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# The Canada School Journal.

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## THE CANADA SCHOOL JOURNAL.

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

### —o—TERMS.—o—

**THE SUBSCRIPTION** price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

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The annual report of the Minister of Education for Ontario lays great stress on the evil of irregular attendance. Nearly nine per cent. of the pupils on the school rolls attended less than twenty days during 1884, and nearly one-half of them attended less than half the teaching year. The compulsory clauses of the School Act seem to be a dead letter. Why, does not appear. In Victoria, Australia, we note in 1884 there were, under the compulsory clause of the Act in force there, 7,236 prosecutions, 6,408 convictions, and \$8,500 netted in fines. Have our cousins over there better machinery for enforcing the Act, or are their Minister and his officials more in earnest in the matter?

One of the most encouraging features of the Ontario Report is the steady increase indicated in the proportion of teachers holding first and second class, as compared with those working under third-class certificates. It would be an unhealthy symptom were the teachers of the lower grades not continually pressing onward and upward, and so raising the standard of average qualification from year to year. As the *Globe* well observes: "This implies more than higher culture; it implies also increased permanency in the profession. Men who have worked up to second and first-class are less likely to turn away

to other pursuits than those who have never got beyond third-class." In New Brunswick, we are sorry to observe, the tendency seems to be in the opposite direction, the Superintendent's report showing a decrease of ten in the number of first-class male teachers during the last year. The low salaries given are, no doubt, the chief cause. The average salary of first-class male teachers in the latter Province was \$511.80. The average for male teachers of all classes in Ontario was \$426, the highest \$1,200.

The report of the New Brunswick Superintendent shows that progress is being made in other respects, if not in advancing the grade of teachers employed. From the statistics given it appears that there were, for the summer term of 1884, 1,508 schools, increase 57; number of teachers 1,601, increase 74; pupils 57,068, increase 2,185. For the winter term 1,549 schools, increase, 135; number of teachers 1,695, increase 193; pupils in attendance, 63,001, increase 9,492.

The number of female teachers greatly predominates, as out of 1,601 teachers, 1,151 are females, and out of the remainder there are only 116 males who hold first-class licenses—not including the teachers of the Grammar Schools. The average salary of first-class male teachers per annum is \$511.80. There are 14 Grammar School teachers receiving an average salary of \$817.71 each per year. The average salary for first-class female teachers is \$333.33.

A singular and discouraging feature in the Ontario Educational Report is the steady falling off shown in the number of pupils. The school population, if the tables of the report may be relied on, has fallen from 502,250 in 1876, to 471,287 in 1884, and the number of pupils on the rolls in the same period from 490,536 to 466,917. The school population is given at 7,504 less in 1884 than in 1883, and the corresponding falling off in the number of pupils registered is 7,452. Here is a problem for our statisticians and other public men. Surely our Province is not decreasing in population. How are the figures to be explained?

The institution of "Arbor Day" was a new departure in our schools last year. It seems to have been as successful as could reasonably be expected the first year. The total number of trees planted was 30,648 in 38 counties, Simcoe heading the list with 3,560, Wentworth coming next with 2,700, and Middlesex next with 2,100. All the others planted less than 2,000, the metropolitan county of York having only a petty 1,200 to show.

The report of the Minister of Public Instruction for Victoria, Australia, gives evidence of good progress in educational work. About \$3,000,000 were expended for State School purposes in 1884, an increase of \$120,000 over the expenditure of the preceding year. About \$150,000 was devoted to higher and art

education. The report states that "the examinations furnish evidence that the scholars possess a considerable amount of accurate knowledge. The revised programme recently issued has been framed so as to extend that knowledge, especially with respect to common things." Instruction in drawing is now given in 170 schools, at a cost of about \$25,000. Singing was taught to over 32,000 pupils, both notes and the tonic sol-fa system being employed. The expenditure on this branch was about \$35,000. The average attendance is low, only 120,901, out of a total enrolment of 222,054.

The *Globe* published the other day an elaborate paper by Dr. Daniel Clark, on the Evils of Over-Education. There is, undoubtedly, much truth and much good advice in the paper. There is also, in our opinion, much of unproved assumption and unsound theorizing. The close connection between the mind and its physical organ, the brain, and the dependence of the former, even in its highest functions, upon the health and vigor of the latter, are now generally recognized. The idea that the use of the mind organ as a merely receptive instrument, which is the case where the appeal is made chiefly to memory, gives it no energy or strength, while a proper exercise of its powers in bringing into being new ideas and native conceptions, brings healthy growth, like that of a tree, an increase of power "by virtue of the exercise of its increasing activity," is some extent new, and may, perhaps, be true, though it would be hard to show that even memorizing is a merely receptive process and not a form of mental activity. It is, however, as Dr. Clark says, self evident, that to "merely cultivate memory is one thing, and to evolve thinking is quite another." No wide-awake teacher will fail to note the distinction and act upon it.

"At no time in the history of the world has education been more diffused among the common people, and at no period have nervousness, excitability, brain-exhaustion, and insanity been so prevalent." These statements are both probably facts. Whether and to what extent they stand related as cause and effect, is another matter. *Post hoc* is not *propter hoc*. Dr. Clark recognizes this fact and sets about establishing the connection between the two. In this he is, in our opinion, only partially successful. It is, unhappily, but too easy to point out other more obvious and more deplorable antecedents, which may be the causes of the 'national nervousness,' which bears so many evil fruits. Never, probably, in the history of the world were so many in mad haste to grow rich, not by persevering and healthful industry, but by trading and speculative methods, which lead to constant nervous tension and anxiety. Never before were there so many deleterious compounds, and fiery, poisonous decoctions used as food and drink, depraving the appetite and sowing in the system the seeds of physical, mental, and moral disease. We are much mistaken if the weight of evidence does not indicate such sources as these, and the hereditary tendencies flowing from them, as much more prolific of the nervous derangements in question than any over-stimulation of the intellect in the public schools.

It is eminently true that "brain work is needful and healthful," and we believe it is true of the child as well as of the man or woman. Other things being equal, we have no doubt that the child whose brain is properly and even vigorously exercised, with due regard to physical conditions, such as the need of abundant rest, and exercise and recreation in the open air, will develop a better physique and live a longer and healthier life, than that one whose early years are little more than a round of mere animal functions and delights. It is to be hoped, however, that few originals for such a picture as the following, can be found in Canada, albeit the evil effects upon body and mind are due, not so much to real over-work of brain—for, as a matter of fact, the brain can't work, and won't work, through such weary stretches—but to the unhealthy atmosphere of the school-room, and the want of the fresh air and exercise which nature demands. Let the teachers of Canada study the picture, and see if it is true to the life of any school or locality with which they are acquainted. If so the sooner they begin to agitate for reform the better:—

"Over-pressure, undue anxiety, violent passion, worry without needful rest and fresh air, always mean a premature wearing out of the machine. A brain under such disadvantages will not live out half its days. To appreciate our danger in this respect let us look at our school studies. In some of the more advanced classes we find that from 15 to 18 studies are required in 5 days of every week, not to speak of Sunday schools. Take school hours, and add to them, say two hours of evening or morning study, and we have for close mental application as many hours as are needed to do the daily work of a robust adult mechanic. To state this is to show the folly of our system of education when exercised on the young and tender brains of the coming race."

To a certain extent we agree with Dr. Clark in regard to the evil results of prize examinations, but we do not see that the "cultivation of certain faculties to the exclusion of others" is a necessary outcome of the "prize-giving stimulation;" that the system necessarily "leads to one-sidedness" by giving its rewards to those who excel in one branch of study, with a minimum of knowledge or capacity in any other," or that examining necessarily "means mere remembrance." That such are too often the tendencies of the system must be admitted, but the fact condemns the examiner, not the system. We doubt, on the other hand, if there is anything else equal to the written examination, in the hands of a skillful educator, for evolving and compelling the real thinking, and balanced development, which Dr. Clark rightly regards as the only true education. So far, in fact, are we from believing that the stimulation of examinations—the prize-giving is questionable on other grounds—necessarily tends to one-sidedness that we venture to assert that in the majority of cases, where the examination questions are at all what they should be, the prize-winners will be found to be those who have done well in the greatest variety of subjects.

Finally—and our readers will not think we are occupying too much space with the many questions raised by this really able paper, dealing, as it does, with one of the greatest of

living questions—we must, in justice to Dr. Clark, submit his conclusion in his own words :—

“Education should be conducted somewhat as follows :

1. No teaching beyond object lessons up to six years of age.
2. Object lessons with reading and writing up to nine years of age.
3. Reading, writing, arithmetic in its four primary divisions, and geography up to twelve years of age.
4. The preceding with history and primary arithmetic and grammar up to fifteen years.
5. From this age such studies as will assist the girl in feminine duties, and the boy to some definite employment or profession.
6. No studies in the evening until after fifteen years of age.
7. Three hours daily of school time up to nine years of age, four hours to twelve, and six hours until fifteen years of age.
8. After fifteen years of age studies to be intermingled with congenial and useful mechanical work. This to apply to both sexes.”

