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The Canada School Journal.

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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.*

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.

WANTED.

This country wants an army of trained teachers—one corps for each province, a brigade for each county, a regiment for each township, a master-spirit for each school. At the head of each army corps we want a general filled with a high ideal of the grandeur of the educational movement, and charged with that majestic earnestness which lights the fires of enthusiasm all along the lines from rank to rank, and binds men together in the brotherhood of a glorious common enterprise. We want training schools in which the recruits shall not only learn to handle skilfully their weapons but shall also imbibe most thoroughly the professional *esprit de corps*, and, spurning all grosser ambitions, shall lay their lives on the altar of their country for the moral and intellectual elevation of the nation. The outfit and accoutrements of this army required to put it in first-rate marching order will cost millions. But the outlay will secure conquests wide as the Dominion and lasting as eternity.

Hitherto the forces sent into the educational field have been chiefly militia, untrained in methods, unpractised in the higher parts of their profession, and unable to cope victoriously with the forces leagued in solid phalanx against them. Their partial success with the imperfect outfit at their command, with the small rewards doled out to them, the paltry prizes within their reach, and the circumscribed career possible to them, prove abundantly the heroic temper and sterling courage of the teachers who have thus far educated this sinewy young nation. No man can deny that our teachers have fully availed themselves of all the encouragements and means of improvement placed within their reach. What they have done is but earnest of what they will do, if enlightened statesmen can be found who will lead public opinion, and multiply all the facilities required to convert these annual levies into a regular army of disciplined veterans.

A wider career must be made possible for every teacher who will devote his life and his talents to the work. The prizes of the profession must be made far more numerous, and their value must be increased tenfold. The dead level of mediocrity must be broken up, and the chances of reward made commensurate with the importance of the service. Why are experienced teachers always falling out of the ranks? How is it that after eight or ten years' service men of high intellect, unconquerable will, and indomitable perseverance, quit the service and seek some other field for the exercise of their powers? The answer is an open secret to every onlooker. A man of parts and energy finds that he has entered a blind alley at the end of which his ambition finds no further prizes in view. In plain words he discovers that \$1000 or at the maximum \$2000 is the final limit of his income—a sum which almost any third-class division court lawyer can secure with a tenth part of the teacher's training and a mere fraction of his daily toil.

We want a revolution of no small magnitude in the educational army—a revolution even greater than that in the British army which put an end to that time-honored iniquity, the sale of commissions, and opened to every private soldier the possibility of reaching the highest prizes of his profession by sheer force of valor and genius. In this case the prizes have yet to be created which will hold men loyal to the profession of teaching, and make it more than a mere step-ladder to some other calling which offers more substantial rewards and makes more ample returns for the brains, labor, time, and money invested.

European ideals must now and forever be discarded. We live on the American continent, and our plans must harmonize with the requirements of American life, which hold out solid prizes to every man in commerce, agriculture, law, divinity—to the inventor, the financier, the physician, the manufacturer—in fact to every one but the teacher if he remains loyal to the profession of his choice.

We appeal to public opinion and especially to our legislators to burst these barriers, and open up a career in the educational field which will command the services of the best talents and the most god-like intellects which shall arise amongst us during the next century. Let the money be voted, the result will soon be apparent.

DEEPEN THE CHANNEL.

The *Illinois School Journal* has a sensible article on "Our Village High Schools" which is interesting, as affording a sufficient reply to those well-meaning persons amongst us who are constantly discovering that some other new subject "should immediately be taught in all the schools." The *Journal* says, in effect, that the high schools of Illinois attempt with a three years' course, Latin, Greek, English, and "each of the natural sciences," except, perhaps, geology.

"In the endeavor to extend the field of study over so large an area, each science receives scarcely more than a single term's study. What can be done with such subjects as zoology, physics, astronomy, and botany in twelve weeks? By the present prevalent method, a pupil has no sooner acquired a little momentum in a certain direction, and begun to find himself in sympathy with certain lines of thought, than he is rudely stopped and thrown into a new field of investigation, to repeat the same absurd performance. Some heroic soul is going to draw a pencil through half the subjects in the high school course one of these days, and endeavor to secure something like a fair acquaintance with the other half."

No doubt the system of options lately introduced into our high school programme has afforded a measure of relief to the students, but what about the teachers who are obliged to split their time into smaller fragments, or to teach extra hours to cover the extra work? Our advice is that masters themselves should choose the options for their own schools and thus keep the course well within the teaching power of the staff. *Non multa sed multum.* Confine the study of junior students within tolerably narrow limits; deepen the channel of thought; and keep up a high standard of examination.

HISTORY IN THE PUBLIC SCHOOLS.

We confess deep dissatisfaction with the present system in the subject of History. "Proceed from the known to the unknown" is the keynote of the programme in geography, in arithmetic, in reading. But when we come to the item of history we find the maxim exactly reversed. Proceed from the ancient Britons to Victoria, proceed from unknown centuries to our own times, begin with a country separated from the known *here and now* by 3,000 miles of space and 20 centuries of time, says the programme in laying out the child's first course in the wide study of history. On what ground can this be defended?

Some say the learner must have first of all a bird's-eye view, must have the great land-marks of history firmly fixed in the memory. Let us not abandon the principle on which we teach science, mathematics, geography, for a mere unproved hypothesis. Having established a sound principle and found it victorious in teaching chemistry, why should we let go of it when we come to teach history, the exact parallel of chemistry in many important particulars? Must the learner first of all get a bird's-eye view of chemistry? Must he not rather sit down and study the facts that are most easily accessible, and get some idea of what chemical action really is by carefully observing and comparing things which he can know for himself at first hand? In the study of history the child must begin with the known; he must get his first ideas of historical movement in the same way as he gets his first ideas of number; he must construct the historical unit before he can possibly compare, classify, and generalise the great mass of details included in the history of any country. He must begin with what he can realise, appreciate, understand. We do not deny that a

child may be drilled over dry dates and the names of great events (to him wholly meaningless) until he has the outward semblance of historical knowledge. But what is the benefit of such teaching beyond the mere exercise of the memory involved? Does a child so taught really *know* any one single thing about history? Certainly not. Perhaps some truth, some historical perspective, may dawn upon his mind in after years as his powers of reflection and constructive imagination come to maturity. Meantime, he has absolutely no knowledge of history. Let those accustomed to examine public schools witness the truth of the statement. The answers to the entrance examination papers settle the question forever.

The history of his own county, the history of his own country, the history of the mother country, the history of countries nearly related, the general history of the world,—Canada, England, United States, Rome, Greece,—are not these the steps indicated by the great maxim we have quoted? Three months' work on Canada since 1763—three months' work on England since 1688—there in a nutshell lies the *possible, practical, teachable* course of study for Canadian public schools. Away with the mass of dry bones. Let us have HISTORY, something that a boy can see and feel and appreciate; something with educative power in it. Down with the ancient Britons.

In this matter our cousins across the lines are much in advance of us. Every child there knows first of all the history of the country in which he lives. History in that case has a species of fascination. Patriotism wells up spontaneously, oftentimes effusively. We are at the very opposite pole. The history of the last three hundred years is less familiar to our pupils than are the times of Alfred and William the Norman. The history of the last hundred years in Canada is least known of all. How blindly must a young Canadian follow the march of events from year to year who knows little or nothing of his country's history through the stirring times when his grandfather was a boy. There are great questions and struggles still to come. Let us prepare our pupils for the duties of citizenship, even in defiance of the bird's-eye and landmark hypothesis. Canada for us Canadians, Britain for us British; but let charity begin at home.

NORMAL INSTITUTES.

Mr. Friesner gives in the December number of the *Ohio Educational Monthly*, some of the "Good Points in Iowa's Schools." He mentions very small school districts; a State University; a State Normal School; a State Teachers' Association at which there is a large attendance; county superintendents, some of whom are ladies; no politics in local school elections; few changes in school-boards, teachers and superintendents; and county normal institutes, one of which is conducted each year in every county in the State. These institutes are the analogues of our county model schools. There is a uniform course of study for the State, consisting of four years'

work. The length of the session depends on the revenue which is made up by \$50 from the State, a fee of \$1 from each attendant, and \$1 from each applicant for certificate. Certificates are granted for one year only. The largest normal institute fund for 1882 was \$1,213, the smallest \$151. The shortest session was two weeks and the longest nine weeks, the average was three weeks. The county superintendent takes charge, and, assisted by the State superintendent, provides suitable conductors and instructors.

It strikes us very forcibly that an adaptation of this normal institute to suit our wants, is one of the measures of the near future. We have dwelt on the institute aspect of our county associations many times before. We notice that actual teaching is becoming the rule in many of the leading counties, that dry essays, and aimless volubility are slowly taking a lower rank, that practical professional work is more and more highly appreciated. We have seen more and more invitations given to highly qualified professional specialists to give tone, unity, and direction to our associational meetings. Our next step in advance lies in the direction of more thorough organisation, a uniform course of work, for example such a one as that laid down in Baldwin's *Art of School Management*, and the appointment by the government of three or four professional conductors to attend our associations during the winter and summer and to lecture in the county model schools during autumn. The reform briefly indicated would be almost equal to a third normal school if the semi-annual meetings were extended to a whole week each, attendance made compulsory, and one half of each day devoted to a fixed course of study. In unity and concentration lie power and progress.

THE FUNCTION OF THE HIGH SCHOOL.

In a paper read at the Institute for graded School Teachers, Mr. H. J. Taylor, a county superintendent of schools, Wisconsin, gives his views on the sphere of the high school. We summarize his statements: "The most prominent as well as the most important function of the high school is to give better and more available conditions for continued and thorough instruction than the elementary schools can give; better in point of educational training, more available in point of locality and expense. These high schools are able to engage and do engage superior teachers, and this fact itself insures superior instruction. The superior teacher is the first gain and the greatest gain of the free high school. The elementary schools at the cross-roads can never do their best work until they find the high schools available, and feel its inspiration.

"The second important function of the high school is, to enlarge, improve, carry onward and upward the work of the district and grammar schools. The one union that must not be wanting is the union of the high and elementary schools. In addition to their own higher and better instruction, these high schools cannot fail to strengthen and give increased efficiency to the elementary schools. The demands upon the time and talent of the country teacher are great. To be

relieved of half a dozen of the best scholars is a gain to the pupils who find a school to tax and train them; to the teacher, whose work can be better done because done within narrow limits; to the remaining pupils, who can now receive the more careful and thoughtful attention of the teacher.

"The third function of the high school is to so prepare young people in scholarship that they may become competent teachers of the elementary schools. Would you change our high schools into normal schools? No, not that. The good of the many should control the work of the high school. But the good of a large minority is not to be disregarded.

"The fourth function of the high school is to prepare students for entering our higher institutions of learning, and specially our State University. It does not seem to me that many of our high schools can do this additional work profitably and without material loss to other interests. I agree that a high school course that robs the many of practical education that the few may gain a royal entrance into any higher institution can result in permanent good to neither. The gain of the hour gives the conditions for a large and permanent loss. A course of languages that begins and ends in even the best high schools is a prodigal waste of precious time. In my opinion such a course belongs only to the few high schools best equipped in instructional force."

These, then, are the conclusions of this paper:—

First. The high schools should give better and higher instruction than the elementary schools can give and do give.

Second. A good common school education in the English branches should be the controlling factor in the course of study. A high school is only a higher elementary school.

Third. Provision should be made for reasonable instruction in the theory and art of teaching to aid those pupils who may become teachers of our elementary schools. This work should be optional with at least those not intending to teach.

Fourth. When the instructional force is sufficient without material loss to other interests, pupils should receive special preparation for the State University. So far as preparation for classical courses is concerned, this work should be limited to those that can reasonably expect to continue the studies in some higher institution."

In a recent report to the Counties' Council Inspector, Arthur Brown, of Dundas, makes some excellent recommendations respecting teachers salaries. He points out the fact that poor salaries are at the bottom of so much change in the ranks of our teachers, that this change of employment continues from year to year simply because teaching is paid for at "a remuneration but slightly above that of farm laborers, and domestic servants," and that consequently "very few indeed enter the profession with the view of spending their lives in it." He suggests a scheme for augmenting the salaries of teachers sufficiently to make it worth their while to remain in the school room:

1. The County Council to raise a fund from each township, say at the rate of sixty cents on a thousand dollars' assessment.
2. No section to draw on this fund while employing a teacher with a temporary or extended certificate.

3. No section to participate in the fund that does not tax itself two and a half mills on the dollar for teacher's salary.

4. The fund to be divided among the sections entitled to it in proportion to their rates for salaries only, so that a section levying five mills on the dollar to pay its teacher, shall draw twice as much as one that taxes itself two and a half mills.

We thoroughly agree with Mr. Brown as to the cause of the immense annual exodus from the teaching profession. We hope to see a general agitation for the cure of this gigantic evil. If a regular provincial grant were made in accordance with the grade of certificate held by each teacher a great step in advance would be secured. Public opinion must be educated up to this point. When a certain grant is made for a third class certificate, twice as great a grant for a second, and four times as great for a first, the matter will be brought within the comprehension of the average trustee.

We prize the esteem of our friends, and never wantonly shock their prejudices. On the University Question we are, however, compelled to differ somewhat from both disputants. In our last issue we adhered to the traditional policy of the JOURNAL; our statements were guarded and, we believe, strictly accurate. Nevertheless a valued correspondent, deeply interested in the debate, complains in good set terms of the expressions, "exaggerated statements," and "bitter partisans." A month ago we received a vigorous protest from another highly esteemed correspondent, who felt deeply injured by a couple of lines which merely told the settled public opinion of this province on the other side of the question. So far as courteous language is concerned we are anxious to set a good example; no one concerned in this matter can gain anything by the use of intemperate language. The supporters of the denominational colleges have everything to lose by making charges which cannot be proved; the friends of the University have everything to lose by obstinately clinging to an effete institution which has outlived its mission; higher education has everything to lose by hostility and recrimination between those who are its natural guardians. We willingly incur the pains and penalties of independence, to make at one those whose interests are identical and undivided.

GLEANINGS.

We select the following from letters which have appeared in *The Times* on the subject of "Reading Aloud" in schools.

The Rev. J. R. Bryne:—"Sir,—A letter has been addressed to H. M. Inspectors of Schools by a well-known master of elocution, offering to lecture to teachers and pupil teachers in their respective districts on the art of reading aloud; and the subject is of so much interest educationally, and consequently of such moment to the community at large, that I crave your permission to call public attention to it. Reading is the most important of the three subjects which should form the main staple of the instruction given in elementary schools. He who has mastered it has obtained possession of the key to that vast storehouse of knowledge which is represented by books, and it may be doubted whether any one is completely master of the art, so as to practise it easily, habitually, and with pleasure, who is not to some considerable extent expert in reading aloud. At any rate, reading aloud is held, and justly held, to be the one test by which to judge of proficiency in reading. In elementary schools in Germany, if I mistake not, reading—that is, reading aloud—is the subject proficiency in which determines the class in which the scholar is placed on his first admission to the school. One main object of the elementary school is, or ought to be, to turn out scholars, when they leave it, who have a taste for reading. After this preface I shall scarcely be believed when I repeat, what is matter of common remark among all who are versed in the subject, that, in schools under the supervision of the Educational Department, reading is the most 'passed'—that is the

most liberally paid for—and notoriously the worst taught of all the three 'R's.' True, scholars as a rule 'can read'—that is, they can express more or less correctly in speech the sounds represented by the words before them; and the traditional singsong of the dame school has been almost, although not entirely, improved away in schools under Government. But, beyond this, there is little progress. Articulate, intelligent, expressive reading, suitable to the reader's age, with correct pronunciation, is a rarity indeed in elementary schools, and is rarely aimed at by the vast majority of teachers and pupil teachers. Fluency—to turn the tap—that is what they aspire to for their scholars and for themselves, and it is to be feared that recent alterations in the Code of Education, whereby reading books are regarded mostly as vehicles of information, and stress would seem to be laid rather on the matter than the mode of the reading, may be held—wrongly of course—to give the sanction of authority to what is an inveterate and much to be regretted mistake. I know there are those who will differ from me and maintain that mere fluency is sufficient. Reading aloud, they will say, is for culture, not a necessity for life, but rather a luxury. It is in the front rank of accomplishments, perhaps, like drilling and dancing, but nothing more. We do not need that all our children, least of all the children of the working classes, should be brought up to be public speakers or to go on the stage. Let those learn to read aloud who have to get their living by reading aloud. The working man is sufficiently equipped for the journey of life if he is in possession of that key to knowledge which the mere ability to read at all supplies him with. But, again, I repeat that of that key he is not yet master until he can use it without difficulty and with pleasure. He will not like to read until he likes reading, and reading he will be most disposed to like and to pursue as a habit when he can practise it with that accuracy of apprehension and fullness of enjoyment and profit which are his and his alone—with rare exceptions—who has attained to some considerable degree of proficiency in reading aloud. For this reason I would venture to commend to the favor of the public generally, as well as to that of educational officials, all well-advised efforts that may be made to popularise and improve instruction in reading aloud, as in truth a matter of national importance.

Mr. J. S. Laurie, formerly H. M. Inspector of schools:—"Mr. Bryne's letter is a true but severe commentary on the Code, and his criticism is amply confirmed by all his brother Inspectors—namely, that 'articulate, intelligent and expressive reading is a rarity in elementary schools.' That reading stands first and foremost in the rank of elementary branches of instruction also commands universal assent. Hence it follows that the major part of the toil and expenditure—amounting to a lump sum of six millions sterling—falls in the most important particular. He states that reading is the subject most easily 'passed' by the Inspectors; in other words, that fairly correct utterance is the accepted standard of qualification. Such a test as applied to even mechanical reading is, however, inadequate where, as is generally the case, the hearer uses a book; for if the reading is unintelligible through the ear alone, it is clearly worthless. Were such a rule put in force, instead of indistinct mumbling we should soon have at least articulate and loud reading of a certain kind. Intelligent reading is a more difficult question, reference to which in Schedule I is relegated to an obscure note. Mr. Bryne indicates the main obstacle to its attainment in deprecating the new fangled and, at the same time, antiquated notion of the Education Department in favor of reading of a specifically historical and geographical kind. Nothing could be more nicely calculated to defeat a most desirable aim. Barren facts of time and place cannot by any conceivable process be couched in language adapted for fluent reading, or, indeed, for exciting in a young bewildered mind the smallest particle of interest. The laudable object of the Department is to secure, along with the acquisition of the art of reading, the conveyance of information of a useful kind. But in regard to history the subject is by far too complicated to be learned in so perfunctory a manner; and, besides, the effort amounts to a *reductio ad absurdum* on finding that about three-fourths of our elementary scholars finish their 'education' at Standard IV. They consequently leave school under the impression that English history ceased either at the date of the battle of Hastings or at the end of the Wars of the Roses. If history must be taught to children, it would be more practical, if not more sensible, to begin with the reign of Queen Victoria and go backwards, according to periods. To be learned aright, geography as well as history should be taught morally, and the latter

should obviously be confined to the highest standards. At all events, we may rest assured that the subject matter of a reading book should be of a literary type, with which a vivid historical narrative or graphic description of a country, or even of a mechanical invention, is not necessarily inharmonious. Moral tales, fables, and literary selections of a high quality of style furnish the best, if not the only material, either for exercising the art of reading or for creating a taste for reading, without which all is in vain."

