



# The Canada School Journal.

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No. 5.

REV. JOHN McCaul, M.A., LL.D.

Few teachers in Canada are so well known, either to their fellow-teachers or the general public, as the accomplished veteran who presides with so much ability and tact over University College, Toronto. For nearly forty years he has labored devotedly and successfully in the interest of higher education in Ontario, and there is no teacher at present living who has had more, or more distinguished pupils. The benefit he has conferred on the Province by his professorial labours alone is very great, but even that falls short of what he has done for the cause of higher education by the part he has taken in moulding the character of our educational system and of our national university. A man of very ordinary ability, tact, and learning, could hardly fail in the course of forty years to leave his impress on the community, systems, and institutions with which he might be connected; but Dr. McCaul is no ordinary man in any one of these respects, as all who have ever had the pleasure of coming in contact with him are well aware. He has the rare faculty of being able to impress his views upon others without arousing to any great extent that spirit of opposition which every reformer of established systems must expect to encounter, and either crush or disarm; and the consequence is that he has been able to keep, on the even tenor of his way, discharging his academical and social duties with great success and little display, until he has at last reached the proverbial three-score years and ten.

Dr. McCaul was born in Dublin, in 1807, and received his education in his native city. He graduated in Trinity College, and even at that time took high rank as a profound classical scholar. He was appointed Classical Tutor and Examiner in the University, and whilst acting in these capacities edited valuable editions of several Greek and Latin texts. His edition of the Satires and Epistles of Horace is a model of taste and accurate scholarship, and is still popular amongst students, notwithstanding the great number of laborers in the same literary field. As an author, however, he is best known by his researches in Greek and Latin Epigraphy. In his reading of Britanno-Roman inscriptions he has displayed an acuteness, ingenuity, and erudition which have won him deservedly a high position amongst the classical scholars of the day. The meaning of many fragmentary inscriptions, which had

before he attempted to explain them baffled the skill of all who had attacked them, was made so plain as to make it appear singular that they should have held out so long. His "Christian Epitaphs of the First Six Centuries" has met amongst scholars and critics a reception just as favorable as that which greeted the "Britanno-Roman Inscriptions." Together they form a *monumentum ære perennius* of which any classical veteran might be proud.

Dr. McCaul was appointed to the Principalship of Upper Canada College in November, 1838, and he entered on the active discharge of his duties early in the following year. This institution had then been in existence for ten years under its present title, and for some time longer as one of the Royal Grammar Schools. As early as 1797 steps were taken in the Parliament of Upper Canada to secure the setting apart of a large tract of land for the purpose of promoting higher education with the revenue which would in future years be derived from it. The scheme embraced one grammar school in each district, and a university in Toronto, then York. Several of the Grammar Schools were established, and turned out to be very useful institutions; but the foundation of the University was delayed for many years by the bitter contest between those who desired to make it an Episcopal College on the one hand, and those who desired to keep it non-sectarian on the other. In 1828, Sir John Colborne succeeded in getting the two Houses to agree on a scheme by which the Royal Grammar School at York, the name of which was changed to Upper Canada College, should be connected with the proposed University in such a way "that its exhibitions, scholarships and chief support should depend on the



(From a photograph by Notman & Fraser.)

funds of the endowment." In 1830 the College went into operation in its new form, and in 1839, as already mentioned, Dr. McCaul became its Principal. In 1828 a Royal Charter had been granted for the establishment of the University of King's College, which was to be endowed with the grant of land already set apart for the advancement of higher education, though it was under the control of the Church of England. In 1837 this charter was, with the Royal consent, amended so as to make it no longer compulsory for either students, graduates, professors, or members of the College Council, to subscribe to the Thirty-nine Articles. The political troubles of that stormy time prevented anything being done under the amended charter until 1842, when the foundation stone of the building was laid by Sir Charles Bagot, and in 1848 the institution

went into operation with the late Bishop Strachan as President, and Dr. McCaul as Vice-President and Professor of Classics, Logic, Rhetoric, and Belles-Lettres. The University had at that time a Chair of Theology, but by the Act of 1849 this was taken away and several important changes were made. The name was changed to the "University of Toronto," it was made strictly non-sectarian in character, and some alterations were made in its constitution and government. In 1858, other changes no less important were effected, amongst which was the abolition of the Chairs of Law and Medicine, and the separation of the Collegiate from the University functions, making University College, nominally at least, a separate corporation. The constitution remained unchanged till the Act of 1878 made new alterations in the constitution, without, however, radically changing the character of the institution. While it was undergoing these various modifications, Dr. McCaul occupied uninterruptedly the chair to which he had been at first appointed, and which he still occupies. He became President of the University in 1849, and when the separation of corporations took place in 1858 he was appointed President of University College and Vice-Chancellor of the University of Toronto. The former of these positions he has occupied ever since. In the successive revisions of the University curriculum since 1848 he has always taken a prominent part, and although a great classical scholar himself he has never shown any disposition to prevent the broadening of the curriculum in such directions as modern scientific progress called for, but quite the reverse. The introduction of Modern Languages and Natural Sciences, and their elevation into Departments, took place with his entire concurrence, if not on his own motion.

