom we can learn something that will improve our educational efforts. The notably high reputation of the Philadelphia National School of Elocution and Oratory is sufficient in itself to warrant a satisfactory return for time and money spent in acquiring a knowledge of the branches taught therein, and needs not the commendation that we would feel inclined to give the institution. When the advantages of a short course in an important and elegant art are brought within easy reach of our teachers, and, at the same time, the confined atmosphere of the school-room is exchanged for the salubrity of climate and beauty of location to be enjoyed at Grimsby Park, we feel it our duty to recommend the summer session about to be held. Some special arrangements for students have been made as regards course of tuition, hotel accommodation, etc., about which it would be advisable for those who intend trying the course to write the secretary, Mr. J. H. Bechtel, 1416 Chestnut Street, Philadelphia, Pa.

GENERAL REPORT OF THE SCHOOLS OF PRINCE EDWARD ISLAND FOR 1885.

The Annual Report on the Public Schools of Prince Edward Island for 1885 is before us, and we must congratulate Mr. D. Montgomery, Chief Superintendent of Education, on the efficient state of the schools under his charge and the progressive condition of education in the insular province. The prominent features of improvement are thus summarized:—1. A steady increase in the average school attendance. 2. The greater degree of regularity with which the schools are kept in operation throughout the year—the grand total days' teaching for the whole Province being 2,100 in excess of that for the previous school year. 2. The well-marked improvement on the part of candidates from the Common Schools at the Provincial Examinations. 4. The readiness and intelligence with which the teachers adapt themselves to improvements in the school curriculum. 5. A greater demand for efficient teachers, and a greater desire on the part of school trustees to retain the services of competent instructors when once employed. 6. An increase in the number of schools in operation during the year. These points are worthy of consideration as forming the elements of a successful school system, and plainly indicate that P. E. I. is in the front rank as regards educational matters.

The number of schools is not large, being 435, employing 494 teachers—271 men and 223 women—and, under the efficient supervision of two school inspectors, combined with the decided advantage of the personal inspection of the advanced schools by the Chief Superintendent, it is not surprising that decided progress should be made. The schools are ranked according to the result of examinations made on the Inspectors' and Superintendent's visits, and as the standard is raised or lowered so is the salary of the teacher increased or decreased. This plan keeps the teacher alive and gives an impetus to the school, which, if it does not develop cramming, is productive of the best results.

Judging by the course of study for teachers and the papers set them at examinations, the standard is second to none in the Dominion. Out of 267 candidates who wrote last year for entrance to the Provincial College and Normal School, 125 were successful, showing that this examination is a severe test. Five months' training is given in that institution, and an examination is held at the end of the term for the three grades of the teachers' licenses. No one can teach in the Public Schools without this Normal training and the possession of a license.

Salaries are not placed at an exorbitant figure considering the qualifications required of the higher classes. They are as follows:

Grade	*Highest.*	*Lowest.*	*Average.*
Male Teacher, 1st class..	$900 00	$265 00	$430 29
Female " " "	350 00	220 00	286 96
Male " 2nd "	450 00	225 00	282 33
Female " " "	400 00	180 00	221 84
Male " 3rd "	450 00	180 00	220 20
Female " " "	300 00	130 00	170 20

In connection with this, it must be observed that if a first-class teacher has charge of a second-class school he is paid a salary commensurate with the grade of the school,—that is, receives second-class salary only. The salaries are made up by a statutory grant, according to grade, and a local or supplementary amount voted by the inhabitants of the school district, which is collected by the secretary-treasurer, and this "supplement" is increased by a like amount granted by the Local Government.

The outbreak of smallpox epidemic in the Island caused the suspension of school affairs for a short time, and necessitated closing Prince of Wales College and Normal School and the Public Schools. This unfortunately occurred when the attendance in all the schools was at its highest and school affairs most flourishing.

Although male teachers are in the majority on the Island, the experiment of giving a lady the principalship of the largest Public School in Charlottetown has been tried with much success. Miss Emma Barr is eminently qualified for the position, and we note the result with pleasure as an example of what may be done similarly in the other provinces with equal satisfaction.

The total expenditure for education in P. E. I. last year was $145,598 60, of which the Government expended $109,316.85, and $36,281.75 were voted by the school districts.

Question Drawer.

QUESTIONS.