With Nos. 6, 7, and 8 we heartily agree. To Nos. 1, 2, 3, and 4, and especially 5, we take partial exception. We believe that mental training proper, *i. e.*, thinking processes carried on by means of the mind's own conceptions, without tangible objects, may be pleasantly and profitably employed from the very first, and the child gradually and soon led up to the point where object lessons are rarely needed. We are inclined to think that a great deal of time is wasted over arithmetical and grammatical exercises at too early an age, but the bill of fare presented above is surely too meagre and too monotonous for any healthy appetite; and we do not believe that it is the business of the Public Schools to train pupils with an eye to any definite employment or profession, but rather to aim at the highest possible development of all their powers, physical, mental, and moral.

All live teachers will be interested in whatever affects the character and progress of the Provincial University, now that its standings and honours are brought within the reach of all, of both sexes, who choose to fit themselves for its examinations. Two or three matters in connection with it just now merit attention.

First, we are glad to see progress in the right direction in the Senate. Instead of having no settled sessions, but meeting for the transaction of any business, no matter how important, irregularly at the call, and we might add convenience or whim, of the Chairman, it is henceforth to have regular quarterly sessions. Slight as this change may appear, it has long been asked for in vain, and it really involves some important advantages. Many of the most active members of the Senate reside at a distance from the city. Heretofore the notices of meeting might reach them at the most inconvenient moment, and often did so when it was too late, or otherwise impossible to attend. In fact we have known Senators living at no great distance, to receive their notices a day or two after the date of the appointed meeting. The assumption seemed to be that their attendance was a matter of no great importance, as all the business could be done by a few Toronto members. The date of regular meetings being now fixed, every member interested can make his arrangements accordingly.

Another advantage accruing from the new arrangement will be the more orderly transaction of business. Special meetings may still be necessary, but they should be called only for matters of routine, or in cases of emergency. All important work such as the passing of Statutes, change of curriculum, etc., should be done only at the regular sessions.

Another much-needed reform is the payment of the travelling expenses of non-resident members. These will of course be much reduced now that four trips, instead of a dozen, in the year, will suffice. Yet it is manifestly unfair that those who come up to consult for the public good, should be mulcted to the extent of a few dollars every time they do so. We have known one of the government appointed senators to spend fifty or sixty dollars in a comparatively short time in attending meetings of the University Senate, for the transaction of important University business.

The graduates of the University have been making a demand—not quite unanimously—that their representation on the Senate, be increased from fifteen to twenty-five. We write subject to correction, but we are unable to acquiesce at present in the justice of the demand. Nor can we admit the principle on which it is understood to be based, that the fact of having enjoyed the advantages of the University, creates a paramount right to control its policy. Were the different affiliated colleges and all other educational interests in Ontario fairly represented in the list of graduates, the change asked might seem more reasonable, and would have more promise of being salutary. As it is, nine-tenths of the graduates up to date are, we presume, alumni of a single teaching institution, University College, and past experience has shown that the views of many of these are narrowed by the predilections formed by that relationship. It is evident that if ever the University is to become thoroughly liberal and national, it must be the exponent of the combined views of all classes of educators, and not of the opinions, or prejudices, of those who have been trained under the same set of influences.

## Special.

### HIGH SCHOOL LITERATURE.

By J. E. WETHERELL, M.A.

TENTH PAPER.

#### “DEJECTION: AN ODE.”

(INTRODUCTORY.)

1. When and where was this ode written?
2. In what famous volume will you find the “Ballad of Sir Patrick Spence?” What influence had this book on contemporary literature?
3. What were the causes of the dejection that oppressed the poet?
4. What do you remark regarding the *subjectivity* of the ode?
5. Quote from the ode those verses which describe most aptly and concisely the poet's state of mind.
6. Why is “joy” mentioned so frequently in an ode on dejection?

## (I.)

1. "The grand old ballad."—What poems of Coleridge owe their origin to the influence of old English ballads?
2. "Which better far were mute." Why?
3. "Swimming phantom light." Explain the epithets.
4. "Rimmed and circled by a silver thread." Do "rimmed" and "circled" refer to different parts of the outline? Or does the expression mean *rimmed with a circular thread*?
5. "Squally blast." Quote the description of it. (vv. 97-125.)
6. "Slant night-shower." Explain "slant."
7. "Sent my soul abroad." Quote a parallel passage from "France."
8. Why does he wish the "dull pain" to "move and live"?
9. Draw a diagram illustrative of vv. 9-13.

## (II.)

1. Use this passage (vv. 21-39), to illustrate Coleridge's skill in the employment of the adjective.
2. Point out the most poetic touches in the passage. Which do you regard as the most beautiful thought?
3. State the distinctive meanings of *void*, *dark*, and *drear*; *stifled*, *drowsy*, and *unimpassioned*; *wan* and *heartless*.
4. "O, Lady!" Tell all you know about her.
5. "With how blank any eye." In what sense is the poet's eye "blank"?
6. "Grew." What is the force of the tense?
7. "Starless lake." How can this be when the poet has just spoken of the stars?
8. "I see, not feel." What is wanting?

## (III.)

1. "What can these avail." To what does *these* refer?
2. "The smothering weight." Quote a parallel passage.
3. "That green light." Is this the "peculiar tint of yellow green," or is the ode progressive?
4. "Outward forms." This refers to what?
5. How many kinds of metre are employed in this section (vv. 39-46)?

## (IV.)

1. Give a lucid explanation of the first two verses. (47-48).
2. What do the *wedding-garment* and the *shroud* symbolize?
3. Is the "world," "inanimate" and "cold" to the poet or to the "crowd"?
4. Why is the "crowd" called "poor," "lovelless," "ever-anxious"?
5. What do the "cloud" and the "voice" represent? In what other language are they described?
6. What does "element" mean?

## (V.)

1. Show the relation of "what" in v. 61.
2. How is the "power" both "beautiful" and "beauty-making"?
3. Explain clearly what the poet means by "joy." Show from vv. 76-86, that "joy" is different from "happiness" and from "mirth."
4. Show that an ancient bard had this poetic "joy" when he wrote, "The little hills rejoice on every side; the valleys also are covered over with corn; they shout for joy, they also sing;" "let the floods clap their hands; let the hills be joyful together."
5. Is this "joy" the same as "peace of mind"? Will it always come at the call of virtue and of piety?
6. "O, pure of heart!" Is the phrase used in its religious sense? (cf. "Blessed are the pure in heart.") When have "the pure" their "purest hour"?

7. How can "joy" be both "cloud" and "shower"?
8. "Wedding Nature to us gives in dower." In what sense does the bride give the dower? How is Nature a bride?
9. "A new Earth and new Heaven." Explain the allusion.
10. "The sensual and the proud." Show that the words are not used in the popular sense.
11. Give the poet's previous description of the "sweet-voice" and the "luminous cloud."
12. Write a paragraph elucidating vv. 71-74?
13. "Suffusion." (1) "Overspreading;" (2) "Emanation." Show by v. 55, that the former is the correct interpretation.

## (VI.)

1. "There was a time." When?
2. "My path was rough." How?
3. State the meaning of "dallied," "stuff," "haply," "abstruse," "infects."
4. Explain v. 81, "and fruits," etc.
5. "My shaping spirit of imagination." Name its best productions.
6. "What I needs must feel." What?
7. "All I can." "My only plan was to be still and patient all I can." What is peculiar?
8. "Abstruse research." Had Coleridge ever before his dejection tasted of metaphysics?
9. What did the poet regard as "all the natural man"?

## (VII.)

1. What are the "viper thoughts"?
2. Explain "Reality's dark dream."
3. "Long has raved." In what mood was Nature at the opening of the ode?
4. "Mad Lutanist." What?
5. Why are the gardens called "dark-brown"?
6. "Worse than wintry song." Why should "wintry" receive emphasis?
7. "Timorous leaves." (1) The leaves are afraid to come out of the bud; (2) The leaves tremble in the wind. Which do you prefer?
8. What meaning must you give to "frenzy" to make it suit a "mighty poet"?
9. "What tell'st thou now about"?
- Quote the two tales.
10. "Wounds." Prove the sound of the word by reference to v. 108, and to v. 115 of "The Departing Year."
11. "The tender lay." Explain "tender."
12. Tell how the various elements of expression should be brought into play in the oral reading of the two tales?
13. Do you think that the address to the storm-wind in extravagantly drawn?
14. How do you deal with these strictures on this famous passage?—  
(a) "It occupies too much space."  
(b) "It is too quaint for so solemn a composition."
15. Show in what respects this passage is characteristic of the poet.

## (VIII.)

1. "My friend." Who?
2. "With wings of healing." Quote passages from English poets descriptive of the functions of sleep.
3. "A mountain birth." What is the purport of the poet's wish?
4. "Gay fancy, cheerful eyes." Does this line go with the preceding or with the following?

5. "To her may all things live, etc." Connect this couplet with the sentiment—

"In our life alone does Nature live."

6. What personal characteristic of the poet is revealed in the closing lines of the ode?

## ENTRANCE LITERATURE.

### LESSON LXXIX.—THE CAPTURE OF QUEBEC.

J. STUART CARSTAIRS, CHESTERVILLE.

[The following notes are intended for the use of the teacher, not for that of the pupil. The writer's experience has impressed on him the fact that notes are of most service when they come from the lips of the teacher. The first reading of the lesson generally calls up only such questions as are necessary for the proper understanding of the lesson. These questions, in almost every case, should be asked by the pupil. The teacher should suggest them only when he observes that the pupil has failed to call attention to a point in which there is some chance of misconstruing the author's idea. These notes and exercises are intended for the subsequent perusal of the lesson. It is almost impossible completely to separate notes from suggestions and exercises; therefore, for convenience, we enclose the notes in brackets.]