His administration of the affairs of the College over which he presides has been very successful. His intercourse with the students has always been marked by unvarying kindness and affability. He has taken a deep interest not only in their intellectual progress, but also in their amusements and recreations. Of the Literary and Scientific Society he has been from its inception a warm friend and patron, and he has always encouraged and promoted such a degree of devotion to athletic sports as was not incompatible with either physical health or academical progress. It is needless to say that he has won for himself a high degree of popularity amongst his students, and that with hundreds of the *étudiés* of the College who have gone out into business or professional life the recollection of his unvarying kindness is far more enduring than the feeling of admiration for his learning, his ability, or his finished rhetoric. His style of public speaking is well-nigh faultless, as those who have heard him preside year after year at College Convocations know, and few who have ever been privileged to listen to him translating the finer passages of Demosthenes will ever forget the high character of the intellectual treat they enjoyed. In the promotion of objects of public and social interest he has always taken an active part, and in no respect has he conferred greater benefit than by assisting in the cultivation of a taste for high classical music, and indeed for art in all its branches.

### THE LIMITS TO PHYSICAL CULTURE.

We have frequently had occasion to dwell upon the fact that, while moderate physical culture is a great benefit—indeed a necessity, to insure a proper balance of mental and bodily powers, and consequent health and longevity—physical over culture is a great evil, leading to results diametrically opposite to those sought to be attained. At one end of the series is a constitution weak and unfitted to resist disease or the effects of labor; at the other an organization strained to its utmost, and ready to yield under the slightest addition to the stress. Obviously between these extremes there must be a mean, up to which all culture is beneficial, and beyond which all is over-culture. The question is, however, whether that mean is in the nature of a personal equation for every one, differing for each individual constitution, or whether it is possible to formulate general laws, true for all systems. The tendency of modern investigation in all cases relating to the science of living, is generally favorable to the latter view. Mr. Charles Darwin sends out his formulated questions the world over, and deduces results from replies proportionally considered. Candolle does the same in his elaborate investigations into the antecedents of scientific men; the statistics relative to the recruits for our army we have shown, in recent articles, to admit of valuable deductions relative to our national characteristics; and we might add numer-

ous examples, all showing that that which is proved true, on the average, for a large number of persons, may with reason be assumed to be true of an entire class, or even a race, when surrounded by generally similar conditions of life.

Now, in the case of physical culture, the point specially to be determined by actual physiological investigation is, to what extent the body may be benefited. This known, any one may easily discover for himself when the limit is reached, and will understand that to carry his training still further is a positive disadvantage and injury. Such an investigation has lately been made by Dr. Burcq, of Paris, in the *Ecole de la Faisanderie*, a gymnasium where are drilled the soldiers who are destined to be the gymnastic instructors of the French army. No better set of men could be selected for examination, for the reason that each individual is virtually intended hereafter to serve as a model for others, and therefore his physical culture is brought to the best possible state. Dr. Burcq continued his investigations with the utmost care and minuteness for six months, during which period the progress of over a thousand men was closely watched and criticised. As a general result, he tells us now that gymnastic exercises—

1. Increase the muscular forces up to 25 and even up to 38 per cent., at the same time tending to equilibrate them in the two halves of the body.

2. Increase the pulmonary capacity at least one-sixth.

3. Increase the weight of men up to 15 per cent., while, on the other hand, diminishing the volume. This augmentation exclusively benefits the muscular system, as is demonstrated by its elevated dynamometric value.

And Dr. Burcq further observes that, during the first half of the six months' course at the school, the increase of force was most markedly noted.

To Dr. Burcq's admirable studies upon this body of trained gymnasts may be added those of M. Eugene Paz, who for a long period has been observing the results which methodical physical exercises produce in certain invalids and in a large number of people of various callings, notably artists, literary and business men, and others whose muscles are normally less voluminous than those of the picked soldiers at the *Faisanderie* School.

By means of a variety of ingenious mechanical apparatus, and by a course of investigation wholly different from that of Dr. Burcq, M. Paz reaches precisely the same results. He notes especially the increase in weight and decrease of volume of the body above referred to, and also the augmentation of pulmonary capacity. Three operatic singers who were rigorously trained for a year attained a maximum lung power corresponding exactly to an increase of one-sixth. It follows, therefore, that Dr. Burcq's results may be considered in the light of a general law, and likewise as a guide to what is correct physical culture. In this view we commend them to the attention of college authorities and students.—*Scientific American*.

—Superintendent Wickersham, of Pennsylvania, in the recent meeting at Louisville, said of technical education: "I have seen large classes come out of our High School and go back home without a qualification for anything. Our people are partly right in saying that the common schools are not doing what they should for the common people. It would not be a bad thing if half the time of the girls were taken up in learning sewing, telegraphy, wood-carving, and other arts of like nature. I believe that it is practicable that the work for girls may be divided in this way. With boys the case would be more difficult, but we find in Europe that they do the same with boys. I am not sure but that if half the money expended in the schools of our cities were expended in the erection of shops to teach the boys and girls trades, it would be better."

—Among the countless vagaries and cruelties of parental despotism none is fuller of harm than the senseless haste in teaching children "their letters." At a time when the little ones are still aglow with the first ecstasies of budding life, parental despotism thrusts a dead book in the child's face, with the peremptory order to learn to read. Reading should not be taught the child, therefore, before his taste for independent work, his appreciation of his own powers, his faith in his own resources are sufficiently strong to enable him to resist the charms of a morbid fancy; it should not be taught before he can make use of it for the legitimate purpose of the art; and it should be taught him, though in ever so narrow limits, with constant reference to these purposes.—*The New Education*.

## WORDS AND PHRASES.

"*A Roland for an Oliver.*"—Roland and Oliver were two of the most famous in the list of Charlemagne's twelve peers, and their exploits are rendered so equally and ridiculously extravagant by the old romancers that thence came the expression of giving a "Roland for an Oliver," as signifying the notoriety of one big lie or extravagant act by another equally unreasonable.

