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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

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No. 45.

Table of Contents.

EDITORIAL :—	PAGE
The World.....	529
The School.....	529
The University Reform	530
The Professional Training of Teachers	531
SPECIAL —	
Elementary Chemistry	532
High School Literature	533
Reading as a Part of Elocution	533
PROMOTION EXAMINATION	535
PRACTICAL DEPARTMENT :—	
A Hint to Primary Teachers.....	536
Increasing the Child's Vocabulary	537
EDUCATIONAL NOTES AND NEWS	537
FOR FRIDAY AFTERNOON	538
TEACHERS' ASSOCIATION	538
LITERARY CHIT-CHAT	539
QUESTION DRAWER	539
LITERARY REVIEWS	540

The Canada School Journal and Weekly Review.

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

—o— T E R M S . —o—

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The World.

The issue of the British elections is still in a measure uncertain, though it will have been decided by the time this number is in the readers' hands. The Liberals are already assured of a majority over the Conservatives, but whether it will be sufficiently large to outnumber the Conservatives and Parnellites combined is doubtful. In the absence of such a majority the Liberal leaders may scarcely care to resume office, and the Conservative Government may continue on sufferance. Home rule is, it is pretty clear, now within reach of the Irish, so far as the Parliamentary vote is concerned. But there will be found to be enormous practical difficulties in the way. The question of finding money to support the Home Parliament and carry on its administration of local affairs seems likely to prove an exceptionally hard one.

The long-impending revolution in Denmark appears to be coming very near. The city of Copenhagen is under the most despotic martial law, and the press throughout the whole country is gagged, several editors being in prison for discussing the outrageous conduct of the King and his Ministry. It is

impossible that the inevitable crisis can be much longer delayed. The people are said to be ripe for revolt and only waiting for the appearance of some bold and capable leader. The hour is pretty sure to bring the man. The old adage "Whom the gods would destroy they first make mad," seems likely to find a striking illustration in the land of the Danes before many days.

The expedition against Burmah has proved to be an almost bloodless conquest. The capture of Mandalay and the surrender of King Thebaw, virtually adds another great slice to Britain's vast colonial empire. From the fact that resistance was scarcely attempted and that Thebaw described himself as almost a prisoner in his own palace, it is pretty evident that the British were welcomed as deliverers rather than submitted to as conquerors. The change will no doubt be a happy one for the Burmese themselves while the new and profitable channels of trade that will be opened up will bring increased commercial prosperity to India and probably be not without effect even in England.

And now, it is said, the type-setter's occupation is surely gone. The capitalists and editors are sure they have, at Washington, so says the *Chicago Current*, a key-board that will cast a column of type each hour. Whether this may prove to be the machine that shall finally usurp the printer's place or not, the question of successful type-setting by machinery is probably one of time. The printer need not care much for his trade is not now a very good one. It may be that the coming revolution may work him good instead of harm by creating a greatly increased demand for some better and better-paid employment.

The School.

By a typographical error, Dec. 10th is mentioned as the date for our publishing methods of teaching "Outlines of English History." It should have been Dec. 17th. We hope our friends will help this movement to develop practical methods.

Even the brilliant Homer sometimes nods, and so it is not, we suppose, to be wondered at, if the able *Journal of Education* occasionally slips, as it did last week when it assured us that either of its Series of Educational Portraits "would make an appreciative holiday present." The Italics are ours.

The committee appointed to adjudicate on the Arithmetic Competition Prize Questions have made their report. Their examination of the papers has led to some difficulty in awarding the prizes in the manner set forth in our announcement,

and although it is settled as regards the first prize-winner, we have to procure information respecting the others which will cause delay. We hope to be able to give full particulars in the JOURNAL of Dec. 24th.

Professor Adams, the newly installed President of Cornell University, is in favor of the elective system for colleges, though he would not grant the elective option until the end of the second year. He believes that the highest educational success has always accompanied the greatest freedom of choice, and claims that, by the introduction of the elective system, "we are making for the first time what may fairly be called scholars, and in three or four colleges in the country the conditions of the highest success have at last been attained."

A very common mistake of inexperienced teachers, and of many who cannot be called inexperienced, is the making of too many rules. The more the child can be led to become a law unto himself the better for all concerned. It is better for the teacher, for he is so far relieved of the irksome task of enforcing a variety of petty regulations. It is better for the children, whose moral judgments are educated by being constantly called on to pronounce on questions of right and wrong. And it is better for the community, for, while undue restraint in the school is pretty sure to re-act in undue license out of school, the habit of self direction and control formed in school will follow the pupil into the street and the home.

The moral judgment of the pupil may be educated, too, by his being called on, on proper occasions, to pronounce upon the conduct of his fellow-pupils. Some of the American colleges are introducing with good results the principle of giving the students a voice in college government. The judicious teacher can often introduce the same methods with good effect in the school. If the boys and girls can be brought to feel that the appeal to them is made in good faith, that they are responsible for pronouncing a just judgment, whether in awarding a prize, or pronouncing a penalty, the keenness and honesty of their verdicts will often astonish the sceptical. And the best of it is that in such cases each pupil is taking a lesson in practical morality, in the necessity and value of truth and righteousness, without knowing it.

Why is it that the four-year course has become the stereotyped rule in all our colleges? There is surely no reason in the nature of things why a college course should extend over just four years, no more, no less. The fact that the programme of studies is usually planned on a four-year basis renders the courses to some extent unsuitable, certainly not the best, for students who can remain but two or three years. Why not, in this land of new ideas, have one-year colleges, two year colleges, and so on to six or eight-year colleges, if desirable? What educator can doubt, for instance, that a course could easily be arranged for the student who can have but one year after leaving the high-school, that would be much more profitable and complete than the typical first college year. Are we not slaves to old ideas of uniformity?

THE UNIVERSITY REFORM.

Mr. Houston, Mr. Purslow, and some others who have ventured to oppose any further appropriation of public funds for scholarships in Toronto University, have incurred the ire of sundry anonymous correspondents of the daily papers. Mr. Houston especially comes in for a large share of abuse. He can well afford to endure it, conscious that the efforts of himself and others to liberalize the Provincial University, are in the best interests of the people and have had a large measure of success. Mr. Houston has been for some time urging with true Scotch persistence the addition of a new and much needed department in the domain of political economy and constitutional law to the University curriculum. The subjects roughly indicated by the above titles have assumed, in these days of commercial enterprise and political discussion, the very highest importance. They belong to a class of questions which may be said to be of modern origin, and which are at once highly philosophical and intensely practical. It is a reproach to our National University that no provision has yet been made for the systematic study of the new science of sociology, in any of its phases—a reproach that must soon be taken away. Meanwhile Mr. Houston can console himself with the reflection that he is but having the common lot of those whose ideas are a little in advance of those with whom they are associated.

The inconsistency of appropriating available funds for private scholarships, while pleading want of means as an excuse for the non-establishment of needed chairs of instruction, must be apparent to unprejudiced thinkers. The bestowment of prizes and scholarships from the funds is a misappropriation of money which should be held sacred for strictly public uses. The poor plea that these scholarships are for the help of youthful talent in its struggle with "chill penury," is no longer available, for it has been shown that the lion's share of the scholarships naturally and almost necessarily fall to the sons of sires, whose money has enabled them to give their children a longer course of preparation than poorer men can afford. It is a pleasing and hopeful feature of the case that the students themselves, through their very creditable organ, *The Varsity*, are throwing their influence on the right side.

It is astonishing that old fogyism should die so hard in institutions of learning, especially those resting on a public foundation. The history of Toronto University has been throughout a story of struggle between the advocates of exclusiveness and the champions of equal rights and progress. The victory was long since substantially won, but remnants of the old spirit and traditions still linger. It has been but a few years since the question of publishing the proceedings of the Senate gave rise to quite a struggle. The light of publicity is even now but partially admitted through the chinks of an official summary of proceedings. The owners and supporters of the University will soon demand that the doors be thrown wide open for the admission of reporters. Step by step the process of liberalizing the institution goes on, though each step is obstructed by the *vis inertia* of hereditary love of the old because it is old, and unconscious distrust of the people. If

the friends of the University are wise they will thoroughly modernize its curriculum, economize its funds, take the people into their confidence and let the light of criticism have free admission to its halls and Senate Chambers.

THE PROFESSIONAL TRAINING OF TEACHERS.

The profession of the public school teacher differs from other professions with which it is often compared in many important particulars, this amongst others;—the young man or woman who enters upon it, has already passed over the road along which his pupils are to be led. Before one person can possibly train another for law, medicine, engineering, etc., he must himself have had either a special training or a special study and practice, in the particular profession. To attempt to teach it to another in the absence of such professional knowledge would be a manifest absurdity. But the youth, however raw or inexperienced, who engages to teach a child to read or write, or cipher, must in the nature of the case, have been over the ground himself and become familiar with it. He is surely the most stupid of mortals if he cannot recall and profit by some chapters in his own childhood's experience. He must know to a considerable extent the workings of the child-mind, the nature of its difficulties, and the best means of removing or overcoming them. He can, if not incorrigibly dull and unsympathetic, generally put himself in the child's place. And it should never be forgotten that this ready sympathy and insight are two of the very best qualifications of the true teacher.