The Rev. Main S. A. Walrond:—"The two letters by Mr. Bryne and Mr. Laurie treat of the neglect of reading aloud in elementary schools. For the last ten years I have been, examiner in reading aloud for the Oxford local examinations at the London centre. The candidates at these examinations come chiefly from the middle-class schools. As regards their reading aloud, I can repeat Mr. Bryne's words:—"Intelligent, expressive reading, suitable to the reader's age, with correct pronunciation, is a rarity." The reading aloud seems to get worse every year in these local examinations, and the older the ages of the candidates the poorer seem the readers. Nor are the reasons far to seek. In many schools reading aloud is never taught as a separate exercise; the pupils, perhaps, in the Scripture or history lesson, read a verse or a passage in turn in class, and this is all. Even in schools where reading aloud is more definitely taught, it is too often forgotten that it must be learnt by ear as well as by eye. The master ordinarily contents himself with 'hearing the reading lesson, noting the misreadings of his pupils, their neglected stops, misplacements of the letter 'h,' or, perhaps, correcting their faulty pronunciation of hard words. But reading aloud cannot be taught thus—the master must give, not hear only, the lesson. His pupils should listen as much as he. He himself should be a practised reader, so that they may catch from his lips clear articulation, proper intonation, spirit, and style. It is to be regretted that schoolmasters do not set more value on good reading aloud. It is no mere matter of mechanical aptitude, or a superficial accomplishment. It needs strict mental attention and watchful accuracy of utterance, and, more than these, brightness and sympathy of intellect, good sense, taste, and feeling. Reading aloud is no mean test of education and culture. Nine-times out of ten, a blundering, slipshod, dull, vulgar reader betrays a blundering, slipshod, dull, vulgar thinker."

"M. A." Cambridge:—"I read with much interest your article on the subject of 'Reading Aloud,' and I have followed with careful attention the various letters that have appeared in the *Times* on the same subject. Some years ago, when I had the personal superintendence of large schools, a plan was adopted for teaching reading which proved very successful. When the teacher took the more advanced classes in the school for a reading-lesson, he was not allowed to have any book in his hand. The children were told that they must, each of them, read the passage which came to their turn in such a manner as to be perfectly audible to the teacher, and with such inflection as to convey the sense of the passage. When any child failed to make the teacher hear, he had to read the passage again and again till he succeeded in making himself heard. In the same manner with respect to the meaning of the passage read, if a child fail in the first instance to convey the meaning, he was made to try once more; if he failed a second time, the teacher was told to call for a child who could give the meaning, and so the process went on till the meaning was correctly conveyed. This system was the means of exciting a great deal of emulation, and of bringing out the intelligence of the pupils. They were all eager to show how well they understood the passage before them. As a proof of the success of the system I am speaking of, our first class went to Exeter to take part in a reading competition; and carried off all the reading prizes. Their reading attracted considerable attention, and the judges were eager to know where the boys had been trained. I must add that for the success of the system the school must be kept quiet, — only one class being allowed at the same time to have a reading-lesson."

Mynie Bell Fairfax, Queen's Room, Royal Albert Hall:—"Having been, so far as I can learn, the only person who has for many years held classes for teaching intelligent reading to children from the age of five, perhaps you will kindly allow me to record my experience. Teaching is, to a considerable extent, a gift of nature; but one who possesses it can, by paraphrase and explanation, make much of the highest kind of poetry perfectly intelligible to very young children. Their sympathies are easily roused, their ears keener

and quicker than those of adults, their organs of speech more flexible, and above all, their observation more accurate. I can teach my junior class to act and declaim a scene from Shakespeare better and more easily than the senior class, for it takes months to unlearn the faulty methods of voice production and pronunciation acquired from unskilled teachers in the nursery or schoolroom. Though the junior class at the Albert Hall continues one hour and a half, I have seldom a more attentive or appreciative audience than that formed by thirty to forty little girls under twelve, and my experience tells me this is the age at which elocution should be taught if the reading aloud of English women is to become a household accomplishment to instruct, console, or amuse.—*The Schoolmaster.*

Mathematical Department.

JULY EXAMINATION, 1883.

FIRST CLASS TEACHERS—GRADE C.

ELEMENTARY MECHANICS.

TIME—TWO HOURS AND A HALF.

(Five questions to constitute a full paper. Candidates are not to send up answers to more than five questions.)

1. Define the terms velocity, acceleration. Explain how a variable velocity is measured, and how that measure is expressed.

The velocity of a body falling freely receives each second an acceleration of 32 feet per second; express this acceleration, taking the mile as unit of length and the hour as unit of time.

2. If a particle move with uniformly accelerated motion, show that its average velocity during any given time will be equal to one-half of the sum of its velocity at the beginning and its velocity at the end of the given time. Hence show that, for a uniform acceleration equal to a , $s=ut+\frac{1}{2}at^2$.

A body is projected vertically, 1st upwards, 2nd downward, with an initial velocity of 60 ft. per second. After how long an interval of time will it in each case be at a point 100 ft. below the point of projection?

3. Enunciate—1st, the parallelogram of displacements; 2nd, the parallelogram of velocities; 3rd, the parallelogram of accelerations (forces).

A body is projected with a velocity of 160 feet, at an angle of 30 degrees to the horizon. How far from the point of projection will it be after an interval of 3 seconds, and what will be its velocity then?

4. Enunciate Newton's Laws of Motion, and explain the terms rest, motion, action, and the phrase, change of motion.

Define the absolute or kinetic, and the gravitation or static units of force, and state approximately the ratio they bear to each other.

5. Briefly describe Atwood's Machine, and explain how it is used to verify the laws of motion.

Two equal masses supported by a perfectly flexible cord passing over a frictionless pulley are at rest. A mass of one ounce is placed on one of them, which descends with it 3 feet. The ounce mass is then removed, and the equal masses are found to move on with a uniform velocity of 4 ft. per second. Determine the measure of each of the equal masses. Find also the tension of the string—1st before, 2nd after, the removal of the ounce mass.

6. Assuming the parallelogram of forces, prove that if two forces whose lines of action meet in a point, be represented in relative direction by OA , OB , and in magnitude by $m.OA$, $n.OB$; their resultant will be represented in direction by OG , and in magnitude by $(m+n)OG$, the point G being taken in AB , so that $m.GA=n.GB$.

The quadrilateral $ABCD$ is held in equilibrium by forces which act along the sides AB , AD , CB , CD , and which are proportional to a , d , b , c times those sides respectively. Show that $ac=bd$.

7. Show that the algebraic sum of the moments about any point of two forces whose lines of action intersect, is equal to the moment of their resultant.

A straight rod, weighing 4 lbs. per foot of its length, balances about a point 3 ft. from one end when weighted with 48 lbs. at that end. Find the length of the rod.

SOLUTIONS TO NO. 6, BY D. F. H. WILKINS, B.A., BAC. APP. SC.

6. Let OA, OB be the sides of the $\triangle OAB$, and let the base AB be divided in G so that $m \cdot AG = n \cdot BG$, or $\frac{AG}{BG} = \frac{n}{m}$.

Let $OD = m \cdot OA, OE = n \cdot OB, OF =$ the resultant.

Draw FZ, GH, BK each perpendicular to OD . Let $DZ = x$,

then $OK = \frac{x}{n}$ and $AH = \frac{AK \cdot AG}{AB}$.

$$R^2 = m^2 OA^2 + n^2 OB^2 - 2mOAx,$$

$$AB^2 = AO^2 + OB^2 + 2AO \cdot \frac{n}{x},$$

$$2OA \cdot x = n(AB^2 - AO^2 - OB^2),$$

$$\begin{aligned} \therefore R^2 &= m^2 \cdot OA^2 + n^2 \cdot OB^2 - mnAB^2 + mnAO^2 + mnOB^2, \\ &= mOA^2(m+n) + nOB^2(m+n) - mnAB^2, \\ &= (m+n)(m \cdot OA^2 + n \cdot OB^2) - mnAB^2, \\ &= (m+n)^2 OG^2 + mn \cdot AB^2 - mnAB^2, \text{ (See note.)} \\ &= (m+n)^2 OG^2. \end{aligned}$$

NOTE. $OG^2 = OA^2 + AG^2 - 2OA \cdot AH$.

$$OB^2 = OA^2 + AB^2 - 2OA \cdot AK$$

$$\therefore 2OA \cdot AH = OA^2 + AG^2 - OG^2,$$

$$\text{and } 2OA \cdot AK = OA^2 + AB^2 - OB^2.$$

$$\therefore \frac{AH}{AK} = \frac{OA^2 + AG^2 - OG^2}{OA^2 + AB^2 - OB^2}.$$

$$\text{i.e. } \frac{AG}{AB} = \frac{n}{m}.$$

$$\text{or } AG \cdot OA^2 + AG \cdot AB^2 - AG \cdot OB^2 = OA^2 \cdot AB + AG^2 \cdot AB - OG^2 \cdot AB,$$

$$OA^2 \cdot BG + OB^2 \cdot AG - AB \cdot AG \cdot BG = OG^2 \cdot AB.$$

$$\text{i.e., } OA^2 \cdot \frac{m}{m+n} \cdot AB + \frac{n}{m+n} \cdot OB^2 \cdot AB - \frac{mnAB^2}{(m+n)^2} = OG^2 \cdot AB.$$

$$m \cdot OA^2 + n \cdot OB^2 - \frac{mn}{m+n} \cdot AB^2 = OG^2(m+n).$$

$$\begin{aligned} (m \cdot OA^2 + n \cdot OB^2)(m+n) - mn \cdot AB^2 &= OG^2(m+n)^2, \\ \left(\begin{matrix} m & n \\ \text{"} & \text{"} \end{matrix} \right) \left(\begin{matrix} m & n \\ \text{"} & \text{"} \end{matrix} \right) &= OG^2(m+n)^2 + 2mn \cdot AB^2. \end{aligned}$$

6. (a) Let the forces act as in the problem; viz. along $AB = aAB$, along $AD = bAD$, along $CB = cCB$, along $CD = dCD$. Then, since there is equilibrium, the resultant of aAB, bAD must coincide in magnitude and line of action with the resultant of cCB and dCD and be opposite in direction thereto; i.e. the resultant of aAB and bAD coincides in direction with AB and is equal to $(a+b)AE$; and the resultant of cCB and dCD is equal to $(c+d)CE$,

$$\therefore \frac{BE}{ED} = \frac{d}{c} = \frac{c}{b}, \text{ or } bd = ac.$$

The rest of the paper does not present any special difficulty.

DECEMBER EXAMINATION, 1883.

ADMISSION TO HIGH SCHOOLS.

ARITHMETIC.

(Ten marks for each question.)

Multiply the sum of fifty-nine thousand four hundred and four, and forty-seven thousand six hundred and seventy-five by their difference, and divide the product by $7 \times 13 \times 19$.

2. Bought oranges at the rate of 10 cents the dozen, and sold them at the rate of five oranges for 11 cents. How much did I gain on eleven boxes, each containing 20 dozen?

3. A man bought a rectangular field 40 rods long by 25 rods wide, paying therefor at the rate of \$300 per acre, and then had it fenced at the rate of \$1.50 per rod. Prove that the land cost him exactly ten times as much as the fence.

4. Divide \$1200 among A, B, and C, so that A may have \$70 more than B, and twice as much as C.

5. Divide the sum of $\frac{7}{8}$ of $8\frac{1}{2}$ and $2\frac{1}{2}$ of $5\frac{3}{8}$ by the difference between $\frac{7}{8}$ of $3\frac{1}{2}$ and $\frac{1}{2}$ of $2\frac{3}{8}$.

6. Add together 1.302, 3.2589, and 40.93. Multiply the sum by .00297 and divide the product by 90.09. (Decimals, not vulgar fractions, to be used in doing the work, otherwise no marks to be allowed.)

7. A farmer sold a load of hay at \$16.25 per ton; the whole

weight of waggon and hay was 2875 lbs.; the waggon alone was found to weigh 1083 lbs. How much did the farmer receive for his hay?

8. A can run a mile in 5 minutes, B can run it in 6 minutes. How many yards start should A allow B in order to make their chances equal?

9. Three men can dig a certain drain in 8 days. They work at it for 5 days, when one of them falls ill, and the other two finish the work in 5 days more. How much of the work did the first man do before he fell ill?

10. Find the interest on \$275.80 for 91 days at 7 per cent. per annum.

JULY EXAMINATION, 1883.

INTERMEDIATE AND THIRD CLASS.

ALGEBRA SOLUTIONS.

(See September number.)

1. (1) Dividend is of four dimensions, divisor of three.

\therefore Quotient must be of one dimension, and from the symmetry the only such quantity is $a+b+c$.

\therefore Dividend = $k(a+b+c)(a-b)(b-c)(c-a)$ where k is the numerical factor.

Putting $a=0, b=1, c=2$, we find $k=1$.

$\therefore a+b+c$ is the quotient.

(2) Transforming dividend, we have—

$$\frac{1}{xy^2} + \frac{1}{x^2} - \frac{1}{y^3} - \frac{1}{x^2y} = \left(\frac{1}{x^2} - \frac{1}{y^3}\right) - \frac{1}{xy} \left(\frac{1}{x} - \frac{1}{y}\right) = \left(\frac{1}{x} - \frac{1}{y}\right) \left(\frac{1}{x^2} + \frac{1}{y^2}\right)$$

$\therefore \frac{1}{x^2} + \frac{1}{y^2}$ is the required quotient.

2. We must have $x^3 + ax^2 + bx + c = k(x-1)(x-2)(x-3)$ where k is merely a numerical quantity. If we assume $k=1$, we must have $x^3 + ax^2 + bx + c$ identical with $x^3 - 6x^2 + 11x - 6$,

i.e. $a = -6, b = 12, c = -6$. If k is not = 1, then $a = -6k, b = 12k, c = -6k$, whatever be the value of k .

3. (1)

$$\begin{aligned} A &= 3 - 4 + 6 + 0 + 1 \\ B &= 4 - 5 - 1 + 2 + 1 \end{aligned}$$

$$\frac{B - A}{4A} = \frac{1 - 1 - 1 + 1}{12 - 16 + 0 + 0 + 4} = C, \text{ say.}$$

$$\frac{4A}{3B} = \frac{12 - 16 + 0 + 0 + 4}{12 - 15 - 3 + 3 + 3}$$

$$\frac{3B - 4A}{C + D} = \frac{1 - 3 + 3 - 1}{2(1 - 2 + 1)} = D, \text{ say.}$$

$$C + D = 2(1 - 2 + 1)$$

$$C - D = 2(1 - 2 + 1)$$

$$\therefore x^2 - 2x + 1 = \text{H.C.F.}$$

(2) For $2x$ write a, b for y , and c for $3z$,

and we have $a^3 - b^3 + c^3 + 3abc$ and $a^2 - b^2 + c^2 + 2ac$,

i.e. $(a-b+c)(a^2+b^2+c^2-ab-bc+ca)$ and $(a-b+c)(a+b+c)$,

$\therefore a-b+c, \text{ i.e. } 2x-y+3z = \text{H.C.F.}$

4. (1) Transforming we have

$$\frac{4x^2 - y^2}{y^2} \cdot \frac{y}{2x - y} + \frac{8x^3 - y^3}{y^3} \cdot \frac{-y^2}{4x^2 + 2xy + y^2},$$

$$\text{i.e. } \frac{2x + y}{y} - \frac{2x - y}{y} = 2.$$

(2) Numerator = $(x+b)(x^2+ax+1)$

$$\text{Denominator} = (bx+1)(x^2+ax+1)$$

$$\text{Fraction} = \frac{x+b}{bx+1}$$

5. Given fraction = $\frac{(a+b)(c+d)}{x-3c+2d}$.

Now if $x-3c+2d=c+d$, i.e., if $x=4c-d$, then all the factors involving c and d cancel out.

6. (1) Given $a+b+c=0$, Multiply through by $\frac{2}{abc}$,

$$\text{and } \frac{2}{ab} + \frac{2}{ac} + \frac{2}{ca} = 0, \text{ Add } \frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} \text{ to each side,}$$

$$\text{and } \frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} = \left(\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2}\right)^2.$$

(2) $x = a^2 + b^2 + c^2,$
 $y = ab + bc + ca,$
 $\therefore (x - y)^2 = (a^2 + b^2 + c^2 - ab - bc - ca)^2,$
 and $(x + 2y)^2 = (a + b + c)^2.$
 Multiplying $x^2 + 2y^2 - 3xy^2 = (a^2 + b^2 + c^2 - 3abc)^2.$

(3) $\frac{2x = y + z}{2b = z + x} \quad \left| \begin{array}{l} \text{Also } 4a^2 = (y + z)^2 \\ 4b^2 = (z + x)^2 \\ 4c^2 = (x + y)^2. \end{array} \right.$
 $\frac{2c = x + y}{\therefore a + b + c = x + y + z;}$ $\frac{2(a^2 + b^2 + c^2)}{= (x^2 + y^2 + z^2 + xy + yz + zx)}$

Thus $(a + b + c)^2 - 2(a + b + c)(a^2 + b^2 + c^2)$ becomes
 $(x + y + z)^2 - (x + y + z)(x^2 + y^2 + z^2 + xy + yz + zx),$
 or $(x + y + z) \{ (x + y + z)^2 - (x^2 + y^2 + z^2 + xy + yz + zx) \},$
 i.e. $(x + y + z)(xy + yz + zx).$

7. $\frac{(a+b)(a+c)}{a+b+c}$ and $\frac{(a+c)(a+d)}{a+c+d}$ are equal
 if $a + b = a + d,$ and $a + b + c = a + c + d,$ i.e. if $b = d.$

8. (1) Transpose and square, and
 $(x + 3) - 10\sqrt{(x + 3)} + 25 = x + 2,$
 $\therefore 5\sqrt{(x + 3)} = 13, \quad x = \frac{169}{25}.$

N.B.—It is not however certain without trial that this is the true root. The reader may put $\frac{169}{25}$ for x in the given equation and verify the result. If not the root of the given equation it is the root of the equation $\sqrt{(x + 3)} - \sqrt{(x + 2)} = 5.$ The ambiguity arises from the squaring. Both $-\sqrt{(x + 2)}$ and $\sqrt{(x + 2)}$ give $x + 2$ when squared.

(2) $x = \frac{1}{3}.$

(3) We have $x(c + d) + (a + b)(c + d) = x(a + b) + (a + b)(c + d)$
 or $x(c + d) = x(a + b).$
 And as $c + d$ is not $= a + b,$ x must $= 0$ or $\infty.$

9. If x and $x + 3$ be the sides, then
 Area $= \frac{1}{2}x(x + 3) = 18; \quad x^2 + 3x - 36 = 0, \&c.$

10. Let $x =$ dist. of exit pipe from bot., $\therefore h - x =$ ditto from top.
 $y =$ time required to fill one pipe only.

