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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, APRIL 2, 1885.

No 13.

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The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.
and a staff of competent Provincial editors.

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

—O—TERMS—O—

THE SUBSCRIPTION price for THE CANADA SCHOOL JOURNAL is \$2.0 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

J. L. ROBERTSON,

Secretary-Treasurer.

JACOB M. KENNEDY.

Business Manager.

The World.

Will correspondents and contributors kindly remember as they desire the good wishes rather than anathemas of composers, to write on but one side of the sheet?

The long-talked of National Society of Arts has at length been organized in the United States. At a recent meeting a constitution was adopted, and twenty trustees chosen as a Board of Control.

There is, at least, one praiseworthy feature in the Egyptian financial arrangement recently agreed to at the Conference of the Powers in London. The huge injustice of exempting foreigners from taxation is no longer to be tolerated, and all residents in Egypt, European as well as native, are henceforth to bear their just share of the burden of making up the revenue of over \$26,000,000 required for the expenses of Government, and the gradual repayment of the loan.

The Chicago *Current*, the ambitious literary weekly of the West, seems to be on the high road to success. The recent arrangement by which it has added Professor Swing to its regular staff, and thus virtually absorbed the weekly magazine in which that brilliant writer and orator has hitherto been accustomed to speak to the public, can scarcely fail to increase largely both the interest and the circulation of the *Current*. Professor Swing has a more than western, or even national reputation as a scholar, an essayist, and a broad-minded, independent thinker, and will no doubt stamp any department of the *Current* which he may occupy with the impress of his own strong individuality.

Since the date of our last issue startling events have taken place. Canada is confronted with an armed insurrection of half-breeds in the North-west Territory, and there is serious danger that the outbreak may be aggravated by a rising of Indian tribes and culminate in all the horrors of an Indian war. It is devoutly to be hoped that our young country may be spared this terrible disaster. The present duty is, of course, to put down the insurrection with a strong, firm hand. That accomplished, the next duty, equally stern, will be to inquire whether the revolt is in any measure due to neglect or violation of just claims of half-breeds, or failure to observe the strictest good faith in fulfilling treaties with Indians.

We were somewhat struck the other day with a new way of putting one of the arguments for the retention of the civil Sabbath. It was to the effect that to abolish Sabbath restrictions would virtually be to add one-sixth to the time for labour and to reduce proportionally the rate of wages per day. This seems to assume that the amount of work and travel to be done would not be increased, but simply distributed over seven days instead of six. The assumption is probably only partially correct. Still there is force in the argument, which all classes will do well to ponder. In the view of many practical sociologists, the only remedy for the distressing scarcity of employment that now prevails must be found in a decrease of the hours of labour, so as to make the supply available to larger numbers. The abolition of the Sabbath would, on the principle stated, tend in the opposite direction, enabling labourers already employed to monopolize a larger amount of work.

While the eyes of all Christendom are strained to catch the first movements of the impending conflict between the titanic forces of Great Britain and Russia, South America is enacting its annual military drama on a larger scale than usual. The vaulting ambition which has led Barrios not only to proclaim himself Dictator in Guatemala, but also to attempt the forcible consolidation of Nicaragua, Costa Rica and San Salvador into one great state under his own Government, seems to have overleapt itself. With Mexico on the one hand sending an army

of 15,000 men to act as a corps of observation on his own borders, and the United States Senate on the other declaring that any invasion of Costa Rica or Nicaragua will be regarded as a hostile interference with the United States, under the pending treaty with the latter State, the ambitious President will be likely to think twice before proceeding to carry out his too ambitious project.

The anomalous position in which Canada stands in reference to the law of copyright, is so humiliating, and so detrimental to the publishing business that one would have expected to see the political parties a unit in seeking relief. As the law now stands it is an effectual bar to the republication of any English copyrighted work in Canada. By the provision that American reprints may be admitted on payment of duty, and, in cases where the American publisher has made no arrangement with the author, payment of an author's royalty of 12½ per cent., the whole business is thrown into the hands of the American. *Justice, of course, demands that the rights of the British author should be protected, but it would surely be possible to do this, at least as well as it is now done, and yet give Canadian publishers a chance in their own market. The case demands an International copyright law for its complete adjustment, but failing that, the Canadian Parliament has surely a right to legislate on this as other Canadian matters, and should respectfully claim this right.*

The School.

Dr. Hodgins, Deputy Minister of Education, has received letters from Hon. M. A. Newell, L.L.D., Chairman of the Committee of Arrangements of the International Congress of Educators, and Gen. Eaton, complimenting him on the service rendered the Congress by his papers, and thanking him for the interest he has taken in the enterprise. These gentlemen intimate that the various papers furnished by Ontario contributors will be published and copies forwarded in any desired number. The Ontario papers will be printed under Dr. Hodgins' supervision.

We notice references in school book advertisements to the so-called "Standard Authorities" in pronunciation, viz.: "The Imperial Dictionary" and "Stormonth." These are good dictionaries, no doubt, but what "Forty Immortals," or other Academic authority in Ontario has the monopoly of Canadian learning and the right to determine our standard of pronunciation? We fancy the teachers of Ontario are intelligent enough to know that there is no standard of English pronunciation but good usage, that such usage varies in different localities and circles thus in many instances allowing a considerable latitude for choice, and that within the limits thus indicated any attempt to set up a standard authority savours of bureaucracy not of scholarship.

From the announcements made in our advertising and educational news columns it will be seen that free classes in Drawing are to be conducted again the coming summer in the Art

Department of the Toronto Normal School. It will be remembered that about 120 teachers of High Schools, County Model Schools and Public Schools availed themselves of the privileges of these classes last year and we are glad to find that many of those who got certificates are now employed as Teachers of Drawing in Mechanics' Institutes, thus augmenting their salaries. We are informed that more Institutes applied for teachers than could be supplied, but this will probably be remedied next winter. Application should be made to the Education Department without delay as only a limited number can be accommodated. Students will be received in the order of their application and we find several have already sent in their application.

We always take up the college journals with a degree of interest, and, as a rule, find few, if any, of them better worth reading than *Queen's College Journal*. We are therefore, particularly sorry to learn, from the March number, that not only has *Queen's* not outgrown the silly, unfair and, we had hoped, antiquated custom of "tussels" between classes, but that the editors constitute themselves apologists and upholders of the arrogant assumptions of seniors. It is time these old world traditions were banished from this land of liberty and equality. It certainly sounds like an anachronism when an intelligent college paper talks about the right of the seniors to "run the college," subdue "conceited and presumptuous fresh men, &c." Those old world survivals cannot long flourish in Canadian air. They will have to go the way of "fagging" and "hazing" and other college abominations of past days.

The new franchise bill passed with so much unanimity by the Ontario Legislature gives the province virtual citizen or manhood suffrage. The reduction of the wage-earner's qualification to a minimum income of \$250 a year practically enfranchises every industrious citizen. What effect the change may have upon the strength of parties in the House it is impossible to predict, nor is it a matter of much importance. Its effect upon the conduct of the electors and the character of the next House and its legislation is a question of much greater moment. There can be no doubt that, while admitting some of the unworthy, the extension will be the means of giving a vote to a large number of those who are best qualified by intelligence and integrity to use it. To take as an illustration one of many classes, the large body of teachers who will be added to the electorate ought to exert a powerful and healthful influence upon the political future of the province. The workings of the change will be closely studied by other provinces.

The Corporation of Harvard University have refused the request of the students to have attendance at morning prayers made voluntary. The question raised was a difficult one, but the decision reached is somewhat hard to reconcile with strict *logical consistency in religious voluntarism*. The decision is approved by the *Christian Union*, a journal remarkable generally for having the courage of its logic, on the ground that the granting of the petition would have had led as in other in-

stitutions where it has been tried, to the total abolition of morning prayers, which it regards as an important factor in the moral influence necessary for the good government of the University and the well-being of its students. The argument is weak at several points, particularly so in assuming that there are no other motives than compulsion powerful enough to ensure the attendance of students at religious exercises. Might not the character of the exercises themselves be so improved under the stimulus of necessity, that at least those students likely to profit by them would be glad to attend voluntarily? Or might not some less formal but more attractive moral and religious agency have been substituted?

