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THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. 1.

APRIL, 1873.

No. 4.

PUBLIC EXAMINATIONS.

To the young teacher, his first public examination is a matter of great importance. Much depends upon the appearance which his school may present to his constituents, and the thoroughness which his pupils may evince in the varied exercises in which they may be examined. He looks forward with a great deal of anxiety and nervous trepidation to the hour when the visitors may be expected to present themselves, and passes mentally over in review all his classes to assure himself that there is little danger of a failure on the part of any one of them.

To ensure the success of a public examination several things are necessary. Primarily, however we must mention, *thoroughness*. Indeed we might say that every element essential to a successful school is also essential to a public examination. We lay it down as indisputable that no school deserves the name, in which every scholar is not well grounded in every branch he presumes to study. Secure this, and no teacher

need have much fear but his scholars will acquit themselves well before the public. And here let me guard teachers against an error, if not a crime, which many of them commit, that is *special cramming* for public exhibitions. We have known in many cases in our experience that the teacher had prepared a regular set of questions, that certain scholars knew that such and such questions would, in all probability, be asked of them and that thus prepared they would have no excuse if they failed. Now while we trust that such cases of cramming are few, while the greater number of our teachers, particularly those of the present day, are men of high honor and incapable of stooping to conduct so base, yet there can be no doubt that such things have been done. And lest any teacher should so far forget himself as to stoop to a repetition of this course, we would remark that to himself and to his pupils there could be nothing so demoralizing, nothing calculated so to

demean his manhood and to disqualify him for the high, honorable, and responsible duties of a Public School Teacher.

To the pupils such conduct is particularly injurious. They know that whatever credit they may receive for cleverness is a sham. They know that they are deceiving their parents and guardians by *appearing* to be what they are not in *reality*. And having thus been trained to *deceive*, need we wonder if, in later years, they will practice such conduct on a larger scale. Besides this, they find out that mere surface may be made to pass for efficiency. They were considered clever at the public examination—parents, and visitors and Trustees complimented them on their efficiency—a compliment they knew they did not deserve; then why not extort compliments and applause from the public in after years by the same superficial and deceptive means?

Our next advice to the Teacher preparing for a public examination is to *practice every day* what he would wish to see his scholars do in public. A great many teachers fail in satisfying either themselves or the public, because their examinations are mere holiday exhibitions. Like David with the armour to which he was unaccustomed, neither themselves nor their pupils feel easy under the restraints which they believe to be necessary for such occasions. Had they, however, always practised every thing believed requisite to please the public and to promote the welfare of the school, their pupils would perceive no difference between public examinations and ordinary days, except the presence of visitors. The usual routine would be easily and naturally performed, the teacher would have no fear of irregularities, but every scholar, as natural and easy as a trained corps of grenadiers, would attend to every order and perform every duty.

In regard to the party who should conduct the examination there is some difference of opinion. It is held by some that

nobody but the teacher himself should examine the various classes. Others hold that they should be entirely entrusted to strangers. To the public generally the latter is the most satisfactory. There would be in this case no danger of their apprehending any thing like cramming to have been done. And if the pupils are well up in their work there need be no fear but a judicious examiner will *draw out* of them all that is necessary to do them justice. In some cases, however, it might be better for the teacher *first* to examine a class, and afterwards to allow any other persons to propose such questions as they saw fit. Scholars if not very kindly handled feel uneasy when questioned by a person with whom they are unacquainted. Not knowing his disposition, they are sometimes afraid to answer even when strongly convinced they know what to say. To remove this, any teacher taking charge of a fellow teacher's classes, should, as speedily as possible, secure their confidence, and by kindness of tone and gentleness of manner enlist their sympathies. This once done he may propose questions of any kind, and whether answered or not there will be no danger that the pupils will entirely lose confidence in themselves.

To those in the habit of attending public examinations we might also drop a hint. Some pronounce an examination a failure if a question or two is missed. Should a scholar fail to work out some problem on the black-board or give an incorrect answer, the teacher is at once charged with negligence. Now this is unfair. Every person in everything he does, must allow a certain margin for loss. It is done in business, it is done at University examinations, in fact everywhere. Then why not allow the teacher and his pupils the same indulgence?

The main feature of a public examination should be to let Trustees and visitors see in one day, as much as possible of the ordinary work of the school. Passing in

review the work of the whole quarter, the object of the teacher should be to show what the pupils have done and how well. The public should see for themselves that this work has been honestly and fairly done, and that without *special* preparation or ex-

tra gilding, the school reflects on that occasion its normal degree of efficiency. To give them this opportunity in the fullest degree, should be the teacher's subject, and no more.

LIFE FORCE IN RELATION TO TEACHING.

BY AN OCCASIONAL CONTRIBUTOR.

One of the greatest scientific achievements of the last few years is the discovery of the law of the indestructibility of force and the conservation of energy. It is now known and admitted by those most profoundly skilled in Physical Science, that, though force may be transformed; though mechanical motion may be converted into heat; through heat, light, electricity, and chemical affinity are convertible into each other, no force in the universe is ever lost or destroyed.

It is also a known and admitted fact that certain well defined analogies may be traced between the world of *mind*, and the world of *matter*. Not wishing to be tedious, I would refer to the single instance of the analogy existing between the law of GRAVITATION, and the law of LOVE, both universal and most beneficial in their operation; the one binding in order, harmony, and beauty the material universe—the other cementing together, in purity, moral rectitude, and consequent happiness, all orders of God's intelligent creatures. Is it presumption to say that there is a close analogy between the indestructibility of the forces in the material world, and the far-reaching consequences of those forces springing from man's moral and mental being?

It can scarcely be doubted that that LIFE FORCE which one human being exerts upon others, and which may otherwise be called his moral and intellectual influence, is

wholly indestructible. The "Life Force" which we now exert, whether for good or evil, will continue to affect all succeeding generations; it will sweep on through the long ages of the Hereafter, transformed, indeed, it may be, but unchanged in character, like an ever widening ripple on the great ocean of eternity. How solemn, then, is man's position! How tremendous his responsibility! Not only is his every thought, word, and act recorded; not only is his life's biography daily accurately written, and yet to be revealed before the gaze of earth's assembled nations, but his whole moral and intellectual character will have its reward, and find its reflex through all time to come!

How important, then, that we should apply ourselves with all diligence to the formation of such a character that instead of extending its blighting and poisonous influence through all the never-ending future, it may descend the stream of time loaded with blessings and benefits to posterity! It is a solemn and impressive truth that we act and re-act upon each other; that the influence of others upon ourselves constitutes a very considerable part of that formative process, by which we are trained and educated for our eternal destiny. But how much more solemn and impressive does this truth become when we reflect that this influence must go beyond the present or even the bounds of our life-time, forever undying and undiminished; that in

short our moral and mental "Life Force" never can be destroyed. And we may appropriately note here another and important analogy. It is a law of Physical Science that the resultant of a force is directly proportional to its magnitude, or in other words that the greater the force the greater is the effect it produces. And is it not equally true that the greater our "Life Force," the greater will be our influence whether for good or evil? It is, therefore, of the utmost importance, first, that our moral and mental energies should be turned in the right direction, and next that they should be made as strong and enduring as possible.

To no one are the lessons these remarks are designed to convey of greater importance than to the teacher of youth. The responsibility that rests upon all is great, but in the teacher's case it is still greater. He comes into contact with a large number of human beings who place in him implicit confidence, and whose "Life Force," being much weaker than his own, are susceptible of deep and lasting impressions. Every word, every look, every action, every thought even, has its influence on the tender minds committed to his care—an *influence that will never die*. No teacher can, by any possibility, fathom fully the remote unending chain of consequences resulting from his instruction and example. Teacher! how great is the necessity for careful preparation, a well formed character, and a circumspect walk and conversation before your pupils! When you exhibit *laziness* in the school room, you can not, if you would, avoid exerting an influence to produce lazy boys and girls, who will grow up to be lazy men and women, who, in their turn will exert an influence upon others, and thus through all time aid in swelling the pauperism, shiftlessness, and misery of society. *Untruthfulness* and *dishonesty* in the teacher will infallibly bear fruit in the falsehood and dissimulation of the child's after life, and

its consequent unending succession of similar influences. *Carelessness* and *inaccuracy* on his part may, perhaps, ages far in the future, be one of the responsible causes of carelessness and thoughtlessness resulting in fearful disasters. A *passionate disposition* and *irritable temper* may continue to rouse and embitter strifes, animosities, and hatreds, which may even lay fruitful nations desolate beneath the scourge of war. Nay, even such seemingly insignificant things as a cross look, a harsh word, a rough rebuke, or a slovenly appearance, are simply the outward manifestations of the teacher's "Life Force," and as such, the media through which he conveys influence, not only to his own pupils but to all succeeding generations. *Malignant passions* and *vicious propensities* in the teacher will not only produce corresponding evils in his pupils, but will, through them, go out on their fearful errand of wrath and ruin, tearing and torturing the very vitals of society, and finding no place for rest or relaxation till they find full play and an abiding dwelling place in the home of lost souls.

On the other hand how different are the consequences of "Life Force" exerted in a contrary direction! *Industry* in the teacher inevitably causes industrious habits in his pupils, and as inevitably aids in bringing about that very desirable state of society when diligent and honest labor, thrift and economy, and consequent comfort and happiness shall reign supreme and universal. *Truth* and *candor* will help to banish, not only from his school, but from the world of the future, the monster evils of lying and deception, and introduce the prevalence of general veracity and mutual confidence. *Kindness*, *good temper* and constant *self-control* will assist in removing brawls and discords, in softening the violence of passion, in repressing angry and rebellious uprisings, and in bringing about the time, yet in the far future when the nations shall "learn war no

more." *Neatness* and *cleanliness*, without foppishness or pedantry, and a due regard to *aesthetic* cultivation, will do much to produce a general regard for decency of personal appearance, and foster that love of the beautiful which is one of the most important elements in our civilization, and is, indeed, one of our closest links of connection with the spirit world. *Thoroughness* and *accuracy* are doubtless capable of producing and perpetuating those habits of close attention, and constant thoughtfulness, so necessary in preventing distressing accidents to life and property, and saving mankind from immense trouble and inconvenience. *Charity*, *virtuous principles* and true *generosity* of soul, will not only elevate his own school, but will, through them, go forth on their mission of peace and love, ameliorating the condition of our race, purifying their affections, binding them in cordial fraternity, and by the aid of heavenly grace leading them to that land of bliss where all high and noble sentiments will have full and legitimate sway for ever and ever!

Let no teacher imagine that because these results are not always seen immediately, they are therefore unreal, and merely hypothetical. The forces which pervade the regions of space often lie latent for long years before they become sensible and operative; and it is equally true of moral influence that it may slumber long before it bears its legitimate fruit. Yet that fruit will surely come sooner or later. "Life Force" never can be destroyed. The fires of passion you have helped to kindle in the breast of that impetuous boy, restrained by other influences for a time, may break out in all their fury in advanced manhood, or even in old age. The noble principles you have engrafted on the mind of another, long clouded by evil habits and associations, may bring forth their fruit of goodness and

truth, years after you have mouldered to dust. And thus the great chain of moral and mental influence goes onward, ever onward, continually presenting new phases, and producing new developments, while each individual is responsible, in direct proportion to the amount of his own "Life Force," for the aggregate good or evil of the world.