"*To die in the last ditch.*"—Hume says that the origin of this phrase may be ascribed to William of Orange. When Buckingham urged the inevitable destruction which hung over the United Provinces, and asked William if he did not see that the Commonwealth was ruined, the prince replied, "There is one certain way by which I can be sure never to see my country's ruins,—I will die in the last ditch."

"*Rope in.*"—This phrase originated from the old-time custom of gathering the hay of a meadow by means of a long rope drawn by a horse, thus "roping in" a whole windrow at a time. Passing into common use, the term has acquired the unpleasant meaning of getting or securing without regard to circumstance. "Rope them in in some way," is often said.

"*Bogus.*"—In the year 1837 one *Borghese* passed through the Southern and Southwestern States and passed off a large number of checks, bills of exchange, etc., signed by himself, swindling a large number of people. His transactions were so numerous that his name became notorious, and with a rapid way of pronouncing it soon became "Bogus," and this is often applied to fraudulent transactions or worthless paper.

"*Go snacks.*"—At the time of the plague in London, there was a noted body-snatcher named *Snacks*. Wishing assistance in his increasing business, he offered to any one who would aid him one-half the profits. Of this assistant it came to be said "He goes with Snacks," and finally, "He goes Snacks," equivalent to "He goes halves," or shares equally.

"*Pipe-laying.*"—This term had its origin in a fictitious and treacherous correspondence which pretended to give an account of the method by which voters from Philadelphia were brought to the polls in New York, while the fraudulent scheme was concealed under the form of a contract for the laying of water-pipes from the croton aqueduct. The whole scheme was devised for the purpose of casting odium upon a political party. It, however, made so deep and general impression upon the public that the term *pipe-laying* was at once incorporated into the dictionary of political terms, and is still used to designate the employment of men as voters (who are not entitled to vote) by fraudulent means. C. N.

"*Shilly-shally.*"—The expression indicative of indecision is said to be a corruption of "Shall I, shall I." Some rhymster thus gives it:

"Cheer up your hearts, your spirits rally,  
And ne'er stand fooling, 'Shall I, shall I';  
But budge, jog on, bestir your toes,—  
There lies the way, follow your nose."

"*He's caught a Tartar.*"—In some battle between the Russians and Tartars a private soldier of the Russians called out, "Captain, I have caught a Tartar." "Well, bring him along," said the captain. "Ay, but he won't let me," said the soldier. The fact was, the Tartar had caught him. So when a man undertakes to overreach another, and gets taken in himself, it is common to say, "He's caught a Tartar this time."

"*Kick the bucket.*"—One Bolsover having hung himself to a beam while standing on a bucket, completed the work by kicking away the bucket. He "kicked the bucket," and so died.

*Blackguard.*—In olden times the palaces of kings and seats of nobles were not so well nor so completely furnished as now, and hence when any of the nobility exchanged one residence for another, all kitchen utensils, kettles, pots, pans, etc., were taken with them. The servants who rode in the cart or wagon with these articles were called the "Black-guard." From being applied to a class of persons who, though menials, might have been honest and well-disposed, it has come, with us, to be applied to a low and scurrilous class of persons.

**RESULTS NOT SEEN.**—The best teachers do a work unknown and unseen. Whoever says to his class of boys or girls that which strengthens the weak, improves the ignorant, encourages the downhearted, gives new hope to the discouraged, softens and cultures the rude and boorish, does a work equal to that the angels

of heaven undertake. His labor may seem to be nothing in the eyes of those who simply look to see the results that business brings forth: houses, lands, money and fame. Yet it is just such work that is needed to vitalize conscience and infuse ideas. A country is rich if it has many such men and women at work—poor if it has few.

—In the organization and management of educational forces it is notorious that in several most important respects we are far behind many of the European and other nations that have had the sagacity to borrow from us the grand conception of universal education, and the wisdom vastly to improve upon many of our methods of administration and detail in the working of the system. In England, for example, the educational movement is directed by many of the ablest and most eminent personages in the realm, and as a consequence England is making far more rapid progress in popular education to-day than the United States. In no branch of the public service is there greater need of both heart and brain than in this. Honesty, capacity, fidelity to the public interests, a clear conception of the ends of education, and of the means by which these ends are to be secured, are the need of the hour. From this service, the aims, ambitions, and methods of the self-seeker, the ward politician, and the demagogue should be rigorously excluded. Those who would make an educational office a temporary shift, a stepping-stone to something else, should be forever barred from holding it. Merit, experience, a perfect familiarity with all grades of the work, a nice perception of its true motives and methods, and of its bearing upon life, character, and the interests of society at large, should be the sole passport to its positions of trust and responsibility. When school boards are thus constituted, when superintendents are made of the stern stuff of sterling manhood, when the rights of true teachers are properly respected, and their services are adequately compensated, when educational tramps are quietly laid upon their appropriate shelves, and when permanence is assured to the men and women of brains who are willing to consecrate themselves to the service of education, we shall hear less complaint of its cost, and witness results more nearly commensurate with the public needs, and not before. The sooner this lesson shall be learned and acted upon the better for the schools, for the people, and for the interests of the country as a whole.—*Educational Weekly.*

