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# The Canada School Journal.

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## Table of Contents.

	PAGE
EDITORIAL.....	169
SPECIAL—	
Mental Development.....	172
School-Room Decorations.....	173
OUR HOLIDAY STORY—	
How a Small Boy and some Ducks taught the Master a Lesson.....	174
EXAMINATION PAPERS.....	175
PRACTICAL.....	177
PRACTICAL METHODS.....	178
QUESTION DRAWER.....	178
EDUCATIONAL NOTES AND NEWS.....	179
CORRESPONDENCE.....	180

## THE CANADA SCHOOL JOURNAL.

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

### —O—TERMS.—O—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

WE commence in this issue the publication of the Entrance and Non Professional examination questions set at the recent examinations, and will continue them in following numbers until the whole are published.

THE outcry against several of the examination papers set at the recent Non-Professional and Entrance examinations in Ontario seems to wax louder and louder. The matter is of the very first importance educationally, not only by reason of its relation to the plans and prospects of hundreds of disappointed candidates, but also because of the inevitable effect these examinations will have upon the character of the teaching in the Public and High Schools during the ensuing year. We have our own opinions upon the subject, and had intended to present them at some length in this issue. Upon second thoughts, it seems preferable to obtain first the views of as large a number as possible of practical educators. We are, therefore, taking measures to elicit expressions of opinion from prominent teachers in the High and Public Schools. These expressions we hope to be able to lay before our readers in the

next and subsequent issues of the JOURNAL. Meanwhile, we shall be glad to hear from teachers, whether personally addressed or not, in reference to the subject.

WE have always held that a prolific source of the blunders for which the Department is becoming so noted is its failure to obtain and to attach due weight to the independent opinions of members of the profession. If those best qualified to judge in the case before us will respond frankly and freely to our questions, we may be able to lay before the Departmental managers and the public, information and hints of great value. To what extent that information and those hints will be immediately acted upon, we know not. Of one thing, however, we feel sure. If the teachers of Ontario will but speak boldly and exert fearlessly their legitimate influence, they can eventually mould the Public School system to their will. This is practically done by members of other professions in regard to legislation coming within their respective spheres of action. It ought to be done by the members of the teaching profession, which is second to no other in dignity, or in the magnitude of the interests involved.

WE publish in another column, by request, a resolution passed by the North Huron Teachers' Association, approving the action of the Education Department in preparing a book of Scripture Readings for use in the Public Schools. We have no means of knowing how far such a resolution expresses the deliberate, mature, conviction of the teachers concerned. There is, we fear, too much truth in the complaint, frequently made by thoughtful teachers themselves, that motions are often sprung upon the Associations and rushed through without that careful and independent consideration which gives such action its chief value. Nor can it be concealed that the effect of resolutions in endorsement and praise of Departmental measures is somewhat weakened, inasmuch as the Institutes themselves are under Departmental control, and are always attended, we will not say manipulated, by a Departmental officer specially appointed for the purpose. We confess, however, that in this case we read the resolution with some surprise, in view of the fact, which could hardly escape the notice of teachers, that the preparation and prescription of the Readings cannot well be regarded otherwise than as a reflection upon the judgment and good taste of the teachers themselves—a distinct implication that they cannot, individually, be trusted to make suitable use of the Bible itself, if left whole and open upon their desks. If there is any justification for the book of selections which does not in sum and substance come to this, we have failed to see it.

CONSOLIDATION seems to be the order of the day amongs American educational journals. The latest instance is the merging of the *Northwestern Journal of Education*, hitherto published at Des Moines, Iowa, and the *Iowa Teacher*, pub

lished at Marshalltown, Iowa, into the *Teachers' Institute and Practical Teacher*, published by E. L. Kellogg & Co., New York. Within certain limits, this propensity of the big fishes in educational journalism to swallow the little ones may be in the interests of education, as one strong paper can often accomplish much more than two or three weak ones. Monopoly is, however, a thing to be deprecated in this as in every other department of industry, but we suppose with the many good papers still published in the interests of teachers and schools in the United States, there is little likelihood of monopoly becoming dangerous.

AN American lady has recently written a book entitled "Hold Up Your Heads, Girls!" The work treats, we believe, of many other subjects besides that suggested by a literal adherence to its title. But the title itself is good. The drill for boys and calisthenics for girls are among the excellent modern innovations. To say nothing about the close connection between an habitually erect posture and physical health and beauty, which it is to be hoped every teacher now fully appreciates, there is, we verily believe, a closer connection between holding up the head and the development of character than is usually supposed. The boy or girl who is trained to an erect carriage and a correct gait can hardly contract lounging and idle habits. The habit of holding up the head and looking straight before one fosters self-respect, self-reliance, and directness of purpose. It is almost physically, not to say morally, impossible for the man or woman who holds up the head, and looks you fairly in the eyes, to be guilty of habitual falsehood or meanness of any description. Such a carriage and manner are the natural expression of conscious rectitude and straightforwardness of purpose. But the physical expressions themselves, when cultivated and made habitual, react more or less strongly upon the mental and moral nature. Teachers, don't neglect the training of the bodies as well as the minds of your pupils, and be sure to teach both boys and girls to hold up their heads!

MR. WILLIAM BURNS, M.C.P., F.L.S., who was the author of the series of Drawing papers which appeared last year in the JOURNAL, and who is an Honor Graduate of South Kensington Art School, has been giving a course of lectures on Drawing in Stratford Collegiate Institute. In view of the fact that the examinations for which these lectures are intended mainly as a preparation will not take place till April, 1887, and that it is very desirable that those who have attended the lectures should have, during the interval, some means of practising and perfecting the knowledge gained, Mr. Burns makes the following proposal. He will prepare a series of ten question papers on the subject-matter of the lectures, which papers will be published in the CANADA SCHOOL JOURNAL. Those who wish to keep up their knowledge of Drawing, so as to be ready for the examinations, are invited to prepare answers to the questions and forward them by mail direct to Mr. Burns, who will examine them, note errors, explain difficulties, and return to the sender. The charge for the series will be one dollar, payable

to Mr. Burns, on receipt of the first corrected paper of answers. The first set of questions will probably appear in our next issue.

THE New York *School Journal* proposes a scheme for grading the salaries of teachers throughout the State. Recognizing the fact that the prices now paid are often the result of a process of bargaining between the teacher and the trustee, which is rather derogatory to the dignity of both, it suggests that the evil might be removed by adopting a fixed scale of payment proportioned to the average attendance of pupils, and offers tentatively a table of salaries, ranging from \$3000 for a school with an average attendance of 3,000, down to \$200 for one with an average attendance of 15. There is something in the proposal which strikes one unpleasantly at first, but this may be the result of prejudice. There would be, we suppose, nothing more unprofessional in teachers agreeing upon such a scale than in physicians adopting a schedule of rates for visits to patients. There are, of course, serious theoretical objections to all cast-iron regulations, which tend to bind down the workers in any trade or calling to one dead level. The tendency must be to destroy individuality and discourage excellence by taking away one of the natural incentives to ambition. Still in the mechanical trades the system seems to be the best yet found available. The same may possibly prove true in the teaching profession. What would seem worthier of the great interests involved would be for each School Board to have a recognized scale of salaries for its teachers, the highest the district can afford. Of course, the districts offering the best inducements would get their choice of candidates. But this, other things being equal, is as it should be. There are certainly other considerations besides the number of pupils in a school which should have weight in determining the rate of remuneration. This is one of the subjects which demands the best attention of the Ontario Teachers' Union, when formed.

THERE is no worse abused word in the modern educational vocabulary than "practical." A practical education is, of course, an education that fits its possessor for practical life. But what is the "practical" in life? Is it simply the bread-and-butter, or the dollar-and-cent side of it? Is not enjoyment as much a part of practical life as work? Are not our duties to others, as individuals and as "the state," as practical as those we owe to our larders and bank accounts? Surely, in relation to the highest life, to life in its most intensely real aspects, the ability to "gather the siller" is but one of many endowments no less truly practical. By all means, let the education given to the young be practical, but let us enlarge our ideas of the word and recognize its fulness of meaning. Let no education be called practical which fails to take account of heart and conscience as well as brain.

IN the course of an "Address to the Teachers of Minnesota, U. S.," Mr. Edward Thring, of Uppingham, England, author of "Thring's Theory and Practice of Teaching," deals the following vigorous blows at the KNOWLEDGE-IDOL:

"What are the conditions which meet a teacher? which meet he taught? First of all, a mass of knowledge that no man, not even the chosen few, can master; a mass of knowledge that pushes all thought out of its area; there is no time to think. Thought is squeezed out of existence by the weight of other peoples' facts.

"All are to be taught.

"And knowledge is infinite.

"And life is short.

"And average brains are weak.

"And few have time to spare.

"And time is short, even to them.

"Teachers of Minnesota, what is to be done? How can this be dealt with? This is our problem.

"I answer boldly, first break down the KNOWLEDGE-IDOL. Smash up the idolatry of KNOWLEDGE. Frankly and fairly admit that the majority of mankind cannot get much knowledge; and that any attempt to make them get it is a manufacture of stupidity, a downward education."