The honest, conscientious teacher may well ask in view of his position and responsibility, "Who is sufficient for these things?" But while it is well that he should be deeply impressed with a sense of the weighty and momentous nature of his duties, he should remember that an honest, faithful, earnest cultivation and application of the "Life Force" God has given him is all that is required to be "sufficient for these things." It has been truly observed that "every man has an undiscovered continent in his own bosom;" and while it is impossible to estimate all the far reaching consequences of the "Life Force" we are now exerting, it is equally impossible to tell to what extent that "Life Force" may be developed and strengthened. Teacher! go on then, prayerfully, laboriously, in your self sacrificing duties; and though your pecuniary compensation may be small; though earthly honors may not cluster round your head; though you may not see the fruit of your labors in full in your own life-time; you will have your reward in the ever extending, ever spreading consequences of the good influence you are now exerting, proceeding unchecked, undiminished, diffusing blessings and benefits, through the unending ages of the future. Such a prospect affords abundant encouragement, and cheers with the promise of a rich harvest of good results from the "Life Force" you now put forth through wise instruction and virtuous example.

DRILL AT SCHOOL.

BY DR. D. CLARK, PRINCETON.

It is generally conceded that, while our volunteer system has done much to incite a military spirit among a small body of our able-bodied men, and has furnished an imperfect drill, yet, on the whole, it fails to reach a greater number of volunteers than a respectable corps of observation. Some, seeing the utter incompetency of the present system, cry out for a standing army, to cope with our enemies. Well, what should be the strength of this new army if called into existence? How many thousand troops will Canada require, either to awe an enemy, or repel its attacks? We will take it for granted, that our army will not menace, nor threaten annihilation to the Yankees, on both sides of us—that we will not assume a bellicose tone, nor a “wajare meddle wi’ me,” attitude. It is evident we must act on the defensive, possibly from first to last, but, at least until Britain makes a diversion in our favor, by land and sea. We shall be moderate, and see that our standing army can, and should at least consist of 10,000 men, or one third of the present volunteer force. These men must be able-bodied and healthy, and must be taken principally from a class which is already too small, viz:—young mechanics, farmers and laborers. A soldier is a non-producer, and must be clothed, fed, and equipped at the country’s expense. He adds nothing to the wealth of a nation in time of peace, but is indispensable, as a defender of our homes, in time of war, and as such we honor him. These ten thousand men, at the first alarm of war, would be required to guard 3,000 miles of a frontier, against the armies of a people forty millions strong. This would not be a corporal’s guard a mile, and could result in nothing but retreat or massacre. Yes, but some may

say, would not ten thousand well drilled and brave men be a fine nucleus for raw recruits to rally round, and would not regulars give stamina to such? To some extent this would be true, were a war to end in an initiatory and decisive battle, at one point of defence, and veterans and novices obliged to fight it out without delay. This was the case at nearly all the battles Canada has ever been engaged in, but it must be remembered that our enemies were comparatively not so numerous, nor so warlike as at present, and that our frontier extended—not from the Pacific to the Atlantic—but virtually, from Lake Huron to the Banks of Newfoundland, involving a difference of 2,000 miles less frontier. This “thin red line” of 10,000 men would be useless for resistance, and attenuated to merely a detective force. Two hundred thousand raw levies, at least must come to the rescue, and must be put in fighting trim, as rapidly, and as efficiently as possible. Let us remember Bull Run, where “awkward squads” were put forward, through popular clamour, to do the work of experts, in the fearful work of war, and ended it in humiliation and defeat. Now, the question arises, not simply how perfectly can we organize, equip, and drill 10,000 men, but what system can we adopt, that will make every able-bodied citizen a soldier, without taxing the resources, or crippling the industries of the country. Our present volunteer system is not what it should be, but it has given to us a little army of citizen soldiers, partially drilled, and a large number of drilled native officers, at a considerable expense. An army such as we have mentioned, would cost five millions of dollars to sustain it in time of peace, taking the estimated cost of providing 1,000 men, \$500,

000 per annum. That is the cost of a British regiment of infantry, and will be found to be below the mark, as an average, for all branches of an army, including cavalry, artillery, and engineers. In Canada wages are much higher than in Britain, and it is doubtful if men accustomed to receive from \$12 to \$40 per month would voluntarily enlist for a term of years at 25 cents per day. Such a system is not at all adapted for Canada, much in debt, and comparatively poor. A far better way would be to introduce drill into our schools. This method has been adopted extensively in many parts of Europe, and is now engaging the attention of military men in Britain. In fact, many scholars in England, are now drilled in manual and company exercises, by regular instructors. This should be the sensible gymnastics of the future. It is instructive to read the reports of the directors of these schools. The well known sanitary reformer, Edwin Chadwick, in his report "On Military drill in Schools," addressed to the Royal Commissioner, states the following propositions as *proved* :—

I. "That military and naval drill is more effectively and permanently taught in the infantile, and juvenile stages, than in the adolescent or adult stages.

II. That at school it may be taught most economically, as not interfering with productive labour, and that thirty or forty boys may be taught the naval or military drill, at one penny and a farthing per week, per head, as cheaply as one man, and the whole juvenile population may be drilled completely in the juvenile stage, as economically as the small part of it, now taught imperfectly, on recruiting or in the adult stage; and that, for teaching drill, the services of retired drill-sergeants, and naval as well as military officers, and pensioners may be had economically, in every part of the country."

Mr. William Baker, drill-master at St. Clave's Grammar School, stated, that "whilst he was in the army, and having to

drill recruits, he has occasionally met with individuals to each of whom, from his bearing and action, he has said at once, 'In what regiment have you been?' The answer was, 'In none; I was taught the drill at school.' He found such persons almost ready drilled; they would be fit for service in a *quarter of the time* of the previously undrilled."

The first infantry drill-master (in the Richmond Military College) said he has had experience of boys from the Duke of York's and the Royal Hibernian Schools, and because thus drilled, made at once excellent soldiers, and required little, or no additional drill, and that they were promoted to non-commissioned officers, in large proportion.

Mr. S. B. Orchard, drill master, had been sergeant in the 3rd Light Dragoons. He endorses the above evidence, in his department, that is to say in horse-drill, as well as foot-drill although they never had any experience in horse-drill, and some of them from the cities had never before mounted a horse. Such evidence could be produced *ad infinitum*, and what is more important in juvenile drill, is, that every recruit could be employed in that branch of the service, to which his bias, or tendency of mind leads him. This is the Swiss method, viz. the shooter and sportsman is assigned to the corps of sharpshooters; the land-owner for the horse; the civil engineer for military engineer; the carpenter in the corps of sappers (pioneers); the blacksmith, lock-maker, cartwright, &c., in the artillery; the merchant in the victualling department; and the banker, cashier and broker in the paymaster's department. All being drilled in youth could be thus apportioned to congenial duties, and naturally become experts in matters for which they have an aptitude and natural taste. This or a cognate plan, would give Canada not ten thousand men, but twenty times ten thousand, not to the tune of five million dollars per annum, but

for a mere nominal sum. Let each school teacher be a drill instructor, and to those school masters who perfect themselves in drill, let an annual government allowance be granted, sufficiently large to defray all expenses connected with their own military tuition, and a bonus besides for additional trouble, and so, in proportion to the number of pupils in attendance at each school. Our present volunteer system costs us over half a million of dollars per annum. Suppose there are 10,000 schools in the Dominion; that would give to each school \$250; say \$200 to each school and the balance to military schools for teachers and volunteer officers seeking instruction, and in ten years from to-day, every sound child of its teeming millions would be a drilled soldier. This scheme is not utopian, but practical, and is being introduced into many of the schools of Prussian Germany, Holland, Belgium, Russia, and England. Boys take a pride in such exercises, as much as in cricket or baseball, and when once well instructed will never lose the "ways and means" in this respect, any more than the skilled workman can forget the cunning of his hand, or the knowledge of his trade. Many of those now mere children, would in five years hence be strong and healthy young men, capable of bearing arms when required. I have seen numerous boys of 14 years of age sandwiched between veterans in the Southern army, during the American Rebellion, well drilled, fight valiantly, and on the skirmish line, had an activity, and "nack" of "dodging," that seemed marvellous. There is a great deal of truth in an observation made in the "Army and Navy Journal," Oct. 22nd 1864, which says: "The real advantages of early training are: First, habits acquired in early life, which give an appreciation of discipline as to its essentials, the importance of its effects, a faith in its results, and an acquaintance with the word, *must*. Second, the study of those parts of the science of arms,

which constitute a primary training. A revolting drudgery to many, it is best gone through with before life is fairly entered upon. When begun later, it will be more or less shirked, and a want of a thorough basis will give a superficial character to after practice. Those who commence drill at 25 years of age, their military education loses one half its value." If we attach any importance to our connection with the British Empire, and make our interests and its identical,—or if we look forward to a distinct and separate nationality: in either case, our existence as an autonomy depends on self-reliance and activity. Political complications must continually arise, and a greedy, grasping active neighbor asks only opportunity, and a supine, unprepared people, as conditions to excite *vi et armis*, absorption, and disintegration.

If war should ever ensue between our powerful neighbors and ourselves, we must be prepared for a time to "suffer and be strong." We will never be the aggressor but the defender, and it is right to look at both sides of the picture and say, Come weal, come woe—come ruin—come disaster—come a gory bed or a glorious victory, the path of duty is that in which we are prepared to conquer or to die. Some may say it matters little to us under what government we live, so that we have peace and quietness and *low taxes*. But does not every man—be he born where he may—feel in some "nook or cranny" of his heart an unquenchable love for the land of his nativity. He is an ingrate if he does not—"The wretch concentrated all in self." Have the Canadian people no love of country? Are they willing to bow in cringing submission to the first invader that sets his unhallowed foot on our soil? Let the sacred ashes of those immortal heroes, who fought and fell at Lundy's Lane, Chippewa, Queenston Heights, and Limeridge answer, and though dead they yet speak as the noble sires of a noble race. The people of

the United States—Anglo-Saxons like ourselves—have been justly very sensitive on all national subjects, and especially as regards the dismemberment of their nation. They are the only foes we shall ever have, if the arbitrament of arms is ever resorted to, which God forbid! Let the rivalry of Republicanism and limited Monarchy on this Continent be that of peaceful competition. Let even the most rabid see that true political freedom flourishes more freely under the egis of a throne than even beneath the overshadowing wings of “a mighty eagle,” and that the interest and the history of the two are identical. They with the Briton must read with pride on the scroll of fame the deeds of heroism and daring, in all the inhabitable globe, by the Anglo-Saxon race. Our blood has been shed on every shore—our cannon has reverberated up every valley, over every mountain, and on the banks of every river in all the zones of earth, carrying dismay to treason and rebellion, against justice, truth, and freedom. Our Meteor flag has floated over every wave the harbinger of peace, or the dread emblem of vengeance and retribution. Weak nations seek its shelter in the day of trouble, and powerful potentates bow to our decision. The works of Homer, Demosthenes, Sophocles, Virgil, Horace, Cicero, and Caesar, will have for companions in the glorious niches of the temple of fame the immortal works of such as Newton, Shakespeare, Milton, Bunyan and Scott, in honest “Saxon phrase,”—names that shine in unusual splendor, in the dim

vista of the past, and shall stand out in bold relief along the corridors of future time, while human hearts beat, and human sympathies move. How then can we, with such a lineage, envy the descendants of our Puritan fathers! Do they boast? So do we. Are they proud of their country? “We glory also.” Are they sometimes tyrants? Are not our garments spotted with the fires of persecution. Do they threaten us with war? “Be just and fear not.” It is but the ravings of renegade Britons who left for their country’s good, or of political charlatans. Have they rejoiced at temporary disaster to our arms at Sebastopol, on the banks of the Peiho or in India? Have we not jeered them in the dark days of their history, when revolution like a volcano was upheaving beneath their feet, and threatening to engulf them in the burning abyss. We can afford to be magnanimous to all of our race, and only avenge when our honor is at stake, and draw the sword when forbearance and love are no longer virtues, and then “may God defend the right.” We, as patriots and Christians have a work to perform, and that is to keep our country from effeminacy and decay. Other things being equal, no nation was ever yet conquered by enemies without until corruption rotted it at the core. Unhallowed passions, debasing vices, a depreciated manhood, untruthful in our relations to God and man, will as surely as there is an arbiter of nations, “sow the wind and reap the whirlwind,” and wipe out, as with the “besom of destruction,” any nation from the page of history.

