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The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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J. E. WELLS, M.A. *Editor.*
H. HOUGH, M.A. *Manager Educational Dept.*

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Editorial Notes.

THE Legislature of the State of Maine has followed the new departure by passing a law creating an arbor day, not simply for the schools but for the State. Why not? If, by establishing a general holiday for the purpose a considerable portion of the people of our cities, towns and villages, could be induced to spend one day in the year in planting trees, shrubs and flowers, and in tidying up and decorating their homes and surroundings, the effect upon tastes, minds and morals, could not fail to be excellent.

By the death of Dr. McCaul a figure that was for a long time among the most conspicuous, has vanished from our educational horizon. Though for a number of years past Dr. McCaul has been forced by the pressure of bodily and mental infirmities to live in seclusion, the number is still large of those who in the capacity of friend or of pupil, knew and appreciated the geniality and kindness of his disposition, the breadth of his scholarship, and the genuine worth of his character, and who will long hold him in affectionate remembrance.

THE new Brunswick Board of Education has authorized teachers under its jurisdiction to set apart, with the sanction of trustees "any Friday that may be deemed most suitable during the month of May or June for the purpose of improving the school grounds and planting thereon trees, shrubs and flowers, such day to be known as Arbor Day, and when duly observed credit to be given for it as a lawful teaching day." One suggestion made by the chief superintendent, Mr. Crocket, in a circular, is that in each school district a tree shall be planted as a memorial of the Queen's Jubilee. The idea is a good one.

THE history of the origin and aims of Arbor Day, by Dr. Northrop, which we condense for this number from the *Pennsylvania School Journal* will, we are sure, be read with great interest. It illustrates, in a striking manner, the fruitfulness of a happy thought falling into the virgin soil of this democratic western world, where the minds of men and women of all classes, freed to a large extent from conventional trammels, are open for the reception of new ideas, and rich in resources for turning them to practical account. It is impossible to set a limit to the effects which will result in the long run from the institution of Arbor Day, whether in beautifying the physical features of the continent, preserving the fertility of its soil, or contributing to the æsthetic and moral improvement of its people.

WE notice that the Hamilton Board of Education are remonstrating against the proposed extension of the Kindergarten system, especially the clause fixing the school age at three years. The *Times* says, that it was the opinion of a majority of the members that children should not be sent to school until at least five or six years old. There may be room for question as to the advisability of annexing Kindergarten departments to the public schools, but there is no doubt that infants of from three to six or seven are those to whom the system is adapted. One of the mistakes to be shunned is that of continuing the use of the leading strings after the child is old enough to dispense with such mechanical aid. Kindergarten milk is for babes only. The robuster intellect of a child of seven or eight demands a stronger diet.

WE regret to find that some inaccuracies crept into a couple of our educational news items, in last issue. Both items referred to the Toronto Collegiate Institute. The number of teachers employed is twelve, instead of nine; the lowest salary we are sorry to say is \$550, instead of \$650. The only exception taken to the proposal to have the Institute made a "training institute," was, we are assured, on the broad ground of the interference necessarily involved in such a change, with the proper function of a collegiate institute. We have always questioned both the justice and the expediency of throwing this additional, and to some extent, incompatible work upon the high schools. It may be hoped that the establishment of a Chair of Education in Toronto University will do away with the necessity for such an expedient.

THE appeal made by Mr. Boyle on another page, on behalf of the Canadian Institute, will, we are sure, find a ready response from the teachers of Canada. The buried relics of prehistoric times and races possess an intense interest for every active and thoughtful mind. The members of the teaching profession have, in some respects, better opportunities than most other persons for local exploration. A scientific object will add zest to those daily excursions for exercise and recreation which every wise teacher will make a matter of conscience. Through the medium of the pupils, as well as by personal intercourse with parents, teachers have exceptional opportunities for ascertaining what objects of archaeological interest are to be found in their respective neighborhoods. The members of the profession will, we feel sure, as a body of

educated men and women, interested in the progress of science for its own sake, and apart altogether from any "warrant" from the Education Department, render *con amore* any aid in their power to the Canadian Institute in its researches, historic and pre-historic.

THE recent discussions in the Legislature and in the press have served to emphasize two educational theories, each of which has found able advocates. Those who believe that the work of university education can be done efficiently only by concentrating the resources and energies of the people for the support of one great central institution under the control of the State, have measured swords with those who think that the work of higher education will be more effectively as well as more justly carried on by private effort. This great battle has not yet been fought out to the end. The decisions yet reached are in the nature of compromise. The State has enlarged the resources of its university. The voluntarists have secured the recognition which they asked. For our own part we shall only say here that we think it would have been a national calamity had any action been taken tending to discourage voluntary effort, and to divert the streams of private beneficence from educational channels.

WHAT amount of truth is there in the current complaints, that with the spread of education agricultural and other laborious occupations are becoming unpopular? The question is of vital importance. We fear there is no room to doubt the fact that there is a growing distaste for manual labor. This distaste is, of course, coincident with the advance towards universal education. *Post hoc* does not necessarily imply *propter hoc*. Yet it is to be feared that in this case the coincidence, or rather sequence, in time, is not merely accidental. The fact, if fact it be, that education tends to draw away multitudes from manual industries, and to overcrowd the clerkships and professions, admits of two explanations. It makes it pretty clear, in the first place, that there is something wrong, some lack of genuineness, in the education itself. Nature surely intended that the large majority of mankind should be engaged in manual occupations of some kind, since these are the means and the only means by which the multitudes can be fed. Nature no less surely intended that all men should use their brains and so develop their mental powers. There should therefore be no antagonism, but the strictest harmony, between the two processes. Here, then, is a hint for educators. But, on the other hand, may not the blame rest quite as much upon the artificial and unjust conditions that have been imposed upon the manual industries? Nature, though she evidently intended men and women to use their hands, did not make it necessary that in so doing they should become slaves. Possibly she did not intend that one-half the men and women in the world should do the manual work for all. Here is the other equation

of the great problem—a hint, too, for employers. A more equitable division of labor, as well as of education; the gradual elevation of labor by science: a fuller recognition of its true dignity; a shortening of its hours; a removal of all its unnecessary disabilities, etc. May we not look, and work, in this direction for the solution of the great problem of the age—a solution directly in line with the broadest possible education?

PUBLISHERS' ANNOUNCEMENT.

THE Grip Printing and Publishing Company, of Toronto, beg leave to announce to the subscribers of the two journals named below, and to all members of the teaching profession, and all interested in the work of education in Canada, that they have purchased the *Canada School Journal*, the oldest educational paper in the Dominion, from its late proprietor and publisher, J. E. Wells, M.A., and have consolidated it with the *Educational Weekly*, which they established in 1885. From this date the consolidated paper, which will then be the only educational newspaper in Ontario, will be known as THE EDUCATIONAL JOURNAL.

THE EDUCATIONAL JOURNAL will be published semi-monthly, viz., on the 1st and 15th of each month (with the customary intermission, probably, during the summer holidays), of the size and general style of the present issue. The intention is that THE EDUCATIONAL JOURNAL shall preserve and combine the best and strongest qualities of both its predecessors, and shall add to them from time to time such new and improved features as cannot fail to make it even more valuable to educators than either of the journals it supersedes and to all whose merits it is the legitimate heir. The distinctive characters of these two journals are too well known to most of the teachers of Canada to require special reference. When to the admirable qualities which gained for the *Educational Weekly* a position in the foremost rank of educational journals in America, are added those eminently practical features which have won for the *Canada School Journal*, under its late management, so many warm expressions of approval from all quarters, it will be seen that the consolidated paper will possess unequalled facilities for meeting the tastes and wants of its patrons of every class.

As a proof of their intention and ability to meet the high expectations that will naturally be formed, the publishers have great pleasure in announcing that they have been fortunate in securing the services of J. E. WELLS, M.A., late editor and proprietor of the *Canada School Journal*, for the editorial chair of the EDUCATIONAL JOURNAL. For the information of those of our readers who may not be familiar with the facts we may state that Mr. WELLS is a Canadian by birth and education, and has had exceptional opportunities for acquiring the training and experience necessary for the successful editorial management of an educational paper. Born and educated in the maritime provinces;

having had twenty years' personal experience in teaching, during which he passed through all the grades of the profession from that of the district school to a professor's chair, and, finally, the principalship in Woodstock College; having added to this several years' experience as a journalistic writer, he brings to the work a variety of qualifications not often found in combination. We mention these facts as a guarantee that teachers of every grade need not fear lack of knowledge, sympathy, or appreciation, in the columns of the EDUCATIONAL JOURNAL.

The publishers deem it unnecessary to attempt to enumerate in advance the specialties which will characterize the JOURNAL. They prefer to leave these to be developed from month to month. They may, however, intimate that, in response to the wishes of subscribers, they propose making pictorial illustration a prominent feature amongst the improvements to be immediately introduced. As for the rest, suffice it to say that it is the resolve of all concerned that the EDUCATIONAL JOURNAL shall be thoroughly wide-awake and progressive, and that it shall stand second to no other educational paper published.

A word as to the subscription price. This has been fixed, after the most careful inquiry and calculation, at the lowest figure at which the paper can be reasonably expected to repay the cost of publication. The publishers believe that the time has come for the establishment of an educational paper on a permanent business basis. That point has never yet, they are assured, been reached by any educational periodical in Canada. It is impossible that such a journal should be continuously issued at a loss to the publishers. The teachers of Canada do not wish or expect that. The publishers may state frankly that, as the result of close calculation, they cannot hope that the EDUCATIONAL JOURNAL, issued as they intend it shall be issued, and at the rates named in their advertising notices, will do more, for some time to come at least, than pay its way. When the size and style of this JOURNAL are compared with those of other periodicals, as, for instance, the numerous monthlies containing much less than half the amount of reading matter, whose price is almost invariably one dollar, it will be seen that the EDUCATIONAL JOURNAL will be really a low-priced paper.

All advance subscriptions to the *School Journal*, paid before April 1st, will entitle the subscribers to the EDUCATIONAL JOURNAL for the unexpired period of subscription, and all who have paid in advance for the *Educational Weekly* up to date will be credited with an extension of time calculated on the basis of reduced rate.

The foregoing announcements are made with a degree of gratification which we feel assured will be widely shared. To students, teachers, professors and principals; to parents, trustees, and inspectors; to all Canadians who take an intelligent and patriotic interest in the great work of national and universal education, the EDUCATIONAL JOURNAL is sent forth on its mission, with confident hope of a generous reception and a liberal support, by

THE PUBLISHERS.

Hints and Helps.

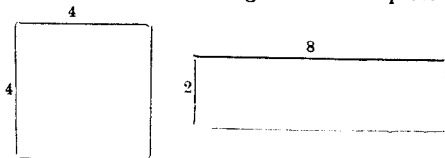
THE REASON WHY.

COMMON SENSE INVESTIGATIONS.

THOUGHT, inquiry, reasoning must be exercised in investigating a subject. By so doing you develop intellect and gain new truth. Those who are satisfied with mere mechanical replies, when they question, will never produce scholars, they do not educate, draw out, lead forth, but simply hear recitations. Let us illustrate. We have frequently, both in schools and at institutes, asked for explanations of "why is it colder in winter than in summer." The answer is given, "because the sun's rays fall less perpendicularly on the earth in winter." This is correct as far as it goes, but it goes only half way. It is simply stating a fact gathered from the books, it is an act of memory, requiring but little thought or reasoning. When the question is propounded, "why or how perpendicular rays furnish more heat than oblique ones,"—a question which requires thinking and reasoning, many otherwise good mechanical students have nothing further to say, and when an illustrative explanation is asked for, many teachers even fail.

This proves that too many are satisfied in their investigations with the statements of the book. To know that a thing is so, and to know why it is so, are two entirely different things. Drops of water are round, and so are tears, but why? We have two eyes, why do we not see double? A prism held in the sun's rays dissolves them into the seven colours. Why? Why must the prism be triangular?

A little common sense helps us amazingly in our investigations, and a simple little illustration oftentimes clears up a difficult subject. Why should a house or field be in the shape of a square rather than of a rectangle? Without resorting to the mathematical calculations, in another column, an illustration like the following settles the question:



The perimeter of the square, whose area is 16, is 16, while that of the rectangle is 20.

The reason that the circumference of a circle is 360, rather than 400 or 1,000, is simply because 360 is divisible by all the digits except one, thus:

$$\begin{array}{r} 2)360 \\ \underline{180} \\ 180 \end{array} \quad \begin{array}{r} 3)360 \\ \underline{120} \\ 120 \end{array} \quad \begin{array}{r} 4)360 \\ \underline{90} \\ 90 \end{array} \quad \&c.$$

The explanation of borrowing in subtraction can be given by means of toothpicks, the tens being tied in bundles of ten. As 2¹/₁₀ or 21-9. Here we use two bundles of ten toothpicks, and one toothpick. To take nine away, one of the bundles must be opened, and nine being taken but one remains, which, with the other single toothpick, makes two single ones, and one bundle of ten, twelve in all left.

When the "reason why" is given by means of tangible illustrations, many difficult problems are simplified.—*National Educator*.

SUBJECTS FOR COMPOSITION.

1. WRITE a telegraphic dispatch, not exceeding ten words, and containing three distinct statements.
2. Write for your country paper a short description of a serious accident of which you were an eye-witness.
3. You are shortly to move into a new store some distance from your present stand. Prepare a circular to be sent to your customers apprising them of the change.
4. Write a telegraphic dispatch, not exceeding ten words, and containing four distinct statements.
5. You are in want of a situation as clerk in the grocery business. Prepare an advertisement for the papers setting forth your desires.
6. Write, in favor of your clerk, an order on a boot and shoe merchant of your town for goods to be charged to your account.
7. Your fall stock of dry goods has just arrived. Prepare a suitable advertisement announcing this fact.—*Popular Educator*.

