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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

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No 21.

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### The Canada School Journal and Weekly Review.

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

and a staff of competent Provincial editors.

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

#### o—T E R M S.—o

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### The World.

The number of the paupers in the great cities of the world is appalling. In Paris a census of the indigent is taken every three years. The report for 1883, just issued, shows that 123,324 individuals, or one in eighteen of the entire population, were in receipt of relief from the Public Administration. Yet these figures are a decrease from those of the preceding year.

The question whether Riel shall have a civil or a military trial is just now exciting a good deal of interest. He can, it is said, be tried by court martial only in case it can be shown that he has renounced his birthright as a British subject and become an American citizen. His trial before a civil court would afford the best opportunity for a thorough and impartial inquiry into the state of affairs in the Northwest which led to the rebellion, and the alleged wrongs of his compatriots and other settlers. This would be well for many reasons. Canadians do not want the wounds of this deplorable outbreak to be healed slightly.

Future rebellions must be rendered impossible, so far as fair and considerate treatment of Half-breeds and Indians can avail.

A great event in the history of both religion and literature is the issue of the Revised Old Testament. It is not to be expected that the interest awakened will be so intense as that which followed the issue of the Revised New Testament four years ago. The latter revision involved many changes of text consequent upon the comparison of various manuscript authorities, as well as changes of translation. The changes in the Revised Old Testament are simply changes of translation, no new textual readings being in question. Many errors are corrected, but the familiar expressions are retained as far as possible. The question with bible readers should be one of truth, not of age or associations, and there can be no doubt that the new versions approach much nearer the standard of absolute correctness than the old. Nevertheless, the power of old association is very strong, and it is likely that for a generation or two many will say "The old is better."

It must be confessed that the Anglo-Russian diplomatic sky is still lowering. The frequent recurrence of apparent hitches in the peace negotiations is ominous. The recent halting of the Guards at Alexandria, on their way home from Egypt, stimulates conjecture, though it may prove to have no connection with the Afghan difficulty. While negotiations are in progress the British ministry can, of course, give no explanations, but it seems almost certain that the extravagance and persistence of the Russian demands is causing trouble. It is difficult too to see how the Czar's ostentatious approval and reward of Komaroff can be easily brooked by the British Government. Still if a basis of peace consistent with English right and dignity can be secured under such circumstances, the British peacemakers will be entitled to all the greater credit.

The controversy between the prohibitionists and their opponents waxes hotter and hotter, but the disputants come no nearer to looking each other's arguments in the face. It is astonishing to what an extent even able writers fight shy of the real issue. To talk about sumptuary laws, refute shallow arguments concerning unfermented wines, quote medical absurdities about unwholesome dieting, or even to point out flaws in the Scott Act, is not to confute the prohibitionists on the main point. No one advocates prohibition as a sumptuary measure; few think it matters whether or not there was such a thing as unfermented wine in ancient India or Gallilee; nor would the question be decided by proving that all liquors are either slightly poisonous, or slightly nutritive. Modern legislation is a practical business. It deals with facts, and seeks the greatest good of the greatest number. Are intoxicating drinks beyond all comparison the most fruitful agent in producing poverty

vice, crime and misery? Can a prohibitory law be so wisely framed and so well enforced as to afford the best possible means of minimizing the terrible evils which are the outcome of the traffic? These are the two great questions, the first a question of fact about which there is not much room for difference of opinion; the second a question of practical politics which affords much ground for argument, and perhaps experiment.

### The School.

The teacher who would rule his school well must first learn to rule his own spirit. This is often a most difficult task where there is so much to excite nervous irritation, but it is the indispensable condition of all true governing power.

One of the chief difficulties in school government arises from the almost universal feeling that these is a diversity of interest, a kind of chronic antagonism between teacher and pupil; that it is the right of the one to make and enforce arbitrary laws, and equally the right of the other to evade or transgress them, so far as he can with impunity. The highest type of government in family, School or State, is realized only in proportion as each becomes a law unto himself.

A contemporary, replying to a request for hints to aid in suppressing whispering in an ungraded County School, replies—

"Give your pupils plenty of interesting work to do; good books to read and study, plenty of writing in the way of descriptions of objects which they are led by you to observe; give them leaves, plants and animals to draw or paint (painting is best at first); give them a great many practical problems to perform; take hold and study with your pupils."

To this good advice we should be inclined to add, try to get on the right side of your pupils, or rather to get their judgments and consciences enlisted on your side. Get them to feel that the school is theirs as well as yours; that disorder reflects discredit upon them as well as upon you; that you and they are co-workers. This can be done to some extent by putting the matter properly before them, and appealing to their good sense and good feeling. A few kind, confidential, words in private will often go far with the leading spirits. Let no teacher think this a weak way to rule. The law which takes hold of the conscience and the affections is the highest kind of law. It is the great law of love.

Here is a golden thought for teachers from the *Ohio Educational Monthly*—

"To bring ourselves near to the hearts of children, we must go to them by entering into *their world*. They cannot come to us by entering into ours. They have no experience of it and cannot understand it. But we have had experience of theirs, and can enter into it if we choose; and in that way we bring ourselves very near to them. But the sympathy which we thus express with children, in order to be effectual, must be sincere and genuine, and not pretended.

John B. Peaslee, Ph. D., Superintendent of Schools in Cincinnati, Ohio, in an article in the *N. Y. School Journal*, says most truly and suggestively:—

"In my opinion, a boy who leaves at the end of a common school course with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading is better equipped for the duties of life than the graduate of the best college or university in the country without such taste."

One of the most helpful and hopeful educational movements of the day is the formation of Teachers Reading Circles. Many teachers, it is to be feared, scarcely read at all; many others read superficially, and at hap-hazard. Amidst the overwhelming out-pour of books and periodicals it is often a most difficult thing to know what to read. Reading Circles under judicious management, enable teachers to become mutually helpful in choosing courses as well as by comparing notes. It is not necessary that the circles should be large or able to meet often. Excellent results, possibly the best, may be reached by correspondence. We may return to the subject of reading circles.

J. R. Miller, Esq., I. P. S., Goderich, has, we learn, successfully passed the law examinations, and been admitted as a solicitor. We tender him our congratulations on this fresh proof of his talent and industry as a student. The feat of reading up for these examinations, while at the same time efficiently performing the duties of an inspector, is one for which not many would have the courage and perseverance. We hope the day will come when it will be no longer an object of ambition for a Canadian public school teacher, or inspector, to make his way over even to the bar, but none the less we are bound now to admit that Inspector Miller has achieved a success and to give him our best wishes accordingly.

The playground often affords one of the best fields for the teacher who is in earnest in wishing to develop high moral character in his pupils. The boy or girl—it is sometimes said, we hope unjustly, that girls are more liable to the fault than boys—who cheats or prevaricates, or loses temper at play, is strengthening a dishonest tendency which may soon grow into a life-long habit. On the other hand the child who can play an exciting and closely contested game in perfect good temper, scorning to cheat, and frankly admitting defeat, may be relied on in any position of trust. We doubt if there is any more important moral training field than the play ground, or any better place for studying the character of pupils.

Some of our American exchanges are advocating the monthly payment of teachers. How many of our Canadian Boards have adopted this fair and business like method? All ought surely to do so, as far as possible. If it is inconvenient some times for the Boards to raise the funds it must often be ten fold more inconvenient for the teacher to wait month after month for his well-earned salary. We know no other profes-

sion in which the stipulated payments are so long in coming. In many cases the teacher not only loses the interest on his earnings to which he is justly entitled, but is compelled to pay interest on borrowed money, or what is perhaps a heavier tax, the credit prices for necessaries which he should be able to purchase for cash. Prompter payments would help to make the profession more popular as a life work, and to keep efficient men in it.