Whereupon Mr. Hyde, a correspondent of *School Education*, comments as follows:

"The soundness of the above will be admitted by thoughtful teachers, yet how few teach as if they believed it! When the mass of teachers shall have faith to believe that geography means the culture of the imagination with reference to distance, direction, size, form, and not the mere memorizing of lists of cities and rivers; that mathematics means the training of the intellect to close analysis, and not the mere committing of rules, tables, and formulas; that the teaching of grammar,—English, Latin, Greek,—should have for its end the acquirement of ability to express one's own thoughts with ease, grace, and power, and not a mere knowledge of the rules of syntax and a proficiency in grammatical parsing and analysis; in short, that Education means,—not the gaining of knowledge,—certainly not the despising of knowledge,—but the culture, the training, the invigorating, the vivifying of the mental powers by means of knowledge; when teachers shall accept this as an article of their faith, and shall show their faith by their works, then we may look upon the New-Era as fully inaugurated, so far as intellectual education is concerned."

"FAIR PLAY" writes to the *Globe* to complain of the hardship of the rule which compels all High School Assistants to undergo a professional training at an Institute, irrespective of previous experience. The only exception made is in the cases of those who had been appointed previous to July, 1884, and even these could not change to another school than that in which they were originally employed without taking the training course. "Why," asks "Fair Play," "compel the struggling Assistant, who has had, say, a couple of years' experience in his last school, and has had, moreover, his teaching favorably reported on by the Inspector, in the event of changing, to go through the farce of a session at Toronto or Kingston? Experience, if it means anything at all, must, in the case of actual, responsible teaching, signify infinitely more than a brief mechanical process at any training institution." The conundrum would be a hard one to answer. Experience is unquestionably the chief thing considered in the case, and it is not easy to see why one or two years of actual and successful work in one High School should not count for at least as much as a much shorter term of so-called training in another.

THE *Schoolmaster* (London, Eng.) draws a touching picture of the unfortunate condition to which the assistant-masters in the schools are reduced by the regulation of the Board which prohibits them from inflicting corporal punishment: "These gentlemen, many of them men of great experience and skill, are placed between two fires. They are forbidden to give a rap with the cane, and their chiefs, upon whom the obnoxious duty is thrown, will not give it for them. The children are quick to discover the position, and the discipline of the class is at an end. Without good discipline the teacher is useless, and quickly has to leave his situation. If he disobey the Board rule dismissal stares him in the face, and if he keep it and lose his discipline, dismissal is equally his fate. The instinct of self-preservation bids him sail as near the wind as possible, and hence the constant complaints of breaches of the rules, summonses, assaults by parents and appearances at the police-court." Can it really be that teachers of great experience and skill are thus driven to despair, because they may not cane other people's children at will? Are all their cultivated powers unable to apply any other means of preserving discipline in their classes than the old rough-and-ready one? Can it be that the children in London schools are of so low a type that the fear of bodily pain, of physical violence, is the only available motive by which they can be ruled? If so, it is hard to say which is most to be pitied, masters or pupils.

WE cannot but be struck by the difference in tone, in this respect, between our English and American exchanges. In the latter, we find the subject of corporal punishment rarely mentioned. Their columns are filled with hints and suggestions as to the best mode, not so much of maintaining discipline as of teaching this and that, or of awakening attention, interest, enthusiasm, in their pupils. Their anxiety is to root out the old rote-work and task-work, and to substitute real thinking in the child-mind. One would infer that the old, old question of discipline and order had become well-nigh obsolete; that the generation had outgrown the *bête noir* that made the lives of schoolmasters and schoolmistresses a half-century ago wretched. Can it be that the teachers of the old world have yet to learn a lesson that has been mastered by those of the new—that British schoolmasters might do well to take a leaf from the book of American and Canadian teachers? The mere suggestion, we know, smacks of presumption and impudence, but what are we to think?

WE were lately reading somewhere a labored article in which the writer gave vent to the righteous indignation of his soul at the liberties those terrible Americans are taking with the Queen's English. A Yankee judge, on the bench, had actually used the word "rock" where "stone" was the proper term, and a Yankee divine, no less a personage than Dr. Talmage, had twice in the same sermon spoken of "worriments." *Per contra*, some Southern or Western journalist—what will not the modern newspaper man do?—has had the temerity to come out with a slashing defence of slang, reminding us how many strong and expressive words, now embedded and becoming

classical, in the language had no nobler origin than the low vernacular, and warning us to be careful lest in casting out the tares we root up much good wheat also.

THE moral is one which, we dare say, we should all do well to bear in mind. A living language must grow. When that language is the vehicle of business and social intercourse, as well as of literature, for many millions of people in both hemispheres, it must grow rapidly and grow in various directions. It is only a narrow, unphilosophical purism that can assume that the English language is fixed, or incapable of enlargement, save by scientific terms, more or less skilfully built up from the roots of dead languages. A wise eclecticism looks at the character of the new-comers in speech, not at their origin, and finds that even the multiform and marvellous English vocabulary is capable of being improved, and is every day gaining increased power and force of expression by the incorporation of words that come up from the counting-room, the work-shop, the farm, aye, it may be, even from the lumber woods and cow-boys' camp. Our vocabulary is not being correspondingly enlarged. We dare say some old term that was familiar to our grand-parents dies to make room for every stranger new-born of the need and use of the time. To replace a ponderous Latin compound by some terse new word of a single syllable does not always mean loss. Let us choose the good, and refuse the bad.

### Special.

#### MENTAL DEVELOPMENT.\*

(Concluded from last issue).

*Imagination.*—This gives us a much wider field of knowledge than that surveyed by the observation. The objects which constitute the furniture of our own district or country are at hand for inspection, and many that are present to other lands may be brought to us. The incidents of the social life amidst which we move are likewise familiar to us from personal experience. But there remains the wide field of nature, which stretches away beyond the reach of our observation, and the incidents in the life of man in other times and countries than our own, of these we can form no idea except through the exercise of another faculty to be regarded as the complement of the observation. *Observation enabling us to construct an ideal world of what we see; the Imagination an ideal world of what we do not see.* The education of this faculty has been much neglected, yet it is a noble faculty, and necessary not less to intellectual than to moral education. It furnishes us with knowledge otherwise unattainable; it gives life and interest and authority to the action of the understanding by the rich illustration which it suggests; and by its power of setting before us scenes of other lands and distant times, past or future, it provides nourishment for the moral and spiritual nature; whilst, over all, it is a constant source of happiness by the pleasant images with which it fills the mind. I need not pause long to show you how very strongly this faculty exists in children. Most of us can go back to our happy childhood days and call to mind the happiest times in the whole of our lives, made happy, too, by the imagination. The imagination creates for Freddie and Willie a little square set apart by blocks of

wood, wherein are bricks or stones, or any other material that can be collected together, into a store and articles for sale, and Freddie, the vendor, and Willie, the buyer, Imagination again makes Freddie the capricious colt, and Willie, the hilarious teamster, by means of a bit and pair of lines. Our boys may never have seen a grand castle and it lined with a defending army, warding off the besiegers, but on the wings of imagination they take flight from dull, monotonous regions to regions of bustle and activity; the snow-hut becomes the castle, and the showers of coming and going snow-balls show how zealously they enter into an *image* of the reality. Such a faculty, so strongly marked in children, cannot judiciously be overlooked. The instruments available for the exercise of the child's imagination are two—*Language and Pictorial Illustration.*

On the character of the language used in clothing the scenes described, and on the degree of his familiarity with it, depend the faculty and success with which his imagination will apprehend them. The whole arrangement of the words should be *graphic*; a term implying that the most striking features of the scene are selected and depicted in language which does not intercept or confuse their natural impressiveness; the more transparent the medium, the clearer the mental perception. And the illustration drawn from comparison with things which have come under the observation should be clear and interesting. As to the plan of the description, it is obviously expedient that it should seek to give the pupil a general outline of the object or scene before descending to minute characteristics; if details be presented first, the mind is apt to lose itself from the want of some plan in which to give them their appropriate place.

When the imagination is appealed to through pictorial illustration—which it should largely be with children—both the character of the illustration and the mode of using it deserve notice. The picture should not contain much, but the figures upon it should be accurate, and especially drawn with spirit. It is these features alone which will lay hold of the pupil's imagination and set it working to realize the scene. We can, therefore, afford to sacrifice to them minuteness of shading and gaudiness of color. When language and pictures are combined to stimulate the imagination which they are in the general case, it is a judicious course to keep back the picture for some time. As it gives the keener stimulus of the two, its presentation at the outset will so pre-occupy the pupil's mind as to unfit him for interpreting the language that is to accompany. Whereas, if the description is given first, he will strive to follow it; and the picture, when it is brought forth, will serve its real purpose of testing the faculty which has already exerted itself, by enabling him to compare the result of his imagination with the image of the object. This use of pictorial illustration will accustom him to the more correct interpretation of description by language. Whilst the teacher is conducting the description, whether it be oral or pictorial, he should secure the co-operation of the pupils in the construction of the scene, by allowing them to fill in those touches for which they are competent.