Hence $\frac{h}{y} =$ depth filled in 1 unit of time by 1 pipe,

and $\frac{5h}{6y} =$ " emptied " " " ;

$\therefore \frac{h}{6y} =$ " filled " " 2 pipes.

Now $x \div \frac{h}{y} =$ time req'd to fill first x units of depth $= \frac{xy}{h};$

and $(h - x) \div \frac{h}{6y} =$ " " rem. $(h - x)$ " $= \frac{6y(h - x)}{h}$

$\therefore \frac{xy + 6y(h - x)}{h} =$ whole time when both pipes run $= 2y,$

$\therefore x = \frac{1}{3}h.$

Verification.—If second pipe fills h feet deep in 5 hours, say, then " $\frac{1}{3}h$ " 4 "

The remaining $\frac{2}{3}h$ feet will be filled only $\frac{1}{3}$ as fast as before, and will therefore require 6 hours instead of 1 hour. $6 + 4 = 2(5).$

NOTE.—In actual practice the velocity of the outflow would be proportional to the square of the depth, so that as the vessel filled the first pipe would take out more and more per second. In this problem however the inflow is supposed to increase in exactly the same ratio so that the proportion remains constant.

Sing on! we sing in glorious weather,
 Fall one step over the tiny strand,
 So narrow, in sooth, that still together,
 On either brink we go hand in hand.—Jean Ingelow.

Ah! have you yet to learn that the eye altering alters all; "that the world is an echo which returns to each of us what we say?"

Wit is a magnet to find wit, and character to find character.—Emerson.

A wise man in our time caused to be written on his tomb, "Think on living." That inscription describes a progress in opinion. Cease from this ante-dating of your experience. Sufficient to-day are the duties of to-day.—Emerson.

Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours of age that follow it.—Emerson.

Special Articles.

NOTES OF TALKS ON TEACHING.*

TALK I.—PRELIMINARY.

I shall try in these lessons to help you learn more of the great art of teaching. We have come from widely different sections, and are, for the most part, strangers to each other, and may find it a little difficult at first to draw together. But a common interest will unite us in the bonds of sympathy and good-fellowship. We have all seen teachers who were so self-satisfied that they seemed—to their own minds—to have rounded the circle of teaching, made the circuit of knowledge and skill complete, and closed their minds against the entrance of all further impressions. Such can never learn till the barriers of conceit behind which they have entrenched themselves are broken down. There are others, the opposite of those just described, who stand like empty pitchers, waiting to be filled; they accept any and all methods which are popular, or have some show of authority. Such teachers are imitators merely, and will change when any novelty is brought to their notice. No one was ever great by imitation; imitative power never leads up to creative power. Just here let me say that I shall object quite as strongly to your taking the methods which I may present, unquestioned, as I should to your acceptance of others in which I do not believe.

Again, there are teachers who have some good ways, but who are so prejudiced that they have no regard for anything outside their own work; they cling to the old, have a ready-made objection to the new, and have ceased to examine. Facts are the eyes through which we see laws. There is no better founded pedagogical rule than that the facts must be known before generalizations can be. It follows, then, logically, first, that we cannot know which is the best without knowing both; second, that we cannot know which is the best without knowing all; and, third, that we cannot know any method without knowing the principles which the method applies. Finally, no one can fairly judge a method by seeing it in operation once or twice, because the application may not be correct, and that cannot be judged unless the foundation principles are known.

The great difficulty in the way is, that teachers are not willing to pay the price of genuine success—that is, untiring study in the most economical directions—hard labor. The demand for good teaching was never so great as now, and no matter where you are, if your work is good it will attract attention.

I have been often asked to explain the so-called Quincy system. So far as I have been able to understand this system, it does not consist of methods with certain fixed details, but rather presents the art of teaching as the greatest art in all the world; and because it is the greatest art, demands two things: first, an honest, earnest investigation of the truth as found in the learning mind and the subjects taught; and, second, the courageous application of the truth when found. In the talks which follow, the only real substantial help I can give you is to aid you in such investigation.

All the truths that you may learn must be discovered by yourselves. In this way alone truth is made a living power. Nothing is farther from my present purpose than to have you take what I shall say without the most careful scrutiny. The great mass of teachers simply follow tradition, without questioning whether it be right or wrong, and it requires very little mental action to glide in the ruts of old ways.

The work of the next hundred years will be to break away from traditional forms and come back to natural methods.

Every act has a motive, and it is the motive which colors, directs, forms the action. Consequently, if we would understand the edu-

* Notes of Talks on Teaching, given by Francis W. Parker, at the Martha's Vineyard Summer Institute, July 17 to August 19, 1882.

educational work of to-day, we must know its motive, bearing in mind the fact that due allowance must be made for the stupefying effects of long-established usage. The motive commonly held up is the acquisition of a certain degree of skill and an amount of knowledge. The quantity of skill and knowledge is generally fixed by courses of study and the conventional examinations. This is a mistake. In contrast with this false motive of education, to wit, the gaining of skill and knowledge I place what I firmly believe to be the true motive of all education, which is the harmonious development of the human being, body, mind, and soul. This truth has come to us gradually and in fragments from the great teachers and thinkers of the past. It was two hundred years ago that Comenius said, "Let things that have to be done be learned by doing them." Following this, but broader and deeper in its significance, came Pestalozzi's declaration, "Education is the generation of power." Last of all, summing up the wisdom of those who had preceded him, and embodying it in one grand principle, Froebel announced the true end and aim of all our work—the harmonious growth of the whole being. This is the central point. Every act, thought, plan, method, and question should lead to this. Knowledge and skill are simply the means and not the end, and these are to work toward the symmetrical upbuilding of the whole being. Another name for this symmetrical upbuilding is character, which should be the end and aim of all education. There are two factors in this process: first, the inborn, inherited powers of the mind, and, second, the environment of the mind, which embraces, so far as the teacher is concerned, the subjects taught. The subjects taught then, are the means of mental development. To aid in the mind's development the teacher must know, first, the means of mental and moral growth, which are found in the subjects taught; and, second, the mental laws by which alone these means can be applied. Knowing the mind and the means, he can work toward the end, which is growth. Method is the adaptation of means of growth to mind to be developed, and natural method is the *exact* adaptation of means of growth to mind to be developed. To acquire a knowledge of the mind and of the means by which the mind may be developed is the study of a lifetime. Let us stand with humility before immensity.

In the beginning, then, the study of methods aside from principles is of little use; therefore, that investigation should lead to a knowledge of principles is all-important. There are two lines of investigation: the direct one is the study of mental laws, or the investigation of the facts out of which the generalization of principles is made. The second, and indirect way, is the study of the application of methods in detail, in order to discover through such details the principles from which they spring. Let no teacher rest satisfied with a study of the mere details of methods, but use them as illustrating the leading back to principles.

TECHNICAL SKILL.

In order to train children how to do, we must be able to do ourselves; hence the great importance of that preparation on the part of a teacher which will result in skill in the technics of school work. First of all, the voice should be trained, for a clear musical voice is one of the teacher's most potent qualifications for success, and cannot be overrated. Drill in phonics is necessary, not only to gain the ability to give the slow pronunciation with ease and with natural inflections, but as an aid to perfect articulation and pronunciation. That every teacher should be an expressive reader is self-evident, but it might not occur to all that to be an eloquent talker is also one of the requisites demanded by the New Methods. Faults of tone, modulation, and manner are propagated by the teacher, as well as false syntax and incorrect pronunciation. Then,

too, every teacher should be able to sing, and sing well. Music fills the air with beauty, and in the school-room everything should be quiet and musical, with never a harsh note. Failing in this the school lacks harmony. Writing is the second great means of language expression, and should follow immediately upon talking. A teacher who cannot write well, cannot teach writing well; for the copy on the blackboard should be well nigh perfect. Skill is the expression of power, and drawing is the second best way of expressing thought. Given the skill to draw, and a teacher is never helpless, for then he can teach, even if everything else is taken away. Besides, I see a future in drawing which I see in nothing else in the way of developing the mental powers; hence the demands made upon teachers for knowledge and skill in this art must increase with every year. Moulding in sand is one of the best possible ways to teach geography, and should precede map drawing. Moulding in clay is a valuable means of form teaching, and is also the best of preparations for drawing. Last of all, gymnastics—the training of the whole body—is of the utmost importance, not only to insure symmetrical physical development but to aid in the establishment of good order. Mental action, as you know, depends largely upon physical conditions, and therefore we should train the body that the mind may act. Believing that the skill of the teacher in these directions measures in a great degree his power to do good work, I have endeavored in this course of lessons to provide you with the best of teachers for these different departments. Now, a word of caution: time and strength are both limited, therefore don't try too much; but that you may become experts in these technical matters, let me add, whatever you do try, be sure to follow it up.

(To be continued.)

MUSIC IN THE PUBLIC SCHOOLS.

A PRACTICAL ILLUSTRATION, BEFORE TORONTO TEACHERS ASSOCIATION, BY DR. CLARKE.

In the work of public school education, musical instruction should be imparted by the teacher of each department, through all grades, as in the classification of all other studies.

At first thought, with the present generation of teachers who have not been thus educated, this method may seem an impossibility, but it may be accomplished by the teachers now in office, if done under proper supervision.

Upon the supposition that in the cities and larger towns, the period of school-life extends from the age of six to sixteen years, there are ten years given for an orderly and systematic course for the study of the fundamental principles of musical science, and the practice of vocal training, without its becoming irksome, or taking much time for the more essential studies.

This musical instruction should be so graded in its progress, that the year's work in each department will be a repetition of the routine for the same teacher, with each new allotment of pupils, as they ascend from the preceding grade.

It is well known that many people play musical instruments from notes, who have no idea of the sounds represented, unless they are touched upon the instrument; when the sense of the relationship of the different tones should be so impressed upon the mental faculties, that the sounds should be as distinctly heard by the mind, as when a book is read without the sound of the voice being heard by the external ear.

The cultivation of the faculty of listening, renders more acute the means of receiving instruction, as it causes the powers of observation to become more intense.

The foundation for the cultivation of the musical perception, or

the faculty of hearing, commonly called "the ear for music," should be formed and developed in the primary grades, without the use of technical terms, based upon the simple relative tones of the different intervals of the scale, through innumerable varieties of interesting exercises which will absorb the attention of the little ones, so that they will be taught objectively, in such a manner that their perception of the various degrees of the height, depth of pitch, and quality of tones, will be involuntarily acquired.

The chief portion of the first instruction of the youngest grades should be accomplished, in their being taught to sing properly by memory, a large variety of pleasing songs adapted to their mental comprehension, in which they will become deeply interested, and the school-hours made more attractive.

All the religious and moral virtues may be inculcated through their little songs. The sentiment should be about their kind teachers, the pleasures of knowledge, the beautiful flowers, the gentle animals, the use of their dolls, kites, and all their happy and healthful recreations,—and such subjects which will tend to give animation to the objective world around them, and especially such themes which inculcate the life of unselfishness, through good examples of children's poetry allied to correct models of simple music, which will aid in forming their artistic taste in after years. There should be much singing in this department to relieve the hours which are often so wearisome to both pupils and teachers. Those hours of incipient school-days should be made the happiest, as an incentive to the attainments of succeeding education, and as the stern realities of life in due time must be met, the first school-days should be surrounded with every pleasant association which may be looked back upon as a vision of happy innocence. The task of the primary school teacher is one of the most laborious, and music should be made one of her chief assistants.

In the next grades above the primaries, the scholars should be provided with music blank-books, and their instructive exercises after having been written upon the black-board, should be recorded in their order, and sung from their own writing, and not from memory as in the primary grades.

From the instruction imparted, their songs should first be written upon the board as exercises, and then be copied in their exercise-books, and all the songs sung by each grade should be within the compass of the work assigned to each grade up to the highest.

Until scholars have acquired a knowledge of the simple elements of addition, subtraction, multiplication, and division, intricate exercises in rhythmical form should not be introduced to perplex and discourage them.

The studies in each succeeding grade will carry the pupils through part-singing in: all the keys, introducing all the forms of vocal music up to the age when the voices of the boys undergo that change which causes them to take the octave below their original pitch, and their instruction must then carefully be put in practice, so that there shall be only beneficial results.

By the time the pupils enter the high school they will be prepared to undertake the knowledge of the elements of harmony, and the general understanding of musical science.

All this progress may be accomplished through the regular school year, by simply devoting ten or fifteen minutes daily to this cultivation, without making a hobby of music, and without robbing the other studies of their required time, and this desideratum may be attained with hearty co-operation on the part of all the pupils, boys as well as girls.

The musical instruction should be given in the prevailing form of notation, in which the great treasures of musical thought have been written and preserved in the system of the five lines and their spaces, so that all the instruction given will enable the pupils to readily understand any musical instrument which they may choose to learn. All this work may be accomplished by the regularly employed teacher of the room, even if he or she has not previously been a teacher of school-music, if guided by intelligent superintendence. It logically follows that teachers of a succeeding generation who have been systematically educated through such an orderly course of instruction will be able to accomplish the desired results; but the subject to be considered is—how to accomplish the work with the talent now employed in the common schools?

It is proposed in this illustrative exercise to exhibit how some of the elements of the fundamental work may be imparted to young pupils by a teacher who has not hitherto given musical instruction, and who has not sung, supposing the method of instruction having been laid out in proper form by the one whose duty is to give the instruction to the teachers and then make regular visits of inspection.

The first thing to be accomplished is the awakening of the musical perceptions, or the developing of a knowledge of the different tones in their relation to each other, of which there will be only time enough to-day to present two or three, bearing in mind that the tones of the scale are not all to be taught at once, but that they are to be added in such a degree of slowness that the pupil cannot fail to learn them all in the proper time assigned for their accomplishment. In the imitation of musical tones, the object must not be power, or noise, but a quality of tone in which the muscles of the throat should be relaxed. This must be taught by imitation, and not by explanation. Children are apt to sing in that unpleasant nasal quality which must be avoided at the beginning.

After illustrating this unpleasant quality of tone, the lecturer proceeded to teach a class of primary scholars, by exhibiting the first steps to be taken in awakening the musical perceptions in children, ending with an example of teaching a school song to the little ones, by a pleasing way of memorizing.

TRAINING THAT EDUCATES.

AN ADDRESS DELIVERED NOVEMBER 18TH, 1882, AT LANCASTER, PA.
BY COL. F. W. PARKER.

Night before last I heard at regular intervals the hammer of the tester on the iron wheels, trying them to see if all was right and the train could safely move on to the terminus of the line. I think it is well for us to test the wheels of the car of progress in the same way, to see in what condition we are, and whether we can move on safely toward the future.

Our forefathers founded this republic upon the basis of a common school for every child. The scheme was grand in conception, because new. It had never been tried before, and has never been tried in the same way since, except among us. The boasted schools of Germany—as good as our own—are not free in our sense of the word. They are stratified according to the gradations of society, and are intended and constructed for the foundations of monarchy. Our free schools, where the children of all classes are brought together on one level of equality, are the proper foundations for republican institutions. Only where the organic life of a people flows freely from the lowest to the highest is there a true free school; and our fathers builded "better than they knew," when they laid this grandest foundation of free government.

The reformer who decries or ignores the past makes a mistake. Only by inheritance have we the wherewithal to build. There is a true conservatism which takes what the past has created, and on it builds the future—it is false and spurious conservatism that holds fast to whatever is old because it is old, and consequently fails to grow.

Now, our schools demand that their 300,000 teachers shall be trained, skilful workers. Where shall such be found? Suppose that to-day there should be a popular demand for a scientific road-builder in every township, how would it be met? Why, there would not be enough competent men in the whole country to supply one state. So it has been with the schools; trained teachers could not be found and we were obliged to take them untrained; and noble work these honest-hearted workers have done.

The normal school plan was a progressive step, in that by it the state recognized a science of teaching; but the conditions were very limited. The pupils of necessity had to be taken largely as they came up from the common schools; their academic qualifications were poor, and the normal schools were obliged to spend the time upon the common branches, which should have been given to scientific training; and so the pupil is not much more than prepared to receive the philosophy of education when he leaves the normal school to become a teacher. I have seen normal teachers who responded to criticism or suggestion with that smile of supe-

riority which is so blighting to a modest man, and which told of their confidence in their ability to cover the whole ground of any given subject, and put it in a diagram form on the blackboard in fifteen minutes. There are such teachers and such normal schools: schools which develop a self-confidence and self-conceit that simply puts a barrier between the teacher and knowledge by making him believe that he knows everything. But the best outcome of the true normal school should be the attitude of its pupils toward knowledge—an attitude of humility before the grave responsibilities of a teacher—a spirit that says, "I don't know, but I want to know," and with steady work, and prayer to God, and realization of immortal destinies committed to their care, "work out their own salvation with fear and trembling." The normal school which develops such a spirit is doing a grand work; but if, instead, it fosters self-conceit, its pupils are injured irreparably.

There is a marked line all along the course of history between those who followed tradition and those who followed science. The history of medicine is a marked illustration. Before the time of Harvey, there was only tradition, and medicine was mere empiricism—it was "hit or miss," chiefly miss—but after the discovery of the circulation of the blood, scientific methods were evolved with the grandest results. In other directions the same progress has followed the introduction of scientific methods. In the last forty years, thought concretely expressed in machinery, has revolutionized the world. Now you ask, why has not the application of the science of teaching produced like changes in our schools; for that it has not, will be generally conceded. I will not stop to argue that there is a science of the development of thought. Of course we do not claim that it is an *exact* science—all the mental laws have not been discovered; this, however, is true of every science—none is complete.

I have not time to quarrel with those who say there is no more than a philosophy of teaching. But there are certainly some principles upon which we all agree who have given thought to the subject. What changes would be brought about by the application of these principles, and the consequent change from traditional to scientific methods? Is it not fair to expect that they would be analogous to the progress of civilization in other directions?—analogous, not identical; for we cannot expect results so quickly. Why? Because when an Edison or a Howe, by years of study, has perfected a mechanical invention, it is at once ready for everybody's use; but with teaching it is different—the science must be discovered by each individual teacher who is to apply it, so that instead of one Howe or Edison, we must have a host of great inventors. It is not strange, then, that our progress is slow; and when all is considered, we have done well. But what of the future? Let us apply a test or two.

We will take a principle upon which we are all agreed—one that was formulated by old Comenius—"Things that have to be done should be learned by doing them." In the mechanical world the principle is applied. We do not keep an apprentice studying the theory of shoemaking or house-building for the whole term, and then send him out to make shoes or build houses—he learns to do things by doing them; but how is it in the schools? Why, we have been forty years inventing ways to have children learn to do one thing by doing something else? Do you think I exaggerate? Let us see.

