



# The Canada School Journal.

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No. 10.

## REV. GEO. MUNROE GRANT, M.A.

At the beginning of December last, Rev. G. M. Grant formally assumed the office of Principal of Queen's College, Kingston, as successor to Principal Snodgrass. One of the best known pastors of the Presbyterian Church in the Maritime Provinces, he is at the same time well known throughout the Dominion as a brilliant speaker and a clever writer. He was born at Albion Mines, Pictou Co., N.S., on the 22nd December, 1835, his father being at that time schoolmaster at his native place. He first attended Pictou Academy, and there began his successful career, for he managed, while paying probably as much attention to play as to work, to

secure many prizes. In 1851 he was sent to the West River Seminary of the Presbyterian Church of Nova Scotia, his intention being to fit himself for the ministry, and at this place he spent two sessions under Principal Ross. West River Seminary, it may be mentioned, was subsequently merged into the Presbyterian Theological Hall at Truro. When his studies here were terminated, he was elected by the Committee of the Synod of Nova Scotia to be one of the four bursars sent to Glasgow University to study for the Church, and to Glasgow he accordingly went. He graduated in Arts, "with highest honours" in Philosophy, and carried off first prizes in Classics, Moral Philosophy and Chemistry, and second in Logic. "Highest honours" are only given to such candidates as have made no mistake in the written and oral examinations, and young Grant's success was rendered the more remarkable by the

fact that highest honours had not been taken in Moral Philosophy for five or six years previously. He was equally successful in his theological course, taking first prizes in Divinity and Church History, and several University prizes, among others the Lord Rector's prize of Thirty Guineas for the best essay on "Hindoo Literature and Philosophy." His fellow-students honoured him by electing him President of the University Conservative Club and of the Missionary Association, while the muscular Christians among them chose him as president of their Football Club.

At the close of his theological studies he was ordained a Minister of the Church of Scotland, and returned to his native country in January, 1861, being at once appointed a missionary in Pictou County, a post held by him for six months, and which he relin-

quished to take charge of a district in Prince Edward Island, where he remained six months. In May, 1868, he was inducted minister of St. Matthew's Church, Halifax, with which he was connected up to the time of his accepting the Principalship of Queen's College, and it was as pastor of St. Matthew's that he built up the reputation for eloquence, energy, and administrative ability which will long cause his name to be remembered. The congregation, when he took charge, numbered 115 communicants, that is, persons in full communion; it now numbers 370, and has raised for several years past over \$10,000 annually, half for congregational purposes, and half for educational, missionary and charitable objects; the increase in membership and energy being largely due to the unremitting efforts and great personal popularity of Rev.

Mr. Grant. He laboured unceasingly at the various sciences of the Church, and, as Convener of the Home Mission Board, reduced in four years the amount drawn from the Church of Scotland from \$6,500 a year to \$1,000, and this without diminishing the salaries of any of the clergy, his fervent appeals to the people producing increased subscriptions to the Church funds. In 1870 he was placed on the Committee on Union appointed to bring about the union of the four Presbyterian Churches in the Dominion. The union was consummated in Montreal, in June, 1875, after infinite negotiations and conferences of committees in Montreal and St. John; and as Moderator, Rev. Mr. Grant subscribed the articles for the Kirk Synod. In 1876 he was Convener, Secretary, or Member of the Foreign Missions Committee of the United Church, the Home Mission Board, the Young Men's Bursary Fund, the Committee on

Supplements, the Board of Superintendence of the Divinity Hall, the Senate of the Hall, the Widows' and Orphan Fund, and the Hunter Trust. He was also identified with most of the charitable associations of Halifax, notably the Association for the Relief of the Poor, the Dispensary, the Boys' Industrial School, and the Night Refuge for the Homeless.

As an educationist, he is best known through his connection with Dalhousie College, Halifax, of which he has been a Governor for nearly fifteen years, having been nominated as representative of the Kirk Synod, in recognition of his successful efforts to bring about the reorganization of the college by the co-operation of the Governors and the different Presbyterian bodies in the Province. He collected the greater part of the \$24,000 that the Church of



(From a photograph by Wm. Notman, Halifax, N.S.)

Scotland had to raise for the endowment of a Chair, and recently he started a scheme to raise an endowment of \$100,000, with the view of rendering the college independent and efficient. As a member of the School Association, founded for the purpose of hastening the establishment of a High School in Halifax, and altering the constitution of the Board of Commissioners of City Schools - which latter object failed - Rev. Mr. Grant took a prominent part in matters scholastic; and when the Local Government introduced a Bill to create the University of Halifax, on the model of the University of London, and to increase the grants to the denominational colleges, he was one of the chief opponents of the measure, and headed the anti-denominational college party--unsuccessfully, however, for in spite of his brilliant and forcible speeches, public opinion in the Province favoured the Government Bill. On the University of Halifax being finally established, he was appointed a Fellow, but resigned the position shortly afterwards.

As a writer, he is best known by his "Ocean to Ocean," an account of a trip across the Dominion, taken in 1872, in company with Mr. Sanford Fleming, Engineer-in-chief of the Canada Pacific Railway. The book has gone through two editions, and has been favourably reviewed by the English and Canadian press.

## Cleanings.

### AMERICAN PUBLIC EDUCATION.

It is safe, at least, to make the proposition that public schools are a curse to all the youth whom they unfit for their proper place in the world. It is the favourite theory of teachers that every man can make himself anything that he really chooses to make. They resort to this theory to rouse the ambition of their more sluggish pupils, and thus get more study out of them. I have known entire schools instructed to aim at the highest places in society, and the most exalted offices of life. I have known enthusiastic old fools who made it their principal business to go from school to school and talk such stuff to the pupils as would tend to unfit every one of humble circumstances and slender possibilities for the life that lay before him. The fact is persistently ignored in many of these schools, established emphatically for the education of the people, that the majority of the places in this world are subordinate and low places. Every boy and girl is taught to be "something" in the world, which would be very well if being "something" were being what God intended they should be; but when being "something" involves the transformation of what God intended should be a respectable shoemaker into a very indifferent and a very slow minister of the Gospel, the harmful and even the ridiculous character of the instruction becomes apparent. If we go into a school exhibition, our ears are deafened by declamations addressed to ambition. The boys have sought out from literature every stirring appeal to effort, and every extravagant promise of reward. The compositions of the girls are of the same general tone. We hear of "infinite yearning" from the lips of girls who do not know enough to make a pudding, and of being polished "after the similitude of a palace" from those who do not comprehend the commonest duties of life.

Now, I believe that a school, in order to be a good one, should be one that will fit men and women, in the best way, for the humble positions that the great mass of them must necessarily occupy in life. It is not necessary that boys and girls be taught any less than they are taught now. They should receive more practical knowledge than they do now, without a doubt, and less of that which is simply ornamental; but they cannot know too much. I do not care how much knowledge a man may have acquired in school, that school has been a curse to him if its influence has been to make him unhappy in his place, and to fill him with futile ambitions.

There must be something radically wrong in our educational system, when youths are generally unfitted for the station which they are to occupy, or are forced into professions for which they have no natural fitness. The truth is, that the stuff talked to boys and girls alike, about "aiming high," and the assurance given them indiscriminately that they can be anything that they choose to become, are essential nuisances. Our children all go to public schools; they are all taught these things; they all go out into the world with high notions, and find it impossible to content themselves with their lot. They hoped to realize in life that which had been promised them in school; but all their dreams have faded, and left them disappointed and unhappy. They envy those whom

they have been taught to consider above them, and learn to count their own lives a failure. What we greatly need in this country is the inculcation of soberer views of life. Boys and girls are bred to discontent. Everybody is after a high place, and nearly everybody fails to get one; and, failing, loses heart, temper, and content. The multitude dress beyond their means, and live beyond their necessities, to keep up a show of being what they are not. Humble employments are held in contempt, and humble powers are everywhere making high employment contemptible. Our children need to be educated to fill, in Christian humility, the subordinate offices of life which they must fill, and taught to respect humble callings, and to beautify and glorify them by lives of contented and of glad industry.

When our public schools accomplish an end so desirable as this, they will fulfil their mission—and they will not before. I seriously doubt whether one school in a hundred, public or private, comprehends its duty in this particular. They fail to inculcate the idea that the majority of the offices of life are humble; that the powers of the majority of the youth which they contain have relation to these offices; that no man is respectable when he is out of his place; and that half of the unhappiness of the world grows out of the fact that, from distorted views of life, men are in places where they do not belong. Let us have this altogether reformed.—*J. G. Holland.*

### CRAMMING.

We have studied with much care the proceedings of many of our schools and colleges, and think we have fathomed the principle that underlies their management. The aim of these excellent institutions unquestionably is to diminish population and kill off or irreparably injure the youth of the day. An unprejudiced examination of their methods, and the untiring energy with which these methods are pursued, will, we are certain, convince any candid mind that this is the special work of many of our seats of learning. The work has been carried on with unremitting zeal, and the reason that the results have not been more successful is that such great evils as young people cannot be entirely removed at once. Even the prompt and energetic measures of Pharaoh and Herod in murdering all the children under two years of age only afforded society a temporary relief. Being fully persuaded that young people have no business here, much less any right to determine what shall become of them, we should modestly suggest a system which will, we trust, prove expeditious, economical, and easy of execution; and being based upon nearly the same principles as those in use in many schools and colleges, cannot fail to be successful. Our method is beautiful in its simplicity. It is, briefly, feed the children to death.

It may be said that this is a poor economy, and that, moreover, the plan has been tried and proved a failure. That strawberry festivals have been given under the most favorable circumstances, and the population was diminished by one-tenth, is not to be questioned. Yet it is manifestly unjust to expect to accomplish in a day, or even two or three days, what is now the work of years. You cannot hope to demolish a naturally strong constitution by one festival, no matter how well managed. We maintain that the experiment has not been carried far enough. As to the expense, it is true that even the most moderate-priced food, such as milk for babes, is not as cheap as much of the instruction given to our children in the schools; but, on the other hand, if the same quantity of food were given to their bodies which is now bestowed upon their minds, in the same space of time, the result would be more speedy. One simple illustration will prove the truth of this statement. A young girl writes home from school that she had been ill for two weeks, but that by studying night and day she had been able to catch up with her class. Three days after the school had closed the young lady died of brain fever. Now, it is clear to the most supercilious observer that if the girl had been constantly fed, day and night, she could hardly have lived two weeks. This seems to us to prove conclusively the superiority of our plan to those now in use.

We are convinced that if book-cramming were abandoned for food-cramming, shortness of life among the youth could be secured with more certainty. If the book-cramming system be, as it undoubtedly is, so widely popular, why should not food-cramming become even more so? The arguments for both are almost identical. First, it is necessary to eat. Children should be taught to eat. Having been taught they should be made to eat, as some

children would rather play or read than eat, and some refuse food from pure disinclination for it. The natural appetite of the child must not be consulted, as this would interfere with the marketing system whereby the mutton of to-day succeeds the beef of yesterday. The natural capacity of the children cannot be taken into account, as it would entail endless labor in adjusting the right proportion of food to their different stomachs; besides this, they might take advantage and eat more on some days than on others. It is better to educate an equal digestion, as there are children who love eating for its own sake; it would be unfair to shrink their appetites, and one rule must answer for all. In one or two schools where the food-cramming system has been followed the children have received marks for the amount they have consumed. It is impossible to enter on the merits of this rule at present, though we may remark in passing that it seems to us to engender a spirit of rivalry and deceit. Children in these schools have been known to throw away the food given them, and thus they received marks for what they never even attempted to digest. We do not claim infallibility for the food-cramming system. Children have been known to graduate from its schools and live to a green old age, though their stomachs had been overloaded for years. Yet the advantages they had received were not entirely wasted, as they had invariably a ruined digestion. If food-cramming were thoroughly tried, we feel certain that, though the decrease of the population might not be at once apparent, yet future generations would be able to dispense with institutions both of learning and eating, as, in consequence of the impaired digestions and overworked stomachs of their ancestors, they will be idiotic or incapable of taking any nourishment whatever. We are confident that the system needs only to be presented to an enlightened public to meet sympathy and cordial support.—*Boston Globe*.

#### PRACTICAL RULES FOR TEACHERS.

It would do young teachers much good to learn the following rules:

Make yourself acquainted as far as possible with the parents of your pupils; *always* when you are troubled by one.

Report promptly to the superintendent special cases of excellent scholarship or extraordinary ability.

Parents' rights are paramount to all others. The schools belong to them and not to the teachers.

Treat all school property as though purchased with your own money. Maps, apparatus, and furniture of all kinds should be carefully preserved. *Not even one ink mark on desk or floor is excusable.*

Talk often to and with your pupils about proper deportment on the street, hanging on to passing vehicles, vulgarity, etc.

Do not answer questions asked you by pupils other than your own, if there is reason to suspect that the pupil is seeking to criticize his own teacher.

The room should be left at night with a floor free from debris; the desks free from pencils, books, or rubbish.

The excusing of a tardiness is an impossibility. The punishment can and should be remitted, but the fact of the tardiness is a part of history, and the record must show it.

Do not permit pupils to leave the room for trivial reasons. Allow but one to be out during the same time. Few pupils should ask permission—none in the higher grades.

Study to know how to act in case of a panic caused by an alarm.

Frequent written recitations should be held in the higher grades, and the pupils held for capital letters and spelling.

Sit not upon desks or window sills, nor permit pupils to do so.

Written reviews should be held in the form of monthly examinations, and the papers marked and reckoned with the scholarship standing for the month.

Recesses are not for teachers; their supervisory work is then increased. It is no time for visiting.

See that every text-book has the owner's name written legibly therein.

Ventilate the room well at recess.

Stick persistently and conscientiously to the daily programme.

AARON GOVE.

—The firefly only shines when on the wing;  
So it is with the mind; when once we rest,  
We darken.—*Festus*.