*Memory.*—Memory is that mode of intelligence by which we retain and recall the ideas we have formed. If it is by the conceptive faculty that the mind so organizes its perceptions as to be able to apprehend them apart from the external world, which is their object, and thus renders their accumulation possible, it is by memory that the accumulation is actually made; thus the two are necessary to each other. Without memory, the fruits of conception and of imagination would go to waste; there might be constant mental exercise, but there could be no progress. It not only presents the reason with materials for its exercise; the very fulness of its treasure solicits, and in a manner compels, the action of the

\*A paper read by Rev. S. Daw before the North Gower Teachers' Association.

higher faculty, with a view to their arrangement and utility. We must aim at imparting to the memory two characteristics especially, in order to make it really useful. The first is *fidelity*, in virtue of which it renders up the impression both without diminution from forgetfulness and without alteration from imagination. The second, *tenacity*, in virtue of which it retains what is committed to it. There are two other qualities, of less value, perhaps, but I think indispensable, viz. : *readiness*, by which we may lay hands on an idea at the moment we wish to recall it ; and *facility*, in virtue of which the mind makes its acquisitions quickly.

*The cultivation of the memory.*—The action of the memory, as a faculty of reproduction, must depend upon that of the underlying faculties of acquisition. The greater the force of the observation and the imagination, therefore the firmer will be our hold of the ideas as we acquire them ; the stricter will be the fidelity, and the stronger the tenacity, of the memory. All that we do for the cultivation of the former bears in the most direct way on the cultivation of the latter. This, a fundamental law for the cultivation of the memory, is apt to be overlooked, and the temptation is particularly strong, according to the common way of looking at the mind as consisting of so many faculties. The almost inevitable consequence is to view the memory as concerned only with words, and thus to reduce it to the condition of a mechanical power. Such exercise of the memory is false and unwholesome ; in the degree in which a process is simply *memoriter*, in the popular sense of that term, it makes no account of what constitutes the real life and strength of the faculty of memory. There is a memory of words, but the primary office of it is to retain our impression of things, and its primary cultivation is, therefore, dependent on the way in which we exercise it upon these. But whilst the cultivation of the conception and imagination are essential to the cultivation of the memory, it does not constitute the whole of that cultivation. Impressions of objects, however much they strike us at the time, are apt, by a natural law, to weaken by disuse, till they either sink into entire oblivion or become so blurred and defective as to be useless for any practical purpose. To keep them fresh, they must be recalled with more or less frequency. We have here a law of the cultivation of memory co-ordinate with the former, that there must be *review* of the ideas already acquired by us to fix them permanently in our possession ; in other words, *all study requires deliberate reviews*. But the review does not need to be exclusively in the exact form of the first acquisition, either as to order or as to completeness. With respect to order, it will generally be found that the repetition which is accidental, and which calls up the idea from a different point of view from that from which we first acquired it, is the more effectual ; whilst, as to completeness, these ideas alone which have become dim need to be re-impressed. Those which the application of a test shows to remain with us need no further repetition than that which the test itself supplies ; what we can clearly render forth after the lapse of some time will generally be found to be, by that rendering, placed beyond the need of further special re-impression.

*Scope of School Education.*—It has to deal with man in all the aspects of his nature, as a physical, moral, and intelligent agent. From the influence which it exerts on his moral and intellectual nature, the teacher should be highly interested in preserving the well-being of his pupil's physical nature. No exertion of mind can be carried on efficiently or permanently with a languid or indisposed body. The forcing of it in such circumstances will only injure both ; the one, by accustoming it to a languid mode of work and an imperfect estimate of its power ; the other, by draining it of energy which it cannot spare from the exercise of its own peculiar functions. It is an equally certain, though perhaps less clearly

recognized, fact, that the state of the body has a strong influence on the moral sentiments. When vigorous, it is best able to resist those appetites the indulgence of which lowers the tone of the whole nature, and is free from the dominion and imaginings which are apt to be at the mind not sustained by the animal spirits of a healthy frame. Your motto, therefore, should be, *Mens sana in corpore sano*. A distinct provision should be made for cultivating the moral nature. On it, more than on any part of our nature, depends our happiness and the use we shall make both of the physical and mental powers which we may be endowed with. Yet how seldom is it specially cared for ! Apparently the least connected with external success and respectability, it has generally to struggle against many obstacles, after even a moderate degree of cultivation. Intellectual exercise is what is most attended to in school, and the hope is entertained that somehow moral advancement will be secured along with and through it. I frankly and willingly admit that this hope is well-founded, as habits of strenuous intellectual application imply the presence of some valuable moral habits. These, however, constitute but a small, and not the highest, part of morality, whose claims cannot be said to be satisfied at all when left to be enforced only in the chance opportunities which may occur in the course of an education, in which the cultivation of intellect assumes the chief place.

Lastly, there must be *harmony of development* : i. e., education should neither be exclusively intellectual, nor exclusively moral, nor exclusively religious. It should be at once religious, moral and intellectual. God has made us with body, mind, and soul. Any education which neglects one or either of these elements in our being is imperfect.

As one of the greatest of living preachers, whose sermons are published by the hundred, said a few months ago : "If a child's body alone is cared for, he becomes a mere sensual bully. If his mind alone, a prig. If his soul alone, a pious milkop."

### SCHOOL-ROOM DECORATIONS.

BY HARRIET P. NORTH.

"Beauty is its own excuse for being."

When a school-room is well warmed and lighted, swept and furnished, what more can be asked ? Nothing, fifty years ago ; in this era of aesthetics, much, by way of adornment.

Flowers first. Bouquets, in summer not only on the teacher's desk, but on a bracket in a corner, or on a window sill ; in the winter, growing plants. The hardier kinds are best, and prolific bloomers give greatest satisfaction.

Hang a basket of yellow oxalis in a window, and put up swinging brackets along the edge of the casing, whereon shall be set scarlet geraniums and white primroses, and you have one beautiful spot of brightness in the gloomiest day. Then when a child is tired of his books, set him hunting for buds, or counting the blossoms, or give him a leaf to draw. He will surely ask questions, and there is an elementary lesson in botany learned in such a way as to make him want another.

If there is a north window with space enough, have a shelf put up below the window sill, six inches wide. Have a box made to fit it and filled with earth. Then some day in November, when the children are restless, show them how to sow pansy seeds, and by and by they will be eagerly watching for their appearance. Then, later, the blossoms can be used for rewards of merit, and they will be more ready for the next diligent scholar, for it is picking pansies that insures abundant blooming. One root of carnation pink, well started by a florist, can be bought for twenty-five cents, and may have eighty blossoms in a season—every one of them a pleasure.

Or, if these are impracticable, a fernery is surely within reach of any country school, and can endure real cold without harm. Get the carpenter to make a glass case with a cover, after the style of a roof, the glass to lift by hinges at the ridge-pole. The scholars can bring fern roots from the woods in the fall, and partridge-berry vines, and lizard-plantain, and other pretty small plants and mosses, and the marvels of growth in that small case will more than doubly repay any efforts expended on it.

After flowers, pictures. In these days of heliotypes and oak frames, the cost of good pictures is reduced to a minimum. Don't hang prize chromos or cast-off flower pieces in the school-room when you can have a black-and-white copy of Guido Reni's *Aurora* for a dollar, or the gracious presence of one of Raphael's *Madonnas*, or a Rocky Mountain scene in photograph. How the narrow wall seems to stretch away if one lifts his eyes to the summit of the *Mount of the Holy Cross*, albeit only in picture!

But some one may say, "Oh, the children never think of these pictures! Talk about unconscious influence! It is so unconscious that not one scholar in a dozen ever knows what the pictures are, and there are scores who do not even know they are there."

But this objection is void where there is a live teacher to teach children to notice their surroundings and explain them to them. It is true that we grow accustomed to what is always before us, but we also learn to love familiar pictures. However, there is a way of having constant variety in these very things.

Frame a piece of glass. Prepare a board of the same size, fasten them together on their lower edges by hinges,—on their upper edges by hooks and staples. Hang this on the wall and you have a light case into which to slip a picture, which can be held smoothly in place by artists' thumb-nails at the corners, and be removed at pleasure to make room for another.

Have several sets of photographs of uniform size,—the public buildings at Washington, the fine State-houses in the country, buildings in different cities, famous either for architectural beauty or historical associations. Or there might be sets of views among the White Mountains, at Niagara Falls, Mammoth Cave, Yellowstone Park, or the Yosemite, which could have their turns in the case for a week or more, or less, and so always have the charm of novelty.

What an interest geography lessons would gain with such pictures to supplement the small cuts in the text-book! How they might vary the routine of lessons that, do the best we may, must often be dull and hard and unattractive!

Cannot some teacher who reads this lay hold upon a plethoric pocket-book in her community and transform her bare school-room into a house beautiful?—*N. E. Journal of Education.*

## Our Holiday Story.

### HOW A SMALL BOY AND SOME DUCKS TAUGHT THE MASTER A LESSON.

A STORY FOR THE FOURTH OF JULY.

BY MRS. HARRIET A. CHEEVER.

Master Heminway was feeling tired and a little depressed. It was near the close of the term, and vacation just at hand; but the boys of his room were under the influence of a restiveness and spirit of half-rebellion, half-defiance, which the prospect of the near respite from study and restraint seemed unavailing to check or soothe. And the boys really had a grievance,—one quite genuine enough for them. There was to be no Fourth of July celebration that year in Rosedale; and it was all the more aggravating because

up to this last week in June the lads had been led to suppose there would be a procession in the morning and a picnic in the afternoon. But now it had been decided that inevitable public expenses of unusual magnitude would not warrant any appropriation for jubilant purposes, hence the disaffection of the boys.