Again most young men and women who in these days enter the profession have themselves passed under the hand of several teachers of different grades of education and ability. They have not only been brought into contact with these teachers in their personal relations as pupils, but they have witnessed every day for years, their training of numerous other pupils. They must, therefore, have become to some extent familiar with the methods and merits of various systems. By their intimate associations with their fellow pupils they have had excellent opportunities for judging the results, and learning where and wherefore this method succeeded and the other failed. They have also had daily and hourly opportunities of observing different modes of school government, observing them too, from the best possible position for learning their exact effects and defects.

Let it not be supposed that these observations are intended to deny the necessity or disparage the value of professional training for teachers. By no means. We are in hearty sympathy with the cry that is going up from every section of the educational field for more and better professional training. Our aim is to distinguish between things that differ, and to show that such training to be valuable must be competent, and to be competent must be in professional hands, that is, in the hands of those who are skilled not only in *teaching* but in *teaching how to teach*.

There can be no doubt that many a successful teacher may be an utter failure as a teacher of teaching, just as many an acute mathematician would be a poor teacher of mathematics,

or many a keen scientific investigator a very indifferent instructor in the principles of his science. A profound knowledge of theories is not always essential to the successful practitioner, but a thorough mastery of principles and a close study of their historical development and practical applications, are indispensable for him whose business it is to fit others to be successful practitioners.

The application of these remarks to some methods of professional training lately brought into vogue in Ontario is clear. Whatever is worth doing at all is worth doing well. It may be the part of wisdom and duty for the Education Department to require graduates and undergraduates in arts to take a course of professional training and submit to a professional examination in order to qualify for certain positions in the Public and High Schools. But in order to do this the Department is surely bound to provide thoroughly competent instruction. It goes without saying that such instruction can be obtained only from those who have fitted themselves to impart it by careful and protracted study of the principles and practice of pedagogy. If practice in teaching under the eye of a teacher is all that is needed, it is not easy to see why that cannot be obtained as well in the actual work of assistant under one master, as in experimental attempts under another who may be no whit better qualified. If, again, it is the study of certain professional text-books that is chiefly regarded, the candidate may well argue that he could fit himself for examination in those in the one place as well as in the other.

Further thought and experience will, we feel sure, convince all unprejudiced educators in Ontario that the Department has gone either too far, or not far enough, in the matter of professional training. Half measures in education, as in other matters, are generally failures. It is unfair and unjust to well-educated young men and women, desirous of enlisting in the army of teachers, to compel them to expend their time and means in further study, without giving them some guarantee of an adequate return. It is also, as we have before said, unfair to the masters of the institutions set apart as training institutes to require them to undertake the duties of a new and abstruse profession, in addition to the arduous labors of that for which they have already qualified themselves. If pedagogy is a true science and is to be studied as such, under official direction and compulsion, by all means let the work of instruction be taken out of the hands of amateurs already overworked in their own lines, and entrusted to those who have qualified themselves for the new profession and are prepared to devote to it the undivided time, talent, and energy which it pre-eminently demands.

“ How beautiful is night !
A dowy freshness fills the silent air,
No mist obscured, nor cloud, nor speck, nor stain
Breaks the serene of heaven ;
In full-orbed glory yonder moon divine
Rolls through the dark blue depths.
Beneath her steady ray
The desert circle spreads
Like the round ocean girdled with the sky.
How beautiful is night !”

—*Southey's Thalaba*,

Special.

ELEMENTARY CHEMISTRY.

CHAPTER III.—Continued.

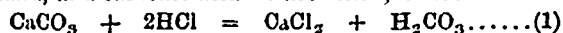
Preparation of Carbon Dioxide.

Exp. 1.—Take the apparatus used for the preparation of hydrogen, place in it some marble broken into lumps, and pour in enough of water to cover them. Fit to the flask a delivery-tube, bent at right angles, and secure the flask on the retort-stand at such a height that the longer limb of the tube may reach nearly to the table. Place the delivery-tube in a bottle, covering the mouth with a disk of cardboard with a slit in it for the delivery-tube. Pour in hydrochloric acid, HCl, in small quantities at a time, until a brisk effervescence is set up. After the lapse of half a minute, pass a lighted taper into the bottle; as it approaches the bottom it goes out. There is evidently some gas collecting there. The reaction is expressed by the following equation:—

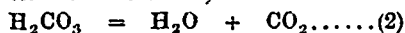
$$\text{CaCO}_3 + 2\text{HCl} = \text{CaCl}_2 + \text{H}_2\text{O} + \text{CO}_2$$

Calcium carbonate. Hydrochloric acid. Calcium chloride. Water. Carbon dioxide.

This reaction takes place in two stages. The acid first exchanges its hydrogen for the calcium, producing calcium chloride on the one hand, and carbonic acid on the other; thus:—



The carbonic acid, at the moment of its formation, breaks up into water and gaseous carbon dioxide, the latter of which escapes with brisk effervescence; thus:—



A cubic inch of marble will yield about four gallons of the gas.

Metathesis or Double Decomposition.—The reaction expressed by equation (1) consists merely in an interchange between the hydrogen atoms of the acid and the metallic atom of the carbonate; and of the different modes of chemical action, this is by far the most frequent. It has received the name of *Metathesis or double decomposition, and consists simply in the exchange of the elements or groups of elements in one body for the elements or group of elements in another body.*

PROPERTIES.

Neither Burns nor Supports Combustion.

Exp. 1.—Plunge a lighted taper into a bottle of carbon dioxide; it is quickly and decidedly extinguished, and the gas does not burn. Its power to extinguish flame is not owing to any chemical action of the gas, but is merely owing to the exclusion of atmospheric oxygen.

This property of carbon dioxide has led to its being used to extinguish fires in mines, and in the "Chemical Fire Extinguisher" it affords a ready means of extinguishing fires in their early stages.

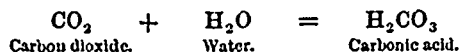
Heavier than Air.—The density of carbon dioxide has already been shown by the method of collecting it. It may be further shown as follows:—

Exp. 2.—Take a wide-mouthed bottle and place in it a lighted taper. Bring the mouth of a bottle of the gas close to

the edge of the bottle, and pour the gas over the taper, not directly over the centre of the bottle, but at its edge, since the gas receives a forward as well as a downward impulse whilst the bottle is being inverted; the taper will be immediately extinguished, showing that the gas has been poured from one bottle into the other. The molecular weight of carbon dioxide is 44; it is therefore $\frac{44}{2} = 22$ times heavier than hydrogen (Art. 26). But hydrogen is 14.47 times lighter than air; carbon dioxide is, therefore, about $1\frac{1}{2}$ times heavier than air.

Solubility in Water.

Exp. 3.—Half fill a bottle with cold water, and fill the other half with carbon dioxide by displacement. Now tightly close the mouth of the bottle with the wetted palm of the hand, and shake it vigorously for a short time; the bottle will adhere to the hand, owing to a partial vacuum being produced by the combination of the gas with the water. The reaction is as follows:—



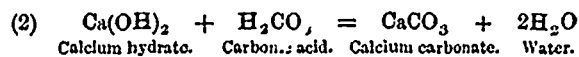
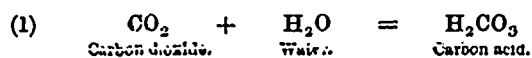
Invert the bottle in water, and remove the hand; the water will rush in and nearly fill the bottle, showing that the whole of the carbon dioxide has been absorbed. Water, at common temperatures, absorbs its own volume of the gas, acquiring an agreeable acidulous taste, and sparkles when agitated. Its solubility increases if the temperature is diminished or the pressure increased.

Acid character.

Exp. 4.—Fill a test-tube to the depth of about two inches with a solution of blue litmus, place the delivery-tube in it, and pass a stream of carbon dioxide through it for a short time; the color is changed to a wine-red, differing entirely from the pure red produced by the action of sulphuric or hydrochloric acid upon the litmus. Boil the reddened solution; it becomes blue again, the carbon dioxide passing off with the steam. Hence, *Carbonic acid is decomposed into carbon dioxide and water by boiling.*

Action on Lime-water.

Exp. 5.—Half-fill a test-tube with clear lime-water, place the delivery-tube in it, and allow the carbon dioxide to bubble through it; the solution becomes milky. The carbon dioxide first combines with the water which holds the calcium hydrate in solution, forming carbonic acid, which then combines with the calcium hydrate, the calcium of the hydrate and the hydrogen of the carbonic acid exchanging places; thus:—



The calcium carbonate, being insoluble in water, gives the milky appearance.

(To be continued.)

Professor (to class in mineralogy): "Can you recall a mineral occurring in the liquid form?" Philosophical student: "Milk; because it comes in quarts."—*Ex.*

HIGH SCHOOL LITERATURE.

FIFTH PAPER.

"ODE TO THE DEPARTING YEAR."