ENGLISH AS SHE IS TAUGHT.

MARK TWAIN contributes to the April *Century* under the above title some examples of the curious answers made by pupils in our public schools. We quote a few as follows:—

- "Aborigines, a system of mountains.
- Alias*, a good man in the Bible.
- Amenable*, anything that is mean.
- Assiduity*, state of being an acid.
- Auriferous*, pertaining to an orifice.
- Ammonia*, the food of the gods.
- Capillary*, a little caterpillar.
- Corniferous*, rocks in which fossil corn is found.
- Emolument*, a headstone to a grave.
- Equestrian*, one who asks questions.
- Eucharist*, one who plays euchre.
- Franchise*, anything belonging to the French.
- Idolator*, a very idol person.
- Ipecac*, a man who likes a good dinner.
- Irrigate*, to make fun of.
- Mendacious*, what can be mended.
- Parasite*, the murder of an infant.
- Publican*, a man who does his prayers in public.
- Tenacious*, ten acres of land."

Here is one where the phrase "publicans and sinners" has got mixed up in the child's mind with politics, and the result is a definition which takes one in a sudden and unexpected way:

"*Republican*, a sinner mentioned in the Bible." Also in Democratic newspapers now and then.

Here are two where the mistake has resulted from sound assisted by remote fact:

"*Plagiarist*, a writer of plays."
 "*Demagogue*, a vessel containing beer and other liquids."

Here is one which—well, now, how often we do slam right into the truth without ever suspecting it:

"The men employed by the Gas Company go round and speculate the meter."

And here—with "zoölogical" and "geological" in his mind, but not really to his tongue—the small scholar has innocently gone and let out a couple of secrets which ought never to have been divulged in any circumstances:

"There are a good many donkeys in the theological gardens."
 "Some of the best fossils are found in theological cabinets."

[The above is the extract to which we referred in an editorial note in last issue. The extract was crowded out.—ED.]

TRUE BEAUTY.

A WOMAN, famous as one of the most kindly and lovable among leaders of the best American society, once said: "If I have been able to accomplish anything in life, it is due to a word spoken to me in the right season when I was a child, by my old teacher. I was the only homely, awkward girl in a class of exceptionally pretty ones, and being also dull at my books, became the butt of the school. I fell into a morose, despairing state, gave up my study, withdrew into myself, and grew daily more bitter and vindictive."

"One day the French teacher, a grey-haired old woman with keen eyes and a kind smile, found me crying."

"'Qu' as-tu, ma fille?' she asked.
 "'O madame, I am so ugly!' I sobbed out. She soothed me, but did not contradict me."

"Presently she took me to her room, and after amusing me for some time said: 'I have a present for you, handing me a scaly, coarse lump covered with earth. 'It is round and brown as you. 'Ugly,' did you say? Very well. We will call it by your name, then. It is you! Now, you shall plant it and water it and give it sun for a week or two.'

"I planted it and watched it carefully; the green leaves came first, and at last the golden Japanese lily, the first I had ever seen. Madame came to share my delight."

"'Ah,' she said significantly, 'who would believe so much beauty and fragrance were shut up in that little, rough, ugly thing? But it took heart and came up into the sun.'

"It was the first time that it ever occurred to me that, in spite of my ugly face, I too might be able to win friends and to make myself beloved in the world."—*Youths' Companion*.

A LESSON WITHOUT A NAME.

BY SARAH L. ARNOLD.

THEY came at noon,—the noon of a gay day. The day was one of the last of February's twenty-eight, and the snow lay deep on the ground. When Miss Oddways walked home from school at noon she was tired, because the day was gray and the winter had been long. When she went back the sky was blue and the air was clear, while her face wore a glad smile. She thought the silver-gray pussy-willows she had found waiting for her at home made all the difference. A group of boys were playing marbles on the icy sidewalk. "They are right, the boys and the willows," thought Miss Oddways; "spring cannot be far away."

When she visited the C class, that afternoon, it was time for a Place Lesson, so the programme said. But after the children had greeted Miss Oddways, must they not also give greetings to the clear brown and gray pussy-willows that she wore?

"What are they?" she asked, enjoying their interest in the new-comers. All the children knew and wanted to tell. One little lad called them "brown kitties."

"Where do they grow?" "All along the lake road!" "And the road to the Geyser." "All wet, swampy places." "Down in the woods, back of my house." "And oh," cried Harry, "such big gray ones grow down by the brook, at my grandfather's. I'll bring you some!" "Thank you," said Miss Oddways, seeing the child so happy in the thought of his giving. "That will make us both glad."

"Who can guess why I wear those to-day?" "Because they're so pretty." "Because they feel so soft on your hand." "To make you remember the one that gave them to you." Because you like them." These were the answers that came.

"Still another reason," Miss Oddways said. "Do you know, little people, that I wear these little 'brown kitties,' as John calls them, because they have a message for me? What do you think they are saying?"

Then their eyes were earnest, and they wondered. But never a word came.

"Let me tell you a secret," said the teacher. "See these little brown jackets the pussies wear? Shall I tell you when they were made?"

"Oh, I know," cried Bennie; they've been on all winter, for last fall I found some and pulled them off, and there was the gray inside."

"Ah, yes; Bennie knows my secret. Now see how the grey has peeped out, underneath and all about the brown! Think how long it has waited under its brown coat; think why it comes out now; then tell me what it says."

They all knew,—glad knowing. "Spring's coming! spring's coming!" they chorused.

"What then?" "Oh, the Mayflowers in the Ten Spring Woods!" "And the birds!" "And the violets all over everywhere!"

They were friends of theirs,—all the spring blossom. They had not thought before, but they thought now, that the willows sent their silvery heralds to tell of the Mayflowers and violets and birds. And now they learned how the dear gray things had waited through all the long, cold winter months, till the time came for them to bear their message of hope and cheer.

Miss Oddways saw that they knew her meaning, but she did not say anything about patience nor faith. "You see, the willows were sure, all winter, that spring would come when it was time. So they waited. 'Twas a happy waiting, I think, don't you?"

There could be no Place Lesson. They had talked the time away.—*The American Teacher*.

RECITATION FOR A VERY LITTLE BOY.

It's very hard, kind friend, for me,
 To stand up here with trembling knee,
 And see so many people's eyes
 Cast on a boy of my small size;
 But, then, I thought I'd take my place,
 And, soldier-like the music face,
 I've tried my hardest to please you;
 You may believe me, this is true;
 Your kind attention (ere we part)
 I thank you for with all my heart.
 (Places hand on heart; bows to audience.)
 —*Morrison's Selections*.

THE DEPARTMENT OF EDUCATION,
ONTARIO.

HISTORICAL RETROSPECT.

BY J. GEORGE HODGINS, M.A., LL.D., DEPUTY
MINISTER OF EDUCATION, ONTARIO.

THAT which the late distinguished Lord Elgin described as the "Seed Plot" of our system of popular education in Upper Canada had very humble beginnings.

What afterwards grew to be the Department of Education was, (under the first general school law passed in 1841 for the whole of the province of Canada,) originally a subordinate branch of the Provincial Secretary's office at Kingston. That for Upper Canada was managed by an "Assistant Superintendent" and one clerk, (Mr. Robert Richardson). The nominal Chief Superintendent was the Hon. Vice-Chancellor Jameson. The first incumbent of the Upper Canada branch was the Rev. Robert Murray, M.A.

Had the Governor General, Lord Sydenham, not met with the fatal accident which terminated his life, in September, 1841, the Rev. Dr. Ryerson would, without doubt, have been appointed in that year. Mr. Murray, who was neighbor and friend of the Hon. S. B. Harrison, then Provincial Secretary, was nominated by him, and received his appointment from Lord Sydenham's successor, Sir Charles Bagot. (Mr. Harrison was afterwards Judge of the County of York.) He was nominated by Rev. Dr. Ryerson, as chairman of the reconstructed Board of Education in 1850, (then named the Council of Public Instruction,) as successor to the lamented Bishop Power, who died in 1847. Mr. Harrison held that position until his death, in 1862.

On the repeal of the general school Act of 1841, and the passing of a separate Act for each province in 1843, the Education branch of the Provincial Secretary's Office was divided and reconstructed. The divisions then made were designated respectively "Education Office (East) and Education Office (West)." In 1844 Mr. Murray was made Professor of Mathematics in the University of King's College, and the Rev. Dr. Ryerson was, in September, appointed as Superintendent of Schools in his place. The writer of this "retrospect" received his first appointment in the Education Office during the next month, (October, 1844). In that year the office was removed to Cobourg, and in 1846 to Toronto where it had various experiences and resting places, *pro tem*. But on the 4th of November, 1852, it was finally transferred to its present extensive and handsome quarters in Victoria Square.

Thus far I have referred only to the present system of education, and to its early organization, in part. This retrospect would be quite incomplete were I not to glance back a few years and note the educational forces which were at work to produce what was accomplished in 1841 and afterwards.

In point of fact, there had always been in educational matters some system of management but it rarely went beyond the mere administra-

tion or expenditure of such sums of money as in a fitful spirit, or temper, the House of Assembly might decide to grant from time to time. Thus, in 1816, the Legislature appropriated \$24,000 a year in aid of common schools; while in 1820, the grant was reduced to \$10,000; in 1832 it was the same, but in 1833, 4, 5, and 6 it was at the rate of \$35,000 a year.

In 1822-3, an effort was made to systematize the desultory efforts or methods of former years. In 1822, Lieut.-Governor Sir Peregrine Maitland submitted to the Imperial Government a plan for organizing a general system of education for the Province, including elementary schools. In 1823, he obtained permission from the Colonial Office to establish a Board of Education for the general superintendence of this system of education, and for other purposes. The members of this Board were appointed, with Rev. Dr. Strachan at its head as chairman. The names of the other members of this Board were: Hon. Joseph Wells, Hon. G. H. Markland, Rev. Robert Addison, Hon. J. B. Robinson, and Thomas Ridout, Esq.

Besides this administrative machinery for the management of what, in point of fact, did not deserve the name of a system of education, there were other influences at work, especially in the year 1836 and 1839, which ultimately shaped public opinion in the direction of a really comprehensive system of public schools.

In a series of papers on "Auxiliary Educationists," contributed in 1885-6, to the *Educational Weekly*, I sought to do justice to the able and zealous men who, almost single handed, fought the battle of elementary and higher education in the Legislature, prior to the rebellion of 1837. Of these men I was enabled to give a sketch of the efforts in this direction of Bishop Strachan, Dr. Charles Duncombe and Mr. Malhon Burwell. These gentlemen did good service in the cause, as did Hon. William Morris and others.

In the light of the growth and educational progress of to-day, the miserable condition of public education in the days of the educational pioneers to whom I have referred, can hardly be credited. And were it not on record in the proceedings of the Legislature, the statements there made would appear to apply to some other country rather than to ours.

There were in the House of Assembly in those days (as I have intimated) men of rare power and ability, who did noble service in the popular cause, and in behalf of general education. They passed school bills, founded on elaborate reports, year after year, only to see them defeated in the Legislative Council. This state of things continued for some years, and with disastrous effects on the intellectual life of the country. This fact is illustrated in the proceedings of the House of Assembly. For example: In a petition of the United Presbytery of Upper Canada, presented to the House in 1830, the signers say:—

"It is with deep regret that your petitioners (in their ministerial capacity, connected with a

very large portion of His Majesty's subjects in this Province) are compelled to say that the state of education is, in general, in a deplorable condition."

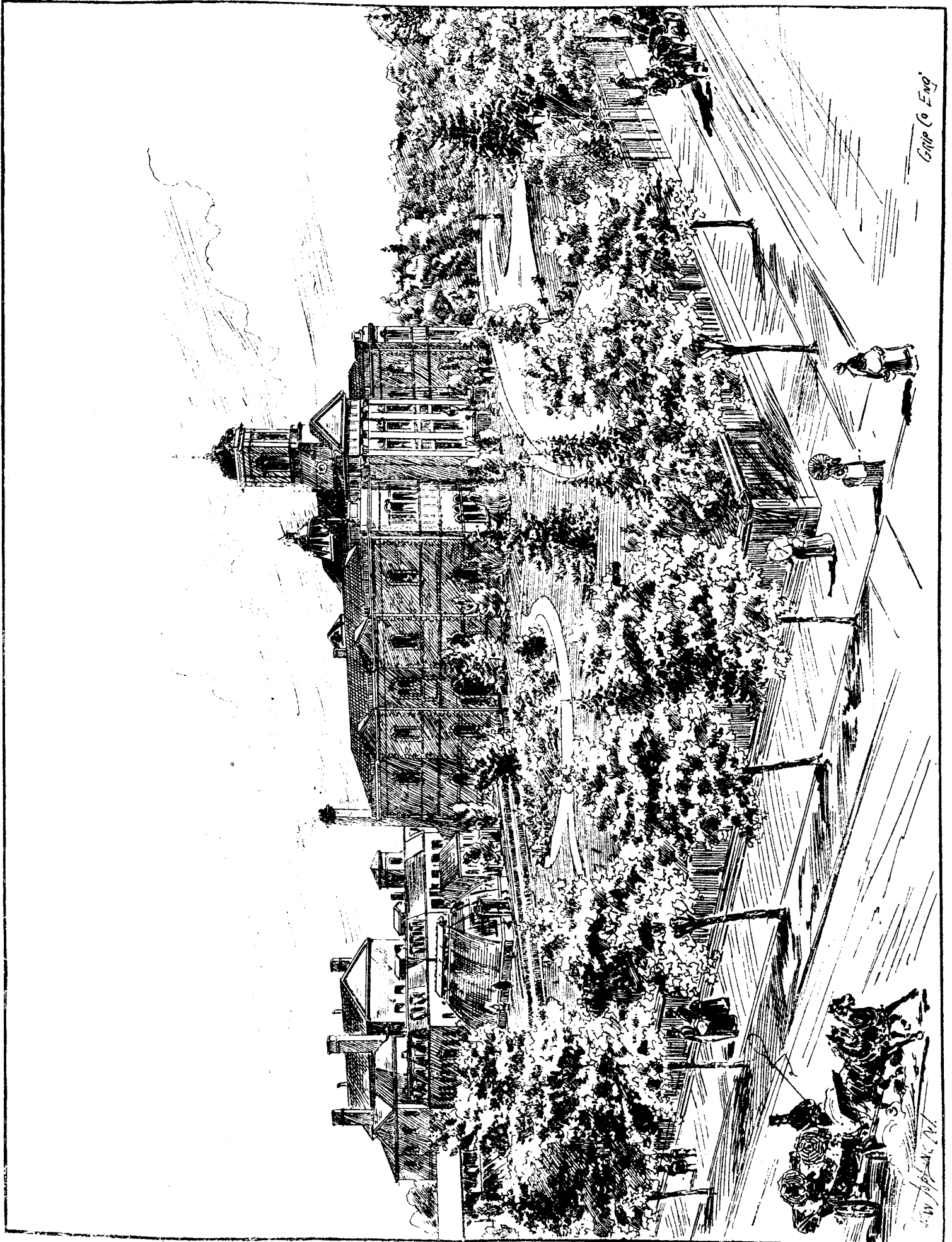
A report to the House of Assembly (on a petition laid before it in 1831) by a committee says:—
"The common schools of this Province are generally in so deplorable a state that that they scarcely deserve the name of schools."

