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# The Canada School Journal.

VOL. XI.

TORONTO, FEB. 15, 1886.

No 4.

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## THE CANADA SCHOOL JOURNAL.

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

### —O—T E R M S —O—

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: 423 Yonge St., Toronto.

Mr. A. H. Marsh makes a strong plea in the *'Varsity* for a Law Department in the Provincial University in conjunction with an affiliated Law School to be established and controlled by the Law Society. Such a Law School should, he contends, be put upon the same footing with regard to the University as the Divinity and Medical Schools. To this there could be no possible objection. Mr. Marsh's suggestion is a good one. The wonder is that both the Law School and the Law Department should not have been established long ago. From the point of view of liberal culture, many of the subjects which would come within the Law Course are amongst the most important, in both their educational and their broadly practical relations, with which the human mind can deal.

"Fair Play" writes to the Toronto papers complaining that newly-appointed teachers are appointed to positions at salaries of \$250, while others of higher grades who have been working for years at \$200 get no promotion or increase. Other things being equal, the law of promotion should hold in schools as in other branches of the public service. We know nothing of the

cases referred to. We hold that in all cases the motto of school authorities should be "The best man or woman available for the position." And in no profession does experience increase the value of services more than in that of teaching. Any trustees who allow themselves to be subject to "influence" in making appointments are unworthy of their position.

"To raise salaries, increase qualifications. The reading circles will raise salaries one-tenth in the course of a few years." So says the *Teachers' Institute*. We believe it. Slowly but surely the teachers who steadily cultivate their minds, improve their knowledge, and study to make themselves workmen that need not be ashamed anywhere or in any company, will come to the front. Their value will be felt and, within certain limits, they will be able to name their salaries. This is the true way to raise the profession—and the salaries.

A contemporary, enumerating some unworthy traits and practices of teachers which the pupils are pretty sure to copy, and which are adapted to do them serious moral injury, mentions "connivance at deception (especially in preparing for examination)." Memory instantly flashes back twenty or thirty years to a case in point in which a teacher cast himself from a lofty moral pedestal, upon which fancy had placed him, into the mire of boyish contempt by his deceptive method of coaching for an approaching examination. We have since had reason to fear that this same thing touches many a teacher at a very tender spot. The teacher who despises every unworthy expedient and subterfuge in preparing his pupils to make a good show before examiners and the public, is a perfect man, able to set them a worthy example in every respect. He who, on the other hand, connives at deception of any kind, is not only earning the contempt of his pupils, but debauching instead of elevating their moral natures.

In the reading class the main point is always intelligence. In other words, the teacher's first care must be to have the pupil think the writer's thoughts as he utters his words. We are apt to take too much for granted in regard to this. Many a teacher finds himself surprised on asking even a bright pupil some close questions in regard to the exact meaning of passages which he may have just read with fluency. We may almost say the rule will be that, while the pupil may have a general notion of the author's meaning, he will be found to have utterly failed to catch the finer shades of thought. But without this following of the writer, so to speak, into all the nooks and recesses of his argument, as well as along its main thoroughfares, true expression is impossible. With it good reading will almost come of itself; and, what is of vastly more importance, the habit of mind thus formed in the pupil will be sure to result in enjoyment. He will learn to delight in good books — books which compel thought and minister to the

higher faculties. He will have gained the key to the rich storehouses of literature. He will henceforth all his life have access to avenues of pleasure which are closed to the uninitiated—avenues which lead him away from the haunts of vice as well as into regions of pure and elevated enjoyment.

The *'Varsity*, which is becoming a very interesting and vigorous college paper, contains a number of letters in reply to an article in a previous issue on "The New Protestantism," by Mr. Stevenson. Mr. Stevenson argues that the march of truth is hindered by the inertia of the clerical class, and that this is the result of the faulty education, or rather "instruction," the latter receive in the theological colleges. In reading such an article one is prompted to ejaculate with Burns,

"Oh! wad some power the giftie gie us," etc.

There is no doubt, on the one hand, that the course of study pursued in theological colleges is partial and, to that extent, one-sided. But the same is true, in the very nature of the case, of every other special course of study, and as emphatically true of a modern scientific course as of any other. In fact, some of the men who of late years have had most to say by way of denunciation of others whose specialties have been pursued in different directions, or on different planes, have shown themselves to be among the narrowest in the scope of their vision, however keen that vision may be in its own direct line. The average scientist is as blind on the side of metaphysics or theology as the average metaphysician or theologian is on that of science.

The overthrow of the Salisbury Government and the restoration of that of Gladstone, with Chamberlain as one of its members, may be regarded as a step in the direction of free schools, although that question is not one of the "burning" subjects just now.

The question of international copyright is again before the United States Senate. The principle of the bill now introduced is very simple. It proposes to grant copyright in the United States to the authors of any country which grants copyright to American authors. It is proposed by some to add the unworthy limitation that, to have the benefit of copyright the book must be printed in the United States. The Chicago *Current* fears the question at issue is "James Russell Lowell and his forty authors *versus* fifty thousand printers and fifty million readers," and intimates that the tax in dollars involved is likely to prove bigger than the honesty of the American people.

The Toronto School Board has restored the Bible to the Public Schools of the city. There is much to be said in favor of this action. If the Scriptures are to be read at all in the schools, reason and religion would unite in saying that the lessons are more likely to be effective when associated directly with the Sacred Book. As we have intimated before, we are inclined to think that the broad principle of religious liberty—itsself a fruit of New Testament teaching—is opposed to the performance of any religious service in the schools to which a part of the taxpayers who support and patronize them object.

But where all can agree to have the Scriptures read, by all means let the reading be from the Bible itself, and thus be reinforced by all the solemn sanctions which the Book suggests. The use of a book of extracts in any case has the appearance of a feeble attempt at compromise. This would be true, even if the extracts had the formal sanction of all the churches through their accredited representatives. Objections hold with double force in regard to any compilation made under the direction of the Department of Education, which certainly is not entrusted with the keeping of the Christian conscience of the country. The claim that the book of extracts has the sanction of the denominations in any proper sense seems to fail of substantiation. But surely the teacher who is fit to have the charge of a Public School can be trusted to make suitable selections from the Bible itself.

"Mankind," says Arthur Helps, "is always in extremes." We were forcibly reminded of the saying in glancing over a model lesson for little children on the "Number Three," which is being published in some of the papers. If this is a fair exhibition of its methods, the New Education is certainly not designed to overstrain the little brains. Let us give a sample, though a sample fails to show the full absurdity of the lesson. That absurdity consists in its painful, interminable iteration. The same example is given in almost innumerable forms, varied only by a change from beads to pegs, from pegs to blocks, from blocks to splints, and so on and on. For instance, under the head of "Three Ones," there are no less than twenty-four such prodigious problems as the following:—

"If I have three boxes, and a block in each box, how many blocks shall I have?"

"If I have three books, and each book has a picture in it, how many pictures shall I have to look at?"

"If these three boys each give me a cent, how many cents shall I have?"

"If there are three nests, and an egg in each nest, how many eggs are there?"

"If there are three stalls, and a horse in each stall, how many horses are there?"

"If there are three slates, and a pencil on each slate, how many pencils are there?"

"If there is a bed in each room, how many beds will there be in three rooms?"

"If there is a candle in each candlestick, how many candles in three candlesticks?"