Please explain what is meant by the term Thirty Years' Purchase. And give the solution of the following question No. 125, (Examination papers, Kirkland & Scott's edition of H. Smith's Arithmetic).

How many years' purchase should I give for an estate, so as to get 3½ per cent. interest for my money? Answer given is 30 yrs. Is that correct? J. S., Newmarket.

I wish to study short-hand writing in as short a time as is possible, and without the assistance of a teacher. What book had I best procure? TEACHER, Ennismore.

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1. Why are the following sentences correct? "I took it to be her." "Whom do you imagine him to be?"

2. In what number of Macmillan's Magazine was a sketch of the life of the late J. R. Green given?

3. Where does Paxton Hood, author of the "Life of Cromwell," live? What is his profession?

4. Are Cowper's letters published in book form? If so, who is the editor of the volume?

5. What is the Literature for 1st C for 1887? "SAUGEEN."

Editor CANADA SCHOOL JOURNAL.

DEAR SIR,—Please answer the following in your next issue:—

1. Who is Gladstone? What office does he hold? What is his religion?

2. Who is Premier?

3. What office does Mr. Disraeli hold?

4. What is necessary in order that a bill may become law?

5. To what church does Victoria belong?

6. Who are the Parnellites?

7. Name the teachers' holidays.

8. How are the phrase exercises in the Second and Third Books to be used?

9. Is there to be a paper set in drawing next July?

10. Of what is Parliament composed? Give the duties of the two houses.

11. Who is Governor-General of Canada at present? What are his duties?

12. I hold a Second Class non-professional certificate, and have been trained at a county Model School. How long may I teach?

Lawrence, May 19th, '86. M. G.

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1. Show how the Latitude of a place is determined, and give Latitude of New York, Toronto, Montreal, Florence, Cape of Good Hope.

2. Explain how to find the Longtitude, and give the Longitude of Ottawa and Bristol (Quebec). A SUBSCRIBER.

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1. A piece of sheet iron is three feet long, and two feet wide. It is required to make it into a tube, having one end twelve inches larger than the other. What must be the length and end diameters of the largest possible tube which can be cut from the above piece of sheet iron?

2. Inscribe an equilateral triangle in a given circle? ARICHAT.

ANSWERS.

J. S., Newmarket. "Thirty years' purchase," means a sum equivalent to thirty years of the income of the property in question, or thirty years interest on the investment. The answer to the question quoted by J. S. is clearly correct, since $30 \times 3\frac{1}{3} = 100$, *i.e.*, the interest on any sum at 3⅓ per cent. per annum, will in thirty years be equal to the principal. This reckoning is of course at simple interest.

TEACHER, Ennismore. We can hardly take the responsibility of giving a direct answer to your question. There are so many competing systems and methods, that no one but a short-hand expert could be qualified to give an opinion, and even experts will not be found to agree on the point. Isaac Pitman's is, we believe, the most popular system in use, but we do not know that it is most easily acquired; McIlwain's claims to be very easily mastered. Isaac Pitman's is a good system. We presume a question addressed to Bengough's Shorthand Bureau, Toronto, would elicit a courteous answer from a good authority.

SAUGEEN. 1. See Mason's English Grammar, §394, page 157. 2. Can some reader give the answer?

3. Rev. Edwin Paxton Hood, author of "Oliver Cromwell," and numerous other works, is a minister of the Independent denomination, and lives and preaches in London, England.

4. McMillan & Co. publish in their Golden Treasury Series, an edition of Cowper's Letters, edited by Rev. W. Benham, Rector of St. Edmund. An edition is also published by the Religious Tract Society of London, England. Name of editor not given.

M. G., Lawrence:

1 and 2. William Ewart Gladstone is Prime Minister, or Premier, or Leader of the Government in Great Britain. He is a member of the Established Church of England.

3. Mr. D Israeli has been dead several years. He was for many years leader of the Conservative or Tory party in England, sometimes as Premier, sometimes in opposition.

4. It must be read a first, second and third time in the Houses of Parliament. Of course, it can be read only when there is a majority in its favor.

5. To the Established Church.

6. The Parnellites are the Irish representatives in Parliament who follow the leadership of Mr. Parnell, who is the great champion of "Home Rule" for Ireland.

