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The Canada School Journal.

Vol. III.

TORONTO, DECEMBER, 1878.

No. 19.

WILLIAM CROCKET, A.M.,

PRINCIPAL OF THE NORMAL SCHOOL OF NEW BRUNSWICK.

The passage of the "Common Schools Act of 1871" by the Legislature of New Brunswick was more than the introduction of a free, non-sectarian and national system of schools for the Province. It was an educational revolution. In all that relates to common schools, it was the beginning of a new order of things in New Brunswick. Of course, like every reform, the new system met with opposition. Compulsory assessment for schools was thought by many to be a terrible tyranny, until they came to see it in its true relations. The abolition of social and religious distinctions in connection with public education also fell athwart existing prejudices, and antagonism was the result. But while the inevitable, and in the end wholesome strife was going on around the standards of the Free School party, a great though silent reformation was in progress in the inner life and work of the schools. The benefits of superior text-books, a better classification of pupils, and the grading of schools soon began to be felt. The uniform certification of teachers upon revised standards of award gradually told upon the quality of work done. More than all, perhaps, the professional training required of every candidate for permanent license, under wise and careful direction, has shown itself more and more from year to year, in the improved discipline of schools and more enlightened methods of teaching. It is by the actual improvement visible in the condition of the schools, as much as by the soundness of the principles underlying the system, that opposition has been disarmed, and foes turned to friends.

The obligation of the profession and the public to the able Chief Superintendent, Theodore H. Rand, D.C.L., for the wise and progressive energy which has characterized the entire administration of the system, are well known to our readers. No member of the profession has more loyally and energetically co-operated in the work of educational reform than William Crocket, A.M., Principal of the Provincial Normal School. To his professional zeal, scholarly abilities and sound judgment, is very largely due that solid, internal let us say indolgent—growth which becomes every year more manifest to the intelligent observer. His instructions have aroused the latent energies of hundreds of young men and women, making of them students as well as teachers. His coun-

sels have guided them in solving the difficult problems of school management. Through his clear unfoldings of the principles of method, they have learned to educate as well as instruct.

Mr. Crocket was born at Brechin, in Forfarshire, Scotland, in 1832, and received his preparatory education in the Grammar School of that town. At the age of sixteen he was matriculated at King's College, Aberdeen, where he studied for two years, completing his collegiate course at the University of Glasgow in 1852. He took a respectable position, throughout the entire course, in Classics and Mathematics. During the vacations between the College sessions, he taught school or engaged as private tutor, thus acquiring his earliest experiences in the duties of his future profession. In the following year he entered the Established Church Normal School of Glasgow, and took a two years' course—the maximum time then allowed.

Mr. Crocket came to this country in 1856, to take charge of the Superior School at Campbelltown, N.B. Here he taught for five years, during one of which he also held the position of Inspector of Schools for the County of Restigouche. When the Presbyterian Academy was established at Chatham, in 1861, he was offered and accepted the position of Principal, which he held for about nine years. While thus engaged, his career as a teacher of teachers began,—a branch Training School for the teachers of the Northern Counties having been established at Chatham in 1867, with Mr. Crocket as Principal. The work of the Academy and that of the Training School were carried on conjointly. The latter was a branch of the Provincial Training School, at that time located in St. John. Upon the resignation of Mr. Wm.

Mills as Principal, in 1870, both the school at St. John and the Chatham Branch were closed; and Mr. Crocket was appointed Principal of the Provincial Training and Model School, then reopened at Fredericton. In 1877 the school moved into the spacious new edifice erected for its accommodation.

Mr. Crocket received the degree of A.M. from the University of New Brunswick in 1865. For some years he has been one of the Examiners for Degrees in that institution. Of pleasing address and winning manner in the class-room, Mr. Crocket's characteristics as a teacher are yet vigorous and well-defined. These very correctly appear in the following extracts from his address at the opening of the new building:

"The most earnest effort of the student-teacher should be directed,



not to the solution of mathematical problems—though these are not by any means to be neglected—but to the study of the great principles of education and the methods of teaching most in harmony with these principles: to the study of how the native powers of mind may be developed and its own inherent forces trained to assimilate the materials of its growth; how the will, which is the force behind the scenes and the moving spring of all, may be stirred to action, governed and taught to govern itself. * * *

But while much may be done to discipline and furnish the intellect, I hope that the great feature within these walls which are to-day being dedicated to the cause of education, will be any influence upon character by developing and strengthening the true spirit of the teacher's work; by joining with broad views lofty and pure inspirations; by giving depth and fixedness to principles; by bringing conscience to bear upon the grand aims and the minute details of the teacher's vocation; by kindling in the heart that love and affection for the young which, where'er the teacher goes,

'Will make a desert blossom as the rose.'

Cleanings.

PRETTY SCHOOLROOMS.

Wherever there is a homelike atmosphere, children are better and sweeter. Surroundings are of nearly as much account to the little ones as to grown folks. They may be even more, since childhood learns from impressions and is developed by their influences. Now, cosiness is one of the elements of a loved home. The children who have pretty rooms and cunning little corners for their own small "fixings" are, we will warrant, the children who do not continually run in the streets. Make your home attractive to them and they will gladly stay there. A schoolroom should be a kind of home. It should be made attractive. The children should be happy in the thought of going to school, and they would be if it were made a pleasant place. If the gentlemen who build our academies, grammar, and district school-houses, would save from some elaborate outside adornment sufficient money to hang the windows with pretty curtains, the walls with chromos and engravings, and fill the windows with plants and hanging baskets, they would work wonders in refining and elevating the taste of the pupils, and adding to their happiness. To say that the children would destroy these homelike and attractive additions to their study rooms, is to dub our little ones barbarians, whereas they are as easily moulded into ladies and gentlemen as wax is run into form if the surroundings of refinement and culture are given them.

Far from being careless of any adornment of their rooms, they would invariably take pride and pleasure in adding their little "mite" to the general beauty; and if teachers would encourage the scholars to bring with them from home any little ornament, brackets or pictures, which they may keep in their own little treasure boxes, they would be astonished at the delight displayed by their pupils, and the wonderful transformation which would take place in the too often barren, unsightly, and uncouth apartments in which they are obliged to spend half of all their days.

There is no collection of children who are too poorly off in this world's goods that some of them may not be able to contribute some beautiful object to the schoolroom. Little ones in the country speak out the longing for the beautiful when they gather from their gardens the morning bouquet for "teacher's desk." What harm would it do for each child to have a tiny vase on her own desk in which, for many weeks, a flower might be daily placed, to sweeten the whole atmosphere with its odour, and with its loveliness awaken in the young heart, so susceptible to all influences, that love of the delicate and beautiful which shall finally become permanently engrafted in their natures?

The pretty additions to the usual utter blankness of the schoolroom cost nothing but a little pleasantly spent time. The value of them cannot be estimated. The smaller scholars cannot study constantly. They are not habituated to it nor fitted for it. Their untrained eye must wander, and their untrained thoughts will wander too. Supposing they look about them on a plain dazzling white wall. What ideas can they gain from it? If it is summer the unshaded brilliancy of the light makes the air more hot and uncomfortable. If in winter there is no contrast to the white of the snow outside—no indication of spring-time and greenery—no hope or thought of summer. Decorate the wall with a bunch of pressed fern leaves, a spray of blackberry, a background of green pine;

hang in the window the creeping *maderia virens*, the "wandering jew," or any other climbing or clinging plant. Here is a breath of coolness in the hot noontide. The breeze lifts the leaves and shakes the blossoms. Here is a bit of summer imprisoned and kept in the wintry season, for the little ones to poetize and dream about in their sweet, hopeful way when they are weary of their lessons. Remember how lovely these things are to you at home, good teachers and superintendents. A little money and a little time are all that are needed to make your schoolrooms happy homerooms for the children.—*Golden Rule.*

MODERN RESTLESSNESS.

Condensed from "Saturday Review."

The winter evening, passed as Cowper describes it, has almost, if not altogether, ceased to exist among social customs, although it remained in the ordinary life of country homes through more than half the century which has gone by since the *Task* was written. Its limit may be taken generally as from six o'clock till ten; the "bubbling and loud-hissing urn" belonging to the opening scene, the hours of reading aloud while the ladies were occupied in needle-work and embroidery filling the space between seven and nine. Two hours daily of steady reading throughout a long winter gave a character to the home life in the past which is not likely to be repeated in the future. The *multa* of the circulating library have replaced, in such leisure for evening reading as now exists, the *multum* of the standard work; and with the change the art of reading aloud is dying out for want of practice. We are not recommending any literal return to the old routine. Unless books for reading were judiciously chosen, and enlivened by intelligent comment or explanation, the ceremonial to the elder children, who were not sent to bed till eight or nine o'clock, became insufferably tedious. The reader was usually one of the boys—partly because he could not sew like his sisters, and partly because it was otherwise difficult to keep him quiet and out of mischief—and one evil consequence of the tedious infliction may have remained to trouble his later years. The acquired habit of reading mechanically, although at the same time intelligently and well, while the mind was engaged on entirely foreign subjects of thought, had in some cases become so much a second nature as to make it difficult in after life to fix the attention on the book in reading, whether by the eye alone or with the voice as well. It is, however, certain that the schoolboy of the present day does not read aloud as well as would have been expected of him in a former generation, or as might be now anticipated from his own general intelligence. Information in our time necessarily extends over a wider range. But in ordinary society it is probably neither so solid nor so deep as it once was; and we know at the same time, more books than our fathers knew and less of them. Modern restlessness is incompatible with the steady progress of home education, which did in a manner go on within such circles as Cowper pictures; the newspaper, of course, forming only an accident and not the substance of the evening readings. Nor can there be any doubt that, to minds accustomed to the indulgence of the restless spirit, and seeking relief in continued movement and variety, the quiet winter life of the country home would be intolerably dull. Our contention is, not that every one is bound to find gratification in being thrown on the personal and literary resources of a country home, but that we ourselves, if we choose to take delight in such simple surroundings, have a right to enjoy our own tastes and to express our predilection, without being exposed either to censure as misanthropes and curmudgeons, or to pitying commiseration as a kind of half-conscious dormice.

We have spoken so far of the recurring intervals of a quiet life as affording opportunities for mental cultivation which are not so easily secured amidst the rush of modern restlessness. But in another way these intervals have their educational value as a preparation for the work of the world. That work, in the uphill course of the great majority of men who have their own living to earn, is necessarily very monotonous in its routine. Life, for the rank and file in the hosts of great communities, must move with the unvarying regularity of a machine; and its periods of daily rest, or of the brief relaxation of infrequent holiday, are for most men closely limited by conditions of time and of means. The early experience of being thrown on personal resource, and of being taught to find pursuits and interests within available reach and accessible always, is a better discipline in view of such a future

than the constant gratification of a restless craving for novelty and change; and the much pitied, if somewhat imaginary, dulness of a country house in winter has its advantages for the younger man just starting for the race of life, as well as its charms for the older inmates, who are a little tired after years of work, and welcome the rest which it affords.

MR. MUNDELLA ON THE KINDERGARTEN SYSTEM.—A meeting was held on Saturday evening at the Kindergarten College, at 21, Stockwell-road, S. W., under the presidency of Mr. A. J. Mundella, M. P., one of the vice-presidents of the British and Foreign School Society. The institution comprises a college for training teachers on Froebel's principles, a model and practising kindergarten and a transition class, which forms the connecting link between the kindergarten and the school. The movement was commenced in 1875, and the present commodious premises were opened in 1876. After presenting the certificates the chairman proceeded to give a most interesting address. He spoke of Germany, from which Fraulein Herwart and the kindergarten system came, as the country where the science of teaching had been chiefly studied; and also referred to the services which the British and Foreign School Society had rendered to the cause of education in England. He considered the training given in the kindergarten as of great importance, and rejoiced that the society was making efforts to spread the system in England. Some years ago he visited a town in Saxony, where he was shown over a school with 500 pupils—not more than 50 in a room—and the whole 500 provided with desk accommodation, with the light coming in over the left shoulder; such was the care bestowed on the school buildings and appliances. He ascertained that there was not in that town a single child over six years of age who was habitually absent from school. The attainments of the children, and especially in writing, were remarkable, and the explanation given was this, that all of them had received preparatory training in the kindergarten. The Chairman went on to speak of the great importance of their future work—not only the instruction they might convey, but also the education they would give unintentionally to children, who would receive impressions through every sense, would observe and be affected by the teacher's temper, manners, self-control, attitudes, movements, and even by the style of her dress. Every sign of fawdriness, every appearance of flippancy, would have its effect. Doubtless the first lessons of most of their children would be learned at a mother's knee; but the more important lessons would be learned from the teacher, even if actually more time were not spent in the teacher's society than in the mother's. He had not yet, though between fifty and sixty years of age, lost the impression made on himself by his teacher's cruelty, and he knew a lady in the midland counties, now above eighty years of age, whose pupils, scattered over the world, felt it to be one of their first duties and pleasures, on returning to England, to visit one to whom they owed so much. Mr. Mundella expressed much satisfaction with the examination papers to which his attention had been called, and urged the students to use all their powers highly, hohly, under the eye and with a view to the approval of the Great Master Himself. He wished for those who were leaving, a career of prosperity and happiness, and above all things desired that they might be able to do the very highest work in the formation of the characters of the rising generation. He would like to say to them, as Charles Kingsley once said to a girl who asked him to sing to her:—

My fairest child, I have no song to give you,
No lark could pipe to skies so cold and grey;
Yet ere we part, one lesson I can leave you,
For every day.

Be good, sweet maid, and let who will be clever;
Do noble deeds, not droun them all day long,
And so make life, death, and that vast for ever,
One grand, sweet song. —*Times*.

THE TEACHER'S PROFESSION.—Dr. Channing said that one of the highest signs of the regeneration of society was the elevation of the art of teaching to the highest rank in the estimation of the community. I fail to see any sign of the elevation at present. The teacher's profession, though admitted to be a most honorable and important one, is, as a rule, much undervalued; and the teacher himself is not only underpaid, but too often treated with scant courtesy, and what should be the highest posts of their profession are placed beyond their reach. It must appear to most persons

self evident that no one knows so much about the work to be done by an inspector as experienced teachers, yet the claim of such to be made inspectors is pool poohed, and even the assistant-inspectors are chosen from the youngest teachers. It is as if the non-commissioned officers were taken from the recruits, and the commissions given to those who were not in the army at all. What would be thought of a currier who appointed a man to superintend his works whose only qualification was that he had a good knowledge of literature? Yet this is what is done by the Government. People are chosen to examine the work of teachers whose claim is not that they know anything about teaching, but that they have taken a high position at the University. One fault of the present system, then, is that the work of inspecting is not done by the men who are fittest for it; but it has another fault,—it cramps the reasonable ambition of the teacher. The consequence is, that those teachers who wish to rise have to leave their profession. —*S. P. Brown, in London Schoolmaster.*

THE INNOCENT SCHOOLMASTER.—He doesn't know very much. He can ask questions laid down in his text-book, and can determine with a good degree of accuracy whether the answers are repeated correctly. He carries a pen over his ear, a stick in his right hand, and a book in his pocket. He considers it of much more importance to secure obedience and submission than intellectual discipline. He frequently says: "Learn your lessons! If you ask any questions you shall be punished! It is not for you to know the reason why! Wiser heads than yours or mine have written these books, and it is your duty to learn what is written, and mine to make you do it! Study!"

He requires absolute, unquestioning submission. He neither thinks for himself, nor permits his pupils to do so. He believes his books and follows his nose. He is the sworn enemy of normal school teachers' institutes, and universal free education. With new text-books he has no patience, and takes no special interest in new inventions; in fact, he rather more than half believes that Edison is a humbug. He daily puts on the skull-cap of his own ignorance, and lives in the foggy atmosphere of his favorite pipe, and one of these days he will wrap the drapery of his snuff-stained garments about him and lie down, unhonored, unwept, and unremembered.

The above is no ideal sketch. We have many such teachers yet lingering in the valleys of our dark corners. It is only by persistent effort that they can be driven from the teachers' ranks into the darkness of obscurity.—*Barnes' Educational Monthly.*

—The *Boston Courier* prints the following "boy's composition": "Hens is curious animals. They don't have no nose, nor no teeth, nor no ears. They swallow their wittles whole and chew it up in their crops inside of 'em. The outside of hens is generally put inter pliers and inter feather dusters. The inside of a hen is sometimes filled with marbles and shirt-buttons and sich. A hen is very much smaller than a good many other animals, but they'll dig up more tomato plants than anything that ain't a hen. Hens is very useful to lay eggs for plumb-puddings. Skinney Bates ate so much plum-pudding once that it sent him into the colliery. Hens has got wings and can fly when they get scart. I cut Uncle William's hen's head off with a hatchet and it scart her to death. Hens sometimes make very fine spring chickens."

REQUISITES FOR A TEACHER.—1. Accurate and abundant knowledge of the subjects he has to teach. 2. Sufficient general culture and knowledge to enable him to see what he teaches in its true relation to other subjects, and as a part of a liberal education. 3. Acquaintance with Mental Philosophy in its special bearing on the manner in which the intellectual faculties are to be cultivated, and knowledge is to be acquired. 4. A knowledge of the best methods of instruction, of economizing time, material, and teaching power in school, and in the art and science of education generally. 5. Some acquaintance with the history and literature of education, and with the works and methods of eminent teachers. 6. Practical and successful experience in the conduct of a school. 7. Natural aptitude and love for teaching.

—There are enough teachers in each State to afford a handsome support to a weekly journal, and it ought to be done. We hope to live long enough to see that day.—*Educational Weekly.*

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Extract from letter received from Hon. J. W. SIMMONDS, State Superintendent of Public Instruction, New Hampshire.

Some weeks since I received the June No. of your Journal, at my home Franklin, N.H., sent in answer to a request. That was a very valuable and instructive number. I read it with much interest. I ask you to send me the subsequent numbers, and enrol me as a subscriber.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction in Quebec.

Recommended by the Chief Supt. of Education for New Brunswick.

Recommended by the Chief Supt. of Education, British Columbia.

TORONTO, DECEMBER, 1878.

RETROSPECT.

The past year has been one of marked success in the history of the CANADA SCHOOL JOURNAL. It has rapidly established itself in popularity throughout the Dominion, and has a considerable circulation in the United States. The percentage of teachers who subscribe for the educational paper of their own county in any part of America is unfortunately smaller than it should be. So far as we can learn, it is now as large in Canada as in any of the States of the Union. It is certainly much higher than ever before in Canada. The JOURNAL is, indeed, the only educational periodical that has ever had a Dominion circulation. This it has now succeeded in gaining for itself. It is with unfeigned satisfaction and pride that we announce the receipt of an order from the Chief Superintendent of Nova Scotia for *one thousand copies* for the teachers of his province. This is not a Government order, but comes from the teachers themselves through the Chief Superintendent. We are encouraged to hope that by the close of another year we will be able to state that the teachers of other provinces have followed the noble example set by their brethren of Nova Scotia. May the tidal wave of subscription lists roll westward.

