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The Canada School Journal.

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THE CANADA SCHOOL JOURNAL.

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

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

The Public School Board of Toronto have resolved to throw out of the schools the book of Scripture readings and restore the Bible in its entirety. This action has, naturally enough, provoked a good deal of discussion. Every friend of education and of religion must regret to see that the motives of the Board are impugned. Whether there be any ground for the imputation of political and partizan spite, the fact that such charges may be made with more or less of plausibility is, in itself, a condemnation of the system under which the Educational Bureau is made a political Department. The introduction of partizan feelings and methods into the management of the schools, and above all, into the discussion of such sacred questions as those pertaining to the use of the Scriptures, can not but be demoralizing and deplorable.

Apart, altogether, from any such secondary motives, the action of the Board cannot be regarded as extraordinary. The Minister of Education must have been singularly ill-advised when he undertook to have a book of extracts from the Sacred Scriptures prepared under his own direction, and prescribed its use by his own authority. The people do well to be jealous of the integrity of the book which is the palladium of their Christian civilization, and the repository of their most precious

hopes. The fact that the selections themselves were made under the supervision of a body of clergymen of different denominations does not really help in the matter, especially since this committee received their mandate from the Minister of Education, and were, in no proper sense, acting as representatives of the religious bodies to which they respectively belong. Even were it otherwise, the people of the churches would be slow in arrogating to themselves the power to appoint agents for such a purpose. Had the Department contented itself with asking the representative bodies of the various religious societies to appoint a joint committee to prepare a course, or courses of Scripture readings; and had the Department contented itself with giving a list of these selections to the teachers and recommending their use, the lessons being still read from the Bible itself, with chapter and verse indicated, some of the chief grounds of objection would have been avoided.

As the thing was done, Mr. Ross made the same mistake which is running through, and we might add, ruining his record as Minister of Education, in assuming that, either his high position, or his pre-eminent abilities, give him the insight necessary to enable him to choose the right man to prepare the most difficult text books. By way of emphasizing this high claim he very often chooses untried men. The whole business is preposterous and will sooner or later cover his career with ridicule, if it has not done so already. We venture to say that in no other country in which education and intelligence have made respectable progress, can be found a head of an Education Department undertaking the selection of makers of text-books, or a constituency of teachers and tax-payers tolerating the assumption of such a prerogative. In the matter of the Scripture readings, the difficulty and the presumption are increased by the sacredness of the subject. As to the fear expressed by some members of the Toronto Board, lest their action should lead to the withdrawal of the Government grant from the city schools, the supposition is as preposterous as it is uncomplimentary to the Minister. The people have still some voice in the disposition of the funds for which they are so heavily taxed.

"I deny," says "Sir Lyon Playfair, "that utilitarianism as an aim in education is ignoble." Few will dispute the proposition. But what is utilitarianism? It is the system which recognizes practical utility as the highest end to be sought. To this theory, too, most thoughtful persons will assent. But what is practical utility? Is not that system most truly and most practically utilitarian which aims at producing the highest character? To strive to make a man or a woman of the highest type in mind, manners, and above all, in morals, is surely to aim at a higher utility than that which has reference solely to what is called "getting on in the world."

Every teacher should have a clear-cut theory, a distinct aim, as the guiding star of all his daily work? What is it you are seeking to accomplish in all your daily work in the school? If you should perfectly succeed in your highest conscious purpose, what kind of men and women would you make out of the boys and girls under your hand? Would they go forth into the world simply as shrewd bargainers, sharp calculating machines, those knowing how to make the most of every opportunity for themselves, and to look out first for number one? Or is it your daily, prayerful effort to implant right principles in the uncultivated minds, to train up a score or a hundred of men and women to be, so far as it is in your power to make them, truthful, pure, generous and noble? Can you doubt which is the higher, the true aim? "What the schools need is not more of arithmetic and grammar, but more of heart-culture, aesthetic and moral training, less cramming and driving for per cents., more moral instruction." These words of Dr. Peasler of Cincinnati, are but one expression of a conviction which is steadily settling down upon the minds of the thoughtful everywhere. We have in these calculating, high-pressure days been forgetting to too great an extent the true end of all education. The first aim should be to turn out not accountants, or scientists, or phenomenal students, but high-toned, broad-minded men and women.

An exchange paints the teacher as the Modern Archimedes, who has the standing-place, the fulcrum and the lever for lifting up the world, and who is raising it slowly but surely into its right place. An inspiring picture! Is it a true one? That depends upon the kind of teacher the man or the woman is. Time was when it was thought that the mere secular education, the universal knowledge of the "three R's," was going to abolish pauperism, vice and crime, and raise the world to a lofty moral plane. Common school education is still far, very far, alas! from being universal, but most thoughtful persons are already convinced that the panacea is not working. Honesty, truth, virtue, do not keep pace with the growth of intelligence. It is now being seen that great moral effects can be produced only by adequate moral forces; and there is no necessary moral force in arithmetic, or penmanship. This mighty elevating force can be derived only from the highest sources. The solemn sanctions of religion; the inspiring belief in God and a future life, alone can supply the standing place and the fulcrum, while none but the teacher of lofty personal character can effectively apply the lever.

Is this a plea for formal religious instruction in the schools? By no means. But it is a plea for the constant presence and power of the strongest moral influence. The foundation truths are happily, in this country, usually present. They are implanted in the family, the Sabbath School, the church. What is wanted in the schools is not the teaching of dogmas, but the constant appeal to the right. The pupils should be brought imperceptibly to try every act and thought by the standard of right; to regard the honorable, the true, the pure, the unselfish, as the foundation principles of all that is truly noble in man or woman. We are accustomed to despise the Orientals, but in

some respects they are wiser than we. The American Bureau of Education has recently published an interesting account of education in Japan, prepared by the Japanese Department of Education. Amongst other remarkable features of the Japanese system, it will be found that the subject of "Morals," is named first in the curriculum of school subjects in both the lower and the higher grades of the Public Schools.

If any class of men and women, more than another, should maintain the very highest standards of honor and integrity, that class is the Public School Teachers. Their reputation should be above suspicion. Hence it is of the very first importance that certain allegations made by the Educational "Censor" of *The Week*, in a recent number, should not be suffered to pass. That writer asserts that, contrary to all precedent, and all propriety, the Normal School Masters presided while their students were writing at the recent examinations, and that both they and the Model School Teachers read the papers. "Censor" further states that "cribbing was carried on extensively during the session;" that "the man whose marks entitled him to the gold medal lost that honor on account of this offence," and, worse for the Department than all, that "while the individual in question was deprived of the gold medal, his name was among those recommended for certificates, and he is sent forth to the country as one who is morally, as well as intellectually fitted to train up a child in the way that he should go." It seems incredible that such an offence could be overlooked. We have no hesitation in saying that the man or the woman who could be guilty of an attempt to secure a certificate or a prize by *fraud*, is utterly unworthy of a place amongst the educators of our country. We write this without any knowledge of the party referred to, or any other information than that supplied by *The Week's* contributor. But we have looked in vain for denial, explanation, or defence, from the Department.

From articles and correspondence which have appeared in the daily papers since the above was written, we learn the surprising fact that, in accordance with recent Departmental legislation, the Normal School Masters were actually appointed to examine their own students. This is surely an erratic and extraordinary movement. It is in opposition to the theory and practice of all the best educational institutions in the Province. The objections to such a course are so many and obvious that we need not stay to point them out. We can only wait for explanations, and in the meantime wonder what will be the next startling innovation.

THE NEW "MANUAL OF HYGIENE."

A good deal of criticism of various kinds has been elicited by the new text-book on Hygiene for schools and colleges. The price has been particularly objected to. And certainly one dollar seems a high price to pay for a school book of less than 300 pages. Unfortunately for those who have to buy, there is, under the present system, no guarantee that any text-book required in connection with the Public Schools, shall be sold at the lowest

remunerative rates. We have also heard the work severely criticised on the ground that it is far too difficult, and many of the terms and expressions used too technical, for those for whom it is intended. The force of this objection depends, of course, entirely upon the answer to the question, "For what classes of pupils is the work intended?" The Preface states that it "is primarily intended for teachers, and for pupils in attendance at the Normal and other schools of the higher grade." When we remember the immaturity of many even of these pupils, it cannot be denied that there is much force in the objection, even as it relates to them. The size of the book, the abstruseness of many of the topics discussed, and much of the language used, will render it impossible for the great majority of these pupils to attain anything like such a mastery of the subject as will enable them to bring it down to the comprehension of the Public School children. And this, be it observed, must be the use that teacher-students are expected to make of it, and is the only one which could justify their being forced to purchase and study it at the Normal Schools.