7. See the preface to Second Reader, sixth paragraph.

8. In England of the House of Commons and the House of Lords. In Canada, of the Commons and the Senate. It would take too much space to answer the second part of the question fully. Most school histories contain the information. In both countries the members of the Commons are the elected representatives of the people, and have the control of all the public moneys.

9. Lord Lansdowne. He is the representative of the Imperial Government, and the medium of all communication therewith. He opens and prorogues Parliament, etc.

To the Editor of the CANADA SCHOOL JOURNAL:

Allow me space for a brief reply to "H's" letter in the Question Drawer of May 1st. He has pointed out my error in saying that any number of correct answers could be obtained for the problem under discussion. It is true that only one answer satisfies the conditions of the problem. Nevertheless the point of my criticism is not affected by this oversight. My contention was, and is still, that none of the four solutions in the JOURNAL of March 1st reach the conclusion that the man does twice as much work in a day as the boy by logical reasoning. In the first three solutions given this fact is assumed with scarcely an attempt to show on what ground the assumption is made. The writer of Solution No. 4 shows an appreciation of the point of difficulty in the problem, but trips in his reasoning. Taking the first *b* from his 1st series does not make the two series similar, for it can easily be shown that the 1st series must end with *b*, and the 2nd with *m*. In either case, at the end of any even number of days the same work would be done, therefore the work must be finished in an odd number of days; and therefore, when the boy does the first day's work, the boy must also have the last day in which to finish the work. So also, when the man takes the first day, he must likewise finish the work on the last day. It remains to be shown that the boy will, of necessity, require the whole of the last day to finish the work, or that the man will finish it in exactly half of the last day. By a process of "guess and trial" one may easily convince oneself that this is true, but it is quite another thing to obtain the fact by reasoning from the data of the problem.

T. W. S., Langford.

Literary Chit-Chat.

A series of essays, by the author of "Recreations of a Country Parson," will shortly be published by Randolph & Co., New York.

"The Peasant and the Prince," by Harriet Martineau, with notes, will be published in June by Ginn & Co., of Boston, as one of their admirable series of Classics for Children.

Mathew Arnold, of England, is coming to the United States this month, and will give one address, "A Last Word About America," in three or four of the leading cities.

Mr. Grant Allen, who has attained some celebrity as a writer of fiction and of popular scientific books in England, is about to recruit his health at his father's house, near Kingston.

Students and scholars will be interested in learning that a translation of the "Politics of Aristotle," by the well-known classical scholar, Professor Jowett, has just been published at the Clarendon Press.

Ginn & Co., of Boston, are to publish, July 1st, "Plutarch's Lives," edited by Edwin Ginn, in their series of Classics for Children; also "Gulliver's Travels," edited with notes for schools, about same date.

Dr. Lyman Abbott has prepared a new book on the life and career of John B. Gough, entitled, "Platform Echoes, or Living Truths for Head and Heart." It will be published by subscription by A. D. Worthington & Co., Hartford, Conn

D. C. Heath & Co., Boston, have just published Dr. Paul Radestacks "Habit and its Importance in Education," an essay in Pedagogical Psychology, translated by F. A. Caspari, and with an introduction by G. Stanley Hall, Ph.D., Professor of Psychology and Pedagogy, John Hopkins University.

Rev. E. P. Roe has, it appears, temporarily abandoned fiction and is devoting his pen to agricultural and horticultural disquisitions. In the June number of Harper's Magazine, he gives some practical advice in regard to the enjoyment of "The Home Acre," dwelling particularly on the cultivation of grapes, peaches and plums.

The number of prettily printed and utterly twaddling little books of rhyme brought out in these days, says the New York *Tribune*, is something calculated to rouse the most stolid reviewer to frenzy. What literary America particularly needs is a school of critics who will promulgate the doctrine that, while commonplace prose can be patiently, if sadly, endured, commonplace verse is criminal, and has no appointed niche in the economy of nature and life.

D. C. Heath & Co., Boston, will publish about June 1, a new and enlarged edition of "Common Minerals and Rocks," by W. O. Crosby, Assistant Professor of Mineralogy and Lithology, Mass. Institute of Technology. The addition is nearly equal in amount to the original book, and is on the subject of Petrology. It is illustrated by forty figures, which add very materially to the clearness and value of the text. This little volume is not merely a guide to teachers, but it is also a simple and logical presentation of the leading facts and principles of structural geology, and is well adapted for class use.