Such a series of questions repeated *ad nauseum* is an insult to the intellect of the smallest child that is capable of understanding the terms used. The system reminds us of those mothers and nurses who coin special words of the "ootsie-tootsie" species in order to bring the language down to the comprehension of infants. If there are many little children who need to have their mental pabulum so infinitesimally diluted, we have happily not met with them in our experience, nor do we care to.

*There is no excuse for a teacher failing to send his pupils successfully through an examination in the literature prescribed for teachers' certificates. The work prescribed by the Department is selections from Coleridge and Macaulay. Mr. Chase, Head Master of Ridgelytown, has edited one of the best editions of the above, giving full and ample notes. It is given away with a book almost a necessity in the hands of every live teacher, viz., Gaye's Map Geography Primer, to every teacher sending \$1.00 for CANADA SCHOOL JOURNAL.*

## THE SUMMER HOLIDAYS.

A correspondent informs us that the County Council of Grey recently sent a communication to the County Council of Peel asking the latter to unite with them in memorializing the Education Department in favor of shortening the summer holidays in the Public Schools to three weeks. We do not know whether the Peel fathers acceded to the request; but it is to be hoped that neither they nor those of any other county, save Grey, would sanction such a retrograde movement. We have no idea that the Education Department would, under any circumstances, think for a moment of making such a change. To do so would be to fly in the face of the most enlightened educational opinion, and to array the intelligence of the Province against it.

The whole tendency of modern opinion is in the direction of curtailing, rather than extending, the length of school days and terms. The old idea that the progress of a pupil can be measured by the number of hours per day, or of days per year, he is at his books, is exploded. With the child, as with the adult, one hour of vigorous work, when the mind is fresh and active, is worth two or three after it has become jaded and its power of close attention relaxed. The brain even when matured by age and discipline, finds five or six hours per day as much as can ordinarily be spent with profit in close study of any kind, and even then frequent and prolonged holidays are in most cases found indispensable to continued health and vigor.

In the case of the average child of school age the six or eight weeks of vacation, in the heat of summer, are a necessity and a blessing. To take them away, or cut them short, would be both folly and cruelty. The whole nature of the child, physical and mental, cries out for out-door life and liberty for a few weeks in the year. By all means let the precious boon be granted. To condemn him to close confinement for five or six hours a day during all the long bright summer, with but three weeks intermission, would be enough to cast a shadow over his youth and make him a mope and a dullard for life. Every teacher, and parent too, must know how tired of school work and routine the ordinary boy or girl becomes as the summer draws on. After six weeks of change and recreation they come back like new beings. The present arrangement is the smallest concession that should be made to the demand of nature.

There is another party to the arrangement, whose case, too, demands some consideration. Can it be that the Grey Councillors belong to a class which we had hoped was well-nigh extinct, those who grudge the teacher his intervals of rest and relaxation. We speak from experience when we say that the vacations constitute one of the chief of the conditions which make the toil of the teacher endurable. Take away the summer holidays and there would be found very few who could endure the mental and nervous strain for any length of time. There is a wear and tear of human vitality in the school-room which the ordinary laborer, and the man of business, whose lives, however toilsome, are full of variety and free from the constant pressure of anxiety and responsibility, can form no ade-

quate conception. The rest in prospect sweetens the hourly toil, and nerves for each day's strain. And the rest enjoyed brings back the teacher full of a fresh life and cheerful vigor which tell most favorably upon the work of the school room.

From every point of view the six weeks' vacation is quite short enough. It is in the interest of pupil, of teacher, of all concerned. Parents be wise, and frown down every proposal to rob your children and their teachers of their long summer holiday.

*The SCHOOL JOURNAL aims to have something useful to every teacher. Its motto is: Be practical. Be practical. Be practical.*

## Special.

## HIGH SCHOOL LITERATURE.

By J. E. WETHERELL, M.A.

EIGHTH PAPER

"FRANCE: AN ODE."

(Introductory.)

1. "France is a misnomer." Why?
2. Why was the ode first styled "The Recantation"?
3. Give the ode a suitable title.
4. Show from internal evidence that the date of publication, 1798, given in several editions, is wrong by a year.
5. "The prelude is magnificent in music, and in sentiment and emotion far above any other of his poems, nor are the last notes inadequate to this majestic overture." Quote the *last notes* and the *majestic overture*.
6. "Coleridge is in this ode—not the most prominent personage merely—but the sole." How does the intrusion of the poet's personality affect (1) our interest in the poem, (2) our estimate of its merit as a work of art?
7. "The ode revolves upon itself and is circular." Explain the statement.
8. Show that the versification of this ode is not as elaborate as that of "The Ode to the Departing Year." What is the only deviation from perfect parity of structure in the respective stanzas? Does mere poetic overflow account for this deviation?

## I.

1. In stanza V. the poet says:—  
"Yes, while I stood and gazed, my temples bare,  
And shot my being thro' earth, sea and air,  
O Liberty! my spirit felt thee there."  
In stanza I is nature seized at a particular period? (Compare "night-birds singing" with "rising sun.")
2. Has the use of different tenses in lines 1 and 16 any special signification? ("Ye Clouds! that float and pause": "Ye Clouds that soared.")
3. "No mortal may control." Does "may" indicate *permission* or *power*?
4. "Yield homage only to eternal laws." Show that this line embodies the essence of true liberty.  
"A man beloved of God." Show that the "man beloved of God" (The Hermit) in *The Ancient Mariner* is just such a keen observer of nature as is here described.
6. "Inspired beyond the guess of folly  
By each rude shape and wild unconquerable sound."

Show the importance of these lines in indicating the drift of much of Coleridge's poetry.

Quote the famous parallel passage of Wordsworth's:

"To me the meanest flower," etc.

7. Discriminate between "blue rejoicing sky" and "blue-rejoicing sky."

8. "I have still adored the spirit of divinest Liberty."

Show that the last stanza of the ode emphasizes the truth that spiritual things are "spiritually discerned" and that "The sensual" "by their own compulsion" miss the inspiration.

("O Liberty! my spirit felt thee there.")

## II.

1. How did the "National Oath" smite "air, earth and sea"?

2. What was "the wizard wand" that united the monarchs?

3. "Dear her shores and circling ocean."

Quote the poet's description of his "mother rock" from the "Ode to the Departing Year."

4. "Dimmed thy light"—"Damped thy flame." Distinguish these expressions.

5. Which is the most poetical line of the stanza? Explain its meaning.

6. What are the prose words for *gratulation*, *whelm*, *circling*, *patriot emotion*?

## III.

1. Point out the peculiar aptness of *stroke* (l.2) and *wave* (l.3).

2. "A dance more wild than e'er was maniac's dream."

Show that the description of the dance is trebly strong. (1. Wild dance; 2. Wilder than a dream; 3. Wilder than a maniac's dream.)

3. "The dawning east." What figure?

4. What does the Sun symbolize? what the storms?

5. "Her front." Does the etymology of "front" discover its present meaning?

6. "Insupportably." State the meaning. What charge against the poet is strengthened by this use of the word?

7. "While, timid looks of fury glancing,

Domestic treason crushed beneath her fatal stamp,

Writhed like a wounded dragon in his gore."

Point out the poet's art (a) in the skill with which he has sketched his picture; (b) in the imitative variety of the metre.

Can we apply to the hexameter in this passage Pope's famous representative line descriptive of an Alexandrine: "That like a wounded snake drags its slow length along"?

## IV.

1. "Bleak Helvetia's icy cavern."

Is it more natural to make "cavern" refer to Switzerland as "a place of refuge for freedom," or to the physical appearance of the country?

2. "Spot with wounds." Explain.