It was Master Heminway's third year in Rosedale, and his present class was to remain with him another year, as he was to teach a higher grade. The two previous years the master had been tryingly conscious of a certain feeling of dissatisfaction when the boys with whom he had labored during the school-term had passed on to higher rooms. Yet he was a faithful teacher, and had acquired the reputation of being an excellent disciplinarian. But when the bright, intelligent lads had left him he reflected half regretfully that, although no duty had been neglected and no pains spared to advance the standard of their scholarship, yet he had felt but little better personally acquainted with the merry rogues on the last holiday of the term than he had on the first. But how could it be otherwise?

And now he was truly sorry that the boys were to miss their anticipated glorification when the Fourth should come; but still it should not interfere with the proper decorum of the school-room. And it was in vain the master attempted an appeal to their patriotism merely. The disappointed urchins exhibited an indifference concerning the historical importance of the national day which to the public-spirited master was something quite phenomenal.

But the present trouble was not one over which he had any control, and it was a relief to know that before the Fourth, school would be closed and the clouded young faces would do their frowning outside the school doors. And personally the tired master felt there was for him a great treat in store for the Fourth; for, a week or two before, he had accepted an invitation from a wealthy friend to make one of a select party who, aboard his yacht, would sail away from the dust and heat of the town. They would duly unfurl the flag to the breeze, and would enjoy at the same time a dainty lunch, while speeding over the cool waters of the harbor, fanned by grateful breezes.

The day for the annual exhibition had come and passed, and as the boys filed from the school-room which was to resound to their footsteps no more for several weeks, each had taken respectful but formal leave of the master. The recitations had been highly satisfactory to committee, parents, and teacher, yet there was the same vague feeling of dissatisfaction as the echoing young footfalls died in the distance, and the master sighed, as, at last, while preparing to leave the room, he murmured to himself:

"I don't believe a single lad of them all is even pleased that we are to remain together as teacher and pupil another year; and yet I have done my duty by my boys; I have,—I have!"

On the way home Mr. Heminway paused to admire the quiet glory of the waning summer day. He had lingered in the school-room for some time after the lengthy exercises had closed, and now the sun, which was nearing the western heavens, was sending rich floods of yellow light across field, meadow and garden, glorifying everything with its intense rays.

Just then Tommy Wetmore came trudging along, driving before him a large duck with a brood of little ducklings. Tommy was a curious little fellow, more quick-witted than educated at that period of his existence, but one whom everybody liked. He was not far enough advanced to have been one of Mr. Heminway's pupils, but the master knew him well.

"Well, Tommy," he said, pleasantly, "that's a fine large duck you have there; and let me see,—six,—eight,—ten little ducklings! Lucky they've a good, sizable mother."

"Ho! she ain't no kind o' a mother to speak of, she ain't," said Tommy, in a tone of disgust.

"Why, she appears to be leading her brood along safely enough," remarked the master.

"She's leadin' 'em 'cause I'm a-drivin' o' her," Tommy replied, the disdain still discernible in his voice.

"They all seem to be in pretty good condition," ventured the master again.

"Oh yes, they, git fed, those ducks do, but that old mother duck she don't feed 'em, you know."

"Can they swim?"

"B! you bet they can swim!" cried Tommy. Then suddenly remembering whom he was addressing, he hastened to add: "I mean they can swim all over the ocean if they want to."

"I wonder who taught them?" said the master, as if in perplexity.

Tommy evidently felt concerned for a moment; then he answered with native promptness,—

"Why, o' course the old duck taught 'em to swim; but you see," he added, "ducks is somethin' like boys,—they wants somethin' besides teachin'."

The master strolled on toward home. He had no family, but rented a small house with a plot of land around it, as gardening at odd hours was his delight, and the tempting cherries were already hanging in rich abundance from a favorite tree as he approached the well-kept place. But somehow to-night he failed to notice how rapidly the cherries were ripening. Tommy's crude speech had impressed him oddly, and he was half wondering if boys in general of his age had such precocious ideas about the needs of ducks and boys, when he reached his door.

On entering the house he was met by his housekeeper who handed him a letter. But the master was tired and hungry, and thrust the missive into his pocket to be perused after having his supper.

Mr. Heminway was surprised to find how like a disappointed boy he felt after reading the letter. He sauntered into the garden, and seating himself on a rustic bench underneath the loaded cherry-tree, began ruminating rather gloomily on the frequent outcome of all earthly planning; for his friend of the yachting party was sick, and the pleasing scheme must be abandoned for the present at least.

After a season of thought, the master said softly to himself:

"Well, I suppose my feelings are really akin to those of my boys when they discovered there was to be no particular provision made for their enjoyment on the Fourth. Poor little fellows! I'm afraid I didn't seem us sympathizing. I might when their disappointment cropped out in restlessness and impatience."

Then, by some subtle connection, the master's mind at once reverted to the more emphatic than grammatical declaration of Tommy Wetmore: "You see, ducks is like boys,—they want somethin' besides teachin' forever."

After that, Master Heminway sat lost in deep, absorbing meditation for fully a half-hour; evidently some further analogy between Tommy Wetmore's observations and his own position was developing in his mind. All at once he started up like one arousing from a dream, and with a swift look into the cherry-tree he exclaimed: "I'll do it! Thank heaven for that keen little fellow's crude philosophy; I'll do it!"

A few minutes later Master Heminway was holding a spirited conference with his housekeeper, an elderly matron who had a grown son as old as the master; but she remembered when he was a boy, and after listening to Mr. Heminway's suggestions she said, with the mother-look shining all over her satisfied face,—

"Oh its a beautiful plan, sir; just grand! I'm sure, sir, the boys'll never forget it of you,—never!"

By noon the next day the lads of Mr. Heminway's class had almost, to a boy, seen each other, and it was evident that some bran new excitement had sprung up, lending all its old glory and glad expectancy to the Fourth, now only two days distant.

That night the father of one of the boys asked: "Sammy, what is this plan I hear of, about Master Heminway's sending out invitations for the Fourth, and—"

"Oh, pa," exclaimed the enthusiastic Sammy, unable to restrain himself another moment for manner's sake, "you never did hear of anything so nice in your life! Only think! he's asked us all to his house at two o'clock on the Fourth, and we're to pick cherries so's we can help find our own treat. Ain't that cute? Then, while the housekeeper's spreading the lunch, he's going to read us the Declaration of Independence, and tell us a story about it; then he says we're to take lots of time to see how many cherries we can help him get rid of; and after that, we'll have games and frolic, and oh, jolly! I guess if we fellows don't grow up patriotic, it won't be Master Heminway's fault."

"But I thought we fellows never felt that the master took much interest in us, except as little 'studying-machines,'" said the parent dryly. "Didn't I hear some such remark from a lad of about your size a little while ago?"

"Well, yes, perhaps so," said the disconcerted Sammy; but he added the next moment, brightly, "I guess, pa, the fault was with us boys. We thought the master was nothing but a teaching-machine; but I guess we'll be friends enough after this."

Well, they did have a glorious Fourth. The motherly housekeeper declared, afterward, it did do her soul good to see the way boys could store away cherries, cake, and ice cream, to say nothing of lemonade.

As for Sammy, he told his father next day he never began to

understand how much the Declaration of Independence meant until he heard it read in good shape, nor what a blessed thing liberty was until he heard the royal story the master told them all.

Tommy Wetmore was not the least displeased, only somewhat puzzled at receiving a paper of cherries and cake from Master Heminway on the fifth of July. But with his usual able reasoning he declared succinctly, "He's like me,—likes to share his good things with some one else."

By a singular coincidence the master said aloud to himself the night of the Fourth, as he stood with a pleased face beneath his shorn cherry-tree,—

"Strange! but I've always thought of boys up to this time, as a kind of unsusceptible little machines, mainly calculated to be taught and disciplined. But what warm, responsive hearts they have, to be sure! I imagine after this, my boys and I will not only be master and pupils, but real friends."

When another year came around there was to be a public celebration in Rosedale on the Fourth. But Sammy and several other boys "of about his size" were excitedly running around and anxiously interviewing the select-men and school committee of the place, imploring that Master Heminway might be advanced to a higher grade, for how could they leave so kind a master and friend!

And the persistent little machines with warm hearts in their bodies actually carried the day.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY  
EXAMINATIONS, 1886.

HIGH SCHOOL ENTRANCE.

COMPOSITION.

Examiner—*J. E. Hodyson, M.A.*

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

1. Change the following from the direct to the indirect form of narration:—

"Since our mother died we have not had a single happy hour. Step-mother beats us every day; and if we come near her she sends us off with a kick. We have to eat the stale crusts that remain from meals. Even the little dog under the table is better off than we are. May Heaven have pity on us!" (*Value, 15*).

2. Combine the following elements so as to form complex sentences:—

(a) In the reign of Queen Elizabeth a certain plant was brought to England for the first time.

The plant was brought to England by Sir W. Raleigh.

The plant is now very much used.

The plant is called tobacco.

Sir W. Raleigh had sailed to America in search of plants.

(b) An army in India was marching up a hill.

The large guns were drawn by elephants.

The large guns were very heavy.

On the carriage of one of the guns a soldier was sitting.

The soldier was very tired. (*Value, 20*).