The publishers are determined to spare neither trouble nor expense to make the JOURNAL in all respects a genuine *teachers' aid*. They aim to make it in the fullest sense practical. Nothing will be allowed a place in its columns which will not be of immediate interest and direct assistance to the teacher in conducting his daily work in school. Arrangements have been made for the publication during the coming year of articles from leading educators in Great Britain and the United States, in addition to those which will be written by our large list of Canadian editors and contributors. All teachers desirous of advancing the best interests of their profession are respectfully requested to use the columns of the JOURNAL to assist in doing so.

In all respects the year has been one of steady progress in

educational matters in Canada. There have been no startling developments, but the reports from all parts show that the interest of the people in the high and public schools was never greater than at present. No clearer proof of this could be given than the fact that, although the times have been hard, there were more splendid school buildings erected during the past year than ever before. Salaries, too, have gone steadily up, notwithstanding the agitations in favor of reduction in many parts of the United States.

In Ontario the County Model School system has thoroughly established itself in popular favor. The schools of the province will be greatly benefited by the training which all teachers obtaining certificates for the first time must receive in these Model Schools. If our system of training teachers was as complete in its higher departments as it is in its lower, it would be unsurpassed by any in the world. We need a higher kind of professional training for our first-class teachers, however, and until they receive it the masters of Model Schools will not be so well qualified for their work as they should be.

The advisability of introducing the Kindergarten into the lower departments of city and town schools has been favorably considered during the year in several parts of the Province of Ontario. It is almost certain that before the close of another year this delightful method will be firmly engrafted on our public school system. Private kindergartens are already in successful operation in the leading cities of the Dominion.

The question, What is the duty of the State in relation to its neglected and pauper children? is beginning to excite considerable interest in Canada. We have not yet such large numbers of them as are found in the large cities of Europe, but the question is an important one, even in this country. It is important from both an economic and a moral standpoint. Do not the neglected children become criminals in maturer years, and do they not cost their country more to restrain and punish them than it would have taken to make good citizens of them if they had been taken in time? Ontario has a comprehensive Industrial School Act, but as yet no School Board has taken advantage of its provisions. The Toronto School Board, however, seem to be moving in the direction of the establishment of an Industrial School, and have already secured a building for that purpose.

The Teachers' Associations throughout the Dominion are becoming a very important part of the educational system of the country. County Associations are established by law, and are assisted by a Government grant. Each Province has an association for the consideration of the general educational questions affecting the whole country. It only remains to put the top stone on the structure of the formation of a Dominion Educational Association. This idea was brought before the last meeting of the Ontario Association by Mr. Hughes, and has since been regarded with favor by several of the leading educators of the Dominion. Its establishment is only a question of time.

It is gratifying to note that much progress has been made in the establishment of professional libraries in connection with County Associations and High Schools. No staff of teachers, however well trained, will preserve the necessary lively interest in their work, and keep themselves abreast with the rapid advance of modern thought, unless they have access to a good library of works relating to their profession. The teacher, as well as any other professional man, must keep in "running water." This fact is being recognized and acted upon now that teaching is in reality regarded as a profession by the public as well as those engaged in it. Hence the increased interest manifested by the teachers in all that tends to fit them more fully for the performance of their duties. Perhaps this growing desire to keep thoroughly up with the time is shown more clearly by the remarkable success of the JOURNAL itself than in any other way.

As this volume ends with the present (December) number, a carefully prepared index, embracing everything from the beginning, will be published with the next (January) number.

Those whose subscriptions expire with the present number will do well to renew promptly, in order that they may procure the new volume from the beginning.

BOOKS ON SELF-CULTURE FOR TEACHERS. ✓

"The greatest mistake I ever made," said a veteran teacher the other day, "was when I spent my first fifty dollars in board and clothes instead of books. I ought to have bought Worcester's Unabridged Dictionary, Marsh's Lectures on Language, Wood's Algebra, Hallan's Introduction to the Literature of Modern Europe, Brand and Taylor's Chemistry, and Macaulay's History of England, and to have made my landlady wait until the next windfall." Many young teachers would, no doubt, spend freely their final dollars for books if they knew precisely what would be the best selection to make. Perhaps no books, outside the text-books of the course of study marked out for them by authority, can be so unhesitatingly recommended as those devoted to self-culture and biography. The influence of precept and the influence of example here unite with immense power. The one class of books tells what should be aimed at, the other shows what has actually been done. "Lives of great men all remind us," etc. No young teacher should be so short-sighted as to neglect the stimulus communicated by reading "The Pursuit of Knowledge under Difficulties," "Plassy, the Potter," "Cobbet's Advice to Young Men and Women," "Smiles' Self-Help," and other such books, exhibiting the triumphs of energy, and patience, and continuity of purpose. "Todd's Students' Manual" might profitably be committed to memory by every young teacher who hopes to rise above mediocrity. At any rate, the fiftieth reading of it will amply repay the reader. Those who are entering on any profession, and neglect all reading outside their examination course, will never be formidable rivals of those who wisely seek recreation, variety and encouragement in the pages of works not on the list of text-books. It is of prime importance that young teachers should learn the proper antidotes to the chagrin, worry and disappointment which they

will inevitably be called to encounter. Half an hour a day spent on such a book as Paxton Hood's "Self-Culture," or Matthews' "Getting on in the World," will unbend the mind and cure it of the melancholy and misanthropic thoughts which too frequently take possession of young teachers, and will also rouse the flagging interest to the tension required for successful action. Perhaps no person ever can appreciate the immense advantages or disadvantages who has not previously fortified the mind with copious examples of fortitude. "What man has done, man can do." "How can man die better than facing fearful odds?" rise to the lips simultaneously with a determination as persistent as that of Grant, "to fight it out on that line all summer." One of the most fatal, yes, the most fatal mistake of young teachers is the utter disregard of their health and physical powers generally. It results directly from their ignorance of the laws of health. Most terrible are the consequences of this lamentable neglect of the plainest precautions. Any periodical like "Hall's Journal of Health," any books like Dr. Hall's "Health by Good Living," etc., Dio Lewis's "Gymnastics," "Our Girls," etc., would be the means of saving valuable lives which every year are sacrificed through ignorance. If knowledge is power, ignorance, here at any rate, is certain death. Of course, every teacher worthy of the name will gradually accumulate and digest a select library of works on Teaching and School Life. It is utterly inexcusable for any young teacher to neglect "Abbott's Teacher," "Calderwood's Teaching, Its End and Means," and such like valuable aids to every-day work. To battle single-handed and ignore the accumulated experience of the race on one's special work is surely unwise. No better means of mastering that powerful method called Socratic questioning can be suggested than the reading of the "Socratic Dialogues," to be had for a few cents in Bohn's translation of Plato. Half an hour a day on such a book will produce a daily mental growth, and lead to a maturity of thought which can never be attained by exclusive attention to text-books alone.

It is very common for young teachers to show their unwisdom by devoting all their leisure to fiction, and little or none of it to poetry, which is far more powerful as a means of self-culture. What did not Macaulay owe to "Paradise Lost"? What would Gladstone have been without Homer and "his dear old Greeks?" To have loved some woman is said to be equivalent to a good education. To have loved and fully appreciated a true poem like "The Faerie Queen," or Tennyson's "In Memoriam," is certainly a most valuable training for the taste and the judgment. How the dull monotony of school life is relieved by a trip into the world of imagination with Shakspeare!—how some sweet lyric will soothe the galling of our harness and mollify our wounded spirits with its balm! Those young teachers who once discover the delight will never again neglect the sorcery of poetry; they will soon find a favorite magician capable of entrancing them to order. We do not disparage fiction. Nothing could be better than to spend the long holidays with Dickens and Thackeray. But unfortunately some of our young teachers waste their money and their unreturning opportunities of self-culture over the twaddle and trash of fashion papers and dime novels. "They have their reward."

They will never hold the captain's trumpet, nor even the boat-swain's whistle, on board the educational ship in this Dominion. On the choice of text books, the most common mistake is made in supposing that a single book is sufficient on any subject. No greater error was ever perpetrated. There can be no proper perspective of the subject as a whole unless we approach it from several points of view. What does the one-grammared man know of English, for instance?

We have thrown out a few hints on these points chiefly for the benefit of young teachers, who are often sorely in need of a friend in council to direct their intellectual hunger to its appropriate nourishment. Let the veterans have their own way, and enjoy their mistakes and dearly-bought experience.

SUPERANNUATED TEACHERS.

Clause sixteen of the Regulations, relating to superannuated teachers, provides that "The teacher who holds a first or second-class Provincial certificate, or is a head master of a high school or collegiate institute, or a public or high school inspector, is entitled to receive a further allowance at the rate of one dollar per annum for every year of service while holding such certificate, and teaching or acting as head master under it, or of service as public or high school inspector (as the case may be)." This gives an additional allowance of 16½ per cent. per annum to the income of certain teachers and school officers after their superannuation. The persons thus favored are First Class Provincial Teachers, Second Class Provincial Teachers, Masters in High Schools and Collegiate Institutes, Public School Inspectors and High School Inspectors. We would like to see another class added to this list, namely: those who hold First Class County Board certificates of the highest grade in counties where they were graded, or permanent First Class certificates in the counties where they were ungraded. In many cases they are the very teachers best entitled to a liberal superannuation allowance. They were not devoid of ambition, for they obtained the highest certificate possible for them under the circumstances. They could not "in their day" secure a Provincial Certificate of any grade without attending the one Normal School then in existence. This they could not all do, as most of them were married men with large families depending on their small salaries. Many single men of course held First Class A Certificates from County Boards, but few of them remained in the profession without getting a Provincial Certificate. Those who did not better their certificates entered upon the study of Law or Medicine, or commenced business of some kind, and are consequently out of the question as regards the Superannuated Teachers' Fund. The First Class A County Board teachers of to-day are nearly all married men, some of whom were doing excellent work in Ontario long before the Toronto Normal School was opened. They had, in most cases, to persevere in teaching and studying for several years before they could get their permanent certificates. In some counties they had to receive First A Certificates three times, at intervals of five years, before permanent certificates were granted to them. Had any of the classes named to pass through so dif-

icult an ordeal? These men are now few in number, and their ranks cannot be increased. Then, again, while there was a good reason for making the distinction at the time the Regulations were issued, inasmuch as attendance at the Normal School was voluntary, and those who spent their time and money in going there were fairly entitled to recognition by their province, this reason no longer exists. Attendance at the Normal School is now compulsory, and the Government pays the travelling expenses and part of the other expenses entailed by such attendance. The result of the legislation since the regulations were adopted will thus be to give every superannuated teacher in the future seven dollars per annum instead of six for each year of teaching.

We would suggest that those directly interested in the matter take steps to bring it before the Minister of Education.

THE VALUE OF WRITTEN EXAMINATIONS.

It is not an uncommon thing to hear disparaging remarks about the value of written examinations in an educational system. We freely admit that such examinations can be conducted in such a way as to become positively mischievous instead of beneficial, but, on the other hand, we cannot see how any teacher can dispense with them entirely without doing great injustice to his pupils. There is so much labor connected with them that a little indifference on the subject on the part of teachers need not create surprise, but they have, when judiciously managed, so beneficial an effect on the pupils individually and collectively that every good teacher who has once found out their value will cheerfully undergo the extra drudgery. No pupil can fairly be assumed to know a thing until he can put his knowledge to some use, and the best way of at once teaching him how to do this, and ascertaining when he is able to do it, is to ask him to set down in writing the answers to judiciously prepared questions. When to this is added the value of such answering as an exercise in composition and spelling, it is impossible not to feel regret, if not surprise, at the apathy existing on the subject. As specimens of school-boy answering at written and oral examinations the following are worthy of attention, and if any teacher thinks they are not a fair sample let him try what his own pupils can do, if they have not been accustomed to committing their thoughts to paper. The specimens are from the work of the pupils in the London Public Schools:

"Where is Turkey?"

"Turkey is the capital of Norfolk."

"Where is Turin?"

"Tureen is the cappittal of Chiner, the peepul there lives on burds nests and has long tails."

"Gibberralter is the principal town in Rooshia."

"What do you know of the patriarch Abraham?"

"He was the father of Lot, and 'nd tew wifes—wun was called Hishmale and t'uther Haygur. He kept wun at home and he turned the t'other into the desert, when she became a pillow of salt in the day time and a pillow of fire at nite."

"What do you know of Joseph?"

"He wore a coat of many garments. He were chief butler for Faro, and told his dreams. He married Potiffer's d'orter, and he led the Gypsbans out of bondage to Kana in Gallilee, and then fell on his sword and died, in the site of the promiss land."

"Give the names of the books of the Old Testament?"
 "Devenshire, Exeter, Littikus, Numbers, Stronomy, Jupiter, Judges, Ruth, &c."

"What is a miracle?"

"Don't know."

"If you saw the sun shining overhead at midnight, what would you call it?"

"The moon."

"But if you were told it was the sun?"

"I should say it was a 'lie.'"

Another boy, giving his impressions in regard to Moses, wrote as follows:

"He was an Egyptshin. He lived in a bark maid of bull rushers, and he kep a golden calf, and worship braizen snakes, and he het nuthin but kwales and manner for forty year. He was kort by the air of his ed while riding under the bow of a tree, and he was killed by his Abston, as he was a-hanging from the bow. His end was pease."

"What is meant by conscience?" said a schoolmaster to his class. The almost simultaneous reply of half their number was:

"A hinward monitor." An inspector who happened to be present inquired: "And what do you understand by a monitor?" To this an intelligent youth exultingly answered: "A hironclad."

Every teacher will recognize in these answers the confusion of ideas, and the mistaking of names for things which all pupils fall into, and out of which there is no means of getting them, except by patiently correcting the errors they make while endeavoring to put their knowledge into a definite shape on paper.

INDUSTRIAL SCHOOLS.

The propriety of establishing Industrial Schools is being considered in some parts of Canada. A good deal of misapprehension seems to exist in regard to their real character, and much confusion arises from the careless use of the terms Reform Schools, Industrial Schools and Industrial Education.

Reform Schools, or Reformatories, are formed for the purpose of reclaiming children who have already entered upon a career of vice. They are special prisons for juvenile criminals, in which they are not only restrained from doing evil, but kept from their former degrading associations and vile associates, and educated. Some Reformatories educate only the mental and moral faculties, but most of them give the inmates instruction in some trade or industrial pursuit.

Industrial Schools are schools for neglected children, in which industrial training occupies a leading position on the programme of work. They are not punitive, but protective. They are combined home and school institutions, established by a State or municipality for those children whose parents, through poverty, drunkenness, or for other reasons, are unable or unwilling to take care of or educate them. The term Industrial School, in its strict application, is applied to institutions especially intended for giving instruction and training in one or more of the industrial arts. The higher schools of this character are named Technical Schools.

Industrial education is the name given to the teaching of any branch of industry in public schools. Needlework and industrial drawing are the only branches of this character which have yet been engrafted on the public school programmes. Reform schools have become established institutions in every civilized country in the world. Germany had 354 in

1867; Great Britain had 65 Reform and 106 Industrial Schools in 1873; France has 411 Reform Schools; and the United States 61.

SHOULD COUNCILS CONTROL SCHOOL BOARDS?

There is considerable agitation in some parts of Ontario in favor of the repeal of the clause in the School Act giving Trustee Boards power to issue a requisition on city and town councils annually for the money needed for school purposes. We have no fear, however, that this law will be removed from the statute book. It is the keystone of the educational system in cities and towns. There is little danger of school boards being extravagant, but there is every reason to fear that councils would be unduly given to cheeseparing economy in school matters. Men are sparing when they vote money to be spent by others. Councils could not be expected to take sufficient interest in school affairs to have an intelligent understanding of their proper requirements. If they should get control of the school purse strings they should also be responsible for the spending of the money; and, judging from the way in which their duties are usually performed, they have quite as much to do already as they can attend to properly. The only economy that could result from making the Aldermen responsible for the school grant would be secured as the consequence of their ignorance of the wants or indifference to the welfare of the schools. The whole trouble really arises because some Aldermen wish a little cheap popularity, and take advantage of the fact that the surest way to influence the heads of a great many men is through the medium of their pockets. These worthy Aldermen forget that School Trustees are representatives of the people, and responsible to the people quite as much as they are themselves. The two bodies are entirely distinct. Their duties in no way clash. The Trustee Boards are quite as respectable as their friends the Aldermen; and it certainly seems to be somewhat presumptuous for the one body to wish to interfere with the duties of the other. It would be quite as reasonable for the School Board to assume to dictate to the Aldermen the amounts they should spend for police, street improvements, &c., as for the Aldermen to attempt to control the expenditure of the School Boards.

Is there any reason why trustees in cities and towns should not have as much power in regard to the raising of school funds as those in rural districts have? The School Trustees in the smallest section in Ontario have full powers to decide the amount of money that should be spent in their district for school buildings, salaries, etc. They also collect and levy their own rates. The powers of the school corporations are identical in this respect in every section and corporation. The only difference made in practice is that the School Boards do not collect their monies in towns and cities in order to avoid expense, as the regular municipal collectors can do it without any additional trouble. Even this difference need not exist, as the law provides that rural trustees may have their taxes collected by the township collectors. In many cases this is done.

Contributions and Correspondence.

THE EDUCATION OF CITIZENS.

ROBERT POTTS, M.A., TRINITY COLLEGE, CAMBRIDGE.

Ought any knowledge of the qualifications and duties of citizens to be taught in the schools of a free State?

The legal maxim, "*ignorantia legis non excusat*," is a valid reason for every citizen acquiring a competent knowledge of the laws which are the guardians of his rights, and the rules of his conduct as a citizen. The laws of England are a rich inheritance, founded upon sound principles and tested by the experience of many generations. Many of these laws are a continuation of the immemorial customs of the past, and some of the ancient laws of Alfred the Great and of good King Edward are still in force among us.