#### EDUCATIONAL APHORISMS.

##### TRAINING AND HABIT.

Train up a child in the way he should go, and when he is old he will not depart from it.—*Solomon*.

Training is developing according to an idea.—*Schwarz*.

No teaching or lecturing will suffice without training or doing.—*Stow*.

You cannot by all the lecturing in the world enable a man to make a shoe.—*Johnson*.

Nature develops all the human faculties by practice, and their growth depends upon their exercise.—*Pestalozzi*.

The intellect is perfected not by knowledge, but by activity.—*Aristotle*.

The end of philosophy is not knowledge, but the energy convergent about knowledge.—*Aristotle*.

The great thing to be minded in education is, what habits you settle.—*Locke*.

Infinite good comes from good habits; which must result from the common influence of example, intercourse, knowledge, and actual experience: morality taught by good morals.—*Plato*.

It is habit which gives men the real possession of the wisdom which they have acquired, and gives enduring strength in it.—*Pythagoras*.

A man is not educated until he has the ability to summon, on an emergency, his mental powers in vigorous exercise, to effect his proposed object.—*Webster*.

The result of schooling is a mind with just vision to discern, with free force to do; the grand schoolmaster is Practice.—*Carlyle*.

Habit is a power which is not left to our option to call into existence or not; it is given to us to use or abuse, but we cannot prevent its working.—*Currie*.

The mind, impressible and soft, with ease

Imbibes and copies what she hears and sees,

And through life's labyrinth holds fast the clue

That education gave her, false or true.

##### DEVELOPMENT OF THE FACULTIES.

All our knowledge originates with the senses, proceeds thence to the understanding, and ends with the reason, which is subordinate to no higher authority in us, in working up intuitions, and bringing them within the highest unity of thought.—*Kant*.

The power of reflection, it is well known, is the last of our intellectual faculties that unfolds itself; and, in by far the greater number of individuals, it never unfolds itself in any considerable degree.—*Stewart*.

Clearness of ideas must be cultivated by exercising the intuition, and the pupil must be educated to independent activity in the use of his own understanding.—*Niemeyer*.

The laws which govern the growth and operations of the human mind are as definite, and as general in their application, as those which apply to the material universe; and a true system of education must be based upon a knowledge and application of these laws.—*Henry*.

Knowledge begins with perception by the senses; and this is, by the power of conception, impressed upon the memory. Then the understanding, by an induction from these single conceptions, forms general truths, or ideas; and lastly, certain knowledge arises from the result of judgments upon what is thoroughly understood.—*Comenius*.

The mind may be as much drawn into a habit of observation and reflection from a well-directed lesson on a pin, as from the science of astronomy.—*Craig*.

During early childhood enough is done if mental vivacity be maintained.—*Taylor*.

Theceptive faculty is the earliest developed, and the first to reach its maturity; it moreover supplies materials and a basis for every other mental operation.—*Taylor*.

—The modern idea of education is to cram the mind with all sorts and kinds of knowledge, rather than to train by reasonable supplies of mental pabulum mingled with large quantities of work or play, or what is better, of both combined.—*Boston Herald*.

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## The Canada School Journal.

TORONTO, MARCH, 1878.

We hope to be able to furnish our readers in the next and following numbers of the CANADA SCHOOL JOURNAL a series of interesting articles, entitled "Notes on German Education," by Dr. Bayne of Halifax, one of the most brilliant scholars of Nova Scotia; also professional articles by Mr. Calkins, Principal Normal School, Truro, N. S., and Mr. Crockett, Principal Normal School, Fredericton, N. B.

## TEACHERS' SALARIES.

It is cheering to notice that, notwithstanding the hard times, the salaries of teachers in Ontario are, in many cases, steadily improving year by year. This is an evidence that the teacher's position is gradually being duly appreciated. The opening of the County Model Schools has greatly increased the value of First class Certificates. The merits of First class men are now receiving fair recognition. Poor Third class teachers are at a discount, as they should be. There is every encouragement for the live teacher to continue in the profession now. If he fits himself by thorough training and professional reading for a good position, it will be ready for him as soon as he is ready for it. Trustees find that it pays to have a good article in this as in other respects. Ability, training, experience, and enthusiasm formerly went unrewarded in the teaching profession, but the changes in the mode of examining, and other matters connected with the teacher's work and standing, made in the school law during the past few years have altered the aspect of affairs. There is no money better spent than that paid in good salaries to efficient teachers. Rev. T. DeWitt Talmage recently, in speaking of the juvenile criminals in large cities, spoke the following manly words in relation to teachers' salaries:

"If you want these classes redeemed, if you want them lifted up, you must give more attention to your schools and your colleges. I do not think we have ever fully appreciated them.—What is the state of things to-day? At a time when we ought to be more appreciative than ever before of those cultured men and women who, in Brooklyn and New York, are putting forth all their energies of body, mind and soul to educate the young, we are economizing on their salaries. There are fifty directions in which you can economize in Brooklyn and New York—might better economize than in this direction. These men and women already down on starvation salaries—where do you mean to crowd them to? In the name of God I ask it. If you want the rising generation of these cities brought up for God, and if you want crime throttled

and put down, give more attention to your common schools, more attention to your high schools, more attention to your colleges, and encourage all those who with toils indescribable and nervous exhaustion beyond all power of speech to relate—encourage those people who are, amid all these trials, toiling for the elevation of humanity."

## THE UTILITY OF THE INTERMEDIATE.

The Intermediate High School Examination was devised as part of a scheme of payment by results, the immediate and primary object of which was to correct certain evils which had sprung up in connection with the distribution of the Government grant to High Schools. What these evils were, or how far they have been corrected, as the result of the adoption of that scheme, it is not our purpose to enquire. We propose simply to refer to the utility of the examination in its educational aspect, and to point out one or two ways in which it might be made even more useful than it is, as an appendage to our educational system. We freely admit that the institution of this examination, coupled as it is with pecuniary results, has given a powerful impulse to High School work, and entailed a great deal more labour on the teachers. We admit, also, that, like all written examinations, it is not perfect, either as a test of acquired culture or a standard to be kept in view. It is quite possible that improvements may be made in it in the light of experience, and that it may yet be considerably modified for the better. But while admitting all this, we assume that its educational influence on the schools has been on the whole decidedly beneficial, and that it ought to be, and will be, retained as a prominent feature of the system. We need not stop to enquire whether its usefulness would or would not be increased by dissociating it from all idea of money payments, for as the immediate cause of its institution was to afford a more satisfactory basis of distribution for the Government grant, to eliminate the idea of money payments would be to take away its chief *raison d'être*. It is of far more consequence to ascertain how the methods of utilizing the examination may be extended and multiplied, and it is to this aspect of the matter that we desire chiefly to call attention.

At present an Intermediate certificate is regarded as equivalent to a non-professional third-class certificate, and also to a second-class grade B. non-professional certificate. By giving it practical recognition to even this extent the Education Department made the certificate very much more valuable, and therefore very much more desirable in the eyes of possible candidates. The same remark applies to those learned institutions which accept it *pro tanto* in lieu of somewhat similar examinations, in point of difficulty, of their own. The University of Victoria College has done so, and from all we can learn she has already been well repaid for the benefit she has thus conferred upon the High Schools. We are strongly of opinion that other Universities ought to accept the Intermediate certificate in the same way if it were only because they would thereby be conferring an inestimable benefit on schools and teachers as well as on the cause of education generally; but we are also of opinion that they will yet be compelled to choose

between doing this and finding themselves with few candidates for admission to their halls and classes. It is absurd to suppose that High School pupils—other things being equal—will not incline to go to that college which is willing to give them credit for passing through an ordeal not much, if any, less difficult than the one it prescribes, in preference to other colleges that systematically ignore a test at once so difficult and so definite in its results as the Intermediate Examination. The Law Society and the Medical Council ought also to accept the Intermediate as a substitute for their own matriculation examinations. What these learned bodies require of matriculants is a certain amount of general culture with a special knowledge of English, and it would be difficult to devise an examination better adapted for their purpose than the one in question.

The Education Department should, as the School Act contemplates, bring its influence to bear with a view to extending the sphere and increasing the value of the Intermediate. By negotiating with learned societies and corporations something, we feel persuaded, might be done in this direction. Within the immediate province of the Government itself an opportunity has recently arisen of adding a new value to the Intermediate certificate. The Civil Service measure which has just been passed by the Ontario Legislature provides for the preliminary examination of candidates for positions on the Departmental staff. The regulations and programme of subjects thus rendered necessary have yet to be arranged by the Lieutenant-Governor-in-Council. Why not dispense altogether with new machinery, and say at once that the vacant positions will be reserved for those who have passed the Intermediate or some other examination, which the Government may safely accept as its equivalent? The number of new appointments each year in the Civil Service may not be large, but the *prestige* thus given to the examination would be of immense benefit to the schools. The Dominion Government may not see its way clear to accepting the Intermediate as a substitute for the entrance examination of the military college or for any preliminary examination in connection with its own Civil Service, but it might be well for the Minister of Education to see what negotiation could effect in this direction also. Those who compare the prescribed programmes will see at once that the college would lose nothing by accepting the Intermediate at once, with the addition of an examination in purely technical subjects like drawing.

#### MORAL EDUCATION IN PUBLIC SCHOOLS.

A short time since in the Ontario Legislature some of the members took the ground that, because "the proportion of criminals in the Central Prison who were able to read and write was greater than of those who were illiterate, therefore education did not teach men to be moral." Their reasoning is so unsound that it would be unnecessary to reply to it, but for the fact that the same strain has been taken up by some of the denominational, and a few of the secular papers. Certain religious denominations have indeed been moving in the matter for some time. It is therefore time that the question was thoughtfully and carefully considered.

Education does not completely eradicate the natural tendency in men to do wrong. It is not its function to do so, and no educator claims that it can do so. Schools do act as a preventive to crime, however, even when set lessons in morality are not given. The fact that the majority of the criminals in the Central Prison are able to read and write proves nothing to the contrary. If exactly one half the population of our country were educated, and the other illiterate, the fact that more than half the criminals could read and write would mean something. Such is not the case, however.

The only way to arrive at a just comparison in the case is by comparing not only the number of criminals who can, or can not read and write, but also the number of the whole community who are educated or uneducated. In New York, for instance, the seven per cent. of the population who can not read or write commit thirty-seven per cent. of the crimes, leaving the remaining ninety-three per cent. of the population to commit sixty-three per cent. of the crimes. The educated are more than thirteen times as many as the uneducated, yet they commit less than twice as many crimes. In other words, among the illiterate one person in three commits crime, while among those who can *barely read and write*, there is only one crime to twenty-seven persons. The chances are therefore nine to one in favor of the schools, even when the low standard of reading and writing is taken as the test of education or illiteracy.

An official report presented by the Committee on Education in New York in 1873 showed—"1. That in France, from 1867 to 1869, one half of the inhabitants could neither read nor write, and this half furnished ninety-five per cent. of the persons arrested for crime and eighty-seven per cent. of those convicted. In other words, an ignorant person on the average committed seven times the amount of crime that one not ignorant did. 2. In the New England States only seven per cent. of the inhabitants can neither read nor write, yet eighty per cent. of the crime in those States is committed by this small minority; in other words, a person there without education commits fifty-three times as many crimes as one with education. 3. In the whole United States an illiterate person commits ten times as many crimes on the average, as one does who can read and write."

However, while these statistics show that there is a direct connection between education and the reduction of the amount of crime committed, the best friends of education acknowledge that more might be accomplished in public schools of all classes to elevate the tone of public morality. The only question at issue is, whether morality can be inculcated by precept and example without direct religious teaching? The policy of the Education Department of Ontario has been to keep the secular schools for secular instruction. It is to be regretted that many teachers have forgotten that a series of lessons on Christian Morals has been prescribed for use in the schools, and teachers urged to embrace every opportunity to train the *character* as well as develop the intellect of the child. How they can best accomplish this is one of the great educational questions of the day. This topic is one of those to be discussed at the next meeting of the

Teachers' Association for Ontario. It is to be hoped that the subject may be very thoroughly treated; so that the public may be enabled to get a plain statement of the case from the educational standpoint. One of the leading educational thinkers of the United States, Dr. Harris, of St. Louis, thus sums up an excellent article on this subject: "I wish to be distinctly understood as claiming only that Public School education is moral and completely so on its own basis; that it lays the basis for religion, *but is not a substitute for religion*. It is not a substitute for the State because it teaches justice—it only prepares an indispensable culture for the citizen of the State. The State must exist; religion must exist, and complement the structure of human culture begun in moral education. But it is better for religion that independent institutions, State and school, establish on a purely secular basis such discipline as the Church would be under the necessity of establishing for its own preservation, were it not otherwise provided. That the secular elements of our civilization are derived from religion and presuppose it, is the doctrine of the profoundest thinkers of our time. The Church, by having a portion of its work taken from it, will, perforce, intensify its efforts on the remaining functions. Doubtless there is infinite occasion for this concentration; for this age is justly called materialistic and stands in need of a theoretical consciousness of the Divine; its practical consciousness of the Divine is everywhere manifested in the progress of humanitarian civilization. The relation of the human to the Divine cannot form a subject of legislation in a free State nor a topic of instruction in public schools; the Church justly claims the prerogative of enlightening man on the highest of all themes."

### Contributions and Correspondence.

#### THE STUDY OF ENGLISH.\*

BY A. JOHNSTON, B.A.