Queen's College Journal for March has a suggestive article on the question why more of the graduates of that University do not enter the teaching profession. One principal reason assigned is that, considering the time spent in acquiring their education, teachers are not paid as well as the members of other professions, it being "an undoubted fact that even the best paid teachers do not receive as much money per annum as even an average professional." This is true, and "pity 'tis, 'tis true." Another special reason mentioned is we believe of still greater weight and importance, though not so often dwelt upon. We can endorse the view of the *Journal* from experience as well as observation, and are strongly of opinion that the evil described is now, and threatens to become more and more, the bane of our public school system:

"The school system has now become so much a system, that, to succeed, a man has to cast aside his individuality and teach according to the system. What his pupils must study or exactly how much of each particular subject, is now so accurately laid down by law that neither teacher nor pupil has much choice left in the matter—though of course the teacher is not absolutely prohibited from teaching this or that, nor must every pupil of necessity study exactly the same subjects and the same amount of each as every other pupil. But when comes in the pernicious system of payment by results. The teacher's ability and the success of the school are judged by the number of pupils who pass certain examinations, and, as a consequence, by the amount of money the school receives from the government. In self defence the teacher is forced to confine his energies and to direct those of his pupils to that work which will tell at the examinations and earn a larger share of the government grant. Thus the teacher is degraded to the position of a taskmaster and his work to a great extent robbed of its charm."

As the Government grant is now distributed on the basis of school attendance it is only indirectly, but perhaps none the less really true that the Teacher's salary depends upon the number passing the examinations.

• TEACHERS' INSTITUTES.

No one can reasonably doubt the educational value of the Teachers' Institutes whose meetings are reported in our columns from week to week. The lectures, addresses, papers, model lessons and other exercises cannot fail to afford many valuable hints, especially to the younger members of the profession. These hints they will be pretty sure to turn to account in their own class rooms and in the management of their pupils.

We are, at the same time, by no means sure that the Institutes as constituted and conducted in Ontario, are doing all that should be done in the conferences of the profession. The tendency seems to be to make them pretty much short-session Normal Schools. They are usually presided over by an Inspector and a considerable part of the time is occupied by the Director of Institutes, both Government officers. We have no unfavourable criticism to make of the manner in which these officers perform their respective functions. On the contrary their ability and zeal are commendable, and must be beneficial to teachers. But their official presence cannot and does not, it strikes us, tend to promote the self-reliance, freedom in discussion, and development of *esprit de corps*, which should characterize such an association of the members of the profession.

As we have often said, it seems to us that the matured thought and practical wisdom of the teachers should form a large factor in moulding the public school system. Educational legislation should be shaped rather by the members of the profession than for them. Their opinions should, to say the least, have very great weight in determining the choice of text-books, the courses of study and the methods of teaching in Public and High Schools. But unless we misread the course of events, the trend of affairs is just now in the opposite direction. There is, perhaps, more bureaucracy in the Education Department than in any other branch of the public administration.

The most effective means of counteracting this tendency, of cultivating independence of thought, individuality and self-reliance amongst teachers, and awakening and stimulating the true professional spirit, is the voluntary convention or association. This should be, in the strictest sense, a teachers' conference. All matters connected with the work, status and growth of the profession should be discussed with the utmost freedom. *Unfettered criticism, favourable or otherwise*, of every feature of the system should be in order. The opinions, experiences, and suggestions of teachers at such meetings should be very carefully considered at headquarters. Such meetings would be full of encouragement and inspiration for all who attended them.

It may be that the Institutes as at present managed are too useful and too necessary as subsidiary or supplementary to the Normal Schools to admit of their being much changed in character. We are inclined to believe this is the case. We do not know whether some division of the sessions between the more formal work, such as lectures, papers and addresses, and free discussion of special topics, would be practicable, or whether it would be possible to have additional conventions entirely independent of Government, and representing larger constituencies than single counties. It seems to us, however, that the teachers of Ontario should have some better organization than they now possess for mutual consultation and for impressing their views upon the Education Department and the general public. We should be glad to hear from teachers upon the point.

Special Articles.

EDUCATIONAL THOUGHT GERMS.—Continued.

EDUCATION IN JAPAN.

The Hon. Ichizo Hattori, Commissioner of Japan, who was accompanied by the Hon. Tokichi Takamine, Japanese Commissioner to the World's Exposition, gave a description of the wonderful progress education has made lately in Japan. He stated that Japan is divided into forty-four *kahns*, or as we call them states, each of which has its own governor. At the last census the population was 37,041,368. The government takes great interest in the subject of education, as do also the people. There is a Department of Education, with a Minister of Education, who is a cabinet officer. Under him is a vice commissioner and several secretaries. In each of these *kahns* or states there is a superintendent.

At first they tried the plan of having school districts composed of 600 people, but found it would not work; but now small districts are arranged according to the necessities and location of the population. Owing to the fact that the families of Japan occupy the same place for many centuries, the school district is fixed. The plan of selecting school committees is peculiar. Each commonwealth elects many more Committeemen than are required. From these the governor selects such as he deems the best for the office. Mr. Hattori said that they had tried electing only the number of committee men needed, but they found politics interfered with good men for managing educational affairs; so the above plan was adopted by the government, which argued that out of so many elected there might be found some good men.

The school age is from six to fourteen years, and education is compulsory for at least three sessions of sixteen weeks. Private tuition is permitted, but such pupils are examined with the children of the public schools, and if they fail to pass after three trials they are forced to attend the public schools.

The eight years of school-life is divided thus:—Three years in the lower grade, three years in the intermediate, and two years in the higher course. Chinese, Japanese, and English, together with a full course of studies such as are taught in the best schools of this country, are embraced in their curriculum. There are in Japan he said, 78 normal schools, 29,254 grammar, intermediate, and high schools, with an attendance of 3,017,088 pupils. The teachers are compelled to hold certificates of competency from the normal schools or the governor. They are examined every five or seven years to see if they keep pace with the progress of the age. Hon. Hattori remarked that he did not know how it was in this country, but in Japan some people did not like the teachers and looked down upon them. In order to prevent this the government gave teachers titles and official position. A teacher is not subject to military conscription, nor are certain students of the university, by special legislation.

The schools are regularly inspected by an officer of the education department, which is productive of good results. The annual session of the schools lasts thirty-two weeks, and children attend from twenty-two to thirty hours per week. Within the last two years the number of pupils has increased greatly.

A paper was given by Mrs. Anna B. Ogden, of Washington, D. C., who has charge of the kindergarten exhibit and school in the Government Building of the Exposition.

Mrs. Ogden gave a very interesting, practical chapter from her own motherhood life, which must have convinced every mother present that kindergarten work must not be delayed until the child is sent to school, for at the age of three months the baby be-

gins to observe, and its mental faculty is capable of being trained. Mrs. Ogden said, from observation she considered from about three to eight years the proper age for the child to attend the kindergarten school. After eight years the child is ready for more serious, though equally pleasant work; this should be found in a higher graded school, but one permeated by the kindergarten principle, where are,—

Little hands made busy,
Little feet made useful,
Little lips made truthful.

The test of kindergarten is not what the child has done, but what it is. The training of a child in the kindergarten should be seen, not only in its mental, but in its moral and physical nature. The three-fold nature of the child is to be developed equally in all directions; otherwise this system is a failure.

The paper of Mrs. Ogden was most warmly received by the audience. It was beautifully expressed, admirable in spirit, and contained much of personal experience in the use of the kindergarten gifts in the training of her own children.

KINDERGARTEN SCHOOLS IN CANADA.

Mr. James L. Hughes, P. S. I., of Toronto, Ont., gave a very interesting account of the kindergarten schools of his city. The problem of the proper relation of the kindergarten to the primary work has been close and hearty, and a permanency of the work has been secured. The work has been in operation for two years, and the results are a success. The principles of the kindergarten are taught in the Provincial Normal School of Canada at Toronto. A building is being prepared for a free kindergarten. The kindergarten of Berlin, in Ontario, is the only other place in Canada where the kindergarten is as yet introduced. The organic union of the public school and kindergarten should be secured by the modification of the public school and its adaptation to the kindergarten.