OUR PUBLIC, HIGH AND UNION SCHOOLS.

BY B. R. W.

Most of us are acquainted with the deplorable position our Country Common Schools occupied prior to 1844. It is not necessary therefore to enter into minute particulars concerning them, but it may be stated that spelling, reading, writing, and arithmetic were generally the only subjects taught; in comparatively few geography perhaps might be added to the list, but grammar was almost unheard of. The teachers of these schools were generally a class of men with a minimum amount of education, and rather looked down upon by the community generally, and in fact if any person failed in obtaining employment he was advised to teach school as a "dernier resort." There were very few women engaged in the profession, it not being deemed possible that they could manage the unruly boys; but occasionally a "marm" was engaged in the summer months, while those interesting youths were studying agriculture in a manner truly practical, as it was thought she might be able to manage the more tender scions of the section; but in all cases a "Master" was deemed essential for the successful management of the school during the winter season.

A brief retrospect of the method of obtaining a school may not prove uninteresting, as it was a very singular one. The master in expectation, having obtained the consent of the Trustees, went through the neighborhood from house to house, with a written agreement, which stated in effect, that he would teach the school according to law, for a period (say) of six months, and that the signers of the document bound themselves to pay him at the rate of from one to two dollars (varying according to circum-

stances) per pupil for every scholar that they appended to their signatures. It was further stipulated that the master should have the government money apportioned to the section for that half year, and that he should "board round." The patrons and supporters of the school to whom this contract was presented, as a general rule signed, some for one scholar, others for a half scholar, and some for two scholars, but the autocrat of the section, who went it blind on "three," or "four," was allowed the privilege of sending an extra one free, and it was considered indispensable to the success of the "Master" that the said autocrat should be pleased with the school, however dissatisfied perhaps the "half" signers might be.

A sufficient number of subscribers having at length been obtained, the dominie's next task was to go before (in those days) the local "Commissioner of Schools" in order to obtain the necessary certificate of qualification, and after undergoing the terrific ordeal of spelling a few words, or perhaps no examination whatever, his legal status was handed to him.

While such was the state of our country schools it may be mentioned that the common schools in towns were little if any better, and perhaps the only difference was not so much in the status of the teacher, or the quality of the instruction imparted, as in the method of his engagement, the most striking features being that the town school master did not board round, and perhaps was in many instances hired by Trustees.

So things continued till 1844, when the appointment of Dr Ryerson as Chief Superintendent of Education imparted fresh vigor to our Common Schools in consequence of

the excellent School Acts devised by him. It would be superfluous to enter into details to our readers, as to the nature and extent of the improvements effected, because they are thoroughly conversant with them, yet we must remark that the establishment of the Normal School, whereby a trained body of teachers, (possessing higher qualifications than those heretofore employed), spread themselves over the Province, and gradually superseded their less qualified brethren, has in a very great degree contributed to that result.

For about a period of sixteen years, embracing from 1844 to 1860, our Country Schools continued to improve, but from the latter date to 1870, they actually retrograded. This was chiefly owing to the Local Boards of Examiners failing to perform their duty, by granting certificates of the rank of first and second class, to candidates who had been only examined on 3rd class work, and in many instances granting them where the candidates had failed. It was pretty generally experienced by the Inspectors on their first tour that the schools were in a worse state than they were 10 years since, and they had no difficulty in assigning the reason to the incompetency of the teachers. Another cause of the defect was the system of inspection not being carried out as contemplated in the act, owing in a great measure to the fact that the Local Superintendents were not capable generally of performing the work. These hindrances, however, have all been removed by the Act of 1871, and there can be little doubt that a few years will see our country schools occupying a very different position, as indeed we already know that an impetus has been given to them which will soon be appreciated.

Now while our Town Common Schools were in the degraded state assigned to them prior to 1844, it may not be inappropriate to remark that it was at precisely the same period when the Grammar Schools were

secing their palmy days. Now the case is inverted; by wise legislation our Town Common Schools have attained a high position, while unwise legislation has caused the gradual decline of the Grammar Schools, which have been obliged to amalgamate with the former in order to escape utter annihilation. Let us trace the causes that have led to success in the one case and to failure in the other, and at the same time consider what results are likely to be obtained by these Hybrid unions, and the remedy for the evils thus produced.

While our Country Schools progressed from 1844 to 1860 as we have already observed, still greater was the advancement made by our Town Schools. This was mainly owing to three circumstances. *First.* The towns having a larger population than the rural sections, were enabled to offer much larger salaries thereby securing the services of the best qualified and trained teachers. *Second.* The same advantage of numbers enabled them to establish and maintain Central Schools with Primary Ward Schools for feeders, whereby they were able to grade the schools thoroughly, each class in the Central Schools being under the charge of a separate teacher, by which means the course of instruction both in theory and practice was rendered more efficient. *Third.* The town pupils generally go to school from the age of 6 to 14 pretty regularly. For the three reasons just enumerated it will be seen, that the superior advancement of the Town Schools is readily accounted for. On the other hand it must be borne in mind that the Country Schools were not kept open on an average exceeding 9 months of the year, and this circumstance coupled with the constant change of teachers incidental to such a system, from which the Town Schools were exempt, and taken in connection with the fact that each Country Teacher was in charge generally of about 5 classes, necessitating a hurried and consequently imperfect instruction, while at

the same time the pupils were not kept at school for so many years as the town pupils, owing, among other causes, to the dearth and scarcity of labor, which compelled the farmer to make use of the services of his children at a most critical period of their lives when he would gladly have avoided doing so, and weighty reasons it must be admitted have been offered to account for the superior progress of the Town Schools. It must also be observed that the latter did not retrograde or remain stationary from 1860 to 1870 but continued to progress, their motto always being "Excelsior," not being so much affected by the scarcity of qualified teachers, which has been pointed out as one of the causes of the decline of the Country Schools during the same period, inasmuch as the constant stream of Normal Teachers was almost invariably to the towns. By wise legislation therefore, our Public Schools in towns were rendered very efficient, and it soon became manifest that a superior English Education could be obtained in them far exceeding that which could be imparted in any Grammar School.

Now while the Public Schools in towns were thus progressing from 1844 to the present time, in exactly the same ratio were the Grammar Schools retrograding, during the same period. Without going particularly into Grammar School statistics it may be affirmed that almost every County Town had in 1844 its Grammar School, and undoubtedly a much better English course of instruction was then imparted therein than at the Public School, by reason of the better qualifications of the teacher. Bear in mind also, that but one Grammar School was in each County, and that it received Government assistance at the minimum of \$800 per annum. Now observe how step by step the Grammar Schools were injured by legislative enactments while the Public Schools were benefited. The Trustees of the latter were empowered to raise by law whatever sums of money were necessary for

buildings, or the payment of teachers &c. but no similar provision was then made on behalf of the Grammar Schools. Next (somewhere about 1850) the law was amended, (heaven save the mark!) so as to permit the establishment of additional Grammar Schools in any County; and soon the evil effects arising from this species of legislation became apparent, by the multiplication of the Grammar Schools and the consequent weakening of the old County Grammar Schools, whose pupils began dropping off to support the new bantlings, and as a large portion of the revenue of the senior County Grammar Schools had been derived from the fees paid by the pupils, of course a corresponding amount of income was curtailed, and gradually the number of teachers in the Grammar Schools was reduced, in consequence of the inability to raise the funds necessary to employ them. And all this time our Central Schools were advancing in public estimation, and it soon became known that better instruction in English could be obtained at the latter than at the former. The next unwise steps were respectively, admitting girls into the Grammar Schools, permitting Union Schools, and finally allowing pupils to choose either the classical or non classical course, thus developing the singular phenomenon, at present exhibited in our High Schools, of a majority of the pupils taking English alone, which is much better taught in our Central Schools. Still with all this legislation, nor is it much to be wondered at, our Grammar Schools continued to decline, and to such an extent has this taken place, that according to the Chief Superintendent, "more than two thirds of the Grammar Schools have been obliged to amalgamate with the Public Schools."

At length commenced the first attempt to stop the downward course of the Grammar Schools by providing for an entrance examination by the High School Inspector. The late J. G. D. Mackenzie and Mr. Mc-

Lellan, High School Inspectors, in their Report for 1871 state "that nothing short of a radical change in conducting the examinations for admission would save the education of the country." Professor Young had previously stated the exact condition of our High Schools in his suggestive sketches of the educational chaos into which they were being brought. "Boys and girls alike, with the merest smattering of English Grammar—every child supposed to have any chance of wriggling through the meshes of the Inspector's examining net,—driven like sheep into the Grammar School, and put into Latin in order to swell the roll of Grammar School pupils, and to entitle the school to a larger share of the Grammar School Fund." Turning again to Messrs. Mackenzie and McLellan's Report before quoted we find however, that the act of 1871, as far as regards its provisions for examining candidates for admission to the High Schools, by means of a Board composed of the Chairman of the Board of Trustees, the head master of the High School and the Public School Inspector, is a failure, inasmuch as "the work of examination is practically in the hands of the High School Master and the Chairman of the Board of Trustees" who are of course anxious to swell the list in the hopes of obtaining a larger share of the Legislative Grant, and they briefly sum up the result by observing, "there still remains the stubborn fact, that both under the old law and under the new, pupils have been hurried into the High Schools who were utterly unqualified." One mistake however both of the High School Inspectors have made: they are under the impression, that the present method of examining candidates "is a vast improvement on the old plan;" in this they are entirely mistaken; indeed they contradict themselves, for it appears "that as soon as the new School Act became law, the Inspector received instructions from the Department to apply with greater strictness

the old method and standard, until they should be superseded by the new. Just one change was made, but that was found all-sufficient: the parsing instead of being given orally was exacted in writing. The effect was most remarkable. About one-half of the candidates presented to the Inspector were found incapable of spelling correctly in writing," and consequently failed to pass. It may not be amiss to remark that Mr. Mackenzie plucked all who made three mistakes in spelling, while in the non classical course the same standard was exacted in the correction of examples of False Syntax. The consequence was that comparatively few passed, but under the new system a great increase in the numbers has taken place, because the standard exacted for admission has been virtually lowered, besides constituting interested persons as the examining boards. The pupils having been previously well "coached" are required to undergo a written examination on the subjects required for the 4th class on the Public School Programme. The questions are framed as easy as possible, and the surplus values obtained by the pupils in Writing, Reading, Spelling, and Geography are sufficient to cover the deficiencies in Grammar, Arithmetic and History, and hence it is not to be wondered at that "*pupils have been hurried into the High Schools who were utterly unqualified,*" and that the result is anything but a "vast improvement" though even under the *new law*. The proper remedy for this state of things will be found in constituting the Public School Inspector the sole examiner, and having uniform examination papers prepared by a central Board of Examiners, in the same manner as teachers are now examined.