3. Substitute equivalents for the italicized portions of the following:—

(a) *By sundown* we reached the neighborhood of English Town, and began to inquire for lodgings.

*Many a time* the people of Cape Breton boasted to me of their hospitality.

(b) *We reached* at last the summit of Cape Smoky, the barrier that for two days had fenced us off from the northward.

(c) *All at once* the light of a ruddy sunset filled the Gulf with great splendor, and we stood on a pinnacle in the midst of it. (*Value, 20*).

4. Give in your own words the substance of the following:—

Once on a time, as *Æsop* tells,

A man, in winter's iron weather,

Found on the bare and wind-swept fells

A snake, its coils all bound together.

He raised the creature from the ground,  
And was about to fling it by,  
When, lo! some spark of life he found  
Still glowing in its evil eye. (Value, 20).

5 As an exercise in composition, write the substance of one of the prose literature selections prescribed for this examination. (Value, 25).

### HISTORY.

Examiner—John Seath, B.A.

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

1. Make a list of the leading events in the reign of Edward I. Justify his title to be called one of the greatest of the English sovereigns. (Value, 6+2).
2. Name in order the Stuart sovereigns, stating what claim each of them had to the crown. Describe their general character, and state what good and what bad effects resulted to their subjects from their bad qualities. (Value, 6+3+8).
3. Name two great British political leaders and two great British military leaders that lived during the reigns of the Georges, stating what each of them did to advance the interests of the British Empire. (Value, 3×4=12).
4. Make a list, with dates, of what you think are the four most important events that have taken place in Britain since 1837, explaining the causes and the results of each of them. (Value, 3×4=12).
5. Give an account of any three of the following, stating why they are noteworthy in history:  
Chaucer, Spenser, Shakespeare, Milton, Sir Walter Scott, Robert Burns, Longfellow, and Tennyson. (Value, 3×3=9).
6. State with reasons, what you think wrong in the conduct of Richard I, Charles II, and Walpole. (Value, 3×3=9).
7. Explain and illustrate the meanings of any four of the following:—  
Party Government, Responsible Government, Government by the People, The rule of the Whig Nobles, Federal Union, Legislative Union, The Social Condition of the People, The Habeas Corpus Act. (Value, 2×4=8).

### ARITHMETIC.

Examiner—J. E. Hodgson, M.A.

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

1. (a) Multiply the sum of forty-eight thousand six hundred and thirty-nine and thirty-nine thousand five hundred and thirty-seven by their difference, and divide the product by sixty-four.  
(b) The product of four numbers is 827658432; the first number is 12, the product of the second and third is 144; find the fourth. (Value, 12).
  2. Make out a bill of the following articles:—  
1 piece of flannel 28½ yds. at 68 cents a yard;  
35 yds. of calico at 15 cents a yard;  
3½ doz. pairs of stockings at \$2.10 a doz.;  
7 pairs of gloves at 90 cents a pair;  
12½ yds. Irish linen at \$1.12 a yard;  
4 pairs of muslin curtains at \$4.20 a pair. (Value, 10).
  3. What will it cost to fence a lot of 49 ft. front and 180 ft. depth at \$1.15 a foot? (Value, 6).
  4. (a) A horse worth \$170 and 3 cows worth \$36 each, were exchanged for 14 calves and \$82. Find the value of a calf.  
(b) A farmer sold an equal number of horses, cows, and calves, receiving \$3540 for the whole. Valuing a horse at \$69, a cow at \$37, and a calf at \$12, find the number of each. (Value, 12).
  5. (a) What sum of money will produce \$300 interest in 2½ years at 6%, simple interest?  
(b) At what rate per cent., simple interest, will a sum of money amount to 3 times itself in 25 years? (Value, 16, i.e., 6+10).
- Divide \$1000 among A, B, and C, so that A may have \$60 more than B, and twice as much as C. (Value, 14).
7. 5 men can do a certain piece of work in 20 days; after working 15 days they are joined by another man and the whole work is

completed in 19 days. What fraction of the whole work is done by the sixth man? (Value, 16).

8. In a 440 yards bicycle race A can give to B 20 yds. start, and to C 30 yards. B and C ride a 440 yards race starting even. By how much does B win? (Value, 15).

### GRAMMAR.

Examiner.—John Seath, B.A.

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

1. Make lists of (1) the names, (2) the asserting words, (3) the modifying words, and (4) the connecting words in the following sentence; and, if there are any words in it that you do not place in one or more of these four lists, state what they are in the sentence:  
James, my eldest brother, who wished much to speak to me, says that, alas! he has to go but that he will return to-morrow. (Value, 8+4).
2. What is meant by Syntax? Explain, where possible, the syntax of the italicized words in the sentence in the foregoing question. (Value, 1+8).
3. Construct sentences to show that each of the following may be used with the value of different parts of speech, and name in each case the part of speech:—  
*well, when, seeing him go, who was there.* (Value, 10).
4. Explain, in your own words the meaning of "gender," "inflection," and "object;" and illustrate by reference to each example of these terms in  
*James, these are two of the fish that your brother caught with his rods.* (Value, 3×3=9).
5. Name the different classes of pronouns; and explain, in your words, the meanings of the names you give them, illustrating your answer by reference to the following:—  
*them, thou, I, who, each, himself, some, this.* (Value, 8).
6. Write out the first and the second person singular of all the indicative tenses of the following verbs, that express actions wholly past:—  
*lead, seek, give, receive.* (Value, 8).
7. Correct, where necessary, the following, giving the reason in each case:—  
(a) Wanted. A young man to take charge of a pair of carriage horses, of a religious turn of mind. (Value, 2).  
(b) The brightness of her arms and apparel were conspicuous in the foremost ranks. (Value, 2).  
(c) I do not think any one to blame for taking due care of their health. (Value, 2).  
(d) During the last century no prime minister has become rich in office. (Value, 2).  
(e) It is not fit for such as me and you to sit in the same place with the rulers of the land. (Value, 5).  
(f) A squirrel can climb a tree quicker than a boy. (Value, 5).
8. (a) From the golden dream of a new age, wrought peaceably and purely by the slow progress of intelligence, the growth of letters, the development of human virtue, the Reformer of Wittenberg turned away with horror.  
(b) *Who dreamed, that saw his maiden grasp  
On his palfrey's brodered reins,  
That the blood of the old Plantagenets  
Was running in his veins?*  
(1) State the kind of each of the clauses in the above sentences. (Value, 8).  
(2) Write out on separate lines the different parts of the subject and the predicate of (a), describing the use of each of the parts. (Value, 6).  
(3) Explain the meaning of the term "parse," and parse the italicized words in (a) and (b). (Value, 2+2×5=12).

### WRITING.

Examiner—J. E. Hodgson, M.A.

1. Write the following letters and figures—D, E, F, G, J, K, M, W, Y, *sch, qu, mns, lgh, 3, 5, 8, 0.* (Value, 8).

2. Write the following passage :—

The savage men gathered round the cage that moment, and amidst a dead silence the bird uttered some very uncertain chirps: but after a while he seemed to revive his memories and poured forth his soul in song. (*Value, 12*).

### DRAWING.

Examiner—*John Seath, B.A.*

1. Draw two horizontal lines 3 inches long and 1 inch apart. Lay off the intervening space into squares. Divide each square into 16 smaller squares. On this plan, draw any variety of the Greek-Fret. Draw a horizontal line  $\frac{1}{2}$  inch above and below the plan. (*Value, 5*).

2. Draw a square with  $1\frac{1}{2}$  inches side. Sketch its diagonals and diameters. By the aid of these construction lines and any guide points you may wish to add, draw the outline of the Dog-tooth ornament. (*Value, 5*).

3. Draw an upright line 2 inches long. Through each extremity sketch a horizontal line extending  $\frac{1}{4}$  inch to the left and the right of the upright line. Join the ends of the horizontal lines by perpendiculars. By the aid of these guide lines and any others you may require, draw the outline of a side view of a vase, with neck  $\frac{1}{2}$  the height of the body—the body being based upon an oval. (*Value, 6*).

4. Draw the side view of a key of a common door lock. (*Value, 4*).

5. A block of wood,  $1\frac{1}{2}$  inches long with ends  $\frac{1}{2}$  inch square, is standing in an upright position. Make a drawing of the upper end and also of one of its sides. (*Value, 5*).

### GEOGRAPHY.

Examiner—*J. E. Hodgson, M.A.*

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

1. Draw an outline map of the County in which your Public School is situated and (a) mark the position of the chief towns and villages, (b) name its boundaries, (c) indicate the course of any railways within it. (*Value, 15*).

2. Name in consecutive order the waters which separate Ontario from the United States. (*Value, 5*).

3. Give the situation of five important cities in the United States and show how their importance is affected by their situation. (*Value, 10*).

4. Define and give an example (with situation) of each of the following:—first meridian, strait, archipelago, firth, volcano. (*Value, 10*).

5. Account for the formation of: dew, winds, tides, ice-bbergs, fogs. (*Value, 10*).

6. Name and give the situation of the capitals of the different countries of Europe. (*Value, 8*).

7. Where and for what noted are the following: York Factory, Port Moodie, Father Point, Liverpool, Portsmouth, Suez Canal, Khartoum, Japan Islands, Australia, Portland, Philadelphia. (*Value, 11*).