DISCUSSION.

A pleasant discussion followed Mr. Hughes' report, in which Mr. Sheldon of Boston congratulated the kindergartners upon having drifted into a much more appreciative recognition of the genuine workers in the elementary public schools than they had ten years ago.

Mr. Hailmann responded happily, and said the study and comprehension of the child had united our interests. Mr. Sheldon said both sides had modified in some degree their arbitrary methods, and work in a more enlightened, Froebelian spirit.

THE SCHOOLMASTER'S GUESTS.

BY WILL CARLETON.

The District Schoolmaster was sitting,
Behind his high book-laden desk,
Close watching the motions of scholars,
Pathetic and gay and grotesque.

As whisper some half leafless branches,
When Autumn's brisk breezes have come,
His little scrub thicket of pupils
Sent upward a half smothered hum.

Like the frequent sharp bang of a wagon
When treading a forest path o'er,
Resounded the heels of the pupils,
Whenever their feet struck the floor.

There was little Tom Tims on the front seat,
Whose face was withstanding a drouth,
And jolly Jack Gibbs just behind him,
With a rainy new moon for a mouth.

There were both of the Smith boys 's studious,
As if they wore names that could bloom
And Jim Jones, a heaven-born mechanic,
The slyest young knave in the room.

With a countenance grave as a horse's,
And his honest eye fixed on a pin,
Queer bent, on a deeply laid project,
To tunnel Joe Hockens's skin.

There were anxious young novices drilling
Their spelling books into their brain,
Loud puffing each half whispered letter,
Like an engine just starting a train.

There was one fiercely muscular fellow
Who scowled at the sums on his slate,
And leered at the innocent figures,
A look of unspeakable hate;

And set his white teeth close together,
And gave his thin lips a short twist,
As to say, "I could whip you confound you,
Could such things be done with the fist."

There were two knowing girls in the corner,
Each one of some beauty possessed,
In a whisper discussing the problem,
Which one the young master liked best.

A class in the front with their readers
Were telling with difficult pains,
How perished brave Marcus Bozzaris,
While bleeding at all of his veins.

And a boy on the floor to be punished
As statue of indolence stood,
Making faces at all of the others,
And enjoying the scene all he could.

Around were the walls gray and dirty,
Which every old school sanctum hath,
With many a break in the surface,
Where grinned a wood grating of lath.

A patch of thick plaster just over
The schoolmaster's rickety chair
Seemed threateningly o'er him suspended,
Like Damocles' sword by a hair.

There were tracks on the desks, where the knife blades
Had wandered in search of their prey,
Their tops were as duskily spattered,
As if they drank ink every day.

The square stove it puffed and it crackled
And broke out in red flaming sores,
Till the great iron quadruped trembled,
Like a dog fierce to run out of doors.

While snow flakes looked in at the window,
The gale pressed its lips to the cracks,
And the children's hot faces were steaming,
The while they were freezing their backs.

Now Marcus Bozzaris had fallen,
And all of his sufferings were o'er,
And the class to their seats were returning,
When footsteps were heard at the door.

And five of the good district fathers
Marched into the room in a row,
And stood up before the hot fire,
And shook off their white cloaks of snow.

And the spokesman, a grave squire of sixty
With countenance solemnly sad,
Spoke thus, while the children all listened
With all the ears that they had.

"We've come here, Schoolmaster, intendin'
To cast an enquirin' eye round,
Concernin' complaints that's been entored,
And fault that has lately been found.

To pace off the width of your doin's,
And witness what you've been about,
And see if it's plying to keep you,
Or whether we best turn you out.

The first thing I'm bid for to mention
Is, when the class gets up to read,
You give them too tight of a reinin',
And touch em up more'n they need.

You're nicer than wise in the matter
Of holdin' the book in one hand,
And you turn a stray g in their doin's,
And tack an odd d on their-an's.

There ain't no great good in their speakin'
Their words so polite as I see,
Provided you know what the facts is,
And tell em off just as they be.

And then thar's that readin' in concert
Is censured from first unto last,
It kicks up a heap of a racket,
When folks is a travellin' past.

Whatever is done as to readin',
Provided things go to my say,
Shan't hang on no newfangled hinges;
But swing in the old fashioned way.

And the other four good district fathers
Gave quick the consent that was due,
And nodded obliquely and muttered,
Them thar' is my sentiments too.

Then as to spellin' I've hear'n toll,
By them as has looked into this,
That you turn the u out of your labor
And make the word shorter than 'tis.

And clip the k off of your musick,
Which makes my son Ephriam perplexed,
And when he spells just as he oughter,
You pass the word on to the next.

They say ther's some newfangled books here,
That don't take them letters along,
But if it is so just depend on't,
Them newfangled books is made wrong.

You might just as well say that Jackson
Didn't know all there was about war,
As to say that old spellin book Webster
Didn't know what them letters was for.

And the other four good district fathers
Gave quick the consent that was due,
And scratching their heads slyly and softly
Said, "Them is my sentiments too."

Then also your arithmetic doin's
As they are reported to me,
Is that you have left tare and tret out,
As also the old Rule of Three;

And likewise bro't in a new study
Some high steppin' scholars to please,
With saw bucks and pothooks and crosses,
And w's and x y's and z's.

We hain't got no time for such foolin',
There ain't no great good to be reached
By tiptooin' children up higher
Than ever their fathers was teach'd,

And the other four good district fathers
Gave quick the consent that was due,
And cocked one eye up to the ceiling
And said "Them's my sentiments too."

Another thing I must here mention,
Comes into the question to-day,
Concernin' some things in the grammar
You'r teachin' our gals for to say.

My gals is as steady as clockwork,
An' never give cause for much fear ;
But they came home from school tother evenin',
A talking such stuff as this here .

'I love and thou lovest and he loves,
And we love and you love and they,'
And they answered my questions 'tis grammar'
'Twas all I could get them to say.

Now, if 'stead of doin' your duty
You'r carryin' matters on so
As to make the gals say that they love you,
It's just all that I want to know."

Now, Jim, the young heaven-born mechanic
In the dusk of the evening before,
Had well nigh unjointed the stovepipe,
To make it come down on the floor.

And the squire bringing sharply his foot down
As a clincher to what he had said ;
A joint of the pipe fell upon him,
And larruped him square on the head.

The soot flew in clouds all about him,
And blotted with black all the place,
And the squire and the other four fathers
Were peppered with black in the face.

The school, ever sharp for amusement,
Laid down all their cumbersome books,
And in spite of their teacher's endeavours
Laughed loud at their visitor's looks.

And the squire as he stalked to the doorway,
Swore oaths of a violet hue ;
And the four district fathers who followed,
Seemed to say, "Them's my sentiments too."

Examination Questions.

NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS.—MARCH, 1885.

GEOGRAPHY.

ENTRANCE TO FOURTH CLASS.

Note :—Spell correctly, write and arrange answers neatly.

1. Define zone, tropic, equator, meridian, gulf, headland, peninsula.
2. Draw an outline map of Canada, showing the names and positions of the provinces and their capitals.
3. State the exact position of the Soudan, and give the names of six of the most interesting places in it mentioned in the War Despatches.
4. State the exact position of each of the following Canadian towns :—Kincardine, St. John, Sarnia, Collingwood, Oshawa, Cornwall, Three Rivers, Hull, Brandon, Sherbrooke, Orillia, Strathroy.
5. What is the largest Ocean? Name the countries which border upon it, and five groups of islands located in it.
6. Through what waters would the British transport vessels pass in carrying troops to Suakim, on the Red Sea?
7. What and where are the following :—Panama, Cyprus, Bir-

mingham, Malta, Good Hope, Vancouver, Bengal, Levant, Tasmania?

8. In travelling, by the most direct route, by rail, from Coo Hill to Pembroke, what railroads will be used? Time—2 hours.

MENTAL ARITHMETIC.

