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The Canada School Journal.

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THE CANADA SCHOOL JOURNAL.

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

We are glad to learn that the movement for the formation of a Provincial Teachers' Union for Ontario is beginning to take shape. There is no question more worthy of the attention of the Teachers and Teachers' Institutes than this. Such a union, formed on sound principles, and conducted with energy and independence, would do much to raise the status of the profession. It would occupy a sphere quite distinct from that of the Institutes. It should be purely and simply a Teachers' organization, free from all outside influence and dictation, from the Education Department or any other quarter. Such an institution, once well organized and in vigorous operation, would become a power in educational matters. It would make its influence felt, not only with ratepayers and trustees, in questions affecting salaries and other matters closely related to the welfare of teachers, but also with the Legislature. It should, in fact, have very much to do with shaping future educational legislation, which is, and has been hitherto, the worse, because so little affected by the experience and knowledge of those who are in the best position to form an opinion on many important points. We wish the movement success, and hope before the year is over to see the Provincial Union an accomplished fact.

THE *Mail* makes a remark in reference to the Ontario Educational Exhibit for the Intercolonial Exhibition that should set all friends of education and of honesty to thinking. It asserts, virtually, that much of the splendid collection of educational appliances which is sent as illustrative of the state of public education in Ontario, has no actual counterpart in the schools. In other words, the Education Department prepares and forwards, as samples of our school apparatus, an exhibit which is, in some respects a falsehood and a fraud. We fear there is too much truth in the accusation. The exhibition of these appliances must be tacitly understood, even if the assertion is not directly made, to mean that these are such as are used in our public schools. What else can it mean? But if, as we fear, it is true that many of them can be found in none of the schools, we are surely guilty of seeking reputation and credit under false pretenses, and so making ourselves educational impostors. Is it not so? If there is another and more creditable view of the matter, we should be glad to have it presented.

SOME one has said that very much of the value of an opinion depends upon whether or not there is a man behind it. The remark is worth remembering by the teacher who is every day called upon to pronounce decisions upon matters in dispute, theoretical and practical. An excellent rule is never, if it can be avoided, to express an opinion which has not been carefully considered, or to pronounce a decision which there is not both power and determination to enforce. Let the pupils feel that their teacher is one whose words are weighty, and who can give a reason for them, and one who makes laws and enforces them carefully, deliberately, conscientiously. We have known teachers who, in their desire to appear ever ready oracles, would give hasty, ill considered answers to questions, only to be chagrined by afterwards discovering that their guess was wrong, and by suspecting that some of their bright pupils had discovered the same fact. Many teachers, too, are constantly uttering hasty threats, which they afterwards find they cannot, or must not, carry out. Others, again, are every day announcing new regulations, or prohibitions, three-fourths of which are either forgotten or found impracticable before a week has passed. There is no force in the school-room like that of character in the teacher, but the character must be real, genuine, and such can be formed only by patient thought, and powerful self-control. Learn to think clearly, to speak carefully and wisely, and to act calmly, and you will be astonished to find how much deference will be paid to your opinions and wishes, in school and out.

THE wise teacher never guesses at truth. It has been truly said that children and fools may easily ask questions which sages cannot answer. Yet just here arises a form of temptation to which the young teacher is specially exposed. Some

bright pupil puts a question in history or science, or it may be in grammar or arithmetic, which the teacher is unable, on the spur of the moment, to answer. The danger is that, through fear of losing the respect and confidence of the school, whose eyes and ears are open, a guess is made, and announced as a matter of knowledge. In fact, we think we have heard young teachers sagely advised never to appear not to know what answer to give in such a case. The supposition is that a confession of ignorance will lower the standing of the teacher in the eyes of the school. Even were it necessarily so, this would surely be better than the virtual falsehood which is perpetrated when one pretends to know what he, in reality, does not know. But the danger is purely imaginary. Children soon learn that not even parents or teachers know everything. A frank admission of present ignorance will often increase the respect of pupils for the character of their teacher. It is an object lesson in candour and truthfulness. If, in addition, the teacher never fails, when possible, to find out and give the correct answer another day, another valuable lesson is imparted in regard to the true way of acquiring knowledge.

THE *'Varsity* has become the theme of a sharp and somewhat acrimonious discussion in the Toronto dailies. The head and front of its offending seem to be its too free admission of criticism, both editorial and in its correspondence columns, of persons and things connected with University College, and its giving too much scope for "free-thinking" articles. For our own part, we can see no valid objection to even anonymous criticism of the public methods and work of college professors, provided such criticism be free from personal slander and malicious insinuation. In the case of a professor, as of any other public man, it is mainly according to the amount of truth it contains that criticism hurts. It must be remembered that students have the best opportunities for judging the faithfulness and ability of professors, and we believe there is usually so much love of fair play, to say nothing of more personal feelings, in the great body of students as will make them resent, promptly and emphatically, any malicious attack upon those who stand, or have stood, to them in the relation of teachers. As to the matter of orthodoxy, we have great faith in the vitality of truth and its power to survive and flourish under the freest discussion. Moreover, we have reached a time when the right of free discussion will be insisted on. Outcries against it are worse than useless. So long as the editorial balance is fairly held and equal freedom given to both sides, the friends of orthodoxy should not fear.

A THOUGHTFUL writer in the *Journal of Education* says:—"Since we have narrowed the idea and sentiment of the word 'education' simply to mean mental training, we have lost sight, to some extent, of that broader signification which includes discipline of character, and the formation and regulation of habits and principles in the individual." This is, undoubtedly, the great defect in our much-vaunted Public School system. We are not sure, indeed, that there ever has existed a system

in which the work of education, in the broader signification referred to, was better done. The main contrast, so far as relates to the past, is between more and less of the mental training, especially in regard to the numbers to whom it was imparted. But none the less, the defect is great and patent in our present work, and one of the most important questions of the day is how to remedy it. A hopeful sign of the times is the attention that is being given to the matter. Every teacher can to some extent, though we fear, under the present machine and high-pressure conditions, only to a very limited extent, supply the deficiency in his own school.

ONE of the best tests of the discipline of a school is the extent to which the public sentiment of the pupils supports the teacher. In schools, as in larger and older communities, public opinion is the most potent force on the side of good government. Under the old regime, with which many of us were familiar in our school-days, the triumph of order, or disorder, was too often dependent upon the outcome of a perpetual contest between absolute authority, as represented by the teacher, and the spirit of resistance to what was regarded as tyranny in the school. Under such conditions, the position of the unhappy master was truly that of one "against a host," and it was little wonder that he soon lost all sympathy, if he ever had any, with childhood, and yielded most of his school hours to the dominion of ill-temper and caprice, thus enabling the boding tremblers to discern, too often, "the day's disasters in the morning's face." To many not past middle age there are few things more vivid, or more pathetic, in the memories of boyhood than the recollection of the anxiety with which they used, every morning and afternoon, to scan the master's countenance, as he entered the school-room, in order to discover whether he was in good or bad temper. We wonder if these old pictures have still their counterparts in any Ontario schools to-day. Both teacher and pupils are to be pitied in such a case.

It is to be hoped that a very different state of affairs is the rule to-day. A more excellent way has been found. The true teacher has learned to rely upon the sympathy and co-operation of the great body of his pupils. He has learned that confidence, to be genuine, must be mutual. He trusts his boys and girls, and they, in turn, trust him. Without announcing it, perhaps, in so many words, he creates the feeling that the maintenance of quiet and order is but a means, a necessary means, to an end, not as it used to appear, the great end itself. The school is henceforth ours, not mine. He is laboring for his pupils' good, and when this is done in sincerity, the pupils will not fail to feel and recognize it. In proportion as he is successful in stimulating mental activity, and ministering wisely to the child's innate thirst for knowledge, he may dismiss all anxiety about order in the school. The boy or girl who is intent on learning, who is intellectually wide-awake, will be the first to resent that which makes study difficult, or impossible. All the moral forces of the school are thus enlisted on the side of the teacher, because that is the side of reason

and right. If there are, as there most surely will be in almost every school, idle, mischievous, turbulent incorrigibles, they are held in check, no less by the disapproval of their school-mates than by the frowns of the teacher, for of juvenile, as well as adult, evildoers, it is true that conscience makes cowards of them all. To the teacher who succeeds in thoroughly winning the confidence and love of his pupils, or even of the majority of them, so as to make them feel that their interests and aims are identical with his, the school-room is no longer a prison house, but a scene of agreeable and profitable labor, and often of real pleasure.