A knowledge of the laws and enactments of the country in which we live is a necessary part of the education of every citizen. It was so regarded in the time of Cicero, who informs us (*De Legg.* 22-3) that the Roman youth were set to learn by rote the laws of the twelve tables, as a necessary part of their education. It was deemed indispensable to imprint on their tender minds an early knowledge of the laws and constitution of their country. History among the Romans was not composed merely to gratify curiosity, but also to inflame the minds of youth by the force of example, and urge them on to emulation. "I have regarded these things," writes an old Roman annalist, after giving an account of Regulus, "that they who read my commentaries may be rendered by his example greater and better." The chief object of the constitution of this country is the maintenance of civil and religious liberty. This liberty consists in the power of a citizen to do whatever the laws permit, and to submit to those rules by which the weak is protected from the strong, the poor from the oppression of the rich. Its every subject is interested in the preservation and observance of the laws. It is the duty of every man to become acquainted with those laws, at least, which concern his duties; for how can a man perfectly do his duty if he be ignorant of what he ought, and what he ought not, as a citizen to do? Every man ought at least to know the laws which concern himself in his daily life, and the great objects and principles on which all the laws of the Constitution stand. Every citizen who contributes to the rates for the house or dwelling he inhabits, is invested with the highly responsible power of voting for the return of persons to legislate in the House of Parliament. Every such citizen may also be called to act on a jury for the trial of his equals in matters of life and death. Other duties of a citizen might be named which cannot be rightly discharged with benefit to the public without some degree of exact knowledge of the laws.

It is obvious to common sense that some other qualifications are needful in citizens besides a mere knowledge of the laws, if the constitution of a state is to be maintained in a healthy condition. If a man be a pauper, an idler, or a violator of the laws, it would not be wise or prudent to invest such a person with the privileges of citizenship. It is not unnatural to expect that such persons would elect as legislators such men as would be more disposed to unsettle than to maintain the laws which secure the rights of property, whether inherited or gained by honest toil. The old proverb is true, "He that hath nothing, is nothing" in the citizenship of states; and such a person cannot be trusted either to make laws or to elect others to make laws for those who have something to lose.

To persons of wealth and property, a knowledge of the laws to a greater extent is not only useful, but necessary for the faithful dis-

charge of the higher responsibilities and duties which devolve upon them both in public and private life. Such persons are liable to be summoned on grand juries, and sometimes on special juries, where, by their verdict, they have to establish rights, estimate injuries, weigh accusations, and sometimes dispose of the lives and properties of their fellow-citizens. The language and forms of expression peculiar to all laws require more care and attention to be understood fully and completely than is commonly supposed by a person not conversant with the exact and technical forms of law. The importance of the proper and exact words being employed in wills and bequests is illustrated by the cases which not unfrequently are brought before courts of law. When questions of law and fact are closely involved and blended together, it is not possible to discriminate and decide such questions without a knowledge of what the law really is.

Again, there are those whose position in life is such as to qualify them to be invested with the power of a magistrate. Such a person should have a perfect knowledge of the common and municipal law, if he is to administer justice according to the law, and not according to his own ignorance and prejudices, or the interests of his class. A magistrate well skilled in the law may be the most useful man in his neighbourhood in giving countenance to the peaceable and industrious, and discountenancing the idle and dissolute, as well as by healing party feuds and preventing vexatious litigation. An exact and extensive knowledge of the laws and their history is still more needful for such persons as are desirous of sitting as legislators in the House of Commons. Those representatives of the people who are ignorant of the old laws, can scarcely be well qualified to vote for new laws. They are invested with the highest trust, to resist questionable or dangerous innovations, and to promote the adoption of improvements in the laws, and to transmit them to the next generation amended, and, if possible, when adopted to secure the well-being of all classes of the community. The House of Commons ought especially to be the people's guardian of the Constitution.

It is needless to state how much more important is a full and exact knowledge of the laws to the members of the Senate, whose legislative functions continue during the whole period of their lives, from the time when they take their seat in the "Upper House." The science of legislation is perhaps the most difficult of all sciences, and notwithstanding its importance, is so despised as to be unworthy of the attention of almost every one who does not follow it as a profession. The neglect of the laws by the class from which our legislators are supplied, appears to support the presumption that the knowledge of the laws of their country descends to them in the same way as the property of their ancestors. Cicero, himself no mean jurist, has left on record (*Legg.* 8-18) that "it is necessary for a legislator to be thoroughly acquainted with the constitution of his country;" and this he declares "is a knowledge of the most extensive nature—a matter of science, of diligence, of reflection, without which no senator can possibly be fit for his office."

MOTIVE POWER IN EDUCATION.

BY REV. S. S. NELLES, D.D., LL.D., PRESIDENT VICTORIA UNIVERSITY.

As is the motive so is the man, and in this respect also "the child is father of the man." Whether, therefore, we speak of the schoolroom or of the university, it is of primary importance to secure the best motive power. And the best is not merely that which happens to be the strongest. Nay, the worst case is that in which the strongest is not the best. It is the strongest in a particular person because the wrong thing has got uppermost; and

perhaps the teacher, by undue indulgence and stimulation, is strengthening what he should weaken, and weakening what he should strengthen. In things mechanical, we are satisfied to get a motor of any kind, provided it be powerful enough, inexpensive, and easy of application; but man being rational, and an end in himself, quite other necessities arise. In this human mechanism there is a spirit within the wheels, and all executive ability that militates against spiritual perfection is worse than lost. However much we may covet scholarship, we have always to remember that there is something beyond, and to strive so to make the scholar as not to unmake the man.

Motives, therefore, in education must be ranked as lower or higher. Among the lower motives may be reckoned the rod, the desire to win prizes, medals, bursaries or scholarships, and the feeling of emulation, whether in its spontaneous form, or as stimulated and forced by class lists and marks of approval. Among the higher will stand the love of knowledge, self-respect, thoughts of ideal perfection, the sense of duty, and a generous scorn of idleness and of all superficial, imperfect work.

As to the rod, it has always played a more or less useful part in the training of boys. Now and then a teacher or parent has had such a genius for government as to be able to do without it, but the cases are rare, and even then it is valuable as a power in reserve. As a good horse goes all the better for a whip in the carriage, so in a schoolroom it is well to have a rod in the background. To supersede it, however, by higher influences should be the teacher's ideal, toward which let him travel as fast as he can. The rod may be called the fourth R, and like the other famous three is only preliminary to something beyond.

The teacher should, I think, act in the same spirit in relation to other secondary motives. Competitive examinations, prizes, class lists and similar honors are perhaps useful incentives, within certain limits, but they are certainly not incentives of a very high order, and may easily be pressed to the detriment of nobler principles. In earlier years the more manly sentiments may need to be supplemented by such auxiliaries, but it is never well to lay the chief stress on the lower part of our nature, not even in boyhood, much less during a university career. Competitive examinations, with the accompanying rewards and honors, are much relied on in our day, especially in England and Canada, and there is reason to fear that we are getting rather beyond the wise and healthy use of such stimulants. This has been called "the age of examinations," and the Germans sneer at us, saying that it is as if we stood crying to all the world, "Come, come, and be examined." Examinations of some sort are, I suppose, indispensable, but they are by no means an infallible test of excellence, and when made not merely the condition to further progress, but the road to all honors and emoluments, they may easily lead to serious disadvantages. All examinations are, according to Huxley, himself a veteran examiner, a kind of "necessary evil," and it is well to keep the evil at its minimum. The greater stress we put upon a test of this kind, the more unerring the test should be, and in this "age of examinations" it is rather staggering to get the above confession from a man like Huxley. Todhunter, another high authority, also speaks as follows: "I have had much to do with examinations, principally, but not exclusively, in pure and mixed mathematics; and my experience is that nothing is so hopelessly worthless, as the products of examination in experimental science. Often after encountering a mass of confusion and error the disheartening conviction has been forced on the examiner that the candidates must have derived positive harm from their attempts. In chemistry especially, it seems to me that mere paper examination, which is all that can, under the circumstances, be effected, is a most inadequate representation of the best parts of the subject."

But even if competitive examinations were a better test than they are, there is still the question how far and in what way it is wise to use them in the work of education. We are always in danger of forgetting that a part, perhaps we should say the most important part, of education is the formation of character. Now, character is formed by the motives under which we are accustomed to act in our earlier years. There is something nobler even than knowledge, and that is the spirit in which a man pursues it and employs it. As the best teacher of boys aims at getting beyond the rod, so the higher educator will endeavor to bring young men as soon and as much as possible under the influence of nobler considerations than class competitions, or the prizes and pecuniary advantages which follow. It may be urged that the desire of winning such ordinary distinctions will not of necessity stand in the way of higher objects. There is indeed a wonderful complexity and co-operative power in human motives, and it is perhaps impossible to keep the mind always independent of inferior attractions, but, although higher and lower motives may sometimes co-exist or operate in rapid alternation, it still remains true, that the ascendancy of passion is not the ascendancy of principle, nor the sway of a sordid affection but the sway of a noble one. As in matter so bodies do not occupy the same space, so in mind there is a certain persistence and displacement of motives by which character is determined. The more of the lower the less of the higher, and conversely. When the Great Teacher tells us that we cannot serve God and Mammon, he points very emphatically to the exclusive force of a dominant principle, or as Chalmers has expressed it, "the expulsive power of a strong affection." If secondary or sordid motives are to be sometimes tolerated, it does not follow that they are to be fostered and made all-prevailing. Milton represents Mammon, "the last erected spirit that fell," as losing "the vision beatific" by walking in heaven with "his looks and thoughts always downward bent," admiring "the riches of heaven's pavement." This may furnish a salutary hint to all those who would climb the hill of science. There is a marvellous enlargement and inspiration of soul in the upward gaze. There is, says Bacon, "no alliance so close as that between truth and goodness." And, although genius of a high order is sometimes combined with meanness of soul, sooner or later the better powers of the intellect must suffer from the ill-omened wedlock. If, as Burke says, "the passions instruct our reason," it must be the nobler passions that do so; the baser propensities tend rather to becloud and disorder the mind. And among the purer and better principles of action on which the teacher may, and should, lay great stress and assiduously cultivate, is the love of knowledge for its own sake, together with a desire to do thorough and honest scholarly work, a sort of intellectual conscientiousness, which with some students easily becomes a passion and a power. Next to the sense of duty, to which it is closely allied, this love of knowledge and mental excellence would appear to be the proper and distinctive motive of the scholar and man of science. It has been very marked in the lives of many eminent men, among them that of the great and good Faraday, who was so fearful of being touched by any sordid considerations that he gave, on one occasion, as a reason for declining an office of high honor, that he feared it would "corrupt the simplicity of his intellect." The notion with some educators would seem to be that a young man is to be drawn or pushed forward by all conceivable inducements to secure academic honors and admission to a lucrative profession, and that then there will enter, in some mysterious way, a new and better order of things. The old habits of thinking and feeling are suddenly to drop away, with the outworn academic gown, and new inspirations and tendencies are spontaneously to take their place. Perhaps it may sometimes turn out so, but the probabilities are against it, and when the transformation does hap-

pen, it must be, not as the result of such an educational system, but in spite of it. Twenty or twenty-five years is a long time for a young man to be schooling himself under low aims and aspirations. He is quite likely to cherish the same spirit for the rest of his days, to retain the same ideas of the object of life, and to put the same significance on the word *success*, finding at last when too late that the so-called success is the saddest of all failures. I am glad to be able to illustrate and strengthen my position by another citation from Todhunter. "I wish to join my protest, feeble as it may be, with that of many other persons both within and without the University, against the exorbitant development of the system of competitive examinations. We assume in all our arrangements that men will read only what will pay in examinations, and assume it, I believe, contrary to the evidence furnished by other Universities, and by our own; and by showing how firmly we grasp this sordid creed ourselves, we do our best to recommend it to others. We give our highest honors and rewards for success in special examinations; and thus we practically encourage, not the harmonious development of all the faculties of the mind, but the morbid growth of some and the decay of others. We tempt our students to regard degrees and fellowships as the end of life, and not as incentives to manly exertion and aids to pure unselfish service; we cannot wonder then that not a few who start in their course so well seem to fail; to use Bacon's simile, they resemble the fabled Atlanta who lost the race because she stooped to pick up the golden apples."

OBSERVATIONS ON THE LAW RELATING TO CORPORAL PUNISHMENT BY TEACHERS.

BY F. C. POWELL, PRINCIPAL OF KINCARDINE MODEL SCHOOL.

(Published by request of the Bruce Teachers' Association.)

The absence of complaint respecting the treatment of children by their parents is no proof that their discipline is either more just or more judicious than that of teachers. The child who is punished by his parent has no means of redress; he finds no one to condemn the parent's action and sympathize with him; while on the other hand the child punished by the teacher usually finds more or less sympathy among his playmates, and too frequently among parents who possess stronger feelings than common sense.

The legal rule is that the teacher should adopt the same course as the "wise and judicious parent." This may seem quite right, since the teacher is expected to act as legal parent; but where is the parent who does not consider that he is wise and judicious, and where will you find two parents who will do exactly the same under similar circumstances? If, then, two parents cannot be found to run parallel in their methods of discipline, how can we expect all to run parallel with the teacher? Each parent, adopting the legal test, assumes that he has a perfect right to condemn the course of any teacher when it does not run in accordance with his own peculiar ideas. The natural result *would be*, and too often the *actual result is*, a collision between the parent and teacher.

A certain boy has been guilty of a very grave offence, and in the teacher's opinion deserves severe corporal punishment; other means have been tried and have failed, this is a last resort. The law, as interpreted by the Minister of Education, says he should not be expelled. Cautiously, after mature consideration, the teacher inflicts the necessary and well-merited punishment. The boy is dismissed, goes home, meets his mother, tells a very pitiful tale, shows the mark of the rod. The mother denounces corporal punishment as only fit treatment for brutes, and calls upon the father to seek

redress. He thinks the matter over, and makes some inquiries respecting the best course to pursue. "Shall I see the trustees? No, that will not do; they are interested in the welfare of the school, and the teacher is their servant; they are sure to decide against me. Shall I consult the Inspector? No, that will not do; he is influenced by the same causes as the trustees. *I am resolved* what to do. I will lay the matter before a magistrate, and have this teacher fined for his brutal treatment of my innocent child. Yes, I'll have him summoned and punished for assault and battery."

The teacher is arraigned before a magistrate, he is found guilty, and ordered to pay a fine and costs or spend a certain time in gaol. Here we see, then, as the law now stands, that every teacher, male or female, is liable at any moment to be arraigned before a tribunal, and treated as a person guilty of common assault and battery. I have not known, among the many cases that have come under my notice, a *single one* that was not decided against the teacher. That this state of things should exist seems strange—that it does exist is a realized fact, and a close inspection will abundantly show that it is only the natural result of existing causes. The magistrate interprets the law to suit the occasion. The parent is a personal friend and wishes a favorable decision. The teacher is a stranger, possibly without active friends. The magistrate, in his anxiety to satisfy, or it may be to gratify the parents, never seems to consider the injury his decision may do the teacher, the school, or the community. The idea of the greatest good to the greatest number never influences his decisions.

Teachers do not claim any special legislation in their behalf, inconsistent with Canadian interpretation of British justice. But they ask, and justly too, for such protection as will enable them to discharge their duties honorably as well as faithfully, without degrading the profession or its members.

The spirit of the age has been and is at present opposed to the use of the rod in our public schools, and legislative influence by popular prejudice has remained silent and inactive, allowing the teacher to draw upon his own resources to meet the requirements of the time. Though all wise teachers will and do agree that in our schools corporal punishment should be reduced to the narrowest possible limit, they still hold that the natural disposition and home training of some children are such that they must be acted upon physically in order to restrain their evil tendencies.

If, then, corporal punishment is a necessary factor in our school discipline, the State, from which the teacher derives his authority, should protect him while administering it judiciously; and since the law as it now exists and is administered does not accomplish this end, teachers are justified in demanding a change.

Having given the matter some consideration, I would suggest the following:

The parent, when satisfied that his child has been abused, may have him examined by a physician, who shall, if the child has been injured, give the parent a certificate to that effect. This certificate shall entitle the parent to an investigation of the case by the trustees, who, if circumstances justify it, shall grant the parent permission to cite the teacher before a bench of not less than three magistrates, who shall hear the evidence and decide upon the punishment; and should a fine be imposed, it shall be paid over at once, by the presiding magistrate, to the treasurer of the Teachers' Association in the Inspectorial Division.

The change here suggested would protect the honest and prudent teacher in the faithful discharge of his duties, without ignoring the right of the parent to guard his child against improper punishment or undue severity.

Mathematical Department.

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

PROBLEMS INVOLVING FRICTION.

It must be remembered that the laws of friction usually given, viz. :—

1. The friction varies as the normal pressure when the materials of the surfaces in contact remain the same.

2. The friction is independent of the extent of the surfaces in contact so long as the normal pressure remains the same.

relate to limiting friction, i.e., motion is supposed just about to take place, and friction acts in a direction contrary to this motion. The effect of the introduction of friction into mechanical problems is to introduce an additional unknown quantity, but the above laws furnish us with an additional equation. Thus if R be the normal reaction between two rough surfaces in contact, F the friction, and c the co-efficient of friction, the additional unknown quantity is F , and the additional equation is $F = cR$, c being a known quantity determined by experiment. Beginners occasionally make mistakes in reference to what R is in this equation. Thus, if a weight (W) be supported on a rough plane of inclination α , by a force (P) inclined at an angle θ to the plane, the weight resolved perpendicular to the plane is $W \cos \alpha$, but it must not be supposed that the friction is $cW \cos \alpha$, for the normal reaction of the plane is not $W \cos \alpha$. Part of the force $W \cos \alpha$ is counterbalanced by P resolved perpendicular to the plane, i.e., by $P \sin \theta$, so that the normal reaction of the plane is $W \cos \alpha - P \sin \theta$, and the friction is this multiplied by c . In solving problems in which rough surfaces are concerned, we represent the forces acting on the body, as usual introducing the friction (F) which always acts in a direction contrary to that in which motion is supposed to take place; and then form the usual equations by resolving in perpendicular directions and taking moments, being careful not to omit the equation $F = cR$, which experiment furnishes.

1. Find the co-efficient of friction if a weight just rest on a rough plane inclined to the horizon at an angle of 60° .

Let R be the normal reaction of the plane, F the friction acting up the plane, W the weight of the body, then resolving along and perpendicular to the plane, $F = W \sin 60^\circ$, $R = W \cos 60^\circ$; also $F = cR$. Hence $\frac{cR}{R} = \frac{W \sin 60^\circ}{W \cos 60^\circ}$, or $c = \tan 60^\circ = \sqrt{3}$.

2. A weight of 20 lbs. just rests on a rough plane inclined at an angle of 45° to the horizon; find the pressure at right angles to the plane, and the force of friction exerted.