In teaching arithmetic, we teach not the science of numbers, but figures. Go into any average school and ask to be shown a number, and the child will go to the board and write a figure; ask for a fraction, and he will write "1/2"—which is no more a fraction than the word "hat" is a hat. We teach figures, and the bright children apply them to numbers. I have given to pupils who had been nine years in school this example:

I have a cord of wood, sticks four feet long, to be cut into three lengths for a stove, for which I pay \$2; if I want another cord cut into four lengths, how much proportionately should I pay?

And they with edifying unanimity answered \$2.66 $\frac{2}{3}$ which is wrong, of course. If I pay two dollars for two cuts, three cuts are worth three dollars; but the children *didn't think*—they used figures.

Then we teach what we call English grammar. Now there is such a thing as Greek grammar, and Latin grammar, and German grammar; but there is no science of the English language worth mentioning (since William the Conqueror smashed the Saxon), and what there is can be taught to a high school pupil in a week or two. But some man unfortunately tried to make an English grammar on the Latin plan; and ever since they have been making it more and more complicated, and we have gone on teaching what is called English grammar, and pretend to teach the child to "speak and write the English language correctly"—we all know how it does it. Here again directors are paying millions to teach children to do one thing by doing something else. What shall we do about it? Why, apply our principle: Let the child learn to talk by talking, and to write by writing, and to compose by composing—that is all.

The great object of the schools should be to train their pupils for work—real work; and you can't do this by trying to learn one thing by doing something else—there is no life in that, and your scholars become dull, and you try to stimulate them by emulation, and don't succeed any better than the man who tried to feed his horse on sawdust. The outcome of your artificial methods is a class of young people who are beneath—not above—manual labor, and are chiefly anxious to find places where there is not much work. Why? Because you never taught them to love work—you made work drudgery. Try the other plan. Set them to doing real things and see what life, and soul, and energy, and power there will be in your school-room.

The crying want of the time is men and women who can *do*. Daily there come to my desk applications for teachers, principals, superintendents, offering large salaries—and I cannot fill them. The great railroads find the same difficulty in filling responsible places. Why? Because our youth are fed on unsubstantial seeing instead of real things, and have never been taught to work. We have all seen the young man come from college clothed in all the panoply of words, and at the first spear-thrust of reality the armor falls away and leaves him naked before the world.

Now, the science of teaching regards the school as a workshop where the child shall be trained to work, to *love* work, to work systematically and intelligently; so that whether he manages a railroad, or builds a house, or saws off the limb of a tree, he works with brain as well as hand. Is not that "practical?" Try it, gentlemen directors, and see the results.

Pestalozzi, whose name has become immortal, was not a highly educated man, but he discovered a mighty secret. Dissatisfied with the social and moral aspects of his country, and finding that the sword promised no remedy, he went to the root of the matter, and found it in the faulty education of the children. They went to school and learned the catechism, and recited words out of books, and that was all. Then he wrought out this great discovery—"Things must come before words—thoughts must come from *live* things." By this discovery he did more for Europe than any other single man simply by teaching children to use their eyes.

Have we profited by that discovery? Do you always teach things before words? Suppose when you open your school next Monday morning, you write that one sentence, "Things must come before words," on your blackboard; try not to violate it for one day. If you succeed, you will seem to have passed by one great leap into a better world; you will be happy men and women, your pupils will be happy children.

"Things before words—facts before generalizations." How are

these principles recognized by the text-books? We open a geography, and in the very first sentence we find a definition—a generalization; and so it goes on, page at a time. The child learns all this—learns the words, and works his jaws in repeating them, and they mean nothing whatever to him—happily Providence has ordained that he may forget them easily. Before he can reach those definitions understandingly, a long process must be gone through, but the book gives the definition first. I went into a school one day and put the question—“Children, did you ever see a peninsula?” No, they had never seen one—seemed to think it unreasonable to ask them, as if one ought to be about a hundred years old to see such a wonderful sight—and yet four-fifths of them were born on the beautiful peninsula where the school-house stood.

So directors are paying their money for the teaching of mere empty words, that pretend to describe things, when we ought to show our children the things themselves. We teach in this way simply because it is the traditional method—like the man who carried his grain in one end of the bag and a stone in the other to balance it, because his father and grandfather had done it, and what was good enough for them was good enough for him, and he “guessed he knew his own business, and nobody should teach him to carry grain to mill.”

Another principle: *The mind grows by its own activity, and in no other way.* We can only assist; we cannot make it grow. How do we recognize this fact in our schools? I remember when I was a young teacher how I used to explain everything and how I explained most what I knew least. I used to explain divisions of fractions very lucidly when I didn't understand it—and I never did understand it until I learned with actual things. All this explanation is simply depriving the child of his chances to grow. The best expression of mental activity is when the child says “Don't do that for me—let me do it.” The more we pour in, the weaker they become. What we want is to develop power—yet we do their work while they sit helpless. Would you train an athlete by lifting all his burdens for him, and then send him forth to win the race? Why do the same thing for the child's mind? You now understand why I say that the only true arithmetic would be one that should have neither rule, explanation nor definition in it.

The thing that is near is the thing to teach. You sometimes hear a teacher complaining that she can do little or nothing because she has no apparatus. This is another of the chains of the old education. Have we not pebbles, and shells, and leaves, and flowers, and free skies? If there is absolutely no apparatus, save the ordinary country surroundings, these are enough for the true teacher. The good teacher is the one who appreciates the value and feels the power of the near; for out of the seen the unseen must come. To be sure, some will say, “We are opposed to this—these now-fangled ways are all bush.” Yet they ride in the cars and have the electric light before their doors; they are progressive in that line of applied science; but they fail to perceive that the science of teaching applied would produce commensurate results. They say, “Those things are practical, but these educational theories are visionary.” Yet the things of which we are most ignorant, as regards the teaching in our schools, are, the air we breathe, the water we drink, the food we eat, the clothes we wear—in short, that which touches us most closely on every side. The true teacher, the one who is trying to learn to teach, uses these things; and the thought of God in nature becomes the thought of the child—and the revelation of God in nature works out through the child a true civilization.

Work can be made attractive. For great success, the worker must love his work; it must not be drudgery to him. Give the child real things, and he will love to work, and you will not need the rattan and the ferule, nor the compulsory truant law, nor yet undue stimulus of emulation. I do not believe in compelling children to go to school, unless you have something good and pleasant there for them; and if you have that, the attraction makes compulsion unnecessary. I have to deal with some of the poorest children to be found anywhere; yet in the very slums of ignorance and poverty and superstition they made me welcome; the children are all our friends because they know we bring them good. And this is the glory of our work that we are trying to make of these children, notwithstanding such surroundings, men who will be an honor to the republic—voters who cannot be bought for two dollars apiece.

And we are doing it! I tell you, teachers, that real teaching eliminates the bad boys and girls—they are good. Under such teaching, goodness takes the place of vice—all good teaching de-

velops moral character. On the other hand, all bad teaching has an element of immorality in it; we have seen that it unfits for work, and idleness means vice. I believe that the teaching of the lowest primary schools, if well done, is the highest work on earth.

And now, teachers, shall we not begin to do well, and apply these principles to our work? If we and our successors would do this, in a century there would be a revolution in the intellectual and moral world greater and more beneficent than the physical one of which we have spoken. Shall we not do it? The work cannot be done quickly, but we can do our share in laying the foundations of a glorious future.

What are the chief obstacles in the way of reform? I believe that there is no class more earnest and faithful than teachers; and from what I have seen in your state, I am not sure but Pennsylvania teachers lead the van; but my clients are the children, and through them the future of the Republic, and in their interest I must speak the whole truth—and the truth is, teachers, that *the greatest obstacle is in us.* By our clinging to tradition, and our self-conceit, we too often bar knowledge out of our minds. We should pray against the tendency to hold on to worn out devices, and for humility to feel that life is too short to learn all about teaching. If you would go into the schools next Monday with such a spirit, work from fact to theory, and from theory back to practice, what growth would follow! But too often our attitude toward knowledge is wrong—we think we know, when we don't.

Sometimes the superintendent is an obstacle. When he comes to examine he must have just so much—it is all measured off—he comes, asks the regular questions, they are answered, and he goes away, and it is all right. Now any examination that does not test real teaching, or does not help the teacher with the children, is worse than none. I know how difficult it is to find men and women fit to supervise schools; they must know how to teach—how to show the teacher what to do—how to put the standard within reach of honest work, but beyond that of stuffing or cramming.

Directors often stand in the way of progress—they, too, think they know when they don't. My friend C. F. Adams, a man of fair education and pretty good family, made quite a discovery when he found himself unfit to supervise schools—many never find it out. I have known directors who had once taught two or three months, and know all about it. They are the kind that come in every now and then to examine the schools, they always ask the same questions, and after the first time they are always answered; and when the superintendent comes round, and thinks the teacher below the mark, he says: “Oh, no! why, the pupils answer every question I ask them!” Such people may know a good deal about business, but when they can diagnose and prescribe for a case of typhoid fever without special education, then I would trust them to examine and grade teachers—and not before. We had some bitter experience of this kind when the civil authorities undertook to manage the war. There is only one sensible way for directors to treat this matter; find a man or woman who knows the business, give him the teachers he wants and the means he needs—and if he don't get results, turn him out, and find one who will get them.

But sometimes it seems as if the schools were made for the teachers, and not for the children—and we find all the places filled by the directors' “sisters, and their cousins and their aunts.” These same gentlemen, if they wanted a superintendent for a factory, would send to Europe, if necessary, to get a competent man; but when it is a question of trusting to somebody the development of our children, the selection is made because some young girl finds it convenient to make five or six dollars a week.

The people themselves stand in the way, then they fail to elect proper persons as superintendents and directors, and carry their offices into politics. Now, if you must have corrupt congressmen, and legislators, and governors yet awhile, I suppose we can't hinder you; but, for heaven's sake, keep the interest of our little children from contact with dirty politics! When you help to elect unfit school officers you vote against your own children, and help to perpetuate evil for generations.

And now, teachers, I must leave you, but my last word is, pray and work, that you may understand the great art of teaching; have courage to apply all you know, being always ready to learn better; take advice; profit by criticism; say what you think. Magnify your office. I am a teacher to-day for the same reason that I was a soldier twenty years back—because I believe that the problem of the education of the people is the greatest problem of the time. Learn all you can, and teach it to the little ones, and you and they will be happy.

Promotion Examinations.

GEOGRAPHY.

GRADE VI.

1. Define, giving an example where possible—Frigid, Estuary, Cancer, Empire, Colony.
2. Name the bays and gulfs on the eastern shore of North America.
3. In what county and on what line of railway are the following situated—Chatham, Guelph, Pembroke, Brampton, Walkerton, Winnipeg, Brockville?
4. Name the rivers of New Brunswick, the cities of Ontario, and the islands of British Columbia.
5. Outline a map of Lake Ontario and place in proper position St. Catharines, Hamilton, River Credit, Whitby, Cobourg, Picton, Amherst.
6. Name the political divisions of Europe and give the capital of each.
7. What and where are—Wolfe, Madawaska, Sault Ste. Marie, St. Joseph, Honduras, Cascade, Peace, Zealand, San Francisco, Liffey?

HISTORY.

1. Name the nations that ruled England before the Norman Conquest. From which of these did it derive its name?
2. Write short notes on—Senate, Executive, Act of Parliament, House of Commons, Lieutenant-Governor.
3. For what are the reigns of the following kings noted? Give dates where you can—Ethelred, Harold II., William I., John, Henry V.
4. Assign events to following dates—827, 1282, 1296, 1314, 1415.
5. Write brief notes on—Simon de Montfort, Domesday Book, Crecy, John Wycliffe, The Barons' War.
6. What is meant by Responsible Government and when was it introduced into Ontario and Quebec respectively?
7. Relate some facts concerning La Salle, Clergy Reserves, Dr. Ryerson, Lord Dufferin, Confederation, giving dates where you can.

ENGLISH LITERATURE.

(Pupils will open books at page 44.)

1. Explain in your own words—'the coal measures of our own country,' 'sinews of commercial prosperity,' 'fifty-eight successive beds.'
2. Give the meaning of—destitute, area, deposits, maritime, conspicuous, aquatic, geologist, combustible, organization, alternately.
3. Distinguish between 'mineral' and 'metal.' To which class does coal belong?
4. What is the meaning of 'fossil vegetation'?
5. Accent the following words to indicate their pronunciation—destitute, maritime, Madagascar, represents, illustrate.
6. Sketch the substance of the lesson 'The Western Hunter.'

SPELLING.

1. It seems that alternately with shales and sandstones are to be seen inexhaustible seams of coal.
2. After two days' space they proceeded from the place occupied on the preceding day.
3. They implored him to pardon their ignorance, incredulity, and insolence which had created so much unnecessary disquiet.
4. They were called United Empire Loyalists, a term synonymous with gallant daring, patient endurance, and unrewarded loyalty.
5. Being proffered food at which he revolted he implored Arnold for relief, declaring that he preferred death to sufferings so intense.
6. Handcuffs, adjutant-general, provost, pursued, apparent, despatches, lieutenant, essential, tortuous, pendulous, employees, occurrence, separated, schooner, christened, intelligent, century-circled, unmanageable, incredible, rarefaction, landscape, architectural, disease, campaign, fusée, rebellion, umbrageous.

GRAMMAR AND COMPOSITION.

1. Define, giving examples—Conjunction, Predicate, Gender, Transitive.
2. Write the feminine form of poet, lad; the plural possessive of mercy, sheep, ox; and the superlative form of good, wealthy, badly, evil, late.
3. Change the voice of all the verbs in the following—
 - (a) 'It was proposed by the chiefs that our council should commence.'
 - (b) 'On the breasts of many of them were seen silver gorgets which had been given them by their ally—the Sovereign of England.'
4. Combine the following into one simple sentence—
 - (a) Sir Francis B. Head was an English statesman.
 - (b) Sir F. B. Head was Governor of Canada.
 - (c) Sir F. B. Head was an able diplomatist.
 - (d) Sir F. B. Head held a council.
 - (e) The council was with the Indian chiefs.
 - (f) The council was upon matters of importance.
 - (g) The council was held at noon.
5. Analyze—
 - (a) 'Tis pleasant now to track the antlered deer.
 - (b) O Wolfe, to thee a streaming flood of woe, sighing we pay.
 - (c) How many times can 14 be taken from 98?
6. Parse—At noon I proceeded to a point at which it had been arranged to hold a council with the Indians.
7. Write a short account of how you spent last holidays.
8. Correct the following, giving reasons—
 - (a) John don't write bad.
 - (b) I don't like them sort of pens; they scratch the paper.
 - (c) The air smelt sweetly.
 - (d) I kind of thought you would be alone.

ARITHMETIC.

1. Define, with examples—Concrete, Compound, Least Common Multiple, and Complex Fraction.
2. How many times can 1 cwt. 15 lbs. 8 oz. be taken from 1 ton and how many oz. will be left?
3. Find the total cost of—
 - Wood 24 ft. long, 16 ft. high, and 4 ft. wide @ \$2.25 a cord.
 - 3,500 ft. of scantling @ \$25.00 per M.
 - 2,330 lbs. of coal @ \$9.00 a ton.
4. How many more sq. inches are there in 1809 po. 18 yds. 7 ft. 134 sq. in. than ozs. in 1 cwt. 18 lbs.?
5. What is the smallest sum with which I can buy sheep at \$6 each, cows at \$27, or horses at \$84, and how many of each could I buy?
6. Multiply $99\frac{3}{4}$ by $3\frac{1}{2}$ and find the integer nearest to the product.
7. A man sold $\frac{1}{4}$ of his farm to A and $\frac{1}{2}$ of the remainder to B. If there were 100 ac. in the farm at first how much is what he still owns worth at \$75 an acre?
8. Three-fourths of A's money equals five-sixths of B's, and they together have \$28.50; find how much each has.
Values—10 each. 75 marks full paper.

MENTAL ARITHMETIC.

1. $19 \div 9 - 14 \times 3 + 8 \div 5 + 15 - 8 \times 4$.
2. $1750 \div 125 \times 12$.
3. I owed a man \$3.79 and gave him a \$5 bill, how much should I receive in change?
4. How many tons of coal could be bought for \$58.50 at the rate of 5 tons for \$45?
5. How many powders of $1\frac{1}{2}$ sc. each can be put up from an oz. of soda?
6. A floor is 21 ft. long and 6 yds. wide, what will be the cost of painting it at 30c. a sq. yd.?
7. A boy bought a number of oranges for \$2.75 and gained \$1.10 by selling them at 7c. each; how many did he buy and what did each orange cost him?

CANADIAN HISTORY.

1. Tell what you know of House of Commons, Local Legislature, County Council, Town Council. How are the members of these bodies chosen and how often?

2. What do we call the chief ruler of the Dominion? Ontario? Lanark? Town in which you live?
3. What do you know of Cartier, Champlain, Frontenac, Wolfe, United Empire Loyalists?

SPELLING.

GRADE V.

1. They were neither fit for warriors nor councillors.
2. After the business was settled the commissioners from Virginia acquainted the Indians by a speech that half-a-dozen of their sons could be educated at the college.
3. They usually ask them 'what news,' 'whither bound,' &c., and then give them necessities for continuing the journey.
4. Tied inextricably together the whole body of invaders in canoes plunged into the cataract.
5. The Indians related the catastrophe of their pilgrimage.
6. I observed various predacious animals.
7. Desperately, separately, embarrassed, biscuit, accessible, acquiescence, parricidal, pageantry, apology, appetite, nauseous, odoriferous, calibre, coquetry, reprieved, vicissitudes, ammunition, parallel, reminiscence, volunteered.

GEOGRAPHY.

1. Define—Watershed, Latitude, Shore, Archipelago, Isthmus, and give an example of each.
2. Name the islands, gulfs, capes, and straits on the western shore of Canada.
3. Locate the capitals of the provinces of the Dominion of Canada.
4. Through what rivers are the following lakes discharged—St. Clair, Erie, Scugog, Nipissing, Lake of the Woods, Winnipeg, Athabasca, St. John?
5. What and where are—Belle Isle, St. John's, Chaleur, Yucatan, Regina, Albany, Fraser, Quinite, Anticosti, Welland, Hudson, Long?
6. Draw a map of Ontario and mark the position of the counties on Lakes Huron and Ontario.

ENGLISH GRAMMAR.

1. Define, with examples—Abstract, Neuter, Objective.
2. What is Number? Make simple sentences using the plural form of the following correctly—potato, lady, valley, goose, child, baby.
3. Combine into a simple sentence the following—
Sir Isaac Brock fell.
Sir Isaac Brock was the hero of Upper Canada.
He fell in battle.
It was the battle of Queenston Heights.
4. Analyze—
(a) By cat you mean lynx, of course.
(b) You're bound for York Fort, no doubt.
(c) Let us a voyage take.
(d) There shall we see the fierce white bear.
5. Parse—'What,' exclaimed the stranger, 'then you are not content?'
6. Describe the town in which you live.

ENGLISH LITERATURE.