But when we turn to the Title Page, we find that the book is "authorized by the Minister of Education, for use in all schools under the control of the Education Department." This caps the climax of the absurdity. The idea of putting such a book into the hands of the average Public School boy, or girl, is simply preposterous. No teacher of common judgment, or sense, would think of such a thing, save in obedience to a Departmental mandate. But on the other hand this is precisely the use for which a text-book on Hygiene is most needed. The interests to be served demand that the whole mass of the school population, and not simply the small per centage which goes through the High Schools and Collegiate Institutes, should be instructed in regard to the laws of health. Those who know anything of the way in which the majority of the common schools are conducted, the crowded state of the programme, and the demands upon the teachers for routine work, will understand how little is to be expected from any informal instruction, on subjects outside of the text-books.

Hence, it is clear that the new text-book, expensive though it is, does not suit the public want. A suitable, simple manual for the Public School is still needed. Another experiment has been tried and another great blunder perpetrated by the Department.

Special.

ELEMENTARY CHEMISTRY.

ATMOSPHERIC AIR.—Continued.

221. Carbon Dioxide.

Exp. 7.—Pour some lime-water into a saucer, leave it exposed to the atmosphere for twenty-four hours, when a thin scum will be found on its surface. Put this scum into a test-tube, add a little hydrochloric acid, and a brisk effervescence will take place, carbon dioxide being given off, which may be collected and its presence indicated in the usual way.

Carbon dioxide is, therefore, a constituent of the atmosphere. The average amount of this gas in free open country air is between 3 and 4 volumes in 10,000 volumes of air, whilst in towns where much coal is burnt the amount may rise as high as 6 or 7 volumes in 10,000. When present in certain quantities it acts most prejudicially on the higher forms of life, nor is the amount which becomes hurtful far removed from the amount at present existing in the air. According to Dr. Parkes, an eminent authority on this subject, air is unhealthy when the carbon dioxide exceeds .06 per cent. or 6 volumes in 10,000. Hence in a sanitary point of view it is exceedingly important to ascertain when this amount is exceeded. For this purpose Dr Angus Smith gives the following method:—

Exp. 8.—Take a bottle of clear white glass having a well-fitted stopper, and when quite full containing as nearly as possible ten and a-half fluid ounces of water. Fill the bottle with the air to be tested by putting a glass tube to the bottom and sucking out the air. Now pour into it half a fluid ounce of clear lime-water, insert the stopper, and shake vigorously for a short time. Let the bottle stand so that the air bubbles may rise, and observe whether or not turbidity or opalescence is produced. If the liquid does not remain bright and clear the air examined contains more than 6 volumes of carbon dioxide in 10,000 volumes of air, but if no turbidity is produced the sample tested may be considered wholesome, the carbon dioxide being in this case taken as the measure of its general purity. Dr. Smith proposes the following rule as a practical application of this method:—"Let us keep our rooms so that the air gives no precipitate when $10\frac{1}{2}$ oz. bottle is shaken up with half an ounce of clear lime water." In order that the air in an occupied room may not contain more than .06 per cent. of carbon dioxide, 3,000 feet of fresh air must be introduced per hour for each person, and about twice this volume for every gas burner that consumes three cubic feet per hour. Fortunately this renewal of air takes place to a considerable extent in most rooms, even when the doors and windows are shut, by the chimney, by cracks and crevices in the doors and windows, and especially through walls. Most building materials are porous when dry but become nearly air-tight when wet. Compact wall linings, such as ordinary wall-papers, tend to keep walls damp and therefore render rooms much more unhealthy than the old-fashioned whitewash.

222. Ammonia.

Exp. 9.—Fill a bottle with fresh rain water, add to it a small quantity of Nessler's solution, and let it stand for a short time; the water will become of a pale yellow color, indicating the presence of ammonia.

The ammonia present in the atmosphere rarely exceeds one part in a million, but this portion, when carried to the soil by means of rain, amounts to between five and six pounds per acre annually. It is from this source that unmanured crops derive the greater part of the nitrogen which they require for the formation of seed and other portions of their structure, plants being unable to assimilate free nitrogen.

223. Nitric Acid.

This substance is always present in the atmosphere in small

quantities. It is a source of nitrogen to plants. Sulphurous and sulphuric acids are present in the atmosphere of towns where coal is burnt.

224 Organic Matter.

The atmosphere also contains various organic vapors and particles of dust, which are partly organic and partly inorganic. Amongst the organic substances are the germs of plants and animals. These bodies are the propagators of fermentation and putrefaction, and air which has been freed from them, either by filtration through cotton wool, by ignition, or by subsidence, may be left in contact for any length of time with milk, the juice of meat, etc., without the liquids undergoing the slightest change. When a ray of light is allowed to pass through air thus freed from solid particles, no reflection is noticed, and the space appears perfectly empty, the notes which in ordinary air reflect the light being absent.

ENTRANCE LITERATURE.

LESSON LXX.—A CHRISTMAS CAROL.

BY THE EDITOR.

Page 207. Scrooge's transports were caused by his escape from the horrible visions which had been tormenting him, as he had been going about under the guidance of three phantoms—the ghosts of the Past, the Present and the Future. He had awakened on Christmas morning to find that the future was still in his power, and that it was not yet too late to prevent the prophecy from becoming a dread reality.

Transports. (from *trans*, a noun, and *porto*, I carry).—Used figuratively to denote such an excess of joy or grief, as carries one, so to speak, out of himself, or beyond his ordinary state of feeling. Compare in point of derivation ecstasy, rapture.

Lustiest.—Lusty refers primarily to the physical nature, meaning stout, able of body. The transfer of meaning to the sound of bells, is easy.

He had even heard.—Of course the peals were no louder than on any previous Christmas. Scrooge's state of mind made all the difference. The pupils might be asked to give as illustrations cases in which the keenness of perceptions is affected by the mood of the moment.

Cash, clang, etc.—The pupils should be practised in reading this imitation of the sound of the bells until they catch clearly the effect of the choice and order of the words. What is the rhetorical term used to denote this imitation of sounds in words?

No fog, no mist, etc.—Note the brief, abrupt expressions, and the absence of connecting words. The mind, in a state of high emotion does not stay to frame its sentences, or put in any words not absolutely needed. Get the pupils to think and explain the philosophy of this fact, and to see how skillful and true to nature is Dickens' illustration here given. This would be an excellent passage for the children to expand, by writing a full description of the day, bringing out the force of each of the epithets employed.

What's to day?—Let the pupil supply the ellipsis. Why does Scrooge ask? Has he any doubts in regard to it? (A passage in the original story which is omitted in the extract shows that Scrooge had been through so much since the previous evening that he feared the day must have passed, and was delighted to find that this was not so, the spirits having done it all in one night).

Loitered in.—Scrooge's chamber was in a pile of buildings away up a yard far off the street.

"I should hope I did."—Have the pupils read this with the boy's emphasis, and explain what is implied in it. The poulterer's was evidently a place of interest and wonderment.

"An intelligent boy." etc.—Note how Scrooge is in a mood to be delighted with everybody and everything.

"As big as me."—Have the pupils parse *me*, and apply the common rule of syntax. Note also the almost universal tendency to use this form, and other arguments in its favor.

298. *"What a delightful boy."*—Scrooge was experiencing a new sensation, in the discovery that cheerful, kindly speech, would elicit cheerful, kindly response. He had hitherto shunned and despised all the little courtesies which do so much to make life pleasant.

"I'll give you a shilling . . . a half-crown."—How the spirit of generosity grows upon him as he yields to its impulses.

"I'll send it, etc."—The pupil should if possible have read the whole story; otherwise, the teacher should tell so much of it as to make clear who Bob Cratchit, and Tiny Tim were, and Scrooge's connection with them.

"It was a turkey!"—The paragraph commencing thus is an excellent one for class purposes. Let the pupils contrast the Scrooge it presents with the Scrooge of whom no beggar ever asked a coin, or boy the time of day, and at whose approach even the blind men's dogs would tug their owners into door-ways and up courts. Notice the effect produced by the succession of short sentences, and repetition of the conjunction in the sentence beginning, "He went to church." The passage is in Dickens' most effective style, and when the pupil fully enters into the spirit of it he can scarcely fail to read it with expression and animation.

209. Why did Scrooge find it so hard to muster courage to knock at his nephew's door? Let the children give their opinions.

"Nice girl, very."—Scrooge, for the first time in his life was enjoying the luxury of feeling kindly towards others, and interesting himself in their welfare. As the result he looked at them with new eyes, and saw good qualities of which he had never dreamed before.