A WRITER in the *Christian Union* of April 29th gives some interesting particulars in reference to McCabe's fitting school in Virginia. The object of the school is to prepare pupils for Virginia and other universities. One of the peculiarities of its management is the application of the principle of governing by trusting to the honor of the boys which, it is said, McCabe carries even farther than did Arnold at Rugby, and with marked success. The whole moral force of the school is directed to the one end, of creating in the boys a spirit that is above the meanness of *attempting to deceive*. The writer, who spent some time at the school and tried to satisfy himself in regard to its working, says that "a boy who attempts to deceive a teacher, and especially Mr. McCabe, must be sure that no other boy knows or suspects it. If it becomes known, there is an instant demand for a trial." A jury of the boys is impelled on the nomination of the president, the accused having large rights of challenging its composition. When the verdict is made up, the youngest boy is first asked his opinion, and so on upwards. If the accusation is sustained, the boy must leave the school, and can never again hold up his head amongst his school-fellows anywhere. This penalty is so felt that it is said a young Virginian would sooner lose a limb than incur it. The consequence is that, in almost every case, "if a boy has done anything out of the way, fear, if no higher motive, makes him seek the earliest opportunity to report it." The writer says he has taken some pains to ascertain whether the plan is really as successful as the Principal thinks, and the evidence is strong for believing it is so. There is much in the principle involved that is very suggestive, and may be helpful to many teachers who may not be able to carry out such a plan in detail.

APART from its immediate bearing upon the discipline of the school, there is much to be said in favor of the widest possible application of such methods in the school. There is great need that teachers should lose no opportunity for inculcating a high *sense of honor* in their pupils. There is reason to fear that we, as Canadians, are not as sensitive on this point as we should be—that, in fact, our standards of personal honor, in public and private life, need elevating. Time was when the word of a public man was the end of all controversy. It is no longer. Even in Parliament prominent men do not sometimes hesitate, if not to resort to evasion and ambiguity,

at least to suspect their compeers of so doing. Those who occupy the highest trusts in the gift of their countrymen are suspected of using the influence thus acquired for the personal benefit of themselves, or their friends, and do not always take pains to resent and disprove the imputations. In their private capacity it is no unusual thing for persons deemed highly respectable, and even for members of Christian churches, to resort to petty subterfuges in order to evade the Customs, and cheat the public revenue of a few cents or dollars. Men and women, of good social standing, even sometimes make a boast of their skill and success in achieving such meanness. In business intercourse it is to be feared that the number of those who would hesitate to take the best side of a bargain when opportunity offers, and so appropriate to themselves what is really the property of another, is exceptionally small. In all these matters we may not be worse than our neighbors, but it would be well for Canadian national character that the next generation should be far better than we are. And there is assuredly no class of persons who have it in their power to do more to bring about this result than the public school teachers. If they will but set up the highest standards of personal character for themselves, and use every opportunity for cultivating a high and sensitive sense of honor in their pupils, they may earn to themselves a noble degree, and become indeed worthy to be written as benefactors of their country, of the very best and highest type.

Special.

ENTRANCE LITERATURE.

LESSON LIV.—LOCHINVAR.

BY J. STUART CAESTAIRS,

Principal of the Chesterville Public School.

INTRODUCTORY.

This ballad is taken from Scott's *Marmion*, Canto V., and is in a very slight degree founded on the ballad, *Katharine Janfarie* in Scott's *Minstrelsy of the Scottish Border*.

As regards the story, "the Gordons were Lords of Lochinvar, a castle by a lake of the same name, in the parish of Dalry in Kirkcudbright. . . . The Grahams were Lords of Netherby Hall, near Carlisle, in Cumberland. Helen Graham was the young lady who was to be married to one of the Musgraves by the wish of her father and mother, but Lochinvar was the lady's true love, who carried her off from her father's mansion. Lochinvar crossed the Eske and rode over Cannonbie Lee."—*Morris*.

1ST STANZA.

O.—See Verbalist.

Lochinvar, 3½ miles east of Dalry in Kirkcudbright, is a lake 8 miles in circumference. Near it are the remains of the ancient castle of the knights of Lochinvar, who were the ancestors of Viscounts Kenmare.

Is come seems to differ from *has come* in this respect; *is come* referring to the action at the very moment of its completion; *has come* is used in referring to any action that has been completed. See Mason, (new edition), § 188.

Out of by many grammarians is considered a preposition. "*O'* seems to be the preposition, and *out* only to modify the sense of *of*."—*Johnson*. "When *out* precedes *of* it is considered to form a compound preposition, but *of* is the only real preposition, *out* still retaining its original import, which, though it may sometimes be interpreted *from*, sometimes by *not in*, sometimes by *beyond*, etc., is still correspondent to the general sense stated."—*Smart*. See *Mason*, (new edition), § 284.

The West.—Kirkcudbrightshire. Look at the map as this line is read.

Through, all, wide, add force to this line. They impress you with the great extent of the country that has no horse to compare with Lochinvar's steed.

Save.—*Mason's Grammar*, (new edition), § 282.

Save his good broadsword.—This adjunct seems to belong equally to weapons and unarmed.

Broadsword.—A weapon peculiar to the Scots, called by them the claymore.

None.—Is this properly used? *Mason*, (new edition), § 92.

There never, etc.—*Never* is superlative in idea, and the term of wider meaning should exclude that of narrower meaning. See *Mason* § 111.

2ND STANZA.

Stayed, stopped.—See *Ayres' Verbalist*.

Esk or Eske, "rises in two head streams—the Black Esk, and the White Esk—among the Southern Highlands; gives the name of Eskdale to the eastern one of the three divisions of Dumfriesshire; traverses successively uplands, vale and plain, with large aggregate of charming scenery; has a total course of about 40 miles, chiefly southward, to the head of the Solway Firth, and affords fine angling for both trout and salmon."—*Paterson's Guide to the Land of Scott*.

Gallant.—When this word has reference to our conduct to ladies it is accented on the last syllable; in all other cases on the first.

Laggard, dastard.—"Ard had originally an intensive force, as in *sweetheart*, (corrupted into *sweetheart*), *drunkard*, *coward*, *braggart*, *vizard*, etc. It appears in some person names as *Leonard*, *Bernard*, *Everard*. It appears to have been very commonly appended to nouns of a contemptuous and depreciatory meaning. Most of the words ending in it that now survive are of this sort. Add to those already mentioned *bastard*, *sluggard*, *dotard*."—*Hales*. *Trench* in his *English Past and Present* mentions others.

A dastard.—*Mason*, (new edition), § 462, 463.

Fair, brave.—Perhaps *Scott* had in his mind the line from *Dryden's Alexander's Feast*, "None but the brave deserve the fair."

3RD STANZA.

So boldly.—Note that the effect of this bold entrance is that the bride's father then spoke. If a pause is made after *so* it would make the third line co-ordinate with the first two.

Bridesmen.—This, in some editions, appears in the form *bride's-men*. The latter form seems the better.

Craven.—"Your mercy is craved." "It was usual in former times to decide controversies by an appeal to battle. The combatants fought with batons, and if the accused could either kill his adversary or maintain the fight till sundown, he was acquitted. If he wished to call off, he cried out 'craven!' and was held infamous, while the defendant was advanced to the honor."—*Blackstone*.

Bridegroom.—*Mason*, (new edition), § 45; 2.

Ye.—*Mason*, (new edition), § 133. *Ye* is the nominative form of the pronoun, (*A. S. ge*); *you* the accusative. In Old English this distinction is carefully observed; and in later writers the rule was

even reversed. It was based, however, on the grammar of the Anglo-Saxons and ought to be so far observed that *ye* should not be used in ordinary discourse as an accusative. In modern style, *ye* is used where solemnity or familiarity is intended, while *you* (*A. S. Eow*) is confined to ordinary narrative. *Thou* is used occasionally in solemn speech, and it is also used to express the familiarity of tenderness or contempt.

4TH STANZA.

Solway.—"The *Solway Firth* separates Scotland from the western part of Cumberland; is in one sense, an arm of the Irish Sea, in another sense, the estuary of the rivers Sark, Eske, and Eden; extends about 33 miles east-north-eastward, with a breadth diminishing somewhat gradually from about 9 miles to about 2½ miles; has tides flowing rapidly with a 'bore' or 'reast' from 3 to 6 feet high; and, in its upper parts, except along the ruts of the streams, is all left bare by the reflux."—*Paterson's Guide to the Land of Scott*. A detailed picture of these phenomena is given in *Sir Walter Scott's novel Red Gauntlet*.

'Am come.—See first stanza.

Of mine.—*Mason*, § 144, † § 479.