8. Mention the chief natural products of Canada under the following heads:—the farm, the mine, the forest. (*Value, 6*).

### Practical.

#### ONE OF A TEACHER'S TRIALS.

BY MARY AUBOTT RAND.

"Which is the worst of all?" asked Miss Amy Bant. She had been talking with her old teacher, Miss Leonard, regarding the life in which Miss Leonard had had twenty years' experience, and which Miss Amy was about to enter.

Amy was a "sweet girl graduate," with the world before her. Only two months previous she had been cheered for her graceful valedictory at the Melton High School. She had thoroughly

improved the advantages of the public schools of her native town. She was gifted with a bright mind and a beautiful person, and was now about to begin her duties as teacher in a grammar school not far from her home. Her inquiry, "Which is the worst?" referred to the trials that teachers must encounter.

"Well, my dear," replied Miss Leonard, "your question is too indefinite: What would be 'worst' to me, you might not consider at all difficult. Will you tell me what you think the worst, and then, perhaps, I may suggest some way of making it easier."

"That's the very thing I am after, Miss Leonard," said Amy, with her gay laugh. "You can always tell what is in my mind. Well, then, it seems to me that the worst trial must be to know how to manage these fond, little, tiresome scholars that you see going for the teacher in droves,—pulling at her skirts, overloading her with their short-stemmed bouquets, and offering bites of their green apples and sticky candies. Yet, it would not do, I suppose, to make one's self unpopular by refusing their unpleasant attentions."

Miss Leonard attempted to speak, but her young friend was so much absorbed in her topic that she dashed ahead thoughtlessly.

"This sort of a tiresome child, you know, Miss Leonard, grows up to be the woman that tags after the minister or the doctor, and brags of 'my clergyman' and 'my physician,' just as she brags of 'teacher' now. Or, if it is a boy, he becomes the best of office-holders, the hanger-on, the borous caller, the person that has no business on earth, anyhow!"

"If you will allow me to speak, my dear," said Miss Leonard, mildly, "I will give you some of my experience. I appreciate all you say; and, if you wish, you can be that sort of teacher that is not 'run after.'"

"Like Mr. Dodds, for instance?" suggested Amy, with a shiver. "No, I thank you. He could never complain of any surfeit of attention."

"I once thought as you do now," continued Miss Leonard. "It was very annoying to me to be pursued by some children; though, of course, there were others, dear little things, it was a pleasure to pet. One girl who was especially disagreeable to me was a child of about seven years, named Lottie Manson. She was not bad-looking at all,—a chubby little thing, with big, gray eyes, and brown, curly hair drooping into them. She was a faithful little scholar, and never gave me trouble in her recitations or conduct. But, somehow, I took an unaccountable dislike to the child. The tone of her voice was like a discord. Her loud laughter jarred across my nerves like a twinge of neuralgia. I used to dread to pass her home, for I could never escape unseen. I would hear a joyous call from somewhere; and, in a second or two, her fat arms would be around my neck, and then I would walk wearily to school, conscious of a drag on my skirts and of a harsh though loving voice often appealing to 'teacher.'"

One busy Monday morning,—a time, you know, when teachers are said to be cross,—Lottie came running in, as I was about to ring the bell, and thrust into my hand a sticky bouquet of sunflowers. 'You had better keep them, Lottie,' said I coldly; 'I am overrun with flowers now.' And I rang the bell, I know, in a way that expressed much annoyance.

I thought no more about it till an hour later, Lottie came to my desk to ask to be dismissed because her head ached. I saw the child looked feverish, and granted her request. As she left the room in a languid way, so different from her usual boisterous manner, I observed that she carried the rejected sunflowers. A twinge of remorse came over me, and I detained her a minute. 'After all, Lottie,' said I, 'if you will let me, I would like to keep those flowers. See, I can find a little place for them in this vase.' The

quick tears came to her eyes. 'You are always so good,' she whispered; 'but these are not nice enough now. I'll bring you some fresh ones to-morrow, teacher, dear.'

Alas! to-morrow never came as she thought it would. Next day, as I drew near her home, I saw crape on the door! Yes, diphtheria makes such sudden destruction as that! Her mother took me up stairs to the darkened room where Lottie lay, and the first thing I noticed was that cluster of sunflowers closely clasped in the small, cold poor little hand.

'I could not make her leave them go,' said the poor mother. 'She was out of her head and kept saying she wanted better flowers for teacher. Those were the last words she said, m'am!'

Miss Leonard could say no more then, and Amy's bright eyes were dim with tears.

"I did not mean to sadden you," Miss Leonard resumed, at length; "only to tell you of this lesson learned. Of course, a teacher must discriminate. There are scholars who will fawn upon you just for the sake of favors. But I want you to know, dear Amy, that a child's sincere love is by no means 'the worst trial' of a teacher's life."—*Journal of Education*.

### TEST YOUR PRONUNCIATION.

A public competition in pronunciation was held the other day at Chautauqua, N. Y., in the presence of an audience of some two thousand persons. The competition was open to all the students and professors from various colleges and universities in the United States, who are in attendance as teachers or students at the Chautauqua University. The prize was carried off by Mr. Thomas O'Hagan, Modern Language Master in Pembroke High School, who is taking a special course in Elocution and the study of Shakespeare at Chautauqua. Following is the list of words which were submitted. We commend their study to the readers of the CANADA SCHOOL JOURNAL, and recommend that they be conned in a sceptical mood and with a reliable pronouncing dictionary close at hand, to be referred to in every doubtful case. It is possible that many of us may find before getting through that our knowledge of English orthoëpy is not so perfect as we may have supposed:

With, doth, perfect (verb), Aaron, abdomen, abstractly, accent (noun), acclimate, address (noun), Adonis, aeronaut, aforesaid, aged, allopathy, almond, alternate (adjective), amenable, antepenult, apricot, Arab, Asia, aspirant, aunt, ay (yes), bade, banquet, bestial, bellows, biography, bitumen, blackguard, blatant, bombast, bonnet, both, bouquet, bravo, breeches, brethren, brigand, bronchitis, caisson, caldron, calf, canine, carbine, cerements, certain, chasten, coadjutor, comely, comparable, conjure (to influence by magic), construe, contumely, courteous, courtier, covetous, clique, cuirass, daunt, deficit, demoniacal, designate, desuetude, direction, dishonor, dost, dromedary, draught, trough, ecumenical, enervate, envelope (verb), equation, evil, excursion, exemplary, exite, extempore, falcon, figure, filial, finale, finance, forehead, forge, fortress, galls, gauntlet, ghoul, gooseberry, gourd, granary, grease (noun), grimace, grimy, guano, gyves, halibut, hymeneal, hypocrisy, illustrate, incursion, inquiry, integral, isolate, jugular, juvenile, laundry, learned, legislature, lement, luxury, maritime, mirage, misconstrue, opponent, pantomime, parent, partiality, paths, patron, Penelope, peremptory, Presbyterian, presbytery, quay, saith, solve, seme (a fishing net), researches, slough, sough, spinach, suffice, recess, sinecure, towards, suite, sovereign, pianist, prefaco (verb), matron, sheik, supple, satyr, sacrilegious, tiny, ruffian, saunter, schism, Lucy, Susan, plant, sarsaparilla, mercantile, rallery, precedence, reasoning, pyramidal, version, worsted, Philemon, Matthew, launch, livelong, quickening, betrothal, alias, vagary, vehement, route, sevennight, caoutchouc, resuino, financier, wont, conversely, rapine, truths, visor.

## Practical Methods.

### MY CLASS IN GEOGRAPHY.

By J. L. C., in *School Education*.

This article is not intended as a treatise on the teaching of geography, but rather to give my fellow-teachers the result of an experiment. Geography was the only study which I felt was not being mastered by the pupils. Not that they did not study; indeed, it often surprised me how well they could answer every question in the lesson. But 'twas all words and no ideas, for when asked a question that was not in the text-book, they would not, or could not, draw any ideas from what they had read, and, consequently, could not answer. To say I was dissatisfied does not fully express my feelings. So I determined to try some other method.

When in the March number of *School Education*, there appeared an article from Sanford Niles, entitled, "Thoughts on the Study of Geography," I came to the conclusion that the plan outlined was a good one, and determined to give it a trial. I began by taking physical geography for the foundation, by showing cause back of results, and that the forces of nature are dependent one upon another. I assigned lessons topically, encouraged the pupils to get information from every source they could, and then asked them such questions as I thought would best test their general knowledge of the subject. Always going back of the effect to the cause that produced it. In this way I endeavored to teach them that the occupations of the people in every country are governed by their surroundings, such as climate, soil, waters, mountains, etc. That there are reasons why one section of our country is corn-producing, another wheat, others cotton, tobacco, and so on. Nor did I forget to teach them some of the causes that make the climate in one section of the world much warmer than other parts of the same latitude.

After the spirit of investigation was aroused, geography became a very pleasant study. The pupils vied with one another in ascertaining facts about the subject assigned. They were also developing their reasoning powers every day, and this is one of the main objects of school life.

Well, the results are extremely gratifying. If there are any teachers who are tired of the old way but still following it, give this method a trial. Encourage the class to ask questions. If they ask some that will require you to consult an encyclopedia before answering, all the better for you—so much knowledge gained. Let no teacher think she cannot teach in this way because she never studied physical geography. Procure a good text book and study up the subjects in the order they bear upon the subjects assigned. I have not attempted to give you a full outline, as I followed in all essential points the outline given by Prof. Niles in the March number, which you can all procure.