Vols. III. and IV. of "Italy and Her Invaders," by Thomas Hodgkin, Fellow of University College, London, and Hon. D.C.L. of Durham University, have just been issued at the Clarendon Press, Oxford. Vol. III. treats of the Ostrogoth Invasion, and Vol. IV. of The Imperial Restoration.

A revised edition of Sir John Fortescue's "Governance of England, or, The Difference between an Absolute and a Limited Monarchy," by Charles Plummer, M.A., is announced. "The Theory of the State," by I. K. Bluntschli (authorized English version); "Selected Homilies of Ælfric," edited by Henry Sweet, M.A. (the first of a series of Reading Primers containing extracts from Old English); "Hints and Helps for Latin Elegiacs," by H. Lee-Warren, M.A., late Fellow of St. John's College, Cambridge; "Byron's Childe Harold," with notes, by H. F. Tozer, M.A.; "The Andria of Terence," with notes, by C. E. Freeman, M.A., and Rev. A. Sloman, M.A.; Book I. of "Ovid's Tristia," by S. G. Owen, B.D., are amongst other late publications of this prolific press. A work of peculiar interest to Oriental scholars will be the "Fragmenta Herculanensia," a descriptive catalogue of the Oxford copies of the Herculanean Rolls, together with the texts of several papyri, accompanied by facsimiles, edited, with introduction and notes, by Walter Scott, M.A., Fellow of Merton College, Oxford.

Teachers' Associations.

West Victoria.—Met in Woodville on the 6th and 7th of May. The attendance of teachers was large, and the interest manifested throughout showed this to be one of the most successful conventions yet held in West Victoria. Messrs. J. J. Tilley, I.M.S., and J. H. Knight, Inspector of East Victoria, were present. Mr. H. Reazin, President, occupied the chair. After the roll was called, Mr. Reazin gave an interesting address on "Entrance Examinations," contrasting the standing of High Schools before these examinations were held with the present standing. Mr. McFarlane took his subject "Geography." He pointed out the necessity of teaching the geography relating to our own country first, then that of the Mother Country. He was followed by Mr. Ross, who read a neatly arranged paper on "School Management." He gave many useful hints to teachers commencing work in a new school. Interesting discussions followed each subject. At 1.30 p.m. convention re-assembled to transact business. Election of officers:—President, Mr. Reazin; vice-president, Mr. Pomeroy; secretary-treasurer, L. Gilchrist; managing committee, Messrs. Bingham, McFarlane, Ross, Morris, and Rennie; auditors, Messrs. Atkinson and Pearce. On motion it was decided that the next convention be held at Fenelon Falls some Thursday and Friday in September, to be decided by the Managing Committee. Mr. Weir was asked to take his subject "Algebra." He gave some neat solutions of questions involving symmetry from a paper set for third class examination. An interesting discussion followed. Mr. Tilley gave an excellent lecture on "Fitch, chap. IV." He took "discipline" as the basis of his remarks. He regarded "expulsion" as almost unnecessary, and recommended kindness to win the "good will of a refractory pupil. In the evening Mr. Tilley delivered a public lecture in the Spencer Hall on the subject "Plea for National Education." The hall was comfortably filled, and the lecturer listened to with wrapt attention. Selections of vocal and instrumental music were rendered by some of the teachers and others present.

Second Day.—At 9 a.m. convention re-assembled. In the absence of Mr. Morris, Mr. Robertson, of Canada School Journal, Toronto, kindly consented to take the subject "Music." He gave a brief explanation of the Tonic Sol-fa system. Mr. McIlvaney was asked to take his subject "Physics." He showed the progress made in this important subject, and gave many hints as to the best methods of teaching it in Public Schools. Mr. Tilley next gave a practical lesson to a class on "Developing Fractions" He illustrated his method of teaching this subject by means of objects and allowed the class to do the work. Mr. Knight, Inspector of East Victoria, followed with an interesting lecture on "Music." He recommended that music be a chief factor in the exercises of the school, also that the selections made be such as have a good moral attached. His lecture was nicely illustrated by selections on the organ. Mr. Tilley next took the platform and delivered an excellent address on "The Aims of the Teacher." He held that the teacher should ever have before him aims that would tend to elevate the minds of the children of the section in which he teaches. He advised teachers to visit the parents, to keep them interested in school work. After a vote of thanks was tendered to Mr. Tilley and Mr. Knight for their valuable assistance the convention adjourned.