5TH STANZA

Treat.—Subjunctive mood.

6TH STANZA.

Such.—*Mason*, (new edition), § 150.

While.—A co-ordinative conjunction.

Fret.—*Mason*, (new edition), § 225 †.

Did.—*Mason*, (new edition), § 254–256.

Whispered, according to *Hales*, connected with *whist*, which was "no doubt a word . . . originally commanding silence. Compare Latin *st*, Italian *zitto*, French *chut*, . . . English *hush*, *hist*, etc."

7TH STANZA.

Light.—*Mason*, (new edition), § 367.

Croup, spelled also *croupe*.—The back part of a saddle.

Sprung.—*Mason*, (new edition), § 225, 4, note *.

Are gone.—See *am come*, first stanza.

Scaur.—"A bare place on the side of a steep hill, from which the sward has been washed down by rains."—*Jamieson*.

Quoth.—*Mason*, (new edition), § 225, 6, note †.

8TH STANZA.

'Mong.—*Mason*, (new edition), § 23, (near the end).

Graemes, Musgrates.—See introductory note.

Forsters, Fenwicks.—Neighboring families.

There was racing and chasing.—Comp. *Byron's Waterloo*, "Ah! then and there was hurrying, etc." See *Mason*, § 381.

Cannobie Lee or Cannobiemuir.—A plain lying north of Cannobie, between the rivers Esk and Liddel.

Ne'er.—See note on *'mong*, above.

Daring.—*Mason*, (new edition), § 246.

Class Exercises.

1ST STANZA.

Distinguish *O* from *Oh*, is come from *has come*; *steed*, *horse*, *charger*; *wide*, *broad*; *broadsword*, *weapon*, *sword*; *rode*, *drove*; *alone*, *only*; *dauntless*, *fearless*; *knight*, *baronet*.

What words in the second line add force to it?

Underline the emphatic words in the last line.

Parse all (unarmed), like, *Lochinvar*.

Point out any example of poetic license.

Express the first line in prose. *Mason*, (new edition), § 256.

2ND STANZA.

Distinguish stayed and stopped.

Brake, furd.—Meaning?

Had consented. To what?

Gallant. Who? Mark the pronunciation. Distinguish gal'lant and gallant'; the *gallant* came late, and the gallant came lately.

Laggard, dastard.—Meaning. What is the force of the suffix? Make a list of words having this suffix.

Distinguish brave, bold, gallant, courageous. See Verbalist.

Point out in this stanza any deviations from grammatical laws.

Parse but, was, to wed.

3RD STANZA.

Bridesmen.—Kinsmen. Meaning?

Bride's father.—Who? Who was the bride?

Hand, never.—Parse.

Distinguish among, amidst, and between.

Poor.—Why?

Craven.—Explain the comparison. What figure?

Said never a word.—Why? What may have caused his silence?

Which of the two has your sympathies?

Come ye.—What effect has the repetition?

Ye.—What is peculiar in the use of this word here?

Distinguish bridal, marriage, wedding.

Our.—Why does he call it "our"?

What figure in the fifth line?

How should the 4th line be read?

Underline the emphatic words in the last two lines.

In what narration are the last two lines? Express in the other narration.

4TH STANZA.

Who speaks these words? With what purpose in view? With what effect? What features of the speaker's character are here shown? Is contrast shown in the third couplet? Why?

Wooded.—Meaning?

My suit you denied.—Express this idea in as many different ways as you can.

Lost love of mine. One cup of wine.—What is the force of *of* in each. Give examples with *of* similarly used.

Of mine.—Parse.

Distinguish drink, quaff; lovely, handsome; beautiful, pretty.

Point out examples of antithesis, simile, alliteration.

Express this stanza in the indirect narration.

5TH STANZA.

The bride kissed the goblet.—Explain.

Threw down.—Give the exact force of these words.

Cup.—Distinguish from goblet. Give other names for a drinking vessel.

What figure in the third line? in the fourth line?

Distinguish look, behold, gaze, glimpse, survey, view.

Looked down.—Why down?

To blush.—Why? What does the blush become?

Up.—Why?

Sigh.—Why? What other sign of this feeling does she give?

Distinguish sigh, groan, moan; smile, laugh, grin, giggle.

Bar.—Why is this word used? Would it have been similarly used in prose? Suggest other words that would answer at least as well.

In what narration is the last line? Express it in the other narration.

Parse tread.

6TH STANZA.

Supply any ellipses in the first line. Express the words in second line in their prose order.

Galliard.—Meaning? *Grace.*—Meaning?

Ret.—Distinguish from *fume*.

What opinion of the bridegroom have you from the fourth line?

Express the last two lines in the other narration.

What word in this stanza suggests its meaning by its sound?

Analyze the last two lines. Parse *'Twere*.

7TH STANZA.

Supply ellipses in first line.

Light.—What is the force?

Croup.—Meaning? How could you tell it from the context?

Swung.—Give the exact force.

Before.—What different relations does this preposition express? Give its opposites in each relation.

Which relation does it express here?

They'll.—Supply the suppressed part.

That.—Antecedent?

Point out any deviations from the laws of grammar,

Quoth is not commonly used. What effect has it here?

8TH STANZA.

Distinguish chase, follow.

Ne'er.—What figure? Give the exact force of this word.

Distinguish daring, dauntless.

What peculiarity in the rhyme of this stanza? What is it called? What effect has it?

Is there anything in this stanza that seems to be a deviation from grammatical laws? Give a similar case from "*Waterloo*."

GENERAL QUESTIONS.

1. Paraphrase each stanza of *Lochinvar*.
2. Tell the story on which *Lochinvar* is founded.
3. *Lochinvar* is called a ballad; *Boadicea* an ode. What is the difference between them?
4. Sketch a map of this part of Scotland, marking the *Border*, and every place mentioned in the text.
5. Write notes on every proper name in the poem.
6. Tell what you know of the character of (1) *Lochinvar*, (2) the bridegroom, (3) Mr. Graham, (4) his daughter.
7. Which character has your sympathies? Why? Does he in your judgment deserve them?

QUESTIONS IN EDUCATIONAL PHILOSOPHY.*

BY THEODORE H. RAND, M. A., D. C. L.,

Late Professor of Education and History in Acadia College, N. S.

Dr. Rand directed the attention of the Association, 1st, to some of the aspects of the so-called old and new educational teachings; 2nd, to the important doctrine of the education of the Will, which is now commanding a growing attention; and 3rd, to the truth that education embraces not only the associated development of all faculties essentially human, but the co-ordination of the functions as well, a phase of education which has yet received little or no careful attention at the hands of educationists. He then said:—Herbert Spencer says that the suppression of every error is commonly followed by a temporary ascendancy of the contrary one. Attention was called to facts in the history of educational philosophy as illustrative of this mode in the fluctuation of opinions, whereby advancement has been made and solid educational progress gradually secured. As to this law, that the "suppression of every error is

* Extract from a paper read before the Nova Scotia Teachers' Provincial Educational Association, at their meeting held July, 1886, in the Normal School, Truro, N. S.

commonly followed by a temporary ascendancy of the contrary one," it is a matter of common observation that one extreme follows another; that when one phase of a complex truth has so engrossed attention as to obscure a complementary phase, and thus to introduce obvious errors into practice, there is a recoil towards the neglected truth and so towards errors of an opposite character. The error manifestly consists in exaggeration, or in disproportion, of two co-ordinate factors of a complex truth; each in turn is allowed to overshadow the other. But truth in some degree is always embodied in these oscillations of opinion, and we may expect the movement to end in the conception of a larger truth, that will embrace two smaller but co-ordinate truths. Illustrations were adduced and the resultant progress noted in the wider truth gained. The old education assumed that man is to be brought to his most complete state by artificial means. The new education assumes that man has within himself all the resources needed to attain his most perfect state. The old doctrine is right in assuming that education is a work of art, requiring for its greatest perfection all the resources of human ingenuity and skill; but the new doctrine that education is a natural process is also right. The reconciliation lies in the fact that education is a natural process directed by human art. So far as the process of mental culture invokes the organic functions of the mind, it is natural; but so far as it depends on the selection and presentation of knowledge, it is artificial. Mere nature is as powerless to produce a man fit for the complicated duties of modern life as to produce a Gravenstein apple or a telegraph. The old regards education as a process of manufacture. The new regards education as a process of natural growth. As human beings, we are born with a pre-determination to grow, and will continue to pass through successive stages, because we are powerless to resist this dominant law of our nature; yet this growth is in the power of man to be controlled, modified, molded, enlarged or contracted by him. The old magnifies the office of the teacher and the text book. The new regards the teacher as rather negatively useful and the text book as somewhat of an obstacle. Books are good only as the depositories of past experience and discovery. It is now generally admitted that when teachers and books become more than helps they are hindrances; they are valuable only in proportion as they minister to self-help. The old confines itself to accumulated knowledge; the new sets the pupil to the task of re-discovery. We are inclined to think, however, that the type of school work is the acquisition of accumulated knowledge, aided by observation and experiment needful to give interest in the subject studied. "Object teaching" is chiefly valuable as it recalls the attention from symbols to the things symbolized, rather than as a means of conveying new knowledge. Under the old education the office of memory was exalted, but the culture of the observing faculties was sadly neglected. To make the memory a mere storeroom, especially of unused material, was an error, but modern practice has veered to the other extreme and has too much overlooked this very important factor in our education. A due cultivation both of the powers of observation and of memory is necessary to sound and adequate results.