—The following is taken from a memorial read before the Common Council of Buffalo by one of the school principals, while that body was considering the propriety of reducing teachers' salaries: "The term of service is in most cases only for a limited period of years. Many of our best teachers soon find that they must abandon the schoolroom on account of impaired health. They must therefore remain without remunerative employment, and soon live upon their scanty savings, or else embark in some business for which they have neither taste nor the requisite training. The inevitable result is too often financial ruin. The case is different with other professions. At an age when the teacher is most likely compelled to retire, the successful lawyer is just entering upon his most lucrative practice; finally he reaches the bench loaded with honors and riches, while his classmate that outstripped him at college lives in poverty and obscurity because he became a teacher. The business of the merchant grows and expands from year to year until it gathers such volume and impetus that only his sons and successors will finally reap the full harvest. You can read dead men's names on the signs of prominent business houses, but when the teacher dies his business and his capital sink with him to the grave. But aside from these great drawbacks the vocation of teaching tends materially to shorten human life. A carefully prepared table taken from the Massachusetts Bureau of Vital Statistics shows that out of thirty-four professions and occupations named, only one is less favorable to longevity than teaching. The combined average duration of life of the farmer, mechanic, merchant, lawyer, physician, and clergyman, is fifty-three years; that of the teacher is only thirty-four years."

—An editor, evidently henpecked, says that "if in our school-days the rule of three is proverbially trying, how much harder in after life do we find the rule of one?"

—*Schoolmaster*—"What is the meaning of equinox?" *Pupil* (who knows something of Latin derivations)—"Please, sir, it's Latin for nightmare."—*Punch.*

—An opponent of the public school system insists that if you teach a boy to write, he is much less likely to make his mark in after life.

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## The Canada School Journal.

TORONTO, OCTOBER, 1877.

### THE CHARGES AGAINST THE CENTRAL COMMITTEE.

During the last few weeks a number of grave charges have been made, some of them anonymously, against the members of the Central Committee, and circulated through the press. The charges of wrong-doing are mixed up with criticisms on the policy of the Education Department, and with other charges against one of the members of the Committee, which only indirectly relate to the matters at issue. In so far as the Committee is charged with the responsibility of having proposed and inaugurated certain recent changes in the High and Public School systems, the only reply necessary, over and above that already made by the Chairman, Professor Young, is to point out that the Minister of Education, and he alone, is responsible for such of these charges as have taken place since the change of *regime*, and that the late Council of Public Instruction was responsible for such of them as took place prior to that event. The Minister, no matter from whom he asks

or receives advice, must after all act on his own responsibility, and therefore he has, as might have been expected, carefully excluded all questions of policy from the Commission of Enquiry which has been issued by the Lieut.-Governor in Council on his recommendation. The official announcement states that the Commissioner is the Hon. C. S. Patterson, one of the Judges of the Court of Appeal, that the witnesses will be examined on oath, and that the investigation will be into "such charges as have recently appeared in the newspapers, the allegations of which involve the personal honor or integrity of members of the Education Department."

The principal charges that will form the subject of investigation are, therefore, the following:—(1) That in preparing his examination papers Dr. McLellan was acting in collusion with Mr. Kirkland, Science Master at the Toronto Normal School; (2) that his object was to promote the circulation of a work on "Statics," of which Mr. Kirkland is the author; (3) that some years ago he sought and obtained the assistance of a High School Master in drawing up his mathematical papers both for the Teachers' Examinations and for the Examinations of the University of Toronto; (4) that several members of the Committee have acted in collusion with the publishing house of Adam Miller & Co., and have imparted to that firm such information as enabled them to secure the copyrights of a number of newly authorized text-books, and that J. M. Buchan, M.A., who acted as Chairman of the sub-committee on the authorization of English Grammars, was the principal offender in this respect; (5) that members of the Committee have from interested motives secured the stoppage of the *Journal of Education*, and that in some way they have in connection with that event obtained control of and misappropriated certain Departmental funds. The investigation into these and other charges will no doubt be as thorough as the Hon. Commissioner can make it with the evidence he may be able to elicit. The more complete it is the better, for no small amount of evil has already been done by the circulation of such grave accusations against men who hold such responsible offices as those of Examiner and Inspector. It is to be hoped that those who have formulated the charges anonymously will come forward promptly and state what ground they had for circulating accusations so serious in themselves and so well calculated, if unfounded, to undermine public confidence in the administration of the Department of Education.

### SHOULD TEACHERS BE PAID FOR VACATIONS?

From a report of the proceedings of one of the village school boards of this Province we learn that two of the teachers who had ceased teaching at the commencement of the summer holidays had to threaten legal proceedings in order to recover their salaries for the vacation. The trustees unwisely at first resisted the claim, but on taking legal advice they found that a suit in Court would inevitably go against them, and in order to effect a settlement they had to pay the salaries for nearly a month after the vacation—up, in short, to the time when the matter was finally disposed of. Nor did the board surrender with

very good grace. Tacked on to the resolution authorizing payment of the claims in full, was a rider expressing, in very emphatic terms, the "opinion that the law with reference to these cases is decidedly unjust and unreasonable." Here we must join issue with all who think so, and their name is legion. In order to make perfectly clear our position on this question we shall show what the law is, and why such a law was enacted. By so doing we hope to be able to make even recalcitrant boards of trustees see that the legislative provision is a perfectly reasonable measure of protection for the teacher against the encroachments of selfish boards. The eighty-first section of the Consolidated High School Act of 1874 (37 Vic. cap. 27) reads as follows:

"Every master or teacher of a Public or High School, or Collegiate Institute, shall be entitled to be paid his salary for the authorized holidays occurring during the period of his engagement with the trustees, and also for the vacations which follow immediately on the expiration of the School term during which he has served, or the term of his agreement with such trustees."