3. "To disinherit." What was the inheritance?

4. "With inexpiable spirit." In which of the following ways is "with" employed?—

(1). He stained the table *with* acid.

(2). He struck the table *with* force.

5. Quote the apostrophe to France.

6. How is France "patriot in pernicious toils"?

7. In what sense did France "mix with kings"?

8. "To insult the Shrine of Liberty." What constitutes the insult?

## V.

1. Why were apostrophes to Liberty so common among poets of this period?

2. Did the Revolution bring to France "a heavier chain"?

3. Explain the allusions in "Priest-craft's minions" and "Blasphemy's slaves."

4. "Shot my being thro' earth, sea and air." Are these words used in the same sense as in "air, earth and sea" of stanza II.?

5. "Possessing all things with intensest love." Compare this passage with Goldsmith's. "The world, the world is mine."

6. What has led the poet to make the sharp distinction between "the name of Freedom" and the *soul* of Freedom?

*Teachers!—If you already subscribe for the JOURNAL, take this copy with you to your Trustees, get their names and send us \$1.00 or every subscriber, and we will send them the JOURNAL and mail you any of our valuable books offered as premiums.*

## NOTES ON ENTRANCE LITERATURE.

### LESSON LIV.—LOCHINVAR

This short poem is what is called a ballad. The word "ballad" is derived from an Italian word meaning a dance-song. The term is more generally used in English to denote a short tale of love, war, or sorrow; some have exploit or touching calamity. Its main characteristics are that it tells a story, is brief, simple, popular; often rude in style, and that it is adapted to be sung and accompanied by an instrument. As explained in the introductory note in the Reader, the ballad of Lochinvar is from Scott's lengthy poem "Marmion," into which it is introduced as an episode in the shape of a song sung by Lady Heron at the Court of King James IV. of Scotland, in the presence of Marmion, who had come as an ambassador from the English King.

#### I.

*The Border* is the term used to denote the common frontier of England and Scotland. Here—the Border Country, i.e., the country lying along the Border, on the Scottish side.

*Broadsword*.—A sword with a broad blade, adapted for cutting, not thrusting.

*Weapons*.—It is not quite clear what Scott intended to be the grammatical relation of this word. It may be taken as the object of *had*, in which case *none* must be used as an adjective; or, it may be regarded as governed by the preposition *of* understood; or, it may be the accusative or objective of reference—as to weapons. Probably the last is preferable.

*Unarm'd*.—Had no spear, lance, or other of the weapons carried by knights when prepared for a fray. It is possible that the word may be here used in the sense of *unarmored*, denoting that he had not on the suit of plated armor in which knights were usually arrayed.

*Alone*.—He was without the retinue of armed followers who usually attended a knight. He wished to appear at the wedding as a guest without any hostile intention.

*Dauntless*.—Dänt-less,—a as in *far*, not as in *fall*.

*Brake*.—A thicket of brambles. He rode on over the rough country regardless of obstacles.

*Laggard*.—One who lags behind others.

*Dastard*.—A contemptible coward.

*Craven*.—Cowardly.

*Bridal*.—A wedding festival.

*Love swells, &c.*—He threw the father off his guard by pretending that he no longer cared specially for his daughter.

*One measure*.—In the dance.

*She looked down, &c.*—This oft-quoted couplet is remarkable for its simple elegance and truth to nature.

*Bar*.—Interpose to prevent. It seems to be implied that the mother's discernment would lead her to suspect danger where others did not.

*Galliard* (gal-yard).—This word sometimes denotes a brisk, gay man, and sometimes a lively, graceful dance. Here, evidently, the latter.

*Fret, fume*.—Note the well-chosen words to denote the different ways in which the father and the mother were affected.

*Charger*.—War horse; high-spirited steed.

*Croup*.—The part of the horse's back behind the saddle.

*Scaur*.—A broken or precipitous place.

*Clan*.—A family, with its dependents.

## II.

Trace the boundary-line between England and Scotland.

There are several rivers called Esk in Scotland. Can you locate them, and tell which one the poet probably had in mind?

Where and what is "the Solway"? Why is it selected for this illustration?

## III.

Distinguish between the following pairs of words:—Steed, pal-frey; through, throw; rode, rowed; knight, night; brake, break; gate, gait; peace, piece; bridal, bridle; tide, tied; fair, fare.

## IV.

Write short sentences showing the different senses in which the following words are used:—Brake, gallant, fleet, fair.

## V.

What part of speech is each of the following words, and what is its grammatical construction or relation:—*Save*, stanza i., line 3; *so*, stanza i., line 5; *none*, stanza ii., line 2; *with*, stanza iv., line 3; *hall*, stanza v., line 2; *touch*, stanza vii., line 1?

## VI.

Reproduce in your own language and in prose order the second and fourth stanzas.

## VII.

Tell in your own words and style the story told in this ballad.

*Teachers should lose no time in sending in their names. A great demand has been made upon us for some of the valuable books offered as premiums. While we have made preparations for a large demand, we must go on the principle of the first come first served. We cannot promise to keep our liberal offers open to an indefinite period.*

## ✓ FUTURE OF OUR EDUCATION.\*

Principal A. H. McKay, Pictou, N. S.

Music and gymnastics, as the twin subjects of Grecian pedagogies, appeared above the horizon for a space. The culture of experience then produced artists in language, the culture of physique, a race of men beside whom we might stand as puny invalids. Later, these Grecian twins much latinized appeared in Rome. Then there arose the orators of the tribune and forum, and the legionary soldiers who tramped, as in a park, through the warrior haunted forests of Europe. These passed away, and by the dim though over burning lights of the cloisters, the trivium and quadrivium, could be seen producing the acute dialections of the middle ages, who, by disentangling the mazes of mental consciousness and conceptions, deduced therefrom all truth spiritual and material. Beside them flourished the pedagogy of the castle, the Grecian twins in very mediæval costume, from which went out the files of chivalry. Next, clusters of systems break forth with the light of new merit and encompassed by the halos of temporary or growing popularity. Among them we see the scheme of Strum of Strasburg, whose shadow still rests on English high schools and universities; of Ratke of Holstein, Comenius of Moravia, Pestalozzi,

Written for the Halifax Herald; reprinted in these columns by request.

Francko and of the Jesuits,—all forerunners of the growing brightness which they were inaugurating. The results of these experiments are what we see to-day. Now the State begins to foster and direct the developement of the art of youth training. In all systems from the earliest to the latest we may distinguish between the method and the subject matter.

The method is determined by our knowledge of the complex nature of the child. By some it had been thought that the discipline arising from compelling the young pupil by severe means to master disagreeable difficulties, best fitted him for the duties of manhood in a selfish world. By others it had been thought that common sense without any further preparation would dictate a sufficiently good method. But the terrible results flowing directly and indirectly from such violent tampering with the delicately balanced spiritual organism of the young have shown that the teacher must possess a knowledge of the nature with which he has to deal—that, in a word he must be trained. Produce then the convergent lines of thought as we find them lie in every system and in every land, and they meet at last in a point which indicates trained teachers only in the future educational system of Nova Scotia.