ENTRANCE TO FOURTH CLASS.

- I. Eleven times 13, plus 11,—14, are how many times 7? Ans.
- II. Three-fifths of \$2,000, + \$120, equals B's fortune; how much is B worth? Ans.
- III. A pole, whose length is 16 feet, is in the air and water; and 8-fourths of the whole length, minus 4 feet, equals the length in the air; required the length in the water. Ans.
- IV. 11 times 15,—10, + 15 are how many times 17? Ans.
- V. Fourteen-ninths of \$27 is equal to 7 times the cost of a pair of boots; required the cost of the boots. Ans.
- VI. Find the sum of $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{8}$, 3-16ths. Ans.
- VII. John gave two-sevenths of his money to Charles, five-twenty-firsts of it to Ida, and had 20 cents left; how many cents did John and Ida each receive? Ans.
- VIII. What is the greatest and what the least number that can be subtracted from 153 an exact number of times? Ans. Time—30 minutes.

SPELLING.

ENTRANCE TO FOURTH CLASS.

N. B.—The pupils must insert punctuation marks.

1. He translated, during his leisure, valuable authors and portions of the Holy Scripture.
2. At Alfred's proposal, multitudes assembled to witness the unrivalled spectacle.
3. The principal Saxon chiefs readily agreed to this principle.
4. After a few years' interval of peace, he was made sovereign owing to his perseverance.
5. He was preparing to quit the ravine by the beach tree and regain the beach when the trickling of water upon pebbles attracted his notice.
6. Any consciousness, dogs' tails, perceiving, believing, embarrassment, apology, Soudan, General Wolseley, Captain Burnaby, Khartoum, beseeching, foreign, ingredients, odoriferous, daubing, nauseous, travellers, diligence, facetiously, hoar-frost, artillery, chivalry, sepulchre, foam-wreaths, missiles, felon, collar, syrup, yeast, chieftain, appellation, occurred, college, series, paroxysm, buried, gambols, sheriff, registrar, bailiff, gaol, their doom. Britain regarded her naval supremacy as indisputable. Time—30 minutes.

WRITING.

ENTRANCE TO SECOND CLASS.

Dare to do right; dare to be true!
You have a work no other can do;
Do it so bravely, so kindly, so well,
Angels will hasten the story to tell.

ENTRANCE TO III. AND IV. CLASSES.

A dreary place would be this earth,
Were there no little people in it;
The song of life would lose its mirth,
Were there no children to begin it.
Life's song, indeed, would lose its charm
Were there no babies to begin it;
A useful place this world would be
Were there no little people in it.

N.B.—The Teacher will write the extract upon the board. Pupils will write it but once. See note to Time Table.

READING.

FIRST READER, PART II, page 75—"Now and again" to "had drawn her best."

SECOND READER, page 219—"One fine" to "as he then was."

THIRD READER, page 283—"The language of" to "or play with tigers."

LITERATURE.

ENTRANCE TO THIRD CLASS.

- I. What do we learn from the following lessons :—
"The boy and the Starling" and, "My father's at the helm"?

II. Write, in your own words, the substance of the following lines:—

- (a) Then deem it not an idle thing,
A pleasant word to speak.
(b) And busily the good old dame
A comfortable mess prepares.
(c) The toilsome mountain lies before,
A dreary, treeless waste behind.

III. In the following sentences change the italicised single words to phrases and the italicised phrases to single words:—

- (a) *The spectators finally went to work with a will.*
(b) *In a short time, several of the boys assembled.*
(c) *He was delighted at the prospect of regaining his treasures.*

VI. Write this passage using your own words instead of those in italics:—

The proposal was readily acceded to, and this done, they repaired to their several houses more than satisfied with the "fun" of the evening.

- (a) What had been the "fun" of the evening?
(b) Give the title of the lesson from which this is taken.
(c) Write a verse of "Deeds of kindness."

V. What must all persons possess before they can perform acts of real kindness?

VI. Tell, in your own words, the story of "The guardsman and his horse."

VII. "He knew that true courage was shown most in bearing blame when it is not deserved."

- (a) Of what had this boy been accused?
(b) How did he bear it?
(c) Show that he did not deserve blame.

Time—1½ hours. Count 100 marks a full paper.

(To be continued.)

Practical Department.

PRIMARY DRAWING—HINTS AND DEFINITIONS.

(From Professor Walter Smith's Teacher's Manual.)

AN OBLIQUE LINE.

An Oblique Line.—An Oblique Line is a straight line which inclines more or less.

All horizontal and vertical lines, as drawn on the blackboard or on paper, have the same direction; but all oblique lines have not, since the degrees of inclination are numberless. All straight lines drawn in the drawing-book, and not parallel to either edge, are to be regarded as oblique lines.

OBLIQUE LINES.

Directions.—To draw these eleven oblique lines, first make seven dots, at equal distances apart, on the left side of the given space, and six additional dots at the bottom, to indicate the starting points. Beginning at these points, draw very faint lines upwards; the longest first, and all the others parallel to that. This properly done, finish the lines, commencing at the upper left-hand corner. If you commence at the lower right-hand corner, then you will be apt, while drawing the last lines, to rub the first-drawn lines, and so soil the paper.



The lines forming this exercise, when drawn in the allotted space in the book, call for the finger and hand movements alone, unless the pupils are quite small, when they will need to make some use of the forearm in order to draw the longer lines with ease.

When lining in,—that is finishing drawing after it has been sketched in light line,—observe this general rule:—Work rather from the left towards the right, than from the right towards the left, unless you draw with the left hand, when the reverse would be better; and work rather from the top towards the bottom, than from the bottom towards the top.

When drawing oblique lines that incline to the right, as do the ones in this exercise, place the elbow away from the body, turn the hand somewhat, and begin at the lower ends of the lines. When drawing oblique lines that incline to the left, place the elbow still farther from the body, turn the hand,—turn the body also, if necessary, in order to draw with ease,—and begin at the upper ends of the lines. You need not turn the book, as you can soon learn to draw such lines without doing so, and thus will save time afterwards.

If you find, however, after a fair trial, that any of your pupils cannot draw well and rapidly the different kinds of straight lines without turning their books, then permit them to turn the books, provided they can thus draw their lines better and quicker. It is only a question of time and ease, remember.

JUDGING DISTANCES.

This is a matter of importance; and you should frequently exercise your pupils in dividing lines drawn on their slates or on paper, and also longer lines drawn on the blackboard. There are two ways:—

The first will teach the pupils to judge of comparative distances; that is, to determine one distance by comparing it with another. Exercise No. 2 illustrated this, since the several parts of the divided line were to be made equal by comparing one with another. The second will teach the pupils to judge of definite distances; that is, to determine when a line is one inch long, three inches, a foot, &c.

After the lines have been divided by judgment of eye alone, require your pupils to test their work with the square, that the exact amount of error may be ascertained. In the second case, especially, this must be done; since no progress can be made in acquiring power to judge of definite distances, without a final appeal to a fixed standard. This appeal is best made by actual measurement. Briefly, then, do not first divide the line by aid of the square, but by judgment of eye alone; use the square to test and correct the divisions.

When any thing of importance depends on the line being of definite length, imitate the draughtsman, and use the scale at once. It is for the teacher, however, to consider, first of all, educational results. The eye must be trained to judge distances, proportions; and the scale should be employed only when it helps to give this training. Thus to train the eye is vastly more important, as school-work, than to get the drawing of right proportions in the least possible time.

In judging distances along a given line, the eye is influenced somewhat by position. Thus a vertical line will appear shorter than a horizontal line of the same length. It will be well to remember this.

The following modes of procedure will be found useful in training the eye to judge distances. Others can be readily devised.

Directions.—1. Draw on the blackboard two parallel horizontal lines of the same length. Divide the upper one, by judgment of eye, into any number of equal parts; as, two, three, four, eight, ten. Divide the lower one, by aid of a scale, into the same number of equal parts. The two can thus be compared.

2. Draw on the blackboard two parallel horizontal lines of the same length. Beginning at the left, divide the upper line, by judgment of eye, into feet. Then, with a rule, beginning also at the left, divide the lower line into feet. Compare the results of the two divisions.