## Question Drawer.

### QUESTIONS.

Is not the answer given to question 1, paper V., page 199, in *Hamblin Smith's Arithmetic* wrong? Would not the following be a correct solution?

Amount paid for \$1 worth of the uncurrent bills =  $75 + 1\frac{1}{2} = 76\frac{1}{2}c$ .

Gain on \$1 worth =  $100 - 76\frac{1}{2} = 23\frac{1}{2}c$ .

$23\frac{1}{2}c$  is the gain on \$1 worth.

1c. " "  $\frac{23\frac{1}{2}}{100} = 23.5\%$

\$5.20 " "  $\frac{23.5}{100} = 23.5\%$

Amount of bills purchased =  $\$2197\frac{1}{4} + 3 \times 10 + 50 = 2277\frac{1}{4}$ .

W. C. C.

1.—If a stick 20 feet long, weighing 100 lbs. to the foot, is supported in the centre by a prop, what point will support two-thirds of it? Give proofs, also ratio of momentum.

2.—A stone weighing 40 lbs. fell and broke in four pieces. What is the weight of each piece if all weights between 1 and 40 lbs. can be weighed by them.

EDNA MARLETON.

[NOTE.—We print the foregoing as received, but suspect some error or omission in No. 1.—ED.]

## Educational Notes and News.

A new Public School, costing \$4,000, is to be erected at Belmont.

In 1850 there were 99 brick school-houses in Ontario. Now there are 1,879.

There are 92 distinctively scientific schools in the United States, with 14,709 students.

There are twenty-eight different Chautauqua Assemblies in the United States, all on a good financial basis.

Mr. A. H. McKay, Principal of the Pictou Academy, has been elected a Fellow of the Society of Science and Art, London, Eng.

The Georgetown *Herald* is informed that in all probability a High School will be established in that town by the 1st of January, 1887.

There are 146 theological seminaries in America, with 5,290 students and 750 professors, an average of one professor to every seven students.

Mount Des'ert they persist in calling the island so much enjoyed by tourists; so we may as well be unanimous in it.—*N. E. Journal of Education*.

There are 236 institutions in America for the higher education of women, with 30,587 students. We fear Canada has not its fair proportion of these.

Mr. T. M. Henry has resigned his position as Head Master of Newburgh High School, and accepted that of Mathematical Master in the Whitby Collegiate Institute.

Mr. A. H. McDougall, B.A., of the Kincardine High School, has been appointed Mathematical Master in the Stratford Collegiate Institute, at a salary of \$1,000 a year.

The Alumni of the Louisville, Ky., colored High School issued during commencement week an eight-page *Alumni Journal*, mostly filled with contributions from the pens of the members of the association.

The number of candidates for admission to the colleges, scientific and technical schools of the country is phenomenally large this year. Yale alone has 301 admitted this year, with one post of examination to hear from.—*N. E. Journal of Education*.

About 170 candidates matriculated in Arts at the recent Toronto University examinations. Of these, eighteen or twenty were women. This is, of course, exclusive of the very large number of both sexes who passed in the partial examinations.

"Four Miles from Tarrytown," one of the most popular boys' books of the season, was written by Fannie H. Gallagher, wife of Rev. William Gallagher, Master of the Girls' Latin School, Boston, President-elect of Williston Seminary, Easthampton.

Mr. Frederick Wedmore, writing in *Temple Bar*, says: "The two most interesting, quite recent institutions in Boston and outside of it, are, I think, the Institute of Technology and Wellesley College." He goes on to speak in the most flattering terms of both institutions.

It is said that an official of the Turkish Ministry of Education is about to publish a Turkish translation of the Homeric poems, and in an introduction he intends to give a sketch of the influence which Homer has exercised upon the development of popular culture in this nature.

The brothers Henry, of Paris, have succeeded in photographing several thousand stars of the fourteenth and sixteenth magnitude. They have forty-two plates reproducing groups of the galaxy, and have obtained excellent photographs of Orion, Saturn, and other planets and fixed stars.

The *Canada Presbyterian* thinks that some of the questions set at the recent examinations would have been quite suitable had the candidates been such men as Dr. Wilson and Mr. Goldwin Smith. It is of opinion, moreover, that Mr. Blake or Mr. Mills might have secured a pass on some of them.

"A Puzzled One" writes to the *Globe*: "Will you please ask some old, experienced teacher to explain what the following questions, from the third class examination paper this year, means:—

1. Classify, on the basis (a) of meaning, and (b) of form, the following adjectives and adverbs: Cleanly, well, what, late, each, all, forty, always, fourthly, forward, ponderously, sideways, already, slovenly, most."

"What would be a proper answer?"

Mr. Moody has received from William McKinnon, a Scotch ship-builder, a model of Solomon's temple, made of cedar, overlaid with gold, with many of the smaller articles of solid gold. It is one-fifty-fifth the size of the original, having the court, tabernacle, altar, laver, ark, holy of holies, mercy seat, and cherubim, in proportion and relation to each other.—*Christian Union*.

The London (Eng.) *Schoolmaster*, speaking of the great excess of supply over demand in the teaching profession, says that "there were over 170 candidates sitting at St. Mark's College the other week, for only 60 of whom will the authorities be able to find room. It is probably the same in other colleges." It states further that "it is notorious even now that it is almost useless for a man or woman over fifty years of age to apply for an appointment. Even without an interview, the mere statement of the age is sufficient to close the door."

The following resolution was passed at the last regular meeting of the Board of Education of the city of Belleville: "Moved by the Rev. M. W. Maclean, and seconded by the Rev. J. W. Burke, and resolved, That we regret to learn that so many of the pupils failed to pass the recent entrance examinations to the High School. At former examinations about 40 per cent. of the applicants passed, at this last only 8 per cent. succeeded. While the Board makes all due allowance for the capacities of many of the pupils who were examined, we are of the opinion that some of the examination papers, notable those on history and orthography, are unfair, many of the questions being beyond the 'limit tables,' and couched in language not understood by the pupils. Believing from the character of some of the non-professional second and third class examination papers that the persons who prepared them seem to be more desirous to show what they know than to test the knowledge of the candidates, we enter our earnest protest against such examination papers being prepared, and hereby express our conviction that a change is absolutely needed."

"The alien who sees the French lad of about six strut about with a leaden cross, suspended from a red or blue ribbon, on his breast," says the Paris correspondent of the *London Globe*, "suspects the child's vanity led him to buy for a penny or so an imitation of the Legion of Honor at a toy-shop. Not so. The thing has been duly awarded by the authorities of the elementary schools. If the lad were to dare sport the bauble without such authority, he would expose himself to severe punishment indeed. Hence his appetite for the distinction has been whetted, and should it elude his grasp a few years later on at the annual prize distribution of his college, his own grief will be very heartfelt, though mute, while his parents' disappointment will vent itself in remarks the reverse of complimentary. Space fails to describe such a ceremony at length. It is theatrical in the extreme. The successful pupil is conducted to the platform, where sit the university professors and the delegate of the Minister of Public Education, if not that dignitary himself. The laurel wreath is set upon his young brow to a military fanfare, the dispenser of fame takes him into his arms and salutes him on both cheeks, the Swiss, resplendent in gold lace, cocked hat, and sword, escorts him back to his seat, amid the thundering applause of the audience, and the next day his name figures in all the Paris and in a good many provincial papers."

The scheme for establishing an Art School in Stratford, which Mr. McBride, Head Master of the Collegiate Institute, has been working at for months, has at last taken definite shape. The Education Department has approved of the application of the Art School Board, lately formed, and work will be begun on the 1st of October. The following officers and directors were appointed at a meeting held on Wednesday evening: President, Major Gray, C.E.; Vice-presidents, Dr. Dunsmore and H. A. Jamieson; Treasurer, John A. Davidson, B.A.; Secretary, C. A. Mayberry, B.A.; Managing Head-Master, Wm. McBride, M.A. Directors—James Trow, M.P., S. R. Hesson, M.P., Wm. Alexander, P.S.I., James O'Loane, P.M., A. A. Adair, LL.B., J. B. Wilson, B.A., John Brown, C. Neild, Chairman Public School Board, and James Steet, Chairman Collegiate Institute Board. The conditions on which the Government grant, amounting to \$700, can be had are, a minimum attendance of 50 pupils and the appointment of two teachers. Two commodious rooms have been secured from the Collegiate Institute Board for the exclusive use of the school. Lectures will be given daily and each evening, and the course will extend to May, 1887. The salary which has hitherto been paid to Miss Freeman will now be diverted to the Art School, which will in future do the teaching for the Collegiate Institute.—*Stratford Beacon*.

Following is the list of Honors and Scholarships awarded at the recent matriculation examinations in the University of Toronto:—  
Relative standing; Honor list:

**Classics**—Class I.—J. Colling, K. McIlwraith, G. D. Minty, A. A. Macdonald, Miss L. L. Ryckman, O. M. Ross, W. B. Wilkinson. Class II.—W. R. Rutherford, G. H. Dunn, J. A. McKay, R. J. Bonner, W. A. Humphries, G. Logie, G. L. Peterson and L. Robinson, W. C. Ewing, J. L. Evans and G. B. McLean, W. C. Mitchell, W. G. Watson, W. A. Morkley, P. S. Hamilton.

