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The Canada School Journal.

VOL. X.

TORONTO, JANUARY 12, 1885.

No. 2.

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THE CANADA SCHOOL JOURNAL.

Edited by J. E. WELLS, M.A.

and a staff of competent Provincial editors.

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

—o—TERMS—o—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited),

Publishers.

J. L. ROBERTSON,

Secretary-Treasurer

JACOB M. KENNEDY,

Business Manager.

The World.

Prince Albert Victor, heir presumptive to the British throne, attained his majority on Thursday, the 8th inst. The event was celebrated throughout England with public demonstrations.

Of making many books there is no end. The number published in England last year is said to have been 6,373—theological, 724; juvenile, 603; fiction, 408. Books on art and science show a great increase over 1883.

Some of the achievements of Mr. Stewart Cumberland in mind reading are extraordinary, if we may trust current reports. One of his latest exploits is said to have been to mark out on a map of Africa the exact route which Mr. Stanley, the explorer, had determined in his own mind to follow, on his next visit to the dark continent. In this he is said to have been perfectly successful, of course under the usual conditions in regard to contact, etc. with the subject of the experiment.

Fresh dynamite explosions continue to startle the people of England from week to week. The latest sensation is that caused by an attempt to blow up the railway tunnel, near the Gower street station. A happy but very remarkable circumstance in connection with all the attempts yet made, is the trifling amount of harm done compared with what may be supposed to have been the deadly designs and expectations of the perpetrators.

Should the recent discoveries of coal at Crowfoot Crossing and at other points in the Northwest Territories, fulfil the expectations raised, and especially should any of it prove a real anthracite, one of the hardest problems in regard to Canada's great western heritage will be solved. There is no doubt that in any case, the Rocky Mountains are a great storehouse of valuable mineral deposits of various kinds, whose discovery and development will be the work of decades, if not of centuries yet to come.

Madame Clovis Hugues, who deliberately shot and killed Mr. Morin, after fifteen months' premeditation, in revenge for alleged calumnies which he persisted in circulating, has been acquitted by a Parisian jury. Forge, member of the Chamber of Deputies, was so emphatic in his praise of the deed that the Judge rebuked him severely in open court. "Killing no murder," if done by a female hand and in retaliation for a certain class of offences, seems to be a part of the unwritten law of the two great republics.

The recent vote in favour of the abolition of tax exemptions in Toronto, probably indicates the beginning of a movement which will spread rapidly through the towns and cities of Canada. It is a movement in the direction of what is right and fair to all tax-paying citizens. The members of Churches and philanthropic societies should be the last to wish to shirk any of the burdens of citizenship. Nor is there any valid reason for exception in the case of Government properties and offices. All are benefitted by civic improvements; all share in the protection provided by city ratepayers, and all should be willing to bear their share of the burdens of citizenship.

The recent changes in the French war office are supposed to indicate the inauguration of a more vigorous Chinese policy. It is rumoured that France will even go through the formality of declaring war against the nation with whose forces her armies have been fighting for months past. Meanwhile telegrams from China dwell upon the difficulties which beset the French troops in consequence of sickness and inadequate transport facilities, and China is said to be active in adding recruits to her armies and strengthening her fortifications at all exposed points. Her military operations are said to be largely under the direction of German officers, numbers of whom, it is alleged, are still going thither under assumed names or in the guise of missionaries.

What part is Africa to play in the future history of the world? This is one of the most interesting questions of the day. Scientific explorations and military expeditions are co-operating to open up the heart of the great, dark continent. As was to be expected, resources of wealth, and capacities for settlement far in advance of ordinary expectation are being brought to light. It is well that it is so. The overflowing populations of Europe need all the new outlets the world can afford. If but favourable climatic conditions can be assured, and stable governments established, it may not be long until a great wave of emigration is seen setting towards the interior of Africa, and that continent may yet play an important part in mundane affairs in the twentieth century.

Competition is better than monopoly, just in proportion as activity is better than stagnation, or equal rights and fair play than oppression and the sacrifice of the interests of the many to those of the few or the one. But there is a still more excellent way, the way pointed out by Mr. Hughes, the author of "Tom Brown at Oxford," in a recent address on co-operation at Manchester. Mr. Hughes declared the co-operative movement to be "the recognition by the working classes that the principle of competition is not the right foundation of productive and commercial operations, but rather the principle of 'Bear ye one another's burdens.'" Of course this implies that co-operation is conducted on the basis of mutual help, not of hostility and intimidation to outsiders.

It is again rumoured that Mr. Gladstone will retire from public life at the close of the present session. The report is said to be based on intimations given by his son. There is little doubt that the veteran premier would gladly escape from the toils and cares of his singularly responsible position, but it may safely be predicted that actual relief will come to him only with physical disqualifications. There are too many clouds lowering in the horizon, and too many breakers on the offing, to admit of the pilot's quitting the ship so long as he can keep his post. His inevitable withdrawal must, however, in the course of nature, soon come. What great changes may follow it is impossible to say, but we suppose the Government and the nation will go on. No man is indispensable to the world's movement, but it is doubtful if any statesman, at any rate under constitutional Government, was ever more missed than William Gladstone will be when he leaves the stage on which he has so long been the prominent figure.

It is announced that Lieut Gordon has received orders to be ready to sail again in April on his second Hudson's Bay exploration trip. It is greatly to be hoped that the result of these investigations will demonstrate the feasibility of navigating the Bay and Straits during a sufficient number of months to make the opening up of this route feasible. The future of our great Northwest depends upon the finding of such an outlet to a greater extent than those who have not been in that country can readily conceive. For the sake of the thousands of our citizens who have taken up their abodes on the prairies,

as well as for the sake of the general prosperity of Canada, we may well desire to see those great grain fields brought within reach of European markets. The results of the observations made during the winter at the stations established at various points along the Bay and Straits, as well as those reached by those on board the vessels will be looked for with very great interest.

An exchange says:—

"The total length of the route of the proposed Nicaragua Canal from the Atlantic to the Pacific is 173.57 miles. This is composed of 17.27 miles of canal, from the Pacific at Brito Harbour to the Lake of Nicaragua, 56.50 miles of lake navigation, 69.90 miles of navigation of the River San Juan, and 35.90 miles of canal from this river to Greytown. The estimated cost of this work is \$41,193,839, or little more than one dollar of capital against one pound in the estimate of M. Voisin for the Panama Canal of 46½ miles in length."

Some of the English papers are writing bitter and even furious things in reference to the proposed action of the United States in the matter of this canal. But others equally influential are more reasonable, and there is little likelihood that the Great Britain of to-day will fall back upon any old treaty conditions or interpose any unnecessary obstacles to prevent the carrying out of this great undertaking, which would benefit the commerce of the world, as well as that of the United States.

A mania for colonization seems to have seized the great European nations simultaneously. Germany raises her flag in New Guinea. France is pushing her designs in Tonquin, and casting longing eyes on Madagascar and unappropriated South Sea Islands. Almost all the powers are watching England's proceedings in Egypt and at the Cape with, if not intense curiosity, ill-concealed jealousy. Hitherto Great Britain has been about the only successful colonizer, but it by no means follows that she shall have a monopoly of the business. Other nations have, undoubtedly, the same right as she to annex unattached and defenceless countries. At the same time we cannot shut our eyes to the fact that the multiplication of colonies by rival nations, and the necessary contiguity of those of one nation to those of another, greatly increase the danger of international complications and wars. The outcome of Germany's movements in New Guinea, France's attack on China, or England's Egyptian expedition, no human prescience can divine. It can hardly, we think, be national partiality which leads us to believe England's motives, at the present time, much less questionable and more nearly disinterested than those of either of her great rivals. But whether this will continue after the righteous old man who now sways her counsels shall have passed away, it is impossible to predict.