No one is likely to dispute the fairness of the first part of this section, and therefore it demands no particular attention. The portion regarded by many as "unjust and unreasonable" is that part we have italicized in the above quotation. And yet it requires but a moment's consideration to see that it is at least as equitable as the part so readily assented to. The object in both provisions alike is to compel trustees to pay salary for the whole year instead of paying for the time actually taught, and omitting the vacations. Now it can make no possible difference to a school board, in so far as the justice of the enactment is concerned, whether the teacher who begins the year goes on teaching to the close or not. If he does, they expect to have to pay him for his legal holidays; if he does not, they should in the same way calculate to pay either him or his successor the amount due as salary for the vacations. It makes no difference to a board of trustees whether they pay *A* for his holidays occurring in the middle of his engagement, or pay him for a vacation of the same length intervening between his engagement and that of *B* who takes his place. To draw any distinction between these two cases is both "unjust and unreasonable." And why should trustees object to paying salary for the holidays, no matter who receive it? It takes the vacations as well as the School terms to make up a year, and no reasonable school board can expect to get off with payment of salary for only a part of each year as it passes. Whether the holidays are too numerous or not is a matter about which there may be an honest difference of opinion, but we can see absolutely no ground for finding fault with a provision which does not fix the length of the vacations, but is intended to prevent parsimonious boards from making a few dollars at the expense of their schools and teachers by hiring the latter by the term instead of the year. Were it not for the above enactment it would be possible for trustees to engage a teacher from the first of January to the seventh of July, pay him off, and re-engage him or engage some other to teach from the seventh of August to Christmas. In this way they would save something like half a quarter's salary each year, but at what a sacrifice in other directions!

A word to teachers on this subject. Never, if you can possi-

bly avoid it, be a party to a violation of the spirit of the law by assenting to such an arrangement as will free your board from the necessity of paying salary for the holidays. You owe as much as this to your profession, to say nothing of justice to yourself. On the other hand, never do anything which bears even the semblance of taking unjust advantage of a provision intended to afford you only reasonable protection. Cases like the following are not infrequent. A teacher whose engagement is for the whole year wishes to resign at the commencement of the summer holidays, and the trustees generously accept his resignation believing that they are doing him an act of kindness. Great is their surprise in settling up with him to find a claim presented for salary for the holidays. We have no hesitation in saying that such a claim is unjust and unprincipled in the last degree, and although the letter of the law appears to favour its validity, we have our doubts whether any court of competent jurisdiction would enforce payment. Equity demands that in a case where the contract is broken at the request of one of the parties, that party should desire no other advantage from it except such as were in view at the time. Teachers who are guilty of sharp practice of this sort are unworthy members of a noble profession, and it is they, and not those who are fairly entitled to claim their salaries, who really bring the enactment into disrepute. Fortunately school boards can always protect themselves by coming to an understanding about the salary question before consenting to accept the resignation of their teacher. We have no objection to their paying him the extra sum, but rather the reverse. What we condemn is the sharp practice involved in first securing the consent of the board and then putting in a claim which the trustees never thought of while conferring, as they supposed, a favor on the teacher. When both parties are disposed to deal fairly the law will be found to be perfectly equitable in its operation.

—A Bill has been introduced into the New York State Legislature to provide for the inspection of the ventilation and sanitary arrangements of schools. This is a step in the right direction. Plants become dwarfed if placed in unfavorable circumstances while growing, and it is impossible to estimate the amount of dwarfing of body and mind that results from the placing of young children in unhealthy school houses.

## Contributions and Correspondence.

### THE STUDY OF ENGLISH IN OUR SCHOOLS.

BY G. A. CHASE, B.A.

#### I.

It cannot be said that Ontario is indifferent to the value of popular education. The amount of attention paid to educational matters by our legislature, the frequent revision of our school-law, together with the energy and the interest in their work shown by the authorities, clearly manifest that this question is regarded as one of paramount importance. It is very evident, too, that while schools of all kinds are being established, and ample provision



made for their support and efficiency, a change in our ideas is taking place as to what is the proper aim of education among us, and what are the means best adapted to secure that aim. The idea that the study of the Latin and Greek classics alone constituted education has passed away: these could not satisfy the demands of our busy, practical times. We have not yet fully decided upon the comparative merits of the competitors for the place vacated by classics. All parties, however, are agreed upon one point,—that the study of our own language must hold an important position in the education of our children,—they must learn to speak it correctly and write it correctly; and furthermore, this end, a very important one, is to be obtained through the study of English grammar.

The question may be fairly asked whether this method of obtaining a knowledge of our language is the best one,—or rather, whether the method in vogue in our schools will secure the end aimed at. The term "the study of English grammar," or "English," as it is now commonly called, though including several things, as parsing, analysis, derivation of words, synonyms, &c., is practically regarded as meaning parsing and analysis alone. It is to be feared that this way of dealing with "English" fails to meet the required result.