A

1. What is an *Ode*? Show that the term once had a broader scope.
2. What are the main characteristics of the English ode?
3. Name the different kinds of lyric poetry. Classify this ode.
4. "The test of a good lyric poem is *sincerity*." How does this ode stand the test?
5. "The lyric is *concentrated*." Explain.
6. "*Enthusiasm* is the basis of lyric poetry." Characterize the *poetic fervor* of the present ode.
7. Apply to this ode Mr. Gosse's definition: "The term *Ode* is applied to any strain of enthusiastic and exalted verse directed to a *fired purpose* and dealing progressively with *one dignified theme*."
8. In what volume of verse was this ode first published?
9. What bearing upon the poem has the Greek motto from Aeschylus which Coleridge prefixed to it?
10. What was Coleridge's model in the construction of this ode? How far does he depart from his model?
11. What were the original uses of the terms *strophe*, *antistrophe*, *epode*? How are they employed in this ode?
12. Characterize the literary merits of the poem.
13. What is meant by calling this ode a "political poem"?
14. "The Departing year." What year? Mention the events of the year that are hinted at in the ode.

B.

I.

1. "The wild harp of Time." What does its music typify? Why is the harp called 'wild'? Why are its harmonies styled 'dark' and 'inwoven'?
2. What produced the 'inward stillness' and what disturbed it?
3. In what image is the Departing Year represented?
4. Show that the metre of vv. 9 and 10 is imitative.
5. "The entered cloud." Does the cloud enter the poet's mind? or does the poet enter the cloud of oblivion? or does the Departing Year enter the cloud and pass from sight?
6. Why is the song called 'impetuous'?

II.

1. Name the different classes that are summoned to advance? Why are they to convene?
2. Discriminate between *waste* and *languish*.
3. "Love illumines manhood's *maze*." What is the meaning? Compare the use of *maze* in Goldsmith's phrase, "the mirthful *maze*."
4. Why are the Joys 'young-eyed'?
5. Why are the 'strings' called 'fateful'?
6. How can 'solemn hour' suit 'weep and rejoice'?
7. "The dread name." Some make this refer to *Liberty*; others, to Pitt. If the reference is to Liberty, show the suitability of 'dread.'
8. What is the 'brood of Hell'?

III.

1. Explain all the historical allusions in this stanza.
2. Why is the Monarch's cry 'troubled'? Why is he urged to fly?
2. How can Death's mace be 'twice mortal'?
4. What is the original meaning of 'lurid'? What does it mean here?
5. Does 'swelling' belong to 'spirits' or 'blasts'?
6. Is 'dance' an imperative or an indicative verb? (No edition has a comma after 'dead.')

IV.

1. "The cloudy throne". Does this differ from "the cloudy seat" below?
2. Show what the poet intends by *the bloody robe, the unimaginable groans, and the sad hours*.
3. "His eye wild ardours glancing". Apply to this the poetic fancy that 'the eyes are the windows of the soul'.

V.

1. What are 'the Lampads'? Why are they called "The mystic words of Heaven"?
2. Explain clearly vv. 80 and 81.
3. "Arm of might". Give an equivalent phrase.
4. How was *peace scared* with *insult*?
5. "Masked hate". Explain the epithet.
6. "Envyng scorn". The Latin parent of *envy* (*invideo*) means (1) to look on with malice; (2) to look on with prejudice; (3) to envy. Which is the most suitable meaning here?
7. Did the "years of havoc" come?
8. Why is the fire to come from 'an uncertain cloud' on a 'darkling foe'?

VI.

1. *Thick-struggling*. Distinguish. Show that the rhythm and the language of this couplet are imitative.
2. *Wounds*. How does the poet pronounce this? Has he good authority?
3. Why are the last four lines parenthetical?

VII.

1. What are *uplands*?
2. Why does the poet dwell on the *grassy hills* and *glittering dells* of his mother Isle? (He has already told us of the glittering valleys and the grassy uplands.)
3. "Social Quiet". In what sense has England enjoyed 'social quiet'?

VIII.

1. What is the nature of the 'avarice'?
2. How is England both proud and cowardly?
3. "Joined the wild yelling of famine and blood." Is it England that in the Ode to France "yells in the hunt and shares the murderous prey"? (v. 82.)
4. "The nations curse thee". Is the verb declarative or optative?
5. Is the threatened volcanic eruption to be real or figurative?
6. Why is the couch of destruction 'perilous'? Why is her triumph 'distempered' and her sleep 'charmed'?

IX.

1. What do the two classes of birds symbolize?
2. "My scanty soil". Is this used literally with reference to the poet's agricultural projects, or is the phrase metaphorical?
3. "A loud lament". Is the present ode the poet's jeremiad?
4. *Recentre*. Show the force of the word by reference to *inward stillness* of the first strophe.
5. *Sabbath*. Is this the original or a metonymical meaning?
6. What passions had for a time *bedimmed the image*? Why are they called 'vaporous'?

READING AS A PART OF ELOCUTION.

THOMAS SWIFT.

(Concluded.)

I shall pass on now to the second quality of good reading, namely, *intelligibility*.

It is almost unnecessary for me to point out that intelligent reading is not necessarily intelligible reading. Intelligible reading assumes a knowledge of the sense and also the power of the reader to stamp the impressions which the passage has made upon himself on the minds of his hearers. Lack of intelligibility results from various causes; indistinct enunciation, wrong pronunciation, force

or quality of voice. I shall not dwell at length on these imperfections, seeing that they are generally recognized when met with, and measures taken to rectify them. Indistinct enunciation generally arises either from lack of power to articulate, or from sheer carelessness and laziness. In the former case, the organs and muscles used in speech should be strengthened by suitable exercises.

It is, therefore, useful for the teacher to know the position of the tongue, etc., in cases of difficult articulation, so as to be able to direct the pupil. I have found, however, that where there is actually no physical impediment, imitation is most effective, the teacher articulating, the pupil imitating. There is a common tendency to pass over prepositions of one syllable and unaccented syllables in long words. Pupils should be taught to give due prominence to these. It is good practice, therefore, frequently to drill individually and simultaneously on words and groups of words containing difficult articulations, at first slowly, strongly and distinctly, with some exaggeration, increasing to the requisite speed.

ILLUSTRATIONS.

- I. Such individual irregularities are generally irremediable.
- II. He acted contrary to the peremptory instructions given.
- III. It is a truly rural spot.

Another error of frequent occurrence in this respect is the running of one word into another. example—"wood and grove" enunciated "wooden grove."

I shall pass over the subject of pronunciation with this remark, that teachers should strive to make themselves good models, and drill well and persistently on difficult words with special attention of accented syllables.

On expression the third quality of good reading, a long and profitable essay might be written. But, to keep this paper within due limits and not to weary you, I shall endeavor to be brief.

Reading may be both intelligent and intelligible without being expressive; whereas, expressive reading must have these two qualities, "and something more"; and to me it seems that this "something more," which we call expression, is especially wanting in our schools. It is wanting, I suppose, because it is thought difficult of attainment and difficult to teach. Nevertheless, it should be the crowning effort of the teacher to perfect and polish his work. Intelligence and intelligibility are more easily and naturally acquired than expressiveness. It is in expressive reading that we introduce art. "What then may expressive reading be?" say you. "Reading," says Currie, "is expressive when the tones of the voice are so adapted to the sense as to bring it out with a strong effect." It lays before the audience not merely the thought but also the emotion of the thought.

ILLUSTRATIONS.

- I. Read Othello's speech intelligently and intelligibly.
- II. Read Othello's speech with expression as it might be taught in the school-room.

I know not whether my next statement be true or false. I shall leave it open to discussion, as I hold myself open to conviction; but, from my own impressions, I am led to believe that, in our schools, "taste" in general is not cultivated as it should be—taste in language, in literature, in art, in feeling, in thought, in manner, in the beautiful. I am not a disciple of Oscar Wilde, nor do I think that all beauty is centred in a sunflower, much less that true aestheticism is a bundle of affectations. But I do think that "taste" should be cultivated more extensively than it is in the school-room. "Taste," says a standard educational authority, "is that faculty by which we appreciate what is beautiful in nature and in art." And although this definition does not quite correspond to my idea of what taste really is—for it seems to me to be rather the product of the cultivation of several faculties than a faculty itself—it will answer my purpose here.

The same authority goes on to say.—"The love of the beautiful is part of human nature, and one of the evidences of its dignity. It should therefore be educated for its own sake, as elevating that nature and increasing its means of happiness."

Where there exists a love of the beautiful, its influence may easily be reflected on personal circumstances and habits. Cheerfulness, tidiness, cleanliness, and order are immediately associated with the cultivation of taste. For it is natural that we should strive to imitate in our own arrangements the qualities we admire in what we see around us."

Of the influences at the teacher's command for cultivating and refining the taste, "next in power to his references in conversa-

tion and oral descriptions, should be reckoned the influence that may be exerted by the pupil's reading books," if the books are worthy of the name. But the same authority states again that "whilst reading-books properly constructed will refine the taste of the pupil who reads solely that he may apprehend their contents, they will still more refine the taste of him who is taught to read with those qualities of elocution which constitute expressive reading." I claim, then, for expressive reading a foremost place as an influence for refining and cultivating the taste. I claim also that, as an educative force, expressive reading ranks very high—so high that a man of taste, hearing a reader render in an intollient but inexpressive manner a passage which demands a great expression, is reminded of Wordsworth's description of poor Peter Bell:—

A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more.