Ap[ro]pos to the question of honor on the playground the two following incidents related by Lord Ardmillan in a school speech, are worthy of reproduction and imitation:—

"The Eleven of Merchiston were in the midst of their innings, and playing an uphill game. A fine-spirited youth was at the wicket, with his eye well in, hitting freely and well. The wicket-keeper caught the ball. "How is that, umpire?" said he. "Not out," said the umpire. "Ye, I am out," said the youth, "it touched my bat, and I felt it"; and he walked off from the wicket amid the cheers of every one in the field, in which I heartily joined. Many cricketers would have preserved silence. No rule of the game that I know would have been broken by accepting the umpire's decision, but the spirit of the noble, ingenuous youth spurned the deceit and led him to disclose the fact. That was a true honor."

"Long ago, in the days of State lotteries—a very bad institution, which, like many other bad things, has passed away in the progress of the nation—two young gentlemen agreed to purchase each a lottery ticket. One who lived in London was to buy both tickets, one for each in his own name, and he did so. The time for drawing the prizes came, and the one in town wrote to his friend in the country, "Your ticket has turned up a £5,000 prize." "How do you know it is mine?" writes back the "rusticus abnormis." "Because," wrote the other, "when I bought the two tickets I put a little mark in pencil on the back of the ticket th[at] it was intended for you, and that has gained the prize." No human being could have known but himself, but he disclosed the truth and gave up the prize, because his honor prompted him to do so."

### THE KITCHEN GARDEN.

We have given a large part of our space in this number to the subject of Industrial Education. Amongst the various phases of this great philanthropic movement there is, perhaps, none more interesting or useful than that carried on in the schools with the above unpretentious title. It is, in fact, the organization of a Kitchen Garden in this City, which has just now directed our attention to the work. Arrangements have been in progress for some time past and are now, we believe, completed, for the training of a normal class of lady volunteers for the work in the City. We have not learned the whole history of the movement, but we believe Mrs. Clarke, wife of Dr. Clarke, of McMaster Hall, has been one of the most active in bringing about the organization. The classes are, we understand, to meet daily in the Bloor Street Baptist Church. The services of Miss Julia M. Oakley, of New York, have been secured to give a course of lessons on the best methods of carrying on the work. Miss Oakley has been engaged during the past year under the auspices of the Industrial Educational Association of New York, in conducting classes on Domestic Economy, in a number of the leading private schools in that

city, and comes with the highest recommendations for ability and efficiency.

The intention is, we are informed, to have the Normal lessons continued for about a month, after which the lady volunteers will be prepared to go on with the practical work of the Kitchen Garden. One of the many attractive features of this and similar organizations is its undenominational, catholic character. It offers a field of philanthropic labor in which benevolent ladies of all Christian denominations can cordially join hands. Such organizations and their work afford to-day the best demonstrations of the truth of Christianity on its practical side. We need hardly explain that the special work of the Kitchen Garden is to train young girls in all kinds of household occupations. We wish the Toronto Kitchen Garden every success, and hope to hear of similar organizations being formed in all our cities and towns.

### INDUSTRIAL TRAINING.

Ideas, we suppose, still rule the world, but it is astonishing how long it often takes even the simplest of great ideas,—and great ideas are almost always simple,—to get hold of the world, or rather, for the world to get hold of them. The most advanced people were centuries in rising to the height of the grand conception of universal education. But this idea is now at length pretty fully grasped, by at least a few of the enlightened nations, and is being rapidly realized. The time is near when the ability to read and write will be recognized as the universal birthright of every child in a Christian land.

It has been observed by some one that there are three marked stages in the progress of every reform which becomes a landmark in the world's progress. It is first pooh-poohed, then discussed, then adopted. The race of the fogies who were horror-stricken at the first proposal to give every boy and girl a common school education is not yet extinct, but those who still regard such a work as a flying in the face of Providence and spoiling the lower orders for the positions assigned them in the social strata, are becoming few and fossilized.

In these later days another project still more simple in conception and still more revolutionary in its broad sweep, has been mooted. If it pays socially, politically and morally to educate the brain, why may it not also pay to educate the hands of every child? If ignorance is one of the great fountains of vice and crime, surely idleness is no less a fruitful mother of destitution and misery. The idea grows in breadth and power as it is revolved. Nothing is more pitiable, nothing more demoralizing than the mechanical helplessness of multitudes of children, especially of the street Arabs in the great cities. Would it not be a noble work, a saving work, to gather these together and teach them how to use their fingers in some useful art? Should not the state, in self-defence, and as a matter of political economy, see to it that no child is permitted to grow up without acquiring the rudiments of some useful art or trade?

This is pushing the question far and fast, and those who advocate such sweeping measures are taking away the breath of some of the old fogies. But that will be the outcome of the business and at no distant day. "It surely cannot be the work of the state to teach boys and girls to use their fingers, to make tailors and seamstresses, cooks and carpenters of them." Why not, as well as to make engineers, and lawyers, and doctors of them; which is what most of our State Colleges are doing? The thing seems strange at first and gives a shock to all our notions of civil government and political economy. But the more it is pondered the more clearly will it appear that there is scarcely a single argument which can be advanced in favour of state-aided public schools and compulsory education, which does not apply with equal or greater force in behalf of state-aided industrial schools, and compulsory technical training.

It is however better to make haste slowly. Meanwhile the most strenuous objector on public grounds will hardly deny that a grand field is here opened up for private philanthropy. One of the most hopeful features of modern philanthropy is the eminently practical character it is developing. Of the many grand practical agencies for preventing pauperism and crime, for ameliorating the condition and elevating the lives of the miserably poor, few, if any, have more of the elements of power and hopefulness than those which aim at gathering up the waifs and teaching them at the same time the elements of some useful handicraft, and habits of neatness, industry and manual dexterity. Nor should it be forgotten that, as is not only in accordance with sound philosophy, but is abundantly proved by the success of the kindergarten and kindred methods, the manual goes hand in hand with mental training, and often proves its most effective auxiliary.

Many of us may not be aware of the rapid strides industrial education is making in various countries. We may take occasion again to refer to the statistics of the work, of which, by the way, the agricultural departments of our Ontario schools should be made a very useful branch. The First Annual Report of the Industrial Education Association of New York, which a friend has kindly sent us, shows a very hopeful record for a first year's work. A list is given of more than 30 schools and institutions for industrial training which have been visited by members of the Association, and in which a wide variety of useful arts and handicraft is taught.

We had intended to make some reference to the excellent paper on the subject of Industrial Education which was read by Inspector Hughes before the last convention of the Ontario Teachers' Association in this city, and also to refer to the very suggestive paper on the "Industrial Training of Destitute Children," by Mr. Samuel Smith, M.P., in a recent number of the *Contemporary Review*. But we have already exceeded our limits. Mr. Smith's scheme is startlingly comprehensive, being nothing less than "a system of industrial training for the children of our destitute classes, conducted in Night Schools, up to the age of sixteen." The following forcible paragraph with which his article closes will give an idea of its quality:

"There are large classes of our population to whom the prime necessity of life is to learn to work, and so to live. This is expressed in a letter I have from one who thoroughly understands this question:—"At present the unused manipulative power of the poor people is much what the unused brain-power was before the Education Act. Education was once voluntary, now labour is. Brains were once useless, now hands are." What we want is to liberate that hand-power which is going to waste, just as we have set free the brain-power. There is a mine of potential wealth which lies beneath the surface. We must sink a shaft which will reach it; or, to change the metaphor, we must transmute this base metal into pure ore by the alchemy of wise and Christian statesmanship.