When the child for the first time enters a school-room, he has already a good supply of words; he can tell all his wants, make known all his thoughts in language nearly, if not quite, as good in its way as that of the teacher,—fully as good as that of the home from which he came. The task, then, that lies before the teacher is to increase the number of the child's words as the understanding will bear it, and to improve the style of his language if needed. This is fairly stating the question. As soon, therefore, as the child can well read, our educational system requires that he should take up the study of English grammar. How this is done we all know. With some few variations in the mode of starting, the child commits to memory a number of technical terms with their definitions, and then does his best to apply them. He learns, for instance, that "a Noun"—and this is the easiest of all the terms—"is the name of any person, place or thing;" it has a Nominative Case, a Possessive Case, an Objective Case—singular and plural; he picks out tolerably well all the nouns in his reading-lesson when they refer to tangible objects; when this is not the case, he is wholly at a loss. And so it goes on from one "part of speech" to another,—from one term to another—Adjective, Pronoun, Case, Relation, Mood, Government—words lacking in all intelligent meaning to the child, and which no amount of pains and patience in the teacher can make clear. If "parsing" and "analysis" mean anything, they mean an examination into the structure of language, the reason of form and arrangement,—in short, the philosophy of language. Thus our system of education forces upon the undeveloped mind the study of one of the most abstruse of sciences; and what at a later time affords the keenest pleasure is now but a meaningless task. The study of language as a science—its structure, the forms and relations of its words—yields in interest to no other: it demands as mature powers as the study of any other science does. The deeper we study the more we feel that words are not dead things that move as we move them; they are the expression of the living thought within; and he who would study language must study thought itself.

It may seem unnecessary to say, but it is important to be borne in mind, that in studying English we are dealing with, not a foreign tongue, but our own native one. Its words first fell upon our ears; we imitated it from those around us; it grew with our growth, associating itself with everything we hold dear. No "rule" for form or position was given us: we watched, we imitated—that was all. In short, language seemed to come to us as

if it were a natural development of our organization. It is quite certain that this same method, in principle, must be carried out in our schools before our youth can obtain a sound knowledge of our language. Far different is the course pursued in learning a foreign tongue. Instead of being a natural, unconscious process, everything is artificial. The idiom of no two languages is alike; forms and constructions are different; hence rules, &c., must be given—for the process is mechanical—telling what different forms the words assume, when to use them, and how they are to be arranged in a sentence. The distinction between the two processes is wide, and patent to everybody. Yet our grammar-books say in effect that the method is the same in both cases—that English must be studied as a foreign tongue is studied! We owe this, doubtless, to the fact that when compelled to give instruction in English, the teachers of Latin knew no other way to do it than that employed with this foreign tongue. Thus a mechanical process is forced upon us when the natural should be the only one.

Our teaching of English proceeds upon a false theory. It supposes that a knowledge of the technical terms of grammar is necessary to a knowledge of the language. In what way does this knowledge of terms increase our grasp of language? No one will say it extends the vocabulary; it cannot improve the style, it adds nothing to the force and clearness of expression; and no one will pretend that the amount of fact is increased thereby;—these things must all be sought elsewhere than within the covers of a grammar-book, and they are alone what an ordinary school education should be required to give in language; all else is a waste of most precious time. An appeal might be made to the common sense of educationists in this respect. Let them not be carried away by prejudice where so much of vital interest is at stake; this subject must be tested by its merits and so judged; it is time we gave up these traditions in teaching. We laugh at the subjects of grave dispute among the mediæval schoolmen and cloister-philosophers; but the learned discussions on the "parsing" of such words as "blow" and "sweet" in "John struck George a blow" and "Sugar tastes sweet," are equally absurd from an educational point of view: teacher and scholar and disputant each knows what the sentences mean, and knows no more: if they think they do know more, they are only deluding themselves.

It may be urged that a knowledge of grammar is needed to prevent mistakes in the use of the different forms that words assume. This touches a point of practical importance. But surely it will not be said that our elaborate system of grammar is necessary to meet that difficulty, more especially when those forms in the use of which errors may be made are only five or six! Some other way than the one pursued can assuredly be found—a way that will not require this year after year of weary, meaningless plodding in "parsing." Many teachers seem to have the idea that the rules laid down in the grammar-book make the language, and that every sentence must be framed in accordance with them. Soberly puzzling is it then to find in all the masters of our tongue expressions and forms that set "rule" at defiance; and very entertaining are the discussions that these "violations" give rise to. Yet language goes on its way, grammarians and pedagogues notwithstanding. Let it once be thoroughly understood that "rule" does not make language, and our teachers and pupils will learn to look for "grammar" elsewhere than in books bearing that name. The principles and practices that guide the use of our few grammatical forms will be readily, almost insensibly communicated in an informal manner by the teacher who knows his work. Subject, and word, and illustration can be pitched to the capacity of the pupil; voice, and look, and gesture, all combine to send home to the understanding ideas that the dead letter of the book would fail to do. What I plead for in education is intelligence: that nothing should be given

to the child that is meaningless to him; that his understanding should accompany all that is taught him; that not until his mind has been fairly developed, and can grasp abstract ideas, should he be put to study the phenomena of language with which thought and mind are so closely connected.

Professor Whitney, of Yale University, makes the following remarks, among others, in the preface of his lately published "Essentials of English Grammar;" "That the leading object of the study of English grammar is to teach the correct use of English is, in my view, an error, and one which is gradually becoming removed, giving way to the sounder opinion that grammar is the reflective study of language, for a variety of purposes, of which correctness in writing is only one, and a secondary or subordinate one—by no means unimportant, but best attained when sought indirectly. . . It is constant use and practice, under never-failing watch and correction, that makes good writers and speakers; the application of direct authority is the most efficient corrective. . . One must be a somewhat reflective user of language to amend even here and there a point by grammatical reasons." He goes on to say that "the pupils should be made both at home and at school to use their own tongue with accuracy and force, with the addition of an occasional grammatical rule or distinction; but no formal grammar must be intruded."

**Mathematical Department.**

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

The following papers were set at the recent Matriculation Examinations of the University of Toronto. The solutions of the more difficult questions only are given.

**ARITHMETIC AND ALGEBRA.**

PASS.