(Pupils will turn to page 239.)

1. Where are the Queenston Heights? Name the leaders in this battle.
2. Explain the meaning of—'the greatest excitement had prevailed,' 'portable property,' 'all was silent but the elements,' 'mortal wound,' 'deadly struggle,' 'sharp skirmish,' 'prisoners of war,' 'memorable action,' 'when tattoo sounded,' 'deliberate aim,' 'fearful Americans.'
3. Who are meant by 'a free, a happy, and loyal people'? What is a garrison?
4. Give the meaning of—subjugation, sentinel, regiment, eminence, companies, militia, regulars, volunteers, reinforcements, mid-day.
5. Write from memory one verse of 'Somebody's Darling.'

ARITHMETIC.

1. How much greater is the product of 364 and MMLXXIX than the quotient of 8960436 by five hundred and nine?
2. At 90c. per yard, find the cost of 1 ml. 2 fur. 1 rd. of sidewalk.
3. Fourteen poor women receive 6cwt. 1qr. 25 lbs. 13 oz. of meat; how much is that for each of them?
4. A brick weighs 6 lbs. 4 oz. 8 dra.; find the weight of one thousand such bricks.
5. Find the amount of the following bill—
1250 lbs. wheat @ 90c. a bushel.
4250 lbs. oats @ 40c. "
960 lbs. barley @ 75c. "
750 lbs. hay @ \$10 a ton.
6. Find the least number which when divided by 12, 15, 18, 20, or 24, always leaves a remainder of 5.
7. I bought a farm at \$75 an acre and after keeping it for eighteen months sold it at \$120 an acre, gaining \$5,850; how many acres were in the farm?
8. Give examples of Abstract Numbers, Compound Numbers, Least Common Multiple, Common Measure.
The quotient is \$96,548, the divisor 729, and the remainder \$56; find the dividend.

SPELLING.

GRADE IV.

1. He suffered from the folly of slighting ancient foot-marks.
2. Canova received the presents in presence of the guests.
3. The two days' labor in that abominable ditch has led me to distinction.
4. 'A strange assertion, indeed,' said the merchant.
5. Your excellency is a field-marshal of the empire.
6. The mere act of crying to the Almighty in my distress afforded me a little relief.
7. Sagacity, docility, benevolence, a capacity to receive instruction and attachment to his master's person, are qualities which belong to the whole race.
8. Experience, grandeur, ennobled, solicit, travelled, demeanour, delicacies, mattresses, incommode, recommended, decision, despondence, professor, marvellous, banqueting-hall, deliverance, shepherd, inexpressibly, consummation, discerning.
Value—40. 2 marks off for each error.

GEOGRAPHY.

1. Define—Ocean, isthmus, lake, plain, river, and prairie.
2. Give the boundaries of the Province of Ontario.
3. Name the counties on River Ottawa, and the inland counties, with county town of each.
4. Out of what waters do the following rivers flow—St. Clair, St. Marie, Ottawa, Niagara, Trent, French, and Severn?
5. Name the provinces of the Dominion, with capitals.
6. What and where are—Prince Edward, Barrie, Scugog, Toronto, Brantford, Welland, Tay, Smith's Falls, Rideau, Ottawa?
7. Draw a map of the county of Lanark, placing townships, railways, rivers, towns, &c.

GRAMMAR.

1. Name the parts of speech in the following—'One night those of us who had just been relieved were sitting on the lockers down below telling ghost stories.'
2. Divide the following into subject and predicate—
'Fauntly tolls the evening chime.'
'I'll climb up to the top of it.'
'Why should we unfurl our sail?'
3. Define—Sentence, Subject, and Noun.
4. Supply appropriate adjectives in the following—
(a) The — horse ran away.
(b) Perth is a — town.
(c) The boy is said to be —.
5. Write a simple sentence using the word 'privilege.'
6. Write a short account of what you do at home.

ENGLISH LITERATURE.

(Pupils will open books at page 67.)

1. Explain the meaning of 'used to relate,' 'I made some comparison between Latin and ditching,' 'toil conquered pride,' 'a liberal course of study,' 'the highest honors which his country can bestow.'
2. Who was the first President? Who is the President now?
3. Give the meaning of 'President,' 'experienced,' 'bread of labor,' 'humiliating,' 'abominable,' 'privileges,' 'appreciate.'
4. Did the two days' labor at ditching make John Adams President? What then was it?
5. Write from memory three stanzas from 'Speak Gently.'

ARITHMETIC.

(Time—One and one-half hours.)

1. Define—Multiplicand, Minus, Compound, and write table for "Square Measure."
2. Divide the result of $7825 + 6315 - 242 \times 3 - 864 \div 6 + 37852 - 79 \times 14 + 36782 + 1934275 \div 35$ by 49, using factors.
3. A man's house rent and taxes amount to \$289.12 in the year. How much must he save weekly in order to be able to pay it?
4. A horse eats 3 gallons of oats in a day; how many bushels is that in a year (52 weeks)?
5. Find the difference, the product, and the quotient of 758697 and 509.
6. I took to the store—
56 lbs. of butter @ 22cts. a lb.
18 chickens @ 35cts. a pair.
30 bush. potatoes @ 75c. a bag (each bag containing $1\frac{1}{2}$ bush.).
15 doz. eggs @ 12cts. a doz.
And bought—
60 lbs. of sugar @ 9cts. a lb.
36 lbs. of oatmeal @ 9lbs. for a dollar.
15 yds. of cotton @ 14cts. a yard.
8 blankets at \$6 a pair.
How much money was still due me?
7. Reduce 20416 ft. to miles, fur., &c.
8. What is the cost of 3 pks. 2 qts. 2 pts. of berries at $2\frac{1}{2}$ c. a pint?

Practical Department.

HINTS ON TEACHING SPELLING.

When should pupils begin to spell? There should be no oral spelling, or written spelling either, from memory during the first year and a half or two years of school life; yet pupils should be learning to spell from the start. How? By copying in script well written sentences set by the teacher on the board.

Sometimes these sentences should be taken from the primer, but they should generally be the language of the pupils themselves, including certain words given by the teacher.

Assigning Spelling Lessons.—The teacher should not merely say, "Prepare the tenth lesson," or "Your dictation will be the first twelve lines on page twenty-four." The pupils should pronounce after the teacher the words of the lesson, looking at them carefully as they do so. Peculiar or difficult words should be written on the blackboard and spelled simultaneously by the pupils, and hints should be given to aid in the preparation of the lesson.

Preparing Spelling Lessons.—We wish to teach the forms of the words, not their sounds. Unfortunately, forms of the words do not always agree with the sounds in English; hence the form of a word must be impressed on the mind through the eye and not through the ear. It is perfectly clear, therefore, that the art of making good spellers consists in teaching pupils to see words correctly. The London Times once said, "Spelling is learned by reading, and nothing but reading can teach spelling." It may be accepted as a rule that a good reader is always a good speller. These facts all

point the thoughtful teacher to the conclusion that we have already stated—spelling depends upon the power of seeing with precision. It follows that the exercise which compels the pupils to look most carefully at words must be the best method of preparing a spelling lesson. Unquestionably, this exercise is transcription. Let the pupils copy on their slates the lesson to be prepared. The lesson may be prepared as a home exercise, if due care be taken by the teacher in examining both writing and spelling. This is necessary in order to compel scrutinizing attention to the words to be copied. The whole value of the exercise depends on this being done.

Repeating the letters of a word orally is of little benefit. Make the pupils see the words, and, if possible, never let a pupil see a word wrongly spelled.

Testing Spelling Lessons.—There are only two methods, oral and written. The oral method alone is of very little practical value. An American writer records the case of a young man "who won three prizes at spelling schools, but made five mistakes in spelling in a note written to a school-board." Oral spelling does not accustom the eye to the form of the word in writing. This is a fatal objection to it, and all modern teachers recommend that spelling lessons be conducted chiefly in writing.

Correcting Spelling Lessons.—They must be corrected thoroughly. If proper preparations have been made as recommended, very few errors will be made. In a large class the teacher will not be able to examine personally the book or slate of each pupil, except in review lessons consisting of words previously misspelled in the class. These should always be examined by the teacher. In other lessons, one of the following plans may be adopted:

1. The pupils exchange slates, and the teacher gives the correct spelling, word by word, the pupils marking those that are wrong.

2. Pupils retain their own slates, and the different pupils are called on to spell the words. Those agreeing with the spelling indicate it by raising the hand before the teacher decides as to its correctness. Marking as before.

3. Slates are exchanged, and the corrections made as in No. 2.

While the teacher writes the correct spelling on the board, each pupil may correct his own work, and slates and books be exchanged for revision only. The latter method is probably the best with honest pupils.

In all cases where slates are exchanged, the pupil owning the slate should have the right to appeal against the marking done by his neighbor.

Reviews.—Each pupil should write correctly the words which he misses, about five times, to impress the correct forms on his mind. In addition to this, he ought to make a list at the end of his book of all the errors he makes.

From this list the teacher should prepare his reviews. The words missed are the only words that need to be taught. "Leave no enemy in the rear." Review regularly.

General Suggestions.—1. The teacher should always articulate clearly and pronounce correctly when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.

3. Allow only one trial in spelling orally or in writing.

4. In spelling orally, the divisions into syllables should be marked by slight pauses, but in no other way.

5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.

6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupils practice in spelling the words in their own vocabularies.

7. In some of the dictation lessons, time may be saved by having only words in italics spelled. The teacher should read the whole sentence and emphasize the words to be spelled.—*Preface to Gage's Practical Speller.*

NOTE.—This article was written by Inspector J. L. Hughes, in 1880, and appeared in our columns in the spring of that year. It was copied without proper credit by numerous American journals, and appeared in these pages once more in 1882 credited to an American journal by an oversight of the editor. It is still going the rounds of the press, and we insert it once more, partly to correct our former oversight and render honor where it is due, and partly because it cannot fall too frequently under the notice of our readers.

READING ALOUD.

The parliamentary recess affords an opportunity for the discussion of many subjects of importance to the general public, for which the daily papers would not be able to spare room while Parliament is sitting. Since the prorogation, several topics have been discussed of interest to teachers, and among these the question of the teaching of reading in schools. We last week gave extracts from letters which appeared in the *Times* on reading aloud, from which it will be seen that there exists a very general consensus of opinion that this subject is at present very badly taught in schools of every grade. It is necessary that the distinction between reading and reading aloud should be carefully borne in mind. There are many intelligent persons who are able thoroughly to enter into the meaning of an author themselves, yet who, if asked to read from that author aloud, would be utterly unable to do so in a way calculated to please or profit their audience. This fact seems not to be known to Mr. Byrne. He says, justly, that one main object of an elementary school is to turn out scholars who have a taste for reading. But when he states that a considerable degree of proficiency in reading aloud is necessary in order that a man may be able to take a pleasure in reading, he says what the experience of most of us proves to be not true. There are many who will read with delight and profit their favourite authors who are possessed of no degree of proficiency in reading aloud. The ability to read and the ability to read aloud are two different things. By the former, we mean the ability to comprehend the ideas of another through the medium of written or printed characters; by the latter, we mean, in addition to this, the ability to translate written into spoken language, so that those listening to us may also comprehend the ideas of the author read. It would be well if different terms were employed to denote these two different things. What Mr. Byrne pleads for is neither more nor less than the teaching of elocution in our elementary schools.

No one can doubt the importance of the subject. There are few intellectual pleasures greater than that of listening to a good author as interpreted by a good reader. And it has this advantage, it is a cheap pleasure; one within the means of the working classes. If the majority of the children left our schools with a taste for good reading and the power of reading well aloud, a very great deal would have been done for them. But there are one or two points in connection with the cry for improved reading that should be borne in mind. In the first place, the ability to read well aloud is due to the possession of a natural gift as much as the ability to excel as a musician or a painter. This gift may or may not be cultivated, but in its absence no amount of skilled instruction will suffice to make a really good reader. At present, an inconceivable waste of time is incurred in the attempt to make good musicians of some of the children of our middle and upper classes. Any music teacher of experience could tell of numerous cases where the necessary natural powers were absent, and yet in which years were devoted to the acquisition of a merely mechanical style of playing. So in reading, there are few children who might not, if the necessary time and attention were devoted to them, be made fair readers, but only a few comparatively who could be trained to be good readers. For these we would provide the necessary training and instruction, just as in the case of any who showed special talent in drawing. But it would be a waste of time and labour to attempt to make all, or even the majority, of the children attending elementary schools good elocutionists. The teacher can do much, but he cannot impart faculty. The delicate taste, the quick perception, the musical voice—the natural qualities, in short, which must be possessed by a good reader may be strengthened and improved

where they exist; in their absence, however, it would be vain to expect any large measure of success. Further, it is not every teacher who is himself qualified to teach elocution. It needs a good reader to train good readers. The students in our training colleges have so many more important things to attend to, as learning the exact height in feet of the Suliman Mountains and the exact length in miles of the Rio Negro, that but little time can be devoted to the acquisition of the art of reading aloud. When it is remembered that special qualifications, in both teachers and pupils, are requisite for the production of really good readers, the paucity in their number is largely accounted for.

But, for teachers, a more important matter still is the question of time. We admit fully that much more might be done in training children to read aloud than is attempted at present, if only teachers had the necessary time. We dread lest the result of the discussion of the subject that has taken place should lead to an addition to the burdens of teachers and pupils, already grievous and hardly to be borne. We may have some enthusiastic member of the School Board for London proposing a resolution that reading aloud should be more encouraged in the Board schools, and other school managers following suit. Then will follow what has happened so frequently aforesaid. It is easy to show how important is the teaching of drawing, and we have regulations laid down that so many hours per week must be devoted to drawing. Then we have some member proving what is very easy to prove, the importance of a knowledge of social economy, and straightway the Board Inspectors are directed to report upon the teaching of that subject in their districts; in other words, pressure is to be brought upon the teachers to add that subject to their already too extended curriculum. And now, we suppose, we shall, in addition to the already long list of Board Inspectors and Instructors, have a Reading Inspector or Reading Instructor. It is time that the question should be faced how many hours per day can be profitably devoted to school work, and how that time may be distributed so as to secure the largest amount of benefit to the pupils. We would add one word to Mr. Byrne and his brother inspectors. It might be possible to do more for the children in the time even now devoted to reading, if the requirements in the earlier standards with respect to mechanical accuracy of reading and spelling were relaxed. As it is, we may well wonder that any pupils should leave our schools with a taste for reading, seeing the drudgery they have to go through in order to meet the Government requirements. One of the evil results of the system of examination which has been in vogue during the past twenty years has been the adoption by teachers of methods calculated to inspire many of their pupils with a distaste for books of any kind, so that, once free from school, they have no desire to adopt a course of profitable reading. It will be a good thing for the country when all concerned recognize the importance of making school life and work a pleasure, and adopt the means conducive to that end.—*The Schoolmaster.*

THE UNIVERSITY,—HOW AND WHAT?

BY WM. W. FOLWELL, LL.D.

The present state of the higher education in America can be briefly comprehended in one word,—chaos. Thirty years ago there was a college course, simple and distinctive,—the education of the gentleman and the clergyman. That good old classical curriculum has nearly faded from view, though its thread of good still runs along the broad web of scholastic life and work.

The elective system has come in like a flood. When there is not full election of studies, there is election from numerous courses of study. This election descends into the preparatory schools, and we see youths of fifteen choosing their studies, as they choose their hats and shoes; albeit with somewhat greater independence of fashion. The elective system has been vastly extended through the competition of an excessive number of small denominational colleges for attracting students. Here we meet the signs of a religious chaos, which is chiefly the cause of the confusion in our higher education. Each sect is logically bound to undertake the conversion of mankind to its particular tenets. Otherwise it has no right to exist. Colleges and universities are regarded as a necessary part of the

apparatus of evangelization. The political chaos is hardly less conspicuous than those of religion and education.

Such is the aspect of affairs as we view them, faced to the rear. Looking forward, the prospect is brighter. Civil service reform promises at length to bring order out of political chaos. The clear and consentaneous movement toward fraternization, not to say consolidation, of sects indicates the ultimate reunion of the body of Christ. Already has the amicable spirit affected education. As fast as sects and churches have caught it, have they disbanded the schools of the sect, and thrown their influence in support of the school of the Christian community. We are emerging, then, from chaos. There is a certain spirit of the age which assists. We look to our knowledge of the knowable, rather than to our surmises about the unknowable. Ours is the age of science, not of superstition. The spirit of the age appears in the higher education of modern nations. It has transformed the universities of Europe from strongholds of ecclesiasticism into grand emporiums of knowledge and research.

The university will at length appear in America. Has it not yet appeared? Are there not among the hundred and more institutions calling themselves universities some which in character correspond to the title? Probably not. Why? Simply because they are loaded down,—handicapped with a vast burden of work which has no place in genuine universities. Now, it needs to be sounded up and down the land that there can be no genuine university in America until there shall have been developed atop of the primary schools a system of secondary schools, more extensive and efficient than those now existing, in which students may do all the work which precedes a proper university course.

The people need to understand that there is a natural division of educational work into three distinct but adjacent epochs: the primary education for the child, the secondary education for the youth, the superior education for the adult. No system can be complete and orderly which does not embrace these three, properly assorted. If we have no genuine universities in our country, it is because we have no suitable system of secondary schools. In the attempt to build universities before developing secondary schools, our States have reversed the order of nature. Everywhere the cry needs to be raised,—“No more colleges, no more universities, till we have more and better middle schools!”

We need, then, secondary schools of high rank, with courses of study extending about midway up the average college course, as the foundation for the genuine university. We also need them for their own work and influence. The Americans have been called the most common-schooled and least-cultured people in the civilized world. Matthew Arnold is probably right in pronouncing us a vast horde of Philistines, happily unburdened, however, as his English countrymen are not, by a vulgarized populace and materialized barbarism. Mr. Arnold proposes as the remedy, for England and America, the development of the secondary education. The common schools must continue to teach children those rudiments indispensable to the civilized man. The secondary school is needed to diffuse culture and develop directive power. The development of the secondary education will simplify many vexatious educational problems:

First: The problem of elective studies. In primary schools there will be no elective; in universities there must be absolute election: in secondary schools there will be merely the election between literary and technical careers. The steady, patient pursuit of some line of studies, approved by experience throughout the period of youth, is essential to education in the true sense of that word. The present American college being about half university and half secondary school, we have a miscellaneous confusion of methods and discipline.

Second: The dormitory problem. Build up the high grade secondary school in every considerable town, to which the youth may resort from their own homes, and not much remains of this question. The modern, the Protestant idea, is to link home and school fast together; it is the mediæval, the monastic idea, which segregates youth from home and parents, and places them under the care of teaching-priests.

Third: The co-education problem. Build up the local high school till it shall be the homologue of the gymnasia of Germany, or lyceum of France, and let your daughters resort to it from the safe harbor of home, and this problem is more than half solved at once.