### Special Articles,

#### "WOODMAN, SPARE THAT TREE."

Teachers will please give the pupils the following account of the way in which Mr. Morris came to write the poem, "Woodman, Spare that Tree." The poem should then be memorized by all the pupils, and recited or sung on "Arbor Day." Mr. Morris, in a letter to a friend, dated New York, February 1st, 1837, gave in substance the following account:—"Riding out of town a few days since, in company with a friend, an old gentleman, he invited me to turn down a little, romantic woodland pass, not far from Bloomingdale. "Your object?" inquired I. "Merely to look once more at an old tree planted by my grandfather long before I was born, under which I used to play when a boy, and where my sisters played with me. There I often listened to the good advice of my parents. Father, mothers, sisters—all are gone, nothing but the old tree remains." And a paleness overspread his fine countenance, and tears came to his eyes. After a moment's pause, he added: "Don't think me foolish. I don't know how it is: I never ride out but I turn down this lane to look at that old tree. I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend." These words were scarcely uttered when the old gentleman cried out, "There it is!" Near the tree stood a man with his coat of, sharpening an axe. "You're not going to cut that tree down, surely?" "Yes, but I am, though," said the woodman. "What for?" inquired the old gentleman, with choked emotion. "What for? I like that! Well, I will tell you. I want the tree for firewood." "What is the tree worth to you for firewood?" "Why, when down, about ten dollars." "Suppose I should give you that sum," said the old gentleman, "would you let it stand?" "Yes." "You are sure of that?" "Positive!" "Then give me a bond to that effect." We went into the little cottage in which my companion was born, but which is now occupied by the woodman. I drew up the bond. It was signed, and the money paid over. As we left, the young girl, the daughter of the woodman, assured us that while she lived the tree should not be cut. These circumstances made a strong impression on my mind, and furnished me with the materials for the song I send you.

Woodman, spare that tree!  
Touch not a single bough!  
In youth it sheltered me,  
And I'll protect it now.  
'Twas my forefather's hand  
That placed it near his cot;  
There, woodman, let it stand;  
Thy axe shall harm it not!

That old familiar tree,  
Whose glory and renown  
Are spread o'er land and sea,—  
And wouldst thou hack it down?

Woodman, forbear thy stroke !  
 Out not its earth-bound ties ;  
 O, spare that aged oak,  
 Now towering to the skies !

When but an idle boy  
 I sought its grateful shade ;  
 In all their gushing joy,  
 Here, too, my sisters played.  
 My mother kissed me here ;  
 My father pressed my hand—  
 Forgive the foolish tear ;  
 But let that old oak stand.

My heart-strings round thee cling,  
 Close as thy bark, old friend ;  
 Here shall the wild bird sing.  
 And still my branches bend.  
 Old tree ! the storm still brave !  
 And, woodman, leave the spot ;  
 While I've a hand to save,  
 Thy axe shall harm it not.

—*Pennsylvania School Journal.*

WAKE UP !

The following is the closing of a paper on "Rip Van Winkle," read some time ago, before the Meigs County Teachers' Reading Circle, by E. H. Eaves, of Racine, Ohio. Irving's story is turned to good account :—

In this story of Rip Van Winkle, hear the voice of the past, speaking unto the present. It tells in no uncertain accents of the danger of getting left. We live in an age of progress and ceaseless activity. The world is now faster than ever before. We are keeping time with the puff of the locomotive, and the click of the telegraph. Thought rides upon the wings of the morning and "halloes" in the ends of the earth. "Progress" is the watchword of the age, and the cry is being sounded all along the line. Workers in the realm of matter, and workers in the realm of thought are alike pressing forward. The entire array of arts and sciences are stepping to the front.

There is no reason why common school education should not keep time with the music of the age. There is every indication that it is beginning to do so. Just now there seems to be an educational awakening all over the land. Alike from the rugged hills of New England, the rolling prairies of the West, and the sunny glades of the South, comes the watchword, progress. Its reverberations are ringing up and down the hills and valleys of our own Ohio. We propose to keep abreast of the age. Sons of the Rip Van Winkles are waking up. The Reading Circle is causing a rattling among the dry bones. The days of fogginess are numbered. The educational Van Winkles will be left to run along in their little narrow ruts, while the vast busy world moves on. Fellow teachers this is no time for us to sleep. We know not what moment we may be called upon, and if we be not ready at once to respond, "Here," the world will move on, and the one opportunity of our life will be gone. We must be armed and equipped for progress, and ready to march at a moment's warning. Now is the time for action, for earnest, systematic, intelligent effort. We must be up and doing, or we shall surely be left, as was poor Rip Van Winkle, for

"New occasions teach new duties ;  
 Time makes ancient good uncouth.  
 They must upward still and onward ;  
 Who would keep abreast of Truth."

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SIGNS OF PROGRESS.

Let us have plenty of fresh, free, earnest, honest discussions. Let them be entirely free from the slightest personal animosity. How can we, my dear teachers, standing as we do upon such holy ground, servants of the Most High, working out His design in human nature into human character, how can we, how dare we make a personal matter of that which is so sacred ! Dogmatism, too, should be banished from our hearts. "Now we see through a glass darkly, then face to face." Let us continually turn back upon our strongest belief and search to find whether the grounds for that belief are safe and sure. Bigotry and dogmatism are not confined to conservatives alone. There are bigoted kindergartners and teachers of improved methods ; they stand like guide-posts immovable, pointing the way. They declare that their way is the right and only way. Is it not better for us, teachers, to say in the language of a certain old lady, "We are all poor feeble creators." It becometh us not, while looking through the glass darkly to assert that we see the whole truth face to face. In this day we can only "know in part and prophesy in part." Lack of dogmatism does not prevent teachers from being very earnest and enthusiastic in their work. The highest and best enthusiasm, indeed, comes from an overpowering conviction that so much which is grand, good and beautiful is yet to be given, yet to be striven for. Dogmatism and bigotry fix, shrivel and wither. The search for truth gives everlasting growth.

But there is something still better than works upon pedagogy, educational journals and reading circles : it is the child-loving, thoughtful, earnest teacher. No matter how small her salary may be, no matter how poor the school-house, no matter if her name be never heard beyond the narrow precincts of her own district, the power she exercises for the good of the one child moves the world. "They may forget the singer, but they'll not forget the song." There are thousands and tens of thousands of just such teachers now working in our land. Toi on, then, brave and true hearts, and falter not, with your hands in His hand and your hearts close to the child's heart.—*The Practical Teacher.*

Prize Competition.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS.  
 BY SNEY.

(Continued from last week.)

SOLUTIONS.

- $\overline{\text{IXCDXXIX}} + \overline{\text{MDCCXL}} = 9429 + 1740 = 11,169$  their sum  
 $\overline{\text{IXCDXXIX}} - \overline{\text{MDCCXL}} = 9429 - 1740 = 7689$  their difference  
 $11,169 + 7,689 = 18,858 = \text{XVIII DCCCLVIII}$  Ans.
- Quotient = 1728. Remainder =  $\frac{1}{3}$  of  $1728 = 576$ . Divisor =  $1728 - 576 = 1152$ .  
 $\therefore$  Dividend =  $(1728 \times 1152) + 576 = 1,991,232$  Ans.
- (a)  $1\frac{1}{2} \times 1\frac{1}{2} = \frac{3}{2} \times \frac{3}{2} = \frac{9}{4}$  sq. miles in section, 1 sq. ml. = 640 ac.  
 $\therefore 640 \times \frac{9}{4} = 1000$  ac. = 10 farms of 100 ac. each Ans.  
 (b) 1 m. 280 r. =  $1\frac{7}{8} \text{ m.} = 1\frac{7}{8} \times 320 = 320$  r. = 1 m.;  
 then  $1\frac{7}{8} \times 1 = 1\frac{7}{8}$  sq. m. =  $1\frac{7}{8} \times 640 = 1200$  ac. in section = 12 farms of 100 ac. each Ans.  
 (c) Length of farm in (a) =  $1\frac{1}{2}$  m.  $\div 2 = 220 \times 1\frac{1}{2}$  r. = 200 r. Ans.  
 Width of farm in (a) =  $1\frac{1}{2}$  m.  $\div 5 = 320 \times 1\frac{1}{2}$  r. = 80 r. Ans.  
 Length of farm in (b) =  $1\frac{7}{8}$  m.  $\div 2 = 320 \times 1\frac{7}{8}$  r. = 300 r. Ans.  
 Width of farm in (b) = 1 m.  $\div 6 = 320 \times 1$  r. = 53  $\frac{1}{3}$  r. Ans.
- $7\frac{1}{2}$  miles =  $7\frac{1}{2} \times 5280 \times 1.6 = 63,360$  ft.  $\div 83$  ft. = 6 turns of hoop,  $\therefore 1$  ft.  $\frac{2}{3}$  of a turn, and  $\therefore 63,360 \times \frac{2}{3} = 42,240 \times \frac{2}{3} = 28,160$  turns Ans.