Another improvement in the Act of 1871 was empowering High School Trustees to raise by tax whatever sums might be necessary towards the support of the High Schools. This was also a step in the right direction, but unfortunately it was

"locking the stable after the horse had been stolen." Had the Grammar School Trustees been authorized to do this at the same time that this privilege was conceded to the Common School Trustees, the amalgamation of the schools would never have taken place. It is to be hoped that, as the Chief Superintendent observes in his Report for 1870 "this amalgamation is attended with many inconveniencies and does not by any means accomplish the objects proposed, and the necessity for the union does not now exist as before," the Boards will sooner or later dissolve these Hybrid unions, whose only tendency is according to the same authority, "to lower the standard of both schools," as "the Public School law amply provides for giving the best kind of a superior English education in Central Schools, in the cities and towns, (as in Hamilton, Galt, Brantford, Brockville, &c.); while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purposes." It is a pity that the new Act of 1871 did not go one step further and dissolve the unions, it would have been the best remedy and saved future difficulties, for sooner or later it must be done. Hear again what Dr. Ryerson says. "To prevent the *possible extinction*, in our educational system, of a *purely classical school*, which should serve as a *proper link* between the *Public School* and the *University*, a provision was introduced into the High School Act authorizing the establishment of Collegiate Institutes. The standard fixed is the daily average attendance of at least sixty boys in Greek or Latin, and the employment of at least four masters."

It is inferentially evident from the foregoing, that the High School is not considered a *proper link*, but rather an *improper one*, and wherever an amalgamation exists we should judge the same, as it is plain that we may look for the "possible extinction" of the classics in these Hybrids, but where a

High School has been kept within its legitimate bounds, and has done fair work, it seems rather hard to exact so large a number as 60 pupils. Were the number reduced to 40 pupils with 3 masters, perhaps many of the 19 High Schools, enumerated in Class 2 of the Inspector's Report for 1871, might be added to the list of Collegiate Institutes. At present they can only dub themselves High Schools, and although doing legitimate classical work, are by name associated with the *improper links*, such as those in Classes 3 and 4. We must also call attention to the fact that many of the larger towns ranked in those classes, owe their low positions to their anxiety "to swell the number of entrance pupils" and according to the High School Inspectors have been rewarded accordingly, as "what has been gained in numbers has been lost in status."

In conclusion we may remark that the Collegiate Institutes must be rather galling affairs to those on Class 2, and are looked upon indeed with a mixed feeling of envy and jealousy by the better High Schools, more especially as it is now asserted by the Chief Superintendent that the Institutes are the "proper links." The system of "payment by results" as explained and proposed by the School Inspectors in their Report for 1871, does not seem to fascinate anybody. In fact it is rather mixed, and, like the old man and his ass, pleases none. The shortest way is to cut the Gordian Knot, and have but *one* purely classical school in each county, whose rank shall be determined by its work in preparing students for the University, and let them be "proper links;" then extinguish the Hybrids, and the youth of Canada will be able to acquire a first rate English education in our Central Schools, a good classical foundation in our High Schools, and the completion in our University and Colleges. So mote it be.

THE NEW UNIVERSITY ACT.

BY J. HOWARD HUNTER M.A., HEADMASTER ST. CATHARINES COLLEGIATE INSTITUTE.

The Provincial University—though still in comparative youth—has passed through phases of intellectual development similar in kind to those experienced by the ancient and venerable seats of learning by the Isis and the Cam. Like these, the Provincial University has had its period of religious domination and intolerance, followed, after an interval of intense excitement, by the present happier period of denominational equality. Like them also it is now passing through that phase, in which old ideas are, against all possibility of success, still resisting the advance of a newer and more philosophical culture. With us, as elsewhere, intellectual growth is closely related to national growth. From the original University Charter of 1828 to Mr. Crooks' Act of 1873, may represent but a brief interval of time, yet it represents a startling intellectual advance,—scarcely half a century considered merely as time, but in intellectual progress, a whole cycle. Ontario has by no means undergone an equal mental growth with certain portions of the European Continent, or even with certain parts of the British Empire; but there are few questions in any department of secular knowledge that the present generation of Canadians regard in the same way as their fathers did when George the Fourth's "trusty and well-beloved Sir Peregrine Maitland" was viceroy. But the University Charter was not abreast with even the educational ideas of its own day: its illiberalism excited so much public indignation that every attempt to give it effect proved abortive, and an act was passed in 1837 removing the denominational qualifications for professorships. Then came the Rebellion of 1837, and after it years of fever-

ish unrest. It was only in 1843 that the University was actually opened, the foundation-stone having been laid in April of the previous year. On the 8th of June, 1843, all the pomp and pageantry that the little metropolis could command were summoned to attend the inauguration. The President, Dr. Strachan, opened the proceedings in an address of great length, and characterized by a tone little calculated to reassure "dissenters." The good Bishop, among other startling announcements, informed his hearers that "the infidel [this was the Bishop's favorite synonym for *undenominational*] attempt called the London University has signally failed, as all such godless institutions of Babel ever must." He explained the title "King's College:" "The sovereign continues founder and patron of this University; its endowment remains, and those privileges which distinguish a Royal from a Provincial University—privileges which extend through the British Empire and all its dependencies." He ended with a prophecy: "if the College he hereafter left alone, I feel assured that it will diffuse the most precious benefits over the Province." Six years passed away and during that time the College Council had so administered the University as to leave no-doubt of their intentions to carry out what they had literally made the fundamental principles of the Institution. At the laying of the foundation stone, Sir Charles Bagot had set in its massive framework a brass plate which declared in good monastic Latin, that the academical system of King's College was "framed in exact imitation of the unrivalled models of the ancient British Universities." In our day, Oxford and Cambridge would hardly regard an "exact

imitation" of their peculiarities either in 1843 or in 1873 as a decisive recommendation; to the Colonials of thirty years ago however, the Theological Faculty was the great objection. In 1849 the Hon. Robert Baldwin found it necessary to introduce a Legislative enactment peremptorily forbidding in the University further religious teaching; changing also the title of the Institution into the University of Toronto. Bishop Strachan's impressions regarding the Baldwin University Act are pithily expressed in a Pastoral Address dated Feb. 7th, 1850: "On the 15th day of January 1850 the destruction of King's College as a Christian Institution was accomplished, for in that day the Act establishing the University of Toronto, by which it was suppressed, came into force." The Bishop was not one to spend time in useless complaining. He announced in the same Pastoral his project of a new College based on his original conception of such an institution; and, with an energy which has rarely been equalled, he soon made good his promises. Within twelve months, the necessary consent of the Queen had been obtained; a site had been selected, and the first sod turned; a few weeks afterwards the foundation had been laid; and nine months later still Trinity College had received its first students!

Meanwhile it had been discovered that the mere pruning away of the Theological Faculty from the gnarled trunk of a Mediæval University was insufficient to adapt to Canadian soil so uncongenial an exotic; and in 1853 Mr. (since Sir Francis) Hincks addressed himself to the University question. The preamble of his measure states very frankly that former enactments "have failed to effect the end proposed by the Legislature in passing them, inasmuch as no College or Educational Institution hath under them become affiliated to the University." Henceforward the model was to be the University of London, which Bishop Strachan so heartily denounced, but

which alone of British Universities had been found to satisfy the necessary conditions. Those conditions were an undenominational curriculum in harmony with modern culture, and a Central Examining Body or University which should be quite independent of all Colleges or teaching bodies. The advantages to the State of *teaching* as well as of *examining* together youth of all creeds were so evident that the Canadian Minister imitated in this respect also his English model; and established University College as a type of pure secular teaching. It is to be regretted in the interest of higher education, that the Ministry of that day had not the boldness to place the academical system of Ontario directly under the Senate of London University. Had this been done, it is impossible to doubt that we should have largely shared that intellectual activity for which London University has become so honorably distinguished; and our youth could not have failed to derive inconceivable benefit from being annually examined by means of papers prepared by the foremost scholars of England. All pretence would have been removed for College professors assuming two other distinct and inconsistent functions, as University Examiners, and members of the Senate. A multitude of vested interests in the form of miniature Universities—Ontario already boasts more than half a dozen—would have been avoided. And more important than all, we should have had among us vastly less "cramming" and vastly more knowledge. There would have been no difficulty at that time, nor would there be any difficulty yet, in making the necessary arrangements with the Senate of London University. In 1869 a correspondence on this subject took place through the Colonial Office between Lord Lisgar and the University of London, and the University professed the utmost readiness to facilitate the desired arrangements in regard to each or all of the Provinces of the Dominion.

ion. As it is, Mr. Crooks, in 1873, finds himself compelled to deal with the self-same question, (but in a greater degree of complexity) that confronted Mr. Hincks twenty years ago. As Trinity College, Dublin, was intended by Queen Elizabeth to be the great examining Body for a group of affiliated Colleges, but as it was, through the personal vanity of its early administrators, wholly diverted from its original function, so with our Ontario University in its intention and in its fate. And as Mr. Gladstone is attempting the difficult feat of reverting to the intentions of Elizabethan statesmen, so Mr. Crooks is attempting the by no means easy task of recovering the vantage-ground that has been lost. Both Ministers have gone for precedents to London University, the remarkable success of which has of late largely influenced the University policy of Oxford and Cambridge. After twenty years of such intellectual progress as the world has not previously witnessed, it is doubtless humiliating to find Ontario, in University matters, exactly at the point of departure whence, in 1853, she set out; but, if we have only gained a vivid perception of the mistake, hitherto made, the experience acquired may prove serviceable. It has, however, been dearly purchased.

In its administrative provisions Mr. Crooks' measure is vastly superior to that of his predecessor: the annual convocation of graduates, the large elective element in the Senate, the comparative exclusion of College professors from that body, the total exclusion of University examiners, the prohibition of these examiners from a continuance in office for more than four successive years,—all of these are provisions of great importance, and, if faithfully carried out, must produce far-reaching and enduring effects. Hitherto, except during a brief episode of our University history, the graduates have been jealously excluded from all voice in University affairs. True they were graciously permitted to celebrate a brief *saturnalia*,

and to see the College dons unbend; but notwithstanding the proverb, *in vino veritas*, these yearly post-prandial speeches have rather produced a soporific effect upon University Reform. Hereafter let us hope that the graduates will be regarded as capable of some higher function than lauding and applauding their professors at annual dinners.

In the reform of the University curriculum, the Senate will find an early opportunity for the exercise of its best judgment. While every other academical body is eagerly adapting its course of study to the newer system of thought, it will never do for our youth to remain engaged on a curriculum which, at all events in the classical department, is strongly redolent of the Dublin University of thirty years ago. One has merely to glance through a student's notebook in the subject of classics to get some idea of the extraordinary stock-in-trade that is found essential by those aspiring to University distinctions. When interrogated on the matter, students readily admit the puerile and frivolous character of their literary collection; but they plead in extenuation, that such and such questions "are sure to be asked," and is not *that* final? Nothing is more natural than that young students should, in their eager competition, forget that the true purpose of University training is not to answer questions, or even solely to acquire knowledge, but as Mr. Gladstone has expressed it, to "improve the mind itself." For the highest development of the intellect, there now exist new agencies which cannot be neglected.