With the higher and more perfect understanding of the piece which is so elevating and so quickening he seems to have no concern. I say seems, for it may be that to himself the passage has many beauties and sentiments which he is not capable of interpreting to his hearers, because he has not been educated and trained in this higher branch of the art of reading.

But is expressive reading so difficult of attainment, after all? I maintain not, if the study is pursued on rational principles. Children themselves are elocutionists born. A child, at a very early age, can wheedle and coax, can storm and exhibit anger. He seems to have the voice under perfect control, even when the feelings and incipient passions are not so. He is an adept in the use of inflections, emphases, tones, pitch, modulation and all the elements of elocution whose names he has never heard.

Now all these elements of expressive reading are there at the teacher's hand, fixed by nature and custom, and he has only to use and cultivate them. They are there; but how to get at them! Boys and girls, and even men and women, are in some respects like sensitive plants, but breathe on them and they close up. Although we do often see people of their own accord make fools of themselves, to use a common expression, yet it seems tolerably certain that there is in human nature a strong dislike to appear ridiculous. Now there is no study that requires a greater forgetfulness of self than expressive reading. And when the teacher has succeeded in breaking down this barrier of self and reserve which stands between him and his pupils, he has accomplished a great deal, and satisfactory results of his teaching will speedily appear. To do this, great tact and skill in conducting the reading lessons are required on the part of the teacher.

Expression entirely depends upon the cultivation of three things, the voice, the ear and taste, the first two of which can most readily, be cultivated in youth, taste which supposes a (fairly) ripened judgment only in a limited though an extensive degree. Voice culture is a subject in itself on which excellent works of reference may be easily obtained by those desiring to be informed. In England, of late years, a good deal of care and labor has been devoted to this pursuit; but it is in the United States that it receives the attention which it deserves. Before undertaking to practise on the voices of others, the teacher should himself have some sound knowledge on the subject of voice culture, as a wrong course may do more harm than good. Still, there are many exercises which every teacher could safely employ, well adapted to strengthen the voice, and to increase its flexibility and purity—such as simple exercises on pitch, tone, inflection, force and stress, which may be used also to vary the monotony of the ordinary reading lesson, and to impart additional interest to the teaching of reading.

Now, it is really by imitation that a child learns to speak, and imitation is an all-important factor in the process of learning to read with expression. Hence the necessity of cultivating the ear and of training it to detect the difference of tones, stress, etc. Now, the ear is cultivated by the exercises used for the culture of the voice; and thus, with voice and ear trained, a student's possibilities of acquiring expressiveness are greatly increased. With the power of imitating comes the necessity for good models, and these it is the duty of the teacher to furnish. Teachers of reading, therefore, should themselves be able to read with expression. The fact that reading, and especially this higher class of reading, is an art, and must be taught as an art, should never be lost sight of by the teacher. In the teaching of an art, as a means of acquiring, practice ranks first. The power to do so is best strengthened and increased by practice. It is not sufficient to instruct by word of

mouth, not sufficient to supply a good model. No' the hardest though most profitable part of the lesson remains yet to be taught, namely, the doing of the work by the pupils themselves. It is on this that the teacher must lavishly spend his energy, his tact, his skill, his patience, and by dint of examples, by instruction, by illustration, by repetition, by drill, by imbuing the minds of his pupils with the spirit of the passage, lead them into rendering it, not merely with intelligence, but with all that expression of voice, tone, etc., which imparts a natural music to the words, and forms a most pleasing accompaniment to the sense.

Finally, due attention must be paid to the cultivation of taste in the delivery. The sense, the thoughts and feelings of the writer should be closely analyzed with a view to interpreting them truly to the minds of others. The moving power of the human voice over the human heart is marvellous. A cry, a sob, a groan, an exclamation of horror or delight, all mere efforts of the voice, are more powerful than words; and why? Because they are the natural expression of the deepest feelings. Here, then, is the key to good taste in reading. The voice, the tones, the stress, the inflections, the time and pauses should be natural. Nature should be followed as closely as possible. In connection with this I may remark that readers are almost as liable to err by over-stepping the bounds of nature as by not rising to the natural. Hence, not infrequently, arises a false taste, an exaggerated, would-be impressive style of reading, which is commonly called affected. This is always offensive, and when it inopportunately and unnaturally assumes the grandiose, it is called bombastic, and becomes positively ludicrous.

Shakespeare, the grand exponent of humanity in all its phases of weakness and of strength, that sublime teacher of language and eloquence, who has done more to advance good reading and elocution than any other writer of ancient or modern times, has, in *Hamlet's* famous advice to the players, indicated the qualities of taste in delivery, in terms beside which mine would but betray their own insufficiency.

He says to the players: "Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue," etc., etc.

Promotion Examination.

DURHAM COUNTY PROMOTION EXAMINATIONS,
NOVEMBER 27TH, 1885.

DICTATION.

II TO JUNIOR III.

On that important Christmas eve they helped to knit some queer stockings for the neighbor's children. Edith's muffer lay beside the box of chessmen; the men being prettily carved out of ivory. Having satisfied himself, he walked out quite leisurely, and cautiously gathering all his energies, managed to reach the shanty, even against such determined obstacles. The fox, galloping along through hedge and coppice, caught and worried him to death. He thought he had best boil the porridge, and so began to grind the oatmeal.

Value 36. 2 marks off for each error.

JUNIOR III TO SENIOR III.

At the proper period his usual humor roused his flagging spirits. On Wednesdays and Saturdays he told riddles at a penny a yard in the neighborhood, and often volunteered the following specimens as a pennyworth. I feel convinced the fond creature, from excessive joy at its newly found freedom, was seized with a feeling doubly delightful. The night threatened to be uncomfortable, with the appearance of a heavy storm, and all felt the danger of loss by shipwreck, to passengers and traffic. He promised to bring it accordingly, in the direction of the garrison.

Value 36. 2 marks off for each error.

SENIOR III TO IV.

Several times he attempted suicide, but failed through the vigilance of his guards. The man's fierce humor seemed softened, and his repulsive countenance assumed a mild expression. England has long regarded her naval supremacy as indisputable, and has been rendered so confident by a series of ocean victories, that

she treated the American war with undisguised contempt. An educational system has been established, which assured to the Dominion, a prosperous and brilliant future. The deepest melancholy never impairs the promptness of his decisions or the impetuous energy of his action.

Value, 36. 2 marks off for each error.

GRAMMAR.

JUNIOR III TO SENIOR III.

1. Define: Noun, Adjective, Adverb, Conjunction, Interjection.
2. Supply suitable words to fill the following blanks, and place a bracket around each subject: (1) James, the good—fell—road; (2) will you come—house? (3) John, Tom—Fred were—boys; Is—house built—wood, brick—stone?

3. Write a sentence containing three nouns, two pronouns, one preposition, two adjectives, one adverb, one conjunction; (2) divide it into subject and predicate; (3) write over each pronoun the noun for which it stands.

4. State to what class each italicised word in the following sentence belongs: *It was a very lovely day and the school boys enjoyed their games immensely.*

5. Leave out the pronouns in the following sentences, and use instead of them, the nouns for which they stand. (1) Jane has a ball and she plays with it; (2) the master asked his scholars to hand their slates to him; (3) John said to Tom, I told you to bring your books to me.

6. Write a letter to your teacher of not less than eight lines, mentioning, among other things: (1) how long you have been in the junior third class; (2) how you like your work; (3) whether you attend school regularly or not; (4) if irregular in attendance, the cause.

Value, 10 each. Time, 1½ hours.

SENIOR III TO IV.

1. Define: Personal Pronoun, Limiting Adjective, Intransitive Verb, Analysis, Subordinate Conjunction.

2. Write sentences containing: (1) two proper nouns, one common noun, one verb, one preposition, one pronoun; (2) a subject modified by a noun in apposition and having an adverbial phrase in the predicate; (3) divide each sentence into subject and predicate.

3. Name the class and sub division of each italicised word in the following; (1) the man *whom you saw* in the field *yesterday* is *now* *dead*; (2) the *morning* lessons were prepared *without any trouble*.

4. Change the following italicised words into phrases of similar meaning, and state which kind of phrase you use in each case; (1) he *instantly* paid the *hired* man; (2) *John's* lessons and the *words given* are to be learned *promptly*.

5. Mention the modifiers, give two examples of each, and bracket the examples: (1) of the subject; (2) of the predicate verb.

6. Write a letter to a friend in Toronto of not less than ten lines, mentioning, among other things: (1) how long you have been in the senior third class; (2) how you like your work; (3) whether you attend school regularly or not, (4) if irregular in attendance, the cause.

Value, 10 each. Time, 1½ hours.

GEOGRAPHY.

II CLASS TO III.

1. Define, using complete sentences, Continent, Ocean, Strait, Isthmus, and Equator.

2. Draw a map of the County of Durham, and on it indicate the positions of: (1) the railroads; (2) the towns and incorporated villages; (3) two villages in each township.