The numbers refers to the paragraphs.

#### I.

*The closing scene.*—What was it?

[French dominion began with the discovery of Canada by Cartier in 1635. It ended with the defeat of Montcalm in 1759, or rather with the Treaty of Paris in 1763.]

*Circumstances.*—Name them.

*Deep and peculiar interest.*—Why so?

*Romance can furnish.*—Why? ["Truth is stranger than fiction."]

*Striking.*—Why? Supply the ellipsis in this sentence.

*Plan.*—What was it?

*Combat.*—Pronounce. Spell phonetically.

*Success and fortune.* Distinguish.

*Party.*—Is this used correctly? See "Verbalist."

*Equal in military, &c.*—Explain. [See paragraph XIII.]

*The—fame.*—Expand this sentence into a paragraph. [See in the old Readers "Death of Montcalm," and the Notes to the same.]

*Honorable fame.*—Give, in one word, the opposite of this.

Give other expressions for—*The closing scene, dominion, circumstances—interest, brought—combat, success—execution, unparalleld, the—numbers.*

#### II.

[Note the resemblance between the two opening sentences, as regards construction. Their construction is said to be *parallel*. Since a contrast is desired, this is a point of excellence.]

*Firmly, hopefully.*—Why? [These words refer to the last sentence in paragraph I. They are said to mark the *transition*.]

[*Wise* in contrast to *young*. Montcalm was older than Wolfe.]

*Chivalrous, heroic.*—What is the difference? Distinguish heroic, brave, bold, &c. "Verbalist."

*The magnificent stronghold.*—What was it?

*Staked.*—What figure?

*The—hand.*—What consonantal sound predominates throughout the sentence?—Is it a blemish or a beauty?

[The former because it gives a whispering, hissing sound when the subject does not require it.]

*Viles and miles.*—What is the effect of repeating this word? [Illustrate by referring to "a big, big, b-i-g fish,"] *as fair a land*, etc. Is this true? [See below.]

*Mountain.*—Parse.—What words are co-ordinate with it?

*Mountain and Valley, etc.*—What figure?

*Grouped—beauty.*—Paraphrase.—Note carefully the idea conveyed by each word.

[With the third and fourth sentences compare:— Jacques Cartier, crossed the ocean and sailed up this magnificent waterway. . . . For hundreds of miles the sea kept its great breadth, more like a sea than a river, till the huge bluff of Quebec, seen from afar, appeared to close it abruptly from farther advance. By means of this bluff thrust into the stream and the opposite point of Levis stretching out to meet it, the view is actually narrowed to three quarters of a mile. . . . It needed no prophet to tell that the power which held that dark red bluff would hold the key to the country beyond. . . . What a landscape for an explorer to gaze upon! Shore and forest bathed in the mellow light of the September sun, for forty miles up and down the glorious stream. Wealth enough there to satisfy even a king's pilot and captain-general. Between the summit and the river far below he may have seen amid the slate the glitter of the quartz crystals from which the rock afterwards received its name of Cape Diamond. . . . The picture seen from the citadel on Cape Diamond, is as fair as the eye can desire to see. The sun shines on the glittering roofs of Quebec, and the continuous vista of clean, white houses extending miles down to the white riband of Montmorency, and on cultivated fields running up into still unbroken wilderness, and on the broad river bosom enclosing the island.—*Grant's Picturesque Canada.*]

#### III.

*Portion.*—Distinguish from part. "Verbalist."

*The Plains of Abraham* do not lie near the river at the top of the heights, but a short distance inland.

*For—heights.*—Paraphrase.

*Wolfe's—battle-ground.*—What are the important words in this sentence? What are the emphatic places in a sentence? Improve the construction of this sentence. Do not change the words.

*Secretly.*—What does this modify? Improve the position of this word.

*Battle-ground.*—Parse. Mason, § 395.

*Great—made.*—Paraphrase.

*Throughout.*—What is the force?

*The.*—Is this necessary? Mason, § 463.

*Kept secret* or *secretly*; which?

Collect in groups the words in this and the next paragraph that may be considered synonymous. From these, what do you know of Mr. Warburton's vocabulary? Is it a blemish or a beauty properly to use synonymes? Why?

#### IV.

*O'clock.*—Parse. [=of the clock, therefore it is an adjectival phrase.]

*1600 strong.*—Parkman has "sixteen hundred;" which is the better form?

*In high spirits.*—Why? [They were looking forward to the crowning event of the campaign, for it was not until after they were embarked that they were first informed of "the particulars of the enterprise in hand."]

*Boats.*—"Thirty boats." Parkman.

*Wolfe led in person.* "Wolfe's malady had abated." Parkman. Concerning his sickness Garneau says, "A malady, the germ of which was present in the bodily frame of Wolfe long before, now suddenly developed itself, and brought him almost to death's door."

He had inherited the disease from his mother.

*The—motionless.*—[Note the parallel construction of these two propositions.] Express this in a few words. [Parkman says they "floated downward in perfect order."]

*Save.*—Parse. Mason, § 282. [Save (the words spoken) by the young general.]

*Young.*—Wolfe was born 1726.

*As.*—What is the force?

*Midshipman.*—What is the force of *mid* in this word?

"John Robison a young midshipman—long after well-known as Professor of Natural Philosophy in the University of Edinburgh—was in the same boat with the general, and loved in after years to recall the incident." Dan. Wilson.

He was "the coadjutor of James Watt in perfecting the theory and applications of some of the greatest discoveries of modern times."—H. H. Miles.

*Related, repeated.*—Is this in good taste?

*Gray.*—See Fourth Reader, page 331.

*Elegy in a Country Churchyard.*—Published in 1749, and at this time "in the first blush of its fame." What is an elegy?

*Now—Quebec.*—In what narration?

Express in the other.

*I would rather, or I had rather, which?* Mason, § 529, note.

*Then—Quebec.*—Supply the ellipsis.

Give the exact words of the young midshipman.

## V.

*Thus.*—What is the difference in meaning as *thus* precedes or follows its verb?

*Sire—feelings.*—Paraphrase.

*Feelings.*—What were they?

*Hurrying.*—Distinguish from *hastening.* "Verbalist."

What word in the first sentence is pleonastic?

["The flotilla was observed as it passed in front of the sentries posted along the heights; and some soldiers and sailors were killed and wounded by their fire, directed at random against the moving masses." *H. H. Miles.*]

Parkman says they were challenged in their passage down the river. See Gage's Third Reader

*At length.*—"See Verbalist."

*The appointed spot.*—"An indentation in the shore about a league from the city, and now bearing the name of Wolfe's Cove." *Parkman.* It was then called the Fuller's Cove, (*Anse de Foulon*).

Distinguish constantly, perpetually, &c. See "Verbalist."

## VI.

*Light Company* (of infantry under Col. Howe).—Why light

*Carried.*—Distinguish from *fetch'd*, brought. See "Verbalist."

*Yards.*—Parse. Mason, § 372. 1.

*These Highlanders, &c.*—*dashed at the height.*—With these statements Parkman agrees. According to Garneau the infantry was commanded by Wolfe. According to Miles, by the time those that were carried below the appointed spot arrived at the places the others had seized the guard and formed without the discharge of another shot.

*To land.*—Parse.

*Immediately.*—What relation does this generally express? What does it express here? Is it correctly used? Parse.

*Woody.*—Is this used correctly? Distinguish from "wooded." The suffix *-y* means the same as *-ed*.

*Without—face.*—Paraphrase.

*Path or track.*—Distinguish.

*On—presence.*—Paraphrase.

Garneau says:—"The light infantry, headed by Wolfe, as soon as they set foot on the bank, forced the guard-house at the foot of the steep pathway leading to the superincumbent cliff, then scaled an escarpment, . . . and, having reached the tableland above, they surprised and dispersed, after exchanging a few musket shots, the men on guard, whose commander was taken prisoner in his bed."

## VII.

*At the height.*—Distinguish from "up the height."

*Scrambled.*—What does this imply?

*Cliff.*—Distinguish from height, ascent.

*Won.*—Is this word appropriate.

*First time.*—This is contrary to Parkman's account, who gives this conversation as having occurred on the river.

*Qui vive* (key-veeve).—Who goes there?

*Silence.*—Distinguish from *silence's*, *stillness*, taciturnity.

*La France* (Lä Frawnz).—(The) France.

*Answered, replied, rejoined.*—Distinguish. "Verbalist."

*Highland captain.*—"Captain Donald McDonald."—*Parkman.*

*Self-possession.*—Give synonyme. What more does this imply than presence of mind?

*La—round.*—Paraphrase. What consonant is prominent?

*La—captain.*—Note the order of the words. Why this order?

*Musket.*—Distinguish from gun, rifle, arquebus.

## VIII.

*However.*—Of what use is this word? [To mark the transition from the last sentence to this; it denotes also a sort of contrast.]

What word in the first sentence gives, by its sound, an idea of its meaning?

*Hastily.*—Distinguish from hurriedly. See "Verbalist."

*Panic.*—Distinguish from fear, dread, terror.

*Fired—precipice.*—Paraphrase.

*The captain.*—The guard at this place was commanded by Monsieur Vergor, who three years before surrendered the fort of Beausejour to the British. Many French writers denounce him as a traitor and coward.