It cannot be said that the importance of the study of English is overlooked in our system of education. The English Grammar is to be seen in the hands of every school-boy and school-girl, and there are few to be found, throughout our Province, at least, who have not spent several years of their youth in the delightful task of learning "to speak and write the English language with propriety," as the grammars have it. The spelling-book and dictionary, too, are equally ubiquitous. The question is whether the means employed are the best. I have long ago come to the conclusion that they are not, and that a knowledge of the English language may be best acquired without ever studying a formal grammar of it at all, or even a dictionary or spelling-book, by observation and imitation in the reading of its good authors. Instead of teaching a child the English grammar I would give him English books to read, and from them he would acquire a better practical knowledge of its grammar and of everything necessary to knowing the language, than he would in ten times as long a period of formal teaching. This is in fact the way in which we first learn to talk. Before an English child has ever commenced the study of the English grammar he has already acquired a better knowledge of it, and caught the spirit of the language more fully, than

the most intelligent foreigner would by years of the most assiduous study.

And this knowledge has been obtained almost unconsciously and without effort. His future progress would be equally easy and rapid if the same method were followed—that of imitation. This may appear to many an extravagant view, but it may seem more reasonable if they bear in mind the fact that the most flourishing period in the literature of every language has been before there were any grammars and dictionaries of it at all. The Greek had produced those immortal works which are the proud inheritance of all time, and the decline of the language had commenced before it was first critically studied by the grammarians of Alexandria. This was done by them only for the purpose of elucidating what was to them practically a foreign dialect, that of the Homeric poems. The first grammar was written, not for Greeks but for Romans, by a Greek teacher at Rome about the year 70 B. C. So we see that the science of grammar was invented for the purpose of teaching not a native but a foreign language. The Roman writers of the best age did not study their own language critically, though they did the Greek. The first English grammar was written by Ben Johnson, and the first English dictionary by Dr. Johnson, but before the former had occurred the age of Elizabeth, and before the latter the Augustan age of Queen Anne.

Most of the English Grammars, too, have been modelled after the Latin, and so have applied to our language a mode of treatment not at all adapted to it. In the Latin, and in all inflected languages, each word expresses within itself all its relations to other words. These are expressed in analytical languages like the English by separate words, and yet most English grammarians have sought to find in each word all the distinctions of the Latin, and so have given us numerous distinctions without differences, persons, moods, and cases, which are the very same in form. English grammar taught in this way is about the driest study that a child can be put at. It seems to him quite objectless. It teaches him nothing, as he already knows the meaning of a sentence quite as well before as after he has parsed all the words of it, and even better. Of late a more rational way has been followed in the greater prominence given to analysis of sentences. This seems to me the method best adapted for treating English grammar. Every teacher knows how much more interested children are by it than by mere parsing word by word.

Again, if any one will reflect he will agree with me, I think, that nearly all of his real knowledge of grammar has been obtained, not from formal treatises, but from more or less unconscious imitation. He will find that there are numerous distinctions the neglect of which would make his language entirely incorrect, which he has never learned in express terms, but which he yet accurately observes from having learned them unconsciously in reading. To take an example from Max Müller's admirable lectures on the Science of Language, we cannot say that a man is *much* agreeable nor yet that he is *very* amused. There is something in the genius of our language that forbids us to employ the adverb *very* with a past participle, or *much* with an adjective. Now there may be some here that may never have seen this distinction expressly pointed out, but there is not one that would be in the least likely to violate it. Again, the correct use of the words commonly called synonyms is almost entirely learned by every one from imitation.

But in learning the English language the grammar is the least difficulty. The meanings of the words have also to be learned. These also I hold are in nearly all cases learned from observation in reading. You may say that you know them from knowing the derivations, but it seems to me that in most cases the etymological meaning is so much changed, extended or limited, that the mean-

\* Part of a paper read before the Teachers' Association of the County of Leeds.

ing throws light on the derivation, not the derivation on the meaning. One could scarcely discover the meaning of such a word as religion, for instance, from its derivation. There are countless other such words whose meaning we all know perfectly, but whose derivation we would be puzzled to give. If you have recourse to the pages of a dictionary it generally gives you half a dozen or so different meanings, so that you have really to know the meaning before you can tell which to select. From these considerations I think everyone will readily admit that all his real knowledge of the English language that is of any use to him, either in understanding it or in using it, is derived not from his study of English grammars and dictionaries, but from more or less unconscious imitation of the books he has read.

The books to be read in schools, however, should be entire works and not detached extracts, in order that the pupils may have an opportunity to become interested in them, as one great object of the common school course of education should be to foster a taste for reading, which very few, I think, acquire from their present reading-books and grammars. I would like, therefore, to see all these laid aside, and the Common School English course made to consist in the careful reading of a certain number of English works graduated in difficulty. There are few children but would read with delight such works as Robinson Crusoe, the Arabian Nights, or Scott's poems. If these were read carefully, and all the words learned as they went along, after a time the meaning of new words would, in most cases, be suggested from the context. This point is of equal importance under our present system. Children should never be allowed to leave a lesson in their reading-books until they understand it fully. If they do, each succeeding lesson becomes more and more obscure, and such reading is a mere practice in pronunciation. In fact, I think this is the main cause of the bad reading that is so often heard in our schools. The only rule for good reading, according to the high authority of Archbishop Whately, is to understand fully what you read, and then pay no attention whatever to your voice, but trust to nature to suggest the proper tones and modulations.

I think, then, that, in the way I have indicated, children would acquire a thorough and really practical knowledge of the English language in a great deal less time than it takes them at present to acquire a very imperfect one. It may be said, however, that this system would have no educational value, that it would be mere mechanical imitation. I think, though, that it would give a much greater educational training, only it would be by means of thoughts and ideas instead of mere words. By this system, too, many important subjects could be taught in our common schools, for which there is no time under our present system. The science of Political Economy, for instance, is a less abstruse one than that of grammar, is of much greater importance to a self-governing people, and could be treated in such a way as to be interesting even to children. I look upon the measure lately adopted by the Department of Education, of placing some works of English classical authors upon the High School course and in the Teachers' examinations, as a long step in the right direction. I would like to see it go further, however, and in the Teachers' examinations, instead of a paper on technical grammar, substitute a paper requiring an extensive practical acquaintance with English literature.

But though I consider this system the best for the purposes of elementary education, the study of grammar ought to occupy an important place in a system of liberal education. But for the scientific study of grammar I do not think one's own language so well adapted as some foreign language. An English child will at once understand the meaning of an English sentence if he knows

the meaning of all the words without examining its grammatical structure, but it is different with a Latin sentence. In it every word must be carefully studied, and its relations to every other word apprehended, before the meaning can be perceived. Here grammar is really a help towards understanding the sentence instead of a burden. I think, therefore, that the system of a century ago, by which the Latin grammar was learned before the English, was a better one. A foreign language must be studied thoroughly or its meaning will not be perceived, and it is this necessity for thoroughness that makes the classical languages so peculiarly valuable as means of education. It seems to me, also, that it is almost impossible to understand fully the grammar of the English, or in fact of any language, without studying that of some other. It appears to me to be almost as if one were to try to construct a science of botany from a single plant. But in every single specimen we find the form and functions of some of the organs disguised, and it is only by comparing several that we can perceive the general system pervading all. Every language throws light upon some difficulties in every other. I think, therefore, that as long as the Department requires a knowledge of theoretical grammar from public school teachers, they will find it a saving of time in the end to devote some attention to the study of the Latin, instead of its being so much labor thrown away, as many seem to think.

My conclusion then is that one's native language should be studied practically, while for the systematic study of grammar some foreign language is most suitable.

#### THE KINDERGARTEN AS RELATED TO THE NURSERY AND SCHOOL.

BY MISS ADA MAREN, KINDERGARTNER, TORONTO.

The true Kindergarten forms a bridge from the nursery to the school; in it every want and inclination of the healthy child's nature seems to have been provided for. With proper means and guidance, the child can, even in infancy, begin to explore the different paths of knowledge opening around him, and come out naturally, and with eager expectation, into the field of actual study.

At the age of three years, the little one no longer needs the watchful hand of the mother to guide his wavering steps, or her constant loving care to anticipate the wants which he can now express. With his independence physically there arise new wants and desires. He longs for the companionship of other children of his own age and capabilities. He is not wholly satisfied by the condescending playfulness of older persons. He instinctively feels that such condescension is not natural to the grown person, and it is solely for his benefit that such a character is assumed. This naturally leads him to consider himself of great importance to others, and if he is not a timid child, tends to centre his thoughts more and more in himself, and leads him to consider his wishes of first importance to everybody else.

As he grows older, disagreeable points begin to grow more prominent in his character, often giving great annoyance to his friends.

A timid child, on the other hand, grows more sensitive as he grows older, if brought in contact with only the few members of his own family, and he suffers untold mental agonies during his youth from this one cause.

The Kindergarten, though not claimed to be a specific for all the ills of character and disposition, natural or acquired, to which childhood is subject, helps to keep the soil of this new field from being overgrown with weeds of selfishness, and makes it fit for the production of healthy, well-balanced characters.

Each child in the Kindergarten becomes, for a few hours in each



day, a member of society, in which he is no longer a prominent person, but one among many having common interests and pleasures. He receives no attention except as a part of the whole, and yet feels no unhappiness from lack of the accustomed attention, being fully occupied with the pleasure derived from the companionship of those around him.

A timid child has a sense of shelter surrounded by others of his own age, and gradually forgets *himself* in the enjoyment of the play. His motions become free and unstudied, and accordingly graceful and easy. Being no longer awkward, he is no longer pained by his own efforts.

A close observation of the results of proper Kindergarten training will show all this and much more.

The advantages of the Kindergarten training as a preparation for the work of the school, are still more marked, and will be evident to the mind of any *thinking* person who has any true conception of the nature and necessities of a child's mind. No one is competent to pass judgment on the merits of the system until they have carefully studied the aim and methods of it, and have also seen the practical working for an extended length of time.

Froebel reasoned that the education of the child should begin with the first sign of awakening intelligence, and that it should go on without interruption, or other than gradual change of method, through childhood, youth, and maturer years.

If the mothers of this generation would partake more largely of the unselfish spirit of this wise and tender-hearted man, they would realize more thoroughly their privileges and responsibilities in the early training of their little ones. The moral and intellectual, as well as physical, well-being of the child, during his whole life, depends much upon the faithfulness of the mother during the early years of childhood.

*Play* is a necessity to every healthy nature. It is the prominent want of childhood everywhere; even in mature years the same want is apparent, only varied in form of expression.

Froebel reasoned that the expanding mind of the child had been endowed by the Creator with this desire for activity, for some wise purpose. His clear sight and large affections saw in this necessity the indication of the proper form by which to present the simple elementary principle of education. The faults too often found in childish character, he reasoned, were only perversions of natural desires which might with proper care have been developed so as to prove valuable helps instead of hindrances in the formation of mind and character.

Beginning with *simple* things already familiar to the child, he encouraged it to make a free investigation to discover and determine *all* the properties and uses to which each object could be applied. The same object is presented in various aspects, as a whole, in parts made by simple division, etc., etc. *Different* materials are given with which the child *works* out, by simple processes, like results. His inventive powers become strengthened by exercise. He grows self-reliant and eager to carry on his investigations, using for that purpose the simple material within his reach.

This process begins in the play of every child, but being left without direction, his inventive talent soon reaches its limit, and one line of investigation after another is dropped without his having gained a clear understanding of anything. The tendency of such bewilderment is to make him fickle, restless, and mischievous. Much of this is corrected by the regularity and precision of school life, but it is never done without loss of valuable time, besides being wearing to the temper of both teacher and pupil.

The Kindergarten is *not* a mild school of correction for the taming of rude boys and the improvement of illy trained girls, but aims rather to prevent the *formation* of such characters.

There is no hurry, and no *cramming* done. The Kindergarten,

if she has the true spirit, gives no assistance until the little one has reached the extent of its own ability, and when suggesting or assisting, allows the child to proceed alone as soon as a fresh idea has been presented, or a new line of thought has opened the way for independent action. A quick child often says, when receiving assistance, "Oh, I can do it now," before having fully grasped the directions given, and should be allowed to make the attempt, thus by its own efforts proving the necessity for careful and patient attention.

The work or plays of the Kindergarten advance step by step toward a higher plane of knowledge, and require more and more skill in the execution, but the advance is so gradual that the child finds it possible always to accomplish the work of the fresh step, with some satisfactory degree of perfection.

The connections between the various forms of work readily suggest themselves to the child's mind; the idea gained in one way is immediately applied in work with other material. Numerous examples of this will readily come to the mind of any one at all familiar with the material used in the Kindergarten. One example will be sufficient here. The work of the stick laying is *represented* on the slates in drawing; and again similar forms appear in the sewing, perforating and paper interlacing.

The training of the hand forms an important part of the work of the Kindergarten. A neglect of such training in the ordinary methods of education is a great oversight on the part of teachers. The hand is the natural servant of the mind, and only by proper cultivation can it be made to execute the directions of the will with quickness and precision. However beautiful the conception of the artist, in the execution alone does he make that beauty apparent to others. The mechanic may form in his mind the plan of a perfect design, but if his hand is unskilled in carrying out that plan his work is worthless.

There have been many little games arranged for the exercise of this much-neglected member appropriate to the nursery, Kindergarten, and primary school. Infinitely more can be accomplished in this during the early years of childhood, when the muscles are supple and easily brought under control, than at any other time of life.

Many mothers have been and still are puzzled, and too often vexed, by the oft-repeated question, "What shall I do?" This problem finds a solution in the play of the Kindergarten. The little one constantly seeks for new material with which to test the ideas gained in his work, and never tires of repeating it with the simple means he finds in his home or about the field or garden.

There are some persons who cannot appreciate the value of the general culture, and even development of the mental, moral, and physical nature of their children. These people consider themselves *infallible*, and, accordingly, persons of great authority in matters of opinion, though entire strangers to any careful and continued thought on any subject. Accordingly they smile patronizingly and say "It's a very pleasant way of amusing children, no doubt, but we see the necessity for *our* children being *taught* to read and spell," &c., &c. They look upon the minds of their children in the same way that they would upon an empty, new mill, where the grain must be poured in and the machinery set to work to grind it up. If their idea was the true one, the running of the mill without first filling in with grain would be folly indeed.