3. Name: (1) the Oceans in the order of their size, the largest first; (2) the Continents that touch the Mediterranean Sea; (3) the Continents that touch the Atlantic.

4. Name, from any part of the Map of the World, and give the positions of: (1) three Islands; (2) three Capes; (3) three Rivers; (4) three Lakes.

5. Name: (1) the largest Continent in the Eastern Hemisphere; (2) the Oceans that touch Australia; (3) the Continents that touch the Indian Ocean; (4) the portions of land joined by the Isthmus of Panama.

6. Tell what you know about: (1) the shape of the earth; (2) the motions of the earth; (3) the divisions of the earth's surface.

Value, 10 each. Time, 1 hour.

JUNIOR III TO SENIOR III.

1. Define, using complete sentences: Island, Mountain, Zono, Watershed, Earth's Axis.
2. Name, and give boundaries of, five countries, two of them to be in North America and three in South America. Mention also the principal city in each.
3. Give the inland Counties of Ontario, west of York, with their County Towns.
4. Sketch a Map of North America, marking on it: (1) eight large rivers; (2) two mountain systems; (3) eight capes.
5. Name the principal tributaries of (1) the Mississippi; (2) the Ottawa, on the Ontario side; (3) the Amazon.
6. (1) Explain as fully as you can, the cause of Day and Night; (2) describe a trip on the train from Hamilton to Kingston, under the following headings: (1) the Counties passed through; (2) the principal Towns on the line.

Value, 10 each. Time, 1 hour.

SENIOR III TO IV.

1. Define, using complete sentences: Desert, Meridian, Voicano, Latitude, Roadstead.
2. Sketch a Map of Europe, marking on it. (1) the countries that touch the Mediterranean Sea; (2) six large rivers; (3) six seas or gulfs.
3. What are the following, and where situated: Ortegall, Ural, Race, Jamaica, Brandon, Chudleigh, Liverpool, Battleford, Gode-rich, Magdalen?
4. Name the principal islands: (1) on the east coast of America, (2) on the south coast of Europe; (3) north of America and Europe.
5. Name: (1) the Provinces of the Dominion east of Ontario, and their capitals; (2) five Cities of Ontario and the Counties in which they are situated.
6. (1) Give as fully as you can the causes of the seasons; (2) describe a trip from Montreal to Winnipeg on the Canadian Pacific, mentioning among other things, any towns or cities on the way.

Value, 10 each. Time, 1 hour.

ARITHMETIC.

VI CLASS TO JUNIOR III.

1. Work correctly: $800456 + 457628 + 704567 + 8769 + 587698 + 81,792 + 46786 + 142867 + 389469$.
2. From eight times 79896428, take 7 times 47806980 and divide the difference by 9.
3. Work correctly: (1) 1201×89 ; (2) 8096×2090 ; (3) $16952 \div 13$, (4) $16014 \div 157$.
4. The difference between two numbers is 87627; the larger number is 637581. Find the sum of the two numbers.
5. A person earns 125 cents a day for six days in each week and spends 384 cents a week; he also gives away 264 cents a month of 4 weeks. How much will he save in a year of 52 weeks?
6. A farmer bought 908 yards of cloth at 87 cents a yard, 1890 pounds of sugar at 13 cents a pound, and a suit of clothes at \$18. He gave in payment 87 bushels of wheat at 87 cents a bushel, 67 pounds of butter at 13 cents a pound, and the balance in money. How much money did he pay?

Value, 10 each. Full work required. Time, 2 hours.

JUNIOR III TO SENIOR III.

1. What number taken from 39261352 thirteen times will leave as a remainder 2639.
Find the value of $(8096 + 1208 - 97 + 189 - 1078 + 678492 - 999) \times 807060$.
3. Work correctly: (1) 8324×87 ; (2) 20804567×2080 ; (3) $1129236 \div 139$; (4) $174909180 \div 8070$.
4. Reduce 809648 farthings to £. s. d.; and find how many oz. there are in 8 tons, 2 cwt., 5 lbs.
5. The sum of the divisor and remainder is 252; the divisor is 3 times the remainder; the dividend is 38808. Find the quotient.
6. Find the total value of 164 lbs. butter at 23 cents, 168 qts. milk at 6 cents, 187 bush. potatoes at 37 cents and 184 bush. barley at 2 cents a pound.

NOTE. — 60 lbs. wheat, or 48 lbs. barley, in a bushel.

Value 10 each. Full work required. Time, 2 hours.

SENIOR III TO IV.

1. In 806780 inches how many miles, fur., &c.; and in £807 16s., 8½d., how many farthings?
2. A has £802, 2s., 9d., B has one-third as much as A, and C has £19, 8s. 6½d. less than A and B together. Find C's money.

3. Work correctly: 86710×4070 ; $£37, 17s., 6½d. \times 16$; $37907280 \div 29070$; $£19007, 6s., 6½d. \div 7$.
4. Find the value of: (1) $3\frac{3}{8} + 13\frac{1}{2} - \frac{1}{2} + 7\frac{1}{2} - \frac{1}{2} + 2\frac{3}{4} - 1\frac{3}{4} + 12\frac{1}{2}$; (2) $201\frac{1}{2} - \frac{1}{2}$ of $3\frac{3}{4} - \frac{1}{2}$ of $1\frac{1}{2} + 12\frac{3}{4}$.
5. A person paid away $\frac{1}{4}$ of his money and then $\frac{1}{4}$ of what remained; he then found that he had \$770 more than $\frac{1}{4}$ of his money left. How much had he at first?
6. A drover bought sheep at the rate of 3 sheep for \$18 and sold them at the rate of 9 sheep for \$72. Find his gain on 840 sheep, supposing that one sheep dies in each dozen bought, and that a dead sheep is of no value.

Value, 10 each. Full work required. Time, 2 hours.

Practical Department.

A HINT TO PRIMARY TEACHERS.

BY COL. F. W. PARKER.

The richest fruitage of the past is the ability to move forward, and the essential condition of progress is freedom—freedom to grow and help others to grow. What superintendent is not hampered? The teacher who is looking out for a re-election can't advance. The principal with one eye on a book-publishing house can't carry his school forward. A teacher chained to examinations can't be free. Our great battle is for freedom; freedom from interference; freedom from methods. Have your own plans and carry them out. There are,—

1. Teachers who work after a pattern; they are artisans. 2. Teachers who follow an ideal erected by their own minds; they are artists. 3. Cobblers who patch up the bad work of others.

How are you to become artists instead of artisans and cobblers? By thoughtful experience; by studying every step of your work. Ask yourself constantly, "Why do I do this?" "How can I do it better?" "How and where can I use the experience of others?"

Let the end be mind-development of yourself and pupils—power to see and think. Whatever best develops the mind, that is the most practical education. You have: (1) the thing to be taught; and (2) the mind to be taught. Know both of these, and the method will take care of itself. Methods alone are doing incalculable evil.

God determined how the child's mind should grow. All the teacher can do, is to aid that growth. You must have freedom to do this. Well, suppose your school committee stand in your path. Take your life in your own hand and say, "Turn me out if you will, here I stand for children's rights." We are a servile set, thinking too much of our bread and butter.

A superintendent who don't allow his teachers freedom is a nuisance, and ought to be put out. A teacher who has no ideal, no lifting horizon, is a nuisance. I say to my teachers, don't follow me, go your own way to work. Do a little well. But one thing I do demand. You shall move. Move on like poor Jo. Do nothing twice alike. Don't do things as you have done them before. If a child stood up before, have him sit down now. Whatever you do, do something different. Have no patterns. Uniformity is death—unity is life. If we study the principles that underlie the education and the child nature, we don't quarrel so much.

A story illustrates what is needed in our schools. A young beau hired a horse to go courting. Before he got out of town the horse balked. He thrashed and coaxed and slashed to no avail. A crowd gathered, and one after the other tried his plan of starting the horse. At last an old sailor said, "I can make that horse go." "Do it," said the driver. He gathered up a big handful of half-melted snow and clapped it into the horse's nose, clucked to him and away he went. "Thar, I told you I could. All that hoss wanted was a new sensation."

Give your scholars a new sensation, and they'll go.

INCREASING THE CHILD'S VOCABULARY.

BY T. W. FIELDS.

The teacher who neglects to increase the child's stock of words has done that child a great wrong. He has deprived him of one of the great means of thinking and expressing his thoughts. The child who is early taught to use properly a large list of words in expressing his ideas soon begins to think much and variously. He has ideas because words are the signs of ideas. He associates these words together and has an association of ideas. In his mind he assembles them in such a way that he is able to follow out successfully a train of thought. He is developing his intellect by his thinking with these words. Every effort, every plan on the part of the teacher, which aids in increasing the child's vocabulary, is giving it mental power. The pupil should be drilled continuously in this exercise. There is no stopping-place. Perfection is never reached, yet a high state of cultivation is possible and profitable.

Giving Definitions.—The child needs to be early taught to give a definition for every new word that he finds. He should be taught to ascertain this for himself while preparing his lesson. Every well-provided school possesses an unabridged dictionary. Pupils sufficiently advanced should possess a small one for their own use. A child, if shown by the teacher how to search for words, need not be very far advanced until he can find these definitions for himself.