Garneau and Miles agree in saying that he was taken prisoner while in bed.

Parkman says:—"The guard turned out and made a brief, though brave resistance. In a moment, they were cut to pieces, dispersed, or made prisoners."

Warburton says, in his "Hocholaga": "The side of the cliff . . . was defended bravely against them—but in vain."

*Leading assailants.*—In what sense were they leading?

*Instantly.*—Distinguish from *immediately*.

*Overpowered.*—Substitute synonymes for this, and note the difference in meaning.

*Those who.*—See "Verbalist."

*Intrenched post.*—Explain.

## "RESPONSIBILITY OF THE TEACHER FOR CONTROL AND INFLUENCE."

BY JOHN H. M'CASEY TEACHER OF KILSYTH PUBLIC SCHOOL.

Paper read before the North Grey Teachers' Association, Nov. 1885. On the motion of Mr. J. H. Balfour, seconded by Mr. James Carrie, it was resolved that the publishers of the "Canada School Journal" be requested to publish this essay.

### Continued.

We are responsible to the parents for they have entrusted to our keeping the treasures dearest to their hearts. We are responsible to our country because it furnishes us with the necessary powers for the execution of school legislation, and the administration of school discipline and government, and depends upon our efforts for its future maintenance.

We are responsible to our professions for each one is an element in the great machinery, and participator in its privileges.

Above all we are responsible to the pupils for their future destiny is determined by our influence. Their present and future success or failure inseparably interwoven with the social moral and intellectual tenets which we inculcate. All men exert what we may term an involuntary influence, but the teacher does more than this. He appropriates the power of his actions towards the accomplishment of certain ends. His influence is not involuntary, but designated and controlled. He must also supplement the control of his actions by controlling the desires and inclinations of the pupil's mind towards the proper reception and judicious utilization of these influences.

The teacher is thus rendered responsible for control as well as for influence. From his control springs his influence. His influence is commensurate with his control, and his responsibility proportionate to his influence. This is a universal law of nature. The whole creation is merely a vast piece of machinery in which we have one influence either positively or negatively—producing and controlling others. In the world of matter this is called attraction. In the world of mind influence. It is a general idea that excellence or deficiency of the teacher's labors is judged from the fruit of his influence. At first this criterion appears quite safe, but we must carefully avoid its adoption without qualification, and from considering it in the abstract unless we pursue a peculiar line of reasoning. All teachers are fully aware of the number and force of the

obstacles which their efforts are required to overcome. The teacher's labor is expended for two purposes—for neutralizing opposing influences, and for the development of proper habits, but should the forces to be overcome be equal to, or greater, than the neutralizing agent, then both powers are actually reduced to zero; or the better is swallowed up in the impetuosity of the worse. In estimating the influence of any, therefore, we must consider along with the visible results for good the number and extent of opposing forces and the amount of their influence actually cancelled.

Many active and earnest teachers become discouraged at the scantiness of the visible results of their labors—they guard, they admonish, they instruct, they educate, and then they very naturally anticipate that they may reap a golden harvest of virtue and intellect, but too frequently discover that all their well directed exertions have been only reducing the sable veil of ignorance, that all their zeal, admonitions and prayers have been scarcely sufficient to quench the fires of vice.

Some of the most inveterate and most invincible difficulties with which the educators of the day meet, are the popularity of spurious literature, the vulgarity in our colloquial conversation, and the habits of wickedness and indifference, which are acquired by pupils from the deficiency and inefficiency of discipline and government in the family circle. Let us not be disheartened however, though we cannot remove those barriers of opposition—they are not to be removed. By our influence we can educate the populace in such a way that the dignity and virtue of the public mind will soar above the loftiest summits of vice. The work is a great and a noble one, and as all such works are the children of time as well as of action, we may not see the ultimate result of our labors. We may rely however that we have taken the only sure way of removing vice and establishing virtue, viz:—by educating the mass. The means of applying the cure and of overcoming these and other difficulties—are as varied in their character as are the exigencies from which these originate, and as the subject under consideration requires to be discussed in the general we at present defer from descending to minute detail. But as this is the professional secret that strengthens and sustains the mighty influence of the teacher—we may be permitted to offer a few suggestions.

It would appear that many of our teachers lose too much time and labor in securing obedience to laws and rules, so limited in their compass and so peculiar in their application that it would require as many of them pasted together to cover the events and emergencies of a man's life for a single day, as it would bricks to build a castle. And granting that it were possible to invent a sufficient number of specific rules, cures, antidotes, cosmetics, and tonics to correct, purify, beautify, elevate the moral, natural, and physical organization of man, what would you have for your pains? We would have an animated automation, whose every act would be governed by an inflexible and imposing law, all the nobility of his character, and dignity of his mind trained by the icy hand of Draconic legislation—such a being is not a man. But the object of all true educational influences is to develop the perfection of man, therefore such a course of law-giving antagonizes our own influence for good, and defeats its own object. We can teach a parrot to lisp, a monkey to walk a rope, or an elephant to dance, but this does not make men of them. Man is to be distinguished from the lower creation by the powers of self-government, self-instruction, and by the recognition of an individual responsibility for his act. By the freedom of his deportment, and not by rendering passive obedience to any code of immutable laws—like Sam Weller, bowing allegiance to every wink of our master.

Man as part of the created system is composed of mind and matter, and as mind always governs and regulates the action of matter;

it follows logically that all the actions of man are effected through the medium of his mind, and may also deduce that, reforms in his actions are to be effected by first reforming the governing body.

A teacher requires to be a practical mental philosopher. He should clearly understand the different actions of the mind, and carefully study the relations between thought and action. By the possession of this knowledge he will strengthen and increase his control and influence. He will cease multiplying special laws, and adapt one principle so general in its character, and so comprehensive in its import, that it will at once embrace all human actions and feelings. This law may be experience in one word. Let reason control will. This is essentially a law of example whatever minor assistance it may receive from precept. Let the teacher at all times and under all circumstances be master of himself, and his influence will certainly tend towards instructing his pupils in the art of self-government—the fundamental principle in all government. Ruskin allows that you can by education make either a tool or a man of any human being, and this has been interpreted to man that if you teach him to cling to his mother's apron-string, or his master's coat-tail, you make him a tool: but if you teach him to govern himself; then you give to the world a man. The most glorious object of all education is the perfection of mankind, and although we cannot agree with Shelley, who believed perfection attainable on earth, yet we know that it can be improved. We are the educators of our country, and if we are not the pillars of State, we are most certainly the architects, who design the castles, and how the pillars. Our influence will not end even with time, but will bear fruit in eternity. "The memory of the righteous shall be blessed but the name of the wicked shall rot in oblivion."

Century after century has passed since prophets lived and died, yet their influence is alive. The fame of Shakespeare, Milton, Burns, Calvin, Luther, Joan of Arc, and Elizabeth is only brightening by the sweep of time. Let it then be our loftiest aim, our most deeply impressed influence, to instruct humanity to govern its feelings, to regulate its ambition, and to criticise its actions, and we shall have little reason to be ashamed of our profession—the noblest and the best.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiner.—John Seath, B.A.

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

CANADIAN AND NEW ONTARIO READERS.

1. Britannia needs no bulwark,  
No towers along the steep;  
Her march is o'er the mountain-waves,  
Her home is on the deep.  
With thunders from her native oak,  
She quells the floods below,—  
As they roar on the shore,  
When the stormy winds do blow;  
When the battle rages loud and long,  
And the stormy winds do blow.

The meteor flag of England,  
Shall yet terrific burn,  
Till danger's troubled night depart,  
And the star of peace return.



Then, then, ye ocean-warriors!  
Our song and feast shall flow  
To the fame of your name,  
When the storm has ceased to blow;  
When the fiery fight is heard no more,  
And the storm has ceased to blow.

- (a) Write explanatory notes on "bulwark", "steep", "thunders", "native oak", "quells", "meteor flag", "Shall yet terrific burn," "danger's troubled night", "the star of peace", "Our song and feast shall flow", "fiery fight".
- (b) Who is "Britannia" and why does she need "no bulwark, no towers along the steep"?
- (c) What does the poet really mean in ll. 2 and 4?
- (d) Express in simple language the meaning of ll. 5-10.
- (e) Why not "will burn" and "departs"?
- (f) What other expressions are there in the poem for "the flag of England", and "ocean-warriors"?
- (g) Where in these stanzas does the sound of the words resemble the meaning?
- (h) What feelings should be expressed in reading these stanzas?

2. Poor Tom! the first and bitterest feeling, which was like to break his heart, was the sense of his own cowardice. The one vice which he loathed above all was brought in and burned in on his own soul. He had lied to his mother, to his conscience, to his God. How could he bear it? And then the poor little weak boy, whom he had pitied and almost scorned for his weakness, had done that which he, braggart as he was, dared not do.

The first dawn of comfort came to him in vowing to himself that he would stand by that boy through thick and thin, and cheer him, and help him, and bear his burdens, for the good deed done that night. Then he resolved to write home next day and tell his mother all, and what a coward her son had been. And then peace came to him as he resolved, lastly, to bear his testimony next morning. The morning would be harder than the night to begin with, but he felt that he could not afford to let one chance slip.