Fourth: The problem of industrial education. We shall soon be obliged to follow the example of older civilizations in respect to this education. The attempt to organize industrial work in connection with literary colleges has not proved successful and will not. This education assorts naturally with that of the secondary epoch, and forms part of the training of youth.

Fifth: The problem of business education; and sixth, that of the military education. Both of these fall naturally into the secondary epoch, and have no place among the studies which occupy the grown man in the university.

The genuine university awaits, then, the previous arrival of the secondary school. When it shall appear it will be recognized, not by the splendor of its housing and equipments, but by these two signs: (1) A large body of mature students whose secondary education shall have been completed, and who are ready for the studies of men; and (2) by a body of teachers who are experts and specialists, conducting and administering its affairs. Given these two things and they form a university, no matter if they meet in sheds and lofts.

It is of the nature of the university to have all knowledge for its province. All sciences have a common bond, and are at home within her precincts. The linguistic, historic, and philosophic sciences will ever hold their place. The political sciences, now that democracy has come and come to stay, have an importance vaster than ever. If the people will govern themselves, the people must know,—good fellowship and patriotism will avail nothing without knowledge.

The genuine university, then, lies in the future. The college of the present day is doing such work as there is to do. Since no magic can give both at once, it is doubtless far better to be much common-schooled than much cultured. The work of the generic university is not worth while except as it arises from, and responds to, a wide and deep general culture. The immediate work for America is the development of the secondary education.

NORMAL SCHOOLS: THEIR ORIGIN, OBJECT, AND CONDITION.

BY PROF. E. C. HEWETT, PRESIDENT.

Mr. Hewett, in his opening address, said:

1. That good teachers are the great want of our schools, nor is there likely to be a change in this respect.
2. That any school whose sole purpose is the fitting of teachers for their work is a normal school, and it is proper to confine the name to such only.
3. That owing to circumstances, no one pattern of a normal school can be best made for all; that such schools ought to be of different types and different grades.
4. That the history of normal schools in this country has fully demonstrated both their necessity and their worth; and that it is

fair to claim for them much of the credit for advance in education.

5. That normal schools should be supported at the common charge, because otherwise they will not be founded in sufficient numbers, and because they need to do a work which schools dependent for support upon popular patronage cannot do.

6. That such schools are in no sense public charities, but that the public should support them for its own sake as a wise means of economy.

Prest. Hewett next dwelt upon the work of the normal schools, and in conclusion asserted as follows:

1. That they should make their pupils acquainted with human nature in its capacities, tendencies, wants, and limitations, especially as these appear in the life of the child.

2. That the subject-matter of instruction should receive attention to any extent that may be necessary, and that I believe that the ideal normal school will not omit it altogether.

3. That the study of methods and modes ought to make up a larger part of the work of these schools.

4. That, while it would be foolish to attempt uniformity in detail, it is desirable that there be uniformity in adherence to underlying principles, and that a body of educational doctrine should be formulated and disseminated.

5. That the work of training or practice should have a prominent place in all our normal schools.

6. And, in addition to what has been said already, that every normal school should awaken in its pupils a genuine enthusiasm respecting the work of teaching, and a true professional feeling, or *esprit de corps*.

Prest. Hewett also said: Are these assertions of mine true or false? Are there other things equally fundamental, which I have overlooked? How shall we best settle these questions and others that may arise? When we clearly see what we want to work out in our schools, how shall we arrive at better modes of working? How shall we bring the truth that we know before the people so as to do them the most good, and to move them to give us the most assistance in our efforts to bless the coming generations? These are the questions for the consideration of which we are met together.

THE MODEL SCHOOL.

Prof. Charles De Garmo, of Normal, Ill., read a paper on "Place and Function of the Model School." In recapitulating the conclusions of the paper, the author said that he found the function of model schools to be four-fold; the work consisting primarily of model-teaching for imitation and of actual pupil-teaching in the training department; incidentally of experimentation on new ideas and methods, and the determination of the kind and quality of work to be done in the common school. He found that model-teaching for imitation should come early in the course, and may profitably be confined to the primary grades. That the pupil-teaching should come in the latter half of the course, and should be continuous rather than broken, and in the main conducted in the presence of a cloud of witnesses. That experimental and determining work, though important, are now merely incidental, and likely to be neglected. Through their model and training schools must the normal schools of America look for the exposition of their best results, and through them more than any other agency must they look for the approval and support of the people. That is professional work which fits for teaching, and that is the best professional work which best fits for teaching; but to be properly appreciated and supported our normal schools must not only be professional schools, but they must also seem to be professional schools. That the end and aim of model schools is professional can be seen by everybody.

CO-EDUCATION OF THE SEXES.

H. S. Tarbell, of Indianapolis, Ind., Chairman of the Committee on Education for Girls, submitted his report on the question of co-education in secondary and collegiate schools. It contained the following propositions:

1. The object of general education for every individual being the same, the means used should be the same, except as modified by the characteristics and circumstances of the person to be educated.

2. These means should be a thorough elementary training in those objects best suited to give needed information and essential culture, followed, when the individual circumstances require and permit it, by a higher elective course of study.

3. The question of the education of girls, as distinguished from the education of boys, is only a phase of special education. There are no intellectual differences between the sexes that require or justify a difference in their general education.

4. Neither the right of girls to equal advantages with boys nor their equal capacity for intellectual effort and attainment is longer disputed, though certain mental differences in the sexes are generally recognized.

5. Sex is but one element, and not always the main one, in determining what the higher education of the individual shall be, or at what point it shall commence; co-education is the plan of nature, and the practical difficulties in its way are disappearing before improved methods, and in the light of successful experience.

6. In institutions established by the State and supported by the public funds, the element of economy, combined with efficiency, will always be carefully considered; and if the State gives the girls within its borders equal advantages with the boys, it will endeavor so to do with the least expenditure and with the smallest practicable addition to educational machinery, or of disturbance to existing institutions. These conditions are evidently met by the admission of girls to the institutions provided for boys.

7. Experience shows that the higher education of young women is successfully conducted in the same institutions and classes with young men, without the presence of either sex affecting the other more than at church or at the theatre. The young women become more decorous; the young men, more reserved and dignified. The danger of improprieties in the association of the sexes in schools is less than in the comings of fashionable life.

8. In all schemes of school education allowance must be made for the education to be obtained from the family, society, the church, and the State, and for the time and effort which these means of education will consume. A further allowance must be made for the demands of growth and the contingencies of ill-health and some degree of irregularity of attendance. Young people should not be allowed to work up to their strength. There should always be the possibility of greater effort without the appearance of harm. These allowances being made and the system being elastic enough to admit them without serious jar, the co-education of the sexes will be found to have important advantages for both over and scheme of education for boys and girls separately. It seems, therefore, to be for the interest of the State, of society, and of most individuals that co-education of the sexes should prevail in institutions supported by the State.—*Report of National Council of Education, Saratoga, July, 1883.*

COMMON SENSE AND SPECIAL SENSE IN COMMON SCHOOLS.

A good deal of the recent criticism on our common schools is off the track and of little practical use, because it is a one-sided judgment, by specialists, on an institution whose vital merit is its commonness and its adjustment to the ordinary needs of all sorts and conditions of people. Specialists are, of course, exclusive and are apt to give undue prominence to their own line of thought and operation. Thus, an eminent master of a technical school very naturally looks at education through a vista bristling with the tools of his department and easily falls into the notion that the "use of tools" is an indispensable requisite to a common school education. But since the artisan class, even in cities, rarely exceeds one-fourth the population, a compulsory education of all male children in the use of tools would change the common school for the whole people to a school of mechanics for a minority. Possibly, one-

third of the girls in Boston or Chicago will not receive a proper home training in housework and the use of the needle. But a class of lady-managers of public institutions who are brought in contact with the shiftless side of girl-life jump to the conclusion that house-keeping and sewing should be made compulsory in common schools, forgetting that two-thirds of the mothers prefer, and all mothers ought to prefer, to give all needful instruction in such things at home. Now the ghost of some great teacher of mathematics bestrides the shoulders of the public school, like the old man of the sea, and drives arithmetic up and down the school-room to the neglect of all things else. And now English literature, "gems of thought," and authors' birth-days, become the hobby; or the writing-master or the music-master gets the inside track, and the school, like the Mississippi River at high water, surches off through a new channel, leaving the old bed high and dry. About every distinguished critic that has recently drawn a long bow against the common school has simply advertised his own specialty as the grand educational panacea. Now it is the clerical, now the scientific, the classic, the literary, the industrial, the sanitary test that is applied, and the common school declared worthless because the critic's favorite prescription is not appreciated and made the centre of public discipline.

The common school is an arrangement for the common instruction and discipline of the masses of American children into that awakening of the mind, training of character, and imparting of useful knowledge which are absolutely necessary for good citizenship. Many things conspire to the making of a true man and a complete American citizen. The majority of them are things which can only be done by the special and persistent weaving of great fundamental institutions and agencies which make what we call society. The home, the church, good society, the business of life, and, in our country, the public life of the citizen, are each essential to the complete discipline of a good man and a good citizen. All these agencies are permanent, and work through the whole life, and must be largely relied upon, both for private and public education considered in its largest sense. No evil can befall us so fatal as the weakening of any of these fundamental agencies for the training of our people. Anything, however specious and promising, that weakens the sense of parental responsibility for the home training of girls in all the duties of domestic life is mischievous; for no institution can permanently do the work of the home, and no teacher can take the place of the mother. So with every institution named in this connection: the true policy is to hold each strictly to its work, and make it responsible for the fit performance of its peculiar vocation.

Now the common school, at best, covers from five to ten years of the life of young America. It has a most vital relation to the child during those years; proposing to awaken the love of knowledge, train the faculties used in the investigation and acquisition of truth, direct the youth in his search for wisdom through nature and up and down the wilderness of books, and as an absolute condition of success in this work, train the pupil in good morals and good manners, keep him reminded of the claims of practical life, and, especially, give him a constant drill in the public virtues becoming an American Citizen. This arduous enterprise can only be made a success by confining its ambition strictly to the few things possible to be taught or done in the few years of school-attendance. Any attempt to reconstruct the common school according to the program of the specialist, however brilliant or eminent in his own line, will work a double mischief in crowding the school and weakening the sense of responsibility elsewhere.—*N. E. Journal of Education.*

RULES FOR TEACHING.

TRANSLATION FROM DIESTERWEG.

I.—With Regard to the Pupil.

1. Teach naturally.
2. Regulate your teaching by the natural grades in the development of the growing individual.
3. Begin teaching at the standpoint of the pupils; guiding them from there onward, steadily and thoroughly, without interruption.
4. Do not teach what is in itself nothing to the pupil when he has learned it, nor what will be nothing to him at some future time.
5. Teach intuitively.
6. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.
7. Follow in teaching the elementary method (inductive, from particular to general), not the family scientific method (deductive from general to particular).
8. Follow, above all, the psychological aim, or the psychological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.
9. Teach nothing but what the pupils can comprehend.
10. Take care that the pupil retains all that he learns.
11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen, and the nation.
12. Accustom the pupil to work; make it for him not only a pleasure, but a second nature.
13. Recognize the individuality of your pupil.

II.—With Regard to Subject Taught.

1. Apportion the matter of each subject taught from the standpoint of the pupils and as indicated above, according to the laws of his development.
2. Dwell especially on the elements.
3. In the establishing of derived principles, refer frequently to the fundamental ideas, and deduce the former from the latter.
4. Divide each step into definite steps and little wholes.
5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.
6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.
7. Connect those subjects which are especially related.
8. Go from the thing to the sign, and not the reverse.
9. Be guided in your selection of a method by the nature of the subject.
10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it.

III.—With Regard to Outside Circumstance of Time, Place, Order, etc.

1. Follow up subjects with your pupil successively, rather than together.
2. Take into consideration the probable future position in the life of your pupil.
3. Teach with reference to general culture.

IV.—With Regard to the Teacher.

1. Strive to make your teaching attractive and interesting.
2. Teach with energy.
3. Make the subject to be learned palatable to the pupils; and require, above all, a good utterance, sharp account, clear statement, and thoughtful arrangement.
4. Do not stand still.
5. Rejoice in development or progress; first, for yourself; second, for your pupils.—*New England Journal of Education.*

Notes and News.

ONTARIO.

Mr. T. O. Steele, late principal of the Perth Model School, has been appointed Principal of the Barrie Model School.

Mr. Munro, B.A., assistant master in Stratford High School, has accepted a more lucrative situation in Belleville High School.

Principal McCabe of the Ottawa Normal school has for some time been engaged in the compilation of a History of England for use in Catholic schools.

Mr. H. S. McLean, of Lucknow, has been engaged as second assistant teacher in Clinton High School, salary, \$650 per annum, in place of Mr. W. R. Lough, who has been appointed head master of Clinton Model School.

Bad boys, who knew they would never get them any other way, broke into Hunter street school, Hamilton, and stole all the prize books intended for the Christmas examinations.

The whole staff of New Hamburg teachers has been re-engaged at present salaries, viz.: Mr. W. Linton, \$600; Mr. P. H. Baehr, \$600; Miss Mary Cooney, \$300; Miss Laura Wegenast, \$200.

We have received *The School*, a bi-monthly journal published by the Literary and Musical Society of the Stratford High School. It is a sprightly, readable paper, and indicates intellectual life in the High School.

Two classes of boys in the Jessie Ketchum school, Toronto, are being taught to knit, and the novelty seems to be appreciated by the lads, who are doing well at it. They practice with two needles half an hour two days in the week, under the charge of one of the lady teachers.

Brant graduates, and undergraduates of Victoria, Trinity, and Albert Universities have organized, and after full and free discussion have adopted a resolution strongly objecting to aiding Toronto University and University College out of the public funds at the expense and to the detriment of the other universities.

The London *Free Press* thus refers to the death of an estimable young lady who taught school in Blyth during the year 1831: "The death is announced, after a brief illness from typhoid fever, of Miss Ella MacCormack, who has been teacher in the school over Clark's Bridge for some time past. She taught in her usual place a week ago Friday. Miss MacCormack was greatly beloved by her scholars, and highly respected by all who had the pleasure of her acquaintance."

The Ottawa Teachers' Association has adopted the following report of the committee on temperance with reference to the introduction of a text-book on alcohol: That it would be better to put these works of reference in the hands of the teachers rather than into the hands of the pupils; that the lesson on alcohol should form simply a part of the general health lessons; that lessons so introduced into the Readers to be made a basis of instruction on this special part of the general subjects of health and of morals.

The survival of the unfittest finds an example in those schools which are yet teaching permutation, progressions, circulating decimals, insurance, annuities, compound interest, English money, and the like, in arithmetic. Similar unpractical topics waste the pupils' time in other subjects. The amount of live practical matter at hand is so great that there is no excuse, except ignorance, for using such dead matter.—*Min. Journal of Education*,

We regret to state the Board of St. Mary's Collegiate Institute has taken a step backward by reducing the salary of the headmaster from \$1,200 to \$1,000. This penny-wise policy will bring its own punishment in due time. Time is a severe disciplinarian.

The Board of the Oakville High School has taken a step towards retaining the services of a successful well-trained teacher, by adding \$150 to the salary of N. Wellwood, B.A., the headmaster. This is the true policy; find a good man, and keep him. The teacher is the school, and the value of a good teacher is far above rubies. Well done Oakville!

"To be intellectual, to write books, to do wonders in mental pyrotechny, is not the chief end of man, nor can we make it so. This is, indeed, what we seem to be aiming at, but we shall fail. Nature will prove too strong for us here; and, if we persist, she will just smash us up, and replace us with a people not so tormentedly smart. It is to the weak, not the brilliant, that the possession

of the earth is promised." We quote the above from the CANADA SCHOOL JOURNAL, but it is not bad reading for this latitude. Young teachers, especially, are apt to forget that the moral is more than the intellectual; that to be honest is deserving of more praise than to be brilliant; and that the pure in heart, not the keen in mind, shall see God.—*N. E. Journal of Education*.

Your correspondent noticed in the November News, a conundrum from Oakland county correspondent, asking why female teachers, who do the same work that male teachers do, do not receive more than about one half the compensation. Perhaps the theory I hold is not the correct one, but I venture to give it, and let it be taken for what it is worth. Though I am a man teacher yet I think that female should receive as much as male teachers, provided they do the same work, and it is my idea that the ladies are entirely to blame. They have all formed an idea that they cannot earn as much as a man, and consequently they offer their services for about a third of what they might receive. Ladies, you must say that you will have so much, and we cannot get along in the profession without you, and you will get what you ask every time. I saw a lady teacher at Flint talk an hour and a half with a school director for four dollars on a month, and finally she received just what she asked. All the reason he wished to cut down on her price was that a man had offered to teach the same school for what she wanted. All of you do the same thing and the result must be nothing but favorable.—*Educational News*.

The following gentlemen were duly elected members of the Tuckersmith Public School Board for the current term: Ward No. 1, Wm. Payne; No. 2, George Sproat; No. 3, Peter Dayment; No. 4, David McCloy. Messrs. Payne and McCloy are new members; Mr. Dayment has already served one term, and Mr. Sproat has been a member of the Board since its organization. At the meeting in Ward No. 2, Mr. Sproat advocated the erection of an addition to each of the woodsheds so as to make a stall for the accommodation of a horse, explaining at the same time that trustees, clergymen, and others frequently desired to visit the schools when passing but are deterred from the fact that there is now no safe place for their horse. The suggestion is an excellent one, and as the cost would be a mere trifle it is to be hoped it will be carried out by the Board.—*Expositor*.

The Board of Education for the county of Huron met pursuant to notice. Resolved.—That the assembled members of the County Board of Education desire to express our heartfelt sympathy with our respected co-worker, Archibald Dewar, Esq., in his affliction, caused, in some measure, no doubt, by the arduous duties of his office. For the past twelve and a-half years we have sat side by side with him in deliberating over the educational matters connected with the public school interests in the county, and we have always found him a wise and considerate counsellor, one having the welfare of the education of the youth fully at heart, always desirous to promote the interests of the teachers, a true, scholarly gentleman, and a genial and sympathizing friend. We, therefore, very much regret that through heavy affliction, he has been compelled to resign his position as Inspector, but trust that his life may be long spared, so that at the meetings of the Board we may still have his valuable and efficient assistance and judicious council, and that thus our official relationship, always so cordial and pleasant, may still continue in the greatest harmony. And that the Secretary be instructed to forward a copy of this resolution to Mr. Dewar.—Carried.