The subject matter is determined by what the citizen is desired to be. The palestra prepared for the field and the camp; the trivium for the schools; the "company of Jesus" for the intelligent and systematic propagation of a faith. But the industries and well being of the complex organism of the state call for all the varied activities of which the human being is capable. The state may therefore be said to require the full development and right direction of all parts of the child's nature. But then—the right direction—there's the rub. The government of the state is the dictation of the majority. But history glitters with examples of majorities in the wrong. Therefore, majorities in this modern age have learned a lesson of deference to the views of the minority, especially in matters which admit of doubt. But there still exists the difficulty of drawing a line just where the opinion of the majority should hold its technical right in abeyance. No mathematical construction can find such a line. But the state must have some system in order to have the work done with a maximum of effectiveness at a minimum cost. This system must stimulate and direct the physical growth so as to produce a healthy and strong body. All voices say amen. It must stimulate and direct intellectual and moral growth. The chorus is repeated. It must stimulate and direct religious growth. Yes, comes the answer, but it must be rightly directed. There are religious faiths in the commonwealth, and by severe experience states have learned that toleration is the only practicable policy. Now, as the state cannot consistently propagate at the same time inconsistent and contradictory theories, the only course left is to leave the education of the youth in the several religious faiths to the religious institutions which hitherto faithfully conducted such teaching. This is the dead level compromise to which the sectarian constituents of all commonwealths are approximating. Any ripple above this level, will, with the precision of natural law and the inexorability of fate, produce its circle of depression and affect the harmony of the whole state. In the future educational system of Nova Scotia we shall therefore expect to see all faiths, sects, interests and races harmoniously conducting in common, and therefore with the efficiency and advantages of combination, an intelligent system of common education (not in the common school alone, but to the highest reach of the system) and supplementing this privately with the necessary and special educations which cannot be separated from the family and the church.

The higher education (not our present University education),

although from the distribution of natural talents it will be confined to the few—is as likely to be valuable to the state as the lower education. Its function is really to discover new truth afar off in science, in the arts, in politics, bring it near and finally make it a handmaid to the interests of the commonwealth. For the physical world is changing, the streams of trade and commerce are shifting, and the conditions of political, social, and industrial activity witness the introduction of new factors. The state which does not raise watchmen upon its towers to see the coming events in the distance and to prepare for their effective utilization, must like its predecessors with all their good points and systems, go down in the nothingness from which it sprung. But we cannot expect a university of a high order without a proper constituency. The union of all parties and denominations with the state for the support of such an institution would create a very respectable constituency. All would reap the advantages. The advantages are of such a kind, that postulating the good sense of Nova Scotians (or may be by that time, of Maritime Canadians), we may expect to see in the future a strong central university, furnished with modern appliances for advanced scientific work, as well as with the ancient staples of a university course. And it would be none the worse should the chairs of history and philosophy be duplicated to enable students to study one or both of the two general views of these subjects as taken by the two leading sections of our people. Around this university we should find affiliated to it, theological, medical, law, and technical schools or colleges. The whole system would by this time possess a unity of character not including all education, but as a trunk, being the supports of numerous branches of affiliated special kinds of education. We would not then see such useless waste of time, money, and efficiency as is occasioned by an arts college prescribing one course of classical reading, a law society simply a different set of chapters or authors, and a medical society still a different set, all required, of course, to be read in the academic school, when the same classical reading would serve so far as they go, the ends of all, and would have produced a scholarship three times more accurate for each of them.

(To be continued.)

*It is gratifying to find that the change from weekly to fortnightly issue and reduction of price from \$2.00 to \$1.00 is meeting with the approval of teachers all over the country. The best proof of this is the complimentary letters received from Nova Scotia to the Far West, and the whole host of new subscriptions that come pouring in.*

For the CANADA SCHOOL JOURNAL.

WHAT SHALL I DO WITH THE BOY?

Oh, what shall I do with the boy?  
He is active, intelligent, bright;  
To have mysteries solved is his joy,  
To reveal hidden things his delight;  
His questions are numberless, deep,  
Till my over-wrought mind they annoy;  
And it haunts me awake or asleep—  
Tell me, "What shall I do with the boy?"

Oh, how shall I guide him aright,  
What is pure, both to seek and to do?  
They are small, slender cords that unite  
His dear soul with the good and the true;  
And oh, lest I break them I grieve—  
Lest with darkness I fill his bright mind—  
Is there no one my fears will relieve,  
Or no place where I comfort can find?

I'll study his mind as a book;  
I will read all the thoughts therein penned;  
He shall know it by action and look;  
He shall deem me in truth a dear friend.

And when I restrain him he'll know  
It's to keep him from going astray;  
E'en a pleasure that's great he'll forego,  
And an unexpressed wish shall obey.

With subject for search and for thought,  
I'll provide him a constant employ;  
And the aid, by him eagerly sought,  
I will cheerfully give my dear boy.  
But first let him fathom as deep  
As his mind will admit him to reach,  
Then he'll be the more careful to keep  
Every truth that to him I may teach.

But questions with foolishness fraught,  
I will teach him, with care, to avoid;  
Nor permit my own time to be sought  
When with others it should be employed;  
For others have much greater need  
Who are backward and timid and shy;  
And the thoughts may be noble indeed,  
That concealed in their heart's chambers lie.

But oh! I would not have him walk  
In a path, all his pleasures to please,  
Lest foolish dreams happiness mock  
With a life of luxurious ease;  
From weariness never will save,  
When it's right it should fall to his lot;  
But would have him be valiant and brave,  
And not to be a sluggard in thought.

And yet I must teach him that time  
And earnest endeavors will fail,  
Even thoughts that are deep and sublime,  
And the greatest acts will not avail  
If he be not steady and true,  
And persist in the path he may take;  
Nor depend for his course to pursue,  
On the dearest friends e'er he can make.

But where will his longings be led?  
Even higher than earth's starry dome;  
While with wisdom of earth he is fed,  
Let him seek that most glorious home;  
For wisdom that comes from on High,  
It will save him from going astray;  
'Tis a fortress to which he may fly,  
Lest temptations allure him away.

And thus I will teach him to live,  
That all mankind by him may be blessed;  
That his powers and strength he may give  
To console the forlorn and distressed;  
This world will be the more bright,  
And its joys the more pure and serene,  
When upon him there shineth the light  
That the eye of no mortal hath seen.

When glory and honor and praise  
Will encircle his head as a crown,  
And when happiness gladdens his days,  
Or when blessings upon him flow down,  
The cares that have saddened my heart  
Will be lost in a rapture of joy,  
When I think how much I've been part  
Of the work and the life of my boy.

W. MOORE.

Green Bay, Dec. 10th, 1885.

*Some of the Associations at their recent institutes have adopted a most excellent plan. We learn that at the recent convention held at Brampton it was decided to give \$1.50 to every member out of the funds of the Association to enable the teachers to secure a copy of CANADA SCHOOL JOURNAL, Fitch's "Lectures on Teaching," and Hughes' "How to Secure and Retain Attention." If the convention did nothing else than initiate such a scheme as this, their work was well done.*

## Examination Papers.

## NORTH YORK UNIFORM PROMOTION EXAMINATION—NOV. 6th, 1885.

TO SENIOR THIRD.

## GRAMMAR AND COMPOSITION.

1. Define Adjective, Relative Pronoun, Abstract Noun, Transitive Verb, Preposition, Adverb; and write a short sentence to exemplify each.
2. Correct the following:—  
(a) I seen him laying under the tree. (b) Me and him have been at the concert last night. (c) Papers was sent to James and I. (d) Wanted, a room for a single gentleman twelve feet long and six feet wide.
3. Combine each of the following sets of statements into a complex sentence:—  
(a) Harold was lolling one day on the beach.  
He was a little lad.  
He was gazing on the sea.  
The gentle waves of the sea rippled at his feet.  
(b) He had recently read about sunny climes.  
The vine hangs in garlands between the trees in those sunny climes.  
The oranges grow among the green foliage there.  
The lemons grow among the green foliage there.  
The fragrant blossoms deck the mountains there.  
The sky is of an inexpressibly deep blue there.
4. Write a letter to your teacher, telling how you spent the summer holidays.