- (a) What is the subject of each of the above paragraphs?
- (b) Give for each of the following a meaning that may be put for it in the above: "was like to break his heart", "braggart as he was", "he would stand by that boy through thick and thin", "to bear his testimony".
- (c) Distinguish between "loathed" and "disliked", "scorned" and "despised", and "peace" and "comfort".
- (d) Write explanatory notes in each of the following expressions: "burned in on his own soul", "the first dawn of comfort", "bear his burdens".
- (e) Tom's "first and bitterest feeling" was "the sense of his own cowardice": what other bitter feelings had he afterwards?
- (f) Tom had protected Arthur: explain how he felt himself to have been guilty of cowardice? How had "poor, little, weak" Arthur shown himself to be braver than Tom?
- (g) Why should the morning be harder to begin with than the night?
- (h) The lesson to which the above passages belong is sometimes called "Tom Brown's Heroism", and sometimes "Dare to do Right": state what you think of the fitness of these titles.
- (i) What lessons for our guidance in life may we learn from the story of Tom Brown as told in your Reader?

3. Quote from the passages you have memorized one containing one or more noble thoughts, and give its meaning in your own words.

### ORTHOGRAPHY AND ORTHOËPY.

Examiner—J. E. Hodgson, M.A.

NOTE.—Twenty-five of the fifty minutes allowed for this subject are to be allotted to A which is to be read to the candidates three times—the first time to enable them to collect the sense; the second time, to enable them to write down the words; and the third for review. At the end of the twenty-five minutes, the Presiding Examiner will distribute B among the candidates, who will, after writing their answers, fold them and hand them in with their work under A. Two marks are to be deducted for each mistake in spelling, and one for each mistake in pronunciation.

A.

The fine English cavalry then advanced to support their archers, and to attack the Scottish line. But coming over the ground which

was dug full of pits, the horses fell into these holes, and the riders lay tumbling about, without any means of defence, and unable to rise from the weight of their armour.

The bracing keenness of the mountain air, while it invigorates, lends lightness and buoyancy to the steps in ascending the steep ascent.

European, oblique, complete, seize, vacancy, retrieve, legible, cautious, jealousy, curable, leisure, Wednesday, February, initial, falsify, similarly.

B.

Indicate fully the pronunciation of the following words:—Towards, campaign, incomparable, baptist, barrel, auxiliary, anticipate, aisle, indict, indisputable, inhospitable, fore-castle, ewe, choir, toll, humor.

Accentuate the italicised words in the following:

The convict was sentenced to twenty lashes.

The imports exceed the exports.

James was a gallant in his manners.

The lawyer entered a protest.

The conflict continued three days.

The refuse was removed during the night.

### Educational Notes and News.

Mr. Joseph Smirle has been engaged at Morewood as principal.

About 60 candidates presented themselves at Morrisburg for the Art Examination.

Mr. Wm. Empey has been engaged at Cass Bridge. His assistant is Miss Jessie Everets.

Miss McCord, of Belmont, is engaged to teach the third division of the Springfield school.

The veteran teacher, Mr. Patrick Jordan, teaches this year in the eighth concession of Winchester. This is his thirty-fourth year as teacher.

The staff of Chesterville Public School consists this year of Mr. J. Stuart Carstairs, principal, and Mr. W. A. Brown, and Miss Maggie Gillespie, assistants.

The Brighton High School, of which S. T. Hopper, B.A., is head master, has an average attendance of 57 pupils, being 19 more than at corresponding period last year.

Andrew Broder, Esq., M.P.P., for Dundas Co., offers a ten dollar gold piece for competition at West Winchester, at next Entrance Examination. Candidates must not exceed 15 years of age.

The Minister of Education has arranged that a candidate may apply for both second and third class certificates next July, although there is no special regulation on the subject.—St. Thomas Times.

Miss Laura W. Sharpe, of Pleasant Vale, Cavan, is teaching near Bethany. Miss Sharpe secured a Second Class Grade A Certificate, at the July Examination, 1884, and was one of those highly recommended at the Ottawa Normal School, last term.

John McBride, M.A., Toronto University, B. Sc., Victoria College, formerly headmaster of Newcastle, Port Rowan, and Richmond Hill High Schools, has been engaged as mathematical master of Stratford Collegiate Institute till midsummer.

Mr. Joseph Snell, who attended the Toronto Normal School, last term, has taken a place on the Collingwood Collegiate Institute staff of teachers. Mr. Snell holds a First Class Provincial Grade A Certificate, secured last summer. We congratulate him on his appointment and wish him every success.

Not one child in a thousand cares whether he uses language grammatically correct or not. But all children like to listen to stories and like to look at pictures. Give them, then, the stories and the pictures—and by natural methods encourage them to tell what they have seen or heard. The stories and pictures give them ideas, while the effort to tell what they see or hear, gives them facility in the use of language.—Robt. C. Metcalf.

These excuses for absence was recently handed in, at one of our city schools: "Please excuse John from being absent from his mother." Another was: "I kept Charlie at home this morning fore I kneaded him." The teacher's sympathies were aroused for Charlie when the second excuse came: "Whenever Charlie stays out I always knead him." Another gem was addressed,— "To the Honorable Teacher of Samuel's Class—My sonne had a breakin' out so I kep him in."

The half-yearly convention of both Frontenac Co., and Kingston City Teachers' Associations, will be held as a joint meeting, at Kingston, April 21st and 22nd. Besides an attractive array of local talent, the valuable services of Wm. Scott, B.A., of Ottawa Normal School, have been secured. A successful meeting is anticipated. Haldimand Co. Teachers' Association will hold their convention at Caledonia, April 20th and 30th. It is probable that Dr. McLellan will attend, and a profitable time is expected.

Temperance physiology and hygiene in a primary department in a cattle town in southern Kansas. *Teacher*: "Children, what is that hard substance you feel in your arms; now feel it." *Children*: "Bone." *Teacher*: "Correct. Now, what is that softer substance around the bone?" *Children*: "Meat." The teacher is somewhat surprised, but continued for the sake of learning something new. *Teacher*: "Well, what is that substance that encloses the bone and meat?" The answer came from sixty young voices: "Hide!"

Our esteemed contemporary, *The School Moderator*, Lansing, Mich., says:—"The CANADA SCHOOL JOURNAL very sensibly changes itself from a weekly to a semi-monthly. It is one of our best exchanges." Thanks, brother, for the high compliment. We have already received ample proofs of the wisdom of our course in the shape of a very largely increased circulation and encomiums from our subscribers as gratifying as unexpected. A general expression of satisfaction has allayed every feeling of anxiety we had respecting the change.

Alliston rejoices in a handsome new school building 45x62 feet, and three stories high, including the stone basement. The roof is of cottage architecture. The tower, which is built as a wing for the front entrance, is 10x16 feet, and 82 feet high, and has a bell weighing 205 pounds. The building is heated by coal furnaces, and the ventilation is regulated on modern principles. There are nine large rooms, besides spacious halls, &c. Mr. Hoath is principal, and he is ably assisted by Misses McDonnell, Anderson, Burnie, and Bell.

Children at first learn to sing entirely by imitation. It is, therefore, of the utmost importance that the pattern should be good. Observe the following rules: 1. *Never sing with the pupils.* Let them listen quietly to your pattern, and imitate. (In cases where the teacher cannot sing at all, a few of the more musical of the children may be called upon to sing the pattern.) 2. Let the pattern be short enough to be easily remembered. 3. The pattern must be *soft and distinct.* 4. Repeat the pattern till you get a soft, clear response from the class.—*Batchelor.*

If the teaching of natural science is carried on by teaching by rote the facts of the text-books, however important they may be, its true purpose is missed in the system of education. The training of the memory is of great importance, but it is provided for by other studies than the sciences. The teaching of natural science should aim at quickening the powers of perception, observation, and reason, — faculties of the highest importance in the duties of common life. Teachers should bear this fact in mind, and plan their methods of instruction accordingly.—*The Student.*

The following scale of salaries has been prepared for the London city schools:—Principal of Central, \$59 to \$67 per month, according to certificate; assistant principals (male), \$53 to \$60; (female), \$30 to \$36; teachers, \$29 to \$32; intermediate, \$27 to \$30. Primary schools—Principals (male), \$49 to \$54; (females), \$33 to \$38; assistant principals, \$24.50 to \$29; teachers, \$21 to \$23.50. After forty years service, teachers to retire on a pension equal to one third of their salary; that teachers salaries be increased \$2 per month above the scale for every five years they have been employed in the city schools.

"Alpha," Richmond Hill, writes us:—"In glancing through the columns of SCHOOL JOURNAL recently I noticed a desire on the part of some one to make prominent mention of the fact that a pupil of 10 or 11 years of age had passed the Entrance Examination. Candidly, I was sadly surprised to find such a spirit. I believe it was the worst possible experience for that poor child. I pity the child, and deeply regret that we have in our profession teachers (?) who will attempt such forcing processes in mind growth. It is impossible that the child has fully grasped the subjects required at that examination; there must have been a deal of memory-stuffing. 'Tis true; 'tis pity, 'tis, &c. Let us have no more emulation for such bid emittance."