Resolving along and perpendicular to the plane $F = 20 \sin 45^\circ$, $R = 20 \cos 45^\circ$; or $F = 10 \sqrt{2} = R$. Here, since $F = cR$, evidently $c = 1$.

3. A weight of 10 lbs. is just supported on a rough plane whose inclination is 60° by a power of 5 lbs. acting parallel to the plane. Find the inclination of the plane on which the weight would just rest of itself.

Resolving along and perpendicular to the plane, we have $F + 5 = 10 \sin 60^\circ$, $R = 10 \cos 60^\circ$; also $F = cR = c \times 10 \cos 60^\circ$. Hence $10c \cos 60^\circ + 5 = 10 \sin 60^\circ$; $\therefore 5c + 5 = 5\sqrt{3}$, or $c = \sqrt{3} - 1$. Again, if α be the inclination of the plane when the body just rests on it supported by friction alone, $cR = 10 \sin \alpha$, $R = 10 \cos \alpha$; $\therefore c = \tan \alpha$, or $\alpha = \tan^{-1}(\sqrt{3} - 1)$.

4. A beam rests with one end on the ground, and the other in contact with a vertical wall. Having given the co-efficient of friction for the wall and the ground, and the distances of the centre of gravity of the beam from the ends, determine the limiting inclination of the beam to the horizon.

Let a, b , be the distances of the centre of gravity of the beam from its lower and upper ends respectively; R, S the normal reactions of the ground and wall; c, c' the co-efficient of friction for the ground and wall respectively; W the weight of the beam, and α its inclination to the horizon. At the lower end the friction (cR) acts horizontally towards the wall; at the upper end the friction ($c'S$) acts vertically upwards along the wall, the directions of friction in both cases being contrary to the direction in which motion is about to take place.

Equating the vertical and horizontal forces, we have $R + c'S = W$, $cR = S$; hence $\frac{S}{c} + c'S = W$, or $S = \frac{cW}{1+c'c}$. Also taking moments about the lower end, $W a \cos \alpha = (a+b)(S \sin \alpha + c'S \cos \alpha)$, or $W a \cos \alpha = (a+b) \frac{cW}{1+c'c} (\sin \alpha + c' \cos \alpha)$; whence $\tan \alpha = \frac{a-bcc'}{c(a+b)}$.

5. A sphere of radius a is supported on a rough inclined plane (for which the co-efficient of friction is c) by a string of length $\frac{a}{c}$, attached to it and to a point in the plane. Prove that the greatest possible elevation of the plane, in order that the sphere may rest when the string is a tangent is $2 \tan^{-1} c$; and find the tension of the string and the pressure on the plane in the limiting position of equilibrium.

Let 2θ be the angle between the string and the plane; α the inclination of the plane, and therefore the angle between the direction of the weight of the sphere (W) and the radius drawn to the point of contact; T the tension of the string and R the reaction of the plane.

Then $\sin \theta = \frac{c}{\sqrt{1+c^2}}$, $\cos \theta = \frac{1}{\sqrt{1+c^2}}$; $\therefore \sin 2\theta = \frac{2c}{1+c^2}$, $\cos 2\theta = \frac{1-c^2}{1+c^2}$. Taking moments about centre of sphere,

$T = cR$ (1). Resolving along and perpendicular to the plane $T \frac{1-c^2}{1+c^2} + cR = W \sin \alpha$, (2); $T \frac{2c}{1+c^2} + W \cos \alpha = R$, (3).

From (1) and (2) $T \frac{2}{1+c^2} = W \sin \alpha$, (4). From (1), (3) and

(4) $T \frac{2c}{1+c^2} + T \frac{2}{1+c^2} \cot \alpha = \frac{T}{c}$; whence $\cot \alpha = \frac{1-c^2}{2c}$,

$\tan \alpha = \frac{2c}{1-c^2}$, $\tan \frac{1}{2} \alpha = c$, or $\alpha = 2 \tan^{-1} c$. We shall find $T = cW$, and $R = W$.

The laws of friction above stated hold when there is sliding motion, although the friction is not of same amount as in the state bordering on motion; when there is a difference it is greater in the latter case than in the former. When there is sliding motion, the friction is independent of the velocity.

6. A body is projected up a rough inclined plane with velocity $2g$; the inclination of the plane to the horizon is 30° , and the co-efficient of friction is $\tan 15^\circ$. Find the distance along the plane which the body will describe.

The normal reaction of the plane is $W \cos 30^\circ$, and \therefore friction $= W \cos 30^\circ \tan 15^\circ$; hence entire force down the plane $= W \sin 30^\circ + W \cos 30^\circ \tan 15^\circ$. But acceleration $= \frac{\text{force}}{\text{mass}}$. Therefore

acceleration down the plane $= (W \sin 30^\circ + W \cos 30^\circ \tan 15^\circ) \div \frac{W}{g} = g(\sin 30^\circ + \cos 30^\circ \tan 15^\circ) = g \frac{\sin 45^\circ}{\cos 15^\circ} = \frac{2g}{\sqrt{3}+1}$. Now,

if s be dis. described before body comes to rest, $v^2 = 2fs$; $\therefore (2g^2 = 2 \cdot \frac{2g}{\sqrt{3}+1} \cdot s$; $\therefore s = g(\sqrt{3}+1)$.

In the above, want of type has compelled us to denote the coefficient of friction by c instead of by π , as is usual. Our innovation is not to be imitated.

The following solution of Problem 1 in the November number is by Mr. Anderson, of Mimico:

Let x = greater segment of base; y = side adjoining greater segment. Then $x - 495$ = lesser segment: $1155 - y$ = side adjoining lesser segment. Also $x^2 + (300)^2 = y^2$; $(x - 495)^2 + (300)^2 = (1155 - y)^2$. Subtracting, $7y - 3x - 3300$ or $y = \frac{3300 + 3x}{7}$.

Substituting this value of y in the first equation, $x^2 = \left(\frac{3300 + 3x}{7}\right)^2 - 90000$; or $x^2 - 495x = 162000$; whence $x = 720$; $y = \frac{3300 + 3x}{7} = 780$; lesser segment = $720 - 495 = 225$, and base = $720 + 225 = 945$. Also other side = 375 . Thus sides are 780 and 375 , and base is 945 .

Solutions were also given by Messrs. McJanet, of New Edinburgh, R. R. Cochrane, of Ottawa, G. Shaw, of Kemble, and P. H. Harper, of Arthur.

"A Farmer" of Waustead furnished two solutions, one of them very ingenious, since by a geometrical construction the use of quadratics was dispensed with. Its length and the need of a figure prevent us from giving it.

Mr. M. Gormly, of Cobourg, has sent in a solution of Problem 1, in October number.

PROBLEMS FOR SOLUTION.

1. A ball whose elasticity is e is projected from a given point in the circumference of a circle, and, after two reflections from the interior surface, returns to the point of projection. Find the angle made by the direction of projection with the radius at the given point. G. SHAW, Kemble.

2. The hour, minute and second hands of a watch turn about the same centre. (1). When after half-past four o'clock will it first occur that the number of minute divisions between the hour and second hands will be three times the number between the hour and minute hands? (2). When, after the same time, will the second hand first bisect the angle between the hour and minute hands?

3. The grass on a field is growing at a uniform rate. When it reaches a certain height, 28 oxen are turned into the field, and graze it to the ground in $4\frac{1}{2}$ days; after it has again reached the same height, 21 oxen are turned in and graze it to the ground in 12 days. When the grass has again grown to its former height, how many oxen should be put into the field so that it may last them $25\frac{1}{4}$ days? J. K. Underwood.

The four following are furnished by Mr. Glashan, of Ottawa, the first three being taken from the authors mentioned after each:

4. Prove that $1^4 + 2^4 + 3^4 + \dots + n^4 = \frac{1}{5} \{6(1 + 2 + 3 + \dots + n) - 1\} (1^2 + 2^2 + 3^2 + \dots + n^2)$.

GENISCHID (died before 1450).

5. To divide the triangle ABC from the point D without the triangle, as $k : 1$, with a right line OD . Required the proof of the following construction: From the point D , draw two lines parallel to the sides AC, CB through which you conceive the line of division OD will pass, as DF, DV . Divide CB in G as $k : 1$, that is $k : 1 :: CB : CG$. Join FG , and make AE parallel to FG , and $EH = 4 CV$. From CH with the distance CE , draw two arcs which intersect at W . Make EN

$= EW$. Bisect CN in O . Join OD ; then triangle ACB : triangle $KCD : k : 1$. (In the figure the points OGE are in the side BC , and N, V, H are in that side produced; R is in AC , and F in AC produced.)

Strode in Wallis's Angular Sections, 1684.

6. Resolve the equations $x_1 + n = a(x_2 + x_3), x_2 + n = (a + 1)(x_3 + x_4), x_3 + n = (a + 2)(x_4 + x_1), x_4 + n = (a + 3)(x_1 + x_2)$. LEONARDO PISANO.

7. In the October number of the C. S. J., page 101, is a *Mathematical Puzzle*. Show that this is only the first of a series of such puzzles, and find the series. With what proposition in Euclid is the puzzle closely connected?

8. The sides of a triangle are 88, 98 and 126; find the radius of the circumscribing circle. A FARMER.

Practical Department.

CONVERSATIONAL COLUMN.

Do you approve of the use of charts in teaching writing? Certainly not, if the teacher knows how to teach writing; he should make his own "charts" on the black-board. "But he cannot make them so accurately." Decidedly not. He would be very injudicious if he spent the time of his class in *trying* to do so. He can do what is of much greater importance, however. He can illustrate the elements of the chart. He can make them on the board in the presence of the pupils. The class will take tenfold more interest in work done in their presence, even if it is not absolutely precise, than in mere forms presented on a chart. It is not at all necessary for the pupils to have the forms of letters, &c., on charts; they have them already in their copy books. The chart can only be a substitute for the blackboard, and it is the substitution of the dead form for the living reality. The copy book gives the *form*, the black-board should be used to give *ideas*, with reference to the formation of letters. At the board, the teacher can take *one* element at a time, and fix the attention of his class on that alone; the chart is crowded with elements, and to look at it simply leads to confusion. All experienced teachers of writing know that most of their work in teaching the subject consists in correcting the errors made by their pupils. These errors may easily be classified and explained on the board. This cannot be done by means of a chart.

Would any intelligent educator approve of a series of charts on which all the problems in our arithmetical text books were carefully worked out? Some teachers would no doubt like such a series of charts. They would be so convenient to hang up before their classes, especially when the problems are difficult. The pupils could see when to multiply and when to divide, and so on. It would be so easy to teach, and so hard to learn anything! Every true teacher knows that the steps in any subject should be taken separately and explained thoroughly point by point. He knows that this is true in teaching writing as it is in teaching arithmetic.

MISTAKES IN TEACHING.

No. II.

It is a mistake to suppose that detecting errors is equivalent to correcting them. Many teachers simply test the ability of their pupils to answer certain questions relating to the subject in hand. They ask the questions, and if they are missed, they mark the results on the delinquent pupils themselves, or in the conduct and work register. Sometimes both methods of *marking* are adopted. The

teacher seems to think that his whole duty is performed when he has wisely shaken his head and said "next," or "wrong," or passed the question to some other pupil. It is not enough to show a pupil that he does not know the answer or understand the subject.

To say, as a teacher once did to a boy, "You don't know nuthin'," is not a very good educative process. To show a pupil that he does not know a thing is often a necessary part of the teacher's duty, but it is never his *whole duty*. He must make the pupil correct his error in some way or other. If possible the pupil who makes the mistake should be led to see his error, and to think out the correct solution of the difficulty himself, or find the answer in his text book by study. The more independent the pupil can be of the teacher in this respect the better. Indeed the teacher's whole duty may be said to consist in aiding his pupils to become independent men and women, capable of grasping the problems of life, and of solving them in a proper manner. He can best do this by making them correct their own errors themselves. However, the errors *must be corrected*, whatever be the method of doing so. The teacher is not a mere machine for testing the accuracy of answers, applying appropriate (?) punishments, and marking results. If one or two or more pupils miss in answering, they should each repeat the right answer before another question is asked.

It is a mistake to be satisfied with one correction of an error. The teacher should repeat and re-repeat the questions that have been missed. He should not, of course, repeat a question several times in succession. Time will not admit of consecutive repetition by the same individual. If several members of a class have failed to answer a question properly, it is quite right occasionally to have the answer given in rapid succession a few times by the class simultaneously. When an error has been made and corrected by the pupil who made it, the same question should be given again to him a few minutes afterwards. Impressions are made, and errors eradicated by repetition. Whenever it is possible, as in spelling, composition, &c., for the pupil to make a list of the mistakes he makes, he should be required to do so. These lists should be used frequently in drills. The best spelling book a pupil can have is a list of the words he has spelled inaccurately. The best dictionary he can have is a list of the words he has mispronounced in reading, or in conversation with his teacher.

TEACHERS' CERTIFICATES.

Enquiries are frequently made with reference to Teachers' Certificates issued by the Education Department of Ontario. The following is a concise statement of their kind, their comparative values, and the conditions on which they are granted:

KINDS.—The Certificates are of three classes; First, Second and Third. First Class Certificates are divided into three grades, A., B. and C.: and Second Class into two grades: A. and B. Third Class Certificates are ungraded.

COMPARATIVE VALUE.—The Certificates rank in value as follows:

1. First Class A.
2. " " B.
3. " " C.
4. Second " A.
5. " " B.
6. Third Class.

First and Second Class Certificates are valid in all parts of the Province, and during the good behaviour of their holders. They can be annulled only by the Minister of Education. Third Class Certificates are valid only in the County in which they are issued, and remain valid for only three years.

CONDITIONS ON WHICH CERTIFICATES ARE ISSUED:

Before receiving a Certificate, even of the lowest grade, a candidate must satisfy the Educational Department in relation to two questions: first, he has to show that he has a sufficient knowledge of the subjects he has to teach; and second, that he knows *how to teach* them. He is thus required to pass two examinations before receiving a certificate to entitle him to teach. These are named the "Non-professional" and the "Professional." The first is an examination on the subjects taught in schools; Arithmetic, Grammar, &c.: the latter relates mainly to methods of teaching, School Management, School Law, &c. Both these examinations must be passed satisfactorily before a candidate receives his certificate. (For a detailed statement of the work of the "Non-professional" examination for First, Second and Third Class Certificates see page 235, Compendium of School Law and Regulations, 1878.)

THIRD CLASS CERTIFICATES:

A candidate, to obtain a Third Class Certificate, has to do three things:

1. Pass a "Non-professional" examination.
2. Attend a County Model School for eight weeks.
3. Pass a "Professional" examination.

The first step may be taken by a male candidate at the age of seventeen years, and by a female at the age of sixteen. The certificates are not issued until they are eighteen and seventeen years of age respectively.

SECOND CLASS CERTIFICATES:

Before receiving a Second Class Certificate four conditions must be fulfilled:

1. The candidate must have taught successfully at least one year in a Provincial School.
2. He must pass the "Non-professional" examination for Second Class Certificates.
3. He must attend a Normal School for one term and receive a satisfactory report from the Principal.
4. He must pass a "Professional" examination conducted by the Central Committee.

The passing of the High School Intermediate Examination is regarded as equivalent to passing the "Non-professional" examination for Second or Third Class Certificates.

FIRST CLASS CERTIFICATES:

First Class Certificates may be obtained on the following conditions:

1. The candidate must have previously obtained a Second Class Certificate.
2. He must have taught successfully in a Provincial School for two years, or have attended a Normal School for one year after having obtained his Second Class Certificate.
3. He must pass a "Non-professional" examination.
4. He must pass a "Professional" examination.

The examination papers for all teachers are prepared by the Central Committee. The answers of Third Class Candidates are read by the County Boards of Examiners; those of First and Second Class Candidates are read by the Central Committee, assisted by a number of sub-examiners who read under their direction.

THE CHARACTER OF PUPILS.

We take pleasure in inserting the following communication. Every teacher knows that the better he understands the character of his individual pupils the easier his work in disciplining becomes, and the higher are the results of his teaching. Too little attention

is paid to the development of *character* in schools. If each teacher kept at home a sketch book with a page for each pupil, in which he entered notes of any leading characteristics or peculiarities he observed, it would aid him materially in his own work, and would form a valuable legacy for his successor.

To the Editor of the *Canada School Journal*.

Believing that the following may be useful to the teaching profession, I submit it for consideration.

My predecessor, glancing over the difficulties which he encountered in the management of the school, came to the conclusion, that, if he had known the disposition of the leading characters before entering upon his duties, many disagreeable things might have been avoided. This thought led him to give his successor a short sketch of the character of the leading pupils, with what he considered the best means of governing them. Having found these notes of great benefit, I wish to draw the attention of teachers to the possibility of helping one another in this way. If treated confidentially, I think much good may result from notes of this kind. The following specimens will illustrate the matter. Of course, the names are supplied for the occasion, and our geographical position must remain a secret.

TEACHER.

Y.—Polite, studious in a fair degree, and pleasant to her school fellows. This is the bright side. If she dislike the teacher, will be found hard to manage, as she knows how to be exasperating without sulking or being rude, although she may be such at times. A quiet course appealing to her politeness will produce the desired effect. Is rather inclined to be distant to the teacher, and will not be likely to forget her place.

Z.—Polite, and pleasant also, but is not so healthy as Y, and so is more peevish. Is very unpleasant when she has a dislike to any one. Is also wilful at such times. Cannot recommend any particular course, except watchfulness to avoid causing dislike.

X.—Will give but little trouble, and will generally cease any frolic he may be engaged in for a firm, quiet remonstrance. He is quick tempered and high spirited, and resents bitterly anything which he considers is unjust.

P.—Not a good boy by any means, but, poor fellow, he has not been well trained at home. He is careless about study. I think the only way to produce any effect on him is to pursue a steady, determined course, trying to excite his higher nature and using little harshness in word or deed, as he will profit but little by punishment of any kind.

BOTANY IN THE SCHOOLS.—II.

H. B. SPOTTON, M.A.

In a previous paper a few hints were given regarding a method of teaching Botany which has been found by repeated trials to be productive of very good results. The essence of the method is that the facts of plant-structure are to be learned by direct observation of the plants themselves; that these observations shall first be directed to such points as are manifest without any very minute inspection of specimens, and afterwards to characters not so apparent, and involving a greater degree of nicety in observing; and, lastly, that the results of these observations shall be systematically written down in botanical language. It was also suggested as desirable that the instructor should select for successive examinations nearly related plants, and thus initiate his pupils into those principles which lie at the basis of systematic Botany.