**Latin**—Class II.—W. H. Graham, C. W. Monroe, Miss G. Lawler, J. E. Bird.

**Mathematics**—Class I.—F. L. Sawyer, H. V. Haultain, R. E. Heggio and J. B. Reynolds, W. H. Graham and W. E. James, G. Logie, H. J. B. Leadley. Class II.—Miss G. Lawley, W. C. Ewing and W. A. Parks, E. W. Hinde and J. H. Kerr, T. H. Whitelaw, G. Anderson, W. R. Rutherford (not reported), W. C. Campbell, W. H. Hill and C. N. Munro, D. McTaggart, T. McCrae, J. M. Bell, R. C. Griffith, Miss M. Hutton, C. B. McClean, A. E. Segsworth, W. C. Mitchell and O. M. Ross.

**English**—A. R. Macdonald, F. C. Armstrong, G. Anderson, Miss Lawler, Miss L. L. Ryckman, G. H. Dunn, G. Logie, A. T. Thompson, O. M. Ross, and Miss Wilson; C. W. Munro, G. M. Dockrill, and J. A. McKay; Miss Watterworth, K. McIlwraith, D. R. Lee, and Miss B. Ferguson. Class II.—E. W. Hinde, W. F. Wood, F. L. Sawyer, and W. C. Ewing; Miss A. W. Ballard, J. L. Evans and Miss J. R. Hitchon, D. H. McLean and H. E. C. Mackinson, J. E. Bird and G. B. McClean, W. C. Campbell, W. H. Rutherford and L. McKinnon, D. A. Parks, R. E. Heggio, J. H. Kerr, W. H. Graham, W. A. Humphries and Miss C. Gardiner, S. E. Lindsay, W. C. Mitchell.

**History and Geography**—Class I.—A. T. Thompson, J. L. Evans, G. L. Dockrill, Miss L. L. Ryckman, W. A. Humphries, A. A. C. Macdonald, Miss G. Lawler, F. C. Armstrong, F. W. Lindle, Miss B. Ferguson, W. F. Wood, G. Logie. Class II.—R. S. Hamilton, J. E. Deacon, W. C. Campbell, R. E. Heggio and D. R. Lee, and D. H. McLean, W. C. Ewing, W. R. Rutherford, Miss A. Willson, S. E. Lindsay, G. Anderson and H. Bird, W. H. Graham and J. A. McKay, W. Harris, Miss L. Gardiner, D. McTaggart, J. H. Kerr, G. H. McLean and W. A. Parks, A. M. Ross, F. L. Sawyer, W. C. Mitchell and W. E. James, C. W. Munro.

**French**—Class I.—A. A. Macdonald, Miss A. W. Ballard, W. H. Graham, Miss L. L. Ryckman and Miss A. Willson, J. M. Dockrill, Miss G. Lawler, H. E. Mackinson and W. R. Rutherford, Miss B. Ferguson and Miss Watterworth. Class II.—Miss A. R. Hitchon, W. E. James, D. R. Lee, F. C. Armstrong, Miss L. Gardiner, C. N. Munro, W. C. Ewing, G. Logie.

**German**—A. A. Macdonald, H. E. C. Mackinson and Miss G. Lawler, Miss L. L. Ryckman and Miss A. Willson, G. M. Dockrill, W. H. Graham and Miss Watterworth, Miss B. Ferguson, Miss A. W. Ballard, J. C. Armstrong and C. N. Munro, R. J. Bonner and W. C. Ewing, D. R. Lee, D. H. McLean. Class II.—W. E. James, J. E. Bud, Miss L. Gardiner.

#### SCHOLARSHIPS.

Mary Mulock Classical Scholarship—J. Colling, St. Catharines Collegiate Institute.

Mathematics—F. L. Sawyer, Mitchell High School.

Modern Languages—A. A. MacLennan (double), U. C. College.

Prince of Wales Scholarship—A. A. MacLennan, U. C. College.

General Proficiency—1, G. Logie, Toronto Collegiate Institute; 2, W. C. Ewing, Collingwood Collegiate Institute; 3, Miss E. Lawler, Toronto Collegiate Institute; 4, W. H. Graham, Toronto Collegiate Institute.

Medicine—W. F. Largull, Waterdown High School, Brantford Collegiate Institute.

#### ALPHABETICAL HONOR LIST OF THOSE WRITING OUTSIDE OF TORONTO.

[This list contains the names of those who wrote outside of Toronto, and who therefore did not obtain relative standing and cannot compete for scholarships.]

**Mathematics**—Class I.—A. M. Robertson. Class II.—W. A. Baird, J. C. Clark, J. A. Edminston, W. B. Harper, Miss C. M. Macklin, N. MacMurchy, R. N. Thompson.

**English**—Class I.—J. Conlett, Miss C. M. Macklin. Class II.—J. C. Clark, J. A. Edminston, W. B. Harper, W. C. Hall, A. H. Macklin, D. A. McKellar, A. M. Robertson, S. J. Stubbs.

**History and Geography**—Class I.—N. MacMurchy, J. B. Peat, A. M. Robertson. Class II.—J. G. Campbell, J. E. Chute, J. C. Clark, J. Cronett, W. D. Earnquy, J. A. Edminston, W. Harper, Miss C. M. Macklin, J. McKellar, S. J. Stubbs.

**French**—Class II.—R. H. Connor.

**German**—Class I.—Miss C. M. Macklin. Class II.—R. H. Connor.

#### ONTARIO TEACHERS.

##### PROGRAMME OF THE MEETING TO BE HELD THIS MONTH.

The twenty-sixth annual Convention of the Ontario Teachers' Association will be held in the public hall of the Education Department, Toronto, on Tuesday, Wednesday, and Thursday, August 10th, 11th, and 12th, 1886.

The following is the programme:

**GENERAL ASSOCIATION.**—Our Profession, Mr. Joliffe, Ottawa; A College of Preceptors for Ontario, Mr. George Dickson, M. A., U. C. C.; Conservatism and Reform in Educational Methods, Mr. J. E. Wetherell, M. A., Strathroy; Prizes and Scholarships, Mr. D. C. McHenry, M. A., Cobourg; Science Teaching, Mr. George Baprie, M. A., Ottawa.

Addresses will also be delivered by the President of the Association, and by Rev. E. H. Dowart, D. D., and Mayor Howland.

**PUBLIC SCHOOL INSPECTORS' SECTION.**—Inspection of Junior Classes in Graded Schools, Mr. W. H. Ballard, M. A., Hamilton; Promotion Examinations, Mr. D. P. Clapp, B. A., Harriston; Inspection of Schools in new and poor Townships, Mr. H. Reazin, Lindsay; Graded Schools, Mr. J. C. Brown, Minden; Details of an Inspection, Mr. J. R. Miller, Toronto; Should Schools be Graded as well as Certificates, Mr. J. C. Morgan, M. A., Barrie; College of Preceptors for Ontario, Mr. E. L. Mitchell, M. A., Perth.

**HIGH SCHOOL SECTION.**—Report from High School Representatives on the University Senate, Messrs. Millar and Embree; Report of Committee on Assimilation of Entrance Examinations in Medicine, Civil Engineering, Dentistry, Pharmacy, etc., Mr. J. Miller, M. A., Chairman; Report of Committee on College of Preceptors for Ontario, Mr. A. MacMurchy, M. A., Chairman; Constitution, By-laws, and Rules of Order for H. S. Section; High School Text Books, Mr. C. Fessenden, M. A.; Increased Legislative Aid to High Schools, Mr. L. E. Embree, M. A.; Uniform University Matriculation Examinations, Mr. J. W. Connor, M. A.; Suggestions of the High School Inspectors as embodied in their recent Reports, Messrs. J. Henderson, M. A., and J. E. Dickson.

**PUBLIC SCHOOL SECTION.**—Modified Forms of Kindergarten Work suitable for Public Schools, Mr. J. Suddary, Berlin; Etiquette in Schools, Mr. R. W. Doan, Toronto; Principal and Assistants, Mr. F. C. Powell, Kincardine; The Marking System, Mr. John Munro, Ottawa; Phonetics, Mr. C. P. Simpson, Essex Centre.

Certificates will be issued to those who wish to attend the meeting, entitling the holder to return tickets on the railways at reduced rates. These certificates must be procured from the Secretary previous to the commencement of the journey.

#### Correspondence.

To the Editor of the CANADA SCHOOL JOURNAL:

DEAR SIR,—At the closing session of the North Huron Teachers' Association, held in Brussels, the enclosed resolution was carried, and among a number of other journals, I was instructed to forward a copy to the JOURNAL with a request for publication:—

“Moved by Mr. A. M. Burchill, seconded by Mr. D. Johnston: That the teachers of North Huron, having considered in session the subject of Religious Instruction in Schools, desire to express our approval of the action of the Hon. the Minister of Education in preparing the book of Bible readings, and that a copy of this resolution be forwarded by the secretary to the Minister, to the school journals, and to the *Globe* and to the *Mail*.—Carried.”

Yours truly, W. E. GROVES, Sec.

Norval, July 8, 1886.

In consequence of an oversight, our Literary Chat and Review have been crowded out of this issue.