The Kindergarten does not so understand the formation of the human mind. *Mechanical grinding* has no place in her work. The little mind just opening and reaching out to grasp the realities of life is a thing of life and self-activity. It does not need to be taught before it begins to grow—it has within itself the means of development, and needs only to be watched and sheltered now; when it needs food from without it will make known its wants. The *choice*

of food should be made by one of mature judgment as well as in the case of supplying the physical wants of the child. Ideas must first be received from intimate knowledge of real things before the abstract work of the school is begun; as soon as the mind demands such food it should be supplied, but in limited quantities at first. Though a child trained in a Kindergarten, from the age of three or seven years, does not call words at sight, or tell, with parrot-like precision, the letters which compose those words, his mind has been filled with facts and ideas worth infinitely more to him than any mechanical memorizing could possibly be. He has acquired a practical knowledge of the elementary principles of number, and can apply those principles intelligently, without knowing whether the process by which he is to determine his result is known as addition, subtraction, multiplication, or division.

He has also learned, by constant application, the elementary principles which form the basis of every art, science, and industrial pursuit.

In symmetry alone does he look for beauty, and for him indeed "Order is Heaven's first Law." In nature he sees these principles everywhere applied in the most minute things. His eyes are open to see beauty in the color of the evening clouds or the tiny flower; his ears are open to the varied music of nature. In everything he finds pleasure, because of his intimate acquaintance with and sympathy for everything that God has made.

All this knowledge is held in a simple childlike way, and finds expression in such a way.

He has learned to value his own labor, and by comparison he places a truer value on the labor of others. Honest toil is respected, and the laborer is looked upon with interest and respect, notwithstanding his clothes are soiled, and his hands grimy and hardened.

Nothing has been claimed for the Kindergarten that has not been fully tested and approved by the best friends of education, in view of the results seen in connection with the practical application of its principles. Truth must live, and the day will surely come when the Kindergarten will be a necessary part of the educational system in every intelligent community.

### ENGLISH LITERATURE FOR THIRD CLASS.

RICHARD II.—RICHARD'S DESPAIR—FIFTH READER (PAGE 484).

T. C. L. ARMSTRONG, M.A., TEACHER.

1. Give ordinary meaning of the following words and explain the derivation by Shakespeare's use of them or their old force:

*Comfort, model, antic, pomp, infusing.*

2. What old theories have left us the words "humor'd," "consider?"

3. Who was *Bolingbroke*? Relate the circumstances attending the deposition of Richard II.

4. Modernize (a) "Infusing him with self and vain conceit."

(b) "I live with bread."

5. Explain and define all figures in the extract.

MERCHANT OF VENICE (P. 480).

1. Who is the chief figure of this play? Can you account for the feelings entertained for each other by the Jews and Christians at and before the time of Shakespeare?

2. Give synonyms for the following words: *Difference, question, cause, follow, rule, danger, confess, tenor, intent, predicament.*

3. Explain what is peculiar in the grammar of the following:—

(a) "Come you from old Bellario."

(b) "Wherein doth sit the fear and dread of kings."

(c) "How much more elder art thou than thy looks?"

(d) "Are there balance here to weigh the flesh?"

(e) "Nor cut thou less nor more  
But just a pound of flesh."

(f) "'Gainst all other voice."

(g) "For half thy wealth it is Antonio's."

4. Paraphrase,—(a) "But mercy is above this sceptered sway."

(b) "I stay here on my bond."

(c) "For the intent and purpose of the law  
Hath full relation to the penalty,  
Which here appeareth due upon the bond."

(d) "It is still her use  
To let the wretched man outlive his wealth,  
To view with hollow eye and wrinkled brow  
An age of poverty."

5. What figures in the following words: *Strained, pillar, fortune, seasons?*

6. Who was Portia? What is the story of her courtship?

7. Repeat the speech on mercy by Portia, and also Antonio's last speech.

### ENGLISH FOR THE HIGH SCHOOL ENTRANCE EXAMINATION.

Under this head we propose to publish, from time to time, specimen questions on the lessons in the Fourth Reader prescribed for the Entrance Examination into High Schools. The first four of the following papers are those set by J. M. Buchan, M. A., in July and December last, the others have been prepared for the SCHOOL JOURNAL:—

THE DOWNFALL OF POLAND (P. 212).

"Departed spirits of the mighty dead!  
Ye that at Marathon and Leuctra led!  
Friends of the world! restore your swords to man;  
Fight in his sacred cause, and lead the van!  
Yet for Sarmatia's tears of blood atone,  
And make her more puissant as your own!  
Oh! once again to Freedom's cause return  
The patriot Tell—the Bruce of Bannockburn!"

- (i.) Whence have the "spirits of the mighty dead" departed?
- (ii.) Who bled at Marathon and Leuctra?
- (iii.) Who are called "friends of the world," and why does the poet so call them?
- (iv.) In what sense is the word 'man' used in line 3, and 'return' in line 7?
- (v.) Where is Sarmatia?
- (vi.) What is meant by "Sarmatia's tears of blood"?
- (vii.) Who were Tell and Bruce?
- (viii.) Give the meaning of 'van,' 'atone,' and 'puissant.'
- (ix.) Why is 'Freedom's' printed with a capital F?
- (x.) Point out the silent letters in the first and third lines.

THE EARTHQUAKE OF CARACCAS (P. 151).

- (i.) Where is Caraccas?
- (ii.) Mention any other cities that have suffered in a similar way from earthquakes.
- (iii.) When does Holy Thursday occur?
- (iv.) "The ground was in a constant state of undulation, and heaved like a fluid under ebullition." Explain the meaning of "undulation" and "ebullition."

CONQUEST OF WALES (P. 183).

"Ruin seize thee, ruthless king!  
Confusion on thy banners wait!  
Though fanned by Conquest's crimson wing,  
They mock the air with idle state.  
Helm nor hauberk's twisted mail,  
Nor e'en thy virtues, tyrant, shall avail  
To save thy secret soul from nightly fears,  
From Cambria's curse, from Cambria's tears."

- (i.) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'
- (ii.) By whom is the passage supposed to be spoken?
- (iii.) Who is its author, and about what time did he live?
- (iv.) Name the 'king,' and tell why he is called 'ruthless.' About what time did he live?
- (v.) Give the other name of Cambria, and tell where it is.
- (vi.) What is the antecedent of 'they' in line 4?
- (vii.) What letter is left out in 'e'en'?
- (viii.) In what sense is each of the following words used in this passage:—'Idle,' 'state,' 'mail'?

THE GEYSERS OF ICELAND (P. 222).

"As the Great Geyser explodes only once in forty hours or more, it was, of course, necessary that we should wait his pleasure; in fact, our movements entirely depended on his. For the next

two or three days, therefore, like pilgrims round an ancient shrine, we patiently kept watch; but he scarcely deigned to favour us with the slightest manifestation of his latent energies."—*Dufferin*.

- (i.) What, and where, is the Great Geyser?
- (ii.) What are pilgrims? What is a shrine? What is a manifestation? What are energies? What kind of energies are latent energies?
- (iii.) Tell what you know about the author of this passage.
- (iv.) Point out the silent letters in the last sentence.

THE BUCCANEERS—(PAGE 144).

1. Explain the statement: "They made an alliance offensive and defensive."
2. To what do *which* and *their*, in line 20, refer respectively?
3. Where are *St. Domingo*, *Caribbean sea*, *Portobello*, *Tortuga*, *St. Christopher*, *Panama*, *River Chagres*?
4. What war (in which England was concerned) arose in the 18th century out of disputes regarding smugglers? What was its effect on Walpole?
5. Give the meaning of *galleon*, *desperado*, *absolute*, *decoy*, *equitably*, *maxim*.
6. Write the plural of *desperado*. What nouns in *o* preceded by a consonant take *s* only in the plural?
7. *Leathern*. What is the meaning of the suffix *en* added to nouns? to adjectives?
8. Write other words for *outset*, *abandon*, *augmented*, *peculiar*, *efficient*.
9. Describe the dress and weapons of the Buccaneers.

JACQUES CARTIER AT HOHELAGA—(PAGE 93).

1. Give a brief account of the voyages of Cartier.
2. Where are Richelieu River, Lake St. Peter, Hochelaga?
3. Give the meaning of *palisade*, *siege*, *pinnace*, *dissuade*, *volunteer*, *impartiality*.
4. Rewrite in more modern form the quotation beginning, "These came to us."
5. Describe an Indian village. What Indian village existed formerly where Quebec is now?
6. Give the meaning of *Hochelaga*. Give a few examples of Indian geographical names with their meanings.
7. Distinguish between *sight* and *site*, *hurts* and *hearts*, *cruise*, *crews* and *cruse*, *principal* and *principle*.
8. Give the meaning of the different words with the same spelling as *set*, *pole*, *fine*, *light*, *current*, *pale*, *with*, *till*.
9. What English words begin with silent 'h'? In what words is 's' silent?
10. Mark the accented syllables in *hospitable*, *beautifully*, *pinnace*, *metropolis*, *encompassed*.
11. What is the difference between the *metropolis* and the *capital* of a country?
12. What is the meaning of *a* in *ashore*, *de* in *describes*, *ex* in *extend*?
13. *Easily*. When is 'y' changed to 'i'? Write the adverbs corresponding to *good*, *bad*, *large*, *small*, *shy*.
14. Point out the strong verbs in the first paragraph.
15. Explain the use of the hyphen in *loving-kindness* and in *entertainment* (line 35).
16. Name the principal Indian tribes which came in contact with the French in Canada.

ENGLISH LITERATURE FOR SECOND CLASS TEACHERS AND INTERMEDIATE.

GOLDSMITH'S "TRAVELLER."—BY J. HOUSTON, B.A.

1. Trace the chain of circumstances to which we owe the existence of this poem.
2. Describe the personal appearance of Goldsmith. Show how far the following are correct estimates of him:
 

"He was vain, sensual, frivolous, profuse, improvident."—*Macaulay*.

"This scholar, rake, Christian, dupe, gamester and poet."—*Garrick*.
3. "If ever there was a man by whose virtues and merits the world has been the gainer, while his faults and foibles have chiefly injured himself, that man was Oliver Goldsmith." What do you consider were his virtues and merits, and his faults and foibles? Show how the world has gained by the former and how he was injured by the latter. Show also how the world has gained by his faults and foibles.

4. Name the famous periodicals published in Goldsmith's time, specifying those to which he contributed.

5. Who were the members of the Literary Club to which Goldsmith belonged?
6. Quote or refer to passages describing or alluding to incidents in the life of the poet himself.
7. Quote the lines of this poem which were written by Dr. Johnson.
8. Give the substance of the poet's reasoning with regard to Holland. State the evils which exist (according to Goldsmith) under the government of France, Italy and Britain. To what causes does he attribute those evils?
9. Of what part of this poem may the "*Deserted Village*" be considered an extension?
10. Explain the historical allusions at the close of the poem, and state accurately the position of the rivers and places mentioned.
11. Give, using different words, the substance of lines 135—139, and 81—88.
12. Sketch very briefly the history of European commerce from 1096 to 1750.
13. "Goldsmith is certainly one of our most charming descriptive poets." What parts of the "*Traveller*" would you quote to maintain this assertion?
14. "The object of the poem is to show that, as far as happiness is concerned, one form of government is as good as another." Was G. right or wrong in holding this opinion? Give reasons.
15. Give the derivation of *those*, *to see*, *naught*, *alone*, *none*, *methinks*, *Britain*, *France*, *Swiss*, *tyrant*.
16. Account for the silent letters in *could*, *should*, *calm*, *falcon*, *flies*, *design*, and for the *b* in *doubt*, *number*, *plumb*, *thumb*, *slumber*.
17. Give the force of *le* in *dazzle*, *prattle*; of *ling* in *lordling*; of *ty* in *liberty*; of *t* in *it*, and of *d* in *loved*.
18. Explain the allusion in line 345 (Notice John Wilkes and the *North Briton*).
19. Scan lines 412, 421, 292. Why is iambic pentameter called heroic metre?
20. Account for the prevalence of didactic poetry in the 18th century. (See Spalding.)
21. Quote from Goldsmith's poems passages similar in expression or sentiment to the following:

"Resolved at length from vice and London far  
To breathe in distant fields a purer air."—*Johnson*.

"Princes and lords are but the breath of kings."—*Burns*.

"The mind is its own place, and in itself  
Can make a heaven of hell, a hell of heaven."—*Milton*.

"Of all the ills the human race endure,  
How small the part that laws or kings can cure."—*Anon*.

"Preventing angels met it half the way,  
And sent us back to praise who came to pray."—*Dryden*.

"These poor shivering females have once seen happier days,  
and been flattered into beauty. They have been prostituted to the gay luxurious villain, and are now turned out to meet the severity of winter."—*Goldsmith's Citizen of the World*.

"—then with quick fan  
Winnows the buxom air."—*Milton*.

—"Ut altus Olympi

Vertex, qui spatium ventos hiemesque relinquit,  
Perpetuum nulla temeratus nube serenum,  
Celsior exurgit pluviis, auditque ruentes  
Sub pedibus nimbos, et rauca tonitrua calcat."—*Claudian*.

22. What is meant by the statement, "Goldsmith was an intensely subjective poet?"

(NOTE.—Candidates should read Sankey's and Hales' notes, Macaulay's essay on Goldsmith (see his *Miscellaneous Writings*), Washington Irving's or Walter Scott's account of his life, chapter xxix. of Hamilton's *History of England*, and portions of chapter iii. of Macaulay's *History*. Above all, the poems themselves should be read again and again until they are almost learned by heart. The literary club referred to above was formed in accordance with the proposal of Reynolds. The number of members was at first limited to nine, and the club met every Monday night to sup at the "Turk's Head," Gerard St., two members being sufficient to constitute a quorum. The original nine were Sir J. Reynolds, Johnson, Burke, Dr.