"Slugging" matches are one of the foulest blots on our civilization. The character of any people or class of people determines to a great extent their amusements, and may also be determined by them. The two things are mutual cause and effect; they act and re-act upon each other. Did not considerable numbers have a taste for brutal amusements a crowd could not so readily be got together to witness two poor

inbruted specimens of humanity pummelling each other. But on the other hand every such exhibition has an educative effect in the direction of coarseness and cruelty. When these exhibitions are openly carried on, under the thin guise of artistic operations with soft gloves, and the executors of the law sit and look on approvingly, their degrading influence on the national morals becomes doubly great. We hear it repeated *ad nauseam*, even by men of education and intelligence, that "men cannot be made moral by Act of Parliament." No greater fallacy could be enunciated. To promote public morality is one of the great ends of Acts of Parliament. Whenever the law steps in and puts a stop to practices that are dishonest, degrading, or criminal, it helps to make men moral by shutting up schools of vice, by putting away temptations, by removing foul and contaminating spectacles from before the eyes they would pollute. And this is precisely what the law should do in the case of these sparring exhibitions.

The School.

The office of the SCHOOL JOURNAL has been removed from the premises of W. J. Gage & Co., No. 54 Front St. West, to No. 82 Bay St., to which address all communications should henceforth be sent. Teachers from city or country calling at the rooms will be made welcome.

Some time since a Hughes Scholarship was established at Oriel College, Oxford, in recognition of the services rendered by Mr. Thomas Hughes to the cause of co-operation in England. It is now said that the first scholar to use this scholarship has been admitted to Oriel, and that he comes from the working classes.

A subscriber writes to say that he does not wish to continue his subscription for the present because he is giving up teaching for a time in order to fit himself for advancement to a higher grade in the profession. Why, that would be an excellent reason for taking the paper, if he had not subscribed for it before. The problems and examination papers, given from week to week, coupled with the ever recurring discussion of the theory and practice of teaching, should make the paper indispensable to all who are studying with the profession in view.

We noticed incidentally last week the appointment of Mr. Kirkland as Principal of the Normal School in this city. Mr. Kirkland's long and successful occupancy of the chair he now vacates for the higher position, needs no comment from us. The work he has done and the reputation he has achieved speak for themselves. His elevation to the new position has been, we have good reason to believe, one of those cases in which the office seeks the man, not the man the office, but the duties are not likely to be the less faithfully and efficiently performed on that account. Mr. Kirkland has our best wishes for his highest success in the arduous work of his new and responsible position.

Mr. W. H. Ballard, M.A., (Tor.), who has been for some years Mathematical Master in Hamilton Collegiate Institute, has been appointed Inspector of Public Schools for Hamilton. In School and College Mr. Ballard has throughout distinguished himself as a diligent and highly successful student. On graduating from Toronto University he carried off the gold medal in Mathematics. To the duties of his position in the Hamilton Institute he devoted himself with the true enthusiasm of the genuine teacher and his success has been in proportion to his zeal and ability. We congratulate him on his elevation to the Inspectorship, and the city of Hamilton on the excellence of the appointment, and its relation to the educational progress of the city.

As we have said before, it is the aim of the management to make the SCHOOL JOURNAL more and more the efficient helper of teachers of every grade in their daily work. To aid us in the steady march of improvement, we invite friendly criticism from all the members of the profession. We may not always see our way clear to follow advice, or to adopt suggestions, but they shall always be thankfully received and carefully considered. Twenty years' experience in teaching and several years in journalism have, we hope, taught us at least that we do not yet know everything that is to be known about the one or the other. Show us, readers and friends, what we can do to make the JOURNAL a better and more useful school paper, and we will do our best to make the improvement.

Apropos to remarks elsewhere in reference to the dearth of literary work on the part of teachers, and the value of the power and habit of giving exact and forcible expression to thought in written language, few who have not tried it are aware of the fertility which their own minds might exhibit with proper attention. The average diary writing is probably not a thing to be encouraged. But let any one endowed with an ordinarily active mind, adopt the plan of carrying note book and pencil, and jotting down, as far as may be convenient at the moment, thoughts that occur in reading, or walking, or conversation, with sufficient precision to enable them to be recalled, and he will be surprised at the results. If the mind is directed mainly to any particular subject, an abundance of material for its full discussion will soon be collected. There is no more valuable exercise for the mind of child or adult, than the attempt to give clear and concise expression to its own thoughts in writing.

The doubtful one-book and departmental copy-righting policy adopted by the Ontario Minister of Education, seems likely to be prolific of difficulties. School boards are, we observe, refusing to adopt the new readers, in consequence of their high price. Judging from some school-book advertisements it would seem that in more than one instance already the very objectionable system has been adopted of authorizing books, or promising them authorization, before they are written. Akin to this is the employment of writers by the Department to prepare works on special subjects. No practical publisher would,

on business principles, purchase books in this way, unless, perhaps, from writers whose fame was world-wide. Certainly no educational authority should prescribe a work for use in the public schools until its merits have been closely examined and approved by the most competent judges. The interests of public education demand, first of all, that the text-books in every department be the very best that can be procured, and the public should have, and if it is wise will insist upon having, ample guarantees on this score.

A prime object with the true teacher will always be to teach the pupil to think. There is a delight in the conscious exercise of power. Every one knows what a joy the healthy child derives in the exercise of its physical powers, in running, jumping, climbing, &c. There can be no doubt that nature intended that no less delight should accompany mental exertion. In fact the pleasures attendant on mental gymnastics are higher in kind, and keener in degree than any which belong simply to bodily organization. But the difficulty too often is that the thinking faculties are left so long undeveloped that action becomes slow and painful, or that wrong ideas and methods of instruction create a distaste for vigorous mental exertion. Thus study, which should, within healthful limits, be the most delightful of recreations, comes to be associated in the youthful mind with pains and penalties. The teacher's first aim in the case of the dull child should be to stimulate the mind till effort becomes pleasurable after which success is sure.

An American exchange notes with regret that outside the colleges, teachers are not contributing largely to the general literature of the country, and asks, "Why is this so? Is teaching such a grad-grind calling, that the heart and brain are crushed, and the sensibilities dulled, or is there no ambition to improve the opportunities?" We fear the general remarks would hold too true of teachers everywhere. Every teacher who does his best knows full well how exhausting to the nervous system are the wear and strain of five or six hours of the intense work and worry of the school room, and how unfitted one often feels at the close for engaging in anything making fresh demand to any severe extent upon the brain. When to all this that belongs to the normal practice of the profession, there is added the overwork too often imposed by the multiplied "crams" and examinations of our modern competitive methods, it is not surprising that the average teacher has neither time nor inclination for roving in literary pastures. And yet the example of the few proves that even to the teacher, with keen literary tastes and ambition great things are possible. The use of the pen is the best of all helps in the study either of nature or of books, and, rightly pursued, literary work within certain limits may be made a recreation rather than a task. The pupils, the public, and the teacher himself would all be greatly profited in the end.

The *School Guardian* of London, England, thinks there is some danger of zealous educationists over there "running a little wildly in the matter of technical education." It ob-

serves correctly enough that "of the importance of that branch of study there can be no question," and "that it is distinctly a thing apart from ordinary teaching." But when it adds that "it cannot with propriety be made a portion of the curriculum of any Elementary School" we begin to hesitate in accompanying the writer, and when he adds "or be proposed as a subject for which a Government grant should be made," we distinctly demur. It would be hard to allege any sound argument in support of Government grants to the ordinary public schools of a country, which could not be shown to be equally valid in favour of technical schools. If it be said that the public should not be called on to pay for the teaching of trades to certain classes of children, it may with equal force be replied that neither should it be called on to pay for the education of clerks, and accountants, and professional men. The fact is that the thing can be justified in any case only on the ground of public utility. Grants in aid of schools are logical only on the assumption that they conduce to the well being of the nation, commercially, socially and morally. And certainly a strong case could be made in support of the view that widespread technical training would conduce in at least an equal degree to these ends.

The need of more or more effective moral training in the public schools is becoming apparent to thinking people of all classes, especially in the United States. The old and favourite notion that crime is the twin-brother of ignorance, and that all that is necessary to make a people highly moral and virtuous is to make them intelligent is no longer accepted as an axiom. Too often boys graduate from the public schools only to enter upon an apprenticeship in some school of vice or crime. His improved brain, in such cases, makes him only the more successful adept in fraudulent or criminal practices. As a New York paper recently put it in true Yankee style, there is great need that to the three r's on which so much stress is now laid, two others should be added as of at least equal importance, viz.: the teaching of "right and wrong." Such teaching to be more effective, should be largely practical and incidental in its character. Little incidents that are constantly occurring in the school-room, or in the play-ground, can be seized upon and made the occasion of valuable lessons. The true method is always the appeal to the moral sense. Every boy and girl has a conscience, and a judicious teacher can usually get that conscience to utter its voice. Let the habit be but formed of testing all action by the great law of right and wrong, and a most valuable step has been gained. Connected with this the appeal to the manliness or the sense of honour of which not even the child is willing to confess himself devoid, will often produce wonderful effects. There is no doubt, however, that a simple, practical manual, so written as to be within the comprehension of a child of ten or twelve, would be of great service to the teacher who is anxious to do his whole duty, and who regards character as the thing of highest importance. The study of such a book would afford abundant opportunities for awakening that moral thoughtfulness, which is a main element of good character in child or adult.