Ridgetown High School has been raised to the dignity of a Collegiate Institute. It has an attendance of 140 pupils, and is

furnished with all the requirements to maintain its position, including a first-class library, well-furnished laboratory and gymnasium. It has reached this distinction in a shorter time than any other Collegiate Institute in Ontario. It began as a High School, September, 1883, with an attendance of 30, and in one year increased to 100. The present head-master, G. A. Chase, M.A., with Mr. C. B. Sinclair, mathematical master, then constituted the staff. In January last year the school was moved into a new building, pronounced by the Minister of Education to be the finest High School building in the Western Peninsula. There are classes now reading Matriculation and First Year work of Toronto University, Honor Moderns in each, in addition to large classes for First Class, Second Class and Third Class Teachers' examinations. The present staff of teachers consist of G. A. Chase, M.A., Medalist in Moderns, Principal; J. G. Little, B.A., First Class Honors in Mathematics; R. A. Little, B.A., First Class Honors in Classics; J. Bruce, First Class Teachers' Certificate, and A. H. Sinclair, First Class Teachers' Certificate, and Prince of Wales Gold Medalist from Toronto Normal.

On a reconsideration of the salary question by the Finance Committee of the Toronto School Board, the following scale was proposed and adopted for payment in future of lady teachers:—

First year .....	\$324
Second year .....	324
Third year .....	348
Fourth year .....	372
Fifth year .....	396
Sixth year .....	420
Seventh year .....	444
Eighth year .....	468
Ninth year .....	492
Tenth year .....	516
Eleventh year .....	540
Twelfth year .....	564
Thirteenth year .....	588
Fourteenth year .....	612
Fifteenth year .....	636

The salary of no lady teacher now in the service of the board shall be reduced by the above scale; (2) that while the highest salary paid on the basis of length alone, to female teachers, will be \$636.00 per annum, due consideration will be given to the salary of those teachers who have served the board for fifteen years or more, and who may be called upon to fill any of the higher positions in the gift of the board; (3) that all lady teachers commencing duties before July 1st of each year shall rank as second year teachers on the 1st of January following, and all commencing duties after the 1st of July each year shall rank as second year teachers one year from the 1st of January following; (4) that the kindergarten teachers be paid \$250.00 each per annum. This arrangement will entail an increase of expenditure, this year, of \$4,998.

## Question Drawer.

### QUESTIONS.

I am a subscriber to your valuable paper. Will you kindly inform me through your next issue:—

1. If a person obtained a Third-class non-professional certificate at examination last July, can he teach more than a year on his third professional before going to the Normal School?
2. Does the teacher receive the government grant as part of his salary?
3. Is a paper in drawing going to be set at the entrance examination next July; or are the examiners going to assign marks from the drawing books?
4. What is the best history for a teacher who is preparing pupils for the entrance examination?

Scto, Kingston.

1. What is the law with regard to the practice of detaining pupils after four o'clock for the purpose of reciting improperly prepared lessons?
2. May pupils be detained after four as a punishment for misconduct during the day?
3. Has the teacher any right to detain pupils after four to give advice or inflict corporal punishment; or is the teacher forced to inflict all punishment between nine and four?

4. In cases of suspension how are the notices to be sent to the parents? In a country school must the teacher take the notice? May he trust it to the suspended child, or is it the duty of the trustees to notify the parents?

5. Must the child be suspended for a definite period of time, or until willing to do as required by the teacher?

6. After a child is 16 years of age is the teacher compelled to teach him?

JOCK, ANDERSON.

Please in your next number give the name, price, and publisher of a good work on the Tonic Sol-fa system; one that a teacher with some knowledge of music could use in school, and oblige

J. W. HENSTRIDGE, Portsmouth.

SCUBSCRIBER, Patillo, wishes us to insert the curriculum of subjects for Third-class examinations with limits. He would also like to know whether any subject is now allowed as a bonus (if option) or not.

KNOWLEDGE SEEKER, Baine Harbor, N. F. L., wishes to be informed—

1. Whether there is any association in Canada which provides a "Teachers' Sustentation Fund," and if so how a copy of the rules could be obtained.

2. What algebra is recommended for beginners. Is Hamblin Smith's such a one?

Please answer the following questions through your valuable journal:—

A. B. and C. D. are partners in a general store. They share expenses, wages, and profits in proportion to investments. The books are kept by single entry.

1. A. B's. net investment	-	-	-	\$ 1800 00
C. D's. " "	-	-	-	3700 00
A. B's. private account	-	-	-	400 00
C. D's. " "	-	-	-	800 00

At the end of a year they have				
Cash on hand per C. B.	-	-	-	800 00
Mdsc. " Inventory	-	-	-	10,000 00
Personal accounts receivable	-	-	-	8000 00
" " payable	-	-	-	200 00
Bill accounts receivable	-	-	-	800 00
" " payable	-	-	-	1,000 00
Find net worth of each.				

2. A. B's. net investment	-	-	-	3500 00
C. D's. " "	-	-	-	5500 00
A. B's. private account	-	-	-	600 00
C. D's. " "	-	-	-	1000 00
Personal accounts receivable per D. B.	-	-	-	9000 00
" " payable " "	-	-	-	400 00
Bill accounts receivable per B. B.	-	-	-	2000 00
" " payable " "	-	-	-	10000 00
Cash on hand per C. B.	-	-	-	600 00
Mdsc. " Inventory	-	-	-	7000 00
Bad debts written off	-	-	-	300 00
Find net worth of each partner				

Should wages and expenses be divided up separately, or after the whole are balanced in the C. B., or the total gains only divided up?

Yours etc., ACCOUNTANT.

Being a subscriber to your journal I desire to express my appreciation of it as a help to teachers. Your "Practical Methods" Department is just what is needed. I have some problems which I hope you or some of your readers may be able to solve for me.

1. ABC is a right-angled triangle of which the sides AB and AC containing the right angle are 30 and 40 feet respectively. The right angle CAB is bisected by a line from the point A to D, a point in the line resembling the right angle. Required, the length of the line AD.

2. Wanted a rule to find the solid contents of a globe or sphere.

3. We are told in the Physics primer that heat has no weight, yet on a fine day, if we observe the shadow cast by a heated stove-pipe, we see outside the solid shadow of the pipe a thin shadow. How is this caused? Can a body without weight cast a shadow?

T. C., Goldstone.

#### ANSWERS

SCION, Kingston—1 Yes. 2 Yes. 3. We think the drawing books alone will be accepted. (4) We have heard much said in favor of "Creighton's Epoch Primer of English History."

JOCK, ANDERSON.—(1). The law states that the school hours are from nine a.m. to four p.m., and we think the teacher's duty ends at closing hour. (2). Misconduct in school should receive other punishment than detention, but we see no objection to the latter if the teacher remains in also. (3). It is wise and right to detain a pupil to give him advice, but corporal punishment should not be inflicted except during school hours, and in the presence of the class or a portion of it. (4). By some sure means of delivery. The teacher's judgment will guide him in arranging for notifying both parents and trustees. (5). "One month, or until such suspension is removed by assurance of better conduct, or by order of the trustees." (6). The Act states that "Every person between the age of five and twenty-one years shall have the right to attend some school."

J. W. HENSTRIDGE, Portsmouth.—"The Tonic Sol-fa Music Reader," published by Biglow & Main, price 40 cents. For sale at the Educational Emporium, 423 Yonge St., Toronto.

SCUBSCRIBER, Patillo.—Candidates for a third-class non-professional teachers' certificate will be examined in the following subjects as prescribed for Form I. of the High School Course of Study, viz.:—Nos. 1-10, 19, 20 and 21, with an option between 15, 17, 18, and group 12 and 14. This form can be obtained by application to the Secretary, Education Department, Toronto.

KNOWLEDGE-SEEKER, N. F. L.—(1). We know of no such fund. If any of our readers have a knowledge of an association of the kind, we shall be much obliged for the information. (2). For a person who has a fair knowledge of arithmetic, Hamblin Smith's Algebra would be the best to commence with. Todhunter's Algebra for Beginners is more elementary.

To the Editor of the CANADA SCHOOL JOURNAL:

SIR,—In the Question Drawer of the JOURNAL of March 5th, four solutions of problem No. 256, page 284, in H. Smith's arithmetic, have been offered, not one of which seems to me to be correct. In my opinion the problem has not data enough to render a solution possible.

In all the solutions given, it is assumed that the man takes half of the last day to finish the work, and that therefore, the boy takes the whole day to do the same. There is nothing in the problem to justify this assumption except the fact that it "brings the answer." It might be that the man would finish the work in one-third of the last day; the boy would then finish it half a day later, that is, in five-sixths of a day. Thus the man would do two and one-half times as much as the boy in the same time. Similarly any other fraction of a day less than one-half may be assumed instead of one-third, for the time the man would take to finish the work on the last day, and so any number of answers would result.

Yours truly, T. W. S.

Langford, March 16th, 1886.

To the Editor of THE CANADA SCHOOL JOURNAL:

DEAR SIR,—My teacher showed me a question in the JOURNAL of the 1st of March, and asked me if I could answer it. I think I can, and I write to you.

The reason why it is warmer when the sun is farthest from us is:—In the summer the sun is farthest from us, but shines vertically on our heads, while in the winter the sun is closer by us, but shines obliquely on us. The path of the sun is an ellipse. The farthest the sun goes is  $23\frac{1}{2}^{\circ}$  from the equator, and is nearly opposite our heads on the 21st June, for we live in latitude  $42$  or  $43^{\circ}$  in Elgin county.

Yours truly, ISABELLA NESBITT.