Nugent, Bennet Langton, Beauclerc, Chamier, Hawkins and Goldsmith. David Garrick, Sir Wm. Jones and Boswell were afterward elected, the last narrowly escaping a black-balling. For Goldsmith's opinion of the members see his poem, *Retaliation*.

**Mathematical Department.**

Communications intended for this part of the JOURNAL should be on separate sheets, written on only one side, and properly paged to prevent mistakes. ALFRED BAKER, B.A., Editor.

**ON THE RATIO OF THE CIRCUMFERENCE OF A CIRCLE TO ITS DIAMETER.**

The following elementary method of finding the ratio of the circumference of a circle to its diameter (usually indicated by  $\pi$ ) will be of interest to those not already acquainted with it, and especially to those who are unable to follow the ordinary trigonometrical method by which it is obtained.

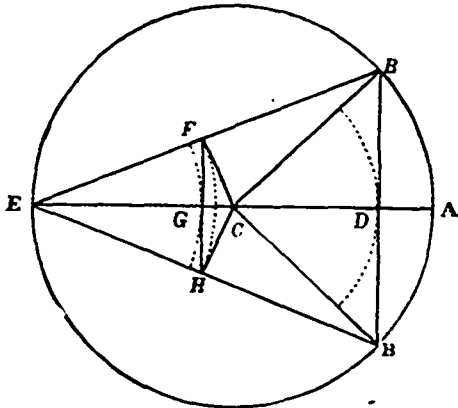
Since circumference  $\div$  diameter =  $\pi$ , circumference =  $2 \pi R$ . We shall assume that the perimeter of a polygon is less than the circumference of a circle described about it, and greater than the circumference of a circle described in it. It will also be necessary to prove the following proposition :

If there be two regular polygons of the same perimeter, the second of which has twice as many sides as the first, and if  $R, R'$  be the radii of the circles described about, and  $r, r'$  of those inscribed in the first and second polygon respectively, then  $r' = \frac{R+r}{2}$ ,  $R' = \sqrt{r'R}$ .

Let  $BB'$  be a side of the first polygon,  $C$  the centre of the circle described about it. From  $C$  as centre with  $CB$  as radius describe the circle  $BB'E$ . Draw  $ECDA$  perpendicular to  $BB'$ .

Then  $CB, CD$  are the radii of the circles described about and inscribed in the first polygon, i. e. are  $R, r$  respectively.

Join  $EB, EB'$ . Draw  $CF$  perpendicular to  $EB$ , and  $FGH$  perpendicular to  $EA$ .



Now  $CF$  bisects  $EB$ . Hence  $FH$  is half  $BB'$ , and the angle  $FEH$  is half the angle  $BCB'$ . Therefore  $FH$  is the side of a regular polygon having the same perimeter, but twice as many sides as that to which  $BB'$  belongs.

Then  $EF, EG$  are the radii of the circles described about and inscribed in the second polygon, i. e. are  $R', r'$  respectively.

Now  $r' = EG = \frac{1}{2} ED = \frac{1}{2}(EC + CD) = \frac{1}{2}(R + r)$ .

Also by similar triangles  $CEF, FEG$ ,

$CE : EF :: EF : EG$ ;  $\therefore EF^2 = CE \cdot EG$ , or  $R' = \sqrt{R \cdot r}$ .

If the first polygon be a square, whose side is 1, and for which therefore  $r = .5$ ,  $R = \sqrt{5} = .7071067812$ , these formulas ( $r' = \frac{1}{2}(R+r)$ ,  $R' = \sqrt{r'R}$ ) will enable us to find the radii of the in-

scribed and circumscribed circles of a regular octagon of the same perimeter, i. e., 4; and hence of a figure of sixteen equal sides whose perimeter is still 4, &c. Thus

$r_1 = .5$ ,  $R_1 = \sqrt{5} = .7071067812$ .

$\therefore r_2 = \frac{.5 + .7071067812}{2} = .6035538906$ ,

and  $R_2 = \sqrt{.7071067812 \times .6035538906} = .6582814824$ .

Proceeding in this way we shall obtain the results in the following table :

No. of sides of the Polygon.	Radius of Inscribed Circle.	Radius of Circumscribing Circle.
4	.5000000000	.7071067812
8	.6035538906	.6582814824
16	.6284174365	.6407288619
32	.6345731492	.6376435773
64	.6361089633	.6368755077
128	.6364919355	.6366890927
256	.6365878141	.6366357516
512	.6366117828	.6366376771
1024	.6366177750	.6366207710
&c.	&c.	&c.

Stopping at the polygon of 1024 sides, the circumference of its inscribed circle is  $2\pi \times .636617$ , and the circumference of its circumscribing circle is  $2\pi \times .636621$ , and the perimeter of the polygon (i. e. 4) must be intermediate in length between these circumferences. Hence

$2\pi \times .636617 < 4, 2\pi \times .636621 > 4$

or  $\pi < \frac{2}{.636617} > \frac{2}{.636621}$

$< 3.14160 > 3.14158$

or approximately  $\pi = 3.14159$ .

COMMUNICATED.

1. At what distance above the earth's surface must a person be to see one-fourth of its surface?

2. A lets B have 80 lbs. of wool to spin on the following condition: B is to spin A's portion at 12½ cents per lb. of yarn, and take his pay in wool from the 80 lbs. at 80 cents per lb. How many lbs of yarn should A receive, and how many lbs. of wool should B keep in payment, there being a waste of 1½ lbs. of wool on every 10 manufactured?

SUBSCRIBER.

St. John, N. B.

**Practical Education.**

Queries in relation to methods of teaching, discipline, school management, &c., will be answered in this department. J. HUGHES, Editor.

**PRACTICAL CONVERSATIONS.**

W. R. S., Halifax. 1. Should the teacher talk loud?

Not if he desires good order, and attention on the part of his pupils. The voice should be pitched below rather than above the natural key, and uttered with moderate force in the school-room. A loud voice soon becomes monotonous, and loses its influence in securing attention or order. Loud talking by the teacher makes loud-talking pupils. Never try to drown the noise in your class by a great volume of noise made by yourself. It is a great pity that so many teachers acquire a strained unnatural tone in "preaching" to their pupils. This fosters the natural tendency of children to read in a forced, chanting manner.

2. Should we keep pupils after school to learn lessons?

Pupils should very rarely be kept after school as a punishment. It is right to make a pupil make up time after school which he has

lost by inattention, idleness, obstinacy, or lateness, if the lateness be caused by his own carelessness.

3. How many pupils should be in charge of one teacher, particularly in a Primary Class?

Forty is about the right number for an advanced class, and fifty for an ordinary Primary Class. Twenty-five is the limit for a Kindergarten.

4. How can we best get pupils to take good care of their books? Pupils should be frequently shown the value of books, clothes, school property, &c., in money, and the great wrong they are doing themselves and their parents by carelessness in regard to any of their property. The best plan to secure care of books is to cover the books you use in school yourself. Cover them with cloth. Get two or three of the larger pupils to cover theirs, and if you cannot make book-covering a "catching disease" you have not sufficient enthusiasm to be a leader of children. If children take the pains to get their books covered, they will regard them as worth taking care of.

5. Is not a two hour session without a recess too long?

Yes, especially for young children, and in the afternoon. The "wee ones" in a school taught by one teacher should be allowed to go out more often, and for longer periods than the larger pupils. In graded schools their hours should not be so long. A recess of two minutes at the end of each hour, spent in marching round the room singing, while the room is being ventilated, produces excellent results, and is a great gain in time.

HOW TO SPEAK PLAINLY.

V.

(Addition of Sounds.)

This error consists in the introduction of sounds which have no place in the correct pronunciation of the words in which they are articulated.

Examples.

E. OR EN.

Um-ber-el-la	for	Um-brel-la.
Light-en-ing	"	Light-ning.
Black-en-ing	"	Black-ing.
Count-er-y	"	Count-ry.
Breth-er-en	"	Breth-ren.
Mi-er.	"	Mire.
Fi-er	"	Fire.
Wi-er	"	Wire.
Hi-er	"	Hire.
&c.		&c.

E. OR I. (Obscure.)

Tre-men-di-ous	for	Tre-men-dous.
Stu-pen-di-ous	"	Stu-pen-dous.
Griev-i-ous	"	Griev-ous.
Moun-tain-c-ous	"	Moun-tain-ous.
&c.		&c.

U.

El-um	for	Ehn.	Chas-um	for	Chasm.
Hel-um	"	Helm.	Alar-um	"	Al-arm.
Overwhel-um	"	Overwhelm.	Pris-um	"	Prism.
Real-um	"	Realm.	Spas-um	"	Spasm.
Ar-um	"	Arm.	A-ur	"	Air.
War-um	"	Warm.	No-ur	"	Nor.
Fil-um	"	Film.	&c.		&c.
&c.		&c.			

D.

Drown-ded for Drowned.

G.

This letter is sometimes repeated when it occurs at the end of a word, and is followed by a word commencing with a vowel, as, "The Turk was dreaming of the hour."

H.

Height for Heighth.

R.

Larf	for	Laugh.	Pillar	for	Pillow.
Idear	"	Idea.	Mariar	"	Maria.
Commarr	"	Comma.	Or-fal	"	Awful.
Feller	"	Fellow.	Ork-ward	"	Awkward.
Winder	"	Window.	&c.		&c.
&c.		&c.			

S.

Sub-strac-tion for Sub-trac-tion.

T.

Of-ten	for	Of-fen.
Sof-ten	"	Sof-fen.
At-tack-ted	"	At-takt. (Attacked.)

Y.

Col-yumn for Col-lum. (Column.)

The outrageous addition of *h* before vowel sounds has been noticed under the head of omissions of the same letter.

*Causes of Additions.*—Many of the errors made by the addition of sounds result from mere carelessness, or association with bad speakers. Such need only be mentioned in order that they may be cured. There are certain classes of additions which have a natural cause, and it takes some time and much practice to remove them. Most additions are made before *r*, or before *m* when it is preceded by a consonant. It is exceedingly difficult to utter *r* in combination without giving it some vowel sound as well as its proper consonant force. The addition before *m* is caused by the difficulty of shutting the lips with the tongue in the proper position for forming *l*, *r*, or *s*, the consonants which precede it.

*Remedies.*—Practise sounding such words as brown, dry, try, &c., until *r* can be joined to the letter preceding it easily. Make *r* a breath and not a voice letter in its combinations. Let it simply ruffle the stream of air or sound that is passing out from the lungs.

In words in which *m* is preceded by a consonant be sure to dwell on the sound of the preceding consonant, while closing the lips to form the *m*.

All the errors caused by additions would be removed, if children were taught the sounds and powers of the letters properly when first learning to read.

MAP DRAWING.

I.

Map drawing is a valuable aid in teaching geography. Like all other hobbies, however, it makes its rider ridiculous when it is ridden in improper places, or too often. Map drawing by teacher and pupils may be made the simplest and surest way of teaching the names and relative positions of the physical features and political divisions of the earth. It is most unfortunate, however, that a number of ingenious mystificators have laboured assiduously until they have robbed map drawing of all that was simple and natural, and have sent forth their "systems" to terrify teachers and worry the poor children in the schools whose masters have not had the opportunity of studying a better method. Map drawing is not an elaborate, scientific system that requires a vast amount of natural ability, and acquired knowledge and skill in its practice. As taught in its most elaborate style, colouring included, by Mr. Armstrong in the Toronto Normal School, and by all

trained British drawing instructors, its methods can be learned in one lesson.

Map drawing is properly divided into two distinct kinds of exercises; *map sketching*, and *cartography* or accurate map drawing, including projection; filling in rivers, mountains, towns, &c.; coasting, colouring, &c.

The map drawing hobbyists, as is usual in such cases, devote attention to the most difficult and least important part of the work, cartography. It is of great value in training the eye and hand and in forming habits of accurate observation, but it is not properly a school exercise. It should be taught in school in a brief lesson or two, but should be practised at home as an amusement. Of course such work may very properly be assigned by the teacher as a home exercise.

#### MAP SKETCHING.

This is purely a school exercise. It should be used by the teacher—1st, in teaching a geography lesson. 2nd, in reviewing a geography lesson.

*Objects.*—To impress indelibly the relative positions, distances, sizes, forms, boundaries, &c., of the physical and political divisions of the world or any portion of it. It is not an exercise in drawing so much as in location of places. It is teaching and answering, in pictures or sketches instead of mere words.

*Advantages.* 1.—*The pupil learns by doing.* This is carrying out the methods of both Pestalozzi and Froebel. The teacher may describe the shape of a country or the plan of a city, for instance, as accurately as he chooses; he may even show a map or plan of a country or city without being able to give his pupils a clear and real idea of what he wishes to teach them. This can only be done so that it "never wears out," by making them sketch the form of the country or draw the plan of the city again and again.

2. *It requires far less time than the ordinary method.* This is true both as regards *teaching* and *reviewing*. There are second book classes in Toronto, the pupils of which can sketch the map of the world, naming the continents and oceans, or a map of one of the continents, giving its political divisions, in from three to five minutes.

3. Every pupil is compelled to attend to instruction as it is given and each one answers at the same time in a review.

4. The teacher can examine a set of answers on slates or paper much more easily and rapidly than if they were written out instead of sketched out.

5. The chief advantage is, that, when a map is sketched, it has no names on it except those which are to be remembered. The maps in our Geographies contain hundreds of names that the pupil should never have to learn in school.

*Suggestions and methods.* 1.—Every pupil should have a piece of cardboard six inches long by one inch wide, marked in inches and half inches. This should be used in determining distances and relative lengths in the first lessons given on any map. After a little practice, the pupils should be able to draw outlines and mark the positions of places, rivers, &c., without taking measurements, except with the eye; indeed measurements should be estimated by the eye before they are made with a rule.