"Siddled his face in."—Notice how true to the life this and other bits of description are.

"His niece looked just the same."—The same as what? They all were accustomed to the geniality and hearty good-will of Christmas-time. To Scrooge it was a revelation, new and almost incredible. We are apt to credit others with the same feelings for us which we cherish for them.

210. *Jiffy.*—This colloquial word is a corruption of "gliff," a word used in the North of England to denote a glimpse or glance. Scrooge's reception of Bob Cratchit shows how his new-born benevolence had all at once made him humorous and facetious.

211. *"Some people laughed."*—People are slow to believe in the genuineness of sudden transformations of character.

"Malady." What malady? What would be a less attractive form?

Pronounce *trigger, blithe, nephew, unanimity.*

Define *lustiest, jovial, loitered, poulterer, unanimity, momentary, borough.*

Give sentences to distinguish the following pairs of words: *air, ere; might, nite; sent, cent; four, fore; great, grate; there, their; heart, hart; feign, fain; weakly, weekly.*

Express the meaning of the following clauses in other language: "Checked in his transports," "stirring cold," "cold piping for the blood to dance to," "all his might of wonder," "looked so irresistibly pleased," "nervous on such points," "in a jiffy."

Write a note on "Christmas," touching upon the following points: Derivation of the word; origin of the observance; its history in early times; extent of its observance at the present day; how observed in different countries and by different denominations; can there be any certainty that the 25th December is the correct date?

Give a brief sketch of the life of Charles Dickens. Mention some of the evils and abuses against which his stories were mainly directed. Were the stories in any measure successful in accomplishing their object? Estimate his literary standing amongst novelists.

TACT.*

In choosing this subject I am well aware that I have chosen one that has been fully discussed by abler minds than mine, many times in the past; but as I have never heard it mentioned before this Association, except in a passing way, I have determined to offer a few humble suggestions trusting that, if nothing else, they may provoke a discussion from which we may derive benefit. My remarks will apply more particularly to country and village schools; my experience in teaching having been limited to these. Call this quality tact, policy, discretion—what you will. I believe many teachers desirous of doing their duty faithfully, have from the lack of it, failed as teachers, or at least, have encountered many difficulties that would have, otherwise, been avoided.

Let us consider the subject first from a social point of view. All will agree with me in the statement, that a teacher supported with the sympathy, coöperation and good-will of the parents, has a greater power for good in a school than one not so sustained. How to acquire and retain these agents of good, will be the first point I shall deal with. First impressions are lasting. A teacher is entering on duties in a new school. He is "a stranger in a strange land," and this fact will not set as a soothing portion to the nervous feeling that always possesses a teacher when facing new scholars for the first time. He must bear himself valiantly. He is undergoing a most rigid examination, the result to be announced between the hours of four and five, to an interested audience at home. Not a particular in face, form, dress or demeanor, will escape notice. This first report at home will have an effect, slight perhaps, but still an effect on the opinions of parents and other interested parties. The plainest face is comely in the eyes of children, if it be a kindly one; the cheapest dress, elegant, if neat and tasteful; the most unassuming manners charming, if marred by no striking peculiarity. Let the teacher conduct himself accordingly, and good must result. Taking it for granted that he has succeeded in creating a favorable impression on the parents through the children, I now come to the most difficult part of my subject:—viz. how to secure the good-will and coöperation of the parents. There are so many plans that might be adopted to accomplish this with more or less success, that I can do little more than mention some I have tried, or seen tried. If the teacher can convince the parents that he has a personal interest in the advancement of each child, the difficulty is in a measure removed.

This incident came under my own observation. On a summer morning some years since, a farmer started for a neighboring blacksmith shop, calling out to his fifteen year old son to rake hay till he came back. When nearly at his destination, he was accosted by a gentlemanly looking person with "Are you Mr. A?" "Yes," said the farmer. "Then it is your son Harry who comes to school to

me. I thought I would just stop and tell you what a pleasing pupil I find him. He is well behaved and studious. It's a pity he cannot come more regularly, but it is your busy season I suppose." Two or three more sentences closed the conversation, and with mutual good mornings they parted, and, as it chanced, never exchanged words again. Yet in those few moments and through the instrumentality of a few courteous words, that boy's future education was determined. Ever after he came regularly to school, and in time received a liberal education. He is now a successful business man, and very thankful for his early advantages, secured by the thoughtful interest of his teacher.

I believe if possible the teacher should be on friendly footing with every person in his section. When I make this statement I do not mean to say he should resolve himself into a visiting committee and inflict his company on every family in the neighborhood, nor yet that he should bring himself to the level of every individual with whom he may come in contact. There is a vast difference between friendliness and familiarity.

For example, a pupil is ill. I do not think it would be a derogation from the teacher's dignity, to step to the door, and inquire for the child, and express a hope to see him in school again soon, even though he should be unacquainted with any member of the household, except the child. Again, the teacher is invited out to tea, and to spend an evening with some family he has not yet met. It is his policy to make himself as agreeable as possible. By this I do not mean that he is not to have an opinion of his own, nor yet that he is to monopolize the conversation of the evening. The people, who by general consent are most popular, are those, who have the happy faculty of being interested in all they hear, and, in order to hear, it is necessary sometimes to listen. It is not considered in good taste to make our daily occupation the subject of conversation in company, and yet I cannot think that a few kindly words concerning Johnnie's or Mary's progress, would be out of place on such an occasion as this. In his social intercourse, I would advise the young teacher, or indeed any teacher, above all things to avoid gossip. I use the word in its widest sense, indeed I include many subjects of conversation not usually considered under this head. For example, there is no teacher who will find life in the school-room all sunshine. He will have lazy pupils, stupid pupils, obstinate pupils, simpering pupils, and many other classes that it would be superfluous for me to mention. With such combinations of character to train up morally, to govern physically, and to instruct mentally, he may expect difficulties. Now almost the first question each person with whom he may come in contact will ask him, will be, "How do you get on in school?" Indeed after the opening remark concerning the state of the weather, he may be prepared to answer this question. Will it lighten his load materially to unbosom himself to a listener, who, never having been in his position, can neither understand nor have any sympathy with the situation?

I believe such a relation will tend to create distrust of the teacher's governing powers, or other capabilities, and since it can neither comfort him in the present, nor help him in the future, I would advise its suppression. Let everything inside the school-room as represented by the teacher to the outside world, be "*couleur de rose*." It will neither add to his salary (an important point), to the world's sympathy, nor to his own relief, to represent it otherwise; the world will volunteer plenty of dark shades to tone down the representation to its proper tint. Lest I have not expressed myself clearly enough, I will repeat my meaning in other words. Let all difficulties general and particular, that the teacher may experience in school, be kept as far as possible from pupil and parent, for if the mischievous pupil realizes that he can easily trouble the teacher, he will, in nine cases out of ten, seize every opportunity of doing so,

*A paper read by Miss Caldwell, of Catawagui Public School, before the joint convention of Frontenac Co. and Kingston Teachers' Associations, April 21st and 22nd, 1896, and published at their request.

and if the parent be mistrustful of the teacher's ability in any line, he will be on the look out for flaws, and will possibly find some that may not exist.

Confidence once gained is not easily lost. Let the teacher gain the esteem and confidence of the parents, and he will find that there will be little inclination among outsiders to meddle with affairs of the school-room. Many teachers claim that they dare not meddle with the usual school routine, as they would create trouble for themselves. On this principle a little child of five or six years is kept sitting upright as a grenadier, on a seat not too comfortable, for five and a half hours per day. Summer and winter, pleasant days and dark days, are all one to this little unfortunate, who would gain physically and mentally, if allowed to play half the school hours with others of his own age, in some assigned place at which the teacher could occasionally glance as the work went on in doors.

On this same illustrious principle, an hour's recreation in the way of songs and recitations on Friday afternoon is not to be thought of. Somebody might object. On similar grounds the timid retiring scholar who occasionally and perhaps unintentionally commits a fault, must be punished equally with the vicious pupil who again and again, and "with malice aforethought" commits the same fault, lest the teacher should be accused of partiality. Now this is not as it should be. The teacher should be at liberty to use his judgment in such cases without a thought for outside opinion. Now I contend that if any teacher with ordinary tact, with ordinary honesty of purpose, with ordinary capabilities, does not enjoy his liberty of judgment, it is in a measure his own fault.

Closely allied to tact is the use of the rod of correction; indeed, by some teachers, the latter is made to supply the place of the former. I am happy to know the number of such is few, in these closing days of the nineteenth century. Let me not give the impression that I disapprove of corporal punishment, for the contrary I have the greatest possible veneration for that time-honored institution if discreetly used—but therein lies the point.