He should be required to give definitions by synonymous words when this can be done; but when there are none, then by synonymous phrases. It should be ascertained by the teacher that the child understands the definition. Many of our definitions will need defining to the pupil. To increase the child's knowledge of words, he should learn the other meanings which words have. His vocabulary is not sufficiently increased unless he knows all the meanings words may express. To test this fully, a most excellent exercise is to require the pupil to write sentences containing the words so as to convey their different meanings. Still another way is for the teacher to read the definitions and have the pupils tell what word is defined. They should be encouraged to use them in their conversation, in their other recitations, and in their compositions. Vigilant care on the part of teacher, constant drilling and frequent reference to the dictionary by the pupil will soon develop such a knowledge of words as will contribute in no small degree to the success of the child in all intellectual pursuits. As the child is more advanced it will study etymology, which will have its beginning in the reading class.

If the teacher is faithful in this matter, she will soon learn that the child who has a fair vocabulary can more easily get his other lessons than the one who is deficient in the knowledge of words.—*N. W. Mo. School Journal.*

Educational Notes and News.

G. J. Riddell, B.A., Mathematical Master of St. Mary's Collegiate Institute has had his salary recently raised from \$850 to \$900.

At the recent Departmental Examinations, Stratford Collegiate Institute obtained nineteen 2nd class certificates, and twenty-two 3rd class certificates.

John McBride M.A., B.Sc., has resigned the Headmastership of Richmond Hill High School. Thos. Redditt, B.A., his assistant has been appointed his successor.

Miss Lottie McNiven, who has had charge of the junior department in Kirkfield Public School, has been engaged for one of the departments of the new school, Fenelon Falls.

The Masters of St. Mary's Collegiate Institute, took their inspection holiday last Friday, and spent the day visiting Stratford Collegiate Institute.

The attendance in Stratford Collegiate Institute, is steadily increasing. There are 204 now in attendance, and almost 300 names have been enrolled during the year.

F. W. Merchant, M.A., Head Master of Ingersoll High School, has been appointed Head Master of Owen Sound High School, at a salary of \$1500. He is to take charge of Science subjects.

We congratulate Messrs. T. A. and S. G. Brown of this place (Enniakillen) on having been appointed to the headmastership of the public schools of Leskard and Green River.—*Canadian Statesman.*

The principal and staff of Stratford Collegiate Institute have been re-engaged at the following salaries: Principal, \$1,300; Mr. Mayberry, \$1,000; Mr. Wilson, \$1,000; Mr. Deguerre, \$850; Mr. Moran, \$800.

An attempt to punish an unruly boy in a Holyoke, Massachusetts, school recently brought on such a general fight that the police had to be called in to quell it, and the teacher and two pupils were marched off to the station-house.

Our popular teachers, Mr. Daniel Johnston and Miss Hillen, have both been re-engaged for the ensuing year at increased salaries. The school at the present time is in a very progressive state under their tuition.—*Walton Correspondent, Seafort's Sun.*

Miss Minnie Gillespie, of Orangeville, has been engaged as assistant teacher of Camilla school for 1886. Miss Gillespie occupied the same position two years ago, and gave good satisfaction, and will doubtless be welcomed back.—*Shelburne Free Press.*

Some anxiety was expressed lately about Mr. Hadley, the teacher of Byron school, who suddenly disappeared. He has "turned up" all right having adopted another profession that of sailor, which he prefers much better. Many of the teachers we know, aim at Law or Medicine; here is a new departure.

Educational matters in Petrolia are in quite a flourishing condition. In order to still further increase the interest in such matters the teachers of the High School there have just purchased a beautiful upright piano from Mr. Charles F. Colwell, of London, Ont., for use in the Literary Society connected with the Collegiate Institute.

Mr. John Tait, English Master of the Collingwood Collegiate Institute, has tendered his resignation, and accepted the Principalship of a College at New Yacoma, Washington Territory. Mr. Tait is a first-class teacher, and has gained a Provincial reputation as one of the best instructors in the Province.—*Shelburne Free Press.*

Since the appointment of Samuel T. Hopper, B.A., as head master, the Brighton High School is becoming gradually more prosperous. The attendance is steadily improving week by week. There are nearly fifty names on the register, with a daily average of 42 or 44. The board may well be satisfied thus far with their new teachers.

The Inspector of High Schools in his half-yearly report of the Almonte High School concludes as follows:—"This is undoubtedly one of the best High Schools in the Province. The work done in the English branches is particularly noteworthy." This school is under the headmastership of Mr. P. C. McGregor, formerly of Brockville High School.—*Brockville Recorder.*

The trustees of (Altona) have engaged as teacher Mr. James E. Forfar for another year at an increase of salary. Mr. Forfar is one of the best teachers Altona ever had. During the past three years he has successfully passed eleven pupils at the entrance examination and has a large class preparing for the coming examination. We wish him every success.—*Whitby Chronicle.*

At the last meeting of the Renfrew Board of Education, Miss Alice McDonnell was engaged as teacher for 1886 in the room at present occupied by Miss Cameron,—the latter having declined the offer of re-engagement. Miss McDonnell's salary will be \$250. The Model School staff for 1886 will therefore be:—Mr. Harlton, Miss Anderson, Miss McDonald, Miss McDonnell, and Miss Soper.—*Perth Courier.*

A strong movement in favor of the Tonic Sol-fa method of learning to sing at sight is being made in Toronto. Prof. A. T. Oringan, of the Tonic Sol-fa College, England, has been engaged to give instruction to several classes in connection with the most prominent

ent churches, and we are looking for some good results. We hope to see an effort made in the schools, if for no other purpose than to test the merits of the system. It is a success in Chatham, and many other places in the west of Ontario. A resolution in favor of its use in schools, was adopted at the last meeting of the Ontario Teachers' Association, and it would be well to try how it would work, especially as one of the leading graduates of the college is here to exemplify it.

On the evening of the 26th ult., the teachers in training at the County Model School, Port Perry, entertained their teachers at a complimentary supper, and during the course of the evening, presented the Principal, Mr. Alexander M. Rao, with a very flattering address, referring in the highest terms to his ability and success as a teacher and the benefits they had derived from his instruction during the session.

The Peterborough Board of Education has accepted the resignation of Mr. J. Kay Coleman, principal of the public schools, and of all the other P. S. teachers. The following appointments were made:—Mr. Smith, principal of the West Ward school, was appointed to the position of principal of the central school. Mr. A. Scott, of Ottawa, was appointed to second mastership in the place of Mr Beatty; Miss Johnston was promoted to Miss Dowling's position; Miss Graham to Miss Johnston's position; Miss Ellsworth to Miss Graham's; Miss Errett to Miss Ellsworth's, and Miss Davidson was appointed to Miss Erritt's position.

Honor has been done to one who is very deserving of it, in the presentation to Mr. N. W. Campbell, head master of St. Thomas Model and Public Schools, of an elegant silver titing water-pitcher, by his Model class. The presentation was made by Miss Rogers, who read a suitable address, and Mr. D. Munro, who handed it to the worthy recipient in the name of the members of the class. It was a pleasing termination to a programme gone through by the Literary Society in connection with the Model School. Mr. Campbell, replied to the students in very feeling terms, and stated his regret in parting with them, wished them every success and thanked them for the beautiful gift.

The Announcement of St. Thomas Collegiate Institute is to hand. It is a neatly gotten up pamphlet printed by the *Journal* Company. The record of this establishment is one of continued success and its supporters may well be proud of its fame and prosperity. If success at examinations may be taken as a test of the work, the long roll of those who passed creditably during 1885 in the various departments, is testimony of the most convincing nature. Want of space prevents particularizing numbers. The special features of this establishment are: 1. No fees are required. 2. The great number of optional subjects enables the students to select whatever studies may be of most advantage for their special objects in life. 3. Each of the important departments of English, Classics, Mathematics, Natural Science and Modern Languages, is conducted by a master who has given special attention to his own subjects. 4. To become the better acquainted with the character and attainments of each student the Principal will, in addition to his own department, give some attention to the various subjects of the course. 5. Written examinations are frequently held and questions proposed of such scope and character as those given at the various Departmental or University examinations for which students may be preparing. English Language, Literature and History are taught by the Principal, J. Millar, B.A.; Latin, Greek, and Classics, by N. Quance, B.A.; Mathematics, by A. F. Ames, B.A.; French and German, by W. G. Shepherd, B.A.; Natural Science and Bookkeeping by Mr. T. Leitch, and Elementary English and Mathematics by Mr. N. W. Ford. Messrs. J. McLean, J. H. Coyne, B.A., and A. McCrimmon, Barristers give lectures in Commercial Law. Lieut. T. H. Jones is teacher of Military Drill.

For Friday Afternoon.

A PROBLEM.

Here is a very curious problem for little scholars to work out and explain:—Take a piece of paper, and upon it put in figures your age in years, dropping months, weeks, and days. Multiply it by two; then add to the result obtained the figures 3,768; add two, and then divide by two. Subtract from the result obtained the number of your years on earth, and see if you do not obtain figures that you will not be likely to forget.

FOR BOYS AND GIRLS.