## GEOGRAPHY.

1. Define the Rain, Wind, Archipelago, Channel, Delta, Tide, Watershed, Sea, Estuary, Hail.
2. Draw an outline of the Dominion of Canada, indicating the provinces.
3. Name and locate ten cities of Ontario.
4. Name the chief products and industries of Ontario.
5. Name the Ontario counties on the St. Lawrence.

## SPELLING AND LITERATURE.

1. Give briefly, and in your own language, the lesson on "Female Heroism."  
Give notes on gallant defence, renegade white men, decoy them from their fastness, hollow square, baffle the address of a warrior, woman's wit.  
Name and explain at least three traits of heroism exhibited by these women.
2. Speak gently! love doth whisper low  
The vows that true hearts bind;  
And gently friendship's accents flow;  
Affection's voice is kind.  
Give meanings that can be substituted for each of the italicised words and phrases.  
Write out the verse beginning "Speak gently! He who gave, &c.," and show why the words you begin with capitals should be so written.  
Then reconstruct the verse so as to express the thoughts in prose and your own language.
3. Correct and define each of the following:—Extraordinary behavior, imersed, rebellion, Scottish, scower the plains, brilliant, supersiliously, mutilated, vorseous, mastife, drowning, outwited.
4. Show the exact differences between the words joined by *and*: Evolutions and involutions; unavailing and unveiling; guilt and gilt; resin and tar; sleight and slight; mysterious and mysteries; patience and patients; wrapping and rapping; composure and composition; currant and current; marshal and martial; grandeur and grauder; inscription and subscription.
5. Write correctly as to capitals, spelling, &c., 20 lines of "Lucy Gray," or 16 lines of "Better than Gold," or 16 lines of "Fidelity." Additional lines to count in same proportion. All in consecutive order.

## ARITHMETIC.

1. Write the largest number which can be formed with the figures: 8, 2, 4, 6, 8, 7, and 9; write it in words and also in Roman numerals.
2. Multiply 2357864 by 360, using any three factors as multipliers, and prove your result by division, using three different factors as divisors.
3. What is the difference between a *measure* and a *multiple* of a number? Find the G. O. M. of 1184, 1386, and 630.
4. Find the L. C. M. of 32, 44, 52, 13, 65, and 48.  
Write tables used for weighing gold, measuring cloth and measuring wine.
5. Four men bought coal from a coal dealer as follows: The first 1 ton, 14 cwt., 3 qrs., 15 lbs.; the second three times as much as the first; the third twice as much as the second, and the fourth as much as the other three. How much did they buy altogether, and how much did the coal-dealer receive for it at 35 cts. per cwt.?
6. A man has a pile of cordwood 75 feet long, 6 feet high, and 24 feet wide. How many cords in it, and what is it worth at \$4.35 per cord?

TO FOURTH CLASS.

## GRAMMAR AND COMPOSITION.

1. Analyze the following, and parse the words in Italics:—  
*Two large apples were given to her by Henry.*
2. Correct the following:—  
(a) Have you saw the new books yet?  
(b) After I had went away he done what I told him not to do.  
(c) You had'nt better go.  
(d) A child was run over by a heavy wagon, four years old, wearing a short pink dress.  
(e) Whom do you think I am?  
(f) As I was one day setting near the window I seen a man fire two shots into a window opposite. He then sat his gun down by the door and run away.
3. You buy goods worth \$50.00 from James Thompson, and give him your note for the amount for six months. Interest at the rate of six per cent. per annum. Write and sign the note properly.
4. Distinguish between Subordinate and Co-ordinative Conjunctions, and write short sentences to exemplify.
5. Write a letter to a friend, describing your chief games at school. Also write the address.

## GEOGRAPHY.

1. Name the chief exports of the Dominion of Canada, and tell to what countries they are sent.
2. Draw a map of South America, naming the countries, and indicating their position.
3. Tell with regard to the following,  
(a) What they are,  
(b) Where they are,  
(c) By what events they have recently been brought into prominence:—  
Madagascar, Formosa, Talmatave, Greece, Burmah.
4. Indicate the chief physical features of the Dominion.
5. Define Oas's, Delta, Trade Wind, Dew, Township, Sound, Equator, Horizon.

## SPELLING AND LITERATURE.

1. Correct and explain each of the following:—Hibernates reiterated, simultaneous, transient gleem, dazzling hughes, Beautie's epitomy, oderous sell, mandablés, victals, hearoism and catastrophe.
2. The *melancholy days* are come, *the saddest of the year,*  
*Of wailing winds and naked woods, and meadows brown and serr.*  
Give words that express exact meanings to the italicized words and phrases.

Write the following four lines, and underline

Six things mentioned in them that go to show that these days are "the saddest of the year."

Explain: "beauteous sisterhood"; "lowly beds"; "fair and good of ours"; "upland"; "fair, meek blossoms."

Give four or more lines that describe Indian summer.

3. Give an outline account of the rearing of Four young Mocking Birds.

Give meanings of: Cornico, caves, columns, summer-house, had nested, daintily plucks out, flurried, dexterously, making away with. L: each definition be a complete statement.

Mark each word or phrase above, before the definition, with (n) for noun, (v) for verb, (adv.) for adverb, &c., as you think it to be one or other of these.

4. Show the difference in meaning of: Saffron and lake, trail and twine, noted and notorious, distinguished and extinguished, adherence and adherents, attendance and attendants, statue and statute, impostor and imposture, sentence and paragraph, parent and guardian.
5. Give twenty consecutive lines of "A Mother's Love," or twenty-four of "Creation," or of "Bingen on the Rhine." Additional lines in like proportion.

#### ARITHMETIC.

1. Multiply 7325648 by 210357. (Four marks extra if done with three partial products.)
2. How many acres, &c., in a piece of land 220 feet wide and 400 feet long?
3. A man tells his servant to spend the smallest possible equal amounts in buying horses at \$85 each, cows at \$40 each, and sheep at \$8 each. What is the smallest amount the servant can spend in purchasing each kind of animal, and how many of each kind will it buy?
4. Find the difference between  $\left\{ \frac{3-\frac{1}{2}}{3+\frac{1}{2}} \text{ of } \frac{2-\frac{1}{2}}{2+\frac{1}{2}} \right\} \div \left\{ \frac{3+\frac{1}{2}}{3-\frac{1}{2}} \text{ of } \frac{2+\frac{1}{2}}{2-\frac{1}{2}} \right\}$  and 1.7632. Express your answer as a decimal, and also as a vulgar fraction.
5. Arrange the fractions: seven-ninths, eleven-thirteenths, twenty-four-twenty-ninths, and fifteen-seventeenths, in order of magnitude (least first.)
6. A can do a piece of work in half a day; B can do the same in  $\frac{1}{3}$  of a day, and C can do it in  $\frac{1}{4}$  of a day. How long will it take all three working together to do the work?

An announcement has recently been made giving dates at which it is proposed to hold Teachers' Institutes throughout the Province. In this announcement it is stated that the Directors will base some of their lectures upon Fitch's Lectures on Teaching. Please note that this book, although costing \$1.00, is given away to every person sending us \$1.00 for the CANADA SCHOOL JOURNAL who chooses it.