There exists a very nice distinction between the use and the abuse of that official instrument, the rod. I believe, indeed I know there are pupils, whose feelings can only be reached through the finger tips; but I am happy to believe that such are the exception. When compelled (I use the word significantly) to chastise a pupil, let the teacher be sure to do it, but let him be very sure not to overdo it. To give two blows when one would suffice, is simply barbarous. I have known teachers punish one pupil severely for a slight offense, that he might serve as an example to the rest. What a bright and shining example of brutality such a teacher is! For a teacher in the prime of manhood or womanhood to beat a little child, no matter how vicious, as a jockey would beat his horse, is monstrous. That such things have occurred we all know, that they do occasionally still occur, we also know. I tremble with indignation to remember that I once knew a teacher, who beat a half-witted boy, day after day, week after week, for not knowing his spelling lesson in the Part Second Book. I am satisfied that the teachers of to-day, as a class, are an improvement in this respect on those of fifty years ago, and I am equally satisfied that there is still room for improvement. Young teachers are sometimes misled in the matter of punishing from the fact that they follow the example of their own early instructors, and mete out the evil to others as it was measured to themselves. Some again adopt corporal punishment as the surest and speediest method of quelling disturbance, without a thought as to whether it is the wisest course to pursue or not; while others, influenced by the atmosphere or other causes, punish as the feelings dictate. This is my eighth year of teaching, and with the experience I now have, if I could begin anew, I would adopt this as a principle, "To inflict no corporal

punishment on a pupil until I had tried every other remedy." There are of course special faults, such as impertinence of address, that are demoralizing to the other scholars, that must be dealt with promptly, and crushed out of existence at the very first appearance, but I am referring more particularly to occurrences common to every school. I will briefly state some of its evil effects according to my experience. Firstly, it is the surest way of obtaining the ill will of the parents. It is human nature the world over that few parents can contemplate kindly the punishment of their child by a strange hand, no matter how unamiable the child may be. You who are parents, you who have young brothers and sisters, can understand this feeling. Secondly, in many children it raises a spirit of defiance not easily held in check. Thirdly, punishment often resorted to, soon comes to be looked on as one of the necessary evils of the school-room, and is endured by the reckless and shirked by the weak as being merely a part of the daily programme. As continual dropping wears the stone, so does perpetual punishing weaken the impression it should have. Fourthly and lastly, it is degrading to the teacher and pupil.

These are only a few, a very few of its evil effects, but I must hasten on.

As teachers, we often fail in not being as considerate and sympathetic as we should be. Should it be considered a heinous offense for a boy or girl with a superabundance of animal spirits to give way occasionally to an outburst of mirth in the school-room during work hours? I cannot think so. I have too lively a remembrance of some of my own youthful shortcomings to cherish such a thought for a moment. Teachers should always bear in mind that children, as a general thing, are not maliciously noisy, but that they require constant employment, and if it be not furnished them, they will find it themselves. To sum up the whole matter, let the teacher while in the school-room be *firm, patient, sympathetic, cautious*. A few words on each of these.

Firmness.—Let the teacher make no promises that he cannot fulfil, no rules that he cannot enforce. Let him watch that his slightest command is obeyed at the time and in the manner he would wish. Let him allow no flagrant breach of discipline to pass by unnoted, and at all times let his words and actions be above reproach.

Patience.—Let him not expect the result of his labors to bud, blossom and bring forth fruit under his eyes, but let him improve the minutes and hours and trust to the years for a result.

Is the road very dreary?

Patience yet;

The clouds have silver lining.

Dinna forget,

An over anxious brooding

Doth beget

A host of fears and fantasies deluding;

Then, brother, lest these torments do intruding,

Just bide a wee and dinna fret.

Sympathy.—Let him not forget the days when he too was young, the days when he too had the same wild desire to laugh at the wrong time, the days when he cut the buttons from the back of his teacher's coat, and a thousand other similar days, and let him ask himself if his boys of to-day are any worse than he himself was, and more than this, let him not be too severe on his pupils for every bit of thoughtless fun in which they may indulge.

Caution.—The teacher who goes into his school-room in the morning with this thought, and keeps it there until he leaves at night, rarely gets into trouble with parents or pupils. Why? He seldom or never punishes a pupil hastily or in the wrong. He does not often overpunish, he makes no rash speeches that may be commented on unfavorably at home; in short, he avoids many stumbling blocks. But I hear one exclaim, "Oh, I like people to be natural,

I detest your cautious, politic person, who has an aim in view for every pleasant smile and agreeable word, and who never says an imprudent thing." Very well, my friend. How do you feel towards the crotchety, cantankerous individual, whose every word is a snarl, and every word a frown. Wouldn't it be a relief to your feelings to see him occasionally cloak his natural propensities even in the robes of policy and caution. Again another says, "It's impossible for any one teacher to possess all these qualities; it is expecting perfection from frail human nature." It may be impossible to be perfect, but it is not impossible to aim at perfection. I am not advancing all this as something delightful in theory and impossible in practice. Nor yet am I quoting something from the sage advice of the numerous school journals now issued. I am simply giving my experience, or a small part of it, for the benefit of some younger in the profession than I. I do not presume to advise or dictate to those older members of this honorable profession. With many thanks for your kind attention, I leave the subject with you to criticise as you think proper.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

COMPOSITION.

Examiner,—J. E. Hodgson, M.A.

1. Combine the following elements so as to form a complex sentence :—

The Strait of Gibraltar leads into the Mediterranean. The Mediterranean is a series of inland seas. These seas wash the coast of Italy. These seas wash the coast of Africa. These seas wash the coast of Syria. These seas wash the coast of Egypt.

2. Explain what is meant by the terms *direct* and *indirect* as applied to the form of speech. Give an example of each.

3. Express in words of your selection and arrangement the meaning of the following :—

(a) The boats plied busily; company after company was quickly landed, and as soon as the men touched the shore they swarmed up the steep ascent with alacrity.

(b) Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

4. Correct the following :—

- (a) What was the future of these two boys?
- (b) He ascended up the hill.
- (c) He pulled the plant up by the roots.
- (d) The whole town may be seen sailing up the river.
- (e) Can we suppose that good blood replaces teaching?
- (f) The two boys divide the work among themselves.
- (g) His faithfulness and fidelity are unequalled.

5. Write a letter to a friend, describing your school-grounds and class-rooms.

6. Expand the following into a paragraph :—

The Hundred-Years' War had ended not only in the loss of the temporary conquests made since the time of Edward the Third, with the exception of Calais, but in the loss of the great southern province which had remained in English hands ever since the marriage of the duchess, Eleanor, to Henry the Second, and the building up of France into a far greater power than it had ever been before.

WRITING.

Examiner,—J. E. Hodgson, M.A.

1. Write the following letters and figures :—

A, B, C, H, M, O, P, S, T, W, X, *llh*, *qq*, *rms*, *ptt*, *llgh*, *qu*, 3, 6, 7, 9.

2. Write the following passage :—

"I had been often told that the rock before me was the haunt of a genius and that several had been entertained with music who had passed by it, but never heard that the musician had before made himself visible."

DRAWING

Examiner,—John Seath, B.A.

N.B.—The ruler may be used, if necessary, to draw the long horizontal lines across the paper in question No. 5, but for no other purpose.

1. On three horizontal lines, each 1 inch in length, draw three kinds of angles and name them.

2. On four horizontal lines, each 1 inch in length, draw four kinds of triangles and name them.

3. On two horizontal lines $1\frac{1}{2}$ inches apart, and each $\frac{1}{2}$ inch in length, draw a vase with the body or lower part of an oval shape 1 inch in length, and 1 inch broad at the widest part; the curves of the neck forming with the curves of the body reversed curves. Draw bands across the base of the neck and the widest part of the vase.

4. On a line $\frac{1}{2}$ inch in length, draw an octagon; within the octagon draw an eight-pointed star. Number the construction lines to show the order in which they were drawn.

5. Draw two horizontal lines across your paper $\frac{3}{4}$ inch apart, within these lines design a border composed of reversed curves.

6. On a line 1 inch in length, draw a square, within the square draw a pentagon. Number the construction lines to show the order in which they were drawn.

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

SPELLING.

ENTRANCE TO THIRD 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. There, between him and the sunlight, loomed a dark figure with cruel eyes.