We have refrained from comment upon the project of University confederation, which has been, for some time past, the subject of earnest conference between representatives of the various Colleges and Universities of the Province, pending the publication of the scheme which they may finally agree to recommend. It is idle and might possibly be mischievous to discuss rumours, or even facts, in regard to the state of negotiations, so long as no definite conclusions have been reached. Some of the questions to be settled are delicate, and difficult of adjustment. Upon a few important points a compromise of conflicting opinions or interests is, perhaps, the best result that can be reasonably hoped for. But the great educational and moral ends to be attained by the proposed confederation, are so valuable, so intimately related to the highest well being of the province, that it is eminently desirable that the union sought should be consummated at any cost, short of the sacrifice of efficiency, or conscientious conviction, on the part of any of the confederating institutions. There is, however, one broad principle which should, we think, be kept steadily in view by the representatives in conference. The confederating Colleges should reserve full liberty of action in regard to the range of their respective courses of instruction. Any compact involving the surrender of the right on the part of the Colleges to found professorships in any department of study, seems not only wholly unnecessary, but might become at some future time a millstone about the neck of the voluntary College. There is no known limit to the extent of the endowments which may, in time, be created for these institutions by private munificence. We can see no good reason why any College should be asked to surrender its right to establish chairs of instruction in any branch of liberal education, whenever it may be able to find means for endowing such chairs. Honourable competition, or let us say a noble emulation is, or should be, the basis of confederation, and this would be so far hindered by the operation of any clause restricting the teaching of certain classes of subjects to the Government College.

Since the foregoing was in type the schedule agreed upon by the representatives of the various colleges has been published. We will give it with comments next week.

“Overwork,” “underpay,” “constant re examination”—these are the woes to which the teachers of Philadelphia are obliged to submit. So says the *Telegraph* of that city. We should not have dared to have said that ourselves, for we should have expected a suit for libel on the fair fame of the city of rectangular brotherly love, but since it was written by one to the “manner born,” we can comment thereon with safety. Look at these words—“Overwork,” “underpay,” “constant re examination,”—human, God-fearing Christians of America! They mean—weariness, poverty, anxiety. They mean—oppression, debt, death—what more can be said? Let us turn to the bright side. President Eliot of Harvard, is the friend of the teacher. He publicly advocates long tenure of office by teachers, implying intelligent selection with strict examinations and a probationary service. He also asks for a retirement of teachers on pensions or annuities, with absolute security against a reduction of salaries, thus freeing the teachers from anxiety, and leaving them to devote all their powers to their work. God speed the day!—*New York School Journal*.

Special Articles.

INDIVIDUALITY IN THE TEACHER.

A somewhat rigid uniformity is a necessary evil in a public school system. Without it an ever-growing complexity of machinery would be evolved, which could end only in confusion worse confounded. Any effective supervision of the work done, any reliable testing of its thoroughness, would become impossible, and the public funds would have to be given over to the distribution of favouritism or caprice.

The ideal school system would be one in which every teacher should have full liberty of action. Individuality would have free play. Each would regulate his own hours, choose his own text-books, use his own appliances, and work out his own ideas and methods. But such an ideal system postulates a host of impossible conditions, amongst them an ideal army of teachers, every man and woman of whom should be not only devoted heart and soul to the profession, but also qualified by culture, experience and personal character to be a law unto himself, and a model for other educators.

Such a set of conditions, or anything approaching to it, would of course be too much to assume at any stage of development yet reached. But while in its absence a good deal of machine uniformity is indispensable, and much must be conceded to the necessities of the case, it by no means follows that the maximum rather than the minimum of inflexibility should be the aim of the central authorities. There is always more or less tendency in this direction. To reduce everything to routine, makes things easy for officials, and hence becomes the goal of aspiration for those who lack either disposition or ability to grapple with the trouble—some questions that are pretty sure to arise in the working of a freer, more flexible system. It is always easier to prescribe a fixed dull, routine in text-books, studies, examinations, etc., than it is to devise and operate methods, which leave more room for adaptation to special tastes and circumstances, just as it is easier often for the teacher to enforce the stillness of death in the school room, than to preserve necessary order without repressing the natural flow of youthful life and energy. When an educational system begins attempting to have every detail of school management cut and dried with the exactness of a mathematical formula, when it undertakes to prescribe the exact kind and amount of work to be done by each pupil, and the exact text-books, and method of instruction to be used by each teacher, it has got on the wrong track, or the wrong engineer is in charge.

The aim of the present paper is not, however, to criticise the defects or inconsistencies of our school system, but to urge upon teachers the duty of preserving their autonomy under difficulties, rather than suffering themselves to become mere involuntary operators, mere parts of the machine. Indeed, the truth evidently is that the more complicated and intricate the machine, the greater the need of strong individuality; of marked, developed personal character, in those who work it. We had almost added, the better the sphere for the outworking of these traits. Nothing but the life-giving spirit of a living teacher can breathe the breath of life into the dry bones of the Public or High School programme. The man who submits to be run by the machine, and to become a volitionless part of it, instead of himself so running it as to stamp all its products with the impress of his own individuality, is a failure. Intellectual and moral power are prime requisites of the genuine teacher. A strong, developed manhood or womanhood will infuse its own energy into all instruction. It will inbreath its own vital force into the driest routine. It will

leave the marks of its own shaping power, infinitely deeper and more lasting than any that can be imparted by mere mechanical process, upon the mind and heart of every pupil. This and this alone it is, which can master the lifeless machinery of the system, and make it the flexible instrument of the informing mind and the controlling will.

Where this power of personal character exists and is exercised in some fair degree, one of its first fruits will be a genuine delight in the work. Such a teacher will not disparage both himself and his profession by the too frequent plaint, "I don't like teaching. It is a weariness to the flesh." Such an outcry, serves but to reveal the poverty of the soul from which it emanates. He who thus feels and speaks, confesses that he has never risen to the dignity of his high calling. He has not penetrated to the secret of teaching power, nor tasted the joy of using that power for good. He knows nothing of the high delight of putting his own mind *en rapport* with that of his pupils, calling forth the flash of intelligence from the kindling eye, studying the play of the intellectual lights and shadows in the flushed cheek. He has utterly failed to grasp the high truth that the material given him to work upon is the noblest and most precious of all material; that the forms he may chisel out are imperishable; that, in a word, the work he produces, be it good, bad or indifferent, is immortal. Let him dwell upon the higher aspects of his profession until he catches the true enthusiasm of young humanity, and his work can no longer be irksome, though it never can cease to be arduous.

J. E. W.

THE RYERSON MONUMENT.

I believe no man in Canada less needed, less cared for, yet more deserved a monument than Doctor Ryerson. If I could get access to the motives and actions of men in far humbler spheres of life, I might not make the above statement; we are in the habit of measuring men by the bulk of their public beneficence, supposing, at the same time, that this beneficence was the outcome and object of philanthropic motives. The less a man is thought about the more does he need a monument; in this sense, the Doctor did not need one. Two circumstances are unfavorable for monuments, 1st, the more we raise, the less notice any particular one will get;—2nd, the dead neither know nor care for the honor we are doing them. Do we set up pillars to convince others that we held some body in esteem? I care nothing about what you care for someone; it is what I care for him or her that concerns me. But, what I care depends on what the person has done for me: it seems, then, that the best monument is that which the person has raised himself and set up in my affections. I was in a rural graveyard the other day, at the interment of an old neighbor; the people, except his relations, scattered and were reading epitaphs. (The best argument for monuments). My attention was quite withdrawn from them and fixed on an old woman standing away from others, at what I took to be the foot of a grave, there being nothing to mark head or foot. To her a monument was useless; it was what she could not see was troubling her. Her grief was intense, age, epidemic, I had to turn away lest I should be caught weeping for somebody I had never seen. It is just so with all of us; when we stand at the graves of wives, husbands, fathers, mothers, or other dear ones, it is what we do not see with our physical eyes, but what is ever before the eyes of our mind, that troubles; we care but little for the obelisk, except that we would not like to see it broken. If the grave were at one place and the monument at another we would go to the grave. We have an instinctive dread of oblivion; the Ancients felt it; "Absalom reared a pillar for himself," the custom seems too sacred to be disturbed by modern reasoning. Still it is to be regretted that some cheaper mode of commemoration has not been used: expense is seldom the true measure of respect, yet the poor, in imitation of the rich, often would make us think so, by spending on their dead what is greatly needed for the living.