## Examination Papers.

## SOUTH GREY PROMOTION EXAMINATION.

20th FEBRUARY, 1885.

*(Continued from last week.)*

## DICTATION SPELLING.

CLASS III TO IV.

1. A richly painted miniature sleigh.
  2. Conspicuous parochial livery.
  3. Innumerable descendants of the Israelites.
  4. We bade farewell to all our friends.
  5. A variety of tunes inexpressibly melodious.
  6. The dyer who by dying lives, a dire life maintains.
  7. Proprietor and projector of the "Illustrated London News."
  8. Craftiness peculiar to the Indian race.
  10. With fond care support thy languish head.
- (These sentences are *not* to be put on the black board, but given out, one at a time, very distinctly to the class by the teacher presiding.)

## ARITHMETIC.

CLASS II TO III.

1. How many lbs. of sugar at 10 lbs. per \$ may be bought for 102 eggs, at 10 cents per dozen?
2. A man has 5 stacks of hay, each containing 15000 lbs., and sells 16 loads, each 1000 lbs. How much hay has he left?
3. A buyer paid \$830 for 29 sheep and 19 cows, the cows are \$33 each, find the price of each sheep.
4. James sold to a storekeeper, 16 lbs. butter at 18 cents per lb., 14 dozen eggs at 12 cents per dozen; and bought 18 lbs. sugar, at 12 lbs. for \$1.00,  $4\frac{1}{2}$  yds. factory, at 14 cents a yard; and 13 lbs. rice at 5 cents per lb. How much money does the storekeeper owe him yet?
5. Divide 19 marbles between two boys, giving one boy 7 more marbles than the other.

## GEOGRAPHY.

CLASS II TO III.

1. Draw a map of the County of Grey, marking the Townships, and boundary Counties. Mark the name of each Township by its initial capital letter, and also mark Owen Sound, Durham, Meaford, Markdale, Flesherton, Mount Forest and Priceville.
2. Name the counties of North America, with their Capitals.
3. Name the 5 Continents, and tell which oceans wash their shores.
4. In which direction would you require to travel from where you live to visit Owen Sound, Collingwood, Hanover, and Mount Forest.
5. Define Peninsula, Continent, Bay, Valley, Volcano, Railway, Canal, Ocean, River, Island.

## SPELLING DICTATION.

CLASS II TO III.

1. A bunch of narrow green leaves.
2. They crouched on the bridge.
3. The bears had committed great havoc.
4. Pussy rendered important services.
5. They separated on their several errands.
6. Autumn comes with tresses grey.
7. Lucy had a great many dolls of her own.
8. The tortoise carries his house on his back.
9. What is the reason that dried grapes are raisins.
10. I see a pretty ship sailing on the sea.

## DRAWING.

CLASS II TO III

1. Draw in outline a cube, a pitcher, a mug, a teapot, a desk, and a Greek cross.

## LITERATURE.

CLASS II TO III.

1. Explain the following words and phrases:—  
"On this account." "Life's rosy morning." "Very important night." "Far down in the depth of the dark blue sea."

2. "These worms may increase and injure the ship." How did they injure the ship?

3. "Little lips should no'er be loath to confess a fault." Write a whole stanza from the lesson.

4. "Their pretty speeches melted his hard heart." Who are referred to by the words "their" and "his."

5. "Goliath repeated his challenge? Who accepted this challenge?"

6. "They made up their minds to deceive the old man." Who was the old man?

7. "The Captain readily acceded to the request." State what the request was.

## Practical Department.

## THE LEAST COMMON MULTIPLE.

BY J. T. ROSS, CARM, ILL.

We hear a great deal about practical teaching. It is the loud cry of business men, and almost, if not quite, general with most teachers and text-book makers. It has always seemed to me that practical teaching was thorough teaching. I cannot understand that anything not ready when desired is practical; and I likewise cannot believe anything can be ready for demand unless it has been fully mastered. I think mistakes are frequently made by hastening over subjects, and that better results would follow if not more than one-half the ground were gone over, and the subject matter thoroughly learned.

Suppose the L. C. M. to be the coming subject. Factoring has been well taught. A prime factor is really understood, and all prime factors to 100 are ready at a call. The teacher has provided himself with one or two small boxes to suit his other objects,—bells, or bell and inkstand. He tries to put the bell into one of the boxes. Will it go in?

"No, sir."

"Can you put this bell in that box, John?"

"Yes, sir; by taking it apart."

This is done; it will contain all the parts but the base; then it will not contain the whole bell.

A larger one is put out. It contains all the parts. Why would not the first box contain the bell?

"Then, for the box to contain the bell, what did it have to contain?"

"All its parts."

The inkstand is tried, but it is found that the rest will not go in. Then a larger box is put upon the desk, and John puts all parts in it.

"That one box should contain the two objects: what was it necessary for it to contain?"

"All their parts."

Numbers,—for example, 8, 9, and 12,—are placed upon the board. The meaning of *multiple* is understood to be perfectly well known.

"For a number to contain 8, John, what must it contain?"

"All the parts of 8."

"What are they?"

"8=2, 2, 2."

"Will these be necessary in forming the L. C. M. of these numbers?"

"Yes, sir."

Place them out there to the right, also.

"Go on." John proceeds in like manner with 9 and 12, saying, in substance, as before.

"For a number to contain 8, it must contain all the parts of 8, which are 2, 2, and 2. I will write these so as to help form the L. C. M."



So he says about 9. With 12 he will say, I have these parts already, so they are not necessary.

The work may stand as follows :—

$$\left. \begin{array}{l} 8=2, 2, 2, \\ 9=3, 3, \\ 12=3, 2, 2, \end{array} \right\} 2, 2, 2, 3, 3, =72=L. C. M.$$

72 contains 8 nine times, 9 eight times, and 12 six times. Hence it is a common multiple; hence if not the L. C. M., it must be too large. I will cast out one factor, 2. 36 will contain 9 and 12, but not 8. Hence we cannot drop 2. Dropping out 3, 24 will contain 8 and 12, but not 9. Hence it is not too small; hence it must be the L. C. M.

A well-worded explanation is given before John sits down, and this is written next day by all, and given orally at the board many times. The second, third, or fourth day the rule is made. Never until the reason, the mathematics of the matter is comprehended.

The above may not be the best method of teaching the L. C. M., but it has shown to me the best results of those I have used. Pupils are able to give it, and answer any questions, after a four months' vacation.—*New England Journal of Education.*

### ONE WAY OF TEACHING GRAMMAR.

BY MISS IDA M. GARDNER.

*Topic:* The use of the word "limit."

*Definition:* A word limits another when it narrows its meaning.

*Method:* When I use the word "apples," do you know whether I mean by it sweet or sour apples?

*Answer.*—We do not.

The word "apples" includes both sweet and sour apples. When I say "sweet apples," are sour apples included or excluded? Then is the meaning made broader or narrower by placing before the word "apples" the word "sweet"?

*Ans.*—It is made narrower.

What is the use of the word "sweet" in this expression?

*Ans.*—To narrow the meaning of the word "apples."

In the sentence, "The river flows swiftly," what is the use of the word "swiftly"?

*Ans.*—To narrow the meaning of "flows."