3. Draw on the blackboard two parallel horizontal lines of equal length. Beginning at the left end of the upper line, mark off, by judgment of eye, one foot, then eight inches. Proceed thus, marking off first one foot, and then eight inches, until the right

end of the line has been reached. In a similar manner divide the lower line by the aid of a scale. Repeat, changing, from time to time, the distances marked off.

4. Draw on the blackboard a horizontal line of any length. Halve it. From the point of division, draw a vertical line upwards, equal to one-half of the horizontal line. Extend it the same distance below. In each of the four angles thus formed, draw two oblique lines, each line starting from the point of intersection, and each equal to one-half of the horizontal line. Test them by applying the scale. Now divide each, by judgment of eye, into halves and thirds, and then test the result by actual measurement. This will train the eye to judge distances along lines having different directions.

Having first shown your pupils what you desire to have done, by doing it yourself on the blackboard, frequently require each of them to do the same on the blackboard. Do not, however, confine this drill to the blackboard, but also use the slate and practice-paper. When using the latter, direct the class, causing all to do the same thing at the same time. As circumstances require, you will, of course, vary the length of the line to be drawn; making it inches on the slate, or paper, rather than feet, as on the blackboard.

SCHOOL GOVERNMENT.—(Continued.)

FROM BALDWIN'S "ART OF SCHOOL GOVERNMENT."

VI. CONFIDENCE IS THE SIXTH ELEMENT OF GOVERNING POWER.—This is a noble trait, and its influence is unbounded.

1. *Confidence in the Loving Father.* He orders all things well. An abiding trust in the Supreme Ruler gives the teacher a dignity and a power that nothing else can give. In the dark hours of trial confidence in God sustains and nerves for victory. The Father takes note of the earnest work of the humble teacher.

2. *Confidence in the Pupils.* He who would so govern as to elevate, must trust. Children and men generally do about as they are expected to do. Trust your pupils, and they will seldom betray the trust. Suspicion is only worthy of fiends, and it breeds offenses, treachery, and crime.

3. *Self-Confidence.* This does not mean an overweening egotism. Inordinate self-esteem is a barrier to success. "He thinks he knows it all," "He is stuck up," etc., etc., are expressions frequently applied to teachers, and unfortunately with too much foundation. No class of workers is more exposed to the malady in question. The teacher needs to guard against egotism in every possible way. Remember that modesty is the virtue that society most esteems.

Self-Confidence means a well-grounded assurance that you can do what you undertake. It must be based—(1), on good scholarship; (2), on a profound study of child-nature; (3), on a practical knowledge of school management. Without confidence, failure is almost certain; with it, the teacher is commander of the situation.

Let there be a general confidence everywhere. Confidence by the teacher. Confidence between teacher and pupil. Confidence between parent and teacher. Confidence on the part of the community.

VII. POWER TO PUNISH JUDICIOUSLY IS THE SEVENTH ELEMENT OF GOVERNING POWER.—Punishment, as an educational means, is essentially corrective. Its object is to lead the pupil to see and feel his fault, and correct his wrong-doing.

1. In the proportion that the teacher possesses the other elements of governing power, the necessity for punishment becomes less and less; but no teacher need expect to be able to succeed without at times inflicting punishment.

2. *The Art of Punishment* is a rare accomplishment. It means

the ability so to punish as to increase the pupil's respect and love for you, and at the same time to awaken in him a resolve to forsake the wrong and do the right.

VIII. CULTURE IS THE EIGHTH ELEMENT OF GOVERNING POWER.—Culture of mind, culture of manners, and culture of voice vastly augment one's power to govern.

1. *Culture of Mind.* Thorough scholarship commands respect. We honor men and women with well-developed and well-stored minds. The ignoramus is despised, and soon comes to grief.

2. *Culture of Manners.* The teacher is a model. Pupils tend to become like their teachers. Hence, our teachers should be refined ladies and gentlemen. The coarse, ill-mannered, dowdyish teacher not only fails to govern, but also becomes a positive influence for evil.

2. *Culture of Voice.* The human voice is the great instrument both for instruction and government; yet the elocution of the school-room is often most abominable. No wonder we have so few good readers and speakers! The following directions may be safely followed:

1. Don't talk much. Eternal talkers are a fearful nuisance, and, as teachers, are usually great failures. 2. Use the right word and right tone. Loud, harsh, monotonous talking incites to disorder. Remember that "words fitly spoken are like apples of gold in pictures of silver." 3. Never scold. Nothing else so tends to sour you and render you hateful to your pupils.

4. *Practice what you Teach.* Good manners and a pleasing elocution are very important parts of an education, and their possession wonderfully increases the teacher's power to govern.

The best governed schools are often found in charge of girls under twenty years of age. Gentle manners, with a low, earnest voice, largely explain the mystery. Rough, double-fisted men are no longer selected to master the bad boys.

(To be continued.)

CAN YOU SPELL?

Poor spelling is a common fault among Americans. The English language is so far from phonetic that study and care are necessary in order that one may become an accomplished speller. As teachers in our higher schools are looking around for a suitable test in their coming Spring examinations, we publish the following ridiculous compilation of difficulties:—

"The most skillful gauger I ever knew was a maligned cobbler, armed with a poniard, who drove a peddler's wagon, using a mullein-stalk as an instrument of coercion, to tyrannize over his pony shod with calks. He was a Galilean Sadducee, and he had a phthisicky catarrh, diphtheria and the bilious intermittent erysipelas. A certain sibyl, with the sobriquet 'Gipsy,' went into ecstasies of cachinnation at seeing him measure a bushel of peas, and separate saccharine tomatoes from a heap of peeled potatoes, without dyeing or singeing the ignitable queue which he wore, or becoming paralyzed with a hemorrhage. Lifting her eyes to the ceiling of the cupola of the capitol to conceal her unparalleled embarrassment, making a rough courtesy, and not harrassing him with mystifying, rarefying and stupefying inuendoes, she gave him a conch, a bouquet of lilies, mignonette and fuchsias, a treatise on mnemonics, a copy of the Apocrypha in hieroglyphics, daguerrotypes of Mendelssohn and Kosciusko, a kaleidoscope, a dram-phail of ipecacuanha, a teaspoonful of naphtha, for delectable purposes, a ferrule, a clarinet, some licorice, a surcingle, a carnelian of symmetrical proportions, a chronometer with a movable balance wheel, a box of dominoes and catechism. The gauger, who was also a trafficking rectifier and a parishioner of mine, preferring a woollen surtout (his choice was referable to a vacillating, occasionally-occurring idicyncrasy), wofully uttered this apothegm: 'Life is

checkered; but schism, apostasy, heresy and villainy shall be punished.' The sibyl apologizing answered: 'There is a ratable and allegeable difference between a conferrable ellipsis and a trisyllabic diæresis.' We replied in trochees, not impugning her suspicion."—*Penn. School Journal*.

“THE LADY OF THE LAKE.”

CANTO V.—SECT. XI.

PREPARED FOR THE “CANADA SCHOOL JOURNAL” BY J. E. WETHERELL, B. A.

Class-room Analysis.