The education of the Will is one of the more important questions connected with educational philosophy, and it is now forcing its importance upon all who have to do with the practical phase of education. The new psychology regards the Will as even more central in the character than has been the wont, and that the practical difference between it and the intellect is very great. Indeed, the intellect may be so trained as to enfeeble and dissipate the Will. It is due to the recognition of this truth that all earnest educational thinkers are coming to believe that we must "moralize" as well as "mentalize" children, - must develop Will as a chief factor of personal character. The Will is as dependent on the culture it receives as the intellect.

As to method, philosophic morality is not the desideratum. The young child instinctively leans upon the Will of the teacher. The teacher's Will becomes his law. Through habit there must be woven a plexus, which serves as the very web of character. Conduct must be mechanized, so to speak. Thus great force is left free for creative and determinative effort. It has been said that our purposeful volitions are very few compared with the long series of desires, acts, and re-actions, often contradictory, many of which were never conscious, and many once willed but now lapsed to reflexes, the traces of which, crowding the unknown margins of the soul, constitute the organ of the conscious will. Obedience is the basis of all ethical culture. The teacher, however, as the child develops must recognize the necessity of developing self-guidance. The child rises from a state of dependence on the Will of another to that of dependence on his own Will - he becomes a law unto himself. Education has been defined as working against the chance influences of life, and precepts and principles are necessary to incite the Will to exertion, and to steady it. The danger to be had in view is that the child will give assent, but will not do. The molding of conduct intelligently and of choice in accordance with sound maxims and principles guarantees the compact organization of mind and will. The result gives power. To be able to secure it in a large degree is one of the lawful demands now being made, even of elementary education. The training of the Will through mental work is one of the great opportunities ever before the teacher. Will and character are educated by effort, not by acquisition. Always to wind along the lines of least resistance into the child's mind, is enervating. The consciousness of effort, of the out-putting of overcoming energy, develops the Will and counts for character. Doing is essential. Smattering is dissipation of the will-quality of mind. Only steady and concentrated efforts in a given direction are of real help. It is never to be forgotten that all short cuts to an education, all teaching of results apart from the processes by which the results are reached, are not helpful in the training of the will of maturing minds.

In conclusion, the culture of our emotional natures was discussed. This is a problem which, it seemed to the speaker, is worthy of the deepest philosophical thought, and most painstaking experiment. The object of education is the development of man, the making the educated as perfect a man as possible. To be duly qualified and equipped for life's duties, man should not only have abundant stores, but abundant power and facility for using these most variously. The great secret of mental education is not the forming of the mind, but the making of it. It is the evolving of power or faculty, and a true culture is the evolving not of one faculty, but of all faculties, - faculty of intellect, science; faculty of emotion, feeling; and rational faculty for adjudicating upon the evidence of both, wisdom. The wise man is beneficent and reverent, because he reasons, not alone from intellect and science, but likewise from the feeling of beauty and the emotions of love and faith. If both intellectual and emotional faculties are developed in him, he cannot do otherwise - both witnesses plead and he must listen to them; they have been bred in him, they are bone of his bone. But let one be suppressed and the most rational adjudication is most partial. Let intellect be suppressed and the result is superstition and idolatry. Emotion cannot prosper without knowledge, else it will have brute gods and human victims. But without emotion religion is extinct, and even science would presently become a moral pest, going to war for a theory, vivisectioning human subjects or destroying deformed infants, as the emotion-suppressing Lacedaemonians did, in fact. Education, whatever its amount, should recognize all faculties that are essentially human, developing them by exercise, co-ordinating them in exercise, and finding them fit and wholesome work.

All hideously grotesque and wild varieties of crime utter, in horrible dumb motion, accusation against our neglect of human faculties. They are, in fact, perverted human faculties once tractable, now telling in savage act, unmistakable, what once they had heart and will to do. They say, we would have gone to the south pole and the north, have battled with hurricanes and icebergs; have helped our curious brains to more knowledge of your planet; we would have marched, sailed, delved, burrowed and dived; but you found us no work, and we have found it ourselves. This much for brute crime, the ugliest result of neglected faculties, or one-sided culture. But look at the unbrotherly discord, and jar, and jealousy amongst leaders of education, each disparaging the other's work, from a sheer inability to apprehend it. "Classicists" and "naturalists," ignore one another's claims to educational priority, because each is barren on that side where the other is cultivated, and cultivated where the other is barren. Would we have each person a master of all subjects? By no means; yet we agree with Vitruvius in demanding a knowledge of the principles of all, and affirm with him that an adequate mastery of one subject presupposes this elementary knowledge of all others. It is not so much the variety of facts and experiences thus attained, as the variety of thinking power and feeling power that confers this transcendent mastery which results from many sided development. Just here we are wont to rest contented. Cultivate, we say, every human faculty, intellectual and emotional, none missed; find studies and occupations that work and exercise these, and our catholic education is accomplished. But it is not so. Take any familiar example, say that of architectural construction, if the architect's knowledge of beauty and construction be separately acquired, such knowledge will not aid him in combining beauty and structure in one design. These will ever be two alien categories of conception with him, and what he modifies to satisfy his sense of the beautiful, he will presently find has damaged his construction.

The associated development of the faculties and coordination of their functions is then the full statement of the theory of integral education. Although the practical and obvious relation and interdependence of all the sciences facilitate coordination of the intellectual faculties, a practical fusion and, consequently, coordination of these with the emotional faculties is by no means so easy an achievement.

The solution is to be sought in the direction of a sufficiently attractive educational agent capable of evoking into simultaneous exercise both intellect and emotion. It is not our purpose to do more than direct attention to this matter. Right reason, that is wisdom, takes account of both intellect and emotion—of the whole man; and instead of suppressing any human faculty, duly and consistently develops each, and represses the exuberant in both; for intellect also, as we have said, may run riot. If our practice fails to recognize the importance of the culture here insisted on, we shall find even more than at present an insurgency on the part of the passions imperatively calling for an arbitrary exertion of intellect to suppress them,—of the brain to suppress the heart!—and then a grievous groaning under this intellectual despotism till nature rises in revolt, and the head and the heart are at perpetual war. The uncultivated emotions, undisciplined to take delight in truth, run riot and feed on monstrous fiction. There is a morbid desire for the unnatural and pseudo-miraculous, science seeing nature from one side, the intellectual, finds her a circle of inexorable and self-sufficient causes, or, succumbing to insurgent emotions, prevalently disregarded or disowned, turns credulous, making gases or electric forces into gods; while literature purveys to the appetites of insatiate emotions, keen upon bloodshed and the savor of crime. Do we ask what these results have to do with the emotions? Will

cultivated emotions, chastened, coordinated and reconciled with reason, evince these appetites or admit of these results? Are the emotions fundamentally evil and unworthy and incapable of culture? Are they unholy and unchristian? To all these questions we must answer "nay." And is there no danger lest our modes of thought become antichrist—the emotions dead, where Christ assumes them living, demands this, in fact, as a basis of teaching!

Examination Papers.

EDUCATION DEPARTMENT ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

HISTORY

Examiner,—John Seath, B. A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. How did William the Norman come to be king of the English? What changes did he and his sons make in England?
2. State the chief provisions of the Magna Charta. What led to its being signed? Why is it valued so highly?
3. Give an account of the great changes that took place in England during the reign of Queen Elizabeth.
4. State briefly the causes and the results of the American War of Independence, and the Revolution of 1688.
5. Why is each of the following important in the history of the English people:—
The Battle of Bosworth, The Seven Years' War, The British North America Act, Sir Robert Peel?
6. What should we admire and what should we condemn in the character and conduct of King John, Cardinal Wolsey, Hampden, and Charles I.?
7. Explain the meaning of the following statement:—"In Canada all questions of government are settled in Parliament, in which both sovereign and people have a voice."