The reason for this state of things is thus clearly set forth by the House of Assembly in an address to the Lieutenant-Governor, adopted in the same year:—

"We, the Commons of Upper Canada, in Parliament assembled, most respectfully represent that there is in this Province a very general want of education; that the insufficiency of the school fund to support competent, respectable and well-educated teachers, has degraded common school teaching from a regular business to a mere matter of convenience to transient persons, or *common idlers*, who often teach school one season and leave it vacant until it accommodates *some other like person*, whereby the minds of our youth are left without cultivation, or, what is still worse, frequently with vulgar, low-bred, vicious or intemperate examples before them, in the capacity of monitors."

Other extracts might be given to illustrate this part of the subject, but they would make this paper too long. They are all of a most interesting and instructive character, and well deserve publication in a connected form. They throw a vivid light upon the educational chaos which existed at the time. They also show how enlightened comparatively, and also how darkened were the views of those who took part on both sides in the educational debates and proceedings of those years—especially during 1830, 1836 and 1839. What were then problematical theories and tentative schemes, are to-day educational truisms and successful plans of operation.

The growth of the schools under the fitful system which prevailed in Upper Canada from 1816 to 1842 was painfully slow. The number of what was called "schools" was small, and the quality of them, with rare exceptions, was exceedingly inferior. Anything beyond the three R's was generally taught by itinerants. Dr. Ryerson mentions in an autobiographical letter, as an example, that his knowledge of English grammar was derived entirely from the "lectures" of a peripatetic teacher of that subject. He mentions several of his after contemporaries who acquired a knowledge of grammar and other special subjects in the same way. No one, as he said to me, ever heard in these days of the possibility of a "royal road to learning." It was hard work, of the hardest kind, and few ever dreamt of reaching a higher eminence than that of mastering the first two R's—Reading and 'Riting. Arithmetic was approached with caution, and its higher "developments" with consternation. How could such a state of things be otherwise when "transient persons" and "common idlers" were, with rare exceptions, the kind of "teachers" employed. Education had no money value then, except in so far as it receded from a rate of payment to that of a day laborer or a pensioner.



THE EDUCATION DEPARTMENT AND NORMAL SCHOOL, TORONTO.

In 1842 the number of schools receiving aid was 1271, attended by 65,918 pupils. Under the stimulus caused by the Act of 1841 and 1843, these numbers had increased, so that the number of schools reported in 1844 was 2,610, attended by 96,576 pupils.

Although the numbers had thus increased, the condition of the schools was very little, if any, improved. At all events, the whole educational structure had to be rebuilt upon the broad and deep foundations which the practical wisdom and acquired experience of the founder of our present school system had enabled him to lay. This was, however, a labor of no ordinary magnitude. He was confronted with an opposition and with difficulties which would have appalled most men. They met him on all sides. Not only had he to contend against a feeling of personal hostility, but so accustomed had the country been to the *status-in-quo* of its so-called "schools" and misnamed teachers, that some of the largest county councils passed resolutions against the projected improvements. On this point a writer in the *British American Journal of Medical and Physical Science* in January, 1848, says:—

"We find more than one municipal council praying for the total repeal or entire modification of the present system on account of . . . its inapplicability to the circumstances of the country; and in one instance (the District of Gore) recommending as an *improvement* (!) the engaging as teachers of men whose *physical inabilities* and *decaying energies* render teaching a suitable occupation for them; and further, that *emigrants* may be employed until 'their character and abilities are better known and can be turned to better account.'"

The Teachers' Association of the same District also denounced the amended school law as "not adapted to the state of the country," etc. For many years the Board of School Trustees of this city of Toronto would not employ any teacher trained at the Provincial Normal School.

In a concluding paper I shall mention the circumstances which led to the establishment of the Normal and Model Schools, and the erection of the handsome building shown in the sketch at the head of this article.

J. GEORGE HODGINS.

THE principles of education must be bold abstractions never to be realized, but ever striven toward.—*Anon.*

A TEACHER, somewhat out of patience, one day said to a dull pupil, "I can furnish you with instruction, but not with brains, sir." The boy instantly replied, "I am perfectly well aware of that, sir."

IT was in a border city of strong Southern inherited tendencies. Several colored dignitaries appeared before the school board in aid of a petition to have colored teachers appointed over colored schools. Chairman of the committee says to the leader: "It might do very well in theory, but there would be trouble in practice, for you see we should not want to dismiss all the white teachers in a building, and if we did not there would be some white and some colored, which would make trouble." To which the colored clergyman replied: "I think not. *I used to teach in a university with several white folks, and I never took offence at it.*" Silence reigned.

Arbor Day Articles.

ARBOR DAY.

BY JOHN DEARNESS, I.P.S. FOR EAST MIDDLESEX.

THE issue of an Arbor Day number of THE EDUCATIONAL JOURNAL will certainly be very acceptable and useful to your readers.

It seems to me that the intention of Arbor Day is not rightly understood, or that the day is used in such a way as to lose some of the chief advantages to be derived from its observance. I know of several schools that observed (?) it in this manner. The teacher, a few of the larger boys, and one or more of the trustees spent the forenoon or more of the day in planting trees in a line around the yard. At other schools pupils of both sexes attended and, in addition to the tree-planting done, beds were made and sown with flower seeds. In the majority of cases in my experience it is taken as an opportunity for house-cleaning, "tidying up" generally, and gardening, including tree-planting. These are very good and suitable employments, but yet one of the chief purposes of the day is missed when the tree-planting is done by two or three, perhaps by the trustees themselves, or by hired men, while the pupils are piling up the wood, raking the yard, or wheeling earth to make flower-plots. The pupils ought to be permitted and required to take part in the planting of the trees. Some person should be present strong enough to dig the holes, and skilful enough to direct properly the planting, puddling of the roots if necessary, lining the hole with sods or loam at the right depth, spreading the rootlets and firming the earth about them. Much of this ought under wise direction to be done by the larger pupils while the younger ones witness the operation and help as they are able. The larger pupils should be allowed to take their turn in doing the major part of the work, thus giving one or two a feeling of proprietorship in each tree. It adds interest to the proceedings to dedicate the trees, as each is planted, to the pupil who has planted it, or to teachers, ex-teachers, and other officers of the school, or to celebrities in literature or science. When the children have thus taken part in the planting they feel an interest in the growth and preservation of the trees, and not only in those whose roots they have seen put in the ground, but also in young trees by the roadside, or wherever they may see them growing. The directing tree-planter, if the teacher does not feel competent, should sometime during the day give the pupils a talk about the care of the trees. On our school grounds thousands of trees are killed by kindness. The chief danger is from frequent slight waterings which draw the young roots towards the surface, where they die of drought during the hot midsummer vacation, when, for six weeks, they are deprived of their frequent damping. Thorough soakings in a dry time once a fortnight are far more beneficial to newly transplanted trees than daily wettings of the surface of the ground around it; in fact, the latter is worse than no

watering at all. Mulching with chips or shaken sods with a few small stones laid on them will in most years obviate altogether the need for watering. In a manner similar to that just described tree-planting can be practically taught and this teaching is one of the chief uses of the day.

I find that in rural schools it is not very practicable to devote the afternoon to indoor exercises, such as recitations, music, and addresses appropriate to Arbor Day. Those who have been working at such things as cleaning stove-pipes and handling the soil prefer to go home to wash and have a hearty dinner rather than to stay for recitations and speeches. The Friday afternoon preceding or following may be very profitably devoted to such exercises.

Arbor Day necessarily comes at a time when the farmers are very busy; hence in the majority of schools the chief part of the directing above referred to is done by the teacher or not at all. To qualify them better for this duty the teachers of East Middlesex last year held a very successful special meeting of the Association on the Saturday before Arbor Day. Addresses were delivered by, or letters read from, practical arboriculturists, including Prof. Brown and Messrs. Phipps and Forsyth. Another such meeting will probably be held next year or the following one. Our experience was so encouraging that we can recommend a trial of it to other Associations.

It seems to me feasible to extend further the arboricultural instructions in schools by making a bed for tree-seeds in the shadiest and most out-of-the-way corner of the school ground. We are going to try it this year in one or two places. I shall report our experience, if it is successful. I have read that in some schools in France and practice of budding and grafting receive a special grant. There is no reason why any Ontario teacher who is competent to do it should not instruct his pupils in these arts. The trees and shrubs growing on the school grounds are as suitable for this purpose as fruit trees.

We have to thank the Minister of Education for placing in our hands the extremely helpful circular relating to Arbor Day, prepared by Dr. Hodgins. Besides being a guide to the teacher and trustees it may be read to the pupils and explained and commented upon for their benefit. In addition to the practical and excellent directions given by Professors Phipps and Hough in that circular, I think a note as to arrangement of trees would be useful. Spruce and cedar ought to be planted, and that thickly, in double or triple rows, chiefly, perhaps only, on the north and west sides, or most exposed aspects of the grounds. When on the south side they do not throw much shade and they keep the yard cold and wet much later in the spring. Cedars do well and are beneficial if planted in clumps about the outhouses. (Around these houses it is well, if there is not any shade, to plant rank-growing varieties of the sunflower.) If trees are planted in double or triple lines care

should be taken to put the tallest growers in the outer rows. For a tree growing singly in the interior of the yard, besides the horse-chestnut and mountain-ash mentioned by Mr. Phipps, the mulberry is desirable.

In conclusion a word with regard to the paragraph on "shrubs and climbers most suitable to school grounds" in the circular above referred to. I quote the paragraph:—

"In a valuable book on Rural School Architecture, recently issued by the United States Commissioner of Education at Washington, a list of shrubs is given, to which additions are made suitable to Canada, viz.:—

The Missouri currant, Barberry, Weigelia, Cornel, Laurel, Lilac, Roses, (white, yellow and red), Viburnum or Guelder rose, California privet, Forsythia, Spiræa, Tartarean honeysuckle, Dogwood, Deutzia.

To these I add the following, which will grow freely in any part of Ontario, viz.:—Syringa, Yellow flowering currant, Hydrangea, Snowberry, Ashberry, etc. Of climbing plants I may mention the Virginia Creeper, Clematis, Bignonia radicans, Japanese Ivy, Birthwort, Roses, etc."

I have had experience with all the plants mentioned in these lists except the Ashberry, (I do not know the plant by this name and cannot find the name in any text-book or dictionary). In this country the (sweet bay) laurel, California privet and several varieties of Forsythia, Spiræa and Deutzia are not hardy enough for school-grounds, as they are either killed outright in a severe winter, or killed down to the snow-level. Roses are so subject to insect ravages as to be unsatisfactory. The Missouri and Yellow-flowering currant are identical; so probably are Cornel and Dogwood. The Poison Sumac is sometimes known by the latter name but it could not be the plant intended. Many varieties of Cornel or Dogwood are indigenous in Ontario, chiefly in swampy places; the variety meant is probably Cornus Florida. Viburnum is usually called Snowball; a variety not uncommon in shrubby low ground, *V. opulus*, the high bush cranberry, is suitable for planting as an ornamental shrub. The Japanese Ivy is Veitch's ampelopsis, closely allied to the Virginia creeper. Dr. Northrop recommends it above all other climbers for schools. Birthwort (*Aristolochia siphon* or Dutchman's pipe) has beautiful curious flowers but it is expensive and good specimens are liable to be injured in the act of pulling off the tempting flowers.

My list of shrubs for school-grounds combining hardiness, cheapness, and beauty of flower or foliage would comprise among high shrubs the lilac, (common and Persian), snowball, syringa (false S. or mock orange, honeysuckle (Tartarean) and fringe trees,—low shrubs, hydrangea, pyrus japonica, snowberry, flowering almond and spiræa prunifolia (bridal wreath).