Let us suppose that the first plant put into the hands of the class is the common Buttercup—a plant, by the way, peculiarly suitable for the first examination, on account of the complete separation which exists among the parts of the flower. Care will have been taken to provide specimens in various stages of advancement, some with flower-buds, others in full bloom, and

still others from which the showy parts of the flower have fallen away. It is possible that the same plant may exhibit all these stages. Each pupil being provided with a specimen, the examination may commence with the root; the only points requiring notice at first are its form, the absence of colour, and the absence of anything like leaves or leaf-buds. The thread-like nature of the roots having been duly observed, the term applicable to this particular form is to be announced, and the class directed to describe all such roots as *fibrous*. Then the stem is to be examined, attention being drawn to its comparatively soft texture, in consequence of which the term *herbaceous* is applied to it; to the *nodes* from which the leaves spring, and to the *internodes*; then to the fact that the branches all arise from the *axils* of leaves; and, lastly, that every branch, as well as the main stem, has a flower or flower-bud at its upper end. The leaves come next in order. The presence of stalks in the lowest ones, and their absence in the upper ones, which are therefore *sessile*, will be pointed out; then the distinction between *blade* and *petiole*; also the *lobing* and *veining* of the blade.

Then come the flowers. The elevation of each upon a stalk (*peduncle*) is the first point. Then a flower which has just opened is to be taken, and the inspection of it commenced at the outside. The points in order will then be: the five *sepals*, collectively the *calyx*; freedom of the sepals from each other—the calyx consequently *polysepalous*; the five *petals*, collectively the *corolla*; this *polypetalous*; the insertion of the petals *alternately* with the sepals, not *opposite* the latter; the similarity of petals in size and shape, and the consequent *regularity* of the corolla; sepals and petals only modifications of ordinary leaf structure. Then the circle of *tamens*; parts of each; structure and use of the *anther*; the *pollen*; the stamen only a modified leaf-form; plan of the stamen; stamens in this case all separate and numerous, and therefore described as *polyandrous*. Then, having stripped off the calyx, corolla, and stamens, the raised mass (*pistil*) which still remains in the centre is to be investigated. The pupils should separate this mass, and see for themselves that it consists of many similar pieces (*carpels*). These being found to be separate from each other, the pistil is to be described as *apocarpous*. A single carpel may next be examined, and its parts, *ovary*, *stigma*, and short *style*, carefully studied. The carpels having been removed, the only thing remaining to be observed is the swollen top of the peduncle (*receptacle*) to which, in the Buttercup, all four circles, calyx, corolla, stamens, and pistil, are attached. The terms *inferior* and *superior*, as applied to the insertion of the calyx, corolla, and pistil, and the term *hypogynous*, as applied to the insertion of the stamens, may then be explained. The use of these terms is essential in filling up the descriptive schedule alluded to above, and no difficulty need be apprehended in conveying a clear idea of their meaning and application. As a great deal depends on the thoroughness with which the first examination is conducted, it may be found expedient to divide it into two parts. In any case, it will be absolutely necessary to review the work of the first lesson, and the teacher must satisfy himself, before taking another step, that no point in connection with this first examination remains obscure. He may then either require at once from the pupils a tabular description of the plant they have just been engaged upon, or he may defer this until one or two more plants have been examined, and a greater degree of familiarity with the different parts and the terms describing them has been gained. The second alternative is, on the whole, better, and if the Hepatica, or Marsh-marigold, or some other common Ranunculaceous plant, be selected for the next lesson, it cannot fail to excite the interest of all concerned when they observe, that though, in gene-

ral appearance, the new plant is readily distinguishable from the Buttercup, yet in the *plan of the flower* the two exhibit a striking resemblance. This interest it will be the teacher's duty to foster and develop, and a "delightful task" he will assuredly find it to be.

The forms which follow, and which are filled in with descriptions of the Buttercup and the Hepatica, may either be supplied to the pupils as printed blanks, or they may be drawn on slates or paper by the pupils themselves. The term "cohesion" has reference to the union of like parts, sepals with sepals, petals with petals, &c.; "adhesion" to the union of unlike parts. The symbol ∞ means "indefinite" or "numerous."

BUTTERCUP.

ORGAN.	No.	COHESION.	ADHESION.	REMARKS.
Calyx..... Sepals	5	Polysepalous ..	Inferior	
Corolla..... Petals	5	Polypetalous ..	Inferior	
Stamens	∞	Polyandrous ..	Hypogynous ..	
Pistil..... Carpels	∞	Apocarpous ..	Superior	
Root.....Fibrous. Stem.....Herbaceous. Leaves.....Lowest petioled; uppermost sessile; net-veined.				

HEPATICA.

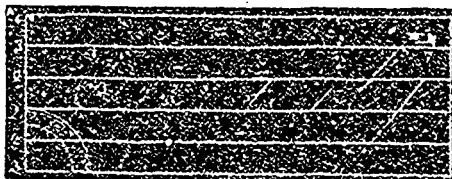
ORGAN.	No.	COHESION.	ADHESION.	REMARKS.
Calyx..... Sepals	7-12	Polysepalous ..	Inferior.....	Coloured like a corolla.
Corolla.....				Wanting.
Stamens	∞	Polyandrous ..	Hypogynous ..	
Pistil..... Carpels	∞	Apocarpous ..	Superior	
Root.....Fibrous. Stem.....Suppressed. Leaves.....Radical; net veined.				

PENMANSHIP IN SCHOOLS. VI.

BY W. B. ROBINSON, ONTARIO BUSINESS COLLRGE, BELLEVILLE.

There are certain terms employed in blackboard illustrations which it will be necessary to define before proceeding to a description of principles and letters. As there are short, partially extended, fully extended and capital letters, there must be some definite scale of proportion if they are to be made respectively of uniform size.

If we draw four parallel, horizontal lines at equal distances apart, so as to include three spaces, we shall have a scale for regulating the *height* of the various letters above the line on which they rest. By drawing two additional lines beneath these we shall secure two additional spaces for regulating the *depth* of the descending letters. Our space will thus require *six lines*, enclosing *five spaces* for measuring the full length of the longest letters, thus:



It would be well to have these lines permanently ruled or painted on a blackboard in the class room.

The line (1) upon which the letters rest is called the **BASE LINE**.

The line (2) to which the top of the short letters reach is called the **HEAD LINE**.

The line (4) to which the top of the long letters, such as *l*, reach is called the **TOP LINE**.

In the description of letters we shall often make use of the terms *one space*, *two spaces*, &c. The small letter *u* may be taken as the standard of measurement for the height and width of small letters. In the foregoing diagram the short letters are to be written in the middle space.

A **SPACE IN WIDTH** is the distance between the two slanting straight lines in small *u*.

The oval, as divided in diagram, is the basis of all letters. From it we derive the three elements or strokes, from combinations of which all the letters are formed.

THE FIRST ELEMENT is the oblique straight line. This is the fundamental line in writing. It forms the main stroke, in whole or in part, in twenty-two out of the twenty-six small letters; in all, except *c, e, o, s*. As soon as pupils can make it *fine, straight*, and with *uniform slant*, their writing begins to look well. The teacher's attention should therefore be especially directed to these three points.

THE SECOND ELEMENT is the concave curve, or right side of an oval, and may be known by its presenting to the eye the concave or hollowing surface. It is written both upwards and downwards, and is generally a connecting-line, but sometimes the whole or part of a main line, as in *O, S*.

THE THIRD ELEMENT is the convex curve, or left side of an oval, and may be known by its presenting the convex or rounding surface to the eye. This curve is written both upwards and downwards, and is generally a connecting-line, but sometimes the whole or part of a main line, as in *C, E, O*.

Most persons fail in the proper formation of the **SHORT HALF-OVAL TURNS**. They are usually looked upon as the most difficult points in writing. The first is a combination of the first and second

elements, passing through one space and joining at the bottom. It constitutes a part of the letters *i, u, w*, etc.

The combining process is wherein the difficulty lies, and requires great care and precision. The joining of the downward straight line and the upward curve should be as smoothly and neatly done as possible, without sharpness or rotundity—a *short turn* but not an *angle*. This is called the *half-oval turn*, because if the curve were continued around it would constitute an oval-turn, but as constructed, the oval is divided. The second combination

is formed of the third and first elements, carried through one space, joined at the top with the half-oval turn. It is the exact reverse of the first combination. The oval, as divided in foregoing diagram, gives the basis of the various turns, oval, half-oval and contracted-oval or loop.

THE SLANT of the down-strokes in writing is fixed at an angle of fifty-two degrees from the horizontal, as indicated in the quadrant at the lower left hand corner of the schedule. This slant has been found in all respects best suited for a rapid, easy style of writing.

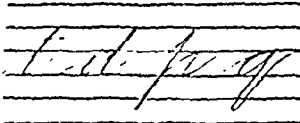
Whatever slope is used for the first word in a manuscript, it should be followed throughout. Nothing spoils the appearance of an otherwise well-written sheet more completely than zig-zag slopes, or indeed any departure from uniformity in this respect.

Letters, as to the longitudinal space they occupy, are divided into three classes:

1. **SHORT OR MINIMUM.**

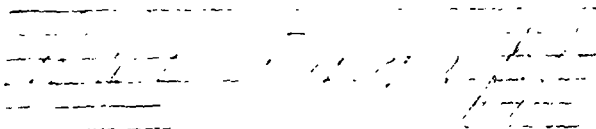
The minimum letter is of the smallest class, and includes—

2. THE STEM LETTERS ARE



t, d and p should extend above the line of writing, twice the length of the minimum letters, p extends two spaces above and one and one-half below the line; q also one space and a half below.

3. THE LOOP LETTERS, AS



They are so called because they are made with a loop. Extend these letters above or below the line on which you write, so as to make them just *three* spaces in height, or *three* times the length of the minimum letters, except in ladies' hand, when they should be four times the height of small letters. They should generally correspond with the length of the capitals above or below the line, as the case may be.

All letters commence with the second or third principle, moving upward from the base-line, except when united to a previous letter. A combination of them is then used.

PERSONALS.

Mr. John Raine was presented with an address and some substantial tokens of esteem by the pupils of Perth Model School on his retirement from that institution.

Mr. N. M. Campbell, Model School Master, St. Thomas, was presented with a flattering address by the M. S. students at the close of last session.

Mr. John Irwin, Principal of the Belleville Model School, received a very complimentary address from the M. S. candidates lately.

Rev. Mr. Jones, Bursar of Victoria College, had an attack of paralysis lately. We are glad to know that he is recovering.

The Walkerton High School Board has re-engaged Mr. Miller as Principal for next year.

The following gentlemen have recently received appointments in Perth:

Frank N. Kenniu, M.A., University of Toronto, 1st Assistant in High School, salary.....	\$600
Henry Beer, 1st Class Provincial Certificate, Head Master of Public and Model Schools, salary.....	\$700
John Thornton, 1st Assistant in Public and Model Schools, salary.....	\$400

At the last matriculation examinations in Victoria University the following honors were awarded: Classics—Class 1.—W. D. Jones (Brethour Scholarship). Class 2.—E. P. Kathau, A. Stouehouse. Mathematics—Class 1.—P. T. McCann. Class 2.—J. W. Crewson.

Mr. A. M. Springer has been appointed First Assistant in Listowell High School, and Miss B. Forte, Second Assistant.

W. E. Perdue, B.A., President of University College Literary and Scientific Society, Toronto, delivered his inaugural address at the last meeting of the society. His subject was University Consolidation.

Mr. H. Dickenson, Principal of the Stratford Model School, was presented with an address by the students of the Model School at the close of last session.

Inspector Girardot has returned from the Paris Exposition. He is going to lecture on the different systems of education illustrated there.

The Rev. John Schulte, Ph.D., D.D., has been appointed Professor of Classics and Mathematics in Huron College.

The Rev. Father O'Leary, of Hamilton, has been appointed Superintendent of Separate Schools in the city of Hamilton, in place of Rev. Father Brennan, who has left the city.

The Officers of London Teachers' Association for next year are: President, J. B. Boyle, Esq.; Vice-President, J. T. Colton; Secretary-Treasurer, O. S. Shepard; Librarian, A. Hotson.

Charles E. Moyse, late head master of St. Mary's College, Peckham, and an associate examiner of the University of London, has been appointed Professor of History and Assistant Professor of English Language and Literature in McGill College, Montreal. Mr. Moyse was a distinguished student of University College, London, and has devoted much time and labor to the study of English and Anglo-Saxon.

Mr. B. Rothwell has been elected President of the North Perth Teachers' Association for the ensuing year, S. P. Davis, B.A., Vice-President, and Mr. H. Dickenson, Secretary-Treasurer.

Miles Ferguson, who obtained a 1st class certificate, grade "B," at the last midsummer examination, has been appointed Principal of Forest Public School for 1879, at a salary of \$650.

A. E. Wallace, formerly teacher in Hastings Village, is now doing excellent work as a teacher in Arkona.

D. A. Maxwell, P. S. I., No. 2, Essex, is ably conducting a teachers' column in the *Amherstburg Echo*, through which the teachers of his inspectorate are kept posted on important local educational requirements.

Mrs. Carr, a distinguished graduate of McGill Normal School, Montreal, has been appointed Principal of the New Victoria School, St. John, N.B. There are fifteen different departments in the school. A large institution for a lady to preside over.

C. A. Barnes, P. S. I., East Lambton, visited the Toronto Normal School a few days ago for the purpose of selecting a number of efficient teachers for schools in his inspectorate. Mr. Barnes seems determined to have the schools of his county supplied with well-trained teachers, as this is the second visit he has made to Toronto this year for the same purpose.

A. McPherson has been appointed Principal of Arthur Public School for the coming year, at a salary of \$650.

Mr. Wilkinson, Principal of Brant Co. Model School, was presented with an address and a photograph of the members of his class, by the teachers in training on the event of the closing of the term.

A. C. Osborne, Principal of Napanee Model School, received from his students a beautiful silver cake basket, accompanied by an address expressive of the esteem in which they held him as a teacher.

Mr. John Black, formerly of Barrie, has been appointed teacher in Bracebridge at a salary of \$600 per annum.

C. Clarkson, M.A., Principal of Brockville Model School, a thorough scholar and able teacher, has accepted an appointment as Head Master of Seaforth High School. The people of Seaforth are to be congratulated on the appointment.

G. W. Field, B.A., has been appointed first assistant in Sea-

Mr. George U. Hay, the author of the paper on "Natural Science as a Part of School Education," published in our last number, is not, as was inadvertently stated, the Principal of the Albert School. That position is ably filled by Mr. John Montgomery. Mr. Hay is the second teacher.

Mr. Maxwell, P. S. Inspector of South Essex, was requested by the Teachers' Association of his district to select for them a professional library.

Mr. J. J. Tilley, P. S. Inspector for the County of Durham, has offered three medals to be competed for at the next competitive examination of the pupils of the public schools of his county. Mr. James Hughes, P. S. Inspector of Toronto (formerly a pupil and afterwards a teacher in Durham), has joined Mr. Tilley by offering another medal, to be won at the same examination.

Dr. Atkinson, formerly of Prescott, has been appointed Principal of Brockville Model School. We congratulate the Brockville School Board on procuring the services of such an experienced and efficient teacher.

Inspector Pearce, Waterloo Co., has just returned from a visit to the Paris Exhibition.

Mr. Martin has been appointed Teacher of Drawing in the Wesleyan Female College, Hamilton.

OBITUARY.

We regret to have to announce the death of Mr. A. W. Congdon, son of H. Congdon, Esq., Inspector of Schools, Nova Scotia. Mr. Congdon was an undergraduate of Toronto University, and was in attendance there at the time of his death. He was held in the highest esteem by his fellow-students and the Professors in University College.

Notes and News.

ONTARIO.

Napanee School Board have decided to purchase a professional library for their teachers.

Berlin High School is to be enlarged. The teachers of Strathroy High School have been re-appointed.

Drill is to be introduced into Perth High School. Music and drawing are also taught therein.

The School Trustees of the township of Harley discharged their school teacher by sending him the following laconic epistle:—"harley Oct. 29, 78.—Alexander Mc Mcperson,—Wee the Tursteers notefi you To leave inn A month as Wee are disfiide."

The East Bruce Teachers' Association recommended strongly the authorization of Swinton's "Language Lessons" and Kirkland & Scott's Elementary Arithmetic.

At the recent Model School examination at Hamilton, eleven candidates received first-class certificates, seven received second-class, and eight will have to put in another term.

Sarnia has a registered attendance of 608, and an average attendance of 487 pupils.

Parkdale is to have a new public school.

Three additional class rooms have been added to the Arthur High School, and the building has been re-furnished throughout with the latest and most improved furniture and apparatus.

The School Board in Hamilton report that the admission of non-resident pupils to the High School has a good effect on the school.

At the last meeting of the Lincoln and St. Catharines Teachers' Association, resolutions were passed in favor of the introduction of the phonic method of teaching reading; and calling the attention of the Minister of Education to the necessity for having lectures on Psychology delivered to the first-class students in the Normal School.

A fine library has been procured for the Mechanics' Institute and Library Association of Arthur.

A complete change has been made in the staff of Forest Public School, and four new teachers have been appointed.

The system of monthly written examinations for promotion, in country districts, is being discussed at a number of Teachers' Associations. It has been adopted in No. 2 division, Essex Co., and is now being carried into effect.

Dr. McLellan at a recent meeting of the Welland Teachers' Association gave his hearers the following reminiscence of "boarding around," as practised nearly a generation ago:—When he first began teaching, in 1849, his salary was but \$180 a year, and he didn't even get all that to this day, besides "boarding around." He related his experience of the latter to the great amusement of the audience. Upon arriving at his first boarding place, after school one day, the old lady gently intimated to him that it was customary for the boarding teacher to lend his services for the benefit of the household, and informed him that just then the old man and the boys were out in the barn killing swine, and would no doubt be pleased to have his assistance. This the embryo Dr., on principle, declined to give. Rather dissatisfied at this, the thrifty matron drew his attention to a churnful of milk requiring a motive power at the dasher, only again to meet with the doctor's dissent on principle. (Laughter.) Well, then, if he wouldn't help provide the winter's pork for the family, nor evolve the golden butter from its creamy bed, would he "hold the baby while Sal churned?" (Laughter.) This he could undertake without sacrifice of principle, and forthwith did, but before the lapse of ten minutes the uppermost feeling in his mind was regret that he had not helped the old man and the boys in the barn, exercised on the churn dasher, or undertaken any other job in the household economy, rather than that of relieving Sally of the baby. He had previously passed very fair examinations in physiology, anatomy, and the mechanical sciences, but never until then did he learn that a baby had no bones in its body, and for the life of him he was unable to discover the infant's centre of gravity, somewhat to its danger and the family discomfort generally. (Laughter.)