As will be seen by the report of the proceedings of the county council, Mr. Archibald Dewar has been forced by ill-health to resign his position of Public School Inspector for North Huron. Mr. Dewar was the first Public School Inspector appointed for the district under the new act, and has now held the position for about twelve years. We venture to say that there is not a ratepayer in the entire district who will not deeply regret the retirement of Mr. Dewar as well as the cause which induced it. He was a faithful and efficient Inspector and was universally popular with trustees, teachers, and parents. For some time after his appointment, in common with other Inspectors, he had an extremely difficult task to perform. The administration of a new law, and one very much more stringent and exacting than any we had previously experienced, without unduly irritating the people, required tact of no ordinary character, and Mr. Dewar succeeded in this most admirably. While his firmness secured entire conformity with the law, his affability won him friends everywhere, and he procured the willing consent of the people to improvement which, if he had tried to enforce, would have raised them up in arms against both himself and

the law he was administering. Whenever Mr. Dowar desired a new school house erected, or an additional teacher employed, he almost invariably got what he asked, and the concession was made willingly and cheerfully by the trustees and people, and he can now fairly look back with pride and pleasure upon the excellent work he has done, under the law, in North Huron. Mr. D. M. Malloch, of Clinton, has been appointed Mr. Dowar's successor. He is an experienced and able teacher and we do not know of any one who could have been selected, better adapted in every respect to carry on the work which has been so well commenced and so ably prosecuted by his predecessor. We shall be much mistaken if Mr. Malloch does not perform the important duties of his new position with credit to himself, benefit to the district, and to the satisfaction of the people. The new Inspector commenced his duties on the 1st of January. — *Huron Express*.

This session a departure from the ordinary routine of Normal school life has been induced in by the students, in the formation of a Literary and Musical Society. The meetings are held weekly in the Normal school, and so far have been most successful. The following are the officers: President, Geo. M. Ritchie of Barrie; vice-president, Harry Chapple of Durham; secretary, Geo. K. McDowell of Stratford; committee, Harold Clark of Toronto, Aaron Orr of Norwood, and Wm. A. Scott of Berlin. The programme usually consists of vocal and instrumental music, readings, debates, etc. A recent evening's proceedings embraced songs by Misses Gladish, Henderson and Brown, and Mr. Scott; readings by Misses Alexander and Scott, and a debate in which Messrs. McDowell, Cowie, Fry, and Stewart took part. At the president's request, Dr. Davies, president of the school, addressed the society, giving kindly words of encouragement and offers of assistance. — *Toronto Telegram*.

The teachers of Windsor have, for some time, practised the commendable plan of holding monthly conventions, for the purpose of discussing books, methods of instruction, &c. At the meeting, held in the modelschool, Windsor, Nov. 15, views and opinions taken from the reading of an appointed book in the school library, were given by some of the members. Mr. M. Morrison, second master of the separate school, showed his plan of teaching per centage. Mrs. Williams, principal of the colored school, read an essay on the Life and Times of Dr. Ryerson. Mr. A. McNeill gave a good address, criticising Thwing's Reading of Books. The several subjects were discussed. Besides those who took part in the proceedings, the following attended: Mrs. Labadie, Miss Fuller, Miss Keyes, Messrs. J. Duncan (president), A. Sinclair, M.A.; D. Chenay, and A. Bondy. Mr. Sinclair was elected president, and Mr. Morrison secretary for the ensuing year.

Mr. H. W. Hoover, an Ontario teacher who has had charge of Danville, P. Q., Academy for the past year, has resigned that position to pursue the study of medicine. Mr. Hoover earned golden opinions from the citizens of Danville, and his departure was marked with much sorrow and many valuable souvenirs.

Geo. Stewart, B.Sc., who was assistant in Smith's Falls high school, has accepted the position of science and English master in Orillia high school at a salary of \$800. Mr. Stewart is reported to be an able and successful teacher.

The following petition is being printed under the direction of the Women's Christian Temperance Union, and copies will be sent to all School Trustees immediately: — Gentlemen, — Believing that the education of the people would to a great degree prevent the evils of intemperance, we, the undersigned, urge the introduction of scientific instruction into the Public and High schools. We would respectfully but very earnestly call your attention, 1. To the terrible effect caused by the excessive use of alcoholic liquor upon the health, mind and morals of large numbers of our people, and pressing necessity for some sure and effective remedy therefor. 2. That in a large majority of cases the habit of drinking is contracted by children and youths without any correct knowledge of the nature of alcoholic liquors, and their effect upon the human system. 3. That no more efficient medium than the public school can be found for imparting the much needed knowledge to the rising generation of our country, thus furnishing them at the very threshold of life with the best means for avoiding what the celebrated Dr. Andrew Clarke has justly denominated, "The Enemy of the Human Race." 4. That in London, Manchester, Birmingham, Edinburgh, and other large cities of Great Britain, scientific temperance instruction has been introduced as a regular part of school work, and with the best possible results. 5. That in

numerous cities and towns in the United States, and notably in New York city, Temperance text books have been introduced, and this course is endorsed by their best educators and philanthropists. Inasmuch as the power has been granted you by the regulation of the Minister of Education in connection with "temperance and hygiene," we therefore earnestly request that you will order adequate stated instruction to be given on this subject by the teachers under your supervision to the public attending their schools; also that the pupils be examined on the subject for promotion as a basis for this scientific temperance instruction. The following approved text books are suggested for reference, or to be introduced into the schools: Dr. Richardson's Text Book on Temperance, Alcohol and Hygiene; Miss Colman's Temperance Text Book, G. D. Platt, of Picton, Ont.

NOVA SCOTIA.

The chair of Mathematics in the Halifax High School, made vacant by the election of Mr. Alex. McKay to the Supervisorship of City Schools, has been filled by the appointment thereto of Mr. A. J. Denton. Mr. Denton is a graduate of Acadia College, and holds in addition to his university degree a Provincial Grade A license, as well as its equivalent, a Grammar School diploma of the Province of New Brunswick. He is thoroughly devoted to the work of public instruction, in which he has had large and successful experience. Supervisor McKay gives promise of much usefulness in his new sphere.

The next annual meeting of the Provincial Educational Association will, it is expected, be held at Truro, about the middle of July. The Executive Committee has recently been in session making preliminary arrangements and transacting necessary routine business.

By legislation effected a year or two since, the "Halifax School for the Blind" was to a certain extent affiliated with the Provincial system of Public Instruction. The county municipalities are required to contribute to its support as to that of other schools, while the Provincial treasury furnishes a grant proportionate to the number of pupils. At a recent meeting of the Board of Governors, the affairs of the institution were found to be in a satisfactory state. At a largely attended public gathering held in connection with the above meeting, addresses were delivered by Lieutenant Governor Richey, Bishop Binney, the Superintendent of Education, and others. Under the able management of Mr. C. F. Fraser, the Principal, assisted by a competent corps of instructors, the school has attained a status which reflects credit upon the Province.

The annual calendar of Pictou Academy, recently published, shows that this well known institution is in a flourishing condition. Its students seem to have their usual success in matriculation competitions at Dalhousie, McGill, Queen's, the Royal Military College, etc.

Another case of a teacher being dragged before the Courts for punishing a refractory pupil is reported. Mr. Fraser, principal of the public school at Acadian Mines, having been thus arraigned, was adjudged guilty of inflicting unlawful and malicious punishment and sentenced to the payment of a fine and costs. We are glad to observe that the decision of the magistrate, which intelligent observers of the trial regard as entirely unsustainable by the evidence, has severely shocked the moral sense of the community. Steps were at once immediately taken to indicate in an expressive way the determination of the people generally to sustain the legitimate authority of the teachers. At a large and influentially attended meeting of the citizens, convoked a few days after Mr. Fraser's trial, resolutions were unanimously adopted protesting against the magistrate's decision, indicating Mr. Fraser's course as moderate and rendered necessary by the circumstances, and expressing the strong purpose of the community to secure the maintenance of order in its schools. The resolutions were spoken to approvingly by Mr. Jammé, manager of the Steel Works, Rev. Father Hamilton, Rev. Mr. Logan (Presbyterian), Rev. Mr. Mosler (Methodist), Dr. J. W. MacDonald, W. B. Huestis, Esq., and others.

Mr. Jeremiah Willoughby, a Grade B teacher of many years standing, has issued a small volume, entitled, "Education in Nova Scotia—as it was and as it is; or, Lights and Shadows in the Life of an Old Teacher."

The question of the admission of colored children into the Public Schools of Halifax has not yet been definitely decided by the Board of School Commissioners. As the press of the other Provinces seems to misapprehend the precise nature of the dispute, it may be well to briefly state the case. According to law, the Council of Public Instruction has power to authorize School Boards to provide separate school accommodation for different sexes and colors, on the recommendation of an Inspector of Schools. In 1876 the Council adopted a minute empowering the Board of School Commissioners of Halifax City to set apart certain schools for the exclusive use of colored children. The Inspector's recommendation on which this permissive minute was founded was obtained at the request of the colored citizens, who at that time preferred separate schools for their children. These, however, have become dissatisfied with the practical working of the arrangement and are urging the Board to break it up. From this statement it will appear that the idea, that colored children are accorded no Educational rights and privileges whatever in Halifax, is far from correct.

The *Eastern Chronicle* (New Glasgow) contains an interesting report of the schools of the town in which it is published. The recent terminal examinations passed off very satisfactorily. A new School building for the accommodation of pupils residing in Ward I has just been completed. The edifice is a handsome and commodious one, occupying a central and commanding location. The class rooms are spacious and bright, and are fitted with desks and seats of the most approved description.

Mr. Alex. McKay, Professor of Mathematics in the Halifax high school, has been chosen Supervisor of the city schools. Public opinion heartily endorses the choice of the Board of School Commissioners. Mr. McKay has a record in connection with public school work of which anyone might deservedly be proud.

A number of aspiring educationists are already mentioned as willing to undertake the duties of the Mathematical chair made vacant by the election of Mr. McKay to the Supervisorship.

MANITOBA.

At a late meeting of the Council of the Manitoba University the question of the affiliation of the new Medical College was discussed. It was moved and seconded, "That the Council has no power to grant affiliation with the University to the body seeking it, but will gladly co-operate with the college in securing its affiliation, with such a representation in the Council as may be deemed equitable." A committee was subsequently appointed to report upon the representation from the Medical Council on the Council of the University.

A special meeting of the Council of the University of Manitoba was held on October 31st to appoint additional trustees for the administration of the estate of the late A. K. Isbister. The six trustees now are—the Bishop of Rupert's Land, Hon. A. G. B. Bannatyne, Mr. Alex. Christie, the Archbishop of St. Boniface, Hon. John Norquay, and Duncan MacArthur, Esq. The library included in the bequest was on motion transferred to the keeping of the Provincial government pending the provision of a place for it by the University.

Rev. Dr. King was duly installed as Principal of Manitoba College on the evening of October 31st., on which occasion a formal welcome was extended to him by the College and Presbytery and an eloquent sermon was preached by Rev. C. B. Pitblado. On the following evening a conversazione was held at the College in honor of the new Principal, at which there was a brilliant gathering from all denominations, and addresses were given by Lieut.-Governor Aikins, U. S. Consul Taylor, Prof. Chénier of St. Boniface, and others, by whom a prosperous future was confidently predicted for the College under the management of the new principal.

The application of the Medical School recently started here, for affiliation with the University, was considered at a meeting of the Council of the University held at the Education Office on the 17th of December, at which it was resolved that the affiliation of the Medical School with the University would be promoted by the Council and adequate representation of the school be recommended.

Owing to the retirement of Mr. Galton from the principalship of the Collegiate Department of the Winnipeg schools on account of ill health, Mr. J. Hayes Fenton, B.A., was appointed to the position in his place, and Mr. J. Bowerman, M.A., was appointed assistant at the same time.

The school census returns just forwarded by the superintendent to the government, show rapid increase in school population and

attendance. The number of schools increased since last year from 182 to 309, and the school population from 8,935 to over 12,000; the attendance showed a proportionate increase.

At a meeting of the Board of Education on December 14th., an important change was made in the regulations affecting the Normal School, and provision was made for the inspection of Collegiate work in the province by the appointment of Professor Hart, M.A., B.D., and Canon O'Meara, M.A., as inspectors. The principal changes affecting the Normal Schools are as follows:

6. The sessions of the Normal School shall be as follows:—One session of five months, from the first of November to the end of March following, in the City of Winnipeg; the second session shall consist of institutes for the instruction and training of third-class teachers only, and may be held at such places in the province and for such periods as the Board of Education may determine; provided that the Board of Trustees at each place selected be able to offer, through the local inspector, suitable accommodation and to secure the attendance of at least ten students for each course.

Winter Session.—1. Applicants for admission to the winter session of the Normal School shall, through the local inspector, notify the Superintendent of Education of their intention one month before commencement, and, in order to be admitted, must present proof of good moral character; must be, if males, eighteen, if females, sixteen years of age; must possess literary qualifications, corresponding to the requirements for promotion in Standard IX. of the Programme of Studies for use in cities and towns, and must declare their intention of teaching for at least two years in the Province as a condition of receiving a normal training.

2. The students in training shall be required, during the session, to place themselves under the care of one of the clergymen having pastoral charge in the city, to board only at such places as may be approved by the superintendent, and to be faithful and punctual in the discharge of all their duties.

3. Students whose deportment and work are favorably reported upon by the principal at the close of the term, and who succeed in passing a satisfactory examination, shall be awarded diplomas authorizing them to teach for one year without any other certificate; to teach four years after passing the non-professional examination for third-class, grade A; to teach during the pleasure of the board after passing the second or first-class non-professional examination, except that candidates for first-class professional certificates must, in addition to normal training, show evidence of one year's successful teaching.

4. Those obtaining diplomas at the close of the term, whose homes are not in Winnipeg, shall receive their actual travelling expenses incurred in travelling from their homes in the Province and back, together with such additional sum toward the payment of other expenses connected with their attendance, as may be available from the funds at the disposal of the Board of Education for that purpose, but not to exceed in any one case at the rate of four dollars per week.

Summer Session.—1. Candidates for admission to a course of training, as provided by these regulations, shall be required to present the same evidence as to age and character required for admission to the winter session, and must possess literary qualifications at least equal to those required for a third-class certificate, grade B.

2. They shall be punctual in their attendance upon such classes as may be established for their benefit, and shall assume duty in any school or schools assigned to them for practice.

3. Students whose deportment and work are favorably reported upon at the close of the course, shall receive diplomas which, in connection with third-class non-professional certificates, shall authorize them to teach, in the case of Grade A, for four years, and in the case of Grade B, for two years.

Ruskin says: "An educated man ought to know three things"—not the three R's, you will observe—"first, *where he is*—that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what is it made of, and what may be made of it. Secondly, *where he is going*—that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, *what he had best do under the circumstances*—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued in the learning of them that he is ready to do what he knows he ought, is an *educated man*; and the man who knows them not is uneducated, though he could talk all the tongues of *Label*."

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.

PERTH.—The annual meeting of the teachers of the county of Perth was held in Princess Hall, Stratford. A large majority of the teachers were present. The programme was not so varied as usual, and the resident teachers in connection with the association did not figure so prominently as on previous occasions. However, a profitable meeting was enjoyed, and we have no doubt every earnest and observing teacher went away with renewed energy, and more thoroughly equipped for the discharge of his duties. The leading part in the programme was taken by Dr. McLellan, inspector of High Schools and Mr. G. W. Ross, inspector of Model Schools, who are acknowledged to be two of the most able, earnest and practical educationists in the Province. Mr. Rothwell of Listowell occupied the chair during the whole session with ability and success. *Geography in Public Schools.*—At the forenoon session on Thursday, a valuable paper on this subject was read by Mr. C. W. Chadwick, principal of the Stratford Public School. He recommended that the subject be introduced by object lessons, and pointed out how teachers could make the subject pleasant as well as profitable. He thought it better to teach a few important things well rather than cram the mind of the pupil with meaningless names, nine-tenths of which they never hear again after leaving the school-room. He also suggested that the head-teacher take the papers into the school and ask the pupils to locate the places mentioned in them. *How to Teach an Object Lesson.*—Mr. G. W. Ross illustrated this subject in a highly interesting way. His manner of dealing with the subject was most rational and simple and all the teachers who listened to him must have felt that they could go back to their schools and teach this subject more intelligently and profitably. The impression invariably formed in listening to Mr. Ross, and which he wishes distinctively and emphatically to convey, is that children are variously constituted as to mental endowment and aptitude, and this prime consideration must always be kept in view by the teacher who expects success. He made the division of school days as follows:—childhood, 6-12; youth, 12-16; manhood, 16-21. In childhood the most prominent faculties to be appealed to in imparting instruction, are perception and sensation; in youth, conception and imagination; and in manhood, judgment and reason. In childhood you have to teach scholars by observation; in youth by representation; and in the next stage by demonstration. How to do it in this way he beautifully and clearly explained. Mr. Ross maintained that every teacher to be successful must have a knowledge of mental science including the temperaments and disposition of children. Dr. McLellan also urged very distinctly the necessity for the possession of this knowledge by the teacher. Miss Shannon of Mitchell was then called upon for a reading and, in her usual pleasing, and attractive style, rendered Tennyson's "May Queen." *A Fine Lecture.*—In the evening Mr. G. W. Ross delivered a lecture entitled "Should we cultivate a national sentiment?" Mr. Ross is a very eloquent, forcible and pleasing speaker, and his lecture was brimful of good things. We know of no one who is more enthusiastically received by the teachers of this county, or, we venture to say, by the citizens of Stratford, who have had the pleasure of listening to him. *Friday's Proceedings.*—In dealing with "Elementary arithmetic" Dr. McLellan showed by his rational and common sense method that numbers are capable of being made to possess positive attractiveness to the youthful mind. By adopting the Dr's method the teaching of introductory arithmetic would become not a matter of dull routine, but one of vital interest and value. In order to teach this successfully the teacher must have the faculty of imaginative representation, and be able to make mental pictures to the minds of the scholars. Scholars are variously constituted as to the mathematical aptitude, and the best methods of mental development were clearly and forcibly pointed out. The principle of subtracting, so dark and incomprehensible to scholars generally, was explained and clearly illustrated by the use of simple marked blocks. The teachers who were present watched with pleasure and uninterrupted interest Dr. McLellan's close reasonings and helpful suggestions, receiving new ideas and catching a spirit of enthusiasm vastly important in arithmetical teaching. "By the Alma after the Battle," a very fine and pathetic selection, was read by Miss Knox of St. Mary's, in a most pleasing and effective manner. *The Art of Questioning.*—This old theme was then taken up by Dr. McLellan and dealt with in a fresh and vigorous way. The art of questioning was the true test of the teacher's success—a prudent question in fact is half knowledge. The object of questioning was: (1) to discover the pupil's knowledge; (2) to fix knowledge; the nature of mental impressions was here interestingly explained; (3) to incite interest; (4) to discover misapprehensions and remove difficulties; (5) to extend knowledge; (5) to arouse the dull. The qualifications of a good questioner were enumerated as: (1) the power of analysis; (2) accurate and minute knowledge; (3) close preparation; (4) full appreciation as to condition of the pupil's

mind as regards capacity and attainments; (5) vivacity—the enthusiasm of humanity; (6) practice in teaching. Each of these points was amply, vigorously and sometimes humorously illustrated. *Red Tapeism Illustrated.*—Mr. Rothwell, principal of the Listowell public school, whose name appeared in the programme linked with "Red Tapeism" somewhat sarcastically remarked that he was ignorant of what was intended. He acknowledged no such term in connection with our educational matters or their management. He pointed out a few of what he regarded as imperfections in our educational system, such as the extending of third class certificates; the unreasonableness of the Normal school term ending in the middle of a school term, thus preventing graduating teachers getting immediate employment; and the existence of the superannuation fund. *Imperfect Reading.*—In speaking of reading Dr. McLellan said that that of Canadians was characterized by slovenliness arising in no small degree from the slight importance attached to it in High Schools and colleges. The majority of teachers are not competent to teach reading as an art, having had no sufficient instruction in the matter themselves. Another difficulty has been that school readers were constructed more with a view to imparting knowledge than for the purpose of teaching reading. It cannot be effectively taught without study and application on the part of the teacher, neither by lecturing nor by laying down rules but by giving the scholars models to imitate. *Another Lecture by Dr. McLellan.*—The teacher and the parent in relation to the school was the subject of Dr. McLellan's lecture on Friday evening. The grand principle underlying our Canadian system was that of equality of opportunity. A comparison was instituted as to the comparative merits of the Canadian and American systems, and superiority claimed for our own in many respects. Popular ignorance is the bulwark of despotism and a nation's success and glory are due to her intelligence. The school is the source from whence this great power must emanate. The value of national education as a means of progress in industrial arts was indicated, as was also the complete revolution in the methods of teaching in the last score of years. The teacher should have a just conception of the aims, realities and grand possibilities of life in order to ensure success in his profession. He ought to possess an accurate knowledge of the laws that govern the mental faculties, must have general culture, besides strong moral convictions and reverence for what is good and true. *Closing Session.*—Saturday's meeting was occupied mostly by a somewhat animated discussion on the question of school readers. The representatives of the rival firms were first heard.—Mr. Moran representing Gage & Co., and Messrs Donly and Sullivan, Campbell & Son. A number of the teachers expressed their views on the question, but as many had not examined the two series it was desired to refer the matter to a committee to bring in a report next meeting of the association. A motion by Mr. Macgregor to this effect was defeated, and a resolution that the association recommend the adoption of the Gage series of readers was declared carried. Teachers, ex-teachers and model school students were requested to vote, but many of those who wished to defer action refrained from voting. *Election of Officers.*—The only item of business that was afterwards transacted was the election of officers, which resulted as follows: President, Mr. C. A. Mayberry, Stratford high school; vice-president, Miss Campbell; secretary-treasurer, Mr. C. W. Chadwick, Stratford public school. Executive committee, J. A. Harvey, D. G. McNeil, C. S. Falconer, and Misses Ross and Shannon.