JOHN IRELAND, Ferguson.

Examination Questions.

EXAMINATION FOR ADMISSION TO ENGLISH TRAINING COLLEGES.

Following are the examination papers in Geometry and Arithmetic for admission to the training colleges in England, set in December, 1884. We will give the papers in Algebra and in English in future number.

EUCLID.

Two hours and a half allowed for this paper.

Candidates are not allowed to answer more than *eight* questions. Capital letters, not numbers, must be used in the diagrams.

The only signs allowed are + and =. The square on AB may be written "sq. on AB," and the rectangle contained by AB and CD, "rect. AB, CD;" other abbreviations, if employed, must not be ambiguous.

1. Explain the terms axiom and postulate.

Write out the 12th axiom.

What axioms have been proposed in its place?

2. The angles which one straight line makes with another straight line on one side of it are either two right angles, or are together equal to two right angles.

If four straight lines meet in a point, and two adjacent angles are equal to the other two, two of the lines will be in one and the same straight line.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them is greater than the angle contained by the two sides, equal to them, of the other; the base of that which has the greater angle shall be greater than the base of the other.

An equilateral and an isosceles triangle have a common side, and each of the angles at the base of the isosceles triangle is double of the angle at the vertex, show that the base of the isosceles triangle is less than the base of the equilateral triangle.

4. Straight lines which are parallel to the same straight line are parallel to each other.

ABC is an isosceles triangle; pairs of lines BE, CD, and BG, CF, making equal angles with BC, are produced to meet the opposite sides in ED, GF; show that FG is parallel to DE.

5. The opposite sides of a parallelogram are equal to one another.

The diagonals of a parallelogram do not cut at right angles unless all the sides are equal.

6. Triangles on equal bases and between the same parallels are equal to one another.

The figure formed by joining the middle points of adjacent sides of a parallelogram is equal to one-half of the parallelogram.

7. The complements of a parallelogram which are about the diameter of any parallelogram are equal to one another.

Given one angle of a rhombus and the sides of one of its complements, complete the rhombus.

8. If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

A point O is taken in AD, one of the sides of the rectangle ABCD; show that the difference of the squares on OA and OD is equal to the difference of the squares on OB and OC.

9. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the two parts.

(It may be assumed that parallelograms about the diameter of a square are likewise squares.)

State this algebraically.

10. To describe a square that shall be equal to a given rectilineal figure.

Construct a square equal to the sum of two squares.

11. The straight lines which bisect the angles of a triangle meet at the same point.

12. To construct a right-angled triangle having given one side and the sum of the other side and the hypotenuse.

ARITHMETIC.

Two hours and a half allowed for this paper.

Candidates are not permitted to answer more than *ten* questions, and are advised to answer the first.

The solution must be given at such length as to be intelligible to the examiner, otherwise the answer will be considered of no value.

1. (a.) Write out the rule for finding the greatest common measure of two numbers.

(b.) Make an arithmetical question illustrating the formula—If A varies as B when C is invariable, and A varies as C when B is invariable, then A varies as BC when both B and C are variable.

(c.) In what sense can 9 be said to be equal to unity?

(d.) Make diagrams illustrating the identities—

$$\frac{1}{4} \text{ of } \frac{4}{5} = \frac{1}{5} \text{ and } \frac{5}{8} - \frac{1}{8} = \frac{4}{8}$$

2. How many bricks 6 inches long, 3 inches wide, $2\frac{1}{2}$ inches deep are required for a wall 330 yards long, 9 inches wide, 20 feet high? Find also the cost of the wall, reckoning 5s. for 110 bricks and 25s. per rod for labour.

3. A room 25 feet long and 15 feet wide, is covered with paper 30 inches wide, at 9d. per yard; if the paper had been 33 inches wide, the cost would have been 14s. 8d. less; find the height of the room.

4. A tank 18 feet long and 6 feet deep, costs £10 16s.; if it had been 2 feet wider the cost would have been £2 14s. more; find the cost per cubic foot and the width of tank.

5. The first-class fare on a railway is $2\frac{1}{2}$ d. per mile, the second-class $1\frac{1}{2}$ d.; first-class passengers are allowed 100 lbs. of luggage, second-class, 75 lbs.; for every 5 lbs. of excess in luggage a charge is made in each case of $\frac{1}{2}$ d. per mile; find the gain made by a party of six travellers, each having 95 lbs. of luggage on a journey of 100 miles, if they travel first-class instead of second.

6. Reduce $3\frac{1}{4}$ of £99 7s. 6d. + 5 07 of £104 7s. 3d. - 6 125 of £59 16s. + 9 3125 of £384 5s. 4d. to the decimal of £1,000.

7. A consignment 1,600 lbs. of sugar is sold at $4\frac{1}{2}$ d. per lb. to gain 12½ per cent., a second of 1,800 lbs. at $5\frac{1}{2}$ d. per lb. to gain 10 per cent., a third of 2,000 lbs. is sold at 3d. per lb., and a gain of 10 per cent. is made upon the whole; find the original price per lb. of third consignment.

8. Two-thirds of an estate is divided between a brother and a sister in the proportion of 9 : 7; the brother's share of the estate exceeds the sister's by £1,728 10s. 8d.; find the value of $\frac{1}{8}$ of the estate.

9. Show that the amount of £700 at ten per cent. per annum, compound interest, will in eight years exceed the amount of £1,000 at 5 per cent. per annum, simple interest.

10. A square contains 150,544 square feet; show that the smallest square whose side contains an exact number of feet, and which is equal to the sum of this square and another square, contains 235,225 square feet.

11. The expenses of farming are four times as great as the rent; what is the rent of a farm of 400 acres, if the farmer clears 10s. per acre, each acre yielding 16 bushels of wheat, and the wheat fetching 35s. per quarter?

12. A piece of land containing 17 acres 3 roods is bought for £1,580, and an adjoining piece containing 8 acres 2 roods, for £520, the whole is sold in plots of 1,089 square feet, at 4d. per square yard; find the gain per cent.

13. Three trains, 200, 528, 130 yards long, are travelling on parallel lines at rates of 15, 24, and 30 miles per hour respectively, the first two in the same direction, the third meeting them; the second reaches the rear of the first train at the same moment as the third reaches its front; find the interval in time between the moments when each of the two trains clears the third.

14. The 3 per cents. are $101\frac{1}{2}$; find the loss or gain in capital and in income which would arise by transferring £10,000 from the 3 per cents. to a $2\frac{1}{2}$ per cent. stock at 108.

Mr. C. S. Eggleston writes as follows:—Please notice that the answer of question II in the arithmetic of the "Harvard College" series, as given in December's JOURNAL, is erroneous. The answer should read 8 acres, 150 25 sq. rods, instead of 17 acres, 140 4990 sq. rods.

Correspondence.

To CORRESPONDENTS:—A friend, whose note we have for the moment mislaid, writes to ask whether we will give answers in the JOURNAL to questions on certain subjects connected with educational work. We shall be glad to receive such questions, and shall spare no pains in order to get information and give reliable answers.

Practical Department.

GOOD ORDER.