- (1). “*Scarce* believed”—“*seeming* lonesome”—“*so late* dishonoured”—“*nor* breathed the *free*.” What common poetic license is here illustrated? Are any of these italicized forms ever used as adverbs in prose?
- (2). “Believed the witness that his sight received.” Give the prose equivalent?
- (3). What is the specific meaning of *apparition* and *delusion*, and how do they respectively differ from *vision* and *illusion*?
- (4). “Sir Roderick.” Is ‘*Sir*’ expletive? (Compare lines 18 and 23.)
- (5). “That I need not say.” Why not?
- (6). “Mine array.” Explain.
- (7). “I pledged my word.” Supply the ellipsis after ‘word.’
- (8). “Coilantogle ford.” Where?
- (9). “Though on our strife, etc.” Divest this couplet of its poetic dress.
- (10). “So move we on.” Compare this with its prose counterpart. What is the force of “So”?
- (11). “I only meant.” Remark on the collocation of the words.
- (12). “To shew the reed on which you leant.” Explain the metaphor.
- (13). “Leant.” Worcester and Smart say this is a colloquial form. Should the poet have used it?
- (14). “Without a *pass*”—“the *pass* was left.” Is this a blemish? Are these forms etymologically identical?
- (15). “They moved.” What does ‘moved’ mean here?
- (16). “I said.” Does the poet often obtrude his personality on our attention?
- (17). “I said Fitz-James was brave as ever knight that belted glaive.” Compare this characterization with that alluded to.
- (18). “His blood kept on its wont and tempered flood.” Paraphrase.
- (19). “He *drew*.” What is the force of the verb?
- (20). “*Seeming* lonesome.” Explain.
- (21). “Lonesome.” Name two synonymes.
- (22). “This *path*”—“Lonesome *pathway*.” Do these different forms represent different things?
- (23). “Yet” (line 25). Represent the single word by a clause. Has “yet” in line 21 the same force?
- (24). “By fearful proof.” How?
- (25). “*Pathway* rife with lances.” What is the ordinary use of “rife”?
- (26). “Dishonoured and defied.” Explain the allusion.
- (27). “By stealth.” Why? We are told that “The Chief in silence strode *before*.”
- (28). “*Still*.” What is the corresponding prose adverb?
- (29). “*Shrilly*.” What is *paragoge*?
- (30). “The *pass* was left.” Is this a poetic *enallage* for *had been left*?
- (31). “For then they wind, etc.” What is the logical relation of this clause?

(32). “They wind”—“was seen.” Is this change of tense a blemish?

(33). What are the requisites of a perfect rhyme? Which of the following is perfect:—*pursue*; *Dhu--true*; *Dhu*? What is a “female rhyme”? Have we such a rhyme in “Cover, hour” of section viii?

CHICKADEE.

[FOR FRIDAY AFTERNOON RECITATION.]

All the earth is wrapped in snow,
O'er the hills the cold winds blow,
Through the valley down below,
Whirls the blast.

All the mountain brooks are still,
Not a ripple from the hill,
For each tiny, murmuring rill
Is frozen fast.
Come with me
To the tree,

Where the apples used to hang!
Follow me
To the tree

Where the birds of summer sang!
There's a happy fellow there,
For the cold he does not care,
And he always calls to me.
“Chickadee, chickadee!”

He's a merry little fellow,
Neither red nor blue nor yellow,
For he wears a winter overcoat of gray;
And his cheery little voice
Makes my happy heart rejoice,
While he calls the livelong day—
Calls to me—
“Chickadee!”

From the leafless apple-tree.
“Chickadee, chickadee!”
Then he pops from bough to twig,
Tapping on each ting sprig,
Calling happily to me,
“Chickadee!”

He's a merry little fellow,
Neither red nor blue nor yellow
He's the cherry bird of winter,
“Chickadee!”

—Henry Ripley Dorr.

ENTRANCE LITERATURE.

[Prepared for the CANADA SCHOOL JOURNAL by Mr. J. D. McIlmoyle, Principal Separate Schools, Peterboro.]

AUTUMN WOODS.—PAGE. 73.

Ere.—(ær, adverb) from A, S., ær = before.

Vale.—Other words with same meaning are, dale, dingle, valley, lowland, hollow.

Autumn.—The season of increase, (from L. *augeo*, to increase.)

Tresses.—Locks of hair (from *tris*=three, of three braids.)

Their glory on.—Only the green leaves changed to the various colors they assume at this season.

Wide sweep.—The extent of country presented to view as seen from the mountains.

Landscape.—The shape and extent of land that the eye can view at once.

Purple.—(A. S. *purpur*) a color formed by mixing green and red,

Enchantment.—(from *in*=on, *canto*=to sing) that which delights in a high degree.

Roam.—(Lat. Roma=Rome) a roamer literally means a pilgrim going to Rome, as was the custom among pious people centuries ago—here of course it means to rove about.

Upland.—Upper or highland as opposed to lowlands and river sides.

The sun that sends the gale—here.—Parts of the earth are more powerfully affected by the sun's rays than others—the heated air rising, the colder rushes in its place and causes wind—hence the sun may be said to send the gales.

O Autumn! why so soon depart—glad!—(Fig. of speech, Erotosis) a passionate interrogation. After the fifth stanza there are four stanzas omitted from the original poem. (All Bryant's collection.)

Supply "to" before "leave" in 8th stanza.

The period the poet refers to here is "Indian Summer," which generally occurs in November, and lasts but a short time—from two or three days to twelve or fifteen. See page 103 for Mrs. Moodie's description of this season.

It were a lot too blest.—"It" refers to what follows:

The poet thinks our short lives are wasted in "tug for wealth and power." Men in business give little or no time to study the beauties of nature. If they took time and appreciated what they saw, as the poet does, their lives would be more happy.

Each stanza is a quatrain with alternate rhymes.

"Autumn woods" is a lyric with a didactic purpose.

The metro of the poem is mixed, the first and fourth lines are Iambic Trimeter, and the second and third are Iambic Pentameter.

William Cullen Bryant, (1794-1878) was born in Cummington, Mass., and is distinguished as a poet and journalist. He spent his youth amid the scenery of the New England hills. At 315 he began the practice of law which was distasteful to him, for in "Green River," one of the many poems written during the ten years spent in the practice of his profession he speaks of himself as

"Forced to drudge for the dregs of men,
And scrawl strange words with the barbarous pen."

In 1825 he removed to New York, and started the *New York Review*, a work more to his taste. In this paper most of his best poems appeared. He became editor of the *New York Evening Post* shortly afterwards—a position he held until his death. The tone of all his writings is manly and pure. He began to write poetry at the age of thirteen; when nineteen, he wrote "Thanatopsis"—a view of death—and the highest expression of his genius. "The Aves": a survey of man's experience. He has written a great many poems, magazine articles, travels, and translations from other languages. His "Lines to a Waterfowl" and "Autumn Woods" possess great lyrical beauty. He is noted more for his poetic than his prose writings.

Educational Notes and News.

At an adjourned meeting of the corporation of McGill University, held a few days since, Messrs. Henry M. Ami and John F. Muir, were reputed for the degree of M.A. The Professor of Botany was permitted to carry on classes during the summer. It was announced that the Hon. Donald A. Smith had offered an additional donation of \$70,000, on the condition that separate classes be provided for women throughout the entire ordinary course, but without any such limitation as to the honor work, this, with the previous donation of \$50,000, to be known under the name of the "Donald" Endowments. The donation was accepted with the conditions with thanks. In accordance with the request of a letter from Professor B-muey, of the British Association, provision was made for the bestowal this year, of the medal presented by the Association in the Department of Mining Engineering in the Faculty of Applied Science.—*Montreal Witness.*

From a report recently presented it appears that the income of the city of London Companies for the Advancement of technical education is upwards of £700,000 a year, of which £200,000 is trust, and £500,000 at private income.

The fund at the disposal of the City and Guild's Institute for the Advancement of technical education for the year ending Dec. 31, 1883, was £124,190, 7s., 4d. The total attendance upon the Finsbury College, as reported in January of the present year, was in evening classes 621, and in the day classes 100 students. The greater portion of both classes are artisans. At the May examinations 3,635 candidates presented themselves, and 1,829 passed; as against 2,397 examined, and 1,498 passed, in 1883.