Most climbers need more attention than they are likely to receive at schools. The ampelopsis (both Virginia creeper and Veitch's) can take care of themselves, so can bignonia (the trumpet creeper) but it is not so hardy as the former. If the teacher or pupils will render a little assistance to the following hardy climbers they will well repay the trouble: honeysuckles, (trumpet,

yellow, variegated, and Hall's) wistaria, and clematis, (virgin's bower, white; flammula, white and fragrant; florida, yellow, and viticella, blue). The foregoing except the varieties of clematis have twining stems; clematis clasps with the petioles of the leaves and does best on brush, twine or trellis. In addition to the foregoing woody climbers the following perennial herbaceous climbers are desirable—clematis coccinea, clematis crispa, perennial (sweet) pea, apios, and calystegia.

A shady corner ought to be devoted to a plot in which some of our beautiful wild flowers are planted. Blood-root, hepaticas, violets, trilliums, dicentra, bellworts, (both *uvularia* and *campanulas*), lady's slipper, Jack-in-the-pulpit, dog's tooth, violet, and many others will grow successfully if planted in a loamy corner on the north side of the fence or in slight shade. This plot can be utilized to teach in a pleasant and effective way the name and habit of many of the most beautiful ornaments of our flowery woodlands.

TREE PLANTING ON ARBOR DAY.

BY R. W. PHIPPS.

So far as the average school grounds in the Province are concerned, any planting must be more with the view of an example than for the production of those valuable effects—climatic and other—which tree planting and preservation on the scale possible in larger portions of ground are calculated to secure. It is an evil that our school grounds should be so contracted. If say five acres were allowed in each section in country localities, an amount of land which could surely well be spared for the purpose, its exposed sides would afford an excellent opportunity for proving the benefit of evergreen windbreaks. The whole north side might be planted with evergreens in a belt, say a hundred feet in breadth, which would afford, in summer time, a pleasing and shady grove, in winter a shelter against the cold winds of the north, generally our keenest visitations in that season. The western side might have a close single line of evergreens. The other—that is the eastern and southern sides—might be bordered with some of our many beautiful deciduous trees—the maple, the elm, the basswood, (this, elsewhere called the linden, I should like to see planted more extensively. Its broad, thick, soft leaves, are said, of all trees, to cast the coolest shade; its blossoms are most valuable to the bee. Pupils of English literature should not be unacquainted with Landor's touching apostrophe to the linden). Then there is the locust (where it is not troubled by the borer). But I need not extend the list, merely remarking, that if there be a place where suckers are not likely to spread, which surely should be, if any, a school ground, where there are so many hands to pull them up, the silver-leaved poplar will grow in one half the time taken by most other trees. The variety with small catkins should be chosen; it does not, in the season when they fall, make one-fourth the litter made by that

which grows the large; though, at some distance from a house, neither is an annoyance worth mentioning. If we choose these, a slip of eight inches of last year's wood, cut from a bud to a bud, and thrust in the ground five inches, will grow. There are many other beautiful deciduous trees; but the residents of each locality should know best what grows well there. For instance, on some high, windy plateaus the rock elm grows well; its deep roots hold the tree firmly against a wind which would shake the roots of a young maple loose. Then there is taste to be exercised in the choice of trees as to shape and foliage. The elm will give us the tall divided stem, branching out into a curious but picturesque urn-like shape—the maple a rounded cone of foliage—the aspen a perpetual play and shimmer of changing tints—the beech great successive layers or flakes of leaf-masses. All these trees are easily grown. Then, for flowers and shrubs, the near vicinity of the school house itself would be the place. This, as said, sketches out the idea of what might be done with a school ground of five acres. The colder sides would be walled by evergreens—say our own pines, which experience proves to make an excellent grove—the others would have their line of deciduous trees, not too near one another; on those sides we do not seek shelter, but occasional beautiful trees with broad openings between—the school-house, its shrubs and flowers, and, if you like, its verandahs and trailing vines. Ample room would be left for a broad expanse of grass-grown playground. Would it not be worth while to give the children this instead of the half-acre often given them?

But take the half-acre itself, if we must; what can we plant there? These small plots, planted or not, will not of themselves influence greatly the atmosphere. But they might well be the experimental commencements of what will very greatly do so. Suppose the boys try a row of evergreens, getting the little plants from the bush six inches high, planting them in beds for a couple of years till good roots are formed, then placing them where they are needed—the best way. Or, if in a greater hurry for larger trees, get them five feet high *from the open* in the end of May or beginning of June—these are different in this respect from deciduous trees, which you may plant any time in spring or fall—they will generally grow very well, though the transplanting gives you a tree more likely to last. Or, let me suggest another thing which might be done in a school plot. Set aside a portion, sow it with tree seeds, care for the young plants, and when ready give them to such adjacent farmers as will agree to plant and attend to them on their farms. In this way the school might be made the nucleus of numerous groves and miles of windbreaks, and the boys, grown to manhood, might view with pride their well-sheltered neighborhood—its orchards with their protecting lines of Norway spruce—its fields guarded by plantations of maple, hickory, ash, oak, and many another valuable wood—its land-

scape of country neither parched in summer nor wind-swept in winter, but rejoicing in alternate fruitful field and waving woods—and say, “Do you see how beautiful this is? We little fellows at school, long ago, started it all.”

But Arbor Day is not confined to scholars—many a villager and many a farmer will participate in its occupations. In villages, perhaps I may be allowed to recommend that grass be not left close to the tree. As each summer comes, if the ground be stirred around the stem, say three feet each way, and perhaps a little addition of better soil or manure mixed shallowly with the surface earth, we shall much sooner have a fine tree. Stirring the ground twice or thrice a summer is better than mulching, and looks infinitely better. As regards farm planting, I would suggest that there is too much planting on the road in front of the house. It soon shuts the farm altogether from view, neither is too much of it good for the roads. Of course the exposed sides should be planted; but when both objects can be attained, what looks best is to see a farm protected by tree rows on both sides, by a grove at the back, and open to the road. There you see the farm, its buildings, its dark ploughed land, its green fields or its golden harvests, set in a frame of foliage on three sides—a picture worth admiring, which the next farm should vary by another, different, but as beautiful. But if the roadside be thick masses of branch and leaf, as a windbreak should be, the farmer has planted you out; the farm may be worth looking at, but it will hardly please the eye of passengers who cannot see it.

But this article is becoming a lengthening chain; ideas give birth to ideas; we must close. “Let no man say,” remarks Tristram, “I’ll write a duodecimo.” One more word. With regard to culture of different trees, soils, method of distinguishing varieties, and so forth, the last forestry report gives a list of every one, or nearly, grown in Canada, with full glossary of scientific words used in describing their various forms. I have still a few copies of these to give away, and those who will send me their address will have them sent free. If any choose to do so, I will thank them to direct to 233 Richmond street, Toronto.

ARBOR DAY PROGRAMME.

In making out a programme for Arbor Day exercises, the literary part should, as far as possible, be appropriate to the occasion. Let the threadbare pieces—the stock recitations—that generally do duty for a school exhibition, be set aside for this time, and addresses, essays, recitations and songs, on subjects suitable to Arbor Day, be used instead. The following general suggestions are offered in the hope that teachers may be able to adapt them to their several needs and make up a suitable programme.

ADDRESSES—by some one interested in the subject.

ESSAYS—(by older pupils) from the following and kindred subjects:—Famous Trees in History; Uses of Forests; Description of the Most Valuable Forest Trees of the Province; Evergreen Trees and their uses; Deciduous Trees and their uses; Preparation of Maple Sugar; Effects of Trees on Climate, Soil and Productions; Results of the Removal of Forests; How a Tree is Nourished.

(For younger pupils)—Useful Trees, Pretty Trees; Uses of the White Birch; A Beech-nutting Expedition; a Visit to a Lumber Camp; Some Tall Trees; Some Little Trees; Growth of a Tree from the Seed; Homes of Birds.

RECITATIONS—The Forest Hymn, by W. C. Bryant; Woodman, Spare that Tree, etc.

SONGS—The following, among others, might be used. They are taken from the *Teachers’ Institute*:

FOREST SONGS.

Tune—“*Work for the Night is Coming.*”

A song for the beautiful trees,
A song for the forest grand,
The pride of His centuries,
The garden of God’s own hand.
Hurrah for the kingly oak,
The maple, the forest queen,
The lords of the emerald cloak,
The ladies in living green.

For the beautiful trees a song,
The peers of a glorious realm,
So brave, and majestic, and strong,
The linden, the ash, and the elm.
Hurrah for the beech tree trim,
The hickory, staunch at core,
The locust, so thorny and grim,
And the silvery sycamore.

So long as the rivers flow,
So long as the mountains rise
And shelter the earth below,
May the forests sing to the skies.
Hurrah! for the beautiful trees,
Hurrah! for the forest grand,
The pride of His centuries,
The garden of God’s own hand.

THE BRAVE OLD OAK.

Tune—“*Sparkling and Bright.*”

A song to the oak, the brave old oak,
Who hath ruled in the greenwood long;
Here’s health and renown to his broad green crown,
And his fifty arms so strong.

Chorus—

Then here’s to the oak, the brave old oak,
Who stands in his pride alone;
And still flourish he, a hale green tree,
When a hundred years are gone.

There’s fear in his frown when the sun goes down
And the fire in the west fades out;
And he showeth his might on a wild mid-night,
When the storms through his branches shout.

Chorus—

Now gold hath the sway we all obey,
And a ruthless king is he;
But he never shall send our ancient friend
To be tossed on the stormy sea.

—N.B. *Journal of Education.*

THE JAPANESE IVY.

IN reply to a question as to whether he would recommend the Japanese Ivy to cover a wooden house or trellis, Dr. Northrop says:—

Beautiful on a trellis; beautiful to cover any unsightly building, especially any unpainted building. As I said before, if you have a freshly painted house it does not take to that; but if you have the trunk of an old tree, it will very soon cover that trunk and make you wish to keep it. Some of the most beautiful displays of Japanese Ivy I have ever seen have been on dead trees, where the stump became perfectly covered with a dense garniture of foliage, and in many cases it is used to cover unsightly rocks and stone walls, or unsightly buildings which have not been freshly painted. When you have a house with a high underpinning, it will completely cover that stone or brick underpinning, and show its fullest merits there.

* * *

The Japanese Ivy ought to be planted around our school-houses. “Oh,” you say, “the children will destroy it.” No, they will not. I have seen it growing beautifully on school-houses in cities, where we naturally have the “street Arabs.” Trust the children! They are educated by having beautiful flowers and plants put under their own control, where they might do mischief to them; but they love them too well, if they are properly taught in the school.

TORONTO, MAY 1ST, 1887.

SPECIAL NOTICE.

A considerable number of subscribers are on the lists for both the “*Educational Weekly*” and the “*Canada School Journal*.” Their accounts with the two papers will be combined, and a proper date ascertained by an average of the credits in the two cases. A subscriber found to be a dollar behind for one paper and a dollar in advance for the other, would thus be held as being paid to date. And a subscriber found to be a dollar in advance on both of the papers, would receive a credit on the new paper as being two dollars in advance. And so on in the various cases. The two papers and all their interests having come under one proprietorship, this is the only rule which can be applied.

Subscribers for the “*Canada School Journal*,” paid in advance, will receive the new paper for the term for which they are so paid in advance. Subscribers for the “*Educational Weekly*,” paid in advance at the rate of two dollars a year, will receive the new paper for a commuted term one-fourth longer than the balance of time for which they are so paid.

Subscribers for either paper alone, who may be in arrears, will be required to pay up their liabilities to date, and to pay in advance for the new paper for whatever term they order it. By no other method can we introduce the cash system. And for the introduction and maintenance of that system—the only safeguard to the success and efficiency of such a publication—we ask the assistance of all our friends of the teaching profession.

THE PUBLISHERS.

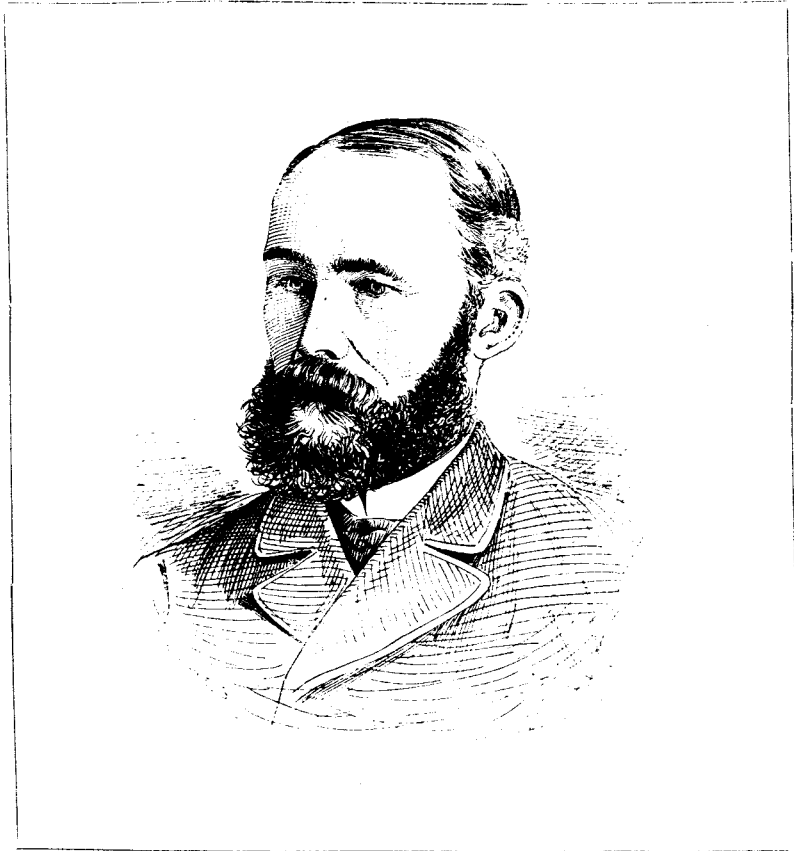
SPECIAL NOTICES.