God wants the boys, the merry boys,
The noisy boys, the funny boys,
The thoughtless boys;
God wants the boys, with all their joys—
That He as gold may make them pure,
And teach them trials to endure.
His heroes brave he'll have them be,
Fighting for truth and purity:
God wants the boys.

God wants the happy-hearted girls,
The loving girls, the best girls,
The worst girls;
God wants to make the girls His pearls—
And so reflect His holy face,
And bring to mind his wondrous grace;
That beautiful the world may be,
And filled with love and purity;
God wants the girls.

Blessings on thee, little man,
Barefoot boy, with cheeks of tan!
With thy turned-up pantaloons,
And thy merry whistled tunes,
With thy red lip, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
Fare my heart I give thee joy—
I was once a bare-foot boy!
Hence thou art—the grown-up man
Only is republican.
Let the million-dollared ride!
Barefoot, trudging at his side;
Thou hast more than he can buy
In the reach of ear and eye—
Outward sunshine, inward joy;
Blessings on thee, barefoot-boy!

—John Greenleaf Whittier.

Teachers' Associations.

ALGOMA.—The semi-annual convention of the Algoma Teachers' Association was held at Little Current on the 26th and 27th of October. Owing to the absence of the president, Mr. John Wright was appointed chairman. After the usual routine business, it was resolved that the last part of the session be occupied by a debate on the subject: *Resolved*, That the savage state of mankind is more conducive to happiness than the civilized state. Messrs. Ferguson and Thibaudeau were appointed for the affirmative, and Messrs. Moore and Flesher for the negative. "The Distribution of Municipal Grants" was then taken up by Mr. Flesher. A very interesting and practical paper on "Exciting Pupils to Diligence" was read by Mr. John Wright. Mr. T. Flesher read a valuable paper on "Liberal Education." It was keenly discussed by Messrs. Trotter, Wright, Ferguson, Moore, and Thibaudeau. "Teaching Measures and Multiples to Beginners" was then taken up by E. J. J. Ferguson. Mr. Thos. W. Trotter read a paper on "The Teachers' Profession," in which he advocated the payment of teachers according to the grade of certificate held by them; discussed by Messrs. Moore, Ferguson, George, and Wright. "The Benefits of Teachers' Conventions" were then briefly set forth by E. J. J. Ferguson. Some methods of making conventions still more attractive and beneficial were also set forth. Mr. Moore suggested that each teacher extend an invitation to his trustees to attend the convention in future.

In the afternoon session the debate took place, which resulted in a decision in favor of the affirmative, after having been keenly contested on both sides. The next meeting of the Association will be held in Manitowaning on the first Thursday and Friday in March, 1886. At the evening session of the next meeting the subject for debate will be: *Resolved*, That the water portion of the globe is more beneficial to mankind than the land." Mr. John Wright was appointed 2nd vice-president in place of Mr. Thos. C. Sims, and Mr. Louis N. Thibaudeau auditor, in place of Miss Foster.

Professor: "Young man, do you know what I am teaching?"
Student: "Yes, sir; German." Professor: "No, sir; a crowd of blockheads." (Tally one for Professor.)

Literary Chit-Chat.

Mr. Goldwin Smith is just recovering from a severe illness.

Among great Americans who have expended their youthful talents in editing college papers are the poets, Homes and Willis, the statesmen, Everett and Evans, the eloquent divine, Philips Brooks, and the pleasing author, Donald J. Mitchell. — *Varsity*.

Ruckin's "King of the Golden River," is to be the next book in Ginn & Co's series of "Classics for Children." Ready January 1st.

Ginn and Company of Boston have just published the second edition of "A Double Story for Young and Old," entitled "Those Dreadful Mouse Boys," by Ariel. It is pronounced a bright, clever satire, carrying a very good moral.

Mr. Swinburne has undertaken the article on Webster for the "Encyclopedia Britannica."

Princess Louise and the Marquis of Lorne will be joint contributors to an early number of *Good Words*: their subject, "Our Railway to the Pacific," the Princess contributing the pictures and Lord Lorne the letterpress.

The Christmas number of *St. Nicholas* is a gem. Letterpress, illustrations and covers, are all modes of taste and skill in their respective departments. The child heart that refuses to be delighted with it must be hard indeed.

Still another school history. "The Leading Facts of English History," by D. H. Montgomery, is shortly to be issued by Ginn & Company. This work aims to present very briefly, yet clearly and accurately, the broad, vital facts of English History in their connection with their great laws of national growth.

A new English Dictionary, said to have been in preparation over a quarter of a century, though only two parts are yet published, is being issued from the Oxford Clarendon Press. It is to be a work of great learning and research and its aim is "to furnish an adequate account of the meaning, origin, and history of English words now in general use, or known to have been in use at any time during the last hundred years."

Question Drawer.

QUESTIONS.

I have heard the statement that, after July 1886, candidates for First C. must take the University Senior Matriculation examinations. Is this true? P. D. G.

1. What is the best dictionary?
2. Could any one give any good remarks on testing reading of lower classes? L. N. T., Little Current.

ANSWERS.

P. D. G.—The "Regulations" issued by the Department but a few months since prescribe that candidates who, in addition to the Departmental second-class non-professional examination, have passed the junior matriculation examination of Toronto University with first class honors in Mathematics, English History, and Geography, or an equivalent examination in any of the chartered Universities of Ontario, shall be awarded a First C. non-professional certificate without further examination. We have heard nothing of any change and it seems in the least degree improbable that any change can be contemplated so soon.

L. N. T.—1. We presume you mean the best English Dictionary. There are several dictionaries now published, every one of which claims to be the best, and as there are special merits in each which meet the views of different persons, the book containing matter suitable to a person is the one he thinks the best. Webster's Unabridged is considered by many to be the leading authority, especially the new edition; others favor Worcester as being the most orthodox. For our own part we find Webster's all that can be desired as a book of reference.

2. Many of our friends have the ability to reply to this question and the willingness also. We therefore relegate it to them.

In JOURNAL No. 43, I see that Mr. H. J. Brownlee does not agree with my solution of the instalment problem of July 30th. It is correct enough, if we may use simple interest, which I think we may, although compound interest is generally used in such problems. The Nos. representing the years got changed. They

should run 9, 8, 7—1, 0. I will give the solution in compound interest which gets Mr. Brownlee's answer:

Amount of a \$1 instalment for 9 years	= \$ 1.689478 +
" 1 " 8 "	= 1.5 3818 +
" 1 " 7 "	= 1.503630 +
" 1 " 6 "	= 1.4 8319 +
" 1 " 5 "	= 1.338225 +
" 1 " 4 "	= 1.262476 +
" 1 " 3 "	= 1.19 016 +
" 1 " 2 "	= 1.1236
" 1 " 1 "	= 1.06
1 paid at end of 10 ys.	= 1

Total = \$13.180794 +

Amount of \$1,000 for 10 years at 6% = \$1790.84769 +
 \$13.18079 shows a \$1 interest.
 \$1790.8476 " \$1790.846

13.18079
 = \$135 +

A similar question will be found worked out near the beginning of Kirkland & McLellan's arithmetic.

The following are solutions to questions asked by Pupil A in the last JOURNAL:—

$$\left. \begin{aligned} 1. A &= 125 \text{ bbls.} \times 110 = 137\frac{1}{2} \\ B &= 150 \text{ " } \times 100 = 150 \\ C &= 225 \text{ " } \times 110 \times \frac{105}{100} = 261 \end{aligned} \right\} = \text{ratio of quality.}$$

$$\begin{aligned} 500 \text{ bbls. at } \$7 &= \$3,500 \\ \text{Less } 4\% \text{ commission} &= \$3,360 \end{aligned}$$

Divide \$3,360 in the ratio of the qualities and A = \$342; B = \$918; and C = \$1,598 +

2. Take child's share after deduction of duty as \$99
 ∴ brother's " " " will be \$49.50.
 ∴ child's before deduction of duty will be \$100.
 ∴ brother's " " " $\frac{100}{99}$ of

$$\begin{aligned} \$49.50 &= \$49.50 \\ 5 \text{ children will get} &= \$247.50 \\ 3 \text{ brothers " } &= 148.50 \end{aligned}$$

Divide \$12670 in proportions of 48500 and 14850 and children's share = \$9700, and brothers' " = \$2970

$$\begin{aligned} \therefore (\$9700 \times \frac{99}{100}) + 5 &= \$9620.60 \\ \therefore (\$2970 \times \frac{99}{100}) + 3 &= \$2963.60 \end{aligned}$$

R. NESBITT, Woodville.

Arithmetical solutions for 'Pupil A' in issue of Nov. 26.

1. 'On inspection' we assign 110, 100 and 116 as representative values of A's, B's, and C's flour.
 Then A has $125 \times 110 = 13750$
 B " $150 \times 100 = 15000$
 C " $225 \times 116 = 26100$

54850

Now divide \$3500 less 140 com. as per equation of payments. Ans. \$842 +, \$918 +, \$1598 +.