Forty years ago Liebig brought prominently before the German people the relation of science and art to industry. "The great desideratum of the present age," he said, "is practically manifested in the establishment of schools in which the natural sciences occupy the most prominent place in the course of instruction. Through them the resources, the wealth, and the strength of empires will incalculably increase." In the confidence of this prediction, Germany has continued establishing schools of this class with results that are felt throughout Europe. The latest enterprise of the kind is the Academy for Technical Education in Berlin, whose magnificent buildings were opened by the Emperor the second day of last November. The amount already expended upon this academy exceeds one and a half million dollars. In view of such lavish expenditure, it is not surprising that a member of the French Chamber of Deputies should recently have warned that body that French industry is threatened by technical education beyond the Rhine and the Rhone.—*Education.*

The Committee appointed two years ago by the London (Eng.) School Board, to consider and advise how far the Board may facilitate technical education, has reported that they do not consider it advisable to attempt to teach any special trade or handicraft in the schools of the Board; but they are of opinion that in boys' departments greater attention should be paid to the teaching of "Elementary Science," and to free-hand drawing from models; that mechanical drawing and modelling from clay should be introduced; that the peripatetic plan of teaching mechanics should be tried as an experiment in some district of London; and that, as an experiment, arrangements should be made for the establishment of a class for the elementary instruction of boys in the use of tools as applied to working in wood, the attendance being voluntary and out of school hours.

The Berlin News says there is urgent need of new buildings to accommodate the school population of that town.

Twenty-two young ladies graduated at the Women's Medical College, in Philadelphia, the other day.

The number of school libraries in France is increasing rapidly. In 1865 the number was 4,833; in 1871 the number had risen to 12,679; five years later to 17,764; in 1879 there were 20,552 of them; and last year France counted no less than 30,000 school libraries. Besides these there are 4,000 free public libraries, of which excellent use is being made.

Brussels.—The Free University of Brussels celebrated its fiftieth anniversary last year (1884). From the historic notice prepared by Mr. Vanderkindere for that occasion, it appears that the University has been steadily increasing in resources and attendance until it is now in its most flourishing state. Thus the number of students, which was 96 in 1834, and 686 in 1875, was 1686 in 1884. The library contains more than 62,000 volumes and takes above 500 periodicals. The increase of funds is in proportion to the advance in other respects. The city of Brussels purposes also to reconstruct a large portion of the ancient building on a scale to correspond with the position of the University and with the spirit of the present time.—*Education.*

Free Drawing Classes for Teachers.—At the request of numerous Teachers and Inspectors, the Minister of Education for Ontario has consented that Free Drawing Classes be conducted at the Normal School, Toronto, during the ensuing summer season.

The classes will commence on Tuesday 7th July, and will continue until the end of the month.

The subjects in Primary Grade are Freehand Drawing, Geometry, Perspective, Model Drawing, and Memory and Blackboard Drawing.

Proficiency Certificates are given for each of these subjects and teachers who take the five certificates get a full Certificate Grade B. for teaching these subjects in Public Schools and Mechanics'

Institutes. Students who have passed in Grade B, can attend classes in shading from flat examples. Industrial Design, Machine Drawing, and Drawing from Dictation, for which Certificates will be given.

The following resolution was adopted at the recent Educational Congress at New Orleans, and a committee appointed to prepare a memorial in accordance therewith:—

Resolved, That the National Educational Association petition Johns Hopkins University to open its doors to women, giving to them all of its privileges, opportunities, incentives, and honors, on the same conditions that these now are, or may be, given to men.

The measles have appeared in the Morrisburg High School, and have for the present considerably decreased its daily attendance, which had reached eighty-eight.

According to the annual returns showing the expenditure on elementary education in Scotland for the year ending September 30th, 1884, the total grant amounted to £475,363. The Public Schools got £24,759, an increase on the year of £10,940. The grants to denominational schools have all decreased in amount except the Roman Catholics. Accommodation is now provided for 655,672 scholars, with an actual average attendance of 448,242 scholars. The full income of all the schools from all sources was £942,376, nearly five millions of scholars.

Professor David Swing has been secured by the Chicago Current, as a special editorial contributor. He is to contribute a special article each week in addition to his quota of general editorial matter. In the issue of March 28th he furnishes paper No. 10 of "The American Type."

Personal.

Mr. Chas. B. Rae, Principal of Cass Bridge Public School, has resumed teaching after a short illness, during which his duties were performed by his sister, Miss Rae, formerly third teacher in the Chesterville Public School.

The Dundas Teachers' Association, in all probability, will meet on the 22nd of May at Morrisburgh.

Iroquois Public School has a full staff of Normal trained teachers. Misses Sharpe and Ballard, the third and fourth teachers, are at present unable to attend to their duties on account of sickness. These departments of the school are therefore closed.

Messrs. A. B. Gillis and A. W. Whitney, on their return from the Medical College, Kingston, resumed teaching: the former at S. S. No. 6, Matilda; the latter at No. 18 (the Boyne) Winchester. For more than twenty years Iroquois High School has been under the charge of W. A. Whitney, M.A.; Chas. Potter, B. A. is his assistant.

Mr. John Graham Harkness, late Principal of the Chesterville Public School is reading the Senior Matriculation (Toronto University) work at Iroquois High School.

Mr. F. B. Harkness, who secured a non-professional 2nd B at Iroquois High School in 1881, is now a teacher in Prince Edward County.

Mr. Wm. Anderson, First year undergraduate (Toronto) has charge this year of the Hanesville Public School.

Literary Chit-Chat.

The title of F. Marion Crawford's next novel is to be "Zoroaster, the Prophet," and the scene will be laid in Persia.

Houghton Mifflin & Co., of Boston, have just given to the public new editions of two very readable works, "Marjorie Daw and other Stories," by T. B. Aldrich, and "My Summer in a Garden," by Charles Dudley Warner.

The managers of the Concord, N. H. library, have refused to admit Mark Twain's "Adventures of Huckleberry Finn," on the ground that it is irreverent and trashy.

The educational report in England shows that the attendance at the public schools has, within a few years, risen from 2,000,000 to 5,000,000. This statement agrees with that of the London police that there is a marked decrease in juvenile crime.

"The Invisible Empire" is the title of a paper on the Ku Klux Klan in this week's issue of the Chicago Current, by C. E. Merrill,

whose personal efforts as a newspaper commissioner had much to do with the suppression of that organization.

Houghton, Mifflin & Co., are about publishing a new edition of Harriet Martineau's autobiography.

The love letters of Keats to Fanny Browne were recently sold at auction by a London firm. They were knocked down at prices ranging from £6/10 to £27, the latter price being paid by C. Wilde for one of four pages 4to.

The *Literary World* proposes the new word "literarian" to denote a person devoted to literary pursuits. It says:—"Litterateur is foreign; literary man is awkward, besides being restricted in gender; literarian following the analogy of parliamentarian, is natural; it is also sensible, euphonious and convenient."

George Macdonald declares Hamlet "the grandest hero in fiction—absolutely human—so troubled, yet so true."

The Chicago Current learns on authority that Patti has determined to write for publication in book form a series of memoirs and personal recollections, detailing not so much her own career as giving her studies, in a semi-historical way, of the great personages of the world with whom she has been brought into contact, and important social and political events, in various lands, which she has had, during her long career, such rare opportunity of observing.

Miscellaneous.

THE POWER OF SPEECH.

Everything that belongs to humanity is capable of yielding hidden meanings to any one who will bring a penetrating eye and an interpreting mind to the study. No man can wear a hat or a pair of slippers for a month or two without putting some of his individuality into his garments. "The apparel oft proclaims the man." You may gain plenty of hints concerning character by looking keenly at a man's surroundings—the quality and arrangement of his furniture, books, pictures, ornaments. Without even going into a house, you may often give a shrewd guess at the character of the inmates by a rapid glance at the windows, garden, fences, walls, doors, etc. There is expression in the way any one shakes hands with his friends, in the style in which a smoker holds his pipe or cigar, or puffs out its fumes, in the mode in which a pedestrian wields his stick or umbrella, in the manner of taking food, playing musical instruments or singing songs. Some secret may be let out by the attitude a man takes when he is talking in a parlor or shop, the chair he selects, and the mode in which he sits upon it. The tones of the voice are full of meaning; the selection of phrases, the structure of sentences, everything that a man does, almost everything that he touches may bear the stamp of his individuality.