The new High School building, St. Thomas, which was opened last September, is said to be one of the most conveniently arranged structures of the kind in Ontario. The accommodation furnished consists of a large convocation hall capable of seating about 250 or 300 pupils, five spacious class-rooms, and three small recitation rooms, library, retiring rooms for boys and girls, and Principal's private room. The school has made such rapid progress of late that its elevation to the rank of a collegiate institute is not regarded as far distant. The present staff consists of the Head Master, J. Millar, B.A., and three competent assistants.

The last report of Mr. J. S. Carson, P. S. Inspector of West Middlesex, shows that the highest salary paid for a male teacher in 1877 was \$575. The salaries of lady teachers ranged from \$375 to \$200. The number of teachers holding provincial certificates in 1876 was 17; in 1878 it had increased to 38.

The report of Mr. J. Dearness, P. S. Inspector for East Middlesex, shows that only six teachers in his district have taught continuously in the same section during the past three years. Mr. Dearness says of the County Model School: "With but few exceptions the teachers trained in the East Middlesex Model School are doing well, some of them proving the benefits of that training beyond expectation."

The addition to the Smith's Falls High School cost \$3,000. Four excellent, well lighted, and well ventilated rooms have been provided by the trustees.

The Senate of Queen's College, Kingston, has wisely decided to adapt its matriculation examination in classics to the High School programme.

The registered number of pupils in Cobourg Public School for November was 592, the average attendance was 578.

According to the report of Mr. Johnson, P. S. Inspector for South Hastings, the total amount received for school purposes in that district for 1877 was \$36,939, and the total expenditure \$31,816. The value of school property is put at \$80,100. The highest salary paid was \$575. The number of pupils enrolled was 6,067, and 368 are returned as not attending any school. The percentage of average attendance is improving, but is still far too low, being only 52 for the year. Mechanical teaching is reported as on the decrease, but many schools still suffer much injury from too frequent changes of teachers. There are now 50 libraries in the district, an increase of 13 over 1876.

At a late meeting of the Oshawa Board of Education, it was moved by Dr. Coburn, seconded by Mr. Grierson, and carried, that this Board desires to express its pleasure and satisfaction at the excellent standing attained by the Oshawa High School, as evi-

denced by the high rank taken by its pupils at the recent University, Intermediate, Medical and County examinations.

Wesleyan Female College, Hamilton, is reported in a healthy condition. Under the able management of the Rev. Dr. Burns, thorough work is being done. As a result the College is growing in popularity; nearly 100 students are now in attendance.

Agricultural College, Guelph, has full attendance, and has to turn away a number of applicants for want of accommodation. In the spring it is proposed to add to the building, making room for 120 students.

At the late examination of the Hamilton Model School eleven pupils ranked in the first class, seven in the second class, and eight were sent back for another term.

Berlin High School is dispensing with junior matriculation work and giving attention to the Upper High School work.

Eighteen students passed a successful examination at the close of the recent session of the Essex Model School.

Wretched salaries are paid to the teachers of the Separate Schools in the city of Toronto, \$200 per year being the average.

QUEBEC.

The fifteenth annual meeting of the Association of Protestant Teachers was held this year at Bedford, in the county of Missisquoi. The session lasted two days. The meetings were held in the Bedford Academy. The President of the association, Mr. Hobart Butler, M.A., occupied the chair. The attendance was fair, considering the time of the year, the place of meeting, and the dispersed condition of the Protestant teachers of the Province of Quebec. The first paper was read by Mr. Inspector McLaughlin, on "Additions to subjects taught in Common Schools," a protest against introducing too many subjects in the Common School programme—a view which was very generally endorsed. The next paper—perhaps the most important of the whole session, and one which it behoves all those interested in education in Quebec to consider carefully, unless Protestant Quebec is to occupy the very lowest place in the educational system of the Dominion—was read by Rev. Mr. Rexford, entitled "A Few Thoughts on our District Schools." He began by saying that the progress made in the district schools during the last fifteen years had been none. The same variety and confusion in the text-books still existed. Hardly in two schools was the text-book on the same subject the same. He was strongly in favor of a uniform series of text-books. Again the salaries of teachers were as low as ever. Fifteen years ago the scale of payment was barely commensurate with existence in any shape, and to day they were not improved. He knew of one case even now, where a teacher was paid at the rate of six dollars a month. Although this statement was challenged, Mr. Rexford stated that he was prepared to stand by what he had said.

In the afternoon session, the first paper read was by Mr. G. B. Murray, on "The Advantages of a Classical Education." The general opinion of the association was by no means in favor of the views advanced by Mr. Murray, doubtless thinking that when the question was whether reading and writing could be successfully taught, the teaching of Greek and Latin has only come within the range of possibilities. The few classical scholars present made the best stand they could against the rushing tide of modernism. This paper was followed by an essay on "The Advantages derived from the Study of German," by Mr. H. A. Fuchs, in which the writer contended that it was altogether preferable to be acquainted with a living language rather than with a dead language. Mr. Fuchs strongly advocated the substitution of German in place of Greek in our colleges and schools. In the evening the President gave a *resumé* of the day's proceedings, regretting that so many were opposed to the study of classics. He was followed by Dr. Miles, of Quebec, who referred to the subject of "Boarding Round," and thought that the system should be swept away.

On the following day, by far the most important topic was the discussion on the Rev. Mr. Rexford's paper of the day before. Mr. Inspector McLaughlin was of opinion that if things were left alone they would shortly right themselves, instancing two years as the time during which he thought the righting might be accomplished. The President followed. He could state that salaries at St. Armand's West had been \$20 per month until the hard times came, when they were reduced to \$15. He was informed that school teachers could board for \$1 for five school days, so that they would have \$11 a month left. Rev. Mr. Rexford rose to reply. He stated that although in Montreal for the last five years, he was born in the Townships, and knew them well. This statement as

to salaries had been challenged, and he was told that teachers got \$15 or \$14 a month. This was what he had said. A teacher, even supposing he can live for \$1 for the five teaching days, cannot fast the remaining two days of the week without inconvenience. He supposed that \$8 would be a very low price to pay per month for board, which would leave \$6 per month in cash. In Bolton, where he was an unfortunately born, matters were still worse. But he had something farther to add. Even the miserable pittance legally due to teachers were not promptly paid. Often teachers had to wait four, six, and twelve months before they could get their money, and in one case at Stanbridge a teacher had had to take his salary out in store pay. He here handed in a testament from fourteen teachers of the Bedford district, as to the general correctness of his statements. He declined to give the names. At the close of his speech he received rounds of applause. A unanimous vote of thanks was given for the paper. In the afternoon, Dr. Miles was elected President for the following year; Prof. McGregor, Treasurer, and F. W. Hicks, Secretary. It was then moved by Dr. Kelly, seconded by Mr. J. L. Watson, "That in the opinion of this convention the time has arrived when the attention of the Protestant Committee of Public Instruction should be directed to several needed reforms in the educational system; notably an improved machinery for the management and support of elementary schools; increased salaries to the teachers, by which the obnoxious system of boarding round could be dispensed with; a readjustment of the system of taxation for the support of schools; that power be given to school commissioners to aid in the support of superior schools; that the President of the convention be *ex-officio* a member of the Protestant Committee of Public Instruction."

Dr. Howe followed with a paper on the "Teaching of French," in which he dwelt on the importance of French in this Province of Quebec, and the difficulty of obtaining French teachers who could maintain discipline, while English teachers of French very often were unable to speak the French language, or pronounce it correctly. Prof. Davey admitted that the subject was difficult if pupils had to be taught to speak the language.

Prof. McGregor gave a lecture on the "Unitary Method of Arithmetic," and reviewed Hamblin Smith's method.

The Chairman then introduced Rev. Mr. Buckham, President of Vermont University, who stated that they might at least have reciprocity in educational matters. He pointed out the name "Protestant" as something anomalous to himself. He made some judicious remarks on the duties and the qualifications of an efficient teacher. A vote of thanks was passed unanimously to the lecturer. Mrs. Scott followed with a paper on "Domestic Economy," on the necessity of a girl being taught household duties in schools. Mr. Koyle, of Stanstead, delivered a lecture on "Copper Mining." The meeting broke up close on midnight.

At the recent exhibition examinations at McGill College, the first scholarship was carried off by Mr. Lafleur, of Montreal High School; the second by Mr. Fry, of Quebec High School. The value of each is \$125. The third by Mr. Rielly, of the Proprietary School, Montreal, and the fourth by Mr. Fraser, of Huntingdon Academy.

Montreal has need of additional school accommodation. In the Sherbrooke district there are said to be from 200 to 250 children who are unable to attend school for want of room. It seems that the vicious system of allowing children to attend any school at all is not obsolete in Montreal yet; and in Quebec the system is in full vigor. A popular teacher has twice as many pupils as he can manage. Another has an empty room. Certainly, these are things that require a change.

The grants to institutions deriving money from the Superior Education Fund, were made for the year ending June, 1878, on the 28th August, by the Protestant Committee of the Council of Public Instruction, and on the 10th Oct. by the Roman Catholic Committee. It seems that these grants are made, and the determinations of Committees decided, from various considerations. Nominally, they are based upon the annual reports sent in to the Chief Superintendent by the Heads of the Institutions. Really, they are determined by custom, especially in those cases where Institutions are not inspected by the Government. This latter plan is of course preferable to the former; yet there are no means for the Government to judge whether real work is done in consideration of the grant, or how much, or whether other institutions are not deserving of aid equally with those which at present are aided by the Superior Education Fund. Perhaps the very worst feature of the present arrangement is that thereby the institutions, i. e. the

teachers, do not receive the grant for six months after the end of the school year, a gross injustice, which it seems impossible to remedy, since those who allot the grants have no direct interest in them, while those who have a direct interest in them can bring no influence to bear upon the Government except the justice of their cause. Every institution which receives Government aid should be under Government inspection: the grants should be determined in accordance with the reports of such inspection and should be paid at least immediately on the close of the school year. It does not seem very likely, however, that any such method will be adopted.

NOVA SCOTIA.

Teachers, and others interested in educational matters, resident in Nova Scotia, can obtain the CANADA SCHOOL JOURNAL at the lowest club rates by applying at the Education Office, Halifax, or to any of the inspectors.

The Journal of Education for the Province of Nova Scotia has been revived as a semi-annual publication. Under the new arrangement its columns are chiefly confined to official notices and departmental information.

The new Provincial Normal School at Truro was officially opened last month.

In the absence of the Lieutenant Governor, the Superintendent of Education was called on to preside. On the platform were Hon. S. Creelman, Minister of Public Works for the Province, Thomas McKay, Esq. M.P., Major Blair, M.P.P., Mayor Longworth, the Commissioners of the Normal School Building, the local clergy, Rev. Mr. Murray of the *Presbyterian Witness*, Hon. Mr. Dickie, Sheriff Blanchard, Inspector Smith, and a large number of other gentlemen. The opening prayer was offered by the Rev. Dr. McCulloch. Letters of regret at inability to attend were read from the Lieutenant Governor and other distinguished gentlemen: also a lengthy congratulatory telegram from Dr. Rand, Chief Superintendent of New Brunswick. Dr. W. E. McRobert, on behalf of the Commissioners, presented an interesting report of the inception, progress and completion of the work entrusted to that body. Our further report of proceedings is condensed from the *Presbyterian Witness*.

Principal Calkin followed with a most appropriate and admirable address.

Hon. S. Creelman gave a brief account of the legislation connected with the Common Schools in Nova Scotia since 1826.

Major Blair, M.P.P., for Colchester, spoke briefly, reminding the teachers and pupils of the law, to whom much is given of them shall much be required.

Mr. Murray (of the *Presbyterian Witness*) spoke briefly.

Dr. Allison spoke at some length, and with much eloquence, reviewing the progress of a quarter of a century, and felicitating the country on the public spirit shown in connection with education. He had found everywhere, even among the poor, a deep attachment to our school system. He urged strongly the duty of teachers to attend the Normal School. We have too many candidates for the office of teacher,—no fewer than say 2,000 for each of the past three years.

The Superintendent's address and remarks during the afternoon were most appropriate to the time and place, highly encouraging, and of such a character as to indicate his own enthusiasm in the great work to which he has been called.

Brief and suitable remarks were made by Rev. Messrs. Kaulbach, John MacMillan, A. J. Rogers, Gouchor, and Burrows, and by Mayor Longworth, James D. Ross, S. Rettie, and Mr. Alley of the Sun.

The Benediction was pronounced by Rev. Mr. Kaulbach.

Nicholas Smith, Esq., formerly Principal of the Shelburne Academy, or more recently of the Liverpool Academy, has been appointed Principal of the Morris Street School, Halifax. This is a post of great responsibility and influence. Mr. Smith's departure for Liverpool is mentioned with regret by the press of that town, which accords him the character of a faithful and successful teacher.

The Convocation distinguishing the opening of the Annual Session of Dalhousie College and University, was held in the Hall of the House of Assembly on the 13th. Nov., Very Rev. Principal Ross presided and made his customary statement regarding the condition, progress and prospects of the Institution. Gratifying information was given in reference to the organization of a Scientific department. New class rooms and laboratories have been provided and large additions made to the scientific apparatus of the

College. Thenoticeable features of the Convocation were the elaborate and philosophical oration of Professor Demille, and the fresh and suggestive off hand remarks of His Honor the Lieutenant Governor.

The recently published catalogue of St. Francis Xavier's College contains an eloquent and scholarly address on the "Higher Education," by Rev. R. McDonald, of Pictou. Mr. McD. is an active and influential member of the Senate of the University of Halifax.

H. Congdon, Esq., Inspector of Schools for the County of Halifax, has been greatly afflicted by the death of his son, Mr. Alexander Wells Congdon. The deceased, a young man of great promise, was a member of the second year's class of University College, Toronto, and was carried off by diphtheria after a few days' illness.

A. J. Eaton, Esq., (A.B. of Acadia College and Harvard University) has resigned the Principalship of Amherst County Academy, and is now prosecuting an advanced course of study at the University of Heidelberg. His successor, F. Eaton, Esq., is also a graduate of Acadia and Harvard.

NEW BRUNSWICK.

The Normal School commenced work November 6th, under unusually favorable conditions. Of 140 persons who underwent the entrance examination, only 13 failed to be admitted. By the addition of some 24 who were exempt from examination, by virtue of previous attendance or of holding valid license, the number of student teachers enrolled for the current session is brought up to 151. The Preparatory Department, spoken of last month, has not yet been opened; but a number of French students are awaiting the completion of arrangements.

The Victoria School, St. John, has recently had its organization completed, and is now occupied exclusively by girls, from the Primary Grade to the High School inclusive—eleven departments in all. The newly-appointed Principal is Mrs. M. Carr, widow of the late Rev. J. P. Carr, Rector of Kingsclear—a lady admirably qualified for the position, not only by education and culture, but by experience, having formerly been Vice-Principal of the Royal Arthur School at Montreal. Before the fire, the Victoria building contained Primary and Advanced Schools for both girls and boys, together with the High School for girls. These boys, with others from other schools, are now accommodated in a new building on Carmarthen street, erected by the Lenster street Baptist Church, and containing seven spacious rooms, which have been leased by the Board of Trustees. The rooms are in every way well furnished, and have in connection with them all the necessary cloak-rooms, teachers' rooms, etc., and also a play-ground, which last is a great want in many of the city schools. The boys in these seven departments are of grades 1 to 6. Mr. D. P. Chisholm is the Principal.

We omitted last month to mention two pleasing personal items, namely, the presentation of addresses, with handsome testimonials, to Mr. E. M. S. Fenety, A.M., Principal of the Sunbury Grammar School, Sheffield, and Mr. R. S. Nicholson, of the Central School, St. Stephen, on the retirement of those gentlemen from their respective positions.

The Grammar School for Victoria County has been removed from Grand Falls to Andover, having been affiliated with the public school at Andover, under the regulation relating to Grammar Schools.

Official duties prevented Dr. Rand from being present at the opening of the new Normal School at Truro. He was obliged to content himself with sending his congratulations by telegram.

Among the applicants for the Classical Professorship in the Provincial University are three graduates of that institution, viz.: W. P. Dole, A.B., of St. John, Alumni Gold Medallist in 1849; H. S. Bridges, A.M., Alumni Gold Medallist of 1869, now second master in the St. John High School for Boys, and L. E. Wortman, A.B., Douglas Gold Medallist of 1871; also the Rev. C. P. Mulvany, now of Ontario, a graduate of Trinity College, Dublin; and Mr. Moody, formerly private secretary to Lieut.-Governor Sir Hastings Doyle, and afterwards on the editorial staff of the *Toronto Nation*.

Dr. Jack has recovered from the effects of his accident, and is again discharging his duties in the College.

PRINCE EDWARD ISLAND.

The teachers of Prince County have held their first regular

meeting, as a Teachers' Institute, and, though the attendance was not large, the programme was very interesting. A paper was read by Mr. William D. Mackenzie, one of the students of the Normal School who succeeded in taking a First Class License, and who is now engaged by the Board of School Trustees as one of the teachers of that town. The subject of the paper was "Our Public Schools—How to make them more efficient," and from the discussions which its reading elicited from the members of the Institute, it was evident that Mr. Mackenzie was sustained in many of his opinions. Mr. Neil McLeod read another original paper on "Our Profession," which was also listened to with marked attention. The officers for the ensuing year are:—Mr. Stewart (County Inspector), President, Miss Brelhaut (one of our best teachers), Vice President, Mr. Mollison and Miss Williams, Literary Committee.

"The Teacher's Merit Book and Daily Register" is the name of a book which has lately been issued from the press of Brenner Bros., under the auspices of the Board of Education. The printing has been done very neatly, and reflects great credit on the firm that issued it. It consists of several divisions—"General Enrollment of Pupils," "Daily Register of Attendance," "Daily Averages made in School work," "Course of Study," "Time-Table," "Roll of Honor," "School Regulations," etc. The book thus contains at the end of the term a full record of the work done, and numbers from which can be calculated the general standing of each pupil in arranging for the distribution of prizes and certificates. The chief recommendation in its favor is the short time which need be daily expended in making up the averages, as well as the completeness of the record when the summaries are made. It includes everything that the teacher requires in taking note of those school events which ought always to be recorded. A smaller edition of the work has been printed for the use of primary departments, and in making use of it the teachers of Charlottetown have adopted a system of tickets which preserves the record of each pupil until the end of the day. The effect of these books has been seen by trustees and others in the improved attendance and diligence of the pupils, and all school officers express themselves satisfied with a plan which creates so little labor to the teacher in keeping such an extensive record.