#### Practical Methods.

Through want of space, the matter brought before our notice by "Stella" in the JOURNAL of Jan. 7th., was postponed. We cannot conveniently give this department the prominence it deserves in the same number that we discuss questions in the "Question Drawer," and, as both are somewhat akin, perhaps it is as well that we take one at a time. While we think it most important that the subject for discussion should receive due attention we are also of opinion that the best methods for teaching any school subject might, with advantage, be introduced under this heading. We therefore insert a letter on teaching Long Measure, sent us by a valued friend in Algoma District, and shall be pleased to receive hints on the best plans of teaching other lessons from those who have proved their value.

Stella's trouble is caused by not knowing "how to secure a suitable amount of individual reading in a large second or third class, in half-an-hour's lesson."

We have received the following replies:—

SIR,—I first give my pupils a few minutes' drill on some sentence which teaches them a principle of elocution. Next, I drill them in concert on the most difficult pronunciations which occur in the

lesson; after which I call on one and another through the class to pronounce them, trying as much as possible to hit those likely to blunder. After these introductory exercises I call on the poorest readers in the class. I criticise their errors plainly but kindly, and occasionally call on members of the class to criticise, which secures their attention. When this is done I have my class read in concert, taking great care that the inflections are given properly, and that every pupil in the class responds. This I follow with more individual reading and criticism. During these exercises I note all the bad pronunciations, and at close of reading exercise have class pronounce them again. This method affords considerable variety, maintains attention of class, and I find it quite effective.

Respectfully,

Whitevale, Jan. 12th, 1886.

DEAR EDITOR,—I am somewhat in the same dilemma that "Stella" is, and would like to learn how some of our more experienced teachers get over the difficulty.

My plan is, on commencing lesson, to select my poorest readers, and invite members of the class to give their criticism, supplementing the same with such remarks as I think necessary. I try to have all my poor readers read first. I now reverse the exercise and call on a few of my better readers and have the poorer ones criticise, thus opening up a friendly competition. In case time does not permit I note the better readers who have not read and am sure they read next time. I spend a short time in concert reading in order that all may have a little daily practice in reading. During the recitation I require my class to pronounce in concert and individually the words of difficult pronunciation. I note these words in a book kept for the purpose, and at opening of next lesson spend a few minutes in pronouncing these words. In keeping hard words before the class, the members soon get familiar with them. I believe in keeping track of errors. A good general fortifies the weak places. As time is limited I make special effort to hear my poor readers individually, the better readers as often as possible, and spend a short time in concert reading.

BOB.

Lincoln Co., Jan. 15th, 1886.

DEAR SIR,—The new feature in the CANADA SCHOOL JOURNAL, in which is given various methods of teaching certain subjects, is the best yet. Every year brings a large number of fresh laborers into the educational field, and it becomes necessary then that "How to Teach" should be constantly before them.

I propose to drop my mite into the general fund by giving my plan of teaching Long, Square, and Cubic Measures.

1. Long measure.—Provide a foot ruler and show the class an inch on it, then a foot, and afterwards measure a yard. Tell the pupils the length, breadth, and height of the school-room. Explain to them the length of a farm, the width of a road, and so on. The distance to certain places in the neighborhood is then told. Repeat the table to the class in order that pupils may learn pronunciation of names. The class should copy the table from the arithmetic for the purpose of knowing the correct spelling of the terms, and should afterwards learn the table by rote. The pupils should be questioned in Mental Arithmetic in which the table is used. I find McLellan's Arithmetic, Part I., is useful to teachers in this respect. The class may be asked to apply their knowledge practically by giving their own height, the length of the school ground, the distances to their homes from the school, etc. Reviews should be held, at which each pupil is given a pencil and small square of paper whereon to write answers to questions given by the teacher. This, sir and fellow-laborers, is my way of teaching Long Measure. I purpose shortly to give my method of teaching Square Measure.

Educationally yours,

LOUIS N. THIBAUDEAU,  
Little Current, Ont.

The following letter was received too late for insertion in issue of Jan. 7th:—

MR. EDITOR,—Dear Sir,—The "Practical Method Department" which you have opened in the JOURNAL will do us young teachers much good, and I wish it success. Already I have learned some valuable hints on teaching fourth class history, and am anxiously waiting for the 7th January experiences.

I am anxious to know the best methods pursued in teaching Map Geography. Will you kindly assign it for next time?

Very truly,

Port Union, Jan. 4th, 1886.

JONATHAN.

A. Tovell, Ospringe, wishes for some hints on the teaching of Orthoëpy to pupils preparing for the Entrance Examination. He and several others state that they appreciate the value of this department.

DEAR SIR,—I would like to hear the opinions of our teachers on the "drawing craze." As it has to be taught now, it is rather a hindrance than a help. We have no time to teach it; all the time we have to prepare the work is scarcely enough to copy the work without giving explanation.

Yours, &c.,

GRACIE.

We leave these matters to our readers, viz., "Teaching Map Geography," the "Drawing Craze," etc., and hope we shall be able to give a few opinions thereon in our issue of March 15th next.

Now is the time to subscribe for the CANADA SCHOOL JOURNAL—the Teachers' Friend.

### Educational Notes and News.

Mr. Orlando White will remain at Delmer.

Mr. Geo. Bennett is again at Eden. His remuneration is \$450.

Mr. John Lade is teaching in No. 12, Woodhouse.

Mr. W. E. Martin is in charge of No. 5, Walsingham.

All the teachers in the Tilsonburg Public Schools have been re-engaged for 1886.

Mr. Harry L. Boroy will again take charge of Tilsonburg Junction School, at a salary of \$400.

Mr. Swanton has been re-engaged for the Ostrander School, north of Tilsonburg.

Mr. A. J. McMullen, teacher of No. 4, Southwold is lying dangerously ill, Mr. Walter Burns has charge of his school.

Mr. John Malone who taught the Separate School in Breechin has been engaged to teach the Separate School in Merriton.

Mr. George Koyes is teacher of the Cargill School; his predecessor was Mr. Hunter.

Mr. Hutson has been re-engaged in S.S. No. 8, Greenock; and Miss Jennie McFarlane south of Glamis.

Mr. E. T. Overend is teaching in No. 3, Glanford, at a salary of \$470 per annum.

Mr. W. Hill has given up his situation in Seneca and is now attending Toronto Normal School. He is succeeded by Miss Bessie Brown.

Twenty-one pupils were in attendance at the last session of the Caledonia Model School. It is very creditable to the Principal, Mr. Rowat, that all were successful at the closing examination.

Port Dover High School is prospering under Mr. Barron as Principal and Mr. McKenzie as assistant. The attendance at present is 45.

Mr. R. B. Seabornes formerly of Huron County, is now teaching in the county of Norfolk, near Waterford. He receives a salary of \$475.

Mr. J. L. Buck continues in charge of the Public School at St. Williams. As usual he is preparing several candidates for the teacher's examination.

On Thursday, January 28th, the County Council elected Mr. John E. Tom of Strathroy, School Inspector for West Huron, in the room of Mr. J. R. Miller, resigned.—*Huron Signal*.

In connection with the above we may state that Mr. Miller goes to Toronto, to follow the legal profession. During his career as inspector he succeeded by private study in working up so as to attain the standing of barrister.

Miss Ella Husband, of Hagersville, County of Haldimand, has given up her school in order to study for a first-class certificate in the Ingersoll Collegiate Institute.