WILL subscribers and others who may chance to receive duplicate copies of this special number, oblige us by handing one of them to the Secretary-Treasurer of the School Board in their district?

EDITORIALS, Book Notices, and some other matters, are omitted from this number in order to make room for special articles and illustrations appropriate to Arbor Day.

WE had hoped to give our readers in this issue one other special article, from a highly competent source, dealing with the laying out of school-grounds, arrangement of shrubs, creepers, flower beds, etc., but for some unexplained reason the manuscript has not come to hand as we go to press.

AN effort will be made to put a copy of this issue into the hands of every teacher in Canada. Every one who receives it, whose name is not already on our list, is respectfully solicited to become a subscriber. Those who do so at once can be supplied with the first number, and thus have the volume complete at the end of the year. It is our fixed purpose to keep the JOURNAL in the very front rank of educational periodicals. While its thoroughly practical features will make it the indispensable friend and helper of every earnest teacher in the work of the school-room, it will also be genuinely independent, and its columns open for the free, vigorous, and fearless discussion of all live educational questions. Communications on all such questions are invited. If suitable in style and spirit it will not matter in the least whether they agree or disagree with editorial opinions. We want light and life. If not convenient to subscribe for a full year at once, send in your order for three, six or nine months. You will not regret it.



HON. GEORGE W. ROSS, LL.B.

THE MINISTER OF EDUCATION FOR ONTARIO.

HON. GEORGE WILLIAM ROSS, LL.B., is of Scotch descent. He was born near Nairn, in the County of Middlesex, Ont., on the 18th of September, 1841. His early education was of the eminently practical kind to be had in the older districts of the province, a generation ago. Building upon this, by his own unaided efforts he succeeded in 1857 in obtaining a third-class county certificate, and for a number of years was actively engaged in teaching. In 1859 he obtained a second-class and in 1867 a first-class county-board certificate. Two years later he took a course at the Normal School, Toronto, and in 1871 secured a first-class Provincial Certificate. In the latter year he was appointed Inspector of Public Schools for the County of Lambton. He subsequently filled the same office for the towns of Peterboro and Strathroy. While Inspector for East Lambton, Mr. Ross was in 1875 presented with a handsome gold watch and chain, accompanied with a complimentary address from the teachers of the district, in acknowledgment of his zeal in educational work, and his able and unwearied service in the profession. He was also presented with a flattering address by the County Council. "During those years," said a writer in the *Canada School Journal*, "when the establishment of

additional Normal Schools was agitated in this province, and rival cities were clamoring for location of the proposed new schools within their limits, Mr. Ross took a leading part in the movement set on foot for the creation of County Model Schools, when it was found that the Government of the day hesitated to incur the outlay for additional Model Schools. He devoted much time and attention to perfecting the new scheme of County Model Schools, and, after their establishment prepared the syllabus of lectures, and was for a time appointed Inspector of Model Schools. The excellent results that have followed are a sufficient indication of the wisdom of his counsels, and of the energy and skill with which the scheme was put into practical operation. From 1876 to 1880 he was a member of the Central Committee and was then a faithful advocate of the teacher's interests. He contended for the use of only one text-book on the same subject in the public schools, and was in favor of confining the Normal Schools to strictly professional work, leaving the academic, or non-professional part, of the students' training to the High Schools and Institutes."

For some years Mr. Ross was engaged in journalistic work. At one time he owned the *Strathroy Age*, and at another was part proprietor of the *Huron Expositor*. He also conducted,

with Mr. McColl, of Strathroy, the *Ontario Teacher*, an educational journal which was edited with spirit and for a time rendered good service to the teaching profession. Like many of our public men Mr. Ross has also turned his attention to law, and, though he has never practised the profession, he has passed several of the preliminary examinations, and in 1879 wrote for and obtained from the Albert University the degree of LL.B.

For many years Mr. Ross has been an enthusiastic leader in temperance and prohibitory movements in Canada. In the House of Commons, as well as in the Ontario Legislature, he has earnestly advocated the cause of temperance, and taken active part in legislation affecting it. In Reform politics Mr. Ross has for years been a well known and distinguished figure. A ready debater and a lucid and incisive speaker he has again and again rendered yeoman service to his party. "As a public speaker," says the authority before quoted, "Mr. Ross has a remarkable faculty of grouping his facts and presenting his arguments in clear, logical order, in which we find the influence of his early training as a teacher. He is quick at repartee, possesses a retentive memory, and a contagious enthusiasm which frequently expresses itself in genuine eloquence. He has the ardor and impulsiveness of a Celt, combined with much prudence and sound judgment. He is a living example of the power of continuity of purpose and indomitable will, when linked with intelligence and high motives."

Mr. Ross was first elected representative of West Middlesex in the House of Commons in 1872; he was again returned in 1878 and in 1882, though in the following year he was so unfortunate as to lose his seat in consequence of bribery by agents. In November, 1883, he was appointed Minister of Education for Ontario, as successor to the Hon. Adam Crooks, Q.C., and in the following month was elected to the Legislative Assembly for West Middlesex. At the general election in February last he was again returned.

Since his accession to office as the Head of the Education Department for Ontario, Mr. Ross's administration has been marked by vigor, energy and enthusiasm. He has introduced some important modifications of the school-law. In relation to text-books these changes have been in the direction of the one text-book system favored by him when on the Central Committee some years before. He has established a system of Training Institutes as aids in the professional training of teachers. Probably the most important act of his administration is that passed at the session just closed, providing for the extension of the powers and functions of the Provincial University and its confederation with other institutions. However opinions may differ in respect to the merits of the policy underlying these changes, or any of them, all must admit the marked ability, skill, and energy with which they have been designed and wrought into the fabric of our educational system.

ARBOR DAY: ITS HISTORY AND AIMS,
HOW TO SECURE THEM.

BY B. G. NORTHROP, LL.D.

THE history of Arbor Day may be briefly told. It is a child of Nebraska, just in its teens, but for one not yet fifteen years old, it shows a vigorous growth. The honor of originating Arbor Day belongs to ex-Governor J. Sterling Morton. The first proclamation for the observance of such a day was made at his suggestion by the Governor of Nebraska, and it is said that twelve millions of trees were planted on the day thus designated. The next year it was established by statutory enactment as a legal holiday, an anniversary for setting out orchards, forests, and ornamental trees, and provision was made for awarding premiums to those who put out the most trees in its observance. Ex-Governor Morton says, "We have growing in this State to-day more than 700,000 acres of trees which have been planted by human hands." This work has extended over 300 miles west of the Missouri River, and on the wide prairies of that State, according to ex-Governor Furnas, United States Forest Commissioner, over 605,000,000 of trees are now thriving where a few years ago none could be seen except along the streams.* So broad and beneficent have been the results of the Arbor Day movement in Nebraska, that its originator is there gratefully recognized as a benefactor of the State, now the leading State of America for tree-planting. Its citizens glory in the old misnomer, "The Great American Desert," since it has become so habitable and hospitable by cultivation and tree-planting. Where fifteen years ago the geographies said trees would not grow, the settler who does not now plan for tree-planting is the exception. The Nebraskans justly deem this work a proud achievement and are determined to maintain their pre-eminence.

Such a statement of the origin of Arbor Day is pertinent, because its parentage has been widely attributed to myself. Though the memory of my boyhood passion for trees and tree-planting early prompted a desire to encourage youth to share the same pleasure and privilege, and though nearly twenty years ago I advocated tree-planting in an official State report, and in 1876 stimulated "centennial tree-planting" by the offer of prizes to the children of Connecticut, still the happy idea of designating a given day, when all, both old and young, should unite in this work, was not mine, but was a dozen years ago publicly credited by me to its western source.

The example of Nebraska was soon followed by Kansas, and with grand results. Arbor Day in Minnesota, first observed in 1876, resulted, it is said, in planting over a million and a half of trees. In Michigan the Arbor Day law passed in 1881, and in Ohio in 1882. Since then Arbor Day has been observed in Colorado, Wisconsin, West Virginia, Indiana, Vermont, New Hampshire, Massachusetts, New Jersey, Pennsylvania, Florida and Georgia. In several other states its observance has been secured by the recommendation of the Grange, the Grand Army of the Republic, or by State Agricultural Societies.

While at the outset economic tree-planting was the primary aim, the adornment of home and school grounds soon followed. On the first Ohio Arbor Day, the children of Cincinnati joined in an attractive celebration, in the form of planting memorial trees and dedicating them to authors, statesmen, and other distinguished citizens. The practicability of the successful observance of Arbor Day by schools, even in a large city, is attested by School Superintendent Peaslee, who says, "The forenoon of that day was spent by the teachers in talks, and by the pupils in reading compositions or repeating selections, upon trees, their proper care and uses, and in giving biographical sketches of persons in honor of whom the trees were planted. The importance of forestry was then so impressed upon the minds of thousands of children who thus learned to care for and protect trees, that not one of these 20,000 children in Eden Park on Arbor Day injured a single tree."

To the teaching of Forestry in schools the objection at once arises: "The course of study is already overcrowded," and this fact I admit. But

trees and tree-planting form a fit subject for the oral lessons now common in all our best schools. Every pupil should thus be led to recognize our common trees, and distinguish them by each of the six distinctive marks. Such lessons need occupy very little time. Those talks on trees, which Superintendent Peaslee says, "were the most profitable lessons the pupils of Cincinnati ever had in a single day," occupied only the morning of Arbor Day, the afternoon being given to practical work. Such talks will lead our youth to observe and admire our noble trees, and to realize that they are the grandest products of nature, and form the finest drapery that adorns this earth in all lands. Like grateful children, trees bring rich filial returns, and compensate a thousand fold for all the care they cost. Our schools can render new service to the State, as well as to their pupils, by leading them to observe the habits of trees, and appreciate their value and beauty, thus making them practical arborists. Among the memories of my boyhood, none recur with more satisfaction than those connected with tree-planting. I should be thankful, if I could help put an equally grateful experience into the memories of the youth of Connecticut, on the coming Arbor Day. Let our farmers, then, encourage every child—girl or boy—to plant, or help in planting, if too young to work alone, some flower, shrub, vine or tree, to be known by his or her name. Such offspring they will watch with pride, as every month or year new beauties appear, and find a peculiar pleasure in the parentage of trees, whether forest, fruit, or ornamental—a pleasure that never cloys, but grows with their growth.

The educational effect of such work, the æsthetic influence, the growth of heart and mind thus secured, are of priceless value. Tree-planting is a grand discipline in foresight. It is always planting and planning for the future. Mental myopia means weakness and folly, while the habit of forecasting is the condition of wisdom. Too often youth will sow only when they can quickly reap. A meagre crop soon in hand, outweighs a golden harvest long in maturing. Washington Irving well says: "There is something nobly simple and pure in a taste for trees. There is a grandeur of thought connected with this heroic line of husbandry, worthy of liberal, free-born, and aspiring men." The tree planter can appreciate the apothegm, "To patiently work and wait, year after year, for the attainment of some far-off end, shows a touch of the sublime, and implies moral, no less than mental, heroism."

Teachers can easily interest their pupils in adorning the school-grounds, and persuade parents to approve and patronize this work. With proper prearrangement in the selection and procuring of trees, vines, or shrubs, Arbor Day may accomplish wonders. Many hands will make merry, as well as light work. Such a holiday becomes an attractive occasion of social enjoyment and improvement, and counteracts the tendency of rural life to isolation and seclusion, lifting out of the ruts of a dull plodding monotony, promoting neighborly feeling and strengthening social ties. It tends to fraternize the people of a district when they thus meet on common ground, and young and old work for a common object, where all differences of rank or sect or party are forgotten. The plantings and improvements thus made are sure to be protected, and to remain as silent but effective teachers of the beautiful, especially to all who have shared in the work. In some large cities, there may seem to be little room for tree-planting, and no call for even a half-holiday for this work, but even there, fit talks, or the memorizing of suitable selections on the Cincinnati plan, would be useful, and there are few homes where children cannot find some place for shrubs, vines, or flowers, if not for trees.

The Arbor Day work begun around the school, naturally extends to the home. Arbor Day has proved as memorable for the home as for the school, leading youth to share in door-yard adornments, and in planting trees by the wayside. Thus many more roads will be made attractive by long avenues of trees. Growing on land otherwise running to waste, such wayside trees yield satisfactory returns. The shade and beauty, grateful to every traveler, is doubly so to the planter, as the happy experience of hundreds of our farmers can testify. In tree-planting the economic and ornamental

touch at so many points in common, that the cases are rare where they really diverge.

On almost every farm there are waste places, where trees might be earning dollars for their owners, growing by the brook, or river, or on hill-sides and overhanging cliffs, too steep for cultivation. The roots and rootlets burrowing among the ledges, acting mechanically, disintegrate the rock or carry on a curious chemistry in their hidden laboratory, secreting acids which dissolve sands and stones and transmute their particles into forms of life and beauty.

The wide experience and observation of Prof. Brewer, of Yale College, give value to the following statements made by him at a meeting of the State Board of Agriculture. "I advocate Arbor Day in schools and for economic tree-planting for three reasons. In the first place for the benefit of the school children themselves. It is a good bit of Nature's teaching which they need. This matter I conceive to be of the very greatest importance. The ignorance of city children in regard to natural objects which are growing all about them may seem incredible. I have just talked with city young men from prominent families, who could not give the names of three kinds of trees. I can pick out college students to-day, who do not know the difference between wheat and oats, or rye and barley. In the second place for its economic importance, because in the end it will be the means of spreading wood-growing in the State. It will increase interest in forest culture, and tend to clothe with valuable timber many hill-sides where now are only worthless bushes. In the third place for its results in beautifying our State. It will make places now cheerless more cheerful, and those already pleasant, more beautiful."