GEOGRAPHY.

Examiner,—J. E. Hodgson, M. A.

1. Define:—latitude, longitude, oasis, delta.
2. Name the provinces and territories of Canada.
3. What counties of Ontario border on Lake Ontario?
4. Name the principal sea-ports of Canada.
5. Trace the following rivers:—Mississippi, Danube, Nile.
6. Draw an outline map of Africa and indicate thereon the position of:—Algiers, Cairo, Natal, Cape Bon, Victoria Nyanza, Orange River.
7. What and where are the following:—Labrador, Three Rivers, Portland, Selkirk, Cuba, Panama, Heligoland, Maelstrom, Vesuvius, Cyprus, Malta, Ceylon, Formosa, Transvaal, Fezzan, Niger.
8. (a) What portions of Canada are noted for any of the following products:—wheat, apples, peaches, pine, coal, iron, salt, gold, copper?
(b) What commodities do we obtain from the following countries:—Japan, Barbadoes, Spain, Brazil?

ARITHMETIC.

Examiner,—J. E. Hodgson, M. A.

NOTE.—A maximum of 5 marks may be added for neatness.

1. Define the following terms:—Factor, Prime Number, Multiplication. Write down all the Prime Factors of 2,310.

2. (a) Reduce to simplest form : $\frac{9531}{15043}$.
 (b) What is the least number from which 1,224 and 1,656 may each be taken an exact number of times ?
3. A man who lost $\frac{1}{3}$ of his fortune in one year, and $\frac{2}{7}$ of the remainder the next year, had \$900 left. Find the amount of his fortune at first.
4. What quantity taken from $159\frac{1}{2}$ will make it exactly divisible by $12\frac{3}{4}$?
5. Express 3·74976 minutes as the decimal of a week.
6. What will 11,750 feet of lumber cost at \$27.50 per thousand ?
7. Name the units of length, time, and sterling money.
8. Find the simple interest on \$800 for 3 years at $5\frac{1}{2}$ per cent.
9. A cistern has 3 pipes ; the first will fill it in 10 hours, the second in 12 hours, and the third in 15 hours. In what time will they together fill the cistern ?

COUNTY OF WELLINGTON PROMOTION EXAMINATION PAPERS.—MARCH 26TH, 1886.

CANADIAN HISTORY.

ENTRANCE TO FOURTH CLASS.

1. Name six or seven early Canadian explorers. What does explorer mean ?
2. Tell what you can about Frontenac, Columbus, and Champlain.
3. Who was the first Canadian Viceroy of the French King ? When ? What became of him ?
4. What inducements had Canada for early European explorers and traders ?
5. Name some hindrances to rapid settlement in Canada's early history.
6. What is meant by "The Company of Merchants," "Company of One Hundred Associates," "Customs of Paris."
7. Who were La Salle, Marquette and Cartier ?
8. What Colonial wars occurred between New England and New France (Canada), and briefly describe one of them.

GEOGRAPHY.

ENTRANCE TO FOURTH CLASS.

1. Define axis, horizon, harbor, estuary, peninsula, and boundary river. Give examples of the four latter.
2. Name the countries, also their capitals, in North America bordering on the Pacific Ocean.
3. Name the interior counties of Ontario and their county towns.
4. Name the provinces of the Dominion in order, beginning at the west ; also name and locate as well as you can their capitals.
5. What and where are Columbia, Orleans, Regina, Chicago, Canso, Owen Sound, Nelson, God, Alleghany and Rio Grande ?
6. Name the exports and imports of Canada.
7. Draw an outline of the Province of Ontario, marking the position of its cities ; also trace on it the Thames, Grand, Severn and Rideau.

SPELLING.

ENTRANCE TO FIFTH CLASS.

To be read slowly and distinctly, and the greatest care taken that each pupil understands every word. Each sentence to be first read in full, the pupils simply paying attention, then again slowly, the pupils writing.

1. The wretch concentrated all in self shall forfeit fair renown.
2. I had been the humble instrument permitted to unravel this portion of the great mystery.
3. The sun produces aqueous vapor.
4. The old schoolmaster's smile of approbation made his face seem very pleasant.
5. Their battered armor had flashed fiery and golden in the sunshine, and now looked silvery in the moonlight.
6. Write your name in kindness, love, and mercy.
7. It is congealed into a sort of wax, without crystallizing.
8. They thought these marvellous beings, clad in glittering steel, or in raiment of various colors, were inhabitants of the skies.
9. Fame is the fragrance of heroic deeds.
10. The young man, after the reverential manner of those times, bowed to the ground.
11. She lives in that great cloister's stillness and seclusion.
12. Pollution, benediction, decrepit, blithescene, gurgling, immense, dignities, zigzag, yearned, disbelieve, imperishable, memorial.

ARITHMETIC.

ENTRANCE TO FIFTH CLASS.

1. Define Fraction, Mixed Circulating Decimal, Discount, Ratio, and Proportion.
2. How long will a railway train 220 yards long take to cross a bridge 440 yards long at the rate of 15 miles an hour ?
3. A piece of ground 40 rods long contains 8 acres. Find the cost of fencing it with a straight rail fence, the rails being 12 feet long and costing \$20 a thousand ; the fence to be 5 rails high, and 1 foot allowed for overlapping.
4. If 3 men or 5 boys can do a piece of work in 15 days, in what time will 3 men and 5 boys do the work ?
5. Divide the product of the sum and difference of $8\frac{1}{2}$ and $7\frac{3}{8}$ by half the difference of their squares.
6. If a man sells a horse which cost \$120, and loses $\frac{1}{8}$ of the proceeds ; find the selling price.
7. Sold 2 loads of wheat each containing 65 bushels. One load brought 12 cents a bushel more than the other. The amount received for the one load was \$4.20 more than that received for the other. Find the price per bushel of each load.
8. At what fraction of cost are goods marked which when lowered 15 per cent. leave a profit of 10 per cent. ?
9. Find the difference between the simple interest and the true discount of \$480 for 2 years at $7\frac{1}{2}$ per cent.
10. From 70 take 6·0125 and divide your answer by (7·79+4·71).

GRAMMAR AND COMPOSITION.

ENTRANCE TO FIFTH CLASS.

1. Analyze fully :—
The thoughts are strange that crowd into my brain,
When I look upwards unto thee.
2. Parse : Thoughts, strange, crowd, that, into, upwards, and thee.
3. Give the possessive plural of : A boy's hat ; a man's folly ; a woman's dress ; a sheep's tooth ; my brother's knife.
4. Define : Clause, imperative mood, predicate, gender, case, paragraph, and transitive verb.
5. Correct :—
(a) How beautifully it looks.
(b) The rapidity of his movements were beyond example.
(c) None of my hands are empty.
(d) It was not her that was to blame.

6. Paraphrase :—

Keep guard of your words, my darlings,
For words are wonderful things.
They are sweet like the bee's fresh honey,
Like the bees they have terrible stings.
They can bless like the warm, glad sunshine,
And brighten a lonely life,
They can cut in the strife of anger,
Like an open two-edged knife.

7. Construct a sentence containing a transitive verb, an adjective clause, and a prepositional phrase.

ENGLISH HISTORY.

ENTRANCE TO FIFTH CLASS.

1. Who were the Britons? The Gauls? The Saxons? The Danes? The Normans?
2. Tell what you know about Alfred, Simon De Montfort, Hampden, Marlborough, Walpole, and Tennyson.
3. What is meant by the Reformation? How was it brought about? Name some of the leading spirits in this movement.
4. What caused the American War of Independence? The war of '812-15. The Crimean War?
5. Briefly describe: Petition of Right, the Emancipation Act, the Test Act, and the Act of Supremacy.
6. Name some leading men who lived in the reigns of Elizabeth, Queen Anne, and Queen Victoria.
7. What is meant by: Politics, Cabinet, Speaker, Opposition, Premier, Act of Parliament?

GEOGRAPHY.

ENTRANCE TO FIFTH CLASS.