In the sentence, "James struck John," what is the use of the word "John"?

*Ans.*—To narrow the meaning of the word "struck."

When a word narrows the meaning of another word, it limits it. When does a word limit another?

#### EXERCISE I.

In the following sentences select those words which limit other words :—

- |                               |  |
|-------------------------------|--|
| 1. Great ideas travel slowly. | 7. The apparel oft proclaims the man.    |
| 2. The artist never dies.     | 8. All the air a solemn stillness holds. |
| 3. Bring roses.               | 9. One stroke fells not an oak.          |
| 4. Rivers need a spring.      | 10. Love all mankind equally.            |
| 5. God never changeth.        | 11. Decide not rashly.                   |
| 6. Ideas outlive men.         |  |

#### EXERCISE II.

(Observe that in the sentence, "The flowers of spring are beautiful," the words "of spring" taken together narrow the meaning of "flowers.")

Select from the following sentences those words or expressions which limit other words :—

- All the hedges are white with dust.
- Not every blossom ripens into fruit.
- All are architects of fate.
- The voice of the summer is heard on every side.
- The curfew tolls the knell of parting day.

*Topic:* Adjective element.

*Definition:* An adjective element is whatever limits a noun or pronoun.

*Method:* "The fleet of France was destroyed."

What does "The" limit? "Of France?" "Fleet" is a word of what kind? Then, for what are "The" and "of France" used?

*Ans.*—They are used to limit a noun.

"I, Paul, beseech you."

How is "Paul" used? "I" is a word of what kind? For what is "Paul" used?

*Ans.*—To limit a pronoun.

Whatever limits a noun or pronoun is an adjective element.

Define.

#### EXERCISE I.

Analyze the following sentences according to the model.

*Model of Analysis.*—"The old Liberty Bell has been preserved."

This is a sentence. It is a complete thought expressed in words. "Bell" is the subject. It names that of which something has been said. "Has been preserved" is the predicate. It is used to say something of that which the subject names. "Bell" is limited by "The," "old," and "Liberty,"—three adjective elements.

An adjective element is whatever limits a noun or a pronoun.

- |                                    |   |
|------------------------------------|---|
| 1. Cologne Cathedral is completed. | 11. Every sin must be paid for.             |
| 2. Every child should be educated. | 12. God alone is great.                     |
| 3. The right shall prevail.        | 13. Thy will be done.                       |
| 4. The full soul is silent.        | 14. The glittering Pleiades may be counted. |
| 5. Everything new is fine.         | 15. The melancholy days have come.          |
| 6. The east is blossoming.         | 16. We both returned.                       |
| 7. The prize is won.               | 17. They all fled.                          |
| 8. The Eternal City shall be free. | 18. I alone escaped.                        |
| 9. All life is brief.              | 19. A cold wave is approaching.             |
| 10. The golden moments fly.        | 20. The sweet blue violets have arrived.    |

*Topic:* Adjective.

*Definition:* An adjective is a word which is neither a noun or a pronoun, but which may be used to limit a noun or a pronoun.

*Method:* "Our brave old soldier, General Grant, is suffering."

What kind of a word is "our"? What does it limit? What kind of a word is "General Grant"? What does it mean? What other words limit "soldier"? Are "brave" and "old," nouns or pronouns?

*Ans.*—They are neither nouns nor pronouns.

What kind of a word do they limit? Tell me about "brave" and "old."

*Ans.*—They are words that are neither nouns nor pronouns, but are used to limit a noun.

Take this sentence: "We both fell." Is "both" a noun or a pronoun?

*Ans.*—It is neither.

What does it limit? "We" is a word of what kind? Tell me about "both."

*Ans.*—It is neither a noun nor a pronoun, but is used to limit a pronoun.

A word which is neither a noun nor pronoun, but which may be used to limit a noun or a pronoun, is an adjective.

Define.

(At this point the above definition is sufficient. Later it will be well to show the various kinds of adjectives.)

#### EXERCISE I.

Select the adjectives in the following sentences :

- |   |   |
|---|---|
| 1. The south wind grieves.                                | 6. Striking manners are bad manners.          |
| 2. The west wind cheers.                                  | 7. Laziness is a living lie.                  |
| 3. The north wind invigorates.                            | 8. The world is my country.                   |
| 4. The east wind grumbles.                                | 9. Education is the chief defence of nations. |
| 5. The rosy cheek of a healthy child is a pleasant sight. | 10. Words are fossil thoughts.                |

## EXERCISE II.

Select the adjectives in the reading-lesson.

## EXERCISE III.

Write ten sentences containing adjectives. Underline the adjectives.

## EXERCISE IV.

Count the adjectives on a page in your Reader, and compare with the number of nouns and pronouns.—*N. E. Journal of Education.*

## LEARNING TO READ.

DR. DR. H. RULISON, SUPT. SCHOOLS, WATSEKA, ILL.

## THE FIRST LESSON.

We place before the child a simple picture. A man; a table by his side; a mat on the floor; a cat on the mat. This is our picture to suggest ideas. The prominent object is the man. We ask, "What is it?" The child answers, "It is a man." We place the picture out of sight and write on the board, "It is a man." The writing itself attracts attention. There is nothing on the board but this one sentence. The child has said, "It is a man;" we write, "It is a man." The child has now to learn to associate his spoken words with our written words. We point to the written words in succession and say, "It is a man." As we point the child says, "It is a man." This is repeated many times. The association is soon established. The words "it" "is" "a" "man," are learned so well that the child can pronounce them in whatever order they may be pointed out. Thus ends the first lesson.

## THE SECOND LESSON.

We place before the child the same picture as before. Pointing to the mat we ask, "What is it?" Answer, "It is a mat." We write on the board two sentences: "It is a man," and just below it, "It is a mat," in this way:

It is a man.  
It is a mat.

The child reads the first sentence first. He then begins to read the last sentence. He reads until he comes to the word "mat." At this word he hesitates and stops, for "mat" looks different from "man." We tell him it is "mat." He then reads both sentences without further trouble. We call his attention to the words "man" and "mat." How do they differ? One ends with "n" the other with "t." The child sees dimly that the words are made up of parts. Thus ends the second lesson.

## THE THIRD LESSON.

We place before the child the same picture again. Pointing to the cat we ask, "What is it?" Answer, "It is a cat." We write:

It is a man.  
It is a mat.  
It is a cat.

The child reads without difficulty till he comes to "cat." We tell him it is "cat," when he reads the three sentences with ease. We call his attention to the words "mat" and "cat." How do they differ? One word begins with "m," the other with "c." The child sees less dimly that words are made up of parts. Thus ends the third lesson.

## THE FOURTH LESSON.

We use the same picture again. Pointing to the hat we ask, "What is it?" Answer, "It is a hat." We write:

It is a man.  
It is a mat.  
It is a cat.  
It is a hat.

The child reads easily until he comes to "hat." We tell him it is "hat." He can now read four sentences. He sees the "h" in "hat" differs from the "c" in "cat." He may now learn the letters m, n, t, c, h, a. Thus ends the fourth lesson.

What has the child learned in these first four lessons? He has learned to read four sentences. He will never forget the idiom "it is." Whenever and wherever he sees these two words he will never hesitate to pronounce them. The word "man" is as thoroughly learned; the word "mat" less thoroughly; the word "cat" still less so; and the word "hat" least of all. The child sees less dimly that the words are made up of letters, and he knows a few of them. The idiom "it is" means nothing to him, though it stands for spoken words. But the words "man," "mat," "cat," and "hat," represent ideas, and the stimulus in these lessons is the idea—the method is practically the word method.—*Educational News.*

## THE LIFE OF TREES.

FOR FRIDAY AFTERNOONS.