WEST VICTORIA.—The semi annual meeting of the West Victoria Teachers' Association, was held in the school house at Fenelon Falls, Friday and Saturday 5th and 6th Oct. 1893. The president, Mr. H. Reazin in the chair. Rev. Mr. Wright was asked to take his subject "Abuse of words," but instead he read an interesting paper on "The use of words" illustrated by copious passages from Scripture. Mr. J. W. Graham of Fenelon Falls was next called upon to give his subject "Synthesis". He highly recommended the early use of Synthesis, in preference to Analysis as a means of teaching composition. Messrs Millar and Scarlett representatives from the rival companies, W. J. Gage & Co. and Campbell, were then introduced and asked to speak in behalf of their respective companies. It was moved and seconded that the following committee be appointed to examine the two series of Readers before the convention and to report on Saturday, viz. Rev. Mr. Pomeroy, B. A., J. W. Graham, L. Gilchrist, F. Nerrman and D. C. Smith. Convention was then adjourned. In the evening a large audience assembled in the Methodist church, where an interesting programme, consisting of songs, readings, and recitations were well rendered by the teachers of Fenelon Falls. Rev. Mr. Pomeroy, B. A., head master of the Oakwood High School, delivered an able address on "True Culture." A vote of thanks was tendered the lecturer, and the meeting adjourned. Convention met at 9.30 on Saturday morning. The chairman of the committee was asked to give his report. Mr. Pomeroy reported: "Your committee having examined the two series of readers placed before them, recommend the adoption of Gage's series to the third book using it for the 3rd class junior, and Campbell's series for the higher classes, beginning with the third book for the 3rd class senior. It was moved and seconded that the report of the committee be received and adopted. Carried. Mr. Grant of Oakwood H. S.

then took up the subject "Ventilation." This he did in a clear and masterly style, giving many useful hints for the proper ventilation of rooms, and showing the bad effects of breathing impure air. He was followed by the Rev. Mr. Logan who gave an excellent lecture on the "Use of the Bible in Schools," in which he recommended that scriptural teaching should be a prominent factor of our school programme. It was moved and seconded that Mr. Logan's address be printed in our local papers. Carried. Rev. Mr. Watch next delivered an eloquent and pointed address on "Intellectual Growth." He gave a few of the most important facts requisite to the intellectual growth from childhood to manhood. Dr. Wilson then came forward with the subject "Hygiene" with which he dealt in a very instructive and well arranged paper. He showed how, in many ways, health could be maintained by giving proper attention to the teeth, clothing, cleanliness, sleep, meals, and recreation. Each of the subjects was fully discussed by the teachers and others present immediately after it had been given. A vote of thanks was tendered to each of the foregoing gentlemen for their excellent lectures. Convention adjourned.

NOVA SCOTIA.—The third annual meeting of the Teachers' Association for District No 6 (counties of Antigonish and Guysboro) was held at Antigonish on the 23rd and 24th of August. The sessions were held in the spacious mathematical lecture-room of St. Francis Xavier College, kindly placed by the Faculty of that Institution at the disposal of the association. The President, Inspector McDonald, introduced proceedings by a short but exceedingly appropriate address, in which he expressed regret that owing to unavoidable circumstances the Superintendent of Education would be unable to favor the Association with his presence. The first exercise was a deeply interesting paper on the "Unitary System" (in arithmetic,) by Mr. C. W. McDonald, who explained with great lucidity the superiority of that system to memorized rules and their purely mechanical application. The discussion which arose was very instructive, being participated in by Messrs Burke, McEachern, W. D. Cameron, W. McLean, John Chisholm, and Alex. McKinnon. The latter strongly commended Hamblin Smith, and Kirkland & Scott as text books. Mr. Jos. A. Chisholm then read an interesting paper on "Method." The idea was developed with great clearness that the value of studies as instruments of mental discipline and growth is largely dependent on the methods by which instruction is given. On this paper, too, a profitable conversation was held. The "Art of Questioning" was the subject of the next essay read by Mr. A. D. Thompson. In a highly lucid and logical manner, Mr. Thomson discussed the various methods, proper and improper, according to which the questioning of pupils is conducted. On the principle that *exercise is the grand law of development*, it was shown that answering suggesting questions had a *relaxing*, rather than a *stimulative* effect. The subsequent discussion, which was very generally shared in, emphasized the chief suggestions of the essayist. Mr. Alex. Beaton followed (on the morning of the 24th) with a paper on the "Disadvantages under which the Associations labor under our present School System." Among these allied disadvantages the writer specified particularly the difference of vernacular often existing between the teacher and his pupils. He favored making a knowledge of French compulsory upon all teachers seeking employment in sections where the French language prevails. Mr. Burke opposed, and Mr. McKinnon favored Mr. Beaton's views. The next paper presented was on "Parental Indifference," by Mr. Burke. The evil alluded to was largely due, Mr. Burke held, to a natural reaction for extravagant ideas formerly held as to the prospective benefits of our educational system. Not finding certain highly colored pictures realized, parents were hastily induced to undervalue the undoubted advantages of education. The writer argued that the best corrective would be increased attention to practical studies. In reply to some of the arguments adduced in favor of this position, Mr. Wm. McIsaac vindicated at some length the claims of classical study. Mr. A. J. McEachern then proceeded to discuss the "Importance of Language Study" in a paper which secured the deepest attention of the Association. Opposing theories of education under the respective watchwords, "Utility" and "Culture," were analytically contrasted and a general conclusion drawn in favor of the latter. Mr. A. A. McDonald, who had promised a paper on "Mistakes in Teaching," being unfortunately absent on account of illness, the Rev. Dr. McNeil kindly acceded to the wishes of the Association and spoke on "The progress of scientific research which culminated in the discovery of the law of gravitation by Sir Isaac Newton." The learned Doctor's reasoning went to show that great discoveries generally are not the work of one man or of one age; that too often the preliminary toil of patient workers is overlooked in the blaze of glory which follows the perfected discovery; that Copernicus, Kepler, and Galileo preceded Newton and made his triumphs possible. The address in which these views were logically and eloquently developed, elicited warm eulogium from all who heard it. Some matters of general educational interest were considered. A resolution was passed, though not without energetic opposition from an influential minority, in favor of substituting for our present school term, a simple term embracing the entire school year. The following appointments were made: Vice-President, Mr. Alex. McKinnon; Secy.

and Treasurer, Mr. W. F. Kiely. Executive Committee,—Messrs D. Burke, A. J. G. McEachern, E. B. Smith, Wm. McLean, George Cameron, Wm. D. Cameron, A. J. McGillivray. After some debate a motion was unanimously carried to hold the next meeting of the Association in the town of Guysboro. The meeting then adjourned until the following day. A resolution respecting teachers salaries was passed and Messrs Wm. McIsaac, A. J. G. McEachern and W. F. Kiely were appointed a committee to prepare a circular on teachers' salaries. A resolution by Mr. Wm. D. Cameron was passed to the effect that in schools where the ratepayers and trustees fail to furnish the necessary apparatus the Public School Inspector should be legally empowered by the Council of Public Instruction to purchase these appliances out of the County Funds due the section thus unprovided. After a hearty vote of thanks was tendered the President, Mr. Inspector McDonald, for the efficiency with which he presided over the meeting and the interest he took in promoting the objects of the Association, the meeting adjourned *sine die*.

WEST BRUCE. The annual meeting of the Teachers' Association was held Thursday and Friday, October 18th and 19th. The meeting was opened with devotional exercises. President in the chair. After the usual business, a circular was read from Mr. Clendenning, Inspector, East Bruce, in reference to the choice of a new series of readers. It was moved by Mr. Powell, seconded by H. H. McKague, that a copy of the minutes of the Provincial Association be mailed to each member free of charge. Carried. The question of the library was taken up and Neil D. McKinnon moved, seconded by G. B. Kelso, that Township Teachers' Associations have the privilege of obtaining, at one time, from the County Association a number of books from the library, equal to twice the number of teachers in the township; these books to be retained by the Township Association for a period of six months. At each meeting of the County Association these books shall be returned and another selection of books made. That the President and Secretary of each township association shall be held responsible for the care and the return of the books at the proper time. Also, that teachers in townships where associations are not now in existence, be entitled to the same privilege, providing they organize themselves into a body and appoint two responsible persons as security for the proper care and return of books. Moved in amendment by H. C. Sutherland, seconded by James McKinnon, that the matter be laid over until next meeting. Amendment carried. A further discussion ensued, in which it was proposed to sell the library and furnish members with educational periodicals free of charge. It was then moved by D. F. Ritchie, seconded by Mr. Freer, that the representatives of the two series of readers—the Royal and the Canadian, be allowed to address the meeting. Carried. It was also decided that the vote of the Association upon this matter be taken by ballot. Mr. Moran, agent for the Canadian series then addressed the meeting. He was followed by Mr. McGregor, agent for the Royal series. Mr. D. F. Ritchie spoke at considerable length, strongly urging a decision in favor of the Canadian series. A prolonged discussion was, however, cut short by Mr. Freer's suggestion that a committee be appointed to examine the books and report. A committee was then appointed, consisting of Messrs Campbell, Freer, Powell, Ritchie, McLean, McKague, and Misses Johnson, Cairns and Anderson, who met at 8 o'clock a. m., Friday. This rather monotonous matter was then relieved by the introduction to the audience of Mr. Bengough, who suddenly transformed the atmosphere into one of merriment. On Friday morning the neglected programme received attention. A. B. McNeill dealt with the subject of "Whispering in School; its Prevention and Cure." This was ably handled and drew forth some valuable suggestions from others. "Local Geography" was then introduced by G. B. Kelso, who, in opening, strongly advocated the necessity of having young teachers take part in the work of the Association, and the desirability of working in unison in the various sections. Mr. Kelso then disposed of his subject in a style of considerable eloquence, after which a friendly discussion followed. The audience was then entertained by Miss Powell who, in an essay of thrilling interest set forth her sentiments on "Duty." The effusion was a rare specimen of beautiful and striking thoughts, expressed in choice language, and deservedly elicited warm admiration. A hearty vote of thanks was tendered Miss Powell, coupled with a request that the essay be published in the local papers and also in an educational periodical, to which Mr. Powell replied on behalf of his daughter. Miss Chapman also read an essay of considerable merit, entitled "What to Read." She also received a vote of thanks, coupled with a similar request. Mr. H. H. McKague then took up "Mathematical Geography," illustrating by a diagram his method of teaching the subject, and proceeding from junior to senior classes. Miss Jessie McLean read, in her usual enjoyable manner "My Own Place." "The Leper" by Willis, was also read by Mr. Geo. Brown with considerable ability. Tennyson's "Despair" was ably rendered by Mr. Powell, and Miss Thomson read, in lighter strain, a selection from "Hiawatha." The Committee on readers then reported as follows:—Your Committee, having carefully considered all the circumstances that should influence teachers in selecting readers, beg to recommend the Canadian Readers, as they possess the essential features

of reading books to a much greater extent than the Royal Readers." In the discussion that followed, Messrs. Powell, Smith, Freer, Campbell and Denholm took a prominent part. On motion of Messrs. Powell and Ritchie a vote was taken by ballot and the report of the Committee was adopted—the vote standing as follows:—Canadian, 43, Royal, 12, blank 5.—It was then suggested by Mr. Freer that the vote be made unanimous, which suggestion was carried out. During the afternoon Prof. Marshall acted as a substitute for Mr. Bengough in relieving the tedium of business routine, and sang in his own happy and effective style three songs entitled, "Darby and Joan," "Jack's Yarn" and "Nelson's Watchword," the latter by a strange coincidence, harmonizing with the key-note struck in Miss Powell's essay, and followed by Miss McLean's reading. C. J. Cameron illustrated his mode of Map Drawing, which was well received. "The Teacher out of School" was the subject of an address by Mr. Powell, who gave advice to young teachers upon their deportment when off duty—valuable advice gained by his own experience. The report of delegates to the Provincial Convention then followed, and after a hearty vote of thanks to Prof. Marshall, the meeting was closed by singing the National Anthem. A. M. JONSSON, Secretary, *pro tem.*

OXFORD.—The twelfth session of the Teachers' Institute was held at Woodstock, and the attendance of teachers of both sexes from every part of the country was large, proving that there is a very wide interest taken in these associations, and that the work done by them is regarded as important by the profession. The morning of Thursday was taken up by a most interesting class conducted by Mr. Dennis, of the Model School, Woodstock, illustrative of the best method of teaching the tablets; and by Mr. Deacon of the Ingersoll Model School, upon "Some Points in School Management." Mr. Edgington, of Mount Elgin, also gave a dissertation upon "Right Angles." In the afternoon, Mr. Dennis in a similar manner took up "Multiples and Measures." Miss Gardner, of the Ingersoll Model School, read a lively and clever essay and Mr. Deacon dealt in an entertaining way with the subject of "School Hygiene," one of very great importance to teachers and pupils everywhere. In the evening it was the intention of the Institute to hold a musical and literary entertainment but this was not carried out, and owing to the unfavorable state of the weather nothing more than a somewhat informal meeting of a few of the teachers took place, where some matters connected with the profession were talked over. The morning session on Friday was enlivened by a discussion upon the relative merits of the Gage and Campbell series of school readers. Mr. Campbell on behalf of the Royal Readers, and Mr. McKay, representing the Canadian Readers, both addressed the Convention. The result of the consideration of this question was a vote expressive of the preference of the Convention for the Gage series. Mr. Deacon dealt with the question of "Writing" and, after dinner, Mr. Richardson, of Blandford, took up the question of "Literature." Early in the afternoon the Convention adjourned to enable the teachers to attend the meeting of trustees in the town hall. The following are the officers of the Institute for the coming year: President, F. W. Marchant, Ingersoll; Vice do., V. Stock, Tavistock; Secretary-treasurer, Miss Gardner, Ingersoll; Management Committee, Messrs. Cole, Oliver, Richardson, Robinson and Burke. *Trustees' Meeting.*—A meeting of the representatives of the various Boards of Trustees throughout the county had been called by Inspector Carlyle for the same day, Friday. When the meeting assembled at the town hall there were about thirty trustees present. Mr. Carlyle opened the meeting, explaining that it had been called by himself by circular. The circulars asked for one trustee from each section to be appointed to meet as a conference to decide upon one series of school readers, and attached to the circular was a form to be filled up binding the boards to the decision of the delegates sent. After some preliminary talk, Mr. Carlyle was appointed chairman and Mr. Cairnes secretary of the meeting, and the certificates of those present were handed in. Several trustees who had not been sent as delegates, or who received no regular notice of the meeting, were present. The general feeling as expressed by those present who had anything to say was that so small a meeting could not represent the schools of the county—numbering in round numbers 120, and it was resolved to adjourn until one o'clock. In the afternoon the number of delegates was increased to between forty and fifty, a number of sections being represented by their teachers. It was resolved to allow the representatives of the rival Readers thirty minutes each to address the conference. Mr. Campbell, the senior member of the firm of Jas. Campbell & Son, first spoke for the Royal Readers of the firms of Nelson and Campbell & Son, while W. J. Gage & Co. were represented by J. McKay, a University student, for some time a teacher of West Zorra, of which township he is a native. When they got through, the question arose whether or not any action should be taken at such a meeting. Wm. Grey, Esq., a member of the Woodstock High School Board, asked to be heard, a request which was courteously granted. He took the ground that it would be absurd for such a meeting to decide upon any series. Those present represented only one-third of the schools of the county. Woodstock, with a school population over six hundred, had not had the opportunity of sending a delegate. Besides this, very few had examined

both series to compare their respective merits. Several trustees warmly agreed with Mr. Grey, and it was moved that the conference adjourn for a month in order to have a full representation and to enable all present to compare the rival series. Several teachers present urged that a decision be come to at once, as some of the schools were awaiting the day's action to know what series of readers to adopt. The Inspector favored one series for the county, and the arrival at a decision at this meeting as to which it should be. During the discussion it transpired that few if any of the trustees present had seen more than one series, or were prepared to vote intelligently from a comparison of their merits. Upon a vote being taken twenty trustees favored adjournment, a majority being against it. A motion in favor of recommending Gage's "Canadian Readers" as the series of the county was then put. Thirty-four delegates voted for it, a few against it, and the others abstained from voting. The meeting then adjourned.

REVIEWS.

DEVELOPMENT OF ENGLISH LITERATURE AND LANGUAGE. By Alfred H. Welsh, M.A., Member of the Philosophical Society of Great Britain, etc. Second edition. S. C. Griggs & Co., Chicago.

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