Dr. E. E. Higbee, of Pennsylvania, one of the ablest school superintendents in this country, by printed letters and public addresses, made repeated appeals to all school officers, and friends of education everywhere, "to give this good work all possible encouragement, putting the thought and work of tree-planting into the schools and keeping it steadily before our boys and girls. They should also be encouraged to collect and plant seeds and nuts of various kinds, to watch their growth, and care for them, as the elm, maple, linden, locust, beech, ash, tulip-poplar, apple, pear, cherry, chestnut, black walnut, oak, hickory and butternut. This being done, they will soon be enabled to plant and also to give or sell to others, from their own modest nursery stock. Agitation is needed in every educational centre to convert passive approval into active interest. This is a work, not for a day or a year, but for the pleasure and profit of the next and of succeeding generations. Every Teachers' Institute should discuss this subject, and every Normal School should give it earnest attention."

Village Improvement Societies, now so numerous in many States, should utilize Arbor Day in furthering their various plans, in which the home is the objective point. Its observance has manifestly promoted public spirit and town pride, as well as love of home. It should help both young and old to realize that the chief privilege and duty of life is the creation of happy homes.

When on that day each citizen is stimulated to make his own grounds, not only free from rubbish, but neat and tasteful, the entire town becomes so inviting as to give new value to its land, and new attractions to its homes. Arbor Day should develop in children that love of flowers, vines and trees—all the stronger because they have planted them—which fosters the domestic sentiments and checks the excessive passion for city life. Such adornments may bind the heart of childhood to the hearthstone, while slatternliness often repels youth otherwise held to the homestead. These home surroundings are the more important because they are constant factors in forming character. With a little forethought, and without any outlay of money, one may with his own hand, however humble his cottage, create those adornments which shall bring sunshine to his home, and cheer to his daily life.

—Condensed from Pennsylvania School Journal.

ROBERT BROWNING is Foreign Secretary to the British Royal Academy, in the place of the late Lord Houghton.

*The prizes awarded for tree-planting secured definite statistics from official county returns.

Contributors' Department.

THE PAST OF OUR COUNTRY.

In the hurly-burly of life, or, to use evolution phraseology, "in the struggle for existence," few of us, more especially in a new country, feel disposed to live in the past. "Let the dead past bury its dead," we think, and say, and act. From a merely utilitarian point of view this sentiment is admirable, if by utilitarianism we mean only that which appertains to "What we shall eat and drink, and wherewithal we shall be clothed." But we do not all think in this way, and it is not improbable that there is a larger number of purely unselfish thinkers and workers in the teachers' ranks than in any other walk of life.

Still even with the majority of these the past is seldom taken into account, unless it be in connection with the teaching of text-book history.

In all European, and in some of the more advanced Asiatic countries, considerable attention has been given during the last quarter of a century, to the scientific study of pre-historic objects as exhumed from their long resting-places, either accidentally, or, as the result of systematic exploration.

In Canada, it is true, we possess no such buried wealth as frequently rewards the old world student, (much of which is, indeed, not at all pre-historic), but we have vast treasures notwithstanding—precious, not intrinsically, but because of their association with the aboriginal life-history of the continent, and therefore with that of our race as a whole.

For many years the Province of Ontario has been a prolific collecting ground for the agents of European and United States scientific institutions and national museums. To quote from the last circular issued by the Canadian Institute on this subject:—"Should this practice be permitted to continue without some united and patriotic effort being made to organize and maintain a truly Provincial Archæological Museum, it will be necessary in the near future for the Ontario student to visit foreign collections for the purpose of examining objects that appertain to the history of his own country."

An appeal is therefore made to every teacher in the province for such aid as may, to a large extent, not only prevent the depletion referred to, but enable those who are interesting themselves in this matter to form as large and as complete a collection as possible in the city of Toronto. The required assistance may be given if teachers will kindly correspond with the writer at 353 Yonge street, after making inquiries in the school-room, and should leisure permit, among the parents, regarding the existence, in the section or neighborhood, of Indian graves, old camping-grounds, village-sites, battle-grounds, or trails; also as to whether any relics have been turned up by the plow, and if so, what they are.

Teachers will find many really interesting specimens of bone, stone, clay and even copper in the hands of persons to whom such objects can be of little or no value, but which, as part

of a classified collection, might, and probably would, be of great importance for comparative and illustrative purposes.

The Hon. G. W. Ross, Minister of Education, in a letter to the writer, says:—"I am very glad, indeed, to learn that an effort is being made in connection with the Canadian Institute to form an Archæological Museum in Toronto. I hope whatever assistance inspectors and teachers throughout the Province can render you in the matter will be gladly given. There are, no doubt, many points of interest in the early history of this country that cannot be fully developed except by the scheme you propose." This puts the matter in a nut-shell, and should fully warrant the teachers' fraternity in extending sympathy and assistance to the movement. Much extremely valuable information has already been procured from teachers, but much work remains to be done. No fact having a bearing on the subject is so unimportant as not to be worth recording. In hundreds of school sections material exists for the compilation of important records bearing directly upon ethnology and archæology. In the annual report of the Institute full credit will be given to all who interest themselves in collecting specimens and information, and each specimen will be labelled with the name of the donor.

DAVID BOYLE.

THE PHILOSOPHY OF ELOCUTION.

It is very pleasing to note the interest that is being manifested lately in the subject of reading. The March number of the *Educational Monthly* contains an opening article entitled "Parker on Teaching Reading," from the pen of Dr. MacLellan, Director of Teachers' Institutes for Ontario. In the light of points developed by Dr. MacLellan's critique of Col. Parker's methods of teaching reading I submit for the readers of the *EDUCATIONAL JOURNAL* a series of short papers on the Philosophy of Elocution. Some writer has said that "literature is the immortality of speech." Milton has somewhere said that "a good book is the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond."

To be good readers we must touch this life-blood—nay more, we must infuse the very spirit of this life-blood into our auditors. Language considered as the expression of thought is called *speech*; while the use of language as the expression of thought, together with its appropriate sentiment, is properly termed *Elocution*. Speech may be regarded as the *body*, and sentiment the *soul* of elocution. Now there are three elements requisite for good reading, namely: *voice, articulation and expression*. If any one of these be weak the reading will be faulty. The reason is obvious. Without a *voice full, clear, flexible and natural*, the reader need not hope to express sentiment correctly. So closely united is this tabernacle of clay with the mind that any bodily infirmity or temporary ailment will manifest itself at once in the character of the voice.

For no other mental performance do we so much require—feel the need of *mens sana in corpore sano*, as that of reading.

The question arises here, is *Nature* everything in reading? My answer is, it is and it is not. To say that we must copy the naturalness we see around us every day in voice, gesture, and expression, if we would become good readers, is simply absurd. Dr. MacLellan very clearly points this out in the version he gives us of Hamlet's soliloquy which, though overdrawn for the purpose of illustration, admirably and forcibly proves the absurdity of Col. Parker's exaltation of Nature as the be-all and end-all in the teaching of reading. Without doubt all true art is founded upon Nature, and all true art has a basis in, and grows out of, scientific principles.

Let us here examine the philosophy of elocution. When a speaker stands before an audience he has something in his mind to be expressed. It is thus seen that the mind lies at the basis of expression.

The first element of elocution is therefore what we might term the *mental element*. Now when the mind gives expression to thoughts in words, thus converting the abstract into the concrete, it makes use of language which greets the ear of the listener, conveying to the latter through the medium of voice and language, the mental product. In doing this there is a free commerce of minds—the one giving out, the other taking in. The instrument for carrying on this commerce is the voice. Hence the second element of elocution we may call the *vocal element*. But mind speaks as well through the body as through the voice. The attitude of the body, the motion of the hands, the play of the muscles of the face, all express the action of the soul. Frequently gesture expresses more than voice itself. It was a question between Cicero and Roscius which could produce the greater effect on an audience—the one by words or the other by gesture. The third element in elocution we may therefore call the *physical element*.

THOMAS O'HAGAN.

BENEFITS OF ARBOR DAY OBSERVANCE.

No argument should be needed to recommend an observance so beneficial. The conditions of climate and fertility have in many parts of the world been affected by the destruction of trees. Damage from the same cause is already seriously threatened in parts of our own land. Considerable mischief has been done, which may still be, in large degree, repaired; and worse devastation may be averted by a proper education of the people on the subject. Such education is greatly stimulated and aided by Arbor Day observances. The day is becoming a popular festival in many schools throughout the country. In connection with it, children are taught to recognize our common trees and learn by actual practice the best methods of tree planting. They are also encouraged to collect and plant seeds and nuts of various kinds, to watch their growth and care for them, as the elm, maple, linden, locust, beech, ash, tulip, poplar, apple, pear, cherry, chestnut, black walnut, oak, hickory and butternut. Ornamental vines, like woodbine, the different varieties of clematis and the beautiful Japanese ivy, have been widely introduced by means of Arbor Day observance, and through the instruction given in school.—*New York Examiner*.

Book Reviews, Notices, Etc.

OUR EXCHANGES.

THOSE enterprising publishers, D. Lothrop & Co., Boston, in their four publications, *Wide Awake*, *Pansy*, *Our Little Men and Women*, and *Babyland*, cater most wisely and successfully to the tastes of cultivated and pure-minded children. Together they meet the needs of all children, from youths to prattling little ones. Of all publications for very young children we know of none so dainty as *Babyland*, while *Wide Awake* with its *Chautauqua* supplement is an excellent periodical for boys and girls just entering manhood and womanhood. All four publications are beautifully illustrated.

Scribner's for May has for a frontispiece a fine picture of the Girvanni Bausan of the Italian Navy. This picture, from an instantaneous photograph forms an appropriate introduction to an elaborate article on "The Development of the Steamship," by Commander F. E. Chadwick, U. S. Navy. A second instalment of Thackeray's unpublished letters, "An Ocean Graveyard (Sable Island)," by J. Macdonald Oxley; "Forests of North America," by N. S. Shuler, with illustrations by a number of well-known artists, with instalments of several serials and other interesting papers and sketches make up the number.

St. Nicholas for May opens with a beautiful frontispiece illustration, by Blum, to "Catarina of Venice," the "Historic Girl," whose romantic history is related by E. S. Brooks; while Nora Perry, in "An Only Daughter," tells of a very modern and unhistoric girl, whose story is, however, none the less interesting on that account. Another notable paper is "Sherman's March to the Sea," by Gen. Adam Badeau, illustrated by Theodore Davis, E. W. Kemble, W. L. Sheppard, and W. Tabu. There is another collection of "*St. Nicholas* Dog Stories,"—one for girls, by Celia Thaxter; one for boys, by E. P. Roe, and three for everybody by other people; the Serials, and a number of other interesting stories, sketches, etc.

THE *Chautauquan* for May has the following table of contents:—"Pedagogy: A Study in Popular Education." Third Paper, by Chancellor J. H. Vincent, LL.D.; "Architecture as a Profession," by Mrs. Schuyler Van Rensselaer; "A Stellar Paint Brush," by Charles Barnard; "Studies of Mountains," by Ernest Ingersoll; "Sunday Readings"; "Women in the Professions," by Julia Ward Howe; "Common Errors in English," by Edward Everett Hale; "Practical Suggestions on English Composition," by Professor T. Whiting Bancroft; "Animals of the Arctic Region," by General A. W. Greely; "Homes Built by Women," by Mary A. Livermore; "Rich Men in Politics," by S. N. Clark; "Sojourner Truth," by Harriet Carter; "The Fruits of California," by Byron D. Halsted, Sc. D.; "The Potter's Art," by Felecia Hillel; and "Slave-Holding Ants," by Henry McCook, D.D.

THE *Atlantic* for May contains "The Courting of Sister Wisby," a New England study drawn to the life, by Miss Jewett; followed by a long and notable poem on an episode in French history, by Thomas Bailey Aldrich, and by a paper by Mr. J. Elliot Cabot, "A Glimpse of Emerson's Boyhood," which his preparation for the forthcoming biography of Emerson has specially fitted him to write. Dr. Holmes's interesting recital of his foreign experiences, "Our Hundred Days in Europe," and also the two serials, "The Second Son" and "Paul Patoff," are continued as usual; and Mr. Hamerton adds another instalment to his "French and English" series. "The Decline of Duty," by George Frederic Parsons, discusses the indications of the prevailing want of conscientiousness in the worlds of labor, politics, and theology. Other articles, reviews, and poems, make up a valuable number.

THE story of "John Norman's" life, by Charles Henry Beckett, is to be issued soon by Cassell & Company. The publishers are confident that in view of the bearing of John Norman's story upon the profoundest problems of human life, as well as its literary merits, Mr. Beckett's story will take its place among the notable works of fiction of the year.

School-Room Methods.

BUSY LANGUAGE WORK.

PRIMARY PUPILS.

WRITE the following or similar questions, each on a separate card, and occasionally allow pupils to take a number of them to answer in writing:—

1. About how many years do horses live?
2. Write a word meaning nearly the same as pupil.
3. Write five words containing the letter y.
4. What is the first day of the year called?
5. Name three kinds of nails.
6. Give the full names of Will, Tom, Dick, Sate, Nell, Kit.
7. What animals chew cud?
8. Name a bird that has a red breast.
9. What is sheep meat called?
10. What is an aisle? —*The Moderator.*

LESSON ON LINES.