1. Name the countries and their capitals bordering on the Mediterranean.
2. Name the New England States and their capitals.
3. Draw a hemisphere neatly marking on it the Tropics, Arctic and Antarctic Circles, and Meridians.
4. New York is 74° W. Long. St. Louis is 90° W. Long. Find the difference in their time.
5. Name, say, ten exports and ten imports of England.
6. What and where are Tasmania, Melbourn, Congo, Zanzibar, Bombay, Sinai, Skye, Lepanto, Atlas, and Tiber.
7. Tell the cause of the tides. Also locate three volcanoes and three salt lakes.
8. Write the names for which the following abbreviations stand: B. C., Mich., O. P. R., N. S., Lat., P. M., Man., N. Y., Cal., and P. E. I.
9. Draw an outline of the British Isles, marking the position of Cork, Glasgow, Liverpool, Dublin, Edinburgh, London, and Cheviot Hills.
10. Name the Islands of the Baltic, the rivers flowing south in Asia, and waters (both lakes and rivers) whose ultimate outlet is the Nelson river.

EASY PROBLEMS IN PHYSICS.

BY A PUBLIC SCHOOL TEACHER.

1. Deduce the formula for converting degrees on Fahrenheit's scale to corresponding degrees on the Centigrade scale.
2. Convert (1) 84°C. into F.; (2) 40°C. into F.; (3) 39°F. into C.; (4) 76° F. into C.
3. Explain the theory of Reamur's thermometer. Where is this instrument used? Write down the equations connecting the number of degrees in a given temperature, for the three thermometers, Fahrenheit, Centigrade, and Reamur.

4. The number of degrees indicated by a Reamur thermometer is 66. What is the corresponding number on the Centigrade scale? On the Fahrenheit?

5. The sum of the readings on a Fahrenheit and a Centigrade thermometer is 102. What is the reading on each?

6. State and explain the laws relating to the variation in the volume of a gas, for change in temperature or pressure.

7. A quantity of air occupies 29 litres under a pressure of 740 mill.; what will be its volume under a pressure of 755 mill.?

8. 100 volumes of air under a pressure of 29.25 inches of mercury become how many volumes under a pressure of 30 inches of mercury?

9. At what temperature will the reading of the Fahrenheit thermometer be three times as great as that of the Centigrade?

10. At a temperature of 45°C. a quantity of gas occupies 45 cubic feet, what will be its volume at 70°C.?

11. At a temperature of 27°C. a quantity of hydrogen measures 100 C.C.; find its volume at a temperature of -47°C.

A certain quantity of chlorine at a temperature of 56° Fahrenheit occupies 28 C.C.; what space will it occupy at 50° Fahrenheit?

12. Under a pressure of 760 mill. and at a temperature of 17°C. a quantity of confined air measures 370 C.C.; what will be its volume at 33°C. and under a pressure of 740 mill.?

13. 93 volumes of hydrogen at a temperature of 37°C. and under a pressure of 29.5 inches of mercury become how many volumes at the normal temperature and pressure?

ASTERISK.

(Answers will be given in next issue of the JOURNAL).

Practical Methods.

We announced that in this issue we would discuss the best plans for making Friday Afternoons both pleasant and profitable. We have not received the response we expected. We considered the subject a prolific one, but perhaps it is so easily settled in the teacher's mind as to the nature of these exercises that no difficulties are found, and no help from us is needed. If so, we are satisfied; it leaves more space to insert other communications and selections that may be of greater utility, and we print some points in primary arithmetic that may be acceptable. We have, however, one letter on Friday Afternoon exercises:

DEAR SIR,—Did the teachers who read your excellent educational paper ever try the plan of publishing a school newspaper every week? Of course, I do not mean a printed one. We have large, common paper, such as is used for our country newspapers, and the communications are pasted on it. A fourth class girl or boy is appointed editor for two weeks, and the editor's duty is to enlist the help of two sub-editors, and to procure contributions from the pupils of every grade in the school. I am supposed to act as critic, and am expected to make whatever comments I think right on the published productions. Some pupils show much taste and refinement in the selections they bring the editor, and all evince an interest in the publication, which I have found to be productive of the best results. We permit no political or sectarian discussions or references; we have brief essays on various topics arising out of the week's lessons; difficulties in study are inserted in the "Question Box"; pictures are pasted in with descriptive information; countries visited and what was seen in them—arising out of geography lessons; selections from standard authors, in the contributor's best calligraphy, short poems, proverbs, witticisms,—all written on one side of the sheet to allow of pasting on—and a variety of other matter.

As we cannot give a copy to each pupil, it is read out by one selected by myself, and is kept on the school table for criticism for one week.

I have three classes in my room, my assistant has two, and all are assembled in my room when the "School Echo" is read. I should have said that contributors are not required to give their names.

Yours, etc.,

Grenville Co.

DONALD.

ON SUBTRACTION.

When a person—say, a store clerk—is giving change, does he perform an exercise of subtraction mentally to ascertain the right amount? Suppose he has to make change out of a two dollar bill for a purchase of 37 cents' worth, does he say 37 out of two hundred leaves 163? No, he performs an exercise in addition to equalize the amount of sales and the change with the sum tendered in payment, and will put down 3 cents, saying 37 (cost of sales) and 3 make 40; puts down 10 cents more to make 50 cents; 50 cents additional to make one dollar, and one dollar more to make up the two dollars. This is done rapidly and perhaps with more accuracy than the mental subtraction process. Subtraction is, therefore, performed by addition; that is, it is really complementary addition. Now, is it needful to teach our little ones the mysteries of borrowing and carrying, and burden their immature intellects with the herculean effort to take 8 out 15? Already in their addition exercises they have learned that 8 and 7 make 15, and can tell how much must be added to 8 to make 15, or to 6 to make 10, etc. They have been instructed to carry one for numbers from 10 to 19 inclusive, and the apparently questionable honesty of borrowing 10 and carrying back only 1 instead, is obviated by a consistency between operations in the direct addition and the complementary. Thus:

Find the difference between 8635 and 4321.

8635 1 and what make 5? 4 (put down); 2 and what
4321 make 3? 1 (put down), and so on.

4314

Find the difference between 8635 and 4739.

8635 9 and what make 5? 9 is more than 5; 9 and what
4739 make 15? 6 (down); carry 1; 3+1=4, and what
3896 make 13? 9 (down), and so forth.

In Long Division this process will save time and needless figures, for the multiplication of the divisor and complementary addition of the product may be performed simultaneously, thus:

5836)1875943(321

12514

8429

2587 Rem.

The operation is performed as follows: 3 sixes are 18 and 1 (down)=19, carry 1, 3 threes 9, and 1=10, and 5 (down)=15, carry 1; 3 eights 24 and 1=25, and 2 (down)=27, carry 2, 3 fives 15, and 2=17, and 1 (down)=18, and so on with each line.

Toronto.

SENEX.

Educational Notes and News.

A Teacher's Institute for the Township of Yarmouth and Southwold, will probably be held during May in St. Thomas.

Mr. Donald McCaig, of Rockwood, at one time Inspector of Public Schools for the County of Wellington, has been appointed Inspector of schools for the district of Algoma. *Free Press.*

The vacancy in the division of the Ailsa Craig Public School, caused by the resignation of Miss Jackson, has been filled by the appointment of Miss E. Sproat, of Lucan.

A by-law to grant the sum of \$2,500 to the Collegiate Institute will shortly be submitted to the St. Mary's people. The existence of the school will depend on the result of the vote. *Free Press.*

The Strathroy Collegiate Institute Board are talking about increasing the accommodation by enlarging the Institute building, the probable cost of which would be \$5,000.

D. P. Clapp, B.A., of N. Wellington, has resigned his position as Inspector of the Listowel Public School, and Mr. William Alexander, county Inspector of Perth, has been appointed in his stead.

The third-class non-professional will occupy from 9 a.m. on Tuesday, the 6th July, to 12.25 p.m. on Saturday, the 10th. The first-class grade C commences on Monday, the 12th of July, and grades A and B on Tuesday, the 20th.

A number of the girls attending the Central School, London, have been formed into a floral society, under the direction of Miss Coyne. Each girl will furnish her own plants, and will be responsible for their proper cultivation. Somewhere about the month of June they intend holding a public exhibition of the results of their industry. *Free Press.*

We once heard a man of prominence in the community in which he lived, and of experience in school direction as member of the Board of Education, declare that if God would forgive him for ever proposing to lessen the salaries of teachers he would never be a party to consent to such a plan again, as experience had taught him that of all the methods devised for crippling school work it was the most effectual. He knew it by actual experience. Would that others might adopt the same wise conclusion. *—Central School Journal.*

A very successful examination was held at the Coulson Union school on the 22nd ult. The teacher, Mr. F. C. Whitelock, was assisted by the Rev. J. R. Real, Warminster; G. A. Rix, Hobart; E. J. Palk, Craighurst; and E. Wilson, Eady. About 30 visitors were present. After the classes were examined Mr. Real was elected to take the chair, which he accepted; and a number of recitations and readings were well rendered by the pupils, interspersed by some choice glees sung by the school. Addresses were delivered by the trustees, parents, and teachers present, all expressing entire satisfaction with the order and condition of the school.