The re-election of the Hon. Mr. Dodd has secured for the Board of Education a gentleman who is thoroughly in sympathy with the work inaugurated by the present Local Administration. Mr. Dodd holds the position of Provincial Secretary-Treasurer.

The Normal School examinations for "Diplomas" are going on just now, and in another week the provincial examination for "Teachers' License" will begin, to continue till Christmas. The Winter term of the Normal School will open on the second Tuesday in January.

FOREIGN NOTES.

POPULAR EDUCATION IN ENGLAND.—Lord G. Hamilton, in moving the education vote for England and Wales, stated its amount at £2,148,000, which, taking into account the Supplementary Estimate, is an increase of £178,000 on last year. The increase was due, he said, almost entirely to the large amount of grants earned, viz.: £168,304, representing an increased attendance in day-schools of 140,000 children, and in night-schools of 16,000, although the addition was caused not merely by increased attendance, but also by increased efficiency. In the last school year the accommodation had increased by 227,000 places, making a total accommodation of 3,626,000, and the number of schools inspected rose from 14,273 to 15,187. Of these, 10,372 were connected with the Church of England, 1,974 were Protestant Dissenters, 667 Roman Catholics, and 2,082 Board Schools. He mentioned next the satisfactory progress visible in the supply of teachers, and, dealing with the agency by which the improved attendances had been affected, he pointed out that out of an entire population in England and Wales of 22,713,266, about 13,000,000 are under school-board jurisdiction, and 9,700 under School Attendance Committees, and about 15,000,000 altogether are under by-laws of one authority or the other. Only two School Boards have been dissolved under the Act of 1876, and, passing to the question of expenditure, he mentioned that the voluntary subscriptions last year amounted to £786,000, the rate to £447,000, and the school pence to £1,138,000. The Vice-President next went into a minute comparison of the cost of maintaining children in board schools and voluntary schools, bringing out the general result that a system of education by which the voluntary schools would be extinguished would impose an additional burden on the rates of between six and seven millions sterling, and concluded with some remarkable statistics illustrating the great increase

in every item of the vote since 1870. So great an advance, he contended, was never before made in the education of any country, and by pursuing the present policy of utilizing and combining the various agencies, the system in a few years might be made equal to the over-increasing demands of the nation.

The status of women in connection with the British Universities continues to improve. St. Andrew's now grants to women a degree of L.A., which letters stand for "Literato of Arts," and after long and bitter controversy, the Senate of London University has at last taken the steps necessary to the admission of women to the ordinary degrees in arts. All those who have heretofore passed the general examination for women will be considered as having matriculated, and will be allowed to go on to the first degree examination. The trustees of the Gilchrist Educational Trust have instituted two exhibitions, one of \$150 and the other of \$100 per annum, tenable for two years by the female candidates who pass highest in the honours division at the matriculation examination; and two exhibitions, one of \$200 and the other of \$150 per annum, tenable for two years by the female candidates who pass highest at first B.A. examination, with a further reward of a gold medal or book prize of the value of \$100 to the female candidate who passes highest at the second B.A. examination.

One policy of the John Hopkins University is to do away with the four years system, and not attempt a general grouping into freshmen, sophomores, juniors and seniors. By the new system each student takes the place in each study for which he is qualified instead of being averaged. A larger number of classes and professors are needed, but of the latter the University has a large force, so that the plan can be successfully carried out.

Statistics of 151 Normal Schools in the United States show an attendance of 33,921 students, under the instruction of 1,065 teachers. The number of graduates during last year was 2,682, of whom 1,757 have engaged in teaching. The Normal College of New York City received the largest appropriation, \$95,000. Next to this was the appropriation of \$28,000 to the Normal School at Genesee, N. Y. The State Normal University at Normal, Ill., ranks third in the list, with an appropriation of \$24,700.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

MUSKOKA.—The third semi-annual meeting of the Muskoka Teachers' Association will be held in Bracebridge public school building on Thursday and Friday, the 19th and 20th of December. Both days will be allowed to all teachers in Muskoka and Parry Sound Districts as extra visiting days for the purpose of enabling them to be present, and schools will lose no part of the Legislative or municipal grants by being closed on these days. The examinations for certificates to be held in Bracebridge on the 23rd and 24th of December, and at Huntsville on the 26th December. Keeping this in view the work of the Association on the 19th and 20th will assume a very practical character, and special attention will be given to the elucidation of difficulties in connection with the programme, which is the basis of the examination. It is hoped that intending candidates for certificates will take advantage of the opportunity of preparing themselves for the examinations of the following week, which the Association will thus afford. It would be well for teachers and intending candidates to bring with them notes of any difficulties which they may have found in their reading, problems in arithmetic, &c., which they have been unable to solve, or any other matters in connection with school work in which they may wish assistance, as time will be specially set apart for such work. Those to whom circulars are sent are respectfully requested to invite School Trustees, as well as friends of education in general, to meet with us in our Association and take part in the discussions.

Thursday, Dec 19th—9 to 10, President's Address, E. Rozin, J. P. S.; 10 to 11, Problems in Arithmetic; 11 to 12, How to teach Spelling, T. Dowler; 2 to 3, Prizes in Schools, A. McGill; 3 to 4, Benefits of Reading, Mrs. Grinton; 4 to 5, Book Keeping, Rev. J. S. Cole, B.A.

Friday, Dec 20th—9 to 10, English History, Plantagenet Period, Rev. J. Clark; 10 to 11, Note on a Neglected Factor in Education, W. E. Hamilton, B.A.; 11 to 12, Canadian History, Rebellion of 1837, T. White; 2 to 3, Hygiene, &c. Dr. Bridgland; 3 to 4, Question Drawn, Committee.

A Lecture on Education will be given on Thursday evening by Rev. W. Hewitt. T. WHITE, Secretary.

NORTH HASTINGS.—The North Hastings Teachers' Association will meet in Stirling on December 14th, at 10 a.m. precisely. The programme of proceedings is subjoined.

PROGRAMME.—1 Daily and General Registers. 2 Class Registers and Monthly Reports, by Mr. Curtis. 3 Method of Teaching Writing, by G. A. Swayze, Esq., Writing Master, Public Schools, Belleville. 4 Method of Teaching Geography, by Mr. Curtis. 5 Method of Teaching Spelling, by Mr. Roberts. 6 Method of Teaching Fractions, by Mr. Rodgers. 7 Method of Teaching Arithmetic, by the President.

Madoc, 16th November, 1878.

WM. MACKINTOSH, P. S. Inspector.

SOUTH ESSEX.—The South Essex Teachers' Association held their semi-annual meeting at Kingsville, on the 1st Nov. The following subjects were fully discussed: Mental Arithmetic, introduced by Mr.

Breeman; Reading, by Mr. Ross, Grammar, by Mr. Wightman; Woman's Work, an essay, by Miss Johnson; Mental Culture, Mr. Shorland, Examinations, Mr. Cornell; Arithmetic, by Mr. Fisher; Canadian History, Mr. Stacey. A resolution was carried to have written examinations, monthly, as soon as an Electric Pen could be obtained, and the questions prepared by the Inspector. The meeting is considered the best ever held in the South Riding, and reflects great credit upon the newly appointed Inspector, Mr. Maxwell.

STRATHROY.—The half-yearly meeting of the Strathroy Teachers' Association was held in the Colborne Street School House. The attendance was very large, probably the largest that has ever been witnessed here on any similar occasion. The association comprises within its bounds most of Mr. Carson's Inspectorial district, and the name "Strathroy" is only used for the sake of brevity. After routine proceedings, Mr. W. Amos gave an interesting address on "How to teach first book lessons," Mr. W. J. French next discoursed in a very interesting manner on "English Literature," as taught in the fourth book. J. S. Carson, Esq., Inspector, explained his method of teaching "simple division," giving some excellent instruction as to how this rather difficult rule may be made plain and intelligible to youthful minds. After the introduction of each subject, practical and very interesting discussions followed. Mr. William Bell took up the subject of "Reading, Second Class," giving his views in a practical manner. Mr. Wm. A. Duncan, Mathematical Master, Strathroy High School, gave a lesson on "Factoring in Algebra," showing his intimate acquaintance with his subject, as well as with the best method of teaching it. Mr. Thomas Dunsmore gave a practical and lucid address on "Monthly Examinations." General discussion followed in each case.

NORTH PERTH.—The regular half-yearly meeting of the North Perth Teachers' Association was held in the Central School, Stratford. The attendance was larger than at any previous meeting, 125 teachers being present, not only from the North Riding, but many from South Perth, as well as from Oxford and Middlesex. The presence of Mr. G. W. Ross, M.P., Inspector of Model Schools, and Mr. J. M. Buchan, M.A., Inspector of High Schools, added largely to the interest of the meeting. The subjects discussed were, "Promotion Examinations," introduced by Mr. Collins, Means of Discipline, by Mr. Dickenson, Habits of Study, S. P. Davis, B.A.; Professional Study and Reading, Mr. Rothwell; The Teaching of English, J. M. Buchan, M.A.; Method of Conducting Recitations, Mr. G. W. Ross; Reading, Mr. Ross; The Moral Element in Education, Mr. Buchan. The following officers were elected for the ensuing year: B. Rothwell, president; S. P. Davis, vice-president; H. Dickenson, secretary-treasurer. Executive committee: S. Attridge, Ellice, R. H. Collins, North Easthope; John Murty, Logan; R. Munro, Mornington; G. V. Poole, Emma; K. G. Roberts, Wallace. Auditor, E. A. Miller.

EAST LAMBTON.—The semi-annual meeting of the East Lambton Teachers' Association was held in Watford on 18th and 19th October, and was eminently successful. A large number of teachers was present, and the discussions were of the most lively and interesting character. J. M. Buchan, Esq., M.A., High School Inspector, was also present, and rendered very efficient service in the discussion of "How to Teach Grammar and English Literature." He also discussed, in a very able and satisfactory manner, many difficult points in grammar which were handed to him by the teachers. On Friday evening he delivered his lecture on "Poetry and Politics," to an appreciative audience. A hearty vote of thanks was tendered to the lecturer, which was duly acknowledged, after which the meeting closed. Inspectors Carson and Brobner were also present, and rendered very efficient service in discussing the most approved methods of teaching the First Book, and Object Lessons. The Association then closed, and the teachers returned to their homes well satisfied with the work which had been done.

SOUTH PERTH.—The semi-annual meeting of the South Perth Teachers' Association was held in the central school, St. Mary's, on the 1st and 2nd November.

The first subject on the programme—writing—was treated by Dr. Brownlee in a very intelligible way, he very properly attached great importance to instilling into the mind of the pupil, at an early age, habits of neatness and precision in slate work. Dr. McLellan gave a dissertation on "How not to read," in the course of which he brought out prominently the besetting sins of American elocutionists. The doctor attributes a large percentage of the vileness of our reading to faulty enunciation in the short vowels, and dwelt at some length on the necessity for correcting the habit.

Mr. J. E. Tom took up briefly the subject of spelling in public schools, and treated the subject in a masterly and scholarly manner.

School routine was next taken up by Mr. G. W. Ross, M.P., on Friday afternoon. Mr. Ross's method was certainly calculated to impress on the minds of the teachers the importance of attention to this department of school work.

On Saturday morning Dr. McLellan ably illustrated some important

arithmetical principles, and in the afternoon, after Mr. Delmago had shown very successfully and very profitably how to keep the classes of an ungraded school occupied for one hour, the election of officers was proceeded with, and the following declared elected: President, J. M. Moran; Vice-President, S. Nethercott; Secretary-Treasurer, Geo. Moir; Committee, Messrs. Tom, Blatchford and Donaldson, Miss Brown and Miss Oliver.

NORTH YORK.—The regular meeting of this Association was held in the Public School Room, Newmarket, on the 1st and 2nd ult. Mr. Fotheringham introduced the subject of writing, prefacing at the outset that no teaching can be successful without definite method. Discussion followed, in which a number of teachers took part. Mr. Jewitt took up the subject of Analysis, which was continued until 5.10 p.m., when the Association adjourned to meet at 7.30 for the evening session.

The meeting was called to order about 8 o'clock—Mr. Fotheringham in the chair—and after a few general observations, he introduced Mr. Richard Lewis, of Toronto, as the lecturer of the evening. His subject was: "The Harvest and the Laborers." To say that it was good would scarcely do the lecturer justice, it was very good, and fully appreciated by the attentive audience assembled. Mr. Lewis followed by giving selections of Readings and Recitations, both comic and sentimental—displaying his rare qualifications as an elocutionist.

Mr. McIntosh then introduced Writing, taking up the different characters, modes of forming them, and best method of teaching the subject. The following work was assigned for next meeting: Teaching of First Book, Reading some Selections, Teaching Music, Discipline and Government, Analysis and Synthesis, Drawing and Question Drawer.

LEEDS, No. 2 DISTRICT.—The semi-annual meeting of the Teachers' Association, District No. 2, Leeds, was held at Farmersville, on Friday and Saturday, November 15th and 16th. The forenoon of the first day was devoted to practical work in the Model School. In the afternoon Dr. Kinney opened a discussion on "Merit Cards and Mode of Distribution," contending that they should be given with a view to the formation of character, by cultivating proper habits, and not merely as a reward for excellence of scholarship. "Chemistry for 2nd Class Candidates," was ably discussed by Mr. Bowerman, who called particular attention to the phenomena of combustion. Miss Beatty read a well written essay on "The School-room," and Mr. Rowat, Head-Master of the Farmersville Model School, very clearly illustrated his method of teaching decimal fractions. In the evening, the President spoke on "Our Educational Outlook;" and Dr. Kinney on "The Sanitary Effects of Ventilation." J. A. MacCabe, M.A., Head-Master of the Ottawa Normal School, read an excellent paper on "The History of Educational Efforts, with Special Reference to Method." Appropriate addresses were also delivered by Rev. Mr. Service, Mr. Bush, and Dr. Giles, ex-M.P.P., South Leeds. C. Clarkson, Esq., B.A., Head Master Brockville Model School, read a very able paper on "Object Lessons," conclusively showing that object teaching is eminently scientific and in harmony with the laws of mental development. Analytical Arithmetic, by H. E. Eyro, was the next subject taken up. Mr. Eyro introduced his class, and by judicious questioning led the pupils to the solution of a number of interesting problems. The "Question Drawer" gave rise to discussions on topics of general interest, and may be considered an essential feature of a good programme. The following officers were elected for 1879. President, A. Bowerman, B.A.; 1st Vice-President, J. S. Rowat; 2nd Vice-President, Miss Beatty; Secretary-Treasurer, Thomas Kinney; Recording Secretary, Thomas M. Mott; Librarian, H. E. Eyro.

FRONTENAC.—The half-yearly meeting of the Frontenac Teachers' Association was held at the Court House, Kingston, on Friday and Saturday, 1st and 2nd ult. The chair was taken by the Vice-President, Dr. Agnew, I. P. S. Mr. Summerby, H. M. Model School, gave an address on Arithmetic, applying the Unitary Method to the solution of problems in Percentage, &c., taken from the Examination Papers. Mr. S. Woods, M.A., Kingston, opened the Question Drawer, solving a great number of knotty questions in Grammar with his usual skill. Miss Woollard read a paper on teaching Geography to beginners. The President, Professor Dupuis, congratulated Miss Woollard on the excellence of her paper, and on being the first lady who had addressed the association. Mr. Hendrigh read a paper on Regular Attendance, showing that a great loss pecuniarily resulted to the County from this cause. This paper led to an animated discussion, after which an adjournment took place. Mr. J. A. Allen delivered an eloquent and instructive lecture in the evening, on History and its Teachings.

On Saturday the Association met at 9 a.m., when the President, Prof. Dupuis, Queen's College, gave his annual address, in which he dwelt upon several points in our school system, which he considered needed revising. This was followed by a discussion in which several members joined. Mr. D. Robb read a very able paper on Elementary Composition and Letter Writing for Junior Classes. Mr. Robb was of opinion that the time usually spent in attempting to teach Grammar to small children might be more profitably employed in training them to write a letter in their mother tongue. Mr. Metcalfe read a paper on School Management. Both Mr. Robb's and Mr. Metcalfe's papers led to animated discussions.

In the afternoon, Prof. Dupnis gave an address on Free-hand Drawing, illustrating his remarks by several examples. The Association then adjourned, to meet on the first Thursday and Friday in May.

J. W. HENSTRIDGE, Sec. -Treas.

FIRST DIV. COUNTY OF WELLINGTON AND TOWN OF GUELPH.—The Association met in the Central School, Guelph, on Friday, Nov. 1st, at 10 o'clock.

The business of the Association was commenced by Mr. G. A. Somerville, Public School Inspector, reading a carefully prepared and interesting paper on "Object Lessons." The essayist closed his valuable paper by giving a practical illustration of the method pursued in giving a class of young children an Object Lesson—Glass being the subject.

The next paper was entitled "How to make country schools attractive," by Miss Foote, of Nichol. Some useful and intelligent discussion of the subject followed, and a general desire was expressed for an improvement in the surroundings of our country schools. While some are exceedingly attractive, others and perhaps the majority, are, if beautiful at all, certainly "beauty unadorned."

The Association then adjourned until half-past one p.m.

The first business in the afternoon was the report of the proceedings of the Provincial Teachers' Convention, held at Toronto in August, which was presented by Mr. Boyle, of Elora, the delegate. The report was exceedingly interesting, giving valuable information in regard to the working of the Provincial Association. On motion, the report was received and adopted.

The President then introduced Mr. Moran, Public School Inspector for South Perth, who gave an admirable address on the subject of "Registers, Reports and Time-Tables."

Mr. G. W. Ross, M. P., Inspector of Model Schools, then addressed the Association on the subject of "School Discipline."

On Saturday the Association resumed at nine o'clock. A number of questions which had been deposited in the "Question Drawer" were answered by the President, Mr. Ross, and Mr. Somerville. After which Mr. J. E. Smith, of Guelph, read an able and interesting paper on "Incidentals of Teaching." Mr. Sanderson, of Drayton, next read a paper on "Promotion Examinations in Public Schools."

The members of the Association were quite in accord with Mr. Sanderson's view of the subject, and the Inspector stated that he was now seeking information from all quarters, with a view to introduce the system in this division.

Mr. Ross then gave a very graphic illustration of the proper method of teaching reading to a class of beginners.

This concluded the programme, and the Association adjourned, to meet in Guelph on a date to be hereafter determined. The meeting was in every way a most successful one.

REVIEWS.