HAVE slates and pencils distributed. Attention at the board. Draw a vertical straight line upon the board. "What have I drawn?" "A line." "What kind of line?" "A straight line." "In what position?" "Up and down." "When it is drawn up and down it is said to be vertical. Make ten vertical straight lines upon your slates." Teacher draws another line upon the board. "What have I drawn?" "A line." "What kind of a line?" "Straight." "In what position?" "Right and left." We call that horizontal. "Draw ten horizontal straight lines upon your slates." Teacher draws a straight oblique line; a crooked line; a curved line in horizontal position; a curved line in vertical position; parallel lines in horizontal position; parallel lines in vertical position; diverging lines. Then question and let the lines be made on the slates as before. Erase the copy, and let the children draw the lines unaided. Have slates collected. Then let the children tell you of horizontal lines in the room, as the top of the door, the bottom of the door, the edges of the desks. Vertical lines—the sides of the door and windows. Curved lines—edges of cup or pitcher, stovepipe, steampipes, etc. Parallel lines—opposite sides of door and windows.—*W. Wooder, in N. Y. School Journal.*

FIRST STEPS IN PERCENTAGE.

THE definitions taught should be mathematically accurate; none others should ever be taught, and if this is done, the pupils will have already acquired a knowledge of the principles of the subject; for, every accurate definition embodies the underlying principle.

The pupil who has been shown that percentage is practically a form of fractions, will, as a general thing, have no further trouble with the subject. I write $\frac{2}{5}$. What does it represent?

Two-fifths.

If I multiply both numerator and denominator by 20, what will it be?

$\frac{40}{100}$.

Has the value been changed? No.

Who can write $\frac{40}{100}$ in another form?

A dozen hands are raised, and it is written, $.40$.

What kind of a fraction is $.40$? A decimal.

What is a decimal? A fraction by tenths, etc.

What is percentage? A system of fractions by hundredths.

Can you then write $.40$ in a still different form?

$\frac{40}{100}$ per cent.

Do $\frac{40}{100}$ $.40$, and $\frac{40}{100}$ per cent. mean the same thing? Yes.

To what, then, is $\frac{40}{100}$ per cent. equal? To a fraction whose numerator is 40, and whose denominator is 100.

To what is $\frac{9}{100}$ per cent. equal. To $\frac{9}{100}$, or $.09$.

$\frac{18}{100}$ per cent.? To $\frac{18}{100}$, or $.18$.

May any rate per cent. be written in the same way? Yes.

What is 5 per cent. of \$20? 5 per cent. of \$20 is $\frac{5}{100}$ or $\frac{1}{20}$ of \$20, which is \$1.

How many hundredths of a thing equal the whole? One hundred.

From what we have learned, what per cent. of anything equals the whole? One hundred per cent.—*N. Y. School Journal.*

LANGUAGE LESSON.

WRITE the following sentences, filling the blanks with words denoting quality:—

The weather is — to-day than it was yesterday. Columbus was the — man that sailed in the vessels under his command.

The elephant is the — of all the animals that roam the forest.

The shark is the — of all the animals that live in the sea.

Those apples are — than any others in the garden.

That was a noble deed, but this was a — one. Those pearls are — than these.

Grow — as you grow older. Our country is — than any in Europe.

Is my writing — than that? —*Maxwell's Primary Lessons in Language.*

LANGUAGE EXERCISES.

I. SUPPLY words of which the following are meanings:—

- one who cultivates the soil.
- a person who carries parcels, etc., for hire.
- a person skilled in healing diseases.
- a person skilled in healing bodily injuries.
- one who is an eloquent speaker.
- one skilful in painting, sculpture, or music.
- a writer of books.
- one who performs on the stage.
- one who studies about plants.
- one who studies about animals.
- one who studies about the stars.
- one who studies the formation of the earth.
- one who studies fossil remains.
- a cultivator of flowers.
- a man who sells fruits.
- one who takes care of horses.
- one who draws plans for buildings.
- a mechanic who builds mills.
- one who drives a team.
- one who has charge of money in banks.
- one who makes barrels.
- one who constructs or manages engines.
- one who measures land.
- one who practices athletic exercises.
- one who writes history.
- a soldier armed with a breastplate.
- one who cures diseases of the teeth.
- one who sets printers' type.
- an officer of the peace.
- a female who tends sheep.

—*The Supplement.*

EXERCISES IN PRONUNCIATION.

- | | |
|------------------|----------------|
| 1. Affiance. | 1. Aisle. |
| 2. Agape. | 2. Alabastrum. |
| 3. Agave. | 3. Alacrity. |
| 4. Aged. | 4. Alameda. |
| 5. Aggrandize. | 5. Alar. |
| 6. Aghast. | 6. Alas. |
| 7. Agile. | 7. Albumen. |
| 8. Agricolist. | 8. Alcalid. |
| 9. Agrestic. | 9. Albanian. |
| 10. Aid-de-camp. | 10. Alcalde. |

- | | |
|-------------------|---------------|
| 1. Alcoholize. | 1. Alias. |
| 2. Alchemist. | 2. Alibi. |
| 3. Alchemy. | 3. Alien. |
| 4. Alcoholometer. | 4. Aliene. |
| 5. Alcoran. | 5. All. |
| 6. Alcove. | 6. Allege. |
| 7. Alder. | 7. Allegoric. |
| 8. Aldermanic. | 8. Allegro. |
| 9. Algerian. | 9. Ailey. |
| 10. Alguazil. | 10. Ally. |

- | | |
|-----------------------|------------------|
| 1. Alliteration. | 1. Allegretto. |
| 2. Allopathy. | 2. Alsacian. |
| 3. Allusive. | 3. Amanuensis. |
| 4. <i>Alma Mater.</i> | 4. Amateur. |
| 5. Altercate. | 5. Amatory. |
| 6. Alternative. | 6. Ambergis. |
| 7. Alumnum. | 7. Ambidextrous. |
| 8. Alternate. | 8. Ambiguity. |
| 9. Alkalifiable. | 9. Ambu ator. |
| 10. Allegorist. | 10. Ameliorate. |

—*Our Country and Village Schools.*

Educational Meetings.

ELGIN TEACHERS' INSTITUTE.

THE 27th semi-annual meeting of the Elgin Teachers' Association was held on the 21st and 22nd ult., at the St. Thomas Collegiate Institute, the president, Mr. N. M. Campbell, in the chair.

Mr. W. L. Mackenzie took up the subject of "Time Tables in Public Schools." He placed a time table on the board similar to one used in his own school, and gave reasons for having the classes so arranged.

Considerable discussion ensued, Messrs. Blue, Hughes and others taking part.

Dr. McLellan, after congratulating the teachers of Elgin upon the splendid gatherings which they always had, proceeded to speak on the subject of questioning. Questioning was the art of arts of the teachers' profession. The Dr. said if he found a person questioning well on any subject, he was at once convinced that he had a good knowledge of that subject. Some of the objects of questioning were to discover the pupil's knowledge, to cultivate language, and to interest pupils by means of sympathy. Men who have great brain power will fail to become leaders of men, without heart power.

Miss L. Wyatt explained her method of assigning a reading lesson to a third class. Miss Parlee dealt with a reading lesson for a third class. The first step is to see that the class understand clearly the meaning of the piece. They are then drilled in reading aloud, first individually and then simultaneously. Particular attention should be paid to emphasis and articulation.

The agent for the *Educational Journal* then spoke for a short time upon the merits of his paper. Mr. Miller, of Vienna, explained the workings of the Educational Society.

A large number of teachers and friends of education assembled in the evening in the opera house to listen to addresses on Education. Mr. N. M. Campbell, president of the association, occupied the chair.

The meeting opened with an instrumental duet by Miss Keefer and Prof. J. H. Jones, which was well received. Miss L. Mitchell next sang a piece very acceptably, entitled "April Fool." A quartette followed by Messrs. Jones, Howell, Bourne and Boucher, which was excellently rendered.

Dr. Archibald first addressed the meeting, and was followed by Dr. McLellan, who gave his admirable address on "The Parent and the Teacher in the Work of Education." Prof. Jones, Messrs. Keefer, Mitchell and Steele contributed much to the pleasure of the audience by filling the musical part of the programme with well-rendered songs and duets.

On Friday, Mr. W. R. Smith, of Port Burwell, took up "The Reason Why" in arithmetic. Amongst the points made one was that the pupil should be taught to depend as far as possible upon his own efforts.

Dr. McLellan concluded his address on questioning. He advised the teachers to do considerable questioning and not lecture too much.

Mr. M. D. Teetzel took up the subject of "Seat Work in Ungraded Schools." From work tabulated on the board he showed how he would keep the children constantly employed. The subject was discussed at some length by Messrs. Fleckenstein, Atkins, McLellan and others.

Mr. Thos. Hammond, of Aylmer, explained his method of dealing with truancy.

Mr. Warwick, in a humorous manner, gave his plans of preventing fighting in school.

Miss S. Watts, of St. Thomas, gave an admirable lesson on "Numbers for Primary Classes." A class of little ones was present, which reflected great credit on Miss Watts as a primary teacher.

Dr. McLellan followed, taking as his subject, "Literature in Public Schools." No literature, ancient or modern, would bear comparison with ours: the language of liberty, science and religion. The teacher who loved literature for its own sake would teach it well; and the teacher who was able to cultivate in his pupils a love for the beautiful and good in our literature, was a teacher worthy of the name.

The last subject on the programme, "Drawing in Public Schools," was taken by Mr. A. Sproule.

Educational Notes and News.

THE Ontario County Teachers' Institute will hold the yearly meeting in the high school building, Oshawa, on Thursday and Friday, May 26th and 27th.

THE "word contest" instituted by the N. Y. Judge in behalf of the Grant Monument Fund has closed, and a check for \$1,000 has been sent to the monument committee.

CALGARY is agitating for a high school, and the *Regina Leader* thinks the capital city of the North-West should not be second in establishing one. The question will probably be raised at the next meeting of the North-West Council.

THE *London Globe*, in speaking of the Ontario exhibit at the Colonial, highly recommended the Kindergarten work displayed by the Toronto school authorities in connection with the Normal and Public Schools in that city.

MISS HATTIE CROCKER maintains from her private purse, kindergarten schools for 250 children in San Francisco. The colored people of Baltimore have recently established a large free kindergarten in that city.

THE joint meeting of the County of Frontenac and city of Kingston Teachers' Association takes place at the Court House, Kingston, on Thursday and Friday, May 19th and 20th. J. J. Tilley, Esq., D.T.I. will be in attendance.

THE students of the mechanical department of the engineering laboratory at the Michigan University are building a steam engine, a dozen forges, and a number of speed lathes. Every part of the machines will be made by the students from their own patterns.

THE trustees of Harvard will establish an astronomical station in the Southern hemisphere out of a bequest of \$230,000 recently received, believing that better results can be attained by such a course than by confining astronomers to the study of the Northern skies.

THE corner stone of old Dalhousie college was removed yesterday. It contained a glass bottle, very imperfectly closed, and a shallow tin pan. Whatever was in the bottle has been reduced to a muddy substance but it is thought the contents of the tin are in good condition. Neither has been opened yet.—*Halifax Chronicle*.

THE Bowmanville Board of Education propose to expend \$10,000 in school buildings, viz., \$1,500 upon repair and equipment of the present union buildings; \$1,500 upon enlargement and improvement of the South ward school building and equipment, and \$7,000 for purchase of site and erection of a building for the exclusive use of the high school.

LEGAL interference with the decision of a college faculty is a somewhat startling innovation. The faculty of Dickinson College, Pa., expelled John M. Hill for taking part in a riotous demonstration. He was accused on hearsay evidence, and was not allowed a trial. He brought suit for re-instatement, and the Court held that he must be restored to membership.—*School Bulletin*.

THE North Carolina Teachers' Assembly has memorialized the State Legislature pointing out that while "a course in pedagogics has been established at the university for men, no suitable provision has been made for female teachers, though the large majority of teachers in the State are women, and asking that a permanent normal college for men and women preparing to teach be established by the State."

"A SCHOOL GIRL" writes from Granville Ferry, N.S., to the St. John, N.B. *Telegraph*, asking to be informed through *The Telegraph* why Fredericton is called the Celestial City. *The Telegraph* replies, "The term celestial, which means heavenly, is applied to some capital cities, Heaven being the capital of the universe. Fredericton is a capital place." The answer does not seem altogether satisfactory but is perhaps the best available.

REV. DR. F. BEATTIE, of the first Presbyterian Church, Brantford, had the degree of Doctor of Divinity formally conferred at Montreal week be-

fore last. His is said to be the first D.D. degree, taken by examination, ever conferred in Canada. On the reverend gentleman's return to his home in Brantford he was presented with an elegant silk Geneva pulpit gown and a congratulatory address by the members of his congregation.

THE examinations of the University of London for the Gilchrist scholarship and for matriculation into that university are to be held in Canada on the 13th of June. These examinations are held a week earlier than usual this summer, in order that they may not be interfered with by the Queen's Jubilee celebration. The examination is open to all candidates approved by the Local authorities whether they propose to compete for the scholarship or not.

DR. WHITTIER, of Brookline, Mass., has made a report of examinations of the eyes of pupils in the high school of that town. He found 34 per cent. of the pupils were troubled with myopia, or short sight. He says: "So far, I find that near-sightedness seems to increase in proportion as our school system becomes more complex, and pupils are obliged to apply themselves more closely to their work. A larger per cent. of myopic eyes are found in city than in village or country schools."