The North Wellington teachers assemble in council at Mount Forest, 27th and 28th inst. The programme is replete with first-class exercises, and Mr. J. J. Tilley will give his able assistance to make the meeting a success. Arrangements are made for discussion on each of the subjects to be presented. We are sorry that want of space prevents our giving the programme of 28 subjects in full. Dr. H. P. Yeomans is to open a discussion on "School Hygiene." All the classes of the Mount Forest Model School, except the highest, will be present at the several sessions to afford the teachers opportunity for practical illustration. A. M. Shields, B.A., is president, and Miss Carrie A. Jones, of Harriston, secretary.

By arrangement made by the Minister of Education with the authorities of the University of Toronto, the University of Trinity College, Victoria University, and Queen's University, candidates for matriculation will have the opportunity of being examined at each of the High Schools in June and July at the same time as candidates for teachers' certificates, and the Universities will furthermore accept the results of the non-professional examination for teachers' certificates, so far as that examination covers the subjects required for matriculation, so that candidates need only take the additional subjects for matriculation. They may, however, if not candidates, for teachers' certificates, take the University papers all through. Applications for matriculation will be made as heretofore to the registrar of the University at which the candidates propose to matriculate. The papers will be laid before the candidates by the local presiding examiners, and the results returned by the Department to the registrars of the respective Universities. It has already been announced that Victoria, Queen's and Trinity Universities appointed a common examining Board. *—Journal, St. Thomas.*

At a recent meeting of the Peterboro' Board of Education Dr. Tassie, Principal of the High School, reported that one of the High School Inspectors had informed him that if the High School pupils did not improve in their writing and reading, especially the former, plucking would be general at the approaching examinations. He thought it was about time the writing of the pupils was improved, and he was pleased to know that more attention was being paid to this branch in the lower classes. He was pleased to make three important announcements to the Board. The Governor-General's medal had arrived and was now in his possession. Mr. J. H. Burnham had offered a silver medal for the Institute pupil who ranks first in the Toronto University matriculations this year; and Mrs. Nicholls generously offers a free scholarship at Queen's University to be competed for by pupils of the Institute. The Principal complained that the Easter holidays had materially interrupted the school work, and advised that as few holidays as possible be granted. Moved by Mr. J. R. Stratton, seconded by H. Denno, "That the thanks of this Board be tendered to Mrs. Nicholls for her liberal grant to the Endowment Fund of Queen's College, Kingston, whereby a free course scholarship in arts is available for a student of the College, and in her liberality in permitting Dr. Tassie, Principal, to nominate the student; and the thanks of this Board be also tendered to Mr. J. Ham Burnham for his gift of a solid silver medal for the pupil of the Institute taking the highest marks at the matriculation examinations of University College, Toronto, and that the Secretary forward a copy of this resolution to the parties above named." *—Carried. —Peterborough Examiner.*

Literary Chat.

Dr. Oliver Wendell Holmes, is visiting England. It is more than half a century since he was there before.

"The Pilgrims Progress," has been translated into Chinese, and is said to have attained a large circulation in China.

A Shilling Edition of Thackeray's Works is being brought out in London. It is said that advance orders have been sent in for 50,000 copies.

"Joseph the Prime Minister," is the title of a new work about to be published, from the pen of Rev. Dr. Taylor, of Broadway Tabernacle, New York.

Miss Cleveland is said to be preparing a critical review of American fiction. The *Current* thinks Congress should consider the propriety of voting her one of its medals for conspicuous bravery.

Ginn & Co. have in preparation "The Beginner's Latin Book," by Wm. C. Collar, A.M., Head Master Roxbury Latin School, and M. Grant Daniell, A.M., Principal Chancery-Hall School, Boston. Ready in July.

The Second Volume of Dent's History of the Canadian Rebellion, is now out. The readers of it should also read the other side of the story as presented in the pamphlet lately published by Mr. King and others.

The Boston Latin School is the oldest school in America. Houghton, Mifflin & Co., are about to publish Dr. Brook's oration, and Robert Grant's poem recently delivered on the celebration of the 250th anniversary of the venerable institution.

D. C. Heath & Co. have in preparation a series of Monographs on Education. Number one of this series will be a *Bibliography of Pedagogical Literature*, carefully selected and annotated by Dr. G. Stanley Hall, Professor of Psychology and Pedagogics, John Hopkins University.

Forgotten Meanings is the title of a little hand book in which are called to mind the original meaning and use of many words whose early signification has been generally lost sight of. Thus, to give one or two illustrations, the word "awkward," is, by derivation, "left-handed"; the word "aghost" describes terror such as one feels who sees a ghost; the word "nincompoop" is, the editor tells us, a corruption of the phrase *non compos mentis*; and the word "bogus," he asserts, comes from "Borghese," a rascal who swindled many people in this country by counterfeit bills.—*Christian Union*.

Teachers' Association.

HALDIMAND.—Met in Caledonia High School, April 28th, at 10 a.m. Mr. C. Moses, I. P. S., in absence of the President, occupied the chair. The Rev. Mr. Black opened the meeting with devotional exercises. The Secretary read the minutes of the last regular meeting, which were adopted. The following committees were struck: 1st. To nominate officers for the ensuing year Messrs. Anderson, Duff, Hume, and Misses Lambiere and O'Neil. 2nd. To report on the suitability of the new registers—Messrs. Finch and Hindson, and the Misses Harris and Highfield. 3rd. To report on the school journals—Messrs. Rowat, Kennedy and McMurchy, and Misses Wilson and Parker. A general discussion took place on the Entrance Examinations, in which Messrs. Hume, Kennedy and Moses took part. The subjects in which candidates generally failed were discussed, and the causes of failure pointed out. Mr. Kennedy dwelt for some time on the subject of Orthoepy. He gave a list of words in daily use which were generally mispronounced, and indicated their correct pronunciation on the blackboard. Mr. Cheswright discussed the desirability of ornamenting the school-houses and school grounds. He advocated the planting of trees, shrubs, vines, and the arranging of a few flower-beds; the hanging of the maps on the walls, instead of piling them up in a corner to be destroyed. Pictures and mottoes might be hung on the walls to advantage. Dr. McLellan, Director of Teachers' Institutes, addressed the Association on the subject of "The Teaching of Literature in Public Schools." Mr. David Boyle, of Toronto, next addressed the teachers on the desirability and feasibility of a "Teachers' Union," having for its object the promotion of education and the correcting of abuses generally. After a brief discussion of this subject, it was moved by Mr. Cheswright, seconded by Mr. Hume, and resolved, That in the opinion of the teachers of the county of Haldimand it is desirable to form a "Union" of the teachers of the Province of Ontario, and that a delegate be appointed by this Association to attend a meeting to be called for the furtherance of the proposed object. On motion of Mr. Cheswright, seconded by Mr.

Kinnear, it was resolved to pay 40 per cent. of the subscription price of each Educational Magazine from the general fund of the Association, for teachers subscribing for the same. A very large and highly appreciative audience assembled in the Argyle Presbyterian Church to hear a lecture by Dr. McLellan, on "Critics Criticised." Rev. J. Black occupied the chair. Mr. Finch took up the subject of Time Tables. He illustrated the difficulties in forming a good one by drawing the time table of his school on the blackboard. After a brief discussion of this subject, Dr. McLellan discussed "The Training of the Language Faculty." The next subject discussed was Elementary Drawing, by Arthur J. Reading, Esq., teacher of Mechanical and Prospective Drawing in the Ontario School of Art. Miss O'Neil illustrated her method of teaching the preposition to a class. Her method of teaching this subject was admired by all present. Miss Cassidy next taught a reading lesson to a class of beginners according to the phonic method, at which she proved herself an adept. On resuming business at 1.30 p.m., Mr. Hindson discussed "Text Books," under the following heads: 1st, The object of text books; 2nd, The uniformity of text books; 3rd, The frequent changes of text books. L. Kinnear, B.A., read a very able paper on English Philology. Mr. McCarthy next discussed the Teaching of History. His treatment of this subject cannot fail of being productive of the very best results. Mr. Rowat discussed Decimal Fractions. The officers for the ensuing year are: President, Mr. R. C. Cheswright; Vice-President, Miss S. Folinsbee; Secretary-Treasurer, Mr. C. Moses, I. P. S.; Executive Committee, Messrs. Kennedy, Hindson, McMurchy, and Misses Murphy and Husband; Auditors, Messrs. Rowat and Fowler; delegate to the Provincial Association, J. P. Hume, M.A. Several votes of thanks were tendered, and after a short address from the Rev. Mr. Black, the Association adjourned.—Condensed from *The Grand River Schem*.