1. Perform the following operations by short methods :-  
 $479 \times 125$ ;  $878294 \div 99$ ;  $84687 \times 820648$ .

2. Prove that  $\frac{2}{3} \times \frac{3}{2} = \frac{3}{3}$ .

3. Prove in a particular case the rule for reducing a mixed recurring decimal to a vulgar fraction.

Find the value of

$$\frac{.28 - \left( \frac{1}{2} - \frac{2\frac{1}{10}}{10} \right) \text{ of } \text{£}1 + \frac{.571428 - \frac{8}{21}}{27 - 1\frac{1}{28} - 1\frac{1}{8}} \text{ of } 1 \text{ guinea.}}{.45 - .1186 - \frac{1}{11}}$$

4. Without making a "proportion statement," determine the interest on \$750 for 9 months, if the interest on \$500 for 6 months be \$28.

5. Bank of Commerce stock is worth 120, and pays a dividend of 8 per cent. per annum. Find the income from 100 shares, and the amount obtained by the sale of them, allowing the broker a commission of  $\frac{1}{2}$  per cent.

6. A man has real estate from which he receives an income at the rate of 10 per cent., without allowing for taxes. On both income and property he is taxed at the rate of 19  $\frac{1}{2}$  mills on the dollar. At what rate is his property taxed altogether?

7. A grocer mixes 40 gallons of whiskey at 75 cts., 40 at \$1.50, and a certain number of gallons at \$1. After keeping the mixture a year, by selling it at \$1.85 a gallon, he would have gained 20 per cent. profit, and 8 per cent. interest on his capital; but owing to a leakage he gains his interest and 16  $\frac{1}{2}$  per cent. profit. Find the number of gallons that leaked out.

8. Without actual division,

(1.) Find the remainder on dividing  $x^4 - 8x^3 + 4x^2 - 2x + 1$  by  $x^2 - x + 1$ .

(2.) Shew that  $a^2(b+c) - b^2(c+a) + c^2(a+b) + abc$  is divisible by  $a-b+c$ .

9. Simplify

(1.)  $\frac{x^2 - a^2}{x^2 - b^2} \times \frac{x^2 - (a+b)x + ab}{x^2 - (a-c)x - ac} \times \frac{x+b}{x^2 - a^2}$ .

(2.)  $\frac{a(s-a)^2 + b(s-b)^2 + c(s-c)^2 - abc}{(s-a)(s-b)(s-c)}$ , where  $2s = a+b+c$ .

10. Solve the equations—

(1.)  $.8x - \frac{.04 - 2x}{.5} = 7x - \frac{x}{.3}$ .

(2.)  $\frac{b-a}{x-b} + \frac{3x(a-b)}{x^2 - b^2} = \frac{a-2b}{x+b} + \frac{ax-b^2}{x^2 - b^2} + x - a$ .

11. A man is to row over a certain course in a certain time. By rowing at the rate of 4 miles an hour, he would arrive 5 minutes too late; and by rowing at the rate of 5 miles an hour, he would arrive 10 minutes too early. Find length of course and time of rowing.

12. Solve the equations—

(1.)  $x^2 - 25x = 9$ .

(2.)  $\frac{1}{ax-1} + \frac{1}{ax+1} = 1$ .

(3.)  $x^n + \sqrt{x^n - 8} = 15$ .

18. A room is 20 feet long, 16 feet wide, and 12 feet high, with openings of area 94 square feet. It takes as much plastering as another room, which is as long as broad, 10 feet high, and whose openings have an area of 70  $\frac{1}{2}$  square feet. Find length of second room.

1.  $878294 \div 99$ . Whatever number of hundreds a number contains, it contains an equal number of ninety-nines, together with an equal number of units. Thus 878294 contains 8782 ninety-nines, with remainders 94 units and 8782 units. Similarly with the remainder 8782. The process may be arranged thus:

$$\begin{array}{r} 878294 \\ 8782 \\ \hline 87 \\ \hline 882118 \\ 2 \\ \hline 15 \end{array}$$

2 being added to the remainder, because 200 contained in the sum of the remainders contains 99 twice with 2 remainder.

In  $84687 \times 820648$  it will be noted that the multiplier is composed of 8, 64 ( $8 \times 8$ ), and 820 ( $8 \times 8 \times 5$ ), and the multiplication can be performed in three lines.

8. Ans., £4 5s. 4d. 4. \$52.65.

5. \$800, \$11987.50. The shares are supposed to have a nominal value of 100, which in the case of the Bank of Commerce is contrary to fact.

6. He pays 19  $\frac{1}{2}$  p. c. on value of his property, and 19  $\frac{1}{2}$  p. c. on 10 p. c. of value of his property, i.e., 21  $\frac{1}{2}$  p. c. in all.

7. He sells at \$1.85 a gal., and gains 26 p. c.;  $\therefore$  cost of this is  $\frac{100}{126} \times 1.85 = \$1.07$ ; = cost of mixture. Now let him take 1 gal.

at 75 cents, and 1 gal. at \$1.50, and an unknown number at \$1.00. The first two cost \$2.25 and sell at \$2.14  $\frac{1}{2}$ , i.e., he loses 10  $\frac{1}{2}$  cents; and this is balanced by the gain of 7  $\frac{1}{2}$  cts. on each of the \$1 gals.  $\therefore$  there are 10  $\frac{1}{2} \div 7 \frac{1}{2} = 1 \frac{1}{2}$  such gals; and  $\therefore$  in all 60 gals. at \$1.00.  $\therefore$  entire cost =  $75 \times 40 + 1.50 \times 40 + 1.00 \times 60 = \$150$ . And he gains 22  $\frac{1}{2}$  p. c. on this, i.e., he receives \$188.75.  $\therefore$  number of gals. sold =  $\frac{188.75}{1.85} = 102$ . But number of gals. bought =  $40 + 40 + 60 = 140$ .  $\therefore$  leakage equals 38 gals.