The recent Act contains provisions not only for the restoration of the Faculties of Law and Medicine to their former places of honor; but for the institution of a new Faculty, that of Science. This is but a fitting recognition of advanced theories of academical training, and so far the aspect of matters is encouraging.

It may however be well-doubted whether

in our time the purely classical student can, in any sense, be described as well educated. Without going so far as Mr. Lowe, who speaks of his distinguished career at Oxford as utter waste of time, I believe that henceforward every one who aspires to intellectual leadership must have some acquaintance with Natural Science. Were only the time devoted to science that is now squandered in attempts to write Latin and Greek verse, how vast the advantage to those hapless youths who are now spending their priceless hours in twanging the lyre of Horace or the harp of Sappho. These absurd metrical impositions vexed the soul of scholarly John Milton, who more than two centuries ago exclaimed against this infliction on English youth. Dean Swift may well have

had in mind his own University experience, when, in his description of the Academy of Lagado, he tells us of that literary mill into whose hopper a whole vocabulary was thrown, and by the turning of whose crank, extraordinary combinations of words and phrases were produced.

I trust that Mr. Crooks' University Act will inaugurate for Ontario a new intellectual era; that the Provincial University will under its provisions become a great focus of mental activity; that by the strict impartiality of its administration it will rally around it a multitude of affiliated Colleges; and that, under its intellectual leadership, our youth will aspire to something better and nobler than "answering questions."

3

READING LESSONS.

The primary object of Reading exercises as a part of the course of study in school, is undoubtedly to give instruction and practice in the art of reading. But though this may be considered the *primary* object to be sought, it is not too much to say that there are subsidiary purposes of, at least, equal importance which may be attained through the same means, and the teacher who has no aim in lessons of this kind beyond that of training his pupils to enunciate the several words with sufficient distinctness and expression to convey a tolerably clear idea of the sense of the passage, comes far short of securing the full benefit of the exercise. I know it will be maintained by many that in order to read well, it is necessary to understand thoroughly what one reads. This is true to a certain extent, and yet if this be accepted, how few good readers are to be found in our schools? How small a proportion of the pupils are able fully to comprehend the hidden meaning involved in

the more austere passages of even the prose lessons of our higher reading books. When we come to poetry, the failure is much more marked. But surely this very important part of education should not be carelessly passed over. And how is the object to be attained? It is evident that to understand such selections thoroughly it is necessary first to become acquainted with the constituent words. This will lead to word-analysis and definitions, which are not to be learned from a dictionary, but rather taught from the connection in which the words are found. In this way those fine shades of meaning and nice distinctions in the force of words may be readily comprehended, when a dictionary definition would perhaps but render the ignorance more profound.

In poetry, the word explanations required will not only include the ordinary meaning, but also the peculiar signification conveyed in representing the imaginings of the writer.

This is a matter greatly neglected by teachers. Many of the finest flights of poetical genius are passed over all unheeded and unappreciated by the senior classes of our Public Schools, chiefly from the want of a few timely hints to lead their minds up to the lofty sentiments expressed. Why are the gems of poetry so thickly strewn around us, if the masses are not to be taught to appreciate them? One of the results of right education is the enlargement of the mental vision that it may delight in the beautiful in the realm of mind as well as Nature. If cultivation cannot do this it fails in one of its important objects—an object which certainly ought to be attained by the higher classes in our Public Schools.

The proper names occurring in the lesson are also excellent texts for question and remark by the intelligent teacher. It is an easy matter to mention some interesting circumstance in connection with each individual person and place, and this may be done in such a way as to excite the curiosity of the pupil and beget in his mind an earnest desire to learn more on the subject. This is the true secret of successful instruction, and the teacher who rightly understands this art, has rather to direct the ardent research of his pupils, than to incite them to diligence. The true thirst for knowledge is acquired in this way, and once acquired, leads on to thorough scholarship.

In the case of junior classes these lessons may be made specially useful as a means of awakening thought and calling forth the first exercise of the reasoning powers. Of course, the questions will need to be adapted to the capacity of the class, and perhaps at first the teacher may need to give some hint of the proper answer, but it will not be long before the young minds are fully awake and able to think out answers for themselves to questions of considerable difficulty.

As a means, therefore, of conveying general information to all classes, and cultivating quickness of thought and observation, Reading Lessons, under the direction of a skillful teacher, are of very great value. It is of great consequence that a careful habit of reading be formed in the pupil, and this cannot be effected without frequent questioning by the teacher. Almost every branch of study, excepting Mathematics, can be taught from these lessons, and there is perhaps no way in which an examiner can so readily ascertain the degree of mental development and attainments in useful information acquired by an individual, as by well chosen questions from a Reading Lesson. I would commend the matter to the careful consideration of teachers generally.

G. D. P.

THE RAGGED SCHOLAR.

BY WILL. HENRY GANE.

All tattered and torn his coat—
 A coat of so many hues ;
 His cold, blue stockingless feet
 Peeped out from his toeless shoes ;
 But he had a noble heart,
 That was warm and tender and true ;
 And as free from sin as the fleecy clouds,
 That check the midnight dew.

He came to my side one day,
 With a problem hard to be solved,
 Before which Newton and all his laws
 Into airy mist dissolved ;
 He asked me what mighty power
 Brought the Saviour from above,
 And if *he* too might wear a crown
 And a share of the great God's love ?

We waited that summer day,
 Till the sun in a golden cloud,
 Had vanished behind the western hills
 Where the waving pine tops bowed ;
 And when he arose from his knees
 A new career had begun ;
 He wore a title after his name
 As he now was a monarch's son.

How I loved that little boy,
 No human tongue can tell :
 My love was more like the brooklet's flow
 Than the ocean's maddening swell ;
 I have met men of high renown,
 And men of a proud degree ;
 But never one that was half so dear,
 As that beggar boy to me.

He has changed his dress of rags,
 To wear the attire of a prince ;
 For he went away to his father's house
 Only a few years since ;
 And there is in memory's hall
 A picture in diamonds set :
 The love of a little ragged boy
 That my heart can never forget.

SELECTIONS.

TRAINING IN THE USE OF LANGUAGE.

In our language lessons we do not seek to go back to that underlying principle of all language—the giving of new experiences from whence new ideas shall arise, to which new words give expression. We do not in the least attempt this. Such fundamental work, so far as it comes within the province of the school, lies in the domain of the object lesson; and that it does lie there, we have the authority of the highest example and the most ancient practice: for Adam's first lesson in language was an object lesson, and his Maker was his teacher.

Nor do we wish to be credited with the mistake of supposing that, because we give a child new words, we convey to him new ideas. Not at all. Words in and of themselves never convey ideas. The idea must first exist in the mind ere the word can be vivified with meaning. A word can express an idea, but it can not create one.

Upon neither of these ideas, then, do we base our language lessons, but rather upon this, which, if admitted, is a most ample and sufficient foundation; namely, that every child knows a great deal more than he can express,—that there lies in the mind of every child a mass of vague impressions, incomplete conceptions, half-formed ideas, born of his emotions, of his sensuous pleasures, of his joys and sorrows,—that these lie very largely in the realm of unconsciousness, from whence they may be evoked by the application of the proper stimulus and become part of the child's actual and available knowledge. To provoke the expression of these ideas, to clothe them with new words, to give a choice between words which convey the same idea, to show the child something of the harmony and melody of language,—in short, to lift him up from the simple indication of his physical wants to the expression of his higher nature,—such are the aims of our object lessons.

Such being our aims, what are our means?

Principally three—pictures, stories, poems. We choose pictures because of their suggestiveness. They suggest so much to the child; they lead him from one thing to another; they touch his experience at so many points that, if he gets well started and feels free, he will exhaust his vocabulary in telling you all about them. Our only pictures for this purpose are those found in the school readers, which, of course, are arranged with no such object in view and in no logical sequence; yet they are excellent for the purpose and render most efficient service. However, a series of pictures might be arranged which would shadow forth the child's past life, and with which you might fathom the depths of his consciousness. By the skillful use of pictures, we may obtain from the child almost his entire vocabulary, and, in addition, give him many new words.

Stories, however, offer the best opportunity to improve the child's language and culture. You can do almost anything with children, if you will but tell them stories. You can refine their feelings, touch their emotions, rouse their enthusiasm, awaken their ambition, enkindle their devotion. There is nothing in the broad sweep of noble living or noble thinking that you can not bring to their consciousness by means of a story. As for information you can give all you wish. As for language the story is the very royal road to its acquisition. Tell a group of children a story which has awakened their interest and enchained their fancy, and then ask for it back again, and notice how accurately it will come. If you have used new words and expressions, having made their meaning clear, they will come back also, in your very words and with the very tricks of your voice.

In order to make this exercise a successful one, reproduction, both oral and written,

must be insisted upon. With small children this must, of course, be entirely oral; with larger children it should be both oral and written, never, however, permitting the written to displace the oral. It is, indeed, desirable to write well; it is equally desirable to talk well. Much also can be done at this point to obtain distinct articulation, full utterance, and to cultivate a respectful and self-respecting attitude when speaking.

Pictures and stories will accomplish much; but, to show a child the melody and harmony of language, we must use poems. Some of these should be such as can be taught him; others such as he can understand when read. It may be urged that children can not appreciate poetry; but any child who has sat in the sunshine, and heard the birds sing, and felt the wind blow, and gained pleasure thereby, has within him the germs of poetic feeling. And as in the child ages of the world the first literature of all nations was ballads, so the child finds in the ballad his first delight.

There seems no reason why these lessons might not be carried up through the higher grades, broadening and deepening until the simple story expands into an article; the few new expressions into a choice essay; the simple dialogue into the drama; the ballad into the complete poem. Let reproduction, both oral and written, follow every step; and then, when the pupils reach the higher grammar grades, they will

not only be able to parse and analyze and perform examples in arithmetic, but they will be able to recognize their mother-tongue when they see it. And the luckless teacher of the high school will not be compelled to explain Dickens, point out the quaint humor of Irving, or the beauties of Longfellow, and wage an unequal war with dime novels and "yellow-covered literature," but the pupils will already have gained power to select and appreciate.

These results can be obtained, but only upon one condition; and that is, that you can proclaim a divorce between language and technical grammar. If you do not, if you attempt to teach them together, and then come in with your monthly examinations in grammar, your results in language will amount to nothing. The language will be merged in the grammar very much as Jonah was merged in the whale, with by no means the same chance of getting out what he had. A knowledge, however accurate, of technical grammar will never give the power to wield the English language with strength and precision. This comes only through example and practice,—and where shall the great mass of children acquire it if not in school?

How successful this plan may be in the higher grades, we cannot tell; but how remarkable its success is in the lower, we know, for it has been tested.—HARRIET L. KEELER, in *National Teacher*, Columbus, Ohio.

EXAMINATION QUESTIONS.

(We copy from the *English Educational Times*, some of the questions at the recent examination of teachers in training at the College of Preceptors, London, England. They will be interesting, both as showing the standard required in England, and as suggesting to our own teachers new trains of thought:)

MENTAL AND MORAL SCIENCE.

The highest number of marks with which the Candidate will be credited for this paper is 100; for passing, 40 at least must be obtained. For confusion of thought and expression, and for all irrelevant matter,

marks will be deducted from the number otherwise gained.