Literary Reviews.

OUTLINES OF PSYCHOLOGY. Portions of the Lectures of Hermann Lotz Translated and edited by George T. Ladd. Boston: Ginn & Company.

This volume contains dictated portions of the lectures delivered by Hermann Lotz—a German philosopher of the widest culture, who, by preference, native facility, training, and practice was well fitted to deal with the great science of Psychology. It is not likely that any other compend of truths touching the science of mind, at once so brief and comprehensive, is to be found in all the literature of the subject. This treatise will be of special service to those readers who are desirous of grasping the principles of modern philosophy without the labor of mastering the details. A wide range of subjects is touched upon within the limits of this brief work, the second part including chapters on the Seat of the Soul, its Reciprocal Relations to the Body, its Essential Nature, and even on the Kingdom of Souls. The professor of Philosophy in Yale College, performed the work of translation, and he has certainly presented to us the psychological truths of the original with admirable force and exactness.

The book is in handy form, well printed, and neatly bound.

GREEK INFLECTION, OR OBJECT LESSONS IN GREEK PHILOLOGY, by B. T. Hardington, M.A.

This is one of the many valuable books issued by Ginn & Co. Boston, who have during the past few years so largely contributed to advance the study of Classical, English and general literature throughout the States and Canada. The little book of forty-four pages furnishes valuable information on the Philology of the language of Homer, Thucydides and Demosthenes, and other Greek authors who for a hundred generations have delighted and instructed the human mind. The object of the work, the author states is "to economize time, and to suggest a systematic and scientific treatment of the noun and verb," and "to collect the latest developments of Philology." By means of rules and their application to the A, the O, and the Consonant declensions, by classified lists of nouns of these declensions; by similar lists of adjectives of the vowel declension of adjectives, also of adjectives of the Consonant, and the Consonant and vowel declension, and by a similar treatment of the verb, he has so well elucidated the subject as to render it not only intelligible, but intensely interesting. We cordially recommend this little treatise, and we believe it will be largely instrumental in accomplishing the object the learned author has in view.

THE CHOICE OF BOOKS, and other Literary Pieces, by Frederick Harrison. Paper covers, 50 cents. Macmillan & Co., London and New York; Williamson & Co., Toronto.

About one-fifth of this book is taken up with an essay on the choice of books, the rest of it being revised lectures to popular audiences on various topics, such as "The Romance of the Peerage," "Froude's Life of Carlyle," "Life of George Eliot," "Historic London," "The Athlete," "The French Revolution" etc. The style is good and pleasing, and that portion on "The Choice of Books," will be read with much profit by the student who wishes a clear idea of the best literature to occupy his attention in a given time.

ELECTRICITY TREATED EXPERIMENTALLY. By Linnæus Cumming, M.A., Late Scholar of Trinity College, Cambridge, Assistant Master in Rugby School. Rivingtons, Waterloo Place, London.

This work contains the substance of experimental lectures delivered to some of the senior boys in Rugby School, and comprises one school year's course of about seventy lessons, of one hour each. The lessons are educational, not technical, and ample explanation and numerous experiments are devoted to the principles of the science. The rapid development of electrical science and the many uses to which electricity is applied, demand an attention that must not be overlooked in our schools, and a simple and plain dissertation on the subject, adapted so well to the requirements of our senior classes as this work is, should meet with the highest favor from progressive teachers. We commend the book to the attention of all interested in physical science.

TEMPERANCE SONG-HERALD, by J. C. Macy. For Temperance Meetings Lodges and the Home Circle. Price 35 cents. Oliver Ditson & Co., Boston.

This new and genial book seems to be an advance on previous ones in true musical quality, brightness, and appropriateness. New and Good Temperance words to "Home Again," "Maryland," "Red, White and Blue," "Glory Hall-njah," "Coming thro' the Rye," "Tenting on the old Camp Ground," and other favorite melodies, constitute a marked feature. There are also plenty of pathetic songs, battle and victory songs, some good temperance glees, and music adapted to the various rites of Good Templars, Templars of Honor, Royal Templars and Sons of Temperance, and the Women's Christian Temperance Union is not forgotten.

THE TEMPERANCE TEACHINGS OF SCIENCE. Adapted to the use of Teachers and Pupils in the Public Schools, by A. B. Palmer, M.D., LL.D., University of Michigan, with an Introduction by Mary A. Livermore. Cloth 60 cents. Boston: D. C. Heath & Co.

This is just the book that is wanted to instruct our youth in the facts concerning the use of alcohol in any shape. To state that a thing is pernicious without giving the reasons is simply to arouse curiosity to find out wherein it is so, and when the evil effects of alcohol on the various organs of the human body are so clearly and emphatically shown as they are in this little volume, there can be no uncertainty, no illusion. Few who read this book will hesitate in the step they ought to take in justice to themselves, for the welfare of friends or the benefit of the community. Teachers can not teach temperance truths successfully if unacquainted with the physiology of the subject; in the book before us this is expressed in unmistakable language.

INORGANIC CHEMISTRY. A Text Book for Students, by Prof. Victor von Richter, University of Breslau. Authorized Translation by Edgar T. Smith, M.A., Ph.D., Prof. of Chemistry in Wittenberg College, Springfield, Ohio. 400 pages, 89 wood cuts, and Colored Lithographic Plate of Spectra; cloth, \$2.00. Philadelphia. P. Blakiston, Son & Co., Toronto: Hart & Company.

This book is the second American edition from the fourth German edition, and it has reached five editions in Russia, one in Holland, and one in Italy. In most of the chemical text-books of the present day, one of the striking features and difficulties with which teachers have to contend is the separate presentation of the theories and facts of the science. These are usually taught apart, as if entirely independent of each other, and those experienced in teaching the subject know only too well the trouble encountered in attempting to get the student properly interested in the science and in bringing him to a clear comprehension of the same. In this work, which has been received with such hearty welcome, the first edition having been rapidly disposed of, theory and fact are brought close together, and their intimate relation clearly shown. From careful observation of experiments and their results, the student is led to a correct understanding of the interesting principles of chemistry. The descriptions of the various inorganic substances are full, and embody the results of the latest discoveries. The periodic system of Mendelejeff and Lothar Meyer constitutes an important feature of the book. The thermo-chemical phenomena of the various groups of elements also receive proper consideration, both in their relation to chemical affinity and the law of periodicity. The matter is so arranged as to adapt the work to the use of the beginner, as well as for the more advanced student of chemical science.

For Friday Afternoon.

THE SCHOOLMASTER'S GRAVE.

BY T. C. HARBAUGH.

I stood at the grave of the master—
The dear old man that died
At his post in the old log school-house,
Where we sat side by side;
The place looked lorn and lonely
To me in the shadows dim,
But a bird in the alder bushes
Was singing a song to him.

The flow'rs we planted above him
Have gone with the fleeting years;
We watched them bud and blossom,
And watered them with tears;
And oft when summer twilight
To earth new beauty gave,
We turned aside together
To stand at the master's grave.

I see him now as he taught us
For the last time that day;
His face was sad and tender,
For his thoughts seemed far away,
And he looked the dear old master,
No longer stern and grim,
As if the angel in Heaven
Had whispered "Come," to him.

And as he sat describing
The customs of foreign lands,
His face grew white, he trembled,
The book dropped from his hands.
And with a groan that scared us,
On the desk he bowed his head;
And we sat silent with horror,
For we knew that he was dead.

Then over the school so merry
There stole a solemn hush,
And e'en the song of the robin
Grew still in the alder bush.
And the laughter's face was sober,
Still was the truant's shout,
And we felt that for the master
Forever school was out.

I thought of the school-days jolly,
Of play-ground, beach, and class,
As I knelt by the grave of the master,
And parted the long green grass.
And I tried to read the inscription
That the parson wrote for him,
But the words all ran together
For my eyes with tears were dim.

The master sleeps where we laid him,
When the summer day was done;
You know how the children, weeping,
Went homeward, one by one,
And you and I at even,
When stars lit up the sky,
Stole back to his grave together,
To whisper a last "Good-by!"

Years have passed, but the master
On the hill-side sleeps alone,
And the waving grass of summer
Hid his memorial stone.
He was kind, the dear old master,
Though sometimes stern and grim,
And I know that the angels of Heaven
Opened the gate to him.

—The Normal Exponent.