To the Editor:

This pupil is eleven years old, therefore anything lacking may be laid to her childish idea. I have simply reviewed her work, and refrained from adding anything to it. She tried the examination for entrance to high schools, last December, failing by a few marks in history and in literature. Have you noticed that the papers set by Mr. Seath were those in which the pupils failed, probably because the wording of the questions was rather beyond their comprehension?

M. A. W., S. S. No. 18, Malahide.

To the Editor of the CANADA SCHOOL JOURNAL:

DEAR SIR,—Seeing no reply to the question asked by H. R. G. in the JOURNAL of March 1st, I beg to offer the following as a reply: Our text-books say that owing to the inclination of the earth's axis to the plane of its orbit we have the four seasons, but do not

explain further. This inclination causes the sun to appear to vary in the year 47 degrees,  $23\frac{1}{2}$  on each side of the equator. This change in the relative position of the sun to the equator is called the "sun's declination in motion"; the distance north is called the declination north. The greatest declination north is reached on June 21st, when the earth is nearing aphelion, or the point most distant from the sun. This is called declination  $23\frac{1}{2}$  north; and, whatever the declination be, the sun is directly overhead at a corresponding number of degrees north or south of the equator, as the case may be.

As our latitude is about  $44^\circ$  north, the sun is never in our zenith, but is nearest to it when at  $23\frac{1}{2}$  north declination. Now, in mid-winter, when the earth is at perihelion (the point nearest the sun), the declination is  $23\frac{1}{2}$  south—that is, the sun is overhead at a point  $23\frac{1}{2}$  south of the equator. So it will be seen that the sun's rays fall at a great declination to us. The sun's elevation to us may be found when the declination is north by adding his greatest declination,  $23\frac{1}{2}$ , to  $90^\circ$ , less the latitude  $(90 + 23\frac{1}{2} - 44) = 69\frac{1}{2}$ ; in winter, by subtracting declination and latitude from  $90^\circ = 90^\circ - (23\frac{1}{2} + 44) = 22\frac{1}{2}$ . So it will be seen the sun's rays shine on us in summer at an angle of  $69\frac{1}{2}$ , and in the winter at an angle of  $22\frac{1}{2}$ . The sines of these angles represent the relative amount of heat received by us at the different times. Sine of  $69\frac{1}{2}$  is about three times as great as sine  $22\frac{1}{2}$ .

We conclude, the greater the obliquity of the sun's rays, the less the heat given. To prove that an oblique ray has not the power of one more nearly perpendicular, take a beam of heat of any size and draw it first on angle of  $22\frac{1}{2}$ , then on angle of  $69\frac{1}{2}$ . The amount of heat must increase as the space decreases. The intensity varies inversely as the space on which the beam falls.

Hoping I have not made too great a claim on your valuable space.

I remain, sincerely yours,

R. D. G.

Highland Creek, March 26th, 1886.

NOTE.—"Practical Methods" in next issue. For discussion we have offered a suggestion as to the propriety of setting before pupils a list of mis-spelled words for correction. A few opinions have been received, and we invite others to give the result of their experience. We have arranged to publish "Question Drawer" on the first of the month, and "Practical Methods" on the 15th. This will be a guide to contributors, who will please send in their communications in time. We go to press on the 12th and 28th of the month, and matter for publication should reach us, at latest, on the 9th and 25th.

### Literary Chat-Chat.

"Little Lord Fauntleroy" in *St. Nicholas* is a charming serial by that charming story-teller, Mrs. Frances H. Burnett. The story began with the current volume, and is to be run through the year.

The experiment in civil government made by the great Republic to the South has been, on the whole, a wonderful success. Ginn & Co. are shortly to publish a work, "Our Government," by J. Macy, Professor of History and Political Science in Iowa College, which promises to be useful to those who wish to study the American national Constitution.

D. C. Heath & Co. announce "A Short Manual of Chemical Arithmetic with a System of Elementary Qualitative Analysis," by J. Milnor Coit, Ph.D., St. Paul's School, Concord, N. H. This book is designed to be a companion to any book in descriptive or general chemistry, and to aid in making the subject more practical.

The *Canadian Exhibitor* is a new candidate for popular favor. It is a journal to be published by The Trades Publishing Co. of Toronto and Montreal. It promises to eschew all questions of party politics, its great object being to exhibit the material features of Canada as they are. It surely has a field, and we wish it success.

*Education for March* is a rich and readable number. It has eighty-two pages of reading matter, well divided into philosophical, practical, biographical and other articles.

"Our Little Men and Women" (D. Lothrop & Co.) for April, has a sketch "Easter Monday at the White House," which gives an account of the annual egg-rolling at the National Capitol; a jolly little true story of "A Colorado Donkey;" and a talk about "Balrooms and Air Ships," very fully illustrated, which the "little men" will like. Mrs. Dean writes of "Butterflies," and there is the fourth instalment of L. T. Meade's charming English serial,

"Mo and My Dolls." "The Adventures of Columbus" find him this month in Spain. Other brief sketches with verses make up this number of the bright little magazine which is profusely illustrated throughout. Only \$1.00 a year.

A school edition of Richard Grant White's "Words and Their Uses" has been published by Houghton, Mifflin & Co.

Irving's "Alhambra" is the latest addition to Ginn, Heath & Co's "Classics for Children."

D. C. Heath & Co. are to publish in May, Miss Elizabeth P. Peabody's "Lectures to Kindergartners."

### Official Information.

#### TEACHERS' EXCURSION TO COLONIAL AND INDIAN EXHIBITION IN LONDON, ENG., 1886.

At the request of several School Inspectors and teachers, the representative of the Education Department at the Colonial Exhibition has applied for excursion rates from the principal ocean steamship companies.

The lowest rates offered are from Niagara Falls to London via New York and Glasgow for \$100, including first-class to New York and return, first-class ocean steamship passage from New York to Glasgow and return, and third-class from Glasgow to London and return.

Mr. C. F. Belden, ticket agent, New York Central R. R., Niagara Falls, N. Y., will give further particulars as to tickets, &c.

Dr. S. P. May, Commissioner of the Education Department for Ontario at the Colonial and Indian Exhibition, London, England, will make arrangements on due notice for teachers to visit educational institutions and other places of interest in London.

### Teachers' Associations.

GRENVILLE.—The Teachers' Institute for Grenville, and Division 2, Leeds, met February 25th. About 70 teachers were present. The president, Mr. C. Macpherson, occupied the chair. The reports of the several committees were received after which the Convention elected the officers for the ensuing year. President, W. S. Coyle, of Kemptville; Recording Secretary, T. A. Craig, Kemptville; Corresponding Secretary and Treasurer, Rev. Geo. Blair. A committee of management was appointed. In the afternoon, Wm. Scott, B.A., Mathematical Master, of Ottawa Normal School, addressed the Convention on "Special points in Arithmetic" illustrated copiously. A large number of questions were put to the speaker which were very satisfactorily answered. Mr. H. J. Pierson, of Mattland, then read a paper on "Writing" which elicited considerable discussion. On the second day Mr. Scott read an able paper on "Learning and Remembering," in which was shown clearly the value of association, repetition, and the arousing of interest as aids to memory. The paper was followed by an interesting discussion in which Messrs. Blair, M. McPherson, C. Macpherson, Burwash, and Freeland took part. Mr. T. A. Craig, then read an able paper on the "Aid of occupation in preserving order," containing many valuable suggestions. Mr. C. Macpherson, Principal of the Prescott Public School, followed with a lucid discourse on "Drawing and Perspective," in which the art was practically shown to be simple and yet well worthy of attention. At the afternoon session, a discussion arose on Mr. Macpherson's remarks, and that gentleman answered a large number of questions ament perspective, with illustrations. Mr. M. McPherson, Head Master of Prescott High School, followed with an instructive address on "Literature for Teachers' Examinations." The speaker emphasized the advisability of studying literature in early life, and obtaining a copious vocabulary by the use of synonyms. This subject provoked a rattling discussion by Messrs. Burwash, C. Macpherson, Blair, and the President. Rev. Geo. Blair, I.P.S., gave the teachers a rambling talk under the caption "Notes by the Way," humorously outlining his visits to many schools, and at the same time furnishing the teachers with many valuable "pointers."

On Thursday evening, Wm. Scott, B.A., acting Director of Teachers' Institutes, delivered an excellent lecture on "The Rights of Parents, Teachers, and Pupils," to a fair audience in the Town Hall, in the course of which he took occasion to allude to the present Inspector for the County of Grenville as his first Inspector when a teacher in the County of Durham, and to whom he attributed in some measure his success in life by the kindly words of encouragement which he had given him twenty years ago; and whom therefore it was a great pleasure to him to meet again on the present occasion. We may add that in the course of the proceedings the claims of the educational periodicals were well attended to, and at the close a vote of thanks to Mr. Scott, moved by Rev. Mr. Blair, seconded by Mr. Craig, of Kemptville, was passed with acclamation.—Condensed from *Leeds and Grenville Independent*.