Good order is essential to the success of a school. No one can teach well who cannot maintain order. But the best order in school does not always imply the greatest degree of quiet. The busy hum of life and activity is preferable to the stillness of death. That was a very apt reply of Col. Parker to his visitor at Quincy. "Isn't this very noisy?" she asked. "Precisely, madam; this is a work-shop, not a funeral," was the reply. No absolute rule can be laid down concerning the degree of quiet necessary to good order in a school. Greater quiet is necessary for some teachers and for some schools than for others. As a general rule, the greater the power of the teacher, the less the necessity of absolute stillness. One of the best schools I ever saw was not a quiet school. The one absolute requirement was honest and effective work. No liberty of the pupil was curtailed which did not interfere with his own or his neighbor's legitimate work. If he found it necessary to cross the room to consult a dictionary or a cyclopaedia, he did it in an orderly way without even a signal to or from the teacher. Very little was said about whispering. At the assembling and dismissal of the school, and at the time of changing classes, pupils were not restrained from communicating with each other; but when the time for work came, absolute attention to that was required and secured. Of course any abuse of liberty was summarily dealt with. There grew up between teacher and pupils a feeling of mutual confidence and respect, and the pupils gained rapidly in self-respect and self-control—the best results of school training.

It is conceded that there are only a few teachers who can control in this way or maintain this kind of good order; but it is the ideal which every teacher should keep before him. Order must be maintained; if it cannot be done in one way it must in another. The question which presents itself to each teacher is, what is the greatest degree of freedom I can grant to my pupils and yet keep a firm grip of the reins? and each will answer to himself according to the measure of his own enlargement. Coupled with an unyielding determination to exercise control and maintain order at all hazards, should be the constant aim to secure these ends by the use of such means and methods as tend most to form right habits and build up good character in the pupils. No matter how great the degree of quiet, that cannot be called good order in any high sense, which is secured solely by repression or force.—*Ohio Educational Monthly.*

WHAT ARE YOU READING?

Every growing teacher is a persistent and systematic reader. The teacher who "soldiers" is not a reader. She puts in her spare hours in other ways. Reading, like every other effort, may be misdirected. The professor who puzzled his brains to know how the calf got through the knot-hole in the barn door, through which its tail was stuck, while the poor calf's hide was nailed up to dry on the inside, has many a living type and exemplar. Teaching a mouse to roll a thimble up an inclined plane is wasted endeavor. So is promiscuous, ill-judged, unassorted reading. Life is too short for any mistakes of this kind.

In the face of so great a field for reading and study, one needs to make a wise choice. A hay rake is a poor instrument with which to winnow literary material, and one needs some settled principles of selection of reading matter:

Reading matter should be distributed between newspapers, magazines, school journals, professional books, and general literature.

Newspapers are to be read for current news.

Magazines represent the best current literature. Every progressive person should read at least one.

School journals represent present issues in didactics. Two, of different kinds, make a good number.

Professional books treasure up what has been tried and approved. A well read library of good books is indispensable to the growing teacher.

General literature is a name that covers a large scope. To this class belong history, biography, travels, science, and philology. Every teacher should have a knowledge of both: general and special history. General history includes ancient, medieval, and modern, treating of all nations. Special history is the history of some particular country, as the United States, France, England, etc.

How shall reading be carried on? Books are not to be read in masse. They should be read topically. Thus one may wish to consult Bancroft, Greene, McCarthy, and Hildreth to get a clear idea of the Puritans. Reading by topic is, however, subject to abuse, as the topics may be isolated and have no logical thread running through them. All reading and thought needs to be strung together.

Copious reflection should be made on points read. In this way one is led to exercise more than mere memory. Doctor Franklin tells how he used this method to great advantage. This has been the plan of many superior scholars.

Every one should arrange his reading for himself. In general he may follow any good plan, but in details the plan should be his own.

The scholar should summarize his subjects.

These directions will not fail to give scholarship if persistently followed.—*National Educator*.

CURIOSITY.

BY MRS. EVA D. KELLOGG.

"Curiosity is as much the parent of attention as attention is of memory. To teach one who has no curiosity to learn, is to sow a field without ploughing it."—*Whately*.

A Methodist minister, on being asked why that denomination indulged in such lively music, answered, that they didn't believe in letting the wicked world have all the good tunes. So it may be said of harnessing in that unconquerable attribute of human nature, that turned everything topsy-turvy in Edenic days, to help do the work of the school room in reconstructing this same fallen humanity. It has the logic of the *similia similibus* theory for a foundation, and the favorable testimony of our best thinkers and teachers in the practice of it. Prepare the presentation of a new subject never so carefully, if it comes before the class as a set of affirmatives, they will accept it much in the spirit of the good deacon who slept all through the sermon because of his implicit confidence in the soundness of the preacher. Such an unquestioning acceptance of facts by a class is the death-warrant of its interest and attention, and results as fatally to its enthusiasm as the calm sleep of a man freezing to death. Let the teacher put ingenuity to work, and devise some way in which a lesson can seem to contain some hidden thing that the children are to seek for, and if skillfully done, not much of a clue need be given before the class will begin digging for it, under the sharp spur of curiosity, which, strange to say, has as much impelling force in boys as in girls, the popular heresy to the contrary notwithstanding.

A good principal once came into our school-room, and gave a first lesson in decimal fractions. Taking a half-sheet of paper and a pair of scissors, he stood before the children, and silently began cutting it into slips. Gradually the rustle of the school-room died away. Everybody wondered. As piece after piece of that mysterious paper fluttered down on the boy's desk in the front row, the

wide-eyed children hold their breath in suspense as to what it could all mean; and when he had gathered them all up again on a book-cover, making a restored whole out of the ten parts, he held it up to a hundred watchful eyes in a room so quiet that the ticking of the clock alone broke the silence. Not much difficulty in holding the attention of the class after that. To borrow our text figure, curiosity had ploughed the field, and the seed would fall on good soil. Each of these ten pieces were cut into ten others, and these in turn into ten more tiny bits, with the same impenetrable air of mystery. Of course explanations and blackboard work followed, but the class had been led by curiosity alone to walk pleasurably into that bottomless sea of infinitesimals, without knowing that they were in the very Styx of waters, or ever finding it out afterward, for decimals were carried with a furor that year, and the transfer from the little papers to the convenient meter measure, which, though it could not be cut apart, was yet never confusing, was easily made.

It is surprising how much of this way of arousing attention can be introduced into school-work, when once we seek in ourselves for a variety of ways to accomplish it. Individuality has here a limitless field.

SELF-RESPECT.

Let the teacher appreciate the scholar's self-respect and take advantage of it. Above all things, don't harm it. Don't break down this backbone of character. A scholar may be extremely sensitive of ridicule, and knows it. A teacher is sarcastic, and he knows that. He has found out in various ways that he has an aptitude for saying smart, sharp things—that he can put a keen edge to his criticisms and make them cut deep. How many scholars fear the criticism edged with sarcasm! If a teacher draws that knife very often, to some scholars it will be the very opposite of healthy surgery. It will cut down self-respect, cut away all carefulness, and a scholar will say, "I don't care how things go; I can't please my teacher, and I won't try to please." When self-respect is gone, ambition is gone, hope is gone, and the evil one enters.

The rules for marking given to the United States Civil Service examiners require them, in marking penmanship, "to take into account legibility, formation of letters, spacing, and general appearance." A correspondent, whose article we cannot make room for, justly condemns varying degrees of thickness in down strokes and all useless flourishes and ornamental appendages to letters, and argues in favor of good, plain letters, rounded at top and bottom. The rule above given is also a good one for teaching writing. To secure these qualities in chirography is to teach successfully.

Mr. Ruskin has recently expressed a conviction that all right education should include the history of five cities—Athens, Rome, Venice, Florence and London. The history of Athens, rightly understood, teaches all that we need to know of the religion and art of Greece; that of Rome, the victory of Christianity over barbarism; that of Venice and Florence, all that is essential in Christianity as illustrated by Christian painting, sculpture and architecture; that of London, with its sister Paris, Christian chivalry expressed in Gothic Architecture. Mr. Ruskin had once hoped to write the history of these five cities. That he has not found time to carry out his determination in this respect is a cause for regret to all lovers of pure literature.

Any teacher can be of some help to bright pupils; only the best teacher can really aid dull children.—"I wish that boy was out of my school," said of a dull pupil, marks a selfish if not a cruel teacher, while a genuine love for the weak and backward shows the heart of a true teacher. Be thankful that you have dull pupils (if dull pupils must be), for the lower the order of mind the higher the art must be to lift it up, and that lifting up will give you strength. Many pupils are dull because they have dull teachers.

Educational Notes.