2. The crystals have the greatest beauty and variety of form.

3. The engine-driver saw the boy on the track and whistled for him to get out of the way.

4. He knew much about beavers, rattlesnakes, and birds' eggs.

5. Father, make thy little child, kind, obedient, modest and meek.

6. The ostrich at last becomes tired out and half starved.

7. The servant sometimes deceived the elephant.

8. She cherished in her wee, cold hand a bunch of faded clover.

9. He ruffled up his black feathers, fluttered his wings, and then flew slowly across the fields.

10. Robin is dressed in orange-tawny and black and brown.

11. After they are roasted, they have to be ground to a powder.

ARITHMETIC.

ENTRANCE TO FOURTH CLASS.

1. Define measure of a Number, the Greatest Common Measure of two or more numbers, the Least Common Multiple of two or more numbers, Prime Number, and Mixed Number. Give all the integers of which 36 is a multiple.

2. 2 cwt, 3 qrs. 15 lbs. is taken 6 times from a certain number, and the remainder contains 2 qrs. 1 lb. 7 times. Find the number in pounds.

3. Find the product of the sum and difference of the greatest and least of the following fractions: $-\frac{2}{3}$, $\frac{5}{8}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{2}{9}$, $\frac{1}{4}$.

4. 3 horses are worth as much as 10 cows, and 3 cows as much as 14 sheep. If a sheep be worth \$7.50, find the value of 2 horses, 4 cows, and 6 sheep.

5. A person sells a piece of land 8 rods long and 6 wide at \$120 an acre, but throws off $\frac{1}{10}$ of the price for cash. How much should he receive?

6. A owes B a bill of \$42.80. He pays the debt partly with wood and partly with cash. The wood is 28 ft. long, 5 ft. high, and 4 ft. long, and is worth \$2.62 $\frac{1}{2}$ a cord. What sum in cash will settle the bill?

7. A person owns $\frac{2}{3}$ of a vessel; he sells $\frac{3}{4}$ of $\frac{2}{3}$ of his share for \$3,275. Find the value, at the same price, of the part he still owns.

8. Reduce $\frac{3}{4}$ of an ounce to the decimal of a pound, troy.

9. What number added to 7,869,456 will make it exactly divisible by 8,975?

SPELLING.

ENTRANCE TO FOURTH 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. These furry little quadrupeds can stay a long time under water.

2. Hateful rivalries of creed shall not make their martyrs bleed.

3. He leadeth me in the paths of righteousness.

4. The little ditty I have quoted must have been very quieting.

5. It is provided with a tremendous array of teeth.

6. To his eternal honor, he prevented the torture being performed.

7. The angel wrote and vanished.

8. There was a great difference between the pompous manner of the petty officer and the natural, courteous dignity of the royal traveller.

9. The giraffe is to be found in menageries and the public gardens.

10. I am a gentleman, and not an executioner.

11. All the small stones or pebbles seem to be imprisoned in pavements.

12. Merchandise, solitary, mariner, ventilation, ludicrous, deceit, sycamore, sepulchre, dissipation, hippopotamus, scythe, buoy.

GRAMMAR AND COMPOSITION.

ENTRANCE TO FOURTH CLASS.

1. Define: Possessive case, gender, syllable, inflection, vowel, indicative mood, analysis.

2. Analyze as fully as you can:

The large are not the sweetest flowers;

The long are not the happiest hours;

Much talk doth not much friendship tell;

Few words are best—I wish you well.

3. Parse: Large flowers, friendship, best, wish, you.

4. Give comparison of: True, dry, funny. Write the vowels of: Valley, sheaf, woman. Give the feminine of: Hero, negro, lily.

6. Correct:

(a) Him and me seen the bird that flew.

(b) You are stronger than me.

(c) Who do you think I saw to-day?

(d) He throwed it into the river for I seen him when he done it.

7. Write seven or eight sentences on one of these subjects: (a) Your own school. (b) A railway station. (c) The new third reader.

Practical.

FITCH'S LECTURES ON TEACHING.

PART II.

The previous paper stated some of the merits of this book, and cheerfully gave to the talented author credit for a useful and stimulating contribution to the general literature of education. At the same time strong reasons were given for the opinion that it is not altogether suitable to the purposes for which it has been authorized in Ontario, viz., as a text-book for Normal Schools and Teachers' Institutes.

Mr. Fitch's lectures are especially valuable for the multitude of topics he has discussed, and for the suggestive way in which he has treated them. Our fluent and cheerful guide conducts us over vast and fruitful plains with fine vistas and distant mountain peaks. We wander at will on a sort of holiday trip through a pleasant country, gulling a flower here, catching a glimpse of landscape there, while our versatile guide enlivens the journey by his sparkling conversation which changes from topic to topic as rapidly as the scenery varies around us. The general effect on the reader is to widen his mental horizon by discovering to him a vast region, a continent of thought, and exciting him to independent thinking. But this very sweep and comprehensiveness is a serious ground of objection against the book as a text-book for young teachers. They ought by no means to go picnicking and bivouacking over a wide territory, but rather to settle down on a well-defined district, occupying a central and commanding position. This ranch they should know thoroughly by travelling over every foot of it repeatedly. There will be more labor and less landscape; but the profit will also be more tangible and less poetic. They will acquire greater power for their special work by cultivating thoroughly a limited field, than by wandering somewhat aimlessly over a number of provinces. A few cardinal principles thoroughly grasped, and carefully traced through numerous applications to their special work—the general principles of lesson-giving with a great variety of special applications to the subjects on the Public School course—this we respectfully submit is the great desideratum for teachers—in training.

And this brings us to remark that a considerable part of the lectures is wholly inapplicable to the circumstances of American Public Schools. Take, for example, Chapter III, *The School-room and its Appliances*, and we see at a glance how far the English conception of a comfortable and convenient school-room lags behind the American realization. We are solemnly informed, for instance, that to each seat "there should be a back rail not more than ten inches high, and for very young children about seven inches high. . . ." *Ab uno disce omnes*, for this is a fair specimen of several other antiquated notions scattered here and there like fragments of ancient superstition from which the clever and clear-headed lecturer has not been able to shake himself wholly free. Chapter

VIII., also—"The Study of Language"—dealing chiefly with Latin, Greek, French, and German, has very little bearing on our Public School work, though it is clear and full of excellent points. Chapter VI.—"Examining"—is perhaps the best in the book; but even here the topics are multiplied at such a rate, that, like the whole course, the treatment is necessarily very rapid and cursory. Mr. Fitch justly remarks "that the art of putting questions is one of the first and most necessary arts to be acquired by the teacher;" but the proper method of dealing with imperfect answers, is barely glanced at in the rapid review that leads off to a long discussion on written examinations, which the Central Committee ought to learn thoroughly by heart, but which has not much connection with the work of primary schools. In passing, we may notice that the writer condemns questions of the type, "Can any one tell me?" "Which of you knows?" and yet in Chapter VII.—"Oral Expression"—he falls into the same type himself when he says "You will do well to say in the last five minutes of a lesson, 'Which of you can give me the best account. . . ?' 'Who can tell me now the anecdote. . . ?'" It is only fair to add that this writer is generally very consistent, and can rarely be caught tripping.

The general fault of the book is its empire character. Mr. Fitch is thoroughly English in his treatment, and aims much more at giving good sensible advice founded on his large experience in English schools, than at leading his disciples up to general principles of universal application. He formulates no theoretical maxims after the fashion of German writers; he assumes no philosophy of mind; he is thoroughly empirical, and bases all on experience and common sense. With this we do not altogether quarrel, when we remember the barren and dreary ideals of some German dreamers. Nevertheless, we regret that so able a lecturer has not attempted to disentangle some leading principles from the mesh of details and base them on the laws of thought. Clear, intelligent, impressive, fruitful teaching must rest on something higher and deeper than mere experience; and, unless our teachers are to become mere empirics, these fundamental truths must be clearly brought out by comparison and induction.

The prevailing fault of English pedagogy, from Locke downwards, is its aristocratic character, the chief problem being the education of a gentleman. The spirit of our system is essentially democratic, and its chief problem is the education of the whole people. Mr. Fitch, we are happy to say, though very strictly Conservative in most respects, breathes a Liberal atmosphere which corresponds very closely with our own. His numerous lectures before the College and Preceptors have, perhaps in general, more of democratic tone and color, than those he delivered at Cambridge, and show him in some respects to better advantage.

If these scattered observations lead to a deeper study of Mr. Fitch's teaching, and tend in any degree to promote the free discussion he loves, the writer will be satisfied. If they should lead to a careful sifting, and to that spirit of inquiry which will accept nothing merely because Mr. Fitch says so, the writer will be highly gratified; for mere authority is quite ephemeral, but principles are quite eternal.