2. When the class has agreed as to the measurement and general direction of any coast line, the teacher should draw on the board a line as many times longer as will conform to the scale in which he proposes to draw his sketch. The class should then draw the same coast line on their slates. All the coast lines should be sketched in this manner. The teacher should then pass through the class and briefly point out the errors made.

3. The same exercise should be repeated several times during a single lesson.

4. The pupils should be urged to draw their lines *boldly* and *freely*, and to avoid trying to mark *minor projections or inlets* when sketching. This rule has more force when the map to be drawn includes a large portion of the world. In sketching the map of the world, for instance, *relative size* and *position* are of infinitely more importance than *accuracy of form*.

5. When the outline can be sketched rapidly and well enough to satisfy the teacher (who should remember the object of the lesson, and not expect too much minute accuracy of form), he should write on the board and cause the class to write on their slates the names which should be remembered.

6. After a few lessons, when reviewing, the teacher should instruct the pupils to use the initial letter only of a word in order to save time. The whole word should be written occasionally in order to teach the spelling of the geographical names.

7. The pupils should sketch their maps on as large a scale as their slates will allow.

8. Pupils should occasionally be called upon to sketch a map on the board. The class should criticise the errors made as the work proceeds.

9. The sketching of each map should be done *from memory* as soon as possible.

*Reviewing.*—1. Sketch outline.

2. Name boundaries.

3. Mark and name mountains.

4. Mark and name rivers.

5. Outline and name political divisions.

6. Mark and name cities and towns.

7. Mark and name railroads, &c.

It may not be desirable to review all these items on one day, especially when reviewing a continent.

The teacher should occasionally review by placing an outline on the board and requiring all the pupils to write the names of the places which he touches with a pointer, and to state what they are; viz.: whether capes, cities, &c.

## Answers to Correspondents.

TO CORRESPONDENTS.—All requests for information, as well as communications intended for insertion in the SCHOOL JOURNAL, should be accompanied by the name and address of the sender.

#### INTERMEDIATE AND SECOND-CLASS TEACHERS' EXAMINATION.

In reply to several enquiries, we give the following information respecting this examination.

The 12 subjects are arranged in four Groups:

I. Arithmetic, Algebra, Euclid.

II. English Grammar, Dictation, Composition.

III. English Literature, History, Geography.

IV. Natural Philosophy, Chemistry, Book Keeping.

Each Group is valued at 300 marks. The number of marks assigned to each subject is given on the Examination Papers. To obtain a B, a candidate must make at least 20 per cent. on every subject, and 40 per cent. on each Group; to obtain an A, 30 per cent. on each subject, and 50 per cent. on each group are required.

In Literature, the "Traveller" and the "Deserted Village" are prescribed for the July Examination in History.

In preparing for the Examination read the books authorized and recommended on the official list of the Education Department.

SUBSCRIBER.—1. A license to teach in New Brunswick does not entitle you to teach in Ontario without undergoing an examination. 2. The average salaries received by teachers in Ontario according to the last report, 1876, were, males, cities, \$726; towns, \$566; counties, \$367. Females, cities, \$314; towns, \$267; counties, \$240.

OPINION.—To form a professional library of books, buy—1. The Cyclopaedia of Education, E. Steiger & Co., New York; 2. Morrison's School Management 3. Currie's Common School Education. 4. Wickersham's School Economy. 5. Calkins' Object Lessons. 6. Hailmann's Kindergarten Culture. The whole will cost you under twelve dollars. For "Journals" see Reviews in this number of the JOURNAL.

A. C. M.—The studies for second class are fixed by the Education Department. Your Inspector can tell you what they are. The books

recommended by the Central Committee appear in the authorized list, which has been published in the JOURNAL.

A. C.—The vacations in Public Schools in Ontario, except those in places where there are High Schools, are from the 8th of July to the 17th of August inclusive, and from the 24th of December to the 2nd day of January inclusive.

L. E. B.—The next session of the Normal School for second class teachers will begin on April 5th, 1878. Notice must be sent to the Deputy Minister before March 20th. An "Intermediate certificate" obtained in December, 1876, and a certificate from your Inspector showing one year's successful teaching, will entitle you to enter.

SUBSCRIBER, Port Hope — Please see February number of JOURNAL.

SUBSCRIBER — Female as well as male candidates will have to take Euclid, Book I, for Third Class Certificates in future.

## Notes and News.

### ONTARIO.

A new High School has just been established at Mount Forest. The Belleville School Board have elected Mr. W. A. Sheppard, chairman.

Rev. Walter Ross has been elected chairman of Carlton Place High School Board.

The Perth Town Council have elected Rev. Dr. Chisholm, who is a Roman Catholic, as a member of the High School Board. This is liberal.

Dr. George Wright is chairman of Toronto Public School Board for 1878.

Col. Wylie has been elected Chairman of the Brockville Public School Board for the 17th time.

Judge Gowan has been again elected Chairman of the Barrie High School Board.

Mr. John A. Scott has been elected Chairman of the Stratford High School Board.

Mr. D. K. McKenzie has been re-elected Chairman of the Board of Education for St. Thomas.

Goderich proposes to have a new High School building.

Halifax is taking up the question of thorough ventilation.

Brockville has improved the ventilation of its Victoria Central School.

Oshawa has done away with the plan of centralizing the advanced classes in the public schools. Alas for Oshawa!

The School Inspector of South Essex has resigned his office, to take effect from the 1st of January next.

At the recent December examination, 157 teachers' non-professional second-class certificates were granted, 50 of the Grade A, the remaining 107, Grade B.

The Hamilton School Board are considering whether the admission of students from a distance is, or is not, in the interest of the city. The question has been referred to a special committee.

The Public School Trustees of Mount Forest have decided on erecting an addition to the Central School building, which will involve an expenditure of between \$4,000 and \$5,000.

The new Public School at Port Dalhousie will cost, when completed, \$5,500, and the new High School at Wardsville has been erected at a cost of \$6,000.

The corner stone of Alma College at St. Thomas is expected to be laid on the Queen's birthday. The building will cost \$27,294, of which \$15,000 is now subscribed.

Dr. Carlyle, of the Toronto Normal School, has been appointed agent in Ontario for securing teachers for British Columbia.

The chairman of a Grange meeting at Avonton closed a discussion on the educational matters of Ontario as follows:—He thought "our system good, our teachers all that could be wished, and though some men might be arbitrary, the most of inspectors were the right men in the right place."

The Ontario Business College, Belleville, has become very popular as a business training school. The Principals, Messrs. W. B. Robinson and J. W. Johnson, were recently the recipients of an address from the students, expressive of the great satisfaction which they experienced in the unwearied exertions made by the Principals and the staff of the College to impart a sound business education, and of the high personal esteem in which they were held by the students. It is gratifying to notice such marks of kindly feeling existing between teachers and the taught, and speaks very highly for the success of the College. We also notice that the students have formed themselves into a literary and debating society, and meet every Friday at 4 o'clock p. m.

It is gratifying to be able to state that our Collegiate Institutes are in some instances at least, if not in all, in a really flourishing condition. From the Brantford *Expositor* we learn that during 1877 the Institute in that town sent up to Toronto University the first proficiency scholar of the year, who also was a double scholarship man. It sent up also the best classical scholar of the 84 or 85 who matriculated in Victoria University last September. Another of the pupils of the Institute took the second proficiency scholarship of Trinity College, Toronto, and a fourth was the only candidate who passed the senior matriculation in civil engineering at McGill University. At the July examination for teachers eight of the ten successful candidates for second-class teachers in the whole county hailed from the Institute, and nineteen of the successful third-class candidates. At the December examination the only successful second-class candidates in the whole county, five in number, were from the Institute. The *Expositor* justly remarks that "the influence which such a school exercises upon the physical, social and commercial well-being of the city cannot be too highly magnified," and we may add that the people cannot cherish too carefully or treat too liberally an institution of which they have so much reason to be proud. It should be added that at the last intermediate examination the Institute passed seventeen out of twenty-six candidates, an exceptionally favorable record.

The Galt Collegiate Institute is another of those institutions which may fairly be characterized as prosperous. It is one of the oldest and best known of the public schools in the Province, having been established so far back as 1852, and it is well and efficiently managed by its veteran principal and his colleagues. During the last three years the school has had an excellent University record. Apart from several medals won by its ex-pupils during that period at various Universities it won at matriculations no less than fifteen first-class honors, seven second-class honors and five scholarships, not to mention the honorable standing won at matriculation examinations before various learned bodies. Galt claims, besides, to have an interest in several distinguished pupils from other institutions, inasmuch as a great part of their training was obtained in the Institute there. The number of successful intermediate candidates in 1876 was fifteen, and in 1877 it ran up to twenty-six. Like other enterprising towns, Galt would do well to support its admirable Collegiate Institute even more liberally in the future than it has supported it in the past.

The Secretary of the Prescott Board of Education has been instructed to inquire of the parents or guardians of those children who have not attended school four months during the past year if they can give a satisfactory reason why they should not be fined for such a violation of the School Law.

Dr. McLellan during his recent visit to Picton addressed the High School Board, which had been convened for the purpose, in relation to the necessity for a new High School building for the town. A public meeting has since been held at which it was unanimously resolved, "That the High School Board be authorized to procure legal advice from the Minister of Education, or elsewhere, if they see fit, concerning the responsibility of the County Council in erecting a High School building, and in case the opinion is adverse, then this meeting authorizes the High School Board to ask the Town Council to raise the money necessary to erect a school building."

The following resolution was unanimously adopted by the Teachers' Association of Prince Edward county: Resolved, that this Teachers' Convention hereby requests the Minister of Education that he will cause the subjects for First Class certificates to be arranged in three groups, as follows: I. Mathematics; II. English III. Natural Science, and that any candidate passing in any one or more of the above groups, shall receive his standing therefor, and not be required to pass again in the same at any future examination.

### QUEBEC.

According to the report of the Hon. the Superintendent of Education, the sum of \$1,449,336 was raised for public instruction in the year 1876-77. This amount includes both the Government grant and the monthly contributions of different localities. The number of primary schools in operation for the same year was 4,306. These schools were attended by 191,784 children. The number of teachers was 4,966. The number of secondary places of education was 262, with 40,722 pupils and 1,826 teachers, or professors (as masters in secondary schools are styled here). The Universities of Laval, McGill and Bishop's College had 680 students with eighty-four professors. The Montreal School of

Medicine, the eleven schools of Art and Manufactures, the two schools of Science applied to Art, the Institutions for the Blind and for Deaf Mutes had 1,619 pupils and ninety-four professors.

The Schools of the Christian Brothers, in Montreal, had 8,445 pupils, and the schools of the Sisters of the congregation of Notre Dame, in the same place, 5,705. The Catholic schools of Montreal had 19,815 Catholic pupils, and those of Quebec 11,124.

Of the pupils who left schools for professions we find that 167 have entered upon the study of law; 278 upon that of medicine; 18 upon the notarial profession; 1,267 have gone into business; 62 have taken the profession of land surveying; 53, that of civil engineering; 270 have entered the faculty of arts. There are 3,055 classical students and 1,747 who have studied Canadian history.

The value of the property belonging to institutions devoted to superior education is \$8,774,556, with a debt of \$1,098,138.

In Ontario, it is said that the proportion of the people who have some education is one in every three; in France, one in nine; in Germany, one in six; in England, one in fourteen; in the Province of Quebec, one in four. The Province does not compare unfavorably with other countries.

During the year, 14,937 books have been given in prizes; of these 6,660 were works written by French Canadian authors. Dr. Larue, M. Abbé Ferland, M. Abbé Casgrain, and Chauveau Legendre, seem to be the most favored in this respect.

The following regulations have been adopted by the Lieutenant-Governor-in-Council respecting the School Exhibition to be sent to Paris.

1. The Commission shall meet whenever it is judged necessary on the call of the Superintendent.
2. The Commission shall make rules for its own proceedings.
3. It shall make a choice of objects to be exhibited.
4. It shall collect everything proper to make known our school system.
5. It shall distribute in the school a uniform exercise book for the work, &c., of pupils.
6. It shall have power to give all orders necessary to attain its object, and to make the Exhibition as complete as possible.
7. It shall publish a catalogue or print an historical notice of the chief educational institutions.
8. It shall report from time to time to the Executive.

*L'Abeille* is the title of a small paper, published by the pupils of the small seminary of Quebec. Its motto is, "Je suis chose légère et vais de fleur en fleur."

The late Dr. Peltier, of Montreal, was born in 1822. At the age of sixteen he went to Paris and studied philosophy at the College Henri IV. Among his fellow students were the Prince de Joinville and Duc d'Aumale. He studied medicine in Paris and Edinburgh and returned to Montreal in 1846. In 1847 he was appointed professor of physiology in the Montreal School of Medicine. In 1850 he was elected Governor of the College of Physicians and Surgeons of Lower Canada. In December last he was named professor of physiology in the Faculty of Medicine of Laval University in Montreal.