Trees have their exits and their entrances,  
And one tree in its time played many parts  
Its acts being seven ages. At first the seed  
Rooting its darksome way beneath the sod;  
And then the slender stem, with growing strength  
Pushing above the earth its shining face;  
And then the branchful sapling, sweetly sighing  
With winds, and rocking little birds asleep  
That softly nestle in its whispering leaves;  
Then larger still, with fast-increasing branches,  
Affording shade to beasts and weary men,  
And gathering moss upon its rugged bark;  
Then, towering aloft, it plays its part,  
Monarch of all the woods, sending its roots  
Far down, and with its long, outspreading arms,  
Battling with furious storms. The sixth age shifts  
Into the lean and sapless skeleton;  
Struck by the angry bolts of heaven, it stands  
Above the rising generation,  
All desolate, the strength of manhood fled  
From its shrunk shanks; and its big manly voice,  
Gone with the thousand leaves which made it, pipes  
And whistles in its sound. Last scene of all  
That ends this strange eventful history,  
It tottering falls, and sleeps in mere oblivion:  
Sans leaves, sans limbs, sans bark, sans everything.

## Educational Notes and News.

Carleton County Teachers' Association will meet Thursday and Friday, May 28th and 29th, at Bell's Corners.—Renfrew Association also meets 28th and 29th inst.

The United Presbyterian Church of Scotland has donated the sum of £250 stg. towards the endowment of the Chair of Theology, in the Presbyterian College, Manitoba.

The calendar of Acadia College, Nova Scotia, shows that there are this year in that institution 8 seniors, 15 juniors, 18 sophomores, 21 freshmen, and 10 general students, in all 72.

The Rev. Dr. Mayo states in a public address that by the twentieth year from 1865 the people of the Southern States will have expended nearly \$20,000,000 of their own money in building for their children.

The United States government supports eighty-one boarding schools, seventy-six day schools, and six manual labour schools, for the education of Indians; and the demand for increased facilities is urgent.

Howard University, at Washington, has just graduated twenty-nine young men for its medical department, ten of them are coloured. It has fifty students this year in its theological department, two of whom are white and the remainder coloured. The number of students in all departments is 404.

The average attendance at the Whitby Collegiate Institute during April was 106. The Finance Committee report in favour of increasing the salaries of the teachers as follows:—Principal Embree, \$150; T. G. Campbell, \$50; J. T. Fotheringham, \$100; N. W. Campbell, \$50; A. G. Henderson, \$50.

The examination for admission to high schools at midsummer will be held this year on Thursday and Friday, 2nd and 3rd July. The examination in the non-professional subjects for third and second class teachers will begin Monday, 6th July. For first class grades C. on Wednesday, 13th July; for grades A. and B. on Thursday, 23rd July. The professional examination for first class will be held Wednesday, 23rd July.

Dr. McFarlane, Toronto, Mr. John King, barrister, Berlin, and Mr. S. Woods, Principal Ladue's College, Ottawa, have been re-elected by acclamation by the graduates of Toronto University to represent them in the Senate. Mr. Embree, head-master High School, Whitby, was elected to represent the High School masters. Hon. Edward Blake was re-elected Chancellor.

The annual Convocation of Wycliffe College was held on the 22nd inst. In consequence of building operations going on the usual invitation could not be extended to the friends of the college. The Report of Rev. Principal Sheraton called attention to three great advance steps which had been taken, first, affiliation with Toronto University; second, the addition to the staff of Rev. F. H. DuVernet, who takes the chair of Ethics; and Rev. Edwin Daniel, B.A., who takes Old Testament history and literature; and third, the important additions to the building now in progress. Five students had honourably completed the college course. At a meeting of the Trustees which followed the Convocation, a resolution was adopted, thanking the Hon. Edward Blake for the generous gift of \$1000 for the endowment of the "Bishop Cronyn scholarship."

The progress of the Negro race in the United States in the last twenty years is one of the marvels of the age. Ethiopia, literally stretching out her hands to God. No other people ever experienced such great and sudden uplifting. In two decades they have risen from a state of abject slavery to the enjoyment of all the rights and privileges of full citizenship in the freest, grandest, and most enlightened nation of the earth. And this change of outward condition is not more remarkable than their educational progress. Never before were such prodigious efforts put forth for the education of a people, and never before did an ignorant and degraded people manifest such eagerness to learn. There are to-day nearly a million Negro youths in the public schools of this country; and hundreds are attending higher institutions of learning, striving to fit themselves for the higher walks of life.

A recent number of the *Christian Advocate* contains the result of an inquiry instituted for the purpose of ascertaining the occupation of Negro graduates of certain colleges, seminaries and normal schools in the South. The whole number of graduates reported is 184, of whom 121 are young men and 63 young women. The following exhibit shows the employment of these graduates at the present time: Minister, 24; teachers, 81; principals of seminaries, 6; professors in colleges, 3; physicians and medical students, 14; attorneys and students at law, 5; editors of newspapers, 3; members of legislature, 2; in government employ, 4; music teachers, 2; wives of professional men, 10; in business, 3; not reported, 3; deceased, 8.

Remembering the condition of this people but two decades ago, one is ready to exclaim, "What hath God Wrought!"

There is a darker side to this picture, but the one we present is much more pleasing to look upon, and it is true.—*Ohio Educational Monthly*.

Native female education in India makes but slow growth, but it is nevertheless growing. In the Presidency of Madras there are at present 60,000 girls in various schools. Four years ago there were but 30,000. Still it has to be borne in mind that 60,000 is but a very small percentage of the whole female population; about one in 403. In Bombay the proportion is one in 431, whilst in Bengal it falls to one in 976, and in the districts about Hyderabad the proportion goes down to one in 3,630. The *Educational Times* which gives us the above progress, adds:—"The medical training of women is likely to give a most powerful impulse to girl education in India. Hitherto an incentive of a visible and tangible kind was needed to awaken the interest of the natives. The native women who had education were apparently no better off than those who had it not. But, when the Indian female doctor is not uncommon in the towns and villages, education will be relieved of the reproach

of practical inutility in the minds of the most conservative of the natives. It bodes well also for the cause of female education that perhaps at no time in the past were there a greater number of English men and English women of influence in India capable of giving wise direction to the movement. The marvellous success also of the effort for the higher education of women in England will not fail to have an effect in England's distant dependency."

### Literary Chit-Chat.

Mr. Fergus (Hugh Conway) the author of "Called Back," is dead.

Prince Ibrahim Hilny, son of the ex-Khedive, is about to publish a work on "The Literature of Egypt."

John B. Alden & Co. of New York, have undertaken to publish a complete American Edition of Ruskin's Works.

Oliver Ditson & Co., Boston, have just published "a New Collection of College Songs," compiled by Henry Randolph Waite.

A Chinese military attaché in Paris has lately written a book about his own country, entitled "The Chinese Painted by Themselves."

Professor A. H. Sayer has just published an "Introduction to the Books of Ezra, Nehemiah and Esther," in which he gives an account of the writers themselves, and a history of the times which produced them.

Educators will be glad to learn that Macmillan & Co. purpose issuing immediately an American Edition of Fitch's admirable Lectures on Teaching, with an Introductory Preface by President Hunter of the Normal College, New York.

Lord Tennyson's latest production, his poem reproaching the British Ministry for their neglect of the Navy, is said by some of the critics to be "the most atrocious piece of verse that has appeared over any poet's name for many a day."

The six numbers of the "Century Magazine," between November and April, reached collectively the astonishing total of more than a million and a quarter of copies. This wonderful success is largely due to the series of war articles.

Professor David Swing, in *The Current* of May 23, has a paper entitled "Daniel Webster's Education," in which he very forcibly urges the attention of teachers to the development of the powers of expression and the sensibilities of pupils. He holds that these qualities are of the highest importance to the citizen.

### Music.

Mr. Gladstone is to read a paper on Music at the Church Congress in England.

Bishop Gross, of Savannah, Ga., is earnest in his condemnation of open music in church.

The Duke of Edinburgh will play a violin solo at a charity concert to be given at the Mansion House.