Twenty-one pupils passed the recent examination for entrance to the Kempville High School, and two others were recommended.

About twenty-seven candidates passed the entrance examinations at Napanee, of whom ten were prepared in the Napanee Public School.

Alma Collego St. Thomas, re-opened this term with the largest attendance yet enrolled. There will be 90 boarding students and over 40 day pupils. There is talk of enlarging the College.

Twenty-three pupils passed the Campbellford entrance examinations, of whom ten were from the Campbellford, 6 from the Warkworth, and 4 from the Seymour Public School, and 1 each from Norham. No. 8 Percy and No. 4 Seymour.

Mr. L. H. Tuck of Boston, (H.M.P.S.,) is of opinion that promotion examinations should be held every three months. The same opinion was expressed by Inspector McKee at a recent meeting of teachers in Tottenham.

At a recent meeting of South Simcoe teachers the question was asked "How soon should a child be set to solve problems in Arithmetic?" Inspector McKee thought as soon as the simple rules are thoroughly understood, not before.

The Perth Collegiate Institute re-opened on Wednesday with one hundred and thirteen pupils present—probably the best opening since it became a school. There are more non-residents, also, than formerly.

At the half-yearly examination of the Islay Public School, a spelling match was on the programme. Miss Betsy Murchison took the prize offered by the teacher to the pupil who would longest keep possession of the floor.

At the recent professional examination, held on the 8th and 9th December, at the close of the Model School Section, the following teachers in training at the Forest School were passed:—Misses Crookenden, Dallas, Kingston, Madlock, McIvor, McLeay, Waugh. Messrs Clark, Connor, Gubbins, Karr, Nichol, Rivers. For the written work, Miss Kingston received the highest mark, Mr. Karr being second. For actual teaching Mr. Karr received the highest mark, Miss McIvor being second on the list. The latter two received the Principal's special testimonials for ability and aptitude to teach.—*Sarnia Observer.*

Following is the result of the Christmas examinations in classics at the Toronto University College:—

FIRST YEAR—HONOURS.

Class I.—A. W. Mainland, J. A. Gibson, F. H. Suffel.

Class II.—H. Grant, J. E. Jones, E. F. Blake, A. W. Milden, J. A. Sparling, J. G. Brown, F. J. Steen (Latin only).

Class III.—A. A. Knox, W. J. Fenton, W. A. Lampport, W. J. Healy, H. Kenner, J. Reddin, G. Boyd, J. McGowan, A. J. L. McKenzie, C. E. Saunders, J. G. Witton. Candidates in Latin only:—R. R. Bensley, C. Buckingham, H. L. Stark, E. C. Jeffrey, J. H. Hunter, H. A. Leys, Alice Jones, J. S. Copland. To take supplemental in Latin authors:—J. R. S. Boyd, G. W. Robinson, A. Yeomans, D. Fergusson, F. S. Hogarth. To take supplemental in Greek authors:—E. Mortimer, T. O. Miller. To take supplemental in Latin Grammar:—H. A. McCulloch, D. Boultsbee, J. P. Fennel.

SECOND YEAR—HONOURS.

Class I.—A. W. Stratton, W. T. White, L. S. Hughson.

Class II.—J. A. Freeman, A. E. Morrow, J. Waugh, F. Tapscoot, W. Hunter, G. Reed.

Class III.—H. F. Ross, J. Crawford, R. B. McKay, J. A. McMillan, J. S. Maclean, A. O. Smith, E. G. Fitzgerald, J. T. Jackson, R. L. Johnston, W. O. Wright, W. B. Russell, J. R. Macnamara. Candidates in Latin only:—J. D. Dickson, J. A. Fergusson, C. J. Hardie, T. Logie, J. B. McEvery, J. A. Garvin, J. J. Hughes, J. A. Duff, A. F. Keeler. To take supplemental in Grammar:—J. M. McLaren, P. McLaren, A. Crozier. To take supplemental in prose:—J. Maughan.

THIRD YEAR—HONOURS.

Class I.—W. McBrady, W. P. Mustard, R. Shiell.

Class II.—A. A. Smith, W. Hird, D. R. Maclean.

Class III.—C. C. Owen, W. W. Baldwin, R. Baldwin, (supplemental in Latin authors.)

FOURTH YEAR—HONOURS.

Class I.—W. H. Wilker, W. M. Logan, J. L. Gilmour, H. J. Haviland, H. B. Witton.

Class II.—G. Mickle, J. M. Evans, G. G. Morphy, F. P. Riddell.

CENSORSHIP OVER THE PUBLIC SCHOOL CHILDREN IN RUSSIA.—From St. Petersburg it is reported that M. Delanoff has authorized special inspectors to make domiciliary visits to families having children attending the public schools, in order to see that no objectionable books are in their possession.

SCHOOLS AND COLLEGES IN NEW SOUTH WALES.—The number of educational institutions, public and private, in the colony of New South Wales, including the university, is 2,315, with 4,543 teachers, and 189,983 students and scholars, the average annual cost exceeding 30s. per head of population. This does not include technical classes, schools of art, etc. The number of churches and chapels belonging to the various religious denominations in the colony is 1,521, representing 247,383 sittings. The average attendance is 202,659, which, with an average attendance of 41,310 at temporary or irregular places of worship, makes a total of 243,369, or about a quarter of the whole population of the colony.

The Question Drawer.

1. Why are rain drops round?
2. Who was the author of each of the following expressions.

"All is not gold that glitters."

"The paradise of fools."

"The rolling stone gathers no moss."

"Men are but children of a larger growth."—E.

To the question in our prospectus number as to the best mode of treating a bright but too inquisitive boy we have received the following answers.

"I would in no wise discourage him but simply take him aside and explain to him that by his continual asking, he was hindering to a certain extent the lesson, and that if he would come to his teacher at any time at recess or play hours, you would be glad to reply to all his queries. I think this would meet the case."

"It would be well to request such a boy to keep a list of difficulties that may arise during the day and to remain after school a short time. Should the boy be as earnest and inquisitive as represented, he will not object to this plan. But if his object is annoyance, there will be nothing gained, and the sooner he is checked the better. In a short time the teacher could explain many reasonable questions, and should he meet with any that required thought then retain such until next day. This method would provide him various good exercises, keep him well employed, and dispense, during the day's classes, with the annoyance and interference. I would in no case encourage the explaining twice of the same question."

C. S. EGGLETON.

This question was the outcome of experience and doubt. The proposer has found it of much importance to impress upon the mind of every active pupil, the rule never to ask help in the solution of a difficulty until he is quite sure that he is unable to solve it himself. The duty of self reliance is one which cannot be too early inculcated.—[Ed.]

Questions (2) and (6) in the December number have not been correctly answered. Washington Irving gives "The Almighty Dollar," Thomas Morton, "What will Mrs. Grundy say" and Butler, in Hudibras, "All cry and no wool."

We shall leave over the question "Why does a ten acre field require more fence when of an oblong shape than when square?" for a couple of weeks longer to see if some of our mathematically disposed readers will not send a solution.—[Ed.]

Personal.

Mr. and Mrs. Alexander McKee received handsome gifts from the teachers and pupils of the Auburn Sunday School, on the retirement of Mr. McKee from the State of the Peterborough Collegiate Institute, to accept the Head Mastership of the Uxbridge Public Schools.

Mr. Bennett Scott, who has for a number of years been a teacher in the South Durham School, was presented by his pupils with a handsome writing desk, on his retirement on the 22nd ult.

Mr. George Wilson retired from the position of teacher of the Public School in Newtonville, at the end of the year. Mr. Wilson has done good work, and his loss is regretted by the community. He was presented with some beautiful pieces of plate on Christmas Eve by the members of the Methodist Church of Newton.

Misses L. McNaughton and Miss K. Grant, were presented with gifts, on December 19th, on the occasion of their retirement from the position of teachers in the Newcastle Public Schools.

Mr. W. N. Campbell has left the Alliston Public School to accept the position of English and Science Master, in the Whitby Collegiate Institute, at a salary of \$700 per annum.

Mr. A. J. Abbot has changed his place of residence and work from Houghton Centre to Hartford Ont.

Mr. W. H. Davis, formerly Principal of Citarauqui P.S. has been appointed on the staff of Hamilton Collegiate Institute. Mr. Davis took the gold medal for general proficiency at the Normal School in Toronto last fall.