Y. D. X.

The good offices of the public library are being invoked by teachers in aid of the older scholars. This is in every way good, but there is an earnest need of school libraries for primary schools. Every room needs a good variety of profusely illustrated bound volumes, like *Babylonia*, and other books that can at once interest the little folks and tempt them to read the large-type stories.—*American Teacher*.

THE EDUCATIONAL VALUE OF THE DAILY NEWSPAPER.

Neither an omnivorous reader, nor an omnivorous eater deserves praise; for great capacity for swallowing is not commendable. But what is worse, he who devours everything he can get into his mouth, or reads everything he can get his eyes on? The catalogue of what mankind eat would contain many singular articles, but the dishes the modern daily newspaper serves up as mental food, is much more astonishing. Murders, suicides, robberies, rapas, burglaries, thefts, drunkenness, brawls, gambling, vagabondage, street-walking, opium dens, saloons, elopements, and desertions, are only a few of the long catalogue of "news" (?) paraded before a civilized community every morning in the year. And Christian men read the stuff! And Christian men enjoy it! And well might we think of a civilized stomach enjoying the taste of decayed meat, as to imagine a civilized brain enjoying the odoriferous stories of crime and shame printed in our daily press. And some teachers propose to bring such papers into the school as reading matter! No! teachers. No! if you have any care for the temporal and eternal rest and safety of the children committed to your trust.—*N. Y. School Journal*.

Educational Notes and News.

Mr. H. R. Horne, who has been a very successful teacher in Brock for a number of years, has resigned his school, and intends after Easter to begin a course of study in Collingwood High School, preparatory to entering Toronto University.—*Whitby Chronicle*.

The semi-annual Institute meeting of the teachers of West Huron will be held in Exeter, on Friday and Saturday, May 21st and 22nd. In addition to the local talent, William Houston, Esq., M.A., Parliamentary Librarian, will take part in the proceedings.

The Ridgeway High School is to be formally elevated to the rank of a Collegiate Institute about the 1st of May. Hon. Geo. W. Ross, Minister of Education, and Principal Millar, of the St. Thomas Collegiate Institute, will deliver addresses upon the occasion.

The council of the township in which Dutton is situated have ordered that a vote of the township be taken May 20th, on the application of the Dutton High School Board for \$4,000, wherewith to purchase a site and erect a new High School building in the village.

The Education Department has fixed the following dates for teachers' examinations:—For second-class subjects, from June 28 to July 3; for third-class subjects, from July 6 to July 10; for first-class subjects (Grade C), from July 12 to July 16, and for first-class subjects (Grades A and B), from July 20 to July 22.

If an s and an i and an o and a u, with an x at the end, spell "Six," And an a and a y and an e spell "i," pray what is a speller to do? Then if also an s and an i and a g and an h and e-d spell "cids," There's nothing much left for a speller to do but to go and commit *Siouxayesighed*.—*Exchange*.

Text-books are useful because they teach children how to use books; because the knowledge they contain is clear and definite, they are useful for promoting self-reliance, for relieving the teacher, because they enable a class to do more work in a given time.—*Anna Walton in The Student*.

It is hard to make boys believe that it is not right for them to do what men do. An example of this occurred in Brooklyn last week in Public School No. 34. The boys struck for half an hour's recess in the afternoon. They would not take their places when the bell rang, nor would they let the younger boys go in. We regret to say that here the matter ended. The parents and teachers did not even suggest arbitration, but, aided by a policeman, descended upon the refractory lads, collared them, marched them into the building, and flogged some of them soundly. The morality and wisdom of this procedure we will not here discuss.—*School Journal*, (N. Y.)

We acknowledge the receipt of a copy of *The Daily Bulletin*, published in Honolulu, Hawaiian Islands, containing a lengthy report of the Industrial and Reformatory School in that city. Mr. Walter Hill is Superintendent, and Mr. Edward McGeeney, assistant. The description of the premises and accommodation is interesting.

At a recent meeting of the Senate of the University of Toronto a communication was received from the Education Department enquiring whether second-class certificates, received prior to 1886, would be accepted *pro tanto* for matriculation. The Senate decided that the back second class certificates were to be received *pro tanto* for matriculation.

Among the cities of Ontario, according to the report of the Minister of Education for 1885, Stratford is first in average attendance of pupils at its separate schools as compared with the total attendance. The figures are:—Stratford 69 per centage, Brantford 68, Toronto 62, Kingston 59, Belleville 57, Ottawa 56, Guelph 53, Hamilton 53, St. Thomas 50, St. Catharines 48, London 48.

Mr. Wm. Moore, B.A., of Perth, has been engaged as second assistant in the Smith's Falls High School, in the place of Mr. Ferrier, resigned. The Board has, no doubt, secured a competent man in the above appointment, as Mr. Moore comes highly recommended from places where he has taught before. The High School is in a flourishing condition under its present staff of teachers.—*The Independent*, (Smith's Falls).

How hard a thing it is to teach as well as we know. Who has not gone to the school room in the morning, full of enthusiasm, and eager to try some beautiful theory, and left in the afternoon mortified with failure? Paul was right when he said, "For the good that I would, I do not; but the evil which I would not, that I do." To become a good teacher requires something more than theory and enthusiasm. It takes years of patient practice. No one can become a full-fledged teacher all at once. A teacher is a growth, often a slow growth. Let us, then, try to be content with growth, even if it be slow. The best plan is to strive to find the worst fault, and correct that. Make one improvement at a time.—*Etc.*

East Grey Teachers' Association, at their convention held in Thornbury, April 21st and 22nd, resolved to supply the CANADA SCHOOL JOURNAL to every member for one year. This is an example that other Associations would do well to follow. The premiums, though acknowledged to be valuable and appropriate, were not the attraction, it was the thorough practical character of the paper, and its suitability to the Public School work that secured its adoption. We receive from every Province in the Dominion cheering words of approbation, best wishes for success, renewals long before the term of subscription expires, and new subscriptions from places previously unheard of. We are greatly encouraged and thank our patrons cordially.

Extract from letter sent by J. H. Boughton, President of the Board of Education, Fort Collins, Colo., to a friend in Toronto:—

"We have adopted Tonic Sol-fa as our method of instruction in music after careful investigation and trial, and, this year, have made it a graded study, requiring all pupils to pass in it. This is the second year we have had it taught, and are more than satisfied with the results. For voice culture, learning time, rythm, general knowledge of, and a love for, music, this method is *unequaled* by any other. We have obtained results from a whole grade in three months' work that could not be done by the old staff method in a whole year. Tonic Sol-fa is the only method for graded school work, I am satisfied it will soon be accepted as such for *results will tell* and overcome all prejudices. All it wants is a chance to show what it can do and it will stay."

Much stress is laid very properly upon the importance of presenting topics of instruction in a manner pleasing to the pupil. But it should never be forgotten that there is nothing really valuable in education that does not demand real, steady, energetic effort to secure. The purpose of the school is to discipline and develop the powers of the mind, as well as to secure the acquisition of knowledge. To do this patient labor is indispensable on the part of the pupil. We have no faith in teachers who claim to teach in "twelve oral lessons" the principles of any branch of study. It is true that a pupil may listen with delight, and perhaps catch a smattering of a subject thus superficially presented. In our view such teaching is, mostly, a waste of time, and in many cases worse than waste, as are most of the so-called "labor-saving" processes in education.—*Etc.*

As a lesson is learned, an impression is made upon the mind, which to a greater or less degree is permanent; but it is the height of folly to believe, or to practise the belief, that because a child has once learned a lesson, that he may lay it aside and reproduce it when called upon. We should not repeat to our pupils, or require them to learn that which is not worth repeating; and pupils should be held to a strict account for the information given them. Not five minutes after the recitation, but day after day, they should have their memories strengthened by oral and written reproductions of the knowledge they have acquired. The things of which we are most certain, are those that have been presented to our minds repeatedly. First impressions may be forcible, but they are not necessarily lasting. In general, we may expect drill after drill, and repetition followed by repetition, if we would have knowledge stay.—*Our Country and Village Schools.*

The next meeting of the Lanark Co. Teachers' Association will be held in the High School, Almonte, on Thursday and Friday, May 13th and 14th. Papers will be read by F. L. Mitchell, I.P.S., on Geography; D. A. Nesbitt, of Pakenham, on Mental Arithmetic; Miss Twigg, of Pakenham No. 8, on "The Experiences of a New Teacher;" Wm. Houston, M.A., Parliamentary Librarian, Toronto, on "English Literature and Spelling Reform;" Dr. McLellan, Director of Teachers' Institutes, on "The A B C of Arithmetic," "The Art of Questioning," and an address on "Hopkins' Outline Study of Man," and to mark any difficulties met with in the first 97 pages of Hopkins'. These difficulties will be explained by Dr. McLellan in his address. Dr. McLellan will deliver a public Lecture in the Town Hall on the evening of Thursday, May 13th. The subject will be "Critics Criticised." There will be vocal and instrumental music.