H. Reazin, President.
L. Gilchrist, Secretary.

North Gower.—The first meeting of the North Gower and Marlborough Teachers' Local Institute was held in the Public School building at North Gower village, on May 14 and 15. On the whole, the attendance was much larger, in proportion, than at the County Associations, and considering the busy season, the attendance of visitors was also large. The papers read were of a high order, equal to those generally produced at county meetings, and elicited warm and interesting discussion throughout. In fact, the meeting was a real success, and demonstrated the expediency of holding local institutes. Mr. Snirle, P. S. I., Carleton County, took an active part and contributed very much towards the success of the meeting. The President, Mr. J. H. Moffatt, read an excellent paper on "The Importance of Physical Education." The following resolution was carried unanimously: "In the opinion of this Association, more attention should be given to the physical training of the pupils in our schools." Mr. J. V. Beaman gave an interesting and well-written paper on Primary Science—"The Chief Forces in Nature." Rev. R. Stewart, B.A., of North Gower, gave a very appropriate and forcible address. A successful concert, for the benefit of the Association, was held in the evening. On the morning of the second day, after routine business was completed, Mr. R. Acton read an able and suggestive paper on "The Responsibility of the Teacher." The following question, which evoked warm discussion, was proposed by Mr. Snirle, "In how far is the Teacher Responsible for Irregularity, Untidiness, and Immorality?" Miss Lucy A. Hume, in a well-prepared paper, outlined a practical and orthodox method for teaching Geography. In the afternoon, an admirable paper on "The Arrangement of a Time

Table for an Ungraded School" was given by Miss Irene Watson. Rev. S. Daw, of North Gower, gave an eloquent metaphysical essay on "Mental Development." The officers elected for the ensuing year are, President, R. Acton, North Gower; Vice-President, Alex. McIlraith, Marlborough; Sec.-Treas., J. H. Moffatt, Manotick; Managing Committee, the above named officers and Messrs. T. Mackey and J. Pelton. The meeting closed by singing "God Save the Queen."

W. F. Gibson, Secretary.

Literary Reviews.

The Story of Russia. By M. E. Benson. Crown 8vo; 3s. 6d. *Rivingtons, Waterloo Place, London.*

The presentation of dry details in what is styled "the geography lesson" is never a successful method of teaching a knowledge of other countries, and the effect of such teaching is generally most depressing and distasteful. Enlivened by the leading facts in the history of a country; graphic description of its surface; interesting accounts of the dress, manners, customs, and habits of its inhabitants, and anecdotes about some of its prominent personages, the geography lesson will be looked to as the brightest in the course. The book before us is one of a series having that end in view; and, as it is written in conversational style, the information conveyed assumes the form of story which has a charm and attractiveness irresistible to children. The illustrations are good and numerous, and the binding is strong and pretty. The other books of the series are:—The Story of Norway, by Charlotte S. Sidgwick; The Story of Switzerland, by Theresa Melville Lee; The Story of Spain, by Julia P. Huxley; The Story of Denmark, by Charlotte S. Sidgwick, and The Story of Holland, by Isabel Don.

Classics for Children. *Ginn & Company, Boston.*

The recent additions to this now famous series are:—"A Child's Version of Æsop's Fables, with a supplement containing Fables from La Fontaine and Krilof," by J. H. Stickney; Scott's "Talisman," edited by Dwight Holbrook, with a preface by Charlotte M. Yonge; and Scott's "Guy Mannering," with a historical introduction by Charlotte M. Yonge. This series is intended to be a fruitful and pleasant course of supplementary reading for pupils of various grades, and the books are gotten up in that neat and serviceable style for which the publishers are noted. In the edition of Scott's works there are ample notes explanatory of the Scottish dialect, which render the text intelligible to children. The type is of the size approved by the Faculty.