Mr. Fleming May, teacher of the Dunkeld School, gave up his position, last Christmas, because of ill-health. He taught there several years, and was a hard worker.

Mr. James C. Hay, at one time a pupil of S.S. No. 7, Greenock has been re-engaged at Davisville, near Toronto, where he is giving the best satisfaction.

By an order in Council, approved 9th January, it is provided that in all Public and High Schools in which any authorized Fifth Reader was used on the 31st December last, the said Reader shall continue to be authorized until the 1st day of July, 1886.

Mr. J. B. Davidson, of Burns, County of Perth, late of Woodstock Model School, who attended the Ingersoll High School last year and obtained a first-class Certificate, grade C, at the midsummer examination, has returned to the school to study for first 'A'—*Ingersoll Sun*.

Our (Thamesford) school was re-opened on Tuesday last and we bespeak for our painstaking Principal, Mr. W. F. Kennedy, and his assistant, Miss Ida Bardwell, a prosperous year. We have much to congratulate our Trustees for in their selection of teachers, which is a sufficient guarantee for the prosperity of the school's future.—*Ingersoll Sun*.

The newspaper is a powerful auxiliary of our Public Schools. During a discussion on "Teaching Reading" at a recent meeting of a teachers' association, several teachers bore testimony to the fact that the best readers among their pupils belonged, as a rule, to families that took newspapers; and that the children of parents who took no newspapers appeared at a disadvantage when compared with their more privileged companions.—*Mercury*.

What Ontario wants is a High School system, such as we now have, improved so that farmers' sons may there find a thoroughly practical education, and go home to the farm with proper notions. Now too many young fellows go to school, simply to become top-lofty, and to feel above farming. Were school children taught the names and distinctions of various grades of cattle, sheep, grain, etc., instead of much now on school curriculums, the country would be the gainer.—*Victoria Warder*.

Mr. Alvin Orton has been re-engaged for the sixth time as Principal of Angus Public School. Salary \$600 per annum, payable quarterly. He holds a first class certificate (prof.) obtained last July. He is Secretary to the School Board of S.S. No. 10, Essa. Miss Nicol is assistant in Angus School, at a salary of \$250. A gold medal has been given for the pupil in the senior department who, next July, shows the best record.

Mr. David F. Ritchie, who has been Principal of Southampton Public School for the past fourteen years has been re-engaged for the current year. At the last Entrance Examination, four of his pupils, the eldest of whom was only 13 years of age, passed. One of them was only seven marks lower than the one who obtained the highest marks in East Bruce. Mr. Ritchie has succeeded in passing many third-class teachers and a large number of Entrance pupils during the time he has occupied that school.

The attendance at the Caledonia High School has so increased that it has been necessary to place 18 additional desks in the senior class rooms. The number of pupils is 129. R. V. Fowler, B.A., who has been attending the training institute at Kingston, has again been appointed second assistant. The reference library has been increased by the addition of a collection of valuable works. The literary society numbers over 100 members. Dr. Burns has been re-elected Chairman of the Board.

During the past year the St. Thomas Collegiate Institute made its best annual record. Three matriculated in arts in the University of Toronto, taking four first-class, and four received class honors; 3 matriculated in medicine and 8 in law; 14 passed the second-class teachers' examination and thirty that for third-class; 9 ladies passed the local examination in Toronto University; 12 obtained first-class and 22 second-class in the Commercial Department, and of the cadet corps 6 obtained the first-class, and 16 second-class certificates.

Ingersoll now possesses a Collegiate Institute, the High School having been raised to that dignified position. Following are the names and credentials of the teachers:—W. Bridon, B.A., (Queen's),—first-class honors and Gold Medal in Classics, Prince of Wales' prizeman in English, Chemistry and Mathematics. W. Taylor, (first "A")—Normal School Gold Medalist and Bronze Medalist of the Ontario School of Art. C. A. Scott, B.A., (Queen's)—first-class honors in Natural Science, Gold Medal in Chemistry and Mineralogy. W. J. Chisholm, B.A., (Victoria),—first-class honors and Silver Medal in English and Modern Languages.

A meeting of the Walkerton High School Board was held Jan. 21st, at which it was reported by the Head Master that there were 163 pupils at the school, and additional teaching help was required. The Board decided to engage an extra teacher during the present term of five months, at fifty dollars per month. Of this sum the government pays half, and the fees of the new pupils will about cover the balance. The school is increasing so greatly, that the problem of further extension is forced on the Board and they decided to ask the County Council for assistance to provide the additional equipment required to start as a Collegiate Institute. The County Council, at their meeting, held last week in January, did not favor the project.

Mr. T. A. Keyes, once teacher in S.S. No. 7, Greenock, retired last Christmas. During his four years there, he was very successful at Entrance and Teachers examinations. At the last July examination, three of his pupils obtained third class certificates, and at the Entrance Examination last June, five of his pupils passed. Last December, one of his pupils headed the list of successful pupils at the Entrance Examination and won the \$5 prize offered by Mr. Gibson Secretary, of the Paisley Board of Trustees. At the July Examination of 1884, one of his pupils obtained a 2nd Class A, and two obtained Intermediate certificates; also successful at the Entrance Examination, and in December following, four passed. He had no assistant at that time.

Cobourg Collegiate Institute opens this year with a large attendance. The Board is putting in a fine lot of physical apparatus, and the school, after raising \$600 for a piano, has undertaken to purchase a library. Already a large sum has been secured. The staff is,—Principal, D. C. McHenry, M.A., Classics and Moderns; W. S. Ellis, B.A., B.Sc., Mathematics and Science; Geo. B. Ward, B.A., Classics; Miss J. Oliver (First Provincial), English; Misses Wilson, Drawing and Painting; Miss Sutherland, Preparatory. Two flourishing literary societies. The town granted the Institute \$3000 last year. Rev. Dr. Burwash has been reappointed chairman; Dr. Powell, secretary; Dr. Wood, Treasurer. This old school still does a large proportion of the preparatory work for Victoria College, besides a fair share of general High School work in fitting candidates for examinations in law, medicine, teaching, etc.

*A favorite premium for a teacher to secure in sending a subscription to the SCHOOL JOURNAL is Hughes' "Mistakes in Teaching." This book has now passed into the fifth edition. As a proof of the high esteem in which it is held, it has been adopted as a text-book for the training of teachers in Iowa, several American editions having been issued.*

### Literary Chat-Chat.

The Boston fortnightly, *Every Other Saturday*, is defunct.

Charles Scribner's Sons have added to Epochs of History "Spartan and Theban Supremacy" and "The Early Hanoverians."

American literature is gaining ground. The London *Athenæum* is henceforth to have a special department devoted to American books.

Ginn & Company announce an annotated edition of Guy Mannering, unabridged, for May.

The *Student's Journal* for February is to hand; an invaluable journal for students and teachers of phonography.

Swinburne, in his recently published biography of Victor Hugo, refers to him as "the spiritual sovereign of the nineteenth century."—*The Current*.

Taine, the French historian, has been ordered by his physician to cease his labors. The order, however, comes just as he has completed his great history of the French Revolution.—*The Current*.

"Hans Andersen's Fairy Tales."—Edited for home and school use by J. H. Stickney, in three series; supplementary to the Third, the Fourth, and the Fifth Readers; illustrated with the original Pedesen pictures—is announced by the indefatigable Ginn & Co.

D. C. Heath & Co. are about to add to their series of Educational Classics "The Levana: or, The Doctrine of Education," a translation from Jean Paul Frederick Richter. They add this volume to the series in the belief that it will tend to ameliorate that department of education which is most neglected and yet needs most care—home training.