TREE PLANTING.

As a rule, I have not much sympathy with the effort to set out large trees in the hope of obtaining shade more quickly. The trees have to be trimmed up and cut back so greatly that their symmetry is often destroyed. They are also apt to be checked in their growth so seriously by such removal that a slender sapling, planted at the same time, overtakes and passes them. I prefer a young tree, straight-stemmed, healthy, and typical of its species of a variety. Still, when large trees can be removed in winter with a great ball of frozen earth that ensures the preservation of the fibrous roots, much time can be saved. It should ever be remembered that prompt, rapid growth of the transplanted tree depends on two things—plenty of small fibrous roots, and a fertile soil to receive them.

The hole destined to receive a shade or fruit tree should be at least three feet in diameter and two feet deep. It then should be partially filled with good surface soil, upon which the tree should stand, so that its roots could extend naturally according to their original growth. Good fine loam should be sifted through and over them, and they should not be permitted to come into contact with decaying matter or coarse, unfermented manure. The tree should be set as deeply in the soil as when first taken up. As the earth is thrown gently through and over the roots it should be packed lightly against them with the foot, and water, should the season be rather dry and warm, poured in from time to time to settle the fine soil about them.

The surface should be levelled at last with a slight dip toward the tree, so that spring and summer rains may be retained directly about the roots. Then a mulch of cold manure is helpful, for it keeps the surface moist, and its richness will reach the roots gradually in a diluted form. A mulch of straw, leaves, or coarse hay, is better than none at all.

After being planted, three stout stakes should be inserted firmly in the earth at the three points of a triangle, the tree being the centre. Then by a rope of straw or some soft material the tree should be braced firmly between the protecting stakes, and thus it is kept from being whipped around by the wind. Should periods of drought ensue during the growing season, it would be well to rake the mulch to one side, and saturate the ground around the young tree with an abundance of water, and the mulch afterward spread as before. Such watering is often essential, and it should be thorough.—*E. P. Roe, in Harper's Magazine.*

Question Drawer.

QUESTIONS.

(1) Should the compound rules be taught before fractions? (2) What is the most satisfactory way of giving credit marks?
HUGH, Ottawa.

I hold a second-class grade A non-professional certificate, and have taught one year on a third-class professional. I wish to know it, by passing the required non-professional examination, and attending the training institute for first-class teachers, I can get a first-class professional certificate without attending the Normal School.

J. B., Connor.

(1) Can a teacher, holding a certificate to teach in Ontario, teach in Manitoba on that certificate? (2) To whom should I write for information about the schools of Manitoba?
M. P., Wentworth Co.

M. P., Wentworth Co.

Kindly answer the following questions:—(1) Ode to France.

Expatriate: "When Franco, her front deep-scarred and gory,
Concealed with clustering wreaths of glory."—Stanza 3.

(2) "Drunken Passions." Same stanza.

J. H. T., Bluevale.

How would you lay out a square acre mathematically correct?

F. B., Cornwall.

ANSWERS.

HUGH, Ottawa. —(1) We are of opinion that fractions, in a general sense, may be taught in connection with the simple rules, and therefore before the compound rules. (2) We request a reply to this question from our readers.

J. B., Connor.—We presume that certificates obtained at a training institute are equivalent to those of the Normal School, and attendance at the latter is obviously unnecessary.

M. P., Wentworth Co.—(1) Ontario Teachers' Certificates are recognized in Manitoba. (2) J. B. Somerset, Esq., M.A. Superintendent of Education, Winnipeg.

In reply to T. C., Goldstone, April 1st, 1886.

(1) ABC is a right angled triangle. AD bisects BAC and cuts BE in D. Required length of AD.

$$\sqrt{AB^2 + AC^2} = BC = 50. \quad (I-47).$$

Drop perpendicular AE from A on BC.

$$\text{Area of triangle ABC} = (AC \times AB) \frac{1}{2}.$$

$$\text{Area of triangle ABC} = (BC \times AE) \frac{1}{2}, \text{ or } AC \times AB = BC \times AE, \therefore AE = 24.$$

$\sqrt{AB^2 - AE^2} = BE = 18. \quad (I-47).$ Then if the angle of a triangle be bisected by a straight line, which also cuts the base, the segments of the base shall have the same ratio to each other as the other sides of the triangle, &c. (VI-3).

Dividing BC in the ratio of 30 : 40.

$$BD = 21\frac{3}{4} \text{ and } DC = 28\frac{1}{4}.$$

$$BC = 18 \therefore ED = 3\frac{3}{4}. \text{ AED is a right angle triangle, and}$$

$$\sqrt{AE^2 + ED^2} = AD = 24.243. \dots$$

(2) Solid contents of globe or sphere = Diam.³ × .5236.

(3) (a) That which causes a thin shadow beside the heavy one thrown by a heated stovepipe is a gas caused by the action of the heat upon the air surrounding the pipe. (b) No.

DAVID DUFF, Balmorcal.

Reply to T. C., Goldstone, April 1st, 1886.

Draw DE² to AC then DE = AE ∴ AD² = 2AE² ∴ AD = AE√2.

$$AC : AB :: EC : ED (=AE) \text{ (Euc. VI. 2).}$$

$$AB + AC : AB :: EC + AE \text{ (or AC) : AE by comparison.}$$

$$\therefore AE = \frac{AB \times AC}{AB + AC}.$$

$$\therefore AD = \frac{AB \times AC}{AB + AC} \sqrt{2} = \frac{30 \times 40}{30 + 40} \sqrt{2} = 24.24.$$

C. W. B., Maitland, Hauts Co., N.S.

P.S.—Is "resembling" a misprint? [Yes; it should be "subtending."—Ed.]

Reply to T.C., Goldstone.

1. Given the two sides of a right-angled triangle to find the hypotenuse. Square the sides, add and extract the root; thus 30 × 30 = 900, 40 × 40 = 1600 + 900 = 2500, root 50. Next find the area. Multiply the base by half the altitude, 40 × 15 = 600 area. Then take 50 for base with which divide the area, this gives half A D, thus 600 ÷ 50 = 12 × 2 = 24 length of A D.

2. Take the diameter of any sphere and multiply its cube by .5236, the product will be the required solid contents.

3. It is not the heat, but the heated oxygen which throws the shadow.

X + Y.

T. C. Doidge, in replying to the geometrical question given by T. C., Goldstone, is not correct, because he does not draw the line bisecting the right angle to the point D in the line subtending the right angle.

E. E. R., Inkerman, and T. C. Doidge give the same rule as that given in David Duff's answer for finding the solid contents of a globe or sphere.

MY RAILROAD PROBLEM.—I condemn myself for negligence in not acknowledging Mr. D. McEachren's very neat solution. I have compared his with my own solution, and I prefer his. I will remit him mine by mail, if he desire. I wish to draw the attention of your readers, Mr. Editor, to the following curious case in triangles:

Euclid tells us that triangles on the same base and between the same parallels have equal areas. In the triangle whose sides are 3, 4, 5, if we take 4 as a base, we should be able to find rational sides other than 3 and 5 and area 6; the perpendicular distance between parallels being 3. Also, in the triangle whose sides are 5, 12, 13, sides other than 12 and 13 can, I think, be found. I spent much time at this case.

JOHN IRELAND, Fergus.

To the Editor of the CANADA SCHOOL JOURNAL:

It strikes me that "T. W. S." in the "Question Drawer" of April 1st has over-shot the mark in his criticism of that problem, H. Smith's Arith. page 284, Ex. 256, and the solutions given. The most natural conclusion, certainly, from the statement of the problem, seems to be that the man does in half a day what the boy would require a day to do; that is, that he does twice as much as the boy. This conclusion is readily verified by the conditions of the problem, and what is more, no other supposition can be verified. Take, for example, "T. W. S.'s" supposition that the man may do two and a half times as much as the boy. The man and boy, working alternately 6 days, will leave $\frac{2}{3}$ of the work still to be done; if it is the man's turn to work next, he will finish this on the seventh day, but if it is the boy's turn to work next, he will leave $\frac{2}{3}$ of the work at the end of the seventh day, which it will require $\frac{2}{3}$ of the eighth day for the man to finish.

H., Sherbrooke, P.Q.