THE following from the proceedings of the Victoria, (B.C.) School Board is, to say the least, suggestive:—Mr. Walker moved: That whereas the Public School Act requires the highest morality shall be inculcated in our public schools, and whereas it is indispensable that public school teachers should be an example thereof:—Be it resolved that for any teacher to engage in hunting and shooting on Sunday, or to be seen on the Lord's Day carrying a gun through the streets of our city, shall be deemed sufficient reason for dismissal by this board.

THE closing exercises of the theological department of Manitoba College took place a week or two since. An address was delivered by Dr. King. There were five graduates, each of whom was presented with a handsome Bible. Five young men passed the 3rd year examination, five the second, and four the first. Scholarships and prizes were awarded to the successful competitors, the "Memorial Scholarship" of \$50 for best examination in all subjects, having been taken by G. R. Lang, B. A., and the Robert Anderson scholarship of like amount and awarded on same terms, by W. J. Hall.

THE Government of P. E. Island has proposed amendments to their school law of that province providing *inter alia*, for the abolition of bonuses to teachers and of scholarships in connection with the Prince of Wales College and the Normal School; for the payment of teachers' salaries according to the rank of the schools; for fixing the maximum amount of assistant teachers' salaries; for the appointment of an additional inspector of schools, and for empowering the Board of Education to fix the standard and maximum number of first and second class schools. Some of these amendments indicate progress forward; others, such as the grading of salaries and fixing of maximum instead of minimum salaries, look too much like progress in the other direction.

PRINCETON's new plan for the degrees of Ph.D. and L.H.D. requires the applicant to be a B.A. of an approved college; to undergo a preliminary examination to test his general qualifications for pursuing the special course of study; to pursue a two years' course, including one full year at Princeton in the exclusive study of branches in his department, or a three years' course without residence under direction of a committee of the faculty; and at the conclusion to take a written examination in his chief subject and at least two subsidiary subjects, and to submit a satisfactory thesis of at least 12,000 words on some approved topic connected with his chief subject. The fees \$40 in advance; \$20 a year; and \$50 on conferring the degree.

THE Swiss Federal Government is clearly of the opinion that a man's education is by no means finished when he leaves school as a boy. In addition to the examination in Swiss history, geography and political and communal institutions, which is now obligatory upon every recruit—that

is, upon every healthy young man—a move has been made this winter for the practical education of the adult agriculturists. The professors and teachers of the Federal Polytechnicians at Zurich have been ordered to give a series of seventeen lectures upon the science and practice of the various branches of agriculture. The lectures embrace such subjects as "Manure," "Cattle Fodder," "Diseases of Vegetation," "Potato Culture," "Vine Culture," "Tree Plantation," "The Dairy: Milk, Butter and Cheese," "Treatment of Seed," and other topics. The lectures are to be open gratuitously to all practical farmers and laborers, and are to be given in the Agricultural School at Zurich. In order to make them as useful as possible, the lecturer is to remain after each lecture, so as to answer any reasonable questions upon his specific subject which may be addressed to him by his hearers. It is intended, in another year, if the lectures prove successful, to institute a series of "open conversations" upon practical agricultural matters in different parts of Switzerland.—*The Schoolmaster.*

THE report of Mr. Montgomery, chief superintendent of education for P.E. Island for 1886 shows that there are at present 431 school districts on the Island, distributed as follows: 172 in Queen's County, 139 in Prince, and 120 in King's. There were but ten districts in which there was no school, against 74 in the year 1876. In eight of these ten districts new school houses were in course of erection, while one was not sufficiently large to support a school and the other had been attached to other districts. The number of teachers employed during the year was 498. Of these 55 were of the first class, 137 of the second and 306 of the third class. The number of pupils enrolled was boys 12,317, girls 10,097, total 22,414, an increase of 431 over the number for previous year. The average percentage of attendance was about 56. The total expenditure by the Government on education, for the year, was \$111,992.21. Of this, the sum of \$101,536.56 represents the amount paid in statutory allowance, supplements, and bonus, to the teachers. \$11,975.37 was the amount paid as supplements by Trustees. During 1886 the teachers received as salaries \$113,331.93, an increase of \$1,977.19 over 1885. The total expenditure for education by the Government and the districts, was \$148,778.96, an average of \$6.64 for each pupil enrolled. Male teachers of the First Class received an average salary of \$414.24; of the Second Class \$280.75; and of the Third Class \$224.66. Female teachers of the First class received an average salary of \$302.72; of the Second Class \$219.54, and of the Third Class \$161.58. The highest salary paid was \$900, and the lowest \$130.

MR. W. G. JESSOP, principal of Brampton public schools, reasons with parents, in the *Peel Banner*, in reference to the irregularity of attendance at the schools. He says truly that if parents "would only consider the very injurious effects of allowing their children to absent themselves from school, as so many seem to do, for every trivial cause, or even without a shadow of a cause, the evils arising from this source would be greatly lessened. Take an example of how it affects a class. Say that today I explain a certain important principle to my class, and that, as usual, four or five are absent. To-morrow, when one or two of the absentees may have put in appearance, I must either delay the class to explain to them (those who had been absent) yesterday's work, and so occupy the time allotted to that subject, or leave them in ignorance, to suffer for their absence. The next day some others come in, and again is the alternative presented. Either injustice must be done to the class or those who had been out of school suffer, by having to do work of which they do not understand the first principles. Every school day is, or should be, as a link in a chain, and if a link be broken you know the value of a chain, as a chain. Then think of the excuses we have to receive. One says, 'I just finished my music lesson at nine o'clock, and mother said I need not go till noon;' or 'I did not get home from running an errand, and ma said not to go to school till noon.' That is, because ten minutes were lost, lose three hours. Such things should not be, or else a very ordinary or meagre progress should be deemed satisfactory."

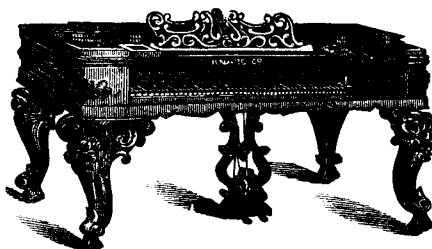
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(World.)

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No.	Circumference	20 inches,	price	\$1	75
" 1	"	22	"	"	2 00
" 2	"	24	"	"	2 25
" 3	"	26	"	"	2 50
" 4	"	28	"	"	2 75
" 5	The Goal	28	"	"	3 00
" 5	Queen's Park	28	"	"	3 25
" 5	3rd Lanark	28	"	"	3 75
" 5	Perfection	28	"	"	3 75

The last two are waterproof and very superior in every respect, the "Perfection" being the latest out. It has not the circular disks on ends of cover, but is cut more after the style of American baseball covers, and no matter where you kick it will drive straight. It has been adopted in International matches in England.

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" " " better quality 50 each
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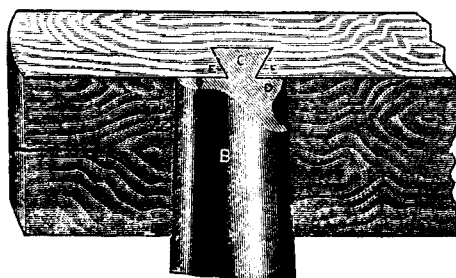
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The "Model."

FOLDING LID AND FOLDING SEAT SCHOOL DESK.

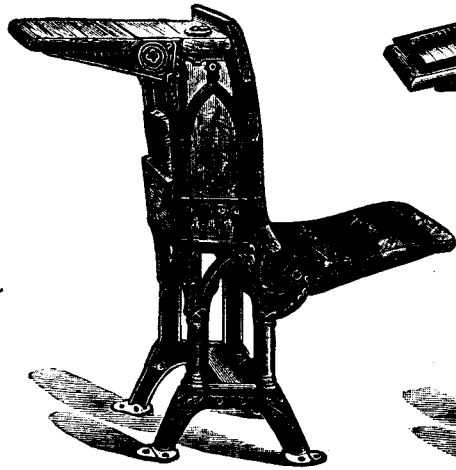


Fig. 1.—As a Writing Desk.
Seat and lid open, showing the lid in position for writing or taking notes in the lecture room.

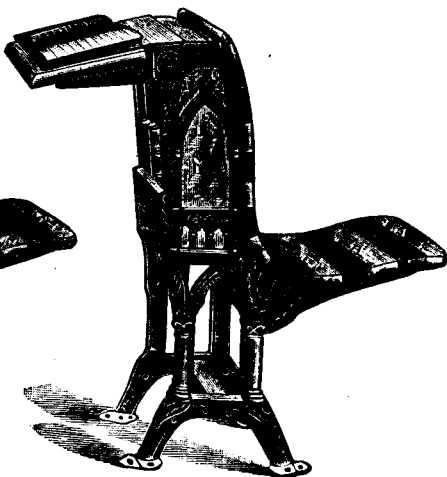


Fig. 2.—Position for Study.
Giving just the right angle for the book, and preventing near-sightedness.

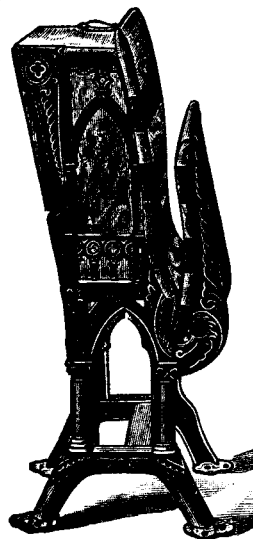


Fig. 3.—Folded.
Book box locked. Desk and seat occupying 11 inches space.

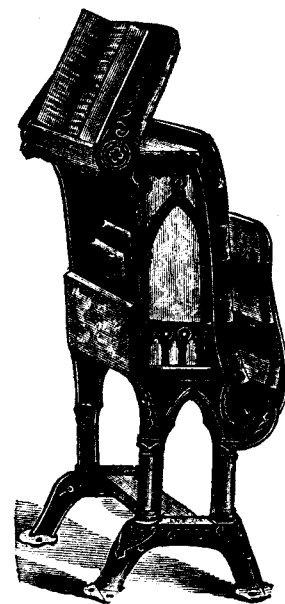


Fig. 4.—Book-rest.
Formed by turning up the lid. Only 15 inches from the eye to the book.

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Fig. 1.—Lid and Seat Closed.

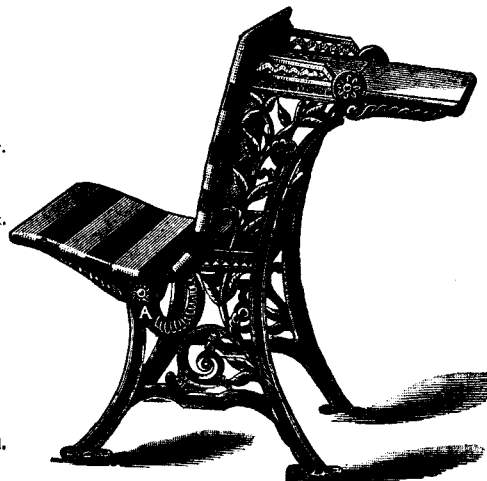


Fig 2.—Lid and Seat Open.

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FROM THE PREFACE.

CANADIANS desire to know more of the early condition of their fathers, of the elements from which the people have sprung, of the material, social and religious forces at work to make Canada what she is, of the picturesque or romantic in deed or sentiment, and of the great principles of liberty by which the nation is maintained.

The writer has departed from the usual custom in previous Canadian histories of giving whole chapters on the war of 1812-1815, the rise and fall of administrations, whose single aim seemed to be to grasp power, and on petty discussions which have left no mark upon the country. Instead of making his work a "drum and trumpet history," or a "mere record of faction fights," the author aims at giving a true picture of the aboriginal inhabitants, the early explorers and fur-traders, and the scenes of the French régime, at tracing the events of the coming of the Loyalists, who were at once the "Pilgrim Fathers" of Canada, and the "Jacobites" of "America," and at following in their struggles and improvement the bands of sturdy immigrants, as year after year they sought homes in the wilderness, and by hundreds of thousands filled the land.

While a sympathizer with movements for the wide extension of true freedom, and rejoicing that "through the shadow of the globe we sweep into the younger day," yet the author is a lover of the antique, and finds interest in the unsuccessful experiments of introducing a noblesse into New France, a race of baronets in Nova Scotia, and a "Family Compact" government into the several provinces of Canada. It has not been possible to give authorities for the many statements made. Suffice it to say that in the great majority of cases the "original" sources have been consulted, and some of the more reliable authorities have been named in the "references" at the head of each chapter.

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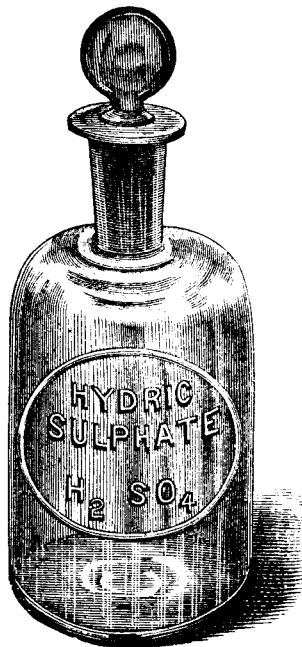
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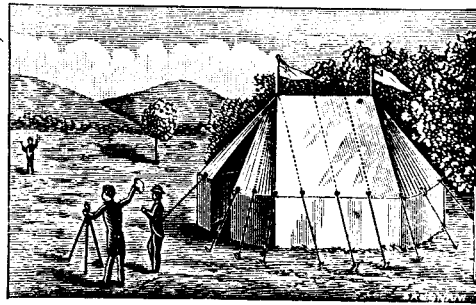
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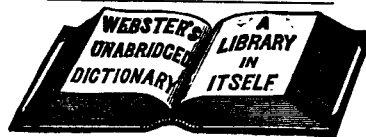
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