An edition of Eysenbach's German Grammar, revised by Wm. C. Gollar, A.M., head master of the Roxbury Latin School, Boston, will be issued in June next by Ginn & Co. This is a short, practi-

cal grammar, designed to give the student the power of understanding, speaking, writing, and reading German with the utmost economy of time and labor.

A new work on Analytic Geometry, by G. A. Wentworth, Professor of Mathematics, Phillips Academy, Exeter, N.H., is announced by Ginn & Co. (Ready in May.) The aim of this work is to present the elementary parts of the subject in the best form for class-room use.

Try CANADA SCHOOL JOURNAL for six months. Only 50 cents. Address School Journals Publishing Co., 423 Yonge street, Toronto.

### Correspondence.

THE COLLEGIATE INSTITUTE,  
INGERSOLL, Feb. 5th, 1886.

Editor CANADA SCHOOL JOURNAL:

DEAR SIR,—There occurs in the last issue of the CANADA SCHOOL JOURNAL a clipping from some local paper, in which I am represented as having underbid the former Modern Language Master of the St. Mary's Collegiate Institute, and thus deprived him of his situation. The statements there made are incorrect as you will see from the following facts. In the first place, the position was advertised, and I was entirely unaware of the circumstances of its vacation; secondly, I didn't "come along," but sent a formal application, thirdly, I applied not for \$750, but for \$800. Fourthly, when offered the position I did not accept it, having been appointed the day before to the Modern Language Mastership in the Ingersoll High School.

Though I was indifferent to the squib so long as it was confined to the local paper, yet when such mis-statements appear in the columns of such a widely circulated publication as the *Canada School Journal* I cannot allow them to go unchallenged. You would therefore oblige me by inserting the above, or the substance thereof, in the next number of your Journal.

Yours truly,

W. J. CHISHOLM.

[We clipped the extract from the *Mitchell Advocate*, and published it exactly as it appeared. We are pleased to give Mr. Chisholm this opportunity of explanation, as our opinions on "undercutting" have always been strongly pronounced. Its practice is demoralizing to the profession.—Ed.]

Editor CANADA SCHOOL JOURNAL;

SIR,—The last issue of the SCHOOL JOURNAL contains a reference to a school in Kingston, in which the scholars wore cloaks, caps, etc., as a protection which the walls could not afford, and you exclaim at the very possibility of such a state of things in this model Ontario. Permit me to remark that though such a thing may be a marvel in the city it is not by any means so in some parts of the country, and that there are many school buildings in Ontario little, if any, better than the one referred to. Some weeks ago when first I entered the building in which I am now teaching the fire had been lighted for a little while and the air was so full of smoke that at first I found it difficult to breathe. The scholars took their places and I was astonished that there were no complaints, but I found that they had long been accustomed to the evil. I worried through a half-day and went home with aching eyes. We could not open the windows on account of the cold. In a day or two, however, some new scholars who had been accustomed to the pure air of God's out doors came in, and, for their sakes, and my own, I allowed the use of the cloaks, and a window to come down for a while now and then. I am not exaggerating—you will have an idea of the true state of affairs when I tell you that though the room is only about 20x30 feet, three permanently gone window panes cannot accommodate the passage of smoke. The trustees have been notified and notified, but things are still the same. How many parents would suffer this state of things in their residences or in the buildings in which they sit for a couple of hours—say on Sundays? I would like to add a few suggestions but as there must be a limit to your available space I will merely say that all this is within fifty miles of Toronto.

A COUNTRY SCHOOL TEACHER.

## For Friday Afternoon.

### THE OLD TRUNDLE-BED.

As I rummaged through the attic,  
Listening to the falling rain  
As it patted on the shingles  
And against the window pane;  
Peeping o'er the chests and boxes,  
Which with dust were thickly spread,  
Saw I in the farthest corner,  
What was once my trundle-bed.

So I drew it from the corner  
Where it had remained so long,  
Hearing all the music  
Of my mother's evening song,  
As she sang in sweetest cadence,  
What I often since have read:  
"Hush, my dear, lie still and slumber,  
Holy angels guard thy bed."

As I listened, recollections  
Of a time long since forgot,  
Came upon my dim remembrance,  
Rushing, thronging to the spot,  
And I wandered back in mem'ry  
To those happy days of yore,  
When I knelt beside my mother  
By this bed, upon the floor.

Then it was with hands so gently  
Placed upon my little head,  
That she taught my little lips to utter  
Carefully the words she said;  
Never can they be forgotten,—  
They to memory were given!  
"Hallowed be Thy name, our Father;  
Father thou who art in Heaven!"

Years have passed, and that dear mother  
Long has slept beneath the sod,  
But I know her sainted spirit  
Reigneth in the home of God.  
But that scene at summer twilight  
Lights over all my life has shed,  
And it comes in all its freshness  
When I see my trundle-bed.

### THE SNOW.

Hurry and scurry! Hurrah for the snow!  
How the flakes dance, and how the winds blow!  
Run for the sleighs and for mufflers run,  
Little ones, eager for frolic and fun.

Pull on the mittens and ring out bells,  
Jolly, I say, is the music that tolls  
Winter has come, and the snow king is here—  
There! a big snow-ball hit me on the ear!

### THE BUILDERS.

#### FOR RECITATION.

All the architects of Fate,  
Working in these walls of Time;  
Some with massive deeds and great;  
Some with ornaments of rhyme.

Nothing useless is, or low;  
Each thing in its place is best;  
And what seems but idle show,  
Strengthens and supports the rest

For the structure that we raise,  
Time is with materials filled;  
Our to-days and yesterdays  
Are the blocks with which we build.

Truly shape and fashion these;  
Leave no yawning gaps between;  
Think not, because no man sees,  
Such things will remain unseen.

In the older days of art,  
Builders wrought with greatest care  
Each minute and unseen part;  
For the gods see everywhere.

Let us do our work as well,  
Both the unseen and the seen;  
Make the house, where gods may dwell,  
Beautiful, entire, and clean.

Else our lives are incomplete,  
Standing, in these walls of Time;  
Broken stairways, where the feet  
Stumble as they seek to climb.

Build to-day, then, strong and sure,  
With a firm and ample base:  
And ascending and secure  
Shall to-morrow find its place.

Thus alone can we attain  
To those turrets, where the eye  
Sees the world as one vast plain,  
And one boundless reach of sky.  
—Henry W. Longfellow

### ENGLISH HISTORY IN RHYME.

First William the Norman,  
Then William his son;  
Henry, Stephen, and Henry,  
Then Richard and John;  
Next Henry the Third,  
Edwards one, two and three;  
And again, after Richard,  
Three Henrys we see.  
Two Edwards, third Richard,  
If rightly I guess;  
Two Henrys, sixth Edward,  
Queen Mary, Queen Bess;  
Then Jamie the Scotchman,  
Then Charles, whom they slew,  
Yet received, after Cromwell,  
Another Charles, too.  
Next Jamie the Second  
Ascended the throne;  
Then good William and Mary  
Together came on;  
Then Anne, Georges four,  
And fourth William all passed,  
And Victoria came—  
May she long be the last.

"NO!"

Would ye learn the bravest thing  
That man can ever do?  
Would ye be an uncrowned king,  
Absolute and true?

Would ye seek to emulate  
All ye see in story,  
Of the noble, just and great,  
Rich in real glory?

Would ye lose much bitter care  
In the world below?