Miss Ida Clark, the young cornetist of Chicago, is said to be only thirteen years old, and quite a marvel in her way.

Miss Cleveland, the sister of the President, is, it is said, an excellent amateur pianist and an educated musician.

Gounod dedicates his new work—*Mors et Vita*, which is to be produced next October in Birmingham—to the Pope.

The United Richard Wagner Society has already 181 branches and agencies in Europe and America, with a total of 5,124 members.

During the recent visit of the Prince and Princess of Wales to Ireland the degree of Mus. Doc. was conferred upon the Princess by the University of Dublin.

A sale recently took place at Leipzig at which were sold autographs and scores of Beethoven, Schuman, Schubert, Weber, Cherubini, Spohr, Haydn, and Mendelssohn.

The Queen has settled the vexed question of pitch in England by the adoption of the "French Diapason Normal Pitch," the equivalent of that adopted by Boston musicians two years ago.—*The Musical Herald*.

In "Observations on Music in America" Mr. Joseph Bennett, in the *Musical Times*, says of Theodore Thomas the great orches-

tral genius of New York:—"To speak of orchestral music in America is at once to discuss the position and work of Mr. Theodore Thomas, who towers like Saul the son of Kish, a head and shoulders above all his fellows."

The London, Eng. *Musical Times* in a recent article on "Educational Value of Dance Music" says that a school of English dance music has been developed of which "the prevailing characteristics are a mawkish monotony, a cloying sweetness, a religious avoidance of anything approaching syncopation, freshness, or piquancy of rhythm, in fine, a steady adherence to the levels of the flattest insipidity. The music of the ball-room and the concert-hall, on the one hand, and that of our churches, on the other, seem to have changed places. Our waltzes and ballads are as sad and serious as hymns, and our hymn-tunes far more lively than our waltzes."

"If the service of song in the house of the Lord is to bear his stamp, it must be, in all essential elements and influence, reverent, thoughtful, earnest and pure; inspiring only feelings of devout adoration, with nothing to distract the mind from true devotion and sincere worship. Whatever interferes with this is out of place. If, however, as many seem to think, the main purpose of this service is simply to attract the multitude and gratify their varying taste, the whole matter is to be regulated by the tactics of the concert room \* \* \* \* \*

Again, if the service is regarded only as something with which to fill out the regular routine of church services, giving something of variety to the programme to break the monotony of sermons and prayers, then it becomes, to those who hold this view, of comparatively little importance what is the character of the music, if it be fairly good of its kind. In such cases, there is too much of stolid indifference to make it worth while to be at the bother of having any image or superscription at all."—*Boston Musical Herald*.

### Miscellaneous.

#### LAKE MISTASSINI

*Omne ignotum pro magnifico.* Some of our readers may feel tempted to apply this Latin proverb in explanation of the idea of vastness which is called up by the mention of the above name. Lake Mistassini is however not altogether unknown, and what is known of it seems ample to justify the prevailing notions of vastness and grandeur which are connected with it. The following extracts from the report made to the Quebec Geographical Society by Francis H. Bignell, who visited the Lake last year, will be found of interest and will stimulate curiosity to know more of this Great Canadian Lake and its surroundings:—

"From Point Bleu, where I organized my party, consisting of nineteen men and six bark canoes, I took my departure on the 16th of July, with eight months' provisions and stores for the main expedition, for whose special use also, on the frequently rough seas experienced on Great Mistassini, the two largest of the six canoes were intended. These two large canoes were manned by six men each, myself being one of the number, and the four smaller ones by two men each. To insure despatch, as well as to facilitate our journey, we left Lake St. John with all the stores in one load; but when the rapids encountered,—and they were numerous,—were too severe or dangerous, we made two loads.

The route selected by the guide was primarily by way of the Chamouchan River, as well on account of its greater directness as of its larger volume of water, which enabled us to take up the two larger canoes with greater facility. Nothing worthy of note presented itself until we reached a few miles below the falls of the Chamouchan and about fifty from Lake St. John. Here we entered the Hawk Mountains, which vary in height from 350 to 500 feet over the river. At the junction of the Chamouchan and the Chief rivers, into which the guide, deeming it the best route, next struck, the country is very beautiful, and the soil seemingly excellent. Indeed, all the way up to the Height of Land, the soil seems generally

good and about one-third of the region well adapted to settlement. Ascending the Chief River for a short distance, we came on an old abandoned Hudson Bay Company's post, of which the only vestiges remaining are the stone foundations of the house and the cleared land around, which still supports a good growth of hay.

At thirty-five miles from the Chamouchan, on the 6th of August, I discharged ten of my men, and with the remainder continued my journey toward Mistassini by way of the Sapin Croche River, which was followed to File-Axe Lake, a beautiful sheet of water, the main body of which is about six miles long and the same broad, dotted with many pretty islands and showing a good growth of timber along its shores. After leaving File-Axe Lake, and at no great distance from it, we crossed the so-called Height of Land forming the present northern boundary of this province. Let me here observe that the elevation of this watershed is so trifling as to be scarcely perceptible. In point of fact, one is hardly aware that he has surmounted and passed it until he begins to notice that the waters, instead of flowing southward toward the St. Lawrence by the feeders of the Saguenay, now pursue a contrary direction northward toward Hudson's Bay. Indeed, I question whether in some instances the summit waters do not flow in both ways. I did actually meet *en route* across it a small lakelet, or pond, which my Indian guides declared to have two outlets, one discharging its waters northward and the other southward; but I could not afford time to fully verify their statement. From the Height of Land, — which, by the way, it may be remarked, offers not the slightest difficulty to railway construction,—we descended into Rupert's Land, by way of the Doré or Little Percé River, and, at a distance of some seven or eight miles, entered Foam Bay, the most southwesterly extremity of one of the two great arms into which the nearest and best known, or south-western end, of Great Lake Mistassini is divided by a long, narrow peninsula. Some eighteen miles further brought us to the Hudson Bay Company's Mistassini port, which is situated on this peninsula, and which was safely reached after a journey of some 300 miles from Lake St. John." \* \* \*

It has been mentioned that the Indians summering at the Post subsist largely on the fish which they catch in the great lake. It may be added that the Post also derives a large and important portion of its supplies from the same source, which seems to be inexhaustible as well in its wealth as in its variety. Lake trout, river trout, fresh-water salmon, pike, white fish, perch, all of large size, and a species called the fresh-water cod-fish, which is said to resemble in every respect the regular codfish of the ocean depth, abound, and are caught in large quantities with nets, lines being seldom or never used, except, perhaps, through the ice in winter.

And, speaking of the ice, I am reminded that Mr. Miller mentioned that it took opposite the Post last fall on the 14th of November; but the main body of the great lake,—if it ever wholly does so,—never freezes before mid-January. Last spring the ice opposite the Post broke up on the 22nd of May, which is not much later than on the lakes in this neighborhood; but the main body did not disappear before the 8th of June. The fur-bearing and food-producing animals which inhabit the Mistassini region comprise the caribou, hares, beaver in seeming abundance, otter, lynx, fisher, pine-marten, mink, weasel, muskrat, foxes (red, black, white, silver, and cross), porcupine, skunks, wolf, wolverine, etc.; black bears of unusual size and ferocity. Moose were in olden times plentiful, but of late years appear to have totally disappeared. The birds include the crow, blackbird, golden woodpecker, robin, rosignol, bluebird, wren, blue-jay, magpie; a bird the Indians call "Le Petit Malin," which I take to belong to the Great Gray Shrike family (*Lanius excubitor*), and which artfully captures its prey by deceitful but most natural imitation of the sounds emitted by small birds in distress; the common sandpiper, sanderling, night-hawk,

the lanner (*Falco tinnunculus*), goshawk (*Astur Palumbarius*), the kestrel or windhover (*Falco Tinnunculus*); the great horned owl, also called the great northern owl, which hatches in January, seldom bringing out more than two young, and the male sitting on the nest during the absence of the female; geese, ducks, gulls, loons, &c.