#### NOVA SCOTIA.

The movement to found a College of Science and Technology has been so far successful that the report of the Committee appointed to draw up a curriculum has been adopted. The name of the new Institution has been changed to "The Technological Institute." The arrangements decided on are: That the classes shall meet in the evenings; that there shall be three terms in the year, extending, respectively, from the first week of October to the third week of December; from the second week of January to the third week of April; and from the 1st of June to the end of August; the minimum age for admission to be 15 years; fees, \$8 per term for each class, with a registration fee of \$1, payable annually; pupils taking a single class to pay \$4. Detailed programmes of the various subjects to be taught were presented at the last meeting, of which the following is an outline: Geology and Mineralogy—Rev. D. Honeyman, D. C. L.; Zoology and Physiology—J. Somers, M. D.; Agricultural Chemistry, Botany, and Scientific Agriculture—Prof. George Lawson, M. D., Ph. D.; Chemical Arts, Manufactures, and Analysis of Commercial Products—H. A. Bayne, M. A., Ph. D.; Lubricating Oils, Paint Oils, Drying Oils, Petroleum, Marine Paints—Mr. R. G. Fraser; Mining and Mining Engineering—H. S. Poole, Inspector of Mines, and Mr. Rutherford; Assaying—Mr. B. Gilpin; Drawing—free hand—perspective—linear—landscape—architectural, and colour—Mr. Forshaw Day; Geometrical and

Mechanical Drawing, Practical Mechanics, Motors, Construction of Machine Parts, Machine Roofs, Bridges—Mr. Emil Vossnack, C. E.; Physics—Hydrostatics, Hydraulics, Sound, Heat, Light, Electricity, Meteorology—J. J. Mackenzie, M. A., Ph. D.; Civil Engineering and Surveying—Mr. Keating, C. E.; French, German, Spanish—Mr. Liechti; Architecture—Mr. Dewar. For the present, the following preliminary classes will be taught, commencing on Tuesday, 5th March: I. MECHANICS AND MECHANICAL DRAWING, by Mr. E. Vossnack,—including: 1. Geometrical Drawing; 2. Mechanical Drawing; 3. Mechanics; 4. Motors (Waterwheels, Turbines, Steam, Gas, Hot-air and Electric Engines); 5. Construction of Machine Parts and Machines; 6. Roofs and Bridges. The fee for the three months' term is fixed at \$4.00. The class will meet on Tuesday and Thursday evenings. II. DRAWING, by Mr. Forshaw Day, viz.: 1. *Practical Perspective*, comprising elementary principles of projection, projection of pyramids, circles, cylinders, &c., projection of buildings and projection of shadows. 2. *Drawing*.—Free hand linear, by means of instruments. Light and shade in chalk and sepia, object drawing, principles of design and designing from historic data, landscape drawing, architectural and plain drawing to scale. 3. *Color*.—Principles of coloring, showing all the ocular modifications. In summer months, drawing from nature can be arranged for in the evenings at 4 p.m. Fee, \$4 per term of three months. The class will meet on Tuesday and Thursday evenings. In addition to the above classes, a short preliminary course of weekly evening lectures on scientific agriculture, illustrated by experiments and diagrams, will be given by Prof. Lawson, commencing on Tuesday, 5th March; also a similar preliminary course on mining, by Mr. H. Poole; and a class for assaying, by Mr. E. Gilpin. Geology is taught by Dr. Honeyman; Physics and Chemistry, on Monday evenings, by Drs. Mackenzie and Bayne respectively.

The Committee appointed by the Senate of the University of Halifax to inquire into and report upon the practicability of introducing a system of technical education in this Province, has met frequently, but has not yet reported to the Senate. It is in any case improbable that the Government would move in the matter this session, political issues overshadowing educational questions.

The Convocation of the University has nominated Rev. T. A. Higgins, M. A., Annapolis, Rev. D. Honeyman, D. C. L., and B. Russell, M. A., as its candidates for the vacant Fellowship. The Governor-in-Council will select one of these three gentlemen.

Educational matters during the past month have been very quiet.

#### NEW BRUNSWICK.

The friends and promoters of education throughout the Dominion will hear with pleasure of the growing popularity of the CANADA SCHOOL JOURNAL, and of its increasing circulation in this Province. Those best qualified to judge of its merits have spoken most unmistakably in its favour. A teacher of high standing declared to the writer the other day, that one of its late articles alone was worth more than the whole year's subscription. If the JOURNAL has thus commanded such signal success already, still greater results may very reasonably be expected from it in the future.

Teachers' Institutes and Associations in this and the neighbouring Provinces will find in the JOURNAL a ready means of giving publicity to the substance of their discussion at a title of the expense that would be required to maintain a periodical of their own. County inspectors of schools, and the chief officers of the Associations, will consult the welfare of teachers and the cause of education generally, by bringing the JOURNAL to the notice of the profession as frequently as possible, and thus assist in enlarging its usefulness by still further extending its circulation.

It is pleasant and cheering to note the signs of educational progress amongst us and around us, and to find men of all parties and creeds working together in harmony for a common end.

The remuneration of teachers has improved very materially of late years in this Province, and every sensible man hails the fact as one of the best omens of success in spreading the blessings of sound education among the people. On the other hand it is painful to notice any retrogressive movement in this respect, as we did lately when the people of Newcastle, in open meeting, proposed and carried a resolution directing their school trustees to reduce the salaries of their teachers some twenty per cent. at the close of their current engagement. This step is not only an act of cruel injustice to a most meritorious class of public servants, but, we venture to predict, will prove a huge blunder in the end, and that the greatest sufferers will be the people themselves and their chil-



dren. Here is a fine field for the exercise of educational, political or social influence, come from where it may, in order that the people may be led back to their former and better way of thinking.

Beautiful furniture for schools and lecture rooms is being imported into this Province from Ontario, and at rates, it is said, considerably lower than what similar articles can be produced for amongst us. This advantage we owe to Confederation, to the great Intercolonial Railway, and to the removal of all commercial restrictions among the united Provinces.

The numerous friends of the Rev. Dr. Coster, principal of St. John Grammar School, will hear with deep regret that he has been laid aside for several weeks by severe illness from the active duties of his profession. They will also, we are sure, unite with us in the sincere and earnest hope that he may soon be restored to health and strength, to take a fresh start in the career to which he has so long and so faithfully devoted himself.

The University of New Brunswick is this year in a very flourishing condition. The attendance is considerably in excess of the average of recent years. Its staff of Professors as a whole will compare favourably either for learning or ability with the staff of any similar institution on the continent. In all material appliances also the college is remarkably well equipped, but particularly in the department of Science, over which Prof. Bailey has so long and ably presided. On the 14th inst., the students and their invited friends held a conversazione in the University, which all accounts agree in describing as a marvel of refined enjoyment. Remuneration of this elevating character have not only the sanction of the President, Dr. Jack, but are made to form a part of his enlightened administration. Long may he continue to fill his responsible position with the dignity and success that have marked his protracted connection with the institution.

#### BRITISH COLUMBIA.

From the Pacific Province we learn that the Christmas examinations in the Public and High Schools in Victoria passed off satisfactorily and well. Those of Nanaimo and New Westminster also made a creditable showing. In the outlying districts, so far as heard from, the last school term seems to have been a very successful one. Since reopening on the 7th of January complaints have been made respecting want of room in the new school building, which a short time ago was considered by many to be quite beyond the educational requirements of Victoria for years to come. Increased accommodation must now be devised.

The Principal of the Victoria Public School (Boys' Department), C. C. McKenzie, M.A. *Cantab.*, was the recipient of a handsome epergne from his senior class. The presentation at the close of the Christmas examination was an interesting and profitable occasion to all concerned.

Cache Creek Boarding School is again doing good work among the isolated families of the interior. In that portion of the country, proverbial for expensive living, the children are collected together from hundreds of miles of territory and boarded for about eight dollars per month, which with the government appropriation for teacher and matron cover the expenses of the establishment.

Provision is now being made for more frequent and thorough school inspection throughout the Province, and for several months the Deputy Superintendent of Education will be employed in that duty. Though the schools are "few and far between," yet reaching them is no easy task. On Vancouver Island, some twenty districts extend from Sooke to Camox, a distance of about 150 miles; while on the Mainland, the most remote of the twenty-five, namely, Stuart Lake, is nearly a thousand miles from the seat of Government.

The Superintendent of Education returned on the 14th of January from a three months' visit to the Eastern Provinces.

The sixth Annual Report on the schools of the Pacific Province, bringing educational statistics up to 31st July, 1877, has just come to hand. The number of children in attendance seems small when compared with the school population of the other Provinces; still the gratifying fact is fully shown, that average attendance has increased from 584½, in 1872-3, to 1,210½ in 1876-7. This increase has been steadily going on at the rate of 25 to 30 per cent. annually. Children of school age now number nearly 3,000. Of these, 1,888 have attended the Public Schools more or less during the year. Seventy-one teachers have been employed during the year, some of them, however, only for short periods. First-class A, 11; first-class B, 12;—an increase of ten during the year; second-class A, 13; second-class B, 10; increase, two; third-class A, 5; third-class B, 4; increase, 4; temporary certificates, 4; not certificated, 9—

decrease of four. The great increase of first class teachers speaks well, not only for further efficiency in the schools, but for energy and perseverance among those who are thus working up in the profession. Salaries of teachers employed during the year amounted to \$36,314.98. Some of these were pupil teachers at low salaries, and others held appointments for short periods. The average salary is \$702.07 per annum; \$57.66 higher than last year. This increase is occasioned by the employment of a greater number of certificated teachers, and the salaries of High School masters being brought in. Highest amount now paid is \$125, and the lowest for qualified teachers \$50 per month. For the year under consideration, payments have been—one monthly salary, \$125; four, \$100; one, \$90; two, \$75; six, \$70; thirteen, \$60; one, \$55; twenty, \$50; two (uncertificated), \$40; and one junior teacher in Victoria, \$40. The cost of each pupil attending school some time during the year was \$22.68, for each one of the average, \$36. This includes the High School in Victoria. The *per capita* cost is \$1.38 less on the attendance, and \$5.22 on the average, than for the previous year. Irregular attendance detracts very seriously from educational results. This statistic for the Province is 37½ per cent. More than one-third, therefore, of all the energy put forth by teachers is wasted, and that proportion of the school grant expended to no purpose. The Superintendent gives teachers fair warning that failures to pass pupils for the High School will in the future be considered proof of inefficiency in imparting instruction. A trial has been made of awarding scholarships to teachers in training. This, however, has been discontinued, for the present, on account of the expense. A discontinuance of the Government School Book Depository is recommended, in order to avoid interfering with legitimate trade. The Ontario series of school books are used, and these are now sold by the booksellers at Eastern retail prices. Establishment of School Libraries, following in the wake of Ontario, is strongly recommended. Also evening school when practicable. A paragraph is devoted to "Cleanliness in School Houses," and slovenly teachers get a hint to be more careful of their personal appearance. The value of Public School property has increased from \$12,000 in 1872, to \$75,000 in 1877. Each of the 40 schools in operation is reported on, more or less favourably. At the commencement of the present school system in 1872 there were but 14 schools in all. Five new districts have been created during the year covered by the report. In closing his general report the Superintendent of Education says:—"The review of school work and school progress for the year is as satisfactory, and perhaps more so than for any former period in our educational history. By the establishment of a High School provision has been made for intermediate instruction in Victoria; but the fact must not be lost sight of that a similar institution must soon be inaugurated in New Westminster. A Provincial University also will speedily become a necessity if British Columbian youth are to be fully prepared for the various avocations of life, without going to other provinces and countries for the purpose of graduating in arts, law, and medicine." Statistical Tables, Rules and Regulations, Examination Papers, &c. &c., occupy Parts II. and III. of the Report. The most Western Province of the Dominion is evidently doing everything possible to extend and improve educational facilities; which in districts so sparsely settled and so far apart is a task of great difficulty, and one which involves no small expenditure.

#### FOREIGN.

The State Teachers' Association in Illinois approves of the co-education of the sexes.

The preparatory department of the University of Minnesota is to be abolished in June next.

At a convocation of the University of London in January a resolution admitting women to all the University degrees was passed by a vote of 242 against 182.

In the State of New York it has been proposed to amend the school law so that candidates for the office of trustee must pass an examination to show they are capable of filling the position properly.

In the United States the cost per head of education varies from \$18.62 in Detroit, to \$33.78 in San Francisco. In Boston it is \$31.40; in Chicago, \$20.06; in New Orleans, \$28.28, and in New York, \$29.88.

An organization to be called "the Home Education Society" is proposed in Milwaukee. It is to resemble in its work the Boston Society for the Encouragement of Study, and is to benefit those young men and women who have left school and desire to continue intellectual work.

Compulsory education is about to be tried in Buffalo, N. Y. There are twenty-one universities in Germany, attended by 20,229 students.

The School Board in Glasgow, Scotland, have arranged to establish evening classes for teaching cookery.

A School of Industrial Art, attached to the Pennsylvania Museum, on Broad street, Philadelphia, is in successful operation, and is well attended by young artisans.

The Birmingham School Board has made "the humane treatment of animals" a subject of direct teaching in the classes of its various schools.

In New York State the expenditures of the public schools last year was \$10,976,284.45, and in Ohio the expenditure was \$8,036,620.82.

There were fourteen examinations for the ladies' classes at University College, London, last session, and one hundred and eighteen students entered. Of this number over fifty obtained first-class certificates, and only twelve failed to obtain a place.

The cost of superintendence and management of public schools in Jersey City, N. J., is \$2.85 per pupil per annum; in Cincinnati, \$1.67; in San Francisco, \$1.65; in St. Louis, \$1.02; in Cleveland, 66c, and in the District of Columbia, 58c. In Toronto it is 25c.

The number of schools in the State of Pennsylvania is 17,783, attended by 907,412 children, and the value of school property is \$25,500,000. The cost of tuition per month for each pupil is 89 cents. The number of teachers employed is 20,652.

It is said that an effort will be made this year in the Legislature of the State of New York to abolish school districts—corresponding to our sections—and establish the township system which prevails in New England and Pennsylvania.

## Teachers' Associations.

### EAST MIDDLESEX.

**PROGRAMME**—Friday, 1st March, 10.30 a. m.—Reading Minutes and Communications, Reports of Committees, and Miscellaneous Business. 1.20 p. m.—Miscellaneous. 2 p. m.—President's Address: "Footprints." J. Dearness, I. P. S. 2.30 p. m.—A Method of Discipline, and a New Idea in the Method of Recording Marks. Geo. Wrigley, Head Master, Petersville. 3.30 p. m.—The Teaching of Writing, with a discussion of the S. G. Beatty Copy-books, &c. W. D. Eckert, Head Master, London East. Nomination and Election of Officers. 7 p. m.—Doors of the New Mechanics' Hall opened for a Grand Entertainment, being the Presentation of the Association's Prizes, and the Ross Medals; also Readings, Music, and Short Addresses. Admission to members and their friends, 15 cents; to pupils, 10c.