8. (1) In the dividend substitute  $x-1$  for  $x^2$  as often as it occurs, until only first powers are left in the dividend. Ans.,  $x$ . (2) In the dividend substitute  $b-c$  for  $a$ ; result will equal zero. For proof of methods see Loudon's Algebra, § 95; Colenso's, Pt. II., § 9; Gross's, Appendix to Pt. I., § 9.

9. (1)  $-\frac{a^2x^2}{x+c}$  (2)  $-2$ .

10. (1)  $\frac{1}{2}$ . (2)  $a$ .



11.  $x$  = length of course,  $y$  = time; then  $\frac{x}{4} = y + \frac{1}{12}$ ,  $\frac{x}{5} = y - \frac{1}{6}$ ;  $\therefore x = 5$ ;  $y = 1$  hr. 10 min.

12. (1)  $-2$  and  $4\frac{1}{2}$ . (2)  $\frac{1}{a}(1 \pm \sqrt{2})$ . (3)  $\sqrt[3]{12}$  or  $\sqrt[3]{19}$ .

13. Area of other room is  $1160.25$  sq. ft.; and if  $x$  be its length,  $x^2 + 40x = 1160.25$ ,  $x = 19\frac{1}{2}$ .

### EUCLID.

PASS.

1. What is the difference between Euclid (branch of science) and Geometry?

What objections are there to the use of such a symbol as  $(AB)^2$  in Euclid?

2. By the method of superposition prove that if the angles at the base of a triangle are equal, the sides which are opposite to these angles are also equal.

3. To draw a straight line through a given point parallel to a given straight line.

Prove this also without using Prop. 23.

4. The opposite sides and angles of a parallelogram are equal to one another.

One diameter at least of every parallelogram is greater than any side.

5. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side on which when produced the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.

If  $C$  be the obtuse angle,  $AD$  be perpendicular to  $BC$ , and  $E$  be the bisection of  $BC$ , shew that the square on  $AE$  is equal to the squares on  $AC$ ,  $CE$ , with the rectangle  $BC$ ,  $CD$ .

6. To describe a square equal to a given rectangle. Give solution.

7. From a point without a circle only two equal straight lines can be drawn to it.

By a direct proof shew that the line bisecting the angle between equal straight lines drawn to the circumference, passes through the centre.

8. The opposite angles of a quadrilateral inscribed in a circle, are together equal to two right angles.

$CAD$ ,  $EBF$  are common chords to two circles which intersect in  $A$  and  $B$ . Shew that the figures  $AE$ ,  $AF$  can be so placed that the sides of one shall be parallel to those of the other.

9. To cut off a segment from a given circle, which shall contain an angle equal to a given rectilineal angle.

Given the radius of the circumscribing circle, the vertical angle, and the perpendicular from an extremity of the base on the opposite side, construct the triangle.

10. If a chord of a circle be divided externally, the rectangle under its segments is equal to the rectangle under the segments of any other chord divided externally in the same point.

8. The figures may be proved equiangular.

9. From the circumscribing circle cut off a segment containing an angle equal to the vertical angle. From one end of the chord of this describe a circle with radius equal to the given perpendicular, and from the other end draw a chord of the former circle touching the latter. The remainder of construction is evident.

We are asked for the solutions of the following problems:

1. A person bought a piece of land for \$1000, to be paid for in five years, with interest at 10 per cent. He was allowed a choice of two modes of payment: (1) he could leave the principal unpaid till the end of five years, paying the interest due annually; (2) he could pay \$200 of the principal each year, together with the accrued interest. Money being worth 10 p. c. compound interest, determine whether one of these modes was more profitable than the other, and how much his land ultimately cost him,

2. A merchant bought 400 lbs. of tea and 1600 lbs. of sugar, the cost of the latter per pound being  $16\frac{2}{3}$  per cent. that of the former. He sold the tea at a profit of  $83\frac{1}{3}$  per cent., and the sugar at a loss of 20 per cent., gaining, however, on the whole \$60. Find his buying and his selling prices.

1. Evidently, since either is an equitable way of discharging the debt, one cannot be more profitable than the other, compound interest being allowed throughout. Any one may satisfy himself of this by finding the present worth of all sums paid, or their amount at the end of five years. As for the second part, to speak correctly we would say that the land cost him \$1000, as it is to be presumed he began to derive a profit from the land as soon as he bought it. If, however, by "ultimately" is implied the amount of all sums paid at the end of five years, the answer is  $1000 \times (1.1)^5 = \$1610.51$ .

2. Since sugar cost  $16\frac{2}{3}$  p. c. cost of tea, 1 lb. tea  $\approx$  6 lbs. sugar;  $\therefore$  400 lbs. tea = 2400 lbs. sugar. On tea he gained  $83\frac{1}{3}$  p. c., i. e., one-third, i. e., 800 lbs. sugar. On sugar he lost one-fifth, i. e., 320 lbs. sugar;  $\therefore$  on whole he gained 480 lbs. sugar, and this equals \$60. Hence cost of sugar =  $12\frac{1}{2}$  cts.; cost of tea =  $12\frac{1}{2} \times 6 = 75$  cts.; selling price of sugar =  $12\frac{1}{2} - 2\frac{