1. "What we term 'the mental faculties' are not the ultimate elements of mind, but only different modes of the mental activity."

(a) Explain and illustrate the above proposition.

2. State, in their natural order, the principal operations by which the mind acquires and retains knowledge. (a) Trace the various mental operations employed in the process of learning to read; and also in obtaining an exact knowledge of some material object; as, for instance, of an orange.

3. What is meant by "committing to

memory"; and how is this mental act distinguished from "remembering", and "recollecting"? (a) What are the characteristics of "a good memory"? (b) How may the memory be cultivated?

4. What do we mean by the moral quality of actions? (a) Apply your test to "lying" and "stealing." (b) What does moral education consist in?

1. Discuss the question of corporal punishment under its moral aspect.

6. "The growth of mind results from the exercise of its powers upon the direct objects of experience." (a) Explain, amplify, and illustrate this proposition. (b) What hints does it supply to the teacher for the cultivation of his pupils' observing powers?

7. In what sense is it true that the Science of Education is based upon the Science of mind, and the Art of Education upon the Science?

PHYSIOLOGY.

The highest number of marks with which the Candidate will be credited for this paper is 100; for passing, 40 at least must be obtained. For confusion of thought and expression, and for all irrelevant matter, marks will be deducted from the number otherwise gained.

1. Explain the process of digestion: trace the food in its progress through the different parts of the alimentary canal, and describe the changes that it undergoes at each stage. (a) What is the use of the gastric fluid? How does chyle differ from chyme? (b) What is the connection between healthy digestion and mental vigor?

2. How may foods be classified? What is the physiological value of different kinds of food? (a) What hints for the dietary of his pupils may a schoolmaster gain from this knowledge?

3. Describe the mechanism of healthy respiration. (a) How may respiration be affected by the position of the body?

4. Apply the principles of Physiology to

ventilation, clothing, and length of school-hours.

CRITICISM OF METHODS.

The highest number of marks with which the Candidate will be credited for this paper is 100; for passing, 40 at least must be obtained. For confusion of thought and expression, and for all irrelevant matter, marks will be deducted from the number otherwise gained.

1. Distinguish between Education and Instruction. How does the distinction bear upon the work of a teacher?

2. At what period of a child's life does he most need the help and care of the teacher, and why? How far is your answer in accordance with the general practice of schools?

3. Draw out a sketch of a lesson on the Atmosphere, to be given to children of 10 to 12 years of age. Arrange the subject matter—in the order in which you would give it; and state clearly your method of conveying it.

4. What are the characteristics of a good manner of reading? State by what means you would secure distinct articulation, intelligent emphasis, and proper expression.

5. Explain clearly your method of teaching Geography. Enumerate the means you would use to give a clear conception of the physical geography of any country, and for fixing it in the memory. (Age of the pupils as in 3.)

6. Draw out a Time-Table for a Middle Class Day School of 150 pupils from 8 to 15 years of age; showing (a) The number of classes; (b) The subjects to be taught; (c) The time per week to be given; (d) The time for recreation. State also the number of teachers, and the school-room accommodation that would be necessary to secure efficient work.

7. What are the uses of the play-ground? Show how it may be made to contribute to the moral training of the pupils.

EDUCATIONAL INTELLIGENCE.

CANADA.

—J. M. Buchan M. A., Head Master Hamilton Collegiate Institute, has been appointed Inspector of High Schools in place of late Rev. J. G. Mackenzie.

—The Annual Meeting of the County of Oxford Teachers' Association will be held in the School House Ingersoll, April 9th and 10th. A very interesting programme has been prepared, and the meeting cannot fail to be highly beneficial to the teachers of the County.

—On Thursday 13th ult., the pupils of S. S. No. 25 London Township, presented their teacher, Mr. W. D. Eckert, with a beautiful collection of stuffed birds in a glass case, embracing fifteen varieties, and worth at least \$25, accompanied with a very complimentary address. A new school house was recently built in the section at a cost of \$4000.

—The Report of J. C. Glashan Esq., Inspector, Strathroy, shows that there were six teachers employed during the year. The number of names entered on the registers was 767, and the average attendance was 356. The cost per pupil on the average attendance was \$6.74, and the cost *per capita* of school population was \$3, while the average of all the towns in Ontario in 1871 was \$3.52

—An important educational meeting of Trustees and others in the Township of Stanley and surrounding Townships, County of Huron, was held in the School House, Varna, on the 22nd March. The immediate cause of the meeting appears to have been that the Inspector had withheld payment of the Government money from some sections in consequence of non-compliance with the school law in the matter of school accommodation &c. The result, after much discussion and several motions and amendments, may be summed up as follows: The provisions of the new school law, and the action of the

Inspector were sustained; Township Boards of Trustees, and changes of Text Books were both disapproved of; and it was decided to hold another similar meeting on the last Saturday in June next.

UNION TEACHERS' ASSOCIATION.—The Regular Quarterly Meeting of the above Association took place in Galt, on the 1st of March. Donald McCaig, formerly of Rockwood Academy, now Principal of Galt Central School, occupied the chair. Mr. Dickinson, of Brantford, acted as Secretary. Nearly the whole time of the meeting was occupied in the discussion of a series of resolutions to the number of twelve appertaining to the "Superannuation Fund," the 1st asking that the present law be repealed, and the 12th that no teacher shall be compelled to contribute. Messrs. McIntosh, Dickinson, McQueen, and McCaig supported the resolutions in forcible and earnest speeches, after which on motion the resolutions were carried unanimously. In the course of remarks made, the conduct of the Inspector for Waterloo County in not giving his countenance to Teachers' Associations was animadverted upon. COM.

SCHOOL EXAMINATIONS.—Examination of Wroxeter School will take place on the 7th and 8th of April.—Cranbrook School, Huron Co., Mr. McNair, teacher, 21st March, was most thorough and successful. An exhibition in the evening was attended by a crowded audience, and consisted of dialogues, recitations &c., with music by the Cranbrook Choir.—No. 10 Aldboro, Elgin Co., 21st March, Mr. J. B. McKillop, teacher. The teacher's labors for two years are bearing good fruit, as proved by the successful examinations.—No. 4, Dunwich, 22nd March, Mr. D. McKellar teacher. The examination showed the thoroughness of the teaching.—No. 6, Ashfield, 20th March, Miss Dobie, teacher. There was a large attendance, and excellent satisfaction.—Gore School, London Township, 21st

March, Mr. B. S. Shepherd, teacher. Exhibition in the evening consisted of music, readings, recitations &c., by pupils of the school and others. Mr. Shepherd is succeeding well in the section.—No. 5 Caradoc, 18th March, Mr. C. McGregor teacher. There was a large attendance of parents, and all were highly satisfied. Messrs. Stuart, Anderson, and Robinson assisted at the examination, and afterwards gave addresses. Prizes were distributed to the value of \$30.

—From the Report of John C. Somerset Esq., Inspector of Public Schools, County of Lincoln, 400 copies of which have been printed for distribution in the County, we learn that there were 71 school houses in the County, in which 77 teachers were employed, 36 males, and 41 females. The average salary paid males was \$372, females \$230. The number of children of school age was 5,181, of which 4762 were entered on the registers during the year, and 372 of other ages, making a total of 5,134, of which 2,694 were boys, and 2,440 girls. 419 children attended no school. Irregular attendance is justly complained of, the average being only 101 pupils who attended school more than 200 days. No wonder that many of the schools are in an unsatisfactory condition. Mr. Somerset advocates additional Normal Schools, and also Township Boards of Trustees.

BOSANQUET AND PLYMPTON TEACHERS' ASSOCIATION.—A very interesting meeting of this Association was held at Forest, on Saturday 15th March. Mr. S. Hicks, the Vice-President, presided. After reading the minutes of last meeting, Mr. Hicks explained his method of teaching grammar, and Mr. J. Dunsmore showed his mode of procedure in teaching reading. The Association then adjourned till 1 o'clock, p. m. On resuming, an animated debate took place on the question, "Resolved, that the clause in the School Act relating to the Superannuation Fund, should be expunged,"—the decision being given in favor of the affirmative. The following resolution was carried unanimously: *Resolved*—That we as Common School Teachers and members of this Association, take exception to that clause in the scheme for an elective Board of Public Instruction, which restricts the right of voting to Teachers holding first-class Provincial Certificates only. An ad-

jourment then took place, until the time of next meeting, of which due notice will be given.

—The usual quarterly meeting of the Teachers' Association was held in the Elora School House, on Saturday March 15th, A. D. Fordyce, Esquire, President, in the chair. After the usual preliminaries, Miss J. E. Smith read an Essay on the influence of home life in reference to the education of youth, showing how materially the parent can aid the Teacher, both by precept and example, and how little can be accomplished by the latter when there is no proper training at home. Mr. Sanderson opened the discussion on Object Lessons, illustrating his remarks in a very happy manner by examples on the black-board, of his own method of teaching. Several of the Teachers present spoke on the same subject, after which the annual election of officers took place, the choice being as follows:—President, A. D. Fordyce, Esquire; Vice-President, Mr. McMillan; second vice, Mr. Clarke; Secretary, Miss Tytler; Treasurer, Mr. Sanderson. Subjects for discussion at next meeting:—How best to secure the punctual attendance of pupils? and How far the Teacher should assist the pupils in their studies? Essayists, Miss Hay and Mr. Clarke.

—We cull a few figures from the very lengthy and elaborate report of the City of Hamilton Public Schools, by A. Macallum Esq., M. A., Inspector. The total number of pupils enrolled was for the first half-year 4,236; for the second half-year 4,044, or for the whole year 4,852. Daily average first half-year 3,024; second half-year 3,900; whole year 3,421. He estimates there are from 150 to 200 children who attend no school. The separate schools had an attendance of 1,349, and the Collegiate Institute 227. In order to keep the number of pupils for each teacher down to the required number the Inspector is allowed to employ paid Monitors. The Report gives details of each of the schools in the city, their condition, apparatus, &c. Prizes were given at the close of the year, and in reference to this Mr. Macallum says:

"Prizes distributed on a proper basis, honor cards and competitive examination, as we do in this city, are a great public benefit; but, unless so managed, prizes are any-

thing but a blessing. Over 450 volumes of a highly moral and interesting character were distributed by this means among our successful competitors, and I have not heard of a single complaint."

HURON TEACHERS' ASSOCIATION.—A regular meeting of the County of Huron Teachers' Association was held in Clinton on Saturday last. The attendance, owing, no doubt, to the unfavorable state of the weather, was not very large. The meeting, however, was a very interesting one. The chair was occupied by Mr. D. M. Malloch, Vice-President, and Mr. W. Cumming acted as Secretary. The minutes of previous meeting were read and approved. Moved by Mr. R. Ferguson, seconded by Mr. Scott, that Messrs. Miller, Dewar and Cumming be a Committee to wait upon the County Council, towards establishing a Teachers' Library—Carried. Subjects selected for next meeting. 1. "Is the Course of Reading in our Common Schools sufficiently Practical?"—Proposed by R. Ferguson, and seconded by James Scott. 2. Moved by Mr. Turnbull, seconded by Mr. Birchard, that the second subject of discussion be "The best Method of Teaching English Grammar—first, to junior classes; second, to senior classes," and that Mr. Dewar be appointed to lead in the subject, and practically illustrate it by conducting a senior class, formed from the teachers present. Mr. R. Ferguson read an essay on the following subject: "Are our Courses of Study and Methods of Teaching sufficiently Practical?" Mr. Turnbull also delivered an address. Both the essay and the address were able efforts, and were well received by the Association. Moved by Mr. Ferguson, seconded by Mr. Dewar, that the next meeting of the Association be held in Goderich about the middle of June.—Carried.