Literary Chit-Chat.

Mr. Justin McCarthy and Mrs. Campbell Praed have just completed a new story entitled "The Right Honorable."

Houghton, Mifflin & Co. are shortly to publish "Hamlet's Notebook," the latest contribution to the Bacon-Shakespeare controversy.

Mr. Leslie Stephen's "Dictionary of National Biography" promises to be a rather formidable affair. The sixth volume recently issued reaches only the word Browell.

Messrs. Dodd, Mead & Co. are about issuing for the American News Company a quarto paper pamphlet edition of E. P. Roe's novel, "From Jest to Earnest."

Under the name of "Persia, the Land of the Imams," Rev. Jas. Bassett, a Missionary of the American Presbyterian Board, records the observations made during fourteen years' residence in "The Land of the Sun."

The "Political Science Quarterly" is the title of a new review, the first number of which has just been issued. It is under the editorial control of the Faculty of Political Science of Columbia College, and is to be devoted to the study of politics, economics, and public law.

The second volume of the "Narrative and Critical History of America," edited by Justin Winsor, Librarian of Harvard University, has appeared. This is the first instalment of a great historical work on an entirely new plan, that of co-operation. The whole work is to embrace eight royal octavo volumes, each topic, or section, being treated by a historical specialist, somewhat on the encyclopaedia plan.

Correspondence.

KINGSVILLE, April 12th, 1886.

Editor CANADA SCHOOL JOURNAL:

DEAR SIR,—In glancing through the columns of the SCHOOL JOURNAL, I was much amused to notice a few observations from your correspondent "Alpha," of Richmond Hill, and as I am one of the teachers referred to, I trust you will give me space for a few words in reply.

I can assure "Alpha" that his sympathy or pity is quite misplaced so far as the pupil I had the honor of preparing for examination is concerned. 'Tis a pity that people with large hearts and broad sympathies, reaching out in every direction, such as "Alpha," for example, should not extend their compassion to those in need of it. Your correspondent does not like the idea of pupils passing the entrance examination at the age of eleven years. Has he yet settled the age at which the "poor things" should pass? In looking over the list of candidates and schedule of marks for South Essex Schools, I find that forty-four pupils wrote for entrance certificates. Twelve passed without a recommendation, and one was recommended, which leaves thirty-one as failing entirely. Of these thirty-one, I find nineteen whose ages range from fifteen to twenty-one years.

Has "Alpha" no real, genuine sorrow for those young men and young women who failed? His tender heart seems to bubble over and all his sympathy seems to run out for those poor children who are able to pass the entrance at the age of ten or eleven years, while the grown up and those on the verge of manhood and womanhood have to drag their weary feet along, without one word of encouragement or sympathy from our friend.

What a loss Cardinal Wolsey must have suffered in taking his University degree at fourteen, and poor Mr. Pitt, the Great Commoner, who entered Parliament at nineteen, and at twenty-three was the greatest Prime Minister England ever had up to that time, in not having the yearning pity of "Alpha." Had he lived then, he would have deeply sympathized with the poor memory-stuffed children, and they no doubt would have known how to appreciate his kind and tender feeling in their behalf.

I wonder if "Alpha" is a teacher and if he ever prepared pupils for entrance to High Schools, and at what age does he feel his sympathetic heart inclined to have his precocious pupils pass. He talks about memory-stuffing, or as Dr. McLellan in his lecture on "Critics Criticised," calls it, cram. The Dr. does not seem to take much stock in this cram (or memory-stuffing, if you will), *furor*. True, educationists seem to deplore the lack of progress instead of the too rapid progress in our schools.

Has "Alpha" lived in the world long enough to be able to write to the press and not yet learned, or has he forgotten, the fact that some children are as near maturity at eleven as others are at fifteen years of age? Does he not know that some "poor children" have as good, aye and better, reasoning powers at ten than some grown people at twenty and even forty years of age? Could "Alpha" see this pupil who passed the entrance in her twelfth year, he would bubble over with "real sorrow" that so much heartfelt sympathy had been wasted.

You know, Mr. Editor, that sometimes success and real merit are a source of dissatisfaction to some people unless they can be placed to their individual credit, and I feel that "Alpha," if a teacher, is one of this class.

Thanking you for your kindness in giving place to this communication, I am,

Yours, &c.,

L. C. PALMER,
Principal, Kingville P. School.

Teachers' Association.

FRONTENAC.—A joint convention of this Association and the City of Kingston Teachers, was held in the County Court House, Kingston, April 21st and 22nd. In the absence of the president, the chair was occupied the first day by City Inspector, W. Kidd; the President, J. E. Burgess, M.A., presided the second day. W. Scott, B.A., of Ottawa Normal School, acted as Director of Institutes, and his wise and timely counsel was much appreciated. Mr. T. Packer, of Lake Opinicon, opened the proceedings with an address on the "Design and Extent of a Public School Education." He said that trades and professions are not hereditary, and it is outside the aim of a common school education to fit a child for any particular calling. Better to give him an education that will benefit him for any avocation he may have to fill in after life. Education was, like the elements, liquid, solid or gaseous, and the speaker believed in the solid. The average attendance at the public school is 5 years, and the pupils may be summed up in 3 classes:—(1) Those who never get beyond the 3rd Reader; (2) Those who finish with the 4th; and (3) Those who pass into the High School. Practical subjects should receive most attention. Miss Caldwell, of Catarqui Public School, read a very interesting paper on "Tact." On motion of Mr. J. W. Henstridge, seconded by Dr. Agnew, I. P. S., it was resolved that the editor of the JOURNAL be requested to publish it. Mr. Scott, who was well received by the members, took up "Special Points in Arithmetic," and impressed upon his audience to develop the reasoning and perceptive faculties in their pupils rather than trust to mere rote work. H. W. Poor, of the local Art School, gave a brief address on the "Advantages and Aims of Drawing in Public Schools." In the evening a public meeting was held in the spacious room of the Dominion Business College, kindly placed at the disposal of the Associations by the principals, Messrs. McKay and Wood. A large audience was present. Mayor Whitney occupied the chair and introduced Mr. Scott in a very appropriate address. Mr. Scott's lecture on "The Rights of Parents, Teachers and Pupils," was well received, and elicited a cordial vote of thanks.

Second Day.—R. Balmer read a well-written paper on "The Study of English," in which many of the leading abuses and pet theories of the present day were dealt with trenchantly. He condemned the parsing and analysis hobby, paraphrasing the style of one author or poet into that of another, and other crude and needless exercises. The fashion of grammar changed from century to century, and what is necessary is uniformity of usage. The child who hears good language used will use no other himself. The speaker would banish grammatical technicalities, would simplify the teaching of grammatical usage, would use English literature to show the mind of the author and his facility or beauty of expression, and would teach composition from the lowest class up. The essayist's views were spiritedly discussed by Messrs. Henstridge, Burgess, Kidd, McQuarrie, Packer and Markie. Miss Ewing read a very practical paper on "The Art of Teaching," in which were many suggestive hints. Mr. Scott then gave an address on "Learning and Remembering." Mr. J. W. Henstridge was again appointed delegate to the Provincial Association, his expenses to be paid out of the funds. Mr. R. K. Row, principal of the City Model School, gave an address on Col. Parker's Methods, as seen by himself when visiting the Cooke Co. Normal School, Illinois. The address was brimful of practical points. J. E. Burgess, M.A., head master of Sydenham High School, took up the subject of Grammar, after which the meeting adjourned.

Publishers' Department.

We desire to inform our old patrons when renewing subscriptions, that our offer of premiums given with the JOURNAL, still holds good. We mention this because when renewing lately, many old subscribers did not notify us of the premiums they might wish to receive; others evidently in doubt have asked us whether we continue to give them. When there is a privilege given, we are anxious that all those who have adhered to us shall participate, and hope this hint will be sufficient.

For the list of free gifts with the JOURNAL, consult No. 2, January 15th; or if the paper be not available, write the Business Manager at this office.

We shall be thankful to those who have found the JOURNAL useful to them in the past, if they will mention the paper to their friends at the conventions to be held this month, and testify to its merits openly in council. We want a large list from every convention, and ask our readers to help in forming it. Sample copies will be sent to every convention, get your friends to examine them and we are confident they will admit that for practical utility, cheapness and excellence, the JOURNAL is leading the van.

Get your Trustees to subscribe as required by the School Law. It will help you with them when the several phases of school work are brought prominently under their notice, and enlarge their views on matters of education.

We would thank the secretaries for brief reports of convention for publication. At meetings where representatives from this office will attend, this will not be necessary as they will furnish reports.