**WATERLOO.**—Held on Thursday and Friday, the 25th and 26th of February, in Berlin. After the preliminary business was over the programme was opened by an essay on "How to get pupils to continue study after leaving school," by Mr. Raufman. The essayist's plan was to establish a newspaper under the management of the Educational Department, containing Historical, Biographical and Geographical Sketches, &c. A lively discussion followed. In the afternoon Rev. J. Thomson, M.A., of Ayr, took up the subject of Music. He held forth on the advantages of the Tonic Sol-fa system over the other systems and used a class to illustrate his statements. A quartette by Misses Renwick, Cameron, and Messrs. Thomson and Clark was well rendered. Mr. Tilley, Inspector of Model Schools and Director of Teachers' Institutes, then took up the subject of Composition. He laid out a plan, which if followed will no doubt be very beneficial to the rising generation. The greatest fault in the teaching of this subject he found was that the pupils were on too high a plane. In the evening a public lecture was delivered by Mr. Tilley in the Oddfellow's Hall on "The Relation of the State to Education." The following gentlemen also gave short addresses: Messrs. I. E. Bowman, I. L. Bowman and Rev. Mr. Tait. Music was excellently rendered by Winter's Quartette Club from Preston.

**Second Day.**—Mr. Wm. Linton, New Hamburg, made a few remarks on the "Teachers' Reading Course" as laid down by the Minister of Education. Mr. J. J. Tilley then illustrated in a practical manner his method of teaching fractions to a class for the first time. In the afternoon Mr. D. Bean, Elmira, gave an address on "What to do with pupils who have passed the entrance examinations." He maintained that in the case of children who have passed the entrance examination, and who reside with their parents in the same town where a High School is established, he would send them to said school, but in the case of young boys and girls whose parents, unfortunately, are poor, and who reside in rural sections, instead of sending them to a High School away from home influence and parental oversight he considered it the duty of the teacher of said rural section to assist those pupils in their studies as far as possible. The above subject provoked a lively discussion in which Messrs. Connor, Chapman, Moyer, and Palmer took part. The session was closed by an interesting address to teachers by Mr. J. J. Tilley. He claimed that the most important aim in teaching was not to fill the mind of the pupil with numbers-one facts, &c., but was the formation of character in those placed under the teacher's charge. He spoke on the relation of the teacher to the pupils, to the trustees and to the people. At the close Mr. Tilley was awarded a hearty vote of thanks by the Association for his interesting address and the able manner in which he had performed the duties of his office. The meeting adjourned to meet in Berlin, Sept. 23rd and 24th.

**TORONTO.** Held in the spacious and comfortable Sunday School building of the Elm Street C. M. Church, 26th and 27th February. There was a very large attendance of members. Mr. J. L. Hughes, Inspector of City Schools, President, occupied the chair. The proceedings throughout were marked with earnestness and vitality, and many practical plans were the result of the deliberations. Rev. Dr. Potts gave an impressive, brief address to the assembly, after which the report of the meetings of the grades as revised by committee, was taken up and several new and important suggestions were made and adopted. The following report of committee appointed to consider the regulations recently issued by the Hon. the Minister of Education, was adopted:—That the Bible be used for religious exercises in the High and Public Schools of Ontario. That for the convenience of those teachers who may desire it, an index of suitable passages of Scripture under appropriate headings be prepared. That in the preparation of such an index, the teaching profession should be recognized. That the Fifth class should be retained in the Public Schools. That the Entrance Examination to the High Schools and Collegiate Institutes be modified. (a) By striking out Orthoepy and Literature. (b) By having written abstracts from reading lessons taken in connection with composition. (c) By limiting Arithmetic to 4th class course. (d) By confining the questions in History to leading events. (Adopted.) Mr. G. K. Powell read a paper on the Teaching of History, and Mr. Harold Clarke, gave some very practical ideas on the Teaching of Spelling. How to Teach Case was exemplified by Mr. J. T. Slater, with a class. A general discussion on each of these exercises added to their interest, and many valuable hints were elicited. The election of officers resulted as follows:—President, J. L. Hughes, I.P.S.; Vice-President, Miss E. A. Williams; Sec. Treas., A. Henry. Executive Committee, Messrs. S. McAllister and J. T. Slater; Misses M. J. Keown and L. Bailey, and Mrs. J. S. Arthurs. Mr. J. T. Slater was presented by the Association with a very handsome volume as a recognition of valuable services rendered the association in engraving. The following resolutions were discussed at length and adopted:—That, in the opinion of this Association, a spelling book should be added to the list of text-books, and that the Inspector be requested to bring the matter before the Trustees. That the Executive Committee consider the advisability of making arrangements to enable the teachers of our schools to visit some one or more of the

P. S. of Hamilton, or any other within easy reach of the city. After the consideration of some matters of a routine nature the meeting adjourned. At a *conversazione* held by the Association, March 5th, in the Educational Buildings, a very attractive programme was presented and the members and their friends had a most enjoyable entertainment.

## Literary Reviews.

**OUTLINES OF PSYCHOLOGY**; by James Sully, M.A. Abridged and edited with suggestive Questions and References to Pedagogical Works by J. A. Reinhart, Ph.D. C. W. Barden, Publisher; Syracuse, N. Y.; 16mo. 266 pp., \$1.00.

The original edition of this valuable work covers 711 pp., and requires more time than most students can devote to a single book on the examination course. The present abridgment is not only judiciously made, but is enriched with valuable suggestions giving the clue to a fruitful method of studying the book, examination and test questions, and a multitude of references to educational works. The Maxims of Educational Science, quoted in full from Hall, Hamilton, Spencer, Diesterweg, Locke, Kant, *et al.*, will prove of special value to the student. They show incidentally that the work has been done by a thoroughly competent hand. The price brings the book within the reach of every teacher in the province.

**THE HISTORY OF PEDAGOGY**; by Gabriel Compayré. Translated from the French, with an Introduction, Notes, and an Index by W. H. Payne, A.M., Professor of the Science and Art of Teaching, in the University of Michigan: D. C. Heath & Co., Boston; 592 p.p.; \$1.60.

The book here translated is the work of M<sup>onsieur</sup> Compayré, Deputy, Doctor of Letters, and Professor in the Normal School of Fontenay-Aux-Roses. It contains twenty-two excellent chapters written in the clear, graphic style, for which French literature is famous. The translation appears to be very skillfully done. The first chapter gives a luminous summary of the history of education among the Hindoos, Chinese, Hebrews, Egyptians, and Persians. The second and the third consider education among the Greeks and the Romans. Without being tedious or exhaustive these chapters are very satisfactory. The fourth and the fifth chapters carry us through the middle ages down to Erasmus and his contemporaries. Chapter six deals with the period of the Reformation; and we find there a critical record of the educational doctrines held by Calvin, Melancthon, Luther, and others, down to Comenius (1671). From this point, French educationists receive, as might be expected, considerable attention; but, nevertheless, English, German, Swiss, and Italian thought is fairly represented. All the noted names such as Locke, Basedow, Kant, Helvetius, Pestalozzi, Fröbel, and their successors come in for fair attention and judicious analysis and criticism. Chapter twenty—Women as Educators—is almost unique, and will be found particularly interesting. The last two chapters give a lucid account of the leading educational theories in recent times, with able criticisms of the great works and systems. The translator had added to each chapter an Analytical Summary of the leading thoughts, that will prove useful to every reader. The book is an important contribution to educational literature. Its treatment is not dry and scrappy; it is thoroughly readable, being clear, articulate, and at the same time comprehensive without being tedious. It seems to us to be comparable to Schwegler's History of Philosophy, and is pervaded by the same critical insight and catholic spirit. As soon as it becomes known it will be recognized as a standard work on the subject. THE CANADA SCHOOL JOURNAL has often directed attention to the great importance of this study, and now takes delight in introducing to its readers a thoroughly well written book that may be had by every educationist at a small cost, and will prove a valuable acquisition to any library.

**A PRACTICAL INTRODUCTION TO CHEMISTRY**; by W. A. Shenstone, Lecturer in Chemistry in Clifton College. Livingston, Waterloo Place, London.

This is a collection of simple qualitative and quantitative experiments suitable for beginners, and calculated to form a practical introduction to the study of chemistry. The work is so arranged that students are called upon to describe and explain their own experiments, and subsequently to check their work by comparing it with correct accounts of what they have done; also from time to time to invent simple experiments for the purpose of gaining fresh knowledge. Although the book is intended specially for practical work, it is believed that it will be found to afford a good course of work for the lower classes in schools where lecture instruction only is given.

**NEW THIRD MUSIC READER**; by Luther Whiting Mason; formerly Supervisor in Music in the Public Schools of Boston, and lately Director of Music in the Schools of Japan: Ginn & Company, Boston, Mass.

This is the third book of a series, called, "The National Music Course," prepared by Mr. Mason. It comprises (1) Harmonic relation of sounds; (2) Minor Scales; (3) Modulation; (4) Songs with out words; (5) Miscellaneous Songs; and (6) an Appendix on Teaching Time, with the addition of the time-names. Diagrams to illustrate the intervals in musical sounds, in appearance like ladders, are extensively used, and are, doubtless, found serviceable in teaching. The exercises are numerous and well arranged, and the melodies introduced to illustrate the several points are appropriate. It is a good, practical book, but as is generally the case with text-books on vocal music, is more the teacher's hand-book than the pupil's text. By the former it will be found valuable, as many of the difficulties met with in other instruction books are simply treated and illustrated in this. The time-names are, we think, rather complicated, but on the whole the book is one which will be found useful to teachers who are not only desirous of extending their own knowledge of vocal music, but also wish to teach it successfully in their schools.