Mr. Thomas Carscadden, M.A., formerly Principal of Charlotte-town (P. E. I.) Academy, and late English master in Galt Collegiate Institute, has been appointed head master of the latter institution. Mr. J. E. Bryant resigned. Mr. Carscadden has proved himself an able and successful teacher, and is no doubt well fitted for the duties of his new and responsible position.

Mr. G. B. Sparling M.A., second mathematical master of Upper Canada College, was at the close of the recent term, presented with a handsome ice-water pitcher, and an appreciative address from the boys of the Lower Modern form.

The Trustees of Oakland Public School have engaged the services of Miss Hamilton, who goes thither from Toronto, with high recommendations.

Miss Hunter, teacher for the last year of the junior department, in the Bowmanville Public School, has resigned.

Mr. Geo. Wilson has commenced work in the Bowmanville Public School, and is already said to be winning golden opinions.

Dr. Schutte, lately appointed Professor of German and Italian in Alma College, St. Thomas, is seriously ill with pneumonia.

Miss Maude Reed has been appointed teacher of the Division in the London South School lately taught by Miss McMillan, Miss McMillan in turn taking the Division formerly taught by Miss Butler, who has resigned. Miss Reed the new teacher furnishes excellent testimonials and is considered by the head master a valuable addition to the staff.

Mr. T. O. Steele, Head Master of the Orillia Public School, has had his salary increased by the School Board, a move in the right direction.

Official Regulations.

REGULATIONS RESPECTING THE EXAMINATION FOR ENTRANCE TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES, TAKING EFFECT JULY, 1885.

Subjects of Examination.

Orthography and Orthoepy.—The pronunciation, the syllabification, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinction between words in common use in regard to spelling, pronunciation and meaning.

Writing.—The proper formation of the small and the capital letters. The candidate will be expected to be able to write neatly and legibly. The special examination will be of a practical character.

Arithmetic.—Principles of Arabic and Roman Notation; Vulgar Fractions; Decimal Fractions; Simple Proportion, with reasons of Rules; Elementary Percentage and Interest; Mental Arithmetic.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of clauses in easy compound and complete sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of simple sentences. The analysis of simple sentences into the subject and its adjuncts, the predicate and the adjuncts, the predicate object and its adjuncts.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or a phrase, changing from direct to indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose or easy poetry. The elements of punctuation. Short narratives of descriptions. Familiar letters.

Geography.—The forms and motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Drawing.—Candidates for examination must place their drawing books in the hands of the presiding Examiner, on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and should show his progress during, at least, three months. Examiners should inspect the Books, and return them to the candidates on the evening of the second day. An additional paper on Drawing will be submitted.

History.—The outlines of English and of Canadian history; how England, Canada and Ontario are governed; the municipal institutions of Ontario—all as contained in a History Primer, to be authorized by the Education Department about August, 1885.

Until then, the examination on the subject will be confined, as heretofore, to the outlines of English History.

Reading.—A general knowledge of the elements of vocal expression, and special reference to Emphasis, Inflection, and Pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The passage or passages for each examination will be selected by the Department.

The candidate will in addition be expected to satisfy the Examiners that he reads *intelligently*, as well as *intelligibly*.

Literature.—The candidate will be required to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully by being able to give an intelligent opinion of any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He will be required to quote passages of special beauty from the selections prescribed, and to reproduce in his own words, the substance of any of these selections, or of any part thereof. Some knowledge will also be expected of the authors from whose works these selections have been made.

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The word QUIZ was made by Daly, a Dublin play-house keeper, who wagered that a word of no meaning whatever would be the common talk and puzzle of the town within twenty-four hours. The wager was accepted, and Daly had the letters Q-U-I-Z chalked on the walls, and won the wager.

Miscellaneous.

A LONG RIDE BY RAIL.—Dr. David Gill, the astronomer, wanted to impress on the minds of some young hearers the wonderful distance of the fixed stars from this little earth, and in a recent lecture he related the following imaginary anecdote:—

A railroad was built from the earth to Centauri. A man boarded the tram, and, upon taking his seat, he casually asked the conductor:—

"At what rate do we travel?"

"Sixty miles an hour."

"Humph! a mile a minute; then when shall we reach Centauri?"

"In 48,663,000 years, sir."

"Rather a long journey," said the passenger, as he settled back in his seat and unfolded his morning paper.

THE CHRISTMAS SHEAF.

Norwegians have a very pretty, yet curious Christmas custom, in their own country. A pole is fastened up over the door of the barns at the farm-houses, and on the top is tied a little sheaf of wheat.

A traveller was for a long time puzzled to understand what it could mean. Was it for ornament? That could hardly be; it was no great improvement to the roof. Was it a specimen of what the barn contained? That did not seem likely as it did not concern strangers to know what was in the barn, and those who lived there knew already. Was it a rude kind of sign to show that entertainment for man and beast might be had there? No; it did not appear only at such houses; and sometimes the farm house that served as an inn had no sheaf.

This traveller did not know the language well enough to understand the answers of the peasants, when he asked them about the sheaf; so he had made up his mind that the little sheaf of wheat must be an offering set on for Nigel, or one of the spirits of wind, water, or storm, in whom the peasant of Norway more than half believed. But he was wrong.

One day he fell in with a kind old Norwegian gentleman who stopped at the same farm-house, and who spoke English. He asked him the meaning of those mysterious sheaves of wheat.

The Norwegian gentleman laughed heartily at the traveller's guesses, and then told him that the mysterious little sheaves were put on a Christmas tree, every year, "that the birds might have a merry Christmas."

This is surely a very pretty custom, and shows that the people who live in that far away, cold country have very warm and tender hearts.—*Children's Guide*.

HOW SPONGES ARE CAUGHT.

The sponging fleet is composed of small schooners ranging from ten to forty tons, or even smaller. Each schooner carries from four to six men, and makes periodical trips out to the sponge beds. Around Abaco, Andros Island, and Exuma, are some of the principal fisheries; there are hardly any of value in the immediate vicinity of Nassau. The men do not dive for them, as sponge fishers in the Mediterranean do, but use long-handled things like oyster-tongs to fish them out of the water. They do not go it blind, and probe in the mud like oystermen; in this clear water they can see every inch of the bottom, make up their mind what sponges to take, and seize hold of each one carefully, detach it from the rock to which it clings, and lift it into the boat. They are not the nice, delicate and light-colored things we see in shop windows.

When first taken from the water they look and feel more like a piece of raw liver than anything else. They are slippery, shiny, ugly and smell bad. Their color is generally a sort of brown, very much like the color of gulf weed, only a little darker. Most people are taught, in the days of their freshness and innocence, that the sponge is an animal, and when they visit Nassau they expect perhaps to see sponges swimming about the harbor, if, indeed, they do not surprise some of the more athletic ones climbing trees or making little excursions over the hills. But they are disappointed when they learn that the animal part disappears entirely long before the sponge reaches a market, and that the part we use for mopping up fluids is only his house, the many-roomed residence in which he sheltered himself while at sea—a regular marine teno-

ment house, built with great skill and architectural precision, in which many of the little beasts lived and died. After the sponges reach the deck of the vessel they are cleaned and dried, and go through a curing process. They then become the sponges of commerce, and are divided into eight varieties in the Bahamas.

Some, called "lambswool," or "sheepswool," are as fine and soft as silk, and very strong. Others, although large and perhaps tough, are coarse and comparatively worthless. There are, too, bouquet sponges, silk sponges, wire sponges, and finger and glove sponges. The process for curing them is to keep them on deck for two or three days, which "kill" them. Then they are put in a crawl and kept there from eight to ten days, and are afterward cleaned and bleached in the sun on the beach. When they reach Nassau the roots are cut off, and the sponges are trimmed and dressed for exportation. Nearly every dakey in Nassau understands how to do this trimming part. The symmetry of the sponge must be preserved as much as possible, and if there are any places where coral sand has adhered to the sponge, those places must be cut out, for no amount of skill or care will get rid of sand in a sponge, and the sand is sure to scratch anything it touches. The trimming is generally done very expertly, so that a novice would hardly see that a sponge had been cut.—*New York Times*.

THE INFIDEL AND HIS DAUGHTER.