2. Let 1 represent net brother's share
 Then $\frac{100}{99}$ = gross " share
 ∴ 2 = net child's share
 ∴ $2 \times \frac{100}{99}$ = gross child's share
 5 children and 3 brothers total $\frac{10000}{99}$ and $\frac{300}{99}$
 added gives $\frac{10300}{99} = \$12670$
 $\frac{100}{99} \times \frac{10300}{99} = 9900 \times \frac{10}{99} = 990$ gross brother's.
 = 1940 = gross child's.
 J. H. CLARY, Tuscarora.

Another solution to Mr. J. Ireland's equation.

$$\begin{aligned} x^2 + y &= 7 \quad (a) \\ x + y^2 &= 11 \quad (b) \\ y(a) &= x^2 + y^2 = 77 \\ -(b) & \quad x + y^2 = 11 \\ \hline x^2 - x &= 7y - 11 \\ +3(a) &= 3x^2 + 3y = 21 \\ \hline x^2 y + 3x^2 - x &= 4y + 10 \\ x^2(y+3) - x &= 4y + 10 \\ x^2 - \frac{x}{y+3} &= \frac{4y+10}{y+3} \quad (\text{complete the squares}) = \end{aligned}$$

$$x^2 - \frac{x}{y+3} + \frac{1}{4(y+3)^2} = \frac{16y^2 + 88y + 121}{4(y+3)^2}$$

$$\therefore x - \frac{1}{2(y+3)} = \frac{4y+11}{4(y+3)}$$

$$x = \frac{1}{2(y+3)} + \frac{4y+11}{4(y+3)}$$

$$x = 2 \text{ or } -\frac{2y+5}{y+3}$$

D. R. BOYLE, West Arichat C. B.

Advice to "Earnest Teacher, Question Drawer, No. 43.

Mr. "Earnest Teacher,"—If your children be of the Boston ideal type no doubt problems in speculative philosophy, and such trivial affairs as Avogadro's law would interest them, but taking it for granted that you have the average, laughter-loving, rollicking pupils, I beg leave to suggest less lofty themes.

1. Spelling matches a la Hoosier.
2. Lively object-lessons on familiar objects, as tea, cotton, paper, leaves, flowers, coal, etc.
3. Descriptive talks on social life and customs of other nations, pioneer life, world products, curiosities, facts about the solar system—anything to excite wonder, which is the "seed of all knowledge,"—"broken knowledge" in short.
4. Draw a sketch, during intermission, on B. B., get or give a description of it—cultivate the imagination.
5. Even though you cannot sing Il Travatore, set your pupils singing "John Brown's Body," or some other, more sensible, classic song—you will find that they will derive as much pleasure from singing as a baby does from a tin rattle. Seriously, singing is conducive to good humor.
6. Read and discuss with your pupils the events recorded by your newspaper.
7. Word-building. Be enthusiastic over it and you will enjoy it as well as they. I do. If you can get nothing better than an old tin kettle in lieu of a drum, hit it as hard and as often as you can—on Friday afternoon.

J. H. CLARY,

Tuscarora.

Reply to C. B., in CANADA SCHOOL JOURNAL, November 16th.

In the sentence, "So that the study of any one plant, traced from the seeds it springs from, round to the seeds it produces, would illustrate the whole subject of vegetable life and growth." "Traced from the seed round to the seeds," is an adjectival phrase completing or qualifying "plant." "It springs from," or more correctly, "from which it springs," is a dependent proposition qualifying "seeds." "Round" is an adverb modifying "traced." The relation of the propositions is as follows:—"Traced from seed," "traced to seeds."

The sentence is imperfect as it contains no principal preposition. "To" is an adverb modifying some word going before, and "that" is an adverbial conjunction joining the proposition of which the verb is "would illustrate" to a former proposition.

J. H. KNIGHT.

Lindsay, 1st Dec., 1885.

Literary Reviews.

NOTES OF TRAVEL IN NORTHERN EUROPE, by Charles A. Sumner. (Amurro J. Graham, 74 Broadway, New York.) The teacher who attempts to interest his pupils in geography from the bare, dry text-book alone will find his mistake. He has to invest the dry bones with flesh, and breathe into the mass a living spirit. This he can do only by filling his own mind with facts gathered from newspapers, reliable books of travel, science, and history. As an entertaining volume we commend this book, and as an aid to imparting interesting facts relating to places in Northern Europe the teacher will find it valuable. It is written by a San Francisco gentleman who travelled over the ground, with that acute faculty of observation for which "our cousins" are noted, and his description of places, manners and customs, people and governments, is graphic and pleasing. The book is neatly bound, and the type is good, but a better class of workmanship on the illustrations would be desirable.

QUESTIONS FOR CLASSICAL STUDENTS ON THE FIRST BOOKS OF CÆSAR'S GALLIC WAR AND XENOPHON'S ANABASIS, with Grammatical References, by E. C. Ferguson, Ph.D. (Boston: Ginn & Co.) This little manual of 140 pages is a god-send to the numerous students who have to study Latin and Greek with very little assistance from teachers. It gives the best possible kind of help, namely, that which shows the student how to help himself. This it does efficiently by copious questions and precise references to

the grammars of Harkness, Allen and Greenough, Goodwin, and Hadley. The following short specimen may suffice to give a glimpse of the book:—"What two rules for *Gallia* being fem? A. & G., 35, end, 23; H., 43, 42, 11, 2. Gender of *omnis*? In adjs. of two endings, which two genders are alike? A. & G., 84; H., 152, 11. Is *divisee* used with *est* to form the perf. tense in the pass., or is it used as a pred. adj.? A. & G., 211, b; H., 550, N. 2." We wish the author had marked the doubtful quantities, as these are a great stumbling-block to beginners, especially in prose.

LANGUAGE LESSONS IN ARITHMETIC, by Miss Ellen N. Barton, Principa of the School for the Deaf, Portland, Me. 431 pp. (Ginn & Co., Boston, Mass.) This book is founded on the principle of learning things rather than the mere names of things. The whole spirit of it is diametrically opposed to the plan of using barren definitions and blind rules. It commences with exercises in counting marks, objects, &c., and is divided into twelve sections, each containing many well-graded lessons, in which the problems are easy, practical, and entertaining to the learners. The first part of the book, consisting of 233 pages, is well worthy of the attention of every primary teacher in Canada. For variety of useful, practical exercises we have seen nothing to equal it. It would be a profitable investment for every board of trustees to place a copy on the teacher's desk in all the junior grades.

The breezy account of "The Haro and Hounds Club," by W. J. Ballard in the November TREASURE-TROVE AND PUPILS' COMPANION will stir the blood of every "live" boy, and it will give our teachers a refreshing idea on the subject of physical exercise. Those who would be glad of a suggestion for "A New Thanksgiving" will find it in the bright story under that caption by Mrs. Elizabeth P. Allan. There is a charming short story, by Sally Campbell; and among articles curious, timely, and right to the point are "The Story of Some Favorite Poems," "Some Fruits of Lincoln," and "Mind Your Own Business," by Wolstan Dixey. *Treasure-Trove* is especially useful to teachers in their school work; they will be particularly grateful for "Stories from History," "Lives of Great Men," "The Doctor's Letter," "The Capital of Egypt," "The Living World," "The Man Who Caught Gold and Silver Fish," by Prof. John Montith, and "Something to Speak." December *Treasure-Trove* promises some beautifully illustrated articles; Christmas Stories by Mary E. Wilkins and others, and articles of great value to teachers by Prof. John Monteith, Hazel Shepard, S. C. Wheat, and others. Price \$1 a year. E. L. Kellogg & Co., 25 Clinton Place, New York.

YOUNG FOLKS' DIALOGUES. Edited by Charles C. Shoemaker, National School of Oratory, Philadelphia. Any means of meeting the difficulty of providing suitable exercises for Friday afternoon will be welcomed by the teacher. This book will help very materially. The feeling of isolation which makes a child nervous when called up to recite alone is obviated by the sympathy of numbers in a dialogue, and a spirit of emulation in the effort to act the part well gives zest to the exhibition. The pieces in this book are not too long, are well selected, and judiciously arranged.

POPULAR DIALOGUES: For School and Social Entertainment. C. C. Shoemaker. These are smaller and cheaper books than "Young Folks' Dialogues," and are of a similar nature. They are published in sets, each book complete. In this form they are well suited for the purpose. The sentiment in the pieces is of the best kind, and for school exercises or social entertainments we know of nothing better adapted to the requirements of the young folks.

HOW TO RISE.

Heaven is not gained at a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

We rise by things that are 'neath our feet ;
By what we have mastered of good and gain ;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

—J. G. Holland.

"No man ever learned one thing alone." A truer word was never spoken. The man of one idea has no idea. He that thinks truth will die with him and be buried in his grave, scarcely knows what is truth. Causation is complex. Truth lies in parallel lines, although they may be zigzags. Let no one think he has a patent upon truth as a whole, or upon any portion of it. Teachers, above all others, should be tolerant, generous, many-sided. Narrowness, bigotry, the spirit of intolerance, should never be admitted to the school-room.—*N. E. Journal of Ed.*

"He prayeth well who loveth well
Both man and bird and beast.
He prayeth best who loveth best
All things both great and small ;
For the dear God who loveth us,
He made and loveth all."

—Coleridge's *Ancient Mariner*.