The flora of the Mistassini region presents little difference from that on the other side of the Height of Land. All the way up the Chief River I noticed that gooseberries were plentiful, as also red and black currants, high and low-brush cranberries, wild roses, &c. On the Mistassini side my attention was particularly attracted to the *Sarracenia purpurea*, of which the root furnishes the greatest remedy known for that dreadful scourge, small-pox. I may mention that, to my own knowledge, this precious root not only saved my younger brother's life, but its use also appears to wholly obviate the unsightly pitting common to the disease, if it is extracted and dried at the proper season. Indeed, I have known many cases which were considered hopeless by medical men, but which were cured by the *Sarracenia purpurea*; even Indians, with whom the dread malady so often proves fatal, finding it an absolute specific.

(To be Continued.)

### THE MIRACLE OF THE HUMAN BODY.

Already in the first man who trod the soil of our planet the great mechanical and chemical discoveries of uncounted coming ages were anticipated. His tissues were woven in a loom no Eastern fingers, no Western machinery could rival. Where strength was needed a power of resistance like that of iron was given to strands of fiber finer than the spider's thread, seen only as it glistens in the sun-beam. Where elasticity was wanted, a substance like caoutchouc exuded and solidified. The pillars which support his frame would crumble under it were they not many times stronger in substance than the columns which support his temples. The leverage of his limbs is adjusted to his needs with an audacity which no engineer would venture. The hydraulics of the circulation are but clumsily imitated in our aqueducts and their distribution. And what are all the flood-gates of human contrivance compared to those delicate translucent valves which stand guard at the great artery, and arrest the solid column of blood coming back upon them like the blow of a hammer, day and night, seventy times a minute for seventy years, and so many more as life may spare us? Man is more than a machine, but as a machine he is an ever present miracle. His heart is a time-keeper which counts the seconds for a century with one winding-up. The heating apparatus of our dwellings in the surfaces of its radiators and the pots of its furnaces only repeats the *calcula committentes* and the *rilli* of our mucous membranes. No telephone conveys a message so faithfully as the membrane of the tympanum transmits it to the listeners in the recesses of the labyrinth. No steam-engine can work with so little fuel as the human organism; no dye-house can reproduce the glow of a youthful cheek; no laboratory can manufacture a gram of albumen; no musical instrument can reach the human heart like a woman's voice; no lens can adapt itself to light like the human eye. And so we come back to the microscope, the perfection of which was developed by imitating as it best might those achromatic arrangements, the pigment, the diaphragm, the adjustments for distance, which were all complete in the first man who opened his eyelids on creation.—  
[Oliver Wendell Holmes.]

Here is a sentence forming a triple headed principle of teaching. Let teachers keep it ever in mind: "Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.—*Wisconsin Journal of Education.*"

### Teachers' Associations.

HASTINGS.—The Union Convention of the Teachers of North and South Hastings was held in Madoc, on Thursday and Friday, 7th and 8th inst. Notwithstanding the inclemency of the weather, there was a very large attendance of teachers from both Inspectorial divisions. The chair was occupied by J. Johnston, I. P. S. The forenoon was spent in the disposal of business, and the discussion of the subject of Geography, by Mr. Ogden, Head Master of the public school at Stirling.

In the afternoon.—The first subject was "Elementary Reading," by Miss Wootton, of the Madoc Model School, who exemplified her method of teaching this important subject by a class. Her plan of taking up this subject and developing language, together with a couple of kindergarten songs, sung by the children, won the praise of all present. Miss Powers of Marmora, with one of her classes then gave an excellent lesson on teaching Word Building to juniors. Mrs. W. O'Flynn gave a vocal solo entitled "Break." J. A. McLellan, M.A., LL.D., Director of Teachers' Institutes, followed with the A. B. C. of Arithmetic. He introduced the subject with a short discussion on Mental Science, and its importance to those engaged in teaching. The next was Elementary Drawing by Arthur J. Reading, teacher of mechanical drawing and perspective in the Ontario School of Art, who gave a short practical address on this subject, illustrating by a number of sketches on the blackboard. In the evening Dr. McLellan delivered an able and interesting address on "Education in Ontario," to a large audience, in the Presbyterian Church. A. F. Wood, Esq., M.P.P., occupied the chair. On re-assembling the chair was occupied by W. Mackintosh, I. P. S., North Hastings. Mr. Reading continued the subject of Perspective and Model Drawing, exhibiting a number of models used in teaching this subject. Miss Diamond, of Belleville, rendered a vocal solo entitled "A Summer Shower." Dr. McLellan continued the subject, The A. B. C. of Arithmetic, explaining his method of introducing the study of numbers to those just commencing. Miss Macinnes, of Belleville, gave a recitation entitled "How he saved St. Michaels." Mr. O. S. Hicks, of Sidney, explained the method adopted by him in teaching language and practical grammar to the various classes. The lesson was an excellent one and showed how this may be taught efficiently in an ungraded school. Analysis and Grammar was the next subject, by Dr. McLellan. Miss Robertson, of Belleville, gave a vocal solo, after which Mr. Marshall, Head Master, Madoc Model School, moved, seconded by O. S. Hicks, that as teachers of Hastings we are glad to learn that the Minister of Education has under consideration the propriety of establishing a course of professional reading for teachers, and we believe such a course wisely and carefully arranged would be of great service to the profession, and that the Secretary be instructed to forward a copy of this resolution to the Minister. Mr. Kennedy, of the *Canada School Journal*, recited "Papa's Letter," after which Dr. McLellan proceeded to discuss the Art of Questioning, explaining and illustrating the various methods, and the objects to be attained by them. On the motion of J. W. Daffoe, seconded by Mr. Ogden, a hearty vote of thanks was tendered Dr. McLellan for his excellent addresses on the subjects taken up, after which the Institute adjourned. The officers for South Hastings Institute for the ensuing year, are: President, J. Johnston, I. P. S.; Vice-President, Miss Urquhart; Sec.-Treasurer, S. A. Gardner; Committee, J. A. Narraway, W. McKeown, O. S. Hicks, G. W. Sime, Mr. Fearier, Mr. Jennings, W. J. Emerson, Jas. Wheeler, and Mr. Grow. Delegate to Provincial Association, E. H. Anderson.

DIGBY AND ANNAPOLIS, N. S.—The sixth annual session of the Teachers' Association for Inspectorial District No. 4, Counties of Digby and Annapolis, met at Digby on April 30th and May 1st, L. S. Morse, M.A., Inspector of Schools for the district, presiding. About sixty teachers were in attendance, the number being small on account of the disagreeable state of the weather. Able written and interesting papers were read by G. B. McGill, Esq., Clementsport, on "A Few Points in Grammar Logically Treated;" by W. G. Parsons, B.A., on "The Art of Teaching;" by W. C. Jones, Esq., Barton, on "Union among Teachers;" and by W. C. Parker, Esq., Weymouth, on "Composition and How It Should be Taught." The points brought forward by the writers were thoroughly discussed. Lessons were taught by Miss M. A. Wallace, Primary Dept., Digby Academy, on "Solids;" by Miss A. E. Parker, Elementary Dept., Digby Academy, on "Colors;" and by W. H. McGee, Esq., Principal of Digby Academy, on "The Common Pump." The lessons were considered to be well taught, and were listened to with interest. Prof. F. H. Eaton, A.B., of the Provincial Normal School was present and took part in the proceedings. The clergymen of the town also aided in the meetings. On the evening of April 30th Rev. H. Fisher, of Granville Ferry, delivered an able and instructive lecture on "Francis Bacon, Viscount St. Albans," before a large and interested audience. The learned lecturer portrayed Bacon's life and character, and eloquently maintained his position as the originator of modern methods of thinking. On the whole it was one of the most interesting sessions yet held.