The First Steps in Number. Teachers' edition. By G. A. Wentworth, A.M., Professor of Mathematics in Phillips Exeter Academy, and E. M. Reed, Principal of Training School at Plymouth, N.H. *Ginn & Co., Boston.*

Modern ideas as regards the teaching of arithmetic are apparently in favor of the simplification of the simple. The progress "from the known to the unknown" may be made tedious and wearisome to both teacher and pupil, and it is possible that the continual counting of splints, shoe pegs, or pebbles may be carried so far that the principles of numbers may be absorbed in that kind of material. In this book the exercises are such as should suggest themselves to any primary teacher who knows her business and are very good to give ideas of numbers to beginners, but beyond a certain stage the exercises become insipid from sameness and simplicity. It is intended that the work given should extend over four years in school; our experience is that in one year the ground might be effectively covered, except the chapters on per centage, which may be deferred to the third year. Fractions are taught intuitively with the integral numbers from the beginning, and we commend the principle. The object of the book is "to provide teachers with a record of the work done in number in the primary schools." The objective method of exhibiting numbers is well presented, and were it not that the questions are generally of a nature that requires little energy of mind—even with very young children—we would feel inclined to recommend the use of the book.

The Pupil's Edition, price 35 cents, presents a number of easy exercises such as are usually given by the primary teacher on the blackboard.

Practical Elocution. By J. W. Shoemaker, A.M. 300 pages: price $1.25. *The National School of Elocution and Oratory, Philadelphia.*

This book appears in new form, enlarged by the addition of about 100 pages. It is a comprehensive treatment of the whole subject of elocution, giving brief consideration to all the topics bearing upon natural expression. Much of the so-called elocution of the present day is strained, false, over reached, unnatural; and grimace and extravagant gesture are brought in as aids to intensify the growling, shouting, and shrieking that pass painfully as elocution in this nineteenth century. Using the forcible language of common sense, Professor Shoemaker, in his preface, directs attention prominently to "the study of a *natural* speech as revealed by conversation." "Spoken language finds its original and simplest forms in conversation." He urges (page 186) that "the study of elocution is the study of the highest natural expression," and keeps this in view in all the excellent principles laid down in this valuable book. The selections for reading or recitation are choice and appropriate; the Exercises in Articulation and Hints on Voice Sounds are good and instructive, and the chapters on Expression and Gesture are the best we have yet seen on the subject. Teachers will find this book very valuable, as the Outline of Method instructs in plans for teaching reading successfully to classes of every grade. Clergymen also will find in it many hints as regards the reading of sacred writings. We heartily commend this useful book; no teacher should be without it.

Oratory. An Oration by Rev. Henry Ward Beecher. *National School of Oratory, Philadelphia, Pa.*

This is one of the renowned preacher's happiest efforts, and will be perused with delight. It shows the need of a correct expression of language; the importance of elegance in the choice of language, and is in itself an exemplification of the power and pathos at the will of a cultured speaker.

Studies in General History. By Mary D. Sheldon, formerly Professor of History in Wellesley College and Teacher of History in Oswego Normal School, N.Y. *D. C. Heath & Company, Boston.* Price $1.75.

This book is not a history in the usual acceptance of the term; it is a collection of historical materials, from which the student may gather leading ideas of events and form their own judgment of the people who occupied the several countries from the beginning of history. It is a work of 556 pages, with 40 good illustrations and 23 maps. The prominent points of history are well brought out, and the extracts illustrative of the progress of civilization give a peculiar interest to the book. This being a "students' edition," there is, at the end of each chapter, a series of questions as a study for review, bearing on the substance of the text.

Manual Training in Education. By James Vila Blake. *Charles H. Kerr & Co., 173 Dearborn Street, Chicago.* Price 25 cents.

Few persons take into account the amount of their education that is done *after* they have left school, much of which might have been learned while attending school if the means existed in these institutions. The education of the hand should keep pace with the development of the *mind*, for the welfare of the nation depends on the one as much as the other. This principle is recognized in kindergarten schools and in the importance of Drawing as a branch of school study. Beyond these, at the present time, there is no manual training taught that will be of benefit to the future artisan. He has to learn that while he is forgetting much of what he spent so many important years in school in acquiring. The schools of the near future may remedy this defect, as there is a feeling growing rapidly in favor of technical education, and those who are forming opinions on this important matter would do well to read the above named excellent pamphlet on the subject. Our girls leave school with a smattering of every branch of learning, but with no knowledge by which they can earn their daily bread, except teaching; and our boys are fitted for the overcrowded professions only, with ideas so far above honest handicraft that they despise their fathers' trades that helped them to attain to a much coveted but false position in society. The artisan must be educated, and education must make the artisan.