UNITED STATES.

—It is reported that Indiana has passed a law creating the office of county superintendent of schools. The superintendent is to be elected by the school trustees of the several townships, who constitute a county school board, to meet twice a year. The friends of school progress in Indiana united several years ago and secured the establishment of a first-class State Normal School, and now they have secured county supervision.

—Mr. E. Steiger, the German publisher and bookseller of New York, is engaged in making a complete collection of American periodical publications for the Vienna Exposition.

—Rev. S. S. Orris has been elected to the chair of Greek in Marietta College, to succeed the venerable Dr. John Kendrick, who has tendered his resignation to take effect at the close of the present college year. Dr. K. has been at Marietta since 1840.

—Commodore Vanderbilt has given \$500,000 to Bishop McTyeire, of the Southern Methodist Church, to establish a university in Tennessee, the Methodist-agreeing to increase the endowment to \$1,000,000; and he has given another \$500,000 to erect a large seminary for women at New Dorp, Staten Island.

—The Jubilee Singers, led by George L. White, the treasurer of Fisk University, Tenn., undertook last year to raise \$20,000 to erect a new building for the better accommodation of the institution. At the close of the year they had raised nearly \$25,000, and they now propose to increase the amount to \$70,000.

—The constitutional convention of Pennsylvania has adopted a section declaring that women of the age of twenty-one years and upwards shall be eligible to any office of control or management under the school laws of that state. This is right. Women are eligible to school offices in England, but they cannot be even school examiners in Ohio.

—The main buildings of the Ohio Reform School for Girls at White Sulphur Springs were burned on the 24th of February. When the alarm was given, the 153 inmates were all in the chapel, listening to addresses by members of the legislative committee. The loss is estimated at \$40,000. The pupils are temporarily accommodated in buildings which were not destroyed by the fire, and which have been fitted up for the purpose.

BRITISH AND FOREIGN.

—An exchange states that in Scotland one young man to every 1,000 of the population goes to college; in Germany, one to every 2,600; and in England, one to every 5,800.

—There is an association in Switzerland, which is opposed to compulsory education, but is in favor of making the exercise of civil rights depend on the possession of a prescribed amount of knowledge.

—A society has been formed in France to erect and assist in erecting school buildings in desolate places. It started with a capital of five million francs and an earnest appeal to the public to aid in the enterprise. The prospectus states that there are ten thousand communes (communities) in France in want of school-houses, and it asserts that the future and the fortunes of France lie in the creation of schools.

—The Scottish National Educational Association declares that the state should make provision only for secular instruction, which all children may receive in common, and that no system of national education will be satisfactory, which authorizes the application of the public money, either by government grants or by local rates, to the teaching of the theological tenets of any religious sect.

—The recent decree of the Japanese Government, establishing a system of education in that empire, has been, by the kindness of Minister Mori, translated into English; and it proves to be not only a very comprehensive plan of internal polity, but also an ample doorway for the introduction of the best methods in use elsewhere. Two classes of students to be sent abroad are provided for—namely, 30 graduates of colleges, and 150 graduates of seminaries, the latter selected from graduates of academies and high-schools, to be called freshmen or second-class. The first class to remain abroad is limited to three years, and to be allowed \$1,500 to \$1,800 per an-

num for expenses; the second class, of whom 150 are provided for, to remain abroad five years, and to receive a yearly allowance of \$900 to \$1,000 per annum, which they are expected to pay back to the Government upon their return either in money or in service.

—In 1859 (says Mr. J. H. Stocqueler, in a recent address on the progress of India during the past fourteen years, delivered last month before the Society of Arts, in London), Bengal had but a few hundred schools, and only 40,733 scholars; in 1871 it had 215,000 scholars. The results of the educational policy in other provinces of India have been equally satisfactory, though the progress has not been so rapid as in the province of Bengal: and the Universities of India have done good service in promoting the advance of civilization. In those districts which, twenty five years ago, were in open hostility to the British Government, native education has advanced with great rapidity, and a perfect triumph has been achieved in the Punjab and British Burmah, while hardly less satisfactory progress is observable in Oude and Hyderabad. In 1862 there were 42,192 youths of both sexes receiving instruction, and three years later there were 76,213. In 1865 there were 11,269 pupils learning English in the Punjab. In 1866-7 there were 102,388 pupils in this province; in the two following years the number had swelled 141,655. The general results down to 1870 were that 979,882 persons were at school in British India, which perhaps had increased by 250,000 since that time. The cost attending the establishment of these schools may be set down at 70 millions of rupees—about \$35,000,000.

CHOICE MISCELLANY.

“WE REAP AS WE HAVE SOWN.”—Men bear with them from this world, their habits of mind and stores of knowledge—their dispositions and affections and desires; and these become a part of our punishment, or of our reward according to their kind.—*Southey's Progress and prospects of Society.*

Thinking.—Thinking leads man to knowledge. He may see and hear, and read and learn whatever he pleases, and as much as he pleases: he will never know anything of it, except that which he has thought over, that which by thinking he has made the property of his mind. Is it then saying too much, if I say that man, by thinking only, becomes truly man. Take away thought from man's life, and what?—*Pestalozzi.*

—Childhood is like the first burst of spring, when the daisies peep from behind the grassy hillocks. When the birds warble their sweet fragments of song from every twig. It is like the sun breaking through the flying clouds after a storm when pearl drops glisten everywhere like tears on the eyelashes. It is like the singing of a brooklet through a meadow whose banks are fretted with violets and buttercups. It is like the song of the angels, which we hear at midnight from those keeping vigil over us. Woe to the hand that crushes the flower ere its petals are expanded to the summer sun. WILL. HENRY GANE

READING.—No subject has so much engaged the time and attention of teachers, or been more pressed upon them by parents, than reading; yet there is no subject that I have found so little taught. There is a vast difference between *hearing a class to read a lesson*, and teaching them how to read it; between telling them that they are wrong, and showing them how to do right. It has very rarely fallen to my lot to find a teacher make a pupil read a passage over, in order to correct false emphasis or inflection, or to enter into the subject with the feeling that it demanded. The tedious monotone,

the cultivated nasal twang, or what is equally disagreeable and offensive to the ear, the regular cadences of the voice, are too often found to be the characteristics of school reading, and too often go on uninterrupted and uncorrected. The passage selected is not subject to sufficient study previous to the time of the recitation, nor does it partake enough of the nature of a lesson at the hands of the teacher.—*From Report of H. I. Slack M. A., Co. Inspector, Lanark.*

—In whatever light we view education, it cannot fail to appear the most important subject that can engage the attention of mankind. When we contrast the ignorance, the rudeness, and the helplessness of the savage, with the knowledge, the refinement, and the resources of civilized man, the difference between them appears so wide, that they can hardly be regarded as one of the same species. Yet compare the infant of the savage with that of the most enlightened philosopher, and you will find them in all respects the same. The same *high capacious powers* of mind lie folded up in both, and in both the organs of sensation, adapted to these mental powers, are exactly similar. All the difference, which is afterwards to distinguish them, depends upon their education.—*Stewart.*

DRAWING.—Drawing is in many respects like a language—a visible language, the language of form; having two letters in its alphabet,—the straight line and the curve; in this respect like our own written words, made up of combinations of straight and curved lines,—with this difference, that, whilst a word suggests the name and thought, drawing suggests the thing itself. Both drawing and writing depend for attainment on the same faculty,—the faculty of imitation; though drawing, being simpler, in its elements than writing, is the more easy of acquirement. It has been amply demonstrated that every person who can be

taught to write can be taught to draw; and where both are taught simultaneously, they assist each other,—success in one being a certain indication of success in both.—
WALTER SMITH in *Art Education*.

THOROUGH TEACHING.—"Few branches and well," should be the teacher's motto. I know one who requires his scholars to read a sentence three or four times over, if a single error be committed in the repetition. This practice will not make rail-road readers, those who are praised according to their speed; but, I am confident, it will make correct readers, though they should advance only at the humble rate of a man's unaided walking. Scholars, to be accurate, must review their lessons often and thoroughly. Each exercise should be bound by bands of steel to all that precede it. Be not ambitious to carry a pupil over many authors or many pages, but to be perfectly certain that there is no line or word he has passed over, which he does not now understand. The crate is to be filled with precious wares. Let each piece be wrapped right, packed securely for itself and in relation to all the others. If one be placed wrong, in the journey of life, it may jar and crack its neighbors, and spread devastation through the whole.

MAKE YOUR PUPILS LOVE YOU.—"After exploring the ground, the first thing to be done, as a preparation for reforming individual character in school, is to secure the personal attachment of the individuals to be reformed. This must not be attempted by professions and affected smiles, and still less by that sort of obsequiousness common in such cases, which produces no effect but to make the bad boy suppose that his teacher is afraid of him; which, by-the-way, is, in fact, in such cases, usually true.

"A most effectual way to secure the good will of a scholar is to ask him to assist you. The Creator has so formed the human heart, that doing good must be a source of pleasure, and he who tastes this pleasure once will almost always wish to taste it again. To do good to any individual, creates or increases the desire to do it."

"Another means of securing the personal attachment of boys is to notice them; to take an interest in their pursuits, and the qualities and powers which they value in one another. It is astonishing what an influence is exerted by such little circumstances

as stopping at a play-ground a moment, to notice with interest, though perhaps without saying a word, speed of running or exactness of aim, the force with which the ball is struck, or the dexterity with which it is caught or thrown."

ACCURACY.—Aim in all things to secure the utmost *Accuracy*. Do you teach writing be not satisfied with the scholar's marking over the destined page, or half page, but see that every letter is correctly formed, if but ten be written for an exercise. Are they spelling? Do not judge of their proficiency by the number of columns they can falter through. If each pupil can spell but a single word, let that word be first pronounced, and that distinctly, and then let each syllable be given separately, and each letter with its exact sound. We are a nation of mis-spellers. It is not three years since I knew a graduate of a college commit such atrocities in spelling the words of his performance at commencement, as ought to have put a child of eight to the blush. To the teachers of our primary schools I would say, humanity forbid that you ever send such pupils to our colleges. And of this be sure, that if *you* neglect their spelling, no high school, academy, or professor will supply the deficiency. Spelling seems a small thing, a matter that comes of course, but it is not so. If the little gem is not set around the leaf in its morning tenderness, no mid-day sun will ever shed the early dew.

MORAL INSTRUCTION.—The primary object of our Public Schools is the cultivation of the intellect—the direct agencies all tend in this direction; but there are others of an indirect nature whose influence is very great in moulding the heart and forming the character of the pupils. The books employed teach morals, the truthfulness, justice, and air of rectitude by which they are at all times surrounded, above all the example of the teachers, availing ourselves of any circumstance that may have a tendency to make a lasting impression and the reading of God's Word as our opening exercises each day, affect for good in a strong degree the impressive nature of those who attend the public schools. The early age at which the character, in its general outline, is fixed, makes it the more imperative that this subject should receive all the care that can be bestowed upon it. It is now gen-

erally conceded that before the age of *seven* is the best time for implanting moral truth. This part of education should be attended to at home; as all other agencies for good are but feeble when compared with the abiding influences of fireside instruction, and the controlling agency of parental authority.—*From Report of A. McCallum Esq. M.A., Inspector, Hamilton.*

RULES AND HINTS FOR TEACHERS.—

At all events, let the teacher govern the school rather than the school the teacher; but do not spend all the time in "governing."