Saturday, 2nd March, 9.30 a. m.—Mathematical Geography, J. G. Hands, Principal of the Teachers' Training College. 10.30 a. m.—English Literature for admission to High Schools, and for Third-class Certificates. (By request.) J. Houston, B. A. J. A. McLellan, Esq., LL.D., is expected. 1.30 p. m.—A few principles in Algebra on Factoring, and Simplifying Circular Fractions. Wm. O'Connor, M. A. 2.30 p. m.—Recent Departmental Regulations, Short Addresses.

### NORTHUMBERLAND.

The Teachers' Association for the County of Northumberland will hold its semi-annual meeting in the Model School Buildings, Cobourg, commencing on Thursday, March 28, 1878, and continue its sessions two days. The following, among other subjects, will be discussed: 1. Elementary Chemistry, Dr. Haanel. 2. School Organization and Discipline, W. E. Sprague. 3. Language Lessons, N. L. Holmes. 4. English Literature, W. M. Scarlett. 5. Elementary Mathematics, Dr. McLellan. 6. Geography and History, Prof. Macoun. 7. The Monitorial System, Ins. Scarlett. 8. Object Teaching, Mrs. Fish and Prof. Macoun. 9. Grammatical Analysis, Geo. H. Asin and M. A. James. Prof. Reynar will deliver a public lecture in the Court Room on the Thursday evening, at 7.30; and Dr. McLellan is expected to deliver a lecture in the same place on the following evening.

M. ALBERT JAMES, Secretary.

D. G. JOHNSTON, President.

**HALDIMAND.**—The meeting of this Association on Feb. 1st and 2nd was one of the most profitable since its inauguration. Notwithstanding the severity of the weather and the almost impassable state of the roads, a large number of the teachers from all parts of the county were present. The addresses of the speakers were able, the discussions spirited, and everything betokened a sound interest in all that pertains to education. The following programme was carried out:—"Address," Rev. T. McGuire; "How to teach Geography," Thomas Hammond; "How to teach History," Rev. Alex. Grant, B.A.; "School Discipline," James McNevin; "Third Class Literature," Thomas Hislop; "Algebra," C. Moses. The greater part of Saturday was occupied by Prof. Lewis, of Toronto, who took up the subject of Elocution, which he handled to the satisfaction of all, and afterwards illustrated his lecture by reading a number of selections from the best authors in a masterly style. On the evening of the first day the Rev. James Black gave an address on "The Teacher as a framer of character," and the Rev. W. R. Shortt, B.A., of the Caledonia High School, delivered an eloquent lecture on "A Trip to New York."

**SOUTH HASTINGS.**—The Association met in Madoc on the 8th and 9th of February, the President, Mr. W. Macintosh, I.P.S., in the chair. The following is the programme:—"Spelling," by Mr. C. Fuller;

"Good order, and how to secure it," by Mr. McLellan; "Geography," by Mr. S. Curtis; "The present standard for third class certificates," by Prof. Dawson, of Belleville High School; "Arithmetic," by Dr. McLellan. The meeting was a very large and enthusiastic one, and the discussions were interesting and practical.

**SOUTH HASTINGS TEACHERS' INSTITUTE.**—The semi-annual meeting of this Institute was held in the Union School, City of Belleville, on Friday and Saturday, 15th and 16th ult. Dr. McLellan, M.A., LL.D., Senior High School Inspector, was present, and took a very active part in the proceedings, contributing very materially to its success. On the first day the programme followed was: Geography to Junior Classes, by J. Irwin, Head Master County Model School; Geographical Distribution of Plants and Animals, by Prof. Macoun, M.A., Albert University; Arithmetic to Junior Classes, J. Johnston, I.P.S.; Arithmetic, Dr. McLellan; and Composition, by Prof. Dawson, B.A., T.C.D., High School Master, Belleville. In the evening Dr. McLellan delivered an eloquent address in the City Hall, which was crowded to its utmost extent, on "Canada's Elements of National Power." At the conclusion, in answer to a vote of thanks, the Doctor congratulated the city on the efficient state of the schools, particularly the High School, hoping a fourth teacher would soon be appointed, and a new High School building erected. The second day's programme consisted of: Grammar to Junior Classes, by W. T. Kenny; Reading, Dr. McLellan; Writing, G. A. Swayze, Writing Master Belleville High and Public Schools; Algebra, Dr. McLellan; and English Literature for 3rd Class Candidates, Prof. Dawson. An address to teachers, by Dr. McLellan, closed the programme. The present meeting was the most successful ever held in this place, and the attendance the largest—a large number of the friends of education from the city and its vicinity being present.

## REVIEWS.

**EDUCATIONAL JOURNALS.** Every teacher should take the educational journal of his own Province. He should also take, or get his School Board to take, at least one good journal besides. There is no lack of good school periodicals in the United States.

**WEEKLIES.** The best weeklies are, "The New England School Journal," T. W. Bicknell, 16 Hawley St., Boston; "The Educational Weekly," S. R. Winchell, 170 Madison St., Chicago; and "The Youth's Companion," Perry, Musson & Co., 41 Temple Place, Boston.

**MONTHLIES.** The following are all standard journals: "The Pennsylvania School Journal," Hon. J. P. Wickersham, Lancaster, Pa.; "The Pacific School and Home Journal," San Francisco, A. Lyser & Co., 508 Clay St.; "Barnes' Educational Monthly," A. S. Barnes & Co., New York and Chicago. This journal enters on the fourth year of its existence with a new name. It has been called the "National Educational Monthly." It is a very excellent publication. "The Practical Teacher" and the "Primary Teacher" are decidedly good teachers' aids. They are worthy of the names they have assumed. The first is issued from the office of "The Educational Weekly," and the second from that of the "New England School Journal." "The New Education" is a little monthly published by W. N. Hailmann, of Milwaukee, in the interests of Kindergarten and home culture. Like everything written by Mr. Hailmann, it is worthy of the best attention of teachers, and others interested in Education.

**THE ART OF TEACHING.** Montreal: Dawson Bros. Price, 50c. This is a neat little book of 110 pages, written by Frederick C. Emberson, M.A., late Commissioner to inspect Model and High Schools in the Province of Quebec. It treats of a great many subjects of interest to teachers, suggestively not exhaustively. Many useful hints are given. If the book had been named "The Art of Managing a School," its title would have more nearly indicated its leading features. The instructions given in regard to methods of teaching are comparatively meagre and unimportant, the furniture, apparatus and text-books recommended are not equal to those at present used in Ontario; but the book is well worth its cost to every teacher, independent of the parts referred to above. The chapters on Discipline, Moral Tone in Classes, How to make Children like School, Cheerfulness and Health of Teacher and

Scholars, &c., are most excellent. The instructions, cuts, and working specifications for making a cheap school gymnasium are alone enough to recommend the book.

THE WORLD'S FAIR AT PHILADELPHIA, 1877. New York: A. S. Barnes & Co., 75 cents. This work consists of a series of articles originally contributed to the *International Review* by Francis A. Walker. It contains many valuable suggestions relative to the organization and carrying on of great Exhibitions, and a summarized comparison of the nature, extent and importance of the exhibits of different countries in the various departments.

PAPERS ON EDUCATION. New York: E. Steiger, Box 5310. This is the title of a selection of papers, addresses, &c., on important educational topics, published by the enterprising Steiger, and sold at the bare cost of production. Twenty are already published. To secure the *regular receipt*, prepaid by mail, of these *Papers* as they are issued, it is necessary to subscribe for them by runs which are supplied at the rate of 50 cents. Each run will contain pamphlets aggregating not less than 600 pages.

## Readings and Recitations.

### WOUNDED.

Arranged from two pieces, "Wounded," by J. W. Watson, and "I'm Mustered Out." They were written during the late American War.

Steady, boys, steady!  
Keep your arms ready!  
Step slowly,  
Speak lowly,

These rocks may have life.  
Lay me down in this glen,  
We are out of the strife,

Just here in the shade of this cannon-torn tree;  
Here low on the trampled grass, where I may see  
The surge of the combat, and where I may hear  
The glad cry of victory cheer upon cheer.  
Let me lie down.

Oh! it was grand;

Like storm-clouds we charged in the triumph to share.  
The tempest—its fury and thunder were there.  
On, on, o'er entrenchments, o'er living and dead,  
The foe under foot, and our flag overhead;  
We stood, did we not? like immovable rock,  
Unheeding their balls and repelling their shock.  
Did you mind the loud cry,  
When as turning to fly,  
Our men sprang upon them determined to die?

Oh! was it not grand?

God help the poor wretches who fell in the fight.  
No time was there given to set matters right.  
Thank God, I—

Hark! there's a shout!

Quick, raise me up, comrades, we've conquered I know,  
Up, up, on my feet with my face to the foe.  
Ah, there flies the flag, Britain's glory and pride!  
What matters this torrent which flows from my side  
When doing my duty 'neath that flag I die?  
Were it not for dear mother I'd heave not a sigh,  
But I see her sweet face and her dim tearful eye  
As they looked, when she wished me that last sad good-by.  
Oh! that I now lay on her pillowing breast  
To breathe my last breath on the bosom first pressed.

Well, well,  
Farewell,

Dying at last  
Soon 'twill be past.

No, boys, 'tis too late now, no surgeon can save;  
This bullet hole gapes in my breast like a grave;  
But, lads, say a prayer; there is one that begins  
"Our Father" and then says "forgive us our sins."  
O don't forget that; say that strongly, and then  
I'll try to repeat it, and you'll say "Amen,"

Pray!

Our Father! Our Father! Why don't you proceed?  
Can't you see I am dying? Oh, God, how I bleed!

Ebbing away,  
The light of day  
Is turning to gray.  
Pray! Pray!

Here, Morris, old fellow, take hold of my hand;  
Don't weep for me, comrades; O, was it not grand!  
When they swept down the hill like a thunder-charged cloud,  
And were scattered like dust by our brave little crowd.  
Comrades, a roll-call, when I shall be sought,  
Say I fought till I fell, and I fell where I fought.  
Sing, Morris, that hymn about Jesus, you know  
We learned it at Sunday School, long, long ago,  
It says there's a fountain for all, which is free—  
Oh, pray that my Saviour may show it to me.

Jesus keep us near the cross,  
There's a precious fountain,  
Free to all, a healing stream  
Flows from Calvary's mountain.

Near the cross! near the cross!  
Be my glory ever,  
Till my raptured soul shall find  
Rest beyond the River.

(The piece should be sung by the school, softly.)

### DEATH THE PEACEMAKER.

ELLEN H. FLAGG.

Two soldiers, lying as they fell  
Upon the reddened clay—  
In daytime, foes; at night, in peace,  
Breathing their lives away.  
Brave hearts had stirred each manly breast,  
Fate only made them foes;  
And, lying, dying, side by side,  
A softened feeling rose.

"Our time is short," one faint voice said,  
"To-day we've done our best,  
On different sides. What matters now?  
To-morrow we're at rest.  
Life lies behind; I might not care  
For only my own sake,  
But far away are other hearts  
That this day's work will break.

"Among New Hampshire's snowy hills,  
There pray for me to-night  
A woman, and a little girl  
With hair like golden light."  
And at the thought, broke forth at last  
The cry of anguish wild,  
That would no longer be repressed:  
"Oh, God! My wife and child!"

"And," said the other dying man,  
"Across the Georgia plain,  
There watch and wait for me loved ones,  
I'll never see again.  
A little girl, with dark, bright eyes,  
Beside her mother's knee,  
Oft asks when father's coming home,  
His little girl to see.

"To-day we sought each other's lives;  
Death changes all that now,  
For soon before God's mercy seat  
Together we shall bow.  
Forgive each other while we may;  
Life's but a weary game;  
And, right or wrong, the morning sun  
Will find us dead, the same."

The dying lips the pardon breathe,  
The dying hands entwined;  
The last ray fades, and over all  
The stars from heaven shine.  
And the little girl with golden hair,  
And one with dark eyes bright,  
On Hampshire's hill, and Georgia plain,  
Were fatherless that night.

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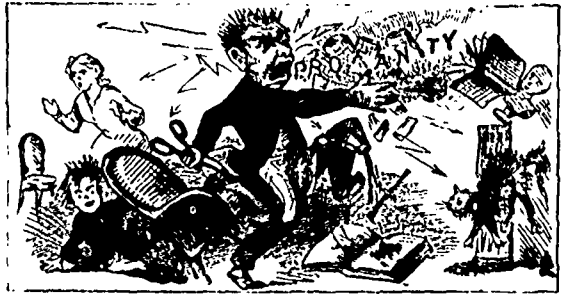
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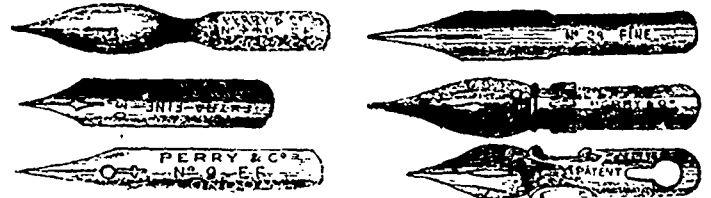
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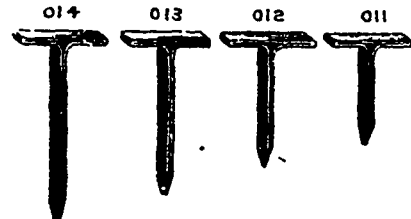


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