Suggested by reading a newspaper paragraph describing the scene between Ethan Allen and his daughter, on the eve of her death, when she asked the stern infidel in whose faith he would have her die—his or her mother's.

"The damps of death are coming fast,
My father, o'er my brow;
The past with all its scenes have fled,
And I must turn me now
To that dim future which in vain
My feeble eyes descry;
Tell me, my father, in this hour,
In whose stern faith to die.

"In thine? I've watched the scornful smile,
And heard thy withering tone,
When e'er the Christian's humble hope
Was placed above thine own;
I've heard thee speak of coming death
Without a shade of gloom,
And laugh at all the childish fears
That cluster round the tomb.

"Or is it my mother's faith?
How fondly do I trace,
Through many a weary year long past,
That calm and saintly face!
How often do I call to mind,
Now she is 'neath the sod,
The place, the hour, in which she drew
My early thoughts to God!

"'Twas then she took this sacred book,
And from its burning page,
Read how its truths support the soul
In youth and falling age!
And bade me in its precepts live,
And by its precepts die,
That I might share a home of love
In world's beyond the sky.

"My father, shall I look above,
Amid this gathering gloom;
To Him whose promises of love
Extend beyond the tomb?
Or curse the being who has blessed
This checkered path of mine?
And promises eternal rest?
Or die, my sire, in thine?"

The frown upon that warrior brow
Passed like a cloud away,
And tears coursed down the rugged cheek
That flowed not till that day.

"Not—not in mine," with choking voice,
The skeptic made reply—

"But in thy mother's holy faith,
My daughter, may'st thou die!"

Contemporary Opinion.

THE CANADA SCHOOL JOURNAL, (Toronto) an educational JOURNAL devoted to the advancement of literature, science, and the teaching profession in Canada, is now published weekly instead of monthly. Not only that, but other improvements have been made, all of which, with its standard of excellence will no doubt make it very popular throughout Canada. There is plenty of room for a good journal of the character of the one above named, and judging from the copy before us we would say that it fills its place capitally. Price \$2.00 per annum.—*Dutton Enterprise*.

THE CANADA SCHOOL JOURNAL.—The prospectus number of the CANADA SCHOOL JOURNAL, in a weekly form comes to hand this week. The JOURNAL is replete with well gotten up matter of the deepest interest to every school teacher and advanced scholar in the Dominion, and we trust to see the venture of a weekly educational paper well supported.—*Prescott Mercury*.

THE CANADA SCHOOL JOURNAL, edited by Prof. J. E. Wells, late of Woodstock College, begins its weekly career at the first of the year. The prospectus number, which is before us, is in every way a creditable paper, and, from the well known ability of the editor, the prospects are that it will do good service in its own special field.—*Can. Baptist*.

CANADA SCHOOL JOURNAL.—We have received the December number of this publication, a most useful and almost indispensable badge of educational news.

Every teacher and all interested in school matters and educational reform would do well to secure the SCHOOL JOURNAL. It is published at \$2 per year.—*Campbellford Herald*.

The December number of the CANADA SCHOOL JOURNAL has been sent us, and we are glad to note that it is still filling its sphere of usefulness in the educational interests of our country. When teaching, we found it an invaluable aid, and now gladly place it on our exchange list.—*Dundalk Herald*.

CANADA SCHOOL JOURNAL.—This JOURNAL heretofore published by W. J. Gage & Co., as a monthly publication, will in the future be issued weekly by a new company and under new management. This JOURNAL in the past has done good work in the cause of education, and has had a large circulation among teachers and those interested in educational work, and we have no doubt that under the vigorous management of J. E. Wells, M.A., assisted by an able staff of provincial editors a prosperous career awaits it in the future. Subscriptions \$2.00 yearly.—*Ingersoll "Sun"*.

The CANADIAN SCHOOL JOURNAL comes to hand this week with its prospectus number. The JOURNAL is an excellent paper for those in whose interests it is published, and every teacher should have it. Its subscription price is \$2 per annum, and we do not know of a more profitable way of investing this sum.—*Woodville Advocate*.

All Sorts.

Cork is the soft, elastic bark of a species of oak which grows abundantly in Spain, Italy, Algeria, and the south of France.

Blessed is the man who has found his work; let him ask no other blessedness.—*Carlyle*.

According to the theory of E. Siemens, flame is the result of an infinite number of exceedingly minute electrical flashes, which are caused by the swift motion of gaseous particles.

The eyes of a bee contain 1,000 mirrors. This accounts for the reflection a man indulges in after a brief interview with one of these pungent insects.

"How far is it to Butler, if I keep straight on?" asked a city chimp of Charlie. "According to the new eclectic geography its about 25,000 miles, if you keep straight on; but if you turn and go the other way, it's about half a mile!"

Any coward can fight a battle when he's sure of winning; but give me the man who has the pluck to fight when he's sure of losing.—*George Eliot*.

"Your trip to Italy must have been very pleasant," said a young lady to Simpson, who had just returned from a foreign strand. "Very interesting, indeed," answered he. "Now tell me," said she, "does Italy really look like a boot? You know that's the way it looks on the map."

A little child was besieging her father to take her to visit her grandmother, who lived at a distance. To get rid of her he said: "It costs ten dollars every time we go to see grandma, Florence, and ten dollars don't grow on every bush." "Neither do grandmas grow on every bush," answered the little girl, promptly; and her logic was convincing. They went.

Ah Ti, of La Porte, Col., is the wealthiest Chinaman in America, having a modest \$2,000,000 to his credit. His family consists of a wife and six children, and he has sent them back to the Celestial kingdom to live permanently, whither Ti will follow them as soon as he settles up his business. He made his money in the mines and in trade, and is going home to enjoy it.

This little story is related by Mr. Longfellow. A Parisian once remarked to him that there was one American word that he never could understand, or find in any dictionary. "What is it?" inquired the poet. "Thateldo," was the reply. "I never heard of the word," said Longfellow. Presently a servant came into replenish the fire. After putting on a little fuel Longfellow remarked to him, "That will do." "Ha!" exclaimed the Frenchman, "that is the very word which has troubled me."

Literary Review.

THE A. B. C. READER, A HALF YEAR WITH ALPHABETIANS, is a series of 16 four page primers for beginners. The progress from one syllable words of three letters to longer words of one and two syllables is gradual and the idea of having sixteen new books instead of one old and soiled one is good. A. Lucell & Co., 16 Astor Place, New York are the publishers.

"MY WIFE'S RELATIONS; A STORY OF PIGLAND" is the title of a child's book written by the wife and illustrated by the daughter of Professor Huxley.

The Christmas "WIDE AWAKE" is an excellent number. It is brim full of bright, breezy papers, readable stories and apt illustrations. This monthly strikes us as being particularly noteworthy for wide scope and variety both in its subject matter and in the style and mode of treatment of its writers.

"NIGHT AND DAY" is a monthly record of Christian missions and practical philanthropy edited by Dr. Barnardo of London, England. The December number, in addition to the usual amount of interesting fact and incident, connected with Dr. Barnardo's good work for destitute children, contains on the outside a portrait of Sir John A. Macdonald, the Premier of Canada.

ELEMENTS OF MORALS. By Paul Janet, Translated by Mrs. C. R. Cozens, J. S. Barnes & Co. New York and Chicago. This work is deemed the best of all those written by this eminent moralist for school and college purposes. It is a system of practical rather than theoretical morals, starting from a religious stand point, for as the British Quarterly Review says, M. Janet "cannot conceive morals without religion." The author deals first with the general principles of social and individual morality, and then goes on to deduce and develop in a manner remarkable for fitness and minuteness of detail, the various practical duties springing therefrom. It is a work which will no doubt be largely used in colleges, though too elaborate for the public schools.

Our American neighbours are certainly peerless in the excellence of their children's periodical literature. Anything better adapted to delight the soul of a child than the January number of "OUR LITTLE MEN AND WOMEN" we have never seen. The colored frontispiece representing "The Holy Family" after Defregger, and its companion "Venetian Fisher Boy" are beautiful studies for child or adult. The illustrations are excellent throughout, both in design and execution, and the letter press is not only beautifully clear and inviting, but seems to us unusually well adapted to the taste and comprehension of the average child reader. This charming child's Magazine is published by D. L. Stthrop & Co., Boston, at one dollar per year.