You may secure aid in government and discipline from two important sources, viz :

First, by giving the pupil enough to do in the school-room; second, by creating the right kind of public sentiment.

Pupils in school, as well as grown people in society, need business, some kind of employment, and enough of it, otherwise "Satan finds some mischief still," and soon the teacher finds his hands full.

A pupil that works will govern himself; and self government in school the teacher

should aim at. Be sure you have attended to this point before you come to the subject of punishments.

Now, as to public sentiment: when this is right the school will almost manage itself; without it the teacher will have a hard task.

Therefore, make your scholars jurymen, and bring certain flagrant acts of bad scholars before them for judgment now and then, sometimes appealing to the ridiculous, but far oftener to their sense of right and wrong and of what is proper or improper. If they have thus committed themselves to an opinion or decision, their pride will prompt them to corresponding conduct.

This public sentiment will be created and sustained largely by the example of larger scholars, to whom you should appeal in this respect.

You can, by perseverance in elevating the standard in various ways, make one course of conduct popular and another unpopular, and thus secure a very important help in your work within the school-room itself.—*American Journal of Education.*

TEACHER'S DESK.

THIS DEPARTMENT. Commencing with the present Number, we open our promised department, the "Teacher's Desk." Under this head we shall give, from month to month, Problems and Queries, Answers and Solutions, and such miscellaneous Hints and Suggestions as will properly belong to this Department. Not being yet prepared to open a Mathematical Department, any problems we receive will be inserted under this head. For convenience of reference these Problems and Queries will be numbered consecutively from month to month, and the answers or replies to them will have the same numbers. All solutions or answers received will be duly acknowledged or inserted, though we cannot promise to insert solutions in full. We trust the contributors and patrons of the "Teacher" will assist us in making this Department interesting and instructive. Correspondents will oblige by always stating the *number* of the Problem or Query to which they send an answer or solution, and contributions for this department, whether Problems, Answers, Hints, or Suggestions, will always be

credited to the writer, unless the name is suppressed by request.

PROBLEMS AND QUERIES.

1. "There are 7 debentures, each of the value of \$100, and dated March 1st, 1873, payable in 1, 2, 3, 4, 5, 6 and 7 years respectively, and bearing interest at 6 per cent. payable as each debenture falls due. What must be the purchase money for said debentures, so as to realize 8 per cent, on the investment?
B. R. W."

This problem was given in our March No. and we only repeat it for convenience.

2. Are all of the following expressions numbers: 9½, 11 cows, a jugfull, a great deal, very much, 27.53, a good reason?

3. Is the square root of two a quantity?

4. A person gave me a book which I sold for one dollar. What per cent. did I make?

5. If from the rear car of a railway train, going at the rate of 60 miles per hour, a cannon ball be fired back with a velocity of sixty miles per hour, how far back will it go?

6. Can a correct answer be given to a question similar to the following: "If 6 were 8 what would 11 be?"

7. Mr. J. R. Smith, Teacher, York County, asks if the principle adopted in the solution of Problem 3 on page 231 of Smith's Canadian Arithmetic is correct. It is his opinion that it is not.

8. Explain the meaning and construction of 'Feed a cold and starve a fever.' J. C. GLASHAN.

9. What is the force of 'And' in the first line of 'Address to a Mummy?' (Fifth Reader page 5.) J. C. GLASHAN.

10. Under what circumstances is the article placed between the adjective and its noun? Ex. 'How strange astory.' J. C. GLASHAN.

11. What difference is there in the style of address of Prince John to Locksley and of Locksley's replies? Why is this? Explain the derivation and force of *Sith* and *An*. Parse *even* in 'Even Prince John lost his dislike.' (Fifth Reader, pages 363-365.) J. C. GLASHAN.

12. What were Harold Godwin's claims to the English Crown? J. C. GLASHAN.

13. When did the Cabots discover America? J. C. GLASHAN.

14. Where was Prima Vista? J. C. GLASHAN.

ANSWERS AND SOLUTIONS.

1. Mr. Wm. S. Howell, Teacher No. 13, Sophiasburgh, Prince Edward County, sends us a correct solution of this Problem. Interest on each debenture is calculated at simple interest, and the amount of each when due will be represented by 100 $(1 + rt)$. The Present Worth of each can then be found separately by the Formula $A \div ((1 + r)^t)$ raised to the t th power). The sum of the several results thus obtained is \$636.02, the correct answer. If the debentures were discounted at 8 per cent. simple interest, the answer would be \$659.58. Miss Bella Boon, Teacher, Middlesex, also sends a solution correct in theory, but by a slight error in working the answer is made a few cents too large. Mr. Stewart Moag, Teacher, Smith's Falls, also sends a proved solution, but the discount is calculated at simple instead of compound interest.

7. We would say in reply, the principle adopted is not correct, neither is the work accurately performed.

EDITOR'S DRAWER.

A MATHEMATICAL DEPARTMENT.—In reference to this subject, we can not do better than submit the following communication from J. C. Glashan Esq., Inspector, West Middlesex. His suggestions are at once so good and so feasible that we are prepared, to a great extent, to adopt them. We are also pleased to say that Mr. Glashan has consented to take special charge of the mathematical department, a task for which he is singularly well qualified. He has given the subject special attention, is in receipt of several first-class mathematical magazines, by which he is at all times enabled to keep abreast with the progress of the science, and is well known for his mathematical contributions to the JOURNAL OF EDUCATION. But we will let him speak for himself:

To the Editors of the Ontario Teacher.

GENTLEMEN,—I see by a paragraph in the "Drawer" that you have been asked to open a mathematical department. Now, if we consider that Arithmetic is one of the test subjects in the examinations of candidates for second class certificates of qualification, as teachers, and that in the last examination a majority of the failures arose from the Arithmetic Paper, (by no means a really difficult

one,) your correspondent's proposal seems good. But a difficulty occurs to me which did not strike him,—the extra expense this would entail on you. Some of your readers may not know exactly what they are asking in inviting you to open such a department; permit me, Gentlemen, to tell them a little of it. A first cost of at least two extra founts of very expensive type, of little use but in mathematics; and a current expense equal to at least three pages of text for every page of the department, or say, if you give a page to it, the increase of your Magazine from a thirty-two page to a thirty-four page Monthly, without any corresponding increase in its price.—Here is the *experience* of the editor of an English mathematical magazine;—Complicated mathematical formulæ "take up a great deal of room, are very troublesome to the printer, and when set up are liable to become disarranged, unless the symbols are very carefully justified; and if even slightly disarranged, become very confused. The cost of setting up a difficult page of mathematics is often three times that of an ordinary page of text, and this sometimes on an average all through a paper." And this gentleman had at his command, not only all the conveniences of an extensive mathematical publishing establishment, but also composit-

tors trained to this special work. What then can be done? Can we get the department without the expense? The excellent and practical little problem of B. R. W. suggests that we can. Open a department, Gentlemen, to publish problems (especially those suited to second and third class teachers) and their answers with occasional hints for the solutions, provided that no mathematical formulæ or diagrams are needed in the problem or the answer; give the names and addresses of the proposers, and solvers; add to this notes on special methods in teaching mathematics, and notices of any recent discoveries or researches, in the science; and finally for those who like such things, *curiosities*. The first part will meet the wants of those who fail in word-problems, the very class that needs training; the second may give rise to intercommunication between teachers regarding the problems leading to mutual encouragement and perhaps to many friendships; the third part would be for the more advanced students, especially for those who direct their attention to original researches,—it is well for these not to fritter away their time on questions long solved, or in rediscovering known theories. A department of this kind would also be an experiment, to test whether the number of your subscribers who take an interest in such a department is sufficient to warrant you in going to extra expense for their sake, and in devoting to them space which properly belongs to all.

And now a word to those who desire a Mathematical Department. If such is opened show your appreciation by taking an *active* part in discussions in it, and by doing your best to extend the circulation of the TEACHER. The first will justify the editors in specializing a column or page, the second will no doubt be a very acceptable way of thanking these gentlemen for their extra outlay for your benefit.

I remain, Gentlemen,

Yours respectfully,

J. C. GLASHAN.

THE NEW SCHOOL BILL.—Very near the close of the session, Attorney General Mowat introduced his promised Bill to amend and improve the School Acts of Ontario. We had intended giving the Bill in full in this Number, but as several members objected to many of its clauses, and there was no time for discussion, the Bill was withdrawn and will not come up again till next Session; it is therefore quite unnecessary to give it in this issue. We will take an early opportunity of pointing out its merits and defects, and would only now say that it provided for three elective members of the Council of Public Instruction, one elected by Inspectors, one by Masters of High Schools and Collegiate Institutes, and one by Head Teachers of Public and Separate Schools. It gave to the County Councils entire control of the High Schools, and provided a dif-

ferent process for the admission of pupils. It also made a number of provisions of more or less importance in preference to Public Schools.

EDUCATIONAL TURMOIL IN ENGLAND.—As our readers are aware a great educational question has recently led to a Government crisis in England. Mr. Gladstone's University Bill was regarded by him as a natural sequence to his Irish Church Disendowment Bill; he bestowed on it a great deal of labor, made it his pet measure, and staked on it the very existence of the Government. He proposed to make the University national and undenominational, to banish from it the chairs of Theology, Philosophy, and History, and make it open to all classes and sects of her Majesty's subjects. Although the attempt failed by the narrow majority of three, in a house of five hundred and seventy-one, yet the progress of truth is ever onward, and we confidently believe the time is not far distant when the principle of Mr. Gladstone's Bill will triumph.

IS IT SO? The St. Catharines *News* has recently been making some very heavy charges against the Council of Public Instruction, the Chief Superintendent, and by implication against members of the Ontario Government. The charges made by our contemporary are substantially as follows: That the Council virtually consists of four men with the Chief Superintendent; that three of these four have been on their trial as High School Trustees before the Toronto public for summarily dismissing at a packed meeting two competent Masters to make a vacancy for a Trustee's son who had never taught; that they have preferred very serious charges against each other, that while dictating school architecture to the Province they were building their own School House without chimneys; that some of them have already solemnly pledged themselves to Hon. R. W. Scott that they will, in any event and against all competitors, support certain Roman Catholic nominees of Mr. Scott's for the Masterships of the unbuild Normal School at Ottawa, so as to make that institution a denominational training school; that Dr. Ryerson is assisting Mr. Scott in this scheme; that certain members of the Council, while pretending to work for nothing, extorted large sums from publishers of school books, under regulations drafted by themselves. These, certainly, are very grave and weighty charges, and though Dr. Ryerson denies several of them explicitly in the Toronto *Mail*, we believe nothing less than a full and complete vindication will satisfy the public. Without giving any opinion of our own at present, we promise to watch the controversy closely, and present to our readers such conclusions as we may be able to arrive at in reference to it.

BACK NUMBERS.—We regret that in consequence of rapid increase in our circulation, far exceeding our expectations, we shall henceforth be unable to supply back numbers. All subscribers will, however, receive 12 numbers.

ADDITIONAL NORMAL SCHOOL.—The Legislature has sanctioned the Government appropriation of \$96,000 to build an additional Normal School at Ottawa.