FRANCIS MURPHY'S GOSPEL TEMPERANCE HYMNAL. *A. S. Barnes & Co., 113 William Street, New York; 50 cents.* This is a collection of 153 of the best known prayer meeting and S-S. hymns, together with a number of pieces specially adapted to Gospel Temperance work. There is a fair sprinkling of original matter. The pieces "Safe through Judah's Lion," "God bless the Badge of Blue," "All Hail to the Heroes," "There's Triumph now in the Air," "Man's Wrongs, we still will Right them," &c., will undoubtedly be favorites. The editors are Rev. Dr. Rankin and Rev. E. S. Lorenz.

ELEMENTARY ARITHMETIC. *By William G. Peck, Ph. D., LL.D. Professor of Mathematics in Columbia College. New York: A. S. Barnes & Co.; 60 cents.* This is a simple introduction to arithmetic. The rules are deduced from practical operations and familiar illustrations. Whenever possible, picture representations of the numbers used, or of things with which the processes may be gone through, are given. It would be useful to young teachers, as it explains a very easy and natural way of presenting even the most difficult parts of the subject.

PRIMER OF DESIGN. *By Charles A. Barry, Supervisor of Drawing. Boston: Lee & Sheppard.* The teachers of Canada have learned that drawing should not be taught as an accomplishment simply, and that mere copying is of very little account. Walter Smith's excellent system of industrial drawing has been adopted in nearly every part of the Dominion. The great aim of Mr.

Smith's system is to enable students to excel in original designing; to enable them to express in the "universal language" of drawing the ideas of beauty and symmetry which they may have. Mr. Barry very appropriately dedicates his book to Mr. Smith. It is a flattering compliment to Mr. Smith, and a desirable complement to his system. The Primer contains a concise explanation of the principles underlying designing, a number of simple rules which must not be violated, and minute instructions relating to the actual operations to be performed in practical designing. Nothing is too technical for the reader of ordinary intelligence. No one can read the 82 pages of letterpress matter in the book without having their ideas of designing enlarged and defined. The illustrations are very numerous, beautiful and educative. The larger half of the work is devoted exclusively to them. A sufficient number of Botanical and Historical "elements" for designing are given to enable the student to form an almost unlimited number of patterns. Several examples are given of "errors in design," and a number of specimens of beautiful patterns free from errors. The work should have a large sale among teachers who wish to teach industrial art successfully. Private students who wish to become proficient in designing, and ladies who indulge in fancy work and are ambitious to have original patterns, can have no better book for their purposes than the Primer of Design.

CONSTRUCTIVE MAP DRAWING. *By William T. Biggs. Oberholtzer & Co., Berlin, Ont.; 25 cents.* This is an exercise book containing directions for drawing eight maps, according to the "squaring" system already recommended in the JOURNAL. It is much preferable to the Appgar system, and it would have been still better if Mr. Biggs had not retained any trace of this method in his. The maps are drawn with the Electric Pen.

WORLD'S FAIR, No. 2. *A. S. Barnes & Co., 111 William Street, New York; 75c.* This is a companion volume to the work of Francis A. Walker on the "Centennial," issued by the same publishers. It contains two articles: The Paris International Exhibition of 1878, by Charles Gindriez; and Vienna and the Centennial, by Professor J. M. Hart. While it does not contain so much information as Mr. Walker's volume, and is not so suggestive, it is nevertheless worthy of a place beside it, and will be valuable for reference in future years.

WATSON'S COMPLETE SPELLER. *A. S. Barnes & Co., New York; 25c.* This is a very suggestive book. Its arrangement is admirable. It is adapted for both oral and written spelling. Pronunciation is carefully attended to. The words are classified topically into those used in the household—clothing, food, the body, farming, the trades, animal kingdom, vegetable kingdom, &c.,—and after each topical subdivision is a dictation review, giving in sentences the words previously given in columns. These alone are worth more than most ordinary spellers. There is an appendix containing many valuable facts and suggestions.

AN EASY FRENCH GRAMMAR FOR BEGINNERS. *By M. Michel, B. A., University of Paris. Published by Thomas Laurie, Edinburgh.* Is a good book for beginners, and has many nice points not usually met with in junior grammars. Its chief superiority is in the pointedness and brevity of its definitions, and illustrations which are excellent. The appendix contains the chief rules of syntax, carefully arranged and illustrated by select examples.

No. 19 OF DITSON & Co.'s MUSICAL MONTHLY is at hand, with its usual good selection of music, vocal and instrumental. Of the former we have "Cover them over with beautiful flowers," by Stewart, a quartette for Decoration Day; a patriotic song for tenor voice, "Our Country's Flag;" Malloy's splendid Scotch ballad, "Jamie;" and the Cuckoo Song from "La Marjolaine." For

the piano, there is a four page "Revival March," by Sousa, and the six page "Sounds from the Ringing Rocks." Price 25 cents.

Oliver, Ditson & Co. also send us a fine selection of music, on the first vocal piece of which appears a beautiful portrait. The picture, however, is not more attractive than the song, which is one of Madame Roze's, and is entitled, "Speak Again, Love," "Par dicesti" and "Parlo Encore," being in three languages. Another sweet song is "Eyes so blue," by Pinsuti; and a third, "The Bird and the Maiden," is by Hecht. Then there are three instrumental pieces, of which one, "Babes in the Wood Waltzes," by Fernald, contains a number of popular melodies; the "Electric Polka," by Johnson, is full of life; and "Whims," by Schumann, is a short but good classical-piece.

FOURTEEN WEEKS IN PHYSICS. By J. Dorman Steele, Ph.D., F.G.S., Author of *Fourteen Weeks Series in Natural Science*. A. S. Barnes & Co., New York. To those who have made any considerable advance in Natural Philosophy, elementary treatises on the subject have about them much that is not satisfactory. Extreme incompleteness, however, must always remain a feature of our text books if Natural Philosophy is to be taught in preparatory schools; yet we think even a "smattering" of this attractive subject not out of place in an educational system,—it may form a desire to know more. "Fourteen Weeks in Physics" in the main resembles other books of the kind, but has in addition features they do not possess. At the end of each chapter is to be found a large collection of really practical questions relating to every-day life, instructive, interesting and suggestive. An historical sketch also accompanies each department. The ignorance which prevails in reference to the history of the science, even amongst those well informed as to its principles, is appalling and disgraceful. Something is done in this work to remedy the evil. Altogether, we think it will be found much ahead of most books of its kind.

MAGAZINES.

The only way in which one can keep up with the current of thought and progress is to read some of the best literary, scientific and philosophical periodicals. They not only condense the great thoughts of the age, but are the most reliable guides to the richest and best mines of thought for the student who desires to know more of any subject, than the space of a journal will allow it to give. It is simply amazing to receive so much information at so small a price.

SCRIBNER'S MONTHLY.—New York, Scribner & Co. This Magazine is edited by Dr. Holland, well known as a lecturer and author. It is a very large monthly, profusely illustrated with beautiful pictures, and containing articles from the best American writers on literature, art, science, social problems, &c. Its stories are of a high order. The volume begins with the November number. The contents of the December No. are:—Bird Architecture, iv. Illus. Thomas M. Brewer; The Great Deadwood Mystery, Bret Harte; Song, L. Frank Tooker; Sleep, L. Frank Tooker; Ho playing Sho, N. C.; Haworth's, II. Illus. Francis Hodgson Barnett; The National Bank circulation; W. G. Sumner; The Cricket, Henry S. Cornwell; My Look at the Queen, Treadwell Walden; An Irish Heart, T. W. Higginson; Dawn, H. H.; Eve, H. H.; Dora D'Istria, Illus. Grace A. Ellis; Caribou-Hunting, Illus. Charles C. Ward; Falconberg, V. Illus. Hjalmar Hjorth Boyesen; The Douglas Squirrel of California, Illus. John Muir; The Cliff-Dwellers, Illus. Emma C. Hardacre; Art at the Paris Exposition, D. M. A.; Undergraduate Life at Oxford, Ansley Wilcox; Through the Trees, Anna Katherine Green; Are Narrow-Gauge Roads Economical? L. M. Johnston; Topics of the Time, Communications; Home and Society, Culture and Progress; The World's Work, Bric-a-Brac, Illus.

THE JOURNAL OF SPECULATIVE PHILOSOPHY. October. St. Louis; G. I. Jones & Co. Edited by Dr. Harris, Superintendent of Schools. This is the only Journal of its kind in America. The present number

contains "Christianity and the Clearing-up," (No. 2.) by Francis A. Henry; "Schiller's Ethical Studies," by Josiah Royce; "Jacobi and the Philosophy of Faith," by Robert H. Worthington; "Hegel on Romantic Art," translated by Wm. M. Bryant; "Statement and Reduction of Syllogism," by George Bruce Halsted; Notes and Discussions, the Editor.

The November number of the *New Dominion Monthly* contains the following:—"Monograph of the Esquimaux Tchiglit of the Mackenzie and of the Anderson" (part iv.) by Rev. E. Petitot, Oblat Missionary, etc.; translated by Douglas Brymner. "Wreck of the 'Oriental,'" by the author of "The Girls' Voyage." "Life in Glenshie" (continued), by the author of "My Young Master." "The Four Winds" (poem), by J. J. Procter. "John Law." "The New Home," by "Corinne." "The Caricature History of Lord Beaconsfield" (Illustrated), by G. H. F. YOUNG FOLKS.—"The Dragon's Gate," a Chinese Story. "Little Duties," by Hilier Loretta. "Betsy's Seven Secrets," by Sarah E. Chester. Puzzles.

THE HOME.—"Edna's New Plan": Something on Domestic Economy. "Foods in Season" (Illustrated), by Giuseppe Rudmani, Chef de Cuisine.

LITERARY NOTICES: "Haverholms, or the Apotheosis of Jingo," by Edward Jenkins. LITERARY NOTES CROSS, conducted by J. G. Ascher, Montreal. DRAUGHTS, conducted by Andrew Whyte, Bolton Forest, Quebec. COMIC PAGE. FRONTISPIECE, Lord Beaconsfield.

Readings and Recitations.

A ROMANCE OF THE SCHOOL-ROOM.

(From the *New York Times*.)

There is in a rural Kentucky village a middle-aged, gray-haired school teacher. He is near-sighted, excessively bashful, and densely ignorant of the nature and habits of girls. Everybody concedes that he is a good man, but he has always been believed to be as impervious to romance as is a rhinoceros in a travelling menagerie. And yet into this dry and mathematical person's prosaic life has lately come a unique and charming romance, and he has been led to study girls and their uses with an interest even greater than that which he formerly found in compound fractions and cube roots.

Last winter this remarkable man was engaged to teach the Harlanville district school. He did not know a soul in the village, but the school trustees, knowing that he had conducted the male department of a Frankfort school with eminent success, engaged him at a large salary. The Harlanville scholars included the youth of both sexes, and were, for the most part, orderly and industrious. There was, however, one girl in the school who was the most mischievous and reckless of her sex. There is no doubt that Miss Alice, as she was generally called, was a very pretty girl, and no one claimed that she was guilty of any serious crimes. Still, she was never out of mischief, and would play and execute enterprises from which the average boy would shrink in terror. When it is added that she was fifteen years old, and unusually large for her age, it will be perceived that she was well adapted to render the life of a school-teacher unspeakably wretched.

When Miss Alice first saw the new teacher she at once perceived that he was admirably adapted to be teased. His manifest bashfulness and the innocent, unsophisticated expression of his kindly, but far from handsome face, stimulated her mischievous propensities to the utmost. She began her persecution without delay, and carried it on with immense success. Time and space would fail were it attempted to catalogue the various devices by which she plagued the patient teacher. It was not long, however, before he discovered that the demure Miss Alice was at the bottom of all the mischief in school, though she was too astute to permit herself to be detected in any overt act. One of her favorite methods of harassing the good teacher was to pretend to an ardent admiration for him. She would constantly go to his desk on the pretext of asking his help in her lessons, and while he was laboriously explaining how this *sum* should be done, or how that *verb* should be parsed, she would stand by his side gazing at him with an air of hopeless and passionate attachment which filled the scholars with the wildest delight. Then, too, she would constantly manage to touch, with apparent unconsciousness, the teacher's hand or shoulder, or would lean over him so that her breath would fan his sparse and delicate hair. The uneasiness betrayed by the innocent man in these circumstances was excessively ludicrous, and delighted the naughty girl and her fellow-pupils unspeakably.

The day came however, when Miss Alice, growing careless by long impunity, was detected in the act of firing at another girl with a bean-shooter. This was a crime for which the inexorable penalty was "ruler-

ing." The teacher would have given much to avoid the necessity of "ruling" a girl, but if he suffered Miss Alice's offence to pass without punishment he knew that he would be accused of unfairness, and that the discipline of the school would be destroyed. With a heavy heart he called her up for punishment, and ordered her to hold out her hand. She held it out smilingly and unflinchingly, and when the punishment was ended she deliberately threw her arms around the teacher's neck and kissed him. "I always return a kiss for a blow," she explained, as soon as the teacher recovered breath and consciousness; "for mother always taught me to do so." Having said this, she went calmly back to her seat, and the teacher, wishing that the earth would open and hide him, tried to calm his beating heart by studying history from a spelling-book held upside down.

The cup of his misery was by no means full. There was a rule in school that whoever climbed the fence into the next yard and stole apples from Deacon Watkins' apple-tree should be flogged. The teacher, in order to check the growth of this terrible vice, had distinctly announced that this rule would be inexorably enforced, no matter who might be the culprit, or what defence might be offered. Of course, it was never for a moment imagined that any girl could climb a fence and an apple-tree, and hence the teacher was horrified to discover, as he approached the school-house one morning, Miss Alice perched on a limb of the apple-tree and tossing apples to the rest of the scholars. When he reflected that he was pledged to inflict upon her the severest punishment known to the school code, his knees smote together and he felt that death would be sweet and welcome.

It was the custom to flog culprits at the morning recess, and when the teacher notified Miss Alice that she should remain in the school-room during recess, the other scholars chuckled with glee, and the girl herself was seen to blush. When recess came, and the guilty girl was left alone with the teacher, the excitement on the play ground was immense, and the large boys bet immense quantities of tops and slate-pencils in favor of or against the probability that Miss Alice would be—in fact punished. One enterprising boy climbed the lightning-rod and looked in at the window. It is on his evidence that the remainder of the story rests.

"He never even offered to lick her," testified the disappointed boy. "He just called her up, and said, says he, 'Allie, I'd a great sight sooner marry you than lick you.' Then says Allie: 'It is about the same thing anyhow, so if you say marry, I'm with you.' Then the old man, he kissed her, and that's how it ended. There ain't no fairness about no teacher. He wouldn't have let a boy off that way, you bet."

Doubtless the precise language of the teacher and of Miss Alice were not correctly reported, but the main features of the boy's evidence were undoubtedly true. The teacher was married last week, and has since repeatedly said that mathematics are all very well, but that man needs to cultivate his emotional nature and to develop his domestic affections. His romance certainly came to him late, and in an unexpected way, but those who have seen his young wife think that he is a man to be envied.

Official Department.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

As there may be cases in which Candidates for Second Class Certificates have successfully passed the non-professional examination and were holders of Third Class Certificates, such Certificate will be extended upon the recommendation of the Inspector for the period of one year, so as to enable the holders to attend the requisite session in the Normal School, and in the meantime to possess the status of the holder of a Third Class Certificate.

ADAM CROOKS,
Minister of Education.

Toronto, October, 1878.

Publishers' Department.

Contributions for the CANADA SCHOOL JOURNAL must reach the office not later than the 20th of the month, and to insure insertion must be brief.

Nova Scotia subscribers will please note that premiums for clubs cannot be sent to that Province. An arrangement has been made which will enable N. S. teachers to procure the journal through their inspectors cheaper than they can from us directly.

CHANGE OF ADDRESS.—Subscribers wishing the address of the JOURNAL changed, will please mention the Post Office to which it has formerly been sent, and write the new address in an unmistakably plain hand.

It is gratifying to us to be able to announce, in this the last number of the present volume, that the success attending the

JOURNAL during the past year has exceeded our most sanguine expectations. It is now thoroughly established and largely circulated in all the Provinces of the Dominion, and has a considerable circulation in Great Britain and the different States of the American Union. We have just received from the Province of Nova Scotia the following order for probably the

LARGEST CLUB EVER GIVEN A CANADIAN PAPER.

EDUCATION OFFICE,
Halifax, N. S., Nov. 16, 1878.

MESSRS. ADAM MILLER & Co.,
Toronto, Ont.

GENTLEMEN,—In order to meet the wishes of our teachers in various parts of the Province, and to secure for them the advantages of your excellent periodical, I hereby subscribe in their behalf for one thousand (1000) copies, at club rates mentioned in your recent esteemed favor. Subscriptions will begin with January issue, and lists will be forwarded to your office in a few days.

Yours truly,
DAVID ALLISON,
Chief Superintendent of Education.

RENEWAL OF SUBSCRIPTIONS.

Some subscribers, whose JOURNAL was discontinued at the expiration of the term for which they had subscribed, have written to us expressing surprise that the JOURNAL should have been discontinued simply because they neglected to renew their subscription. They seem to regard the stopping of their paper as a personal matter, and imagine it is because we are unwilling to trust them for the small sum of one dollar. No inference could be more erroneous. The fact is that the JOURNAL has a patronage extending from British Columbia to Newfoundland, and the name of each subscriber stands upon the list among thousands of others, and as it is impossible for us to personally attend to details of mailing, etc., the work is assigned to a clerk in the office, who simply obeys instructions, and has no knowledge or license to discriminate between subscribers. You will thus observe that all must necessarily be treated alike.

A special printed notice will be given in future on the outside of the wrapper, notifying parties as their subscriptions expire, and, as in the past, the paper will be discontinued unless the subscription is renewed. Several hundred subscriptions terminate with the present (December) number. Those who desire to continue to receive the JOURNAL should not fail to renew their subscriptions at once, as the next (January) number will begin a new volume, and we may be unable, a few months hence, to supply back numbers. At the request of a number of subscribers desirous of binding back numbers, a carefully prepared INDEX for the volumes already published will be sent out with the January number.

Educational intelligence, personals, &c., are respectfully requested from every part of the Dominion.

We wish it understood that the CANADA SCHOOL JOURNAL is not an Ontario organ, but will represent, equally and impartially, the interests of education, irrespective of location. It does not aim to reflect the personal views of any party. Its pages are open to all intelligent writers, for the discussion of educational subjects, no matter how diverse their opinions may be. Articles on methods of teaching, from *live*, practical teachers, are always in order. Finally, subscriptions are never unwelcome. We would ask every subscriber to lend us a helping hand by sending in a name or two at the beginning of the year.

ADAM MILLER & CO.,
Publishers, Toronto.