And in this connection we may say there is no power of love so hard to get as a sweet voice. A kind hand is deaf and dumb. It may be rough in flesh and blood, yet do the work of a soft heart, and do it with a soft touch. But there is no one thing that love so much needs as a sweet voice to tell what it means, and it is hard to get it and keep it in the right tone. One must start in youth, and be on the watch night and day, at work and play, to get a voice that shall at all times speak the thoughts of a kind heart. But this is the time when a sharp voice is apt to be got. You often hear children at play speak with a sharp tone, as if it were the snap of a whip. When one of them gets vexed you will hear a voice that sounds as if it were made of a snarl, a whine and bark. Such a voice often speaks worse than the heart feels. It shows more ill-will in the tone than in the words. It is often in the mirth that one gets a voice or tone that is sharp, and that worst of all discords sticks to him through life, and stirs up ill will and grief, and falls like a drop of gall on the sweet joys at home. Such as these get a sharp home voice for use, and keep their best voice for those they

chance to meet elsewhere, just as they would save their best cakes and pies for guests, and put by all their sour food for their own board. We would say to all boys and girls, "Use your guest's voice at home." Watch it day by day as a pearl of great price, for it will be worth more to you in the time to come than the best pearl held in the sea.—*Philadelphia Saturday Evening Post.*

Question Drawer.

QUESTIONS.

How should the words in italics in the following sentences be parsed?

1. That tongue of *yours* is too busy.
2. Your school is larger than *ours* is.
3. As a teacher he was a complete failure.

W. M.

A company employs an agent for a year, giving him to start with, cash \$32.17; goods \$57.54. The agent sells for cash \$102.91; buys \$59.91 worth of goods. He retains for his salary \$25.00. He returns goods to the amount of \$31.37. At the end of the year does the agent owe the company or the company owe him, and how much?

Belmore.

A SUBSCRIBER.

ANSWERS.

We have received no answer to the truth question given a few weeks since, but publish the following from the *Journal of Education* from which the question was taken:—

The probability of A's statement is false = $\frac{1}{3}$, B's = $\frac{1}{3}$, C's = $\frac{1}{3}$. The probability that A and B would concur in a falsehood = $\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$. The probability that a statement affirmed by A and B, but denied by C, is false = $\frac{1}{3} \div \frac{1}{3} = \frac{1}{3}$. (certainly) — $\frac{1}{20}$ (probability of falsehood) = $\frac{1}{20}$. C. A. STROUT.

Crawford, N. J., Jan. 2, 1885.

A. W. HEASLIP, (last week.)—The 1st, and 2nd Part of First Reader, and the 2nd Reader are ready now. The remainder of the series will be ready before the middle of May.

The old series will not be authorized after the close of the current year.

Teachers' Associations.

SIMCOE.—A joint convention of the N. and S. Simcoe Teacher's Association, was held in Barrie on the 29th and 30th of January, and was noted for the large attendance, and for the excellence and practical nature of the papers read.

THURSDAY. Meeting opened at 10 a.m., Mr. T. M. Hunter, M.A., chosen chairman, and Mr. T. O. Steele secretary. Mr. Steele read the first paper, the subject of which was "Entrance Examinations." He pointed out and explained the various changes and improvements in the new programme, and urged the teachers to provide themselves with copies of the latest Regulation.

Agents for the *Educational Weekly*, the CANADA SCHOOL JOURNAL and the *Monthly Supplement*, were heard in favor of those journals.

Mr. Ward gave an admirable and rational method of teaching Grammar.

Mr. Tilley took up the subject of Geography, which he prefaced with well chosen general remarks to the teachers, especially urging them to like and study carefully as many *live* school journals as possible.

On entering into the subject of his paper he pointed out the end and means of geographical study, and the most important and beneficial parts of the subject to be taken up, showing especially the relation of climate and situation to the animal and vegetable products, and the occupations of the inhabitants of a country.

The attendance at the evening session, not only of teachers but of many of the prominent citizens of Barrie, showed the interest taken in educational matters; and if each one present did not go away wiser and better, it was not the fault of the entertainment.

Mr. Tilley was the first speaker, the subject being "The Relation of Education to the State." He said that it was necessary, both for individuals and nations, to occasionally "Take Stock." The prosperity of a nation depended more upon the intelligence of its people than upon fertility of soil or salubrity of climate. It was the duty of a Government to do for the people whatever could be better borne by the Government than by the people themselves. One of these things was a well devised and properly executed system of Education. Teachers the

main spring of system—whole matter in their hands. He urged upon trustees to get the best teachers possible, and not to change without the strongest reasons. Cheap teachers a false economy. A good educational system must necessarily be expensive, but we find that the investment pays, when we consider that the vast returns in the shape of our civil and religious liberties.

The next speaker was the Rev. D. D. McLeod. He showed what Scotland owed to her educational system. He had been both teacher and trustee. Greater permanency of situation, higher honors, and ampler remuneration as regards teachers, are highly desirable. High Schools the poor man's schools, and those who would do away with them are the poor man's worst enemies. Many of the best men in the British Empire have risen from the lower ranks of society. Teachers should avoid the rote system, should train the pupils to think and understand, and to feel that they are capable of improvement. Teachers should endeavor to form proper characters, and to fit their pupils to become good Christian citizens.

His Honor Judge Boyd, next gave a short, pithy address. He referred to his long connection with educational matters, and reiterated the sentiments of the former speakers, but thought that in the matter of High School education, while the State should encourage genius, the parents of pupils should contribute largely to its support.

Mr. Drury, M.P.P., next addressed the convention. He agreed mainly with the last speaker in the matter of High Schools. He had been at one time a teacher, but there had been great educational revolution and progress since that time. He believed in the education of the masses, especially farmers, and thought that a proper education better fitted a man for any position in life.

Mr. H. B. Spotton, M.A., closed the "Entertainment" with a lecture on "The Scientific Method in Public Schools," illustrated by a series of lessons in elementary chemistry, which, for clearness, incisiveness, adaptability to the minds of pupils, and tendency to develop the thinking, reasoning, and observing faculties, could with difficulty be excelled. He very successfully performed a number of the beautiful and startling experiments which he is wont to introduce to his class, during a course of lessons, and with which he precedes each new departure, the tendency of which would be to lead the pupils to observe, to inquire, and to draw conclusions for themselves.

FRIDAY. The first business was a vote of thanks to Messrs. Tilley, McLeod, Boys, Drury and Spotton.

Dr. Forest then introduced the subject of Phonic Reading, and illustrated by diagrams the proper position of the vocal organs to form the various sounds of letters, syllables and words. The system is natural, simple and rational, and if adopted by teachers would not only facilitate the teaching of young children, but would lay the foundation of a correct articulation.

Mr. Tilley gave a thoroughly practical paper on Composition. He referred to the faulty and disastrous methods formerly pursued, and gave a regular course of Composition for all the classes of a school up to the Senior Fourth, which, if properly carried out would fit pupils to correctly express their thoughts, write them in good form, and be able to carry on any ordinary business or social correspondence.

Mr. Williams following, said that composition had been much neglected in the past because many of the teachers did not know how to teach it, but hoped better work would be done in the future.

Mr. Sneath read an able paper on the Superannuation Fund, advocating its continuance and pointing out ways of making it more efficient. The general impression seemed to be that the most defective point about the Fund is that it makes no provision for the family of the teacher after his death. Two resolutions were passed, one affirming the desirability of continuing the fund in some efficient form, and the other the undesirability of increasing the annual payment to said fund.

Mr. Tilley closed the Convention with a stirring address to the teachers, portraying the importance and nobility of their work, and urging them to teach those things that would never be forgotten, but which would influence the lives of their pupils. He said that the teacher must be possessed of the right qualities of heart and mind, must love his work, exercise patience, and hope, and not be discouraged if the fruits of his labors did not at once appear. He must encourage the dull, restrain the vicious, and inculcate, both by precept and practice, the great principles of true religion; and though the pecuniary reward may be inadequate, a greater and nobler recompense is eternally secured.—T. O. S. Sec'y.

Literary Review.

The Youth's Companion: A National Paper for the Young. This admirable paper though designed for the young in years, is pretty sure to be read by the young of all ages. Its success is, perhaps, unparalleled, its weekly circulation of 340,000 being equalled by that of no other literary paper. It is published by Perry, Mason & Co., 43 Temple Place, Boston: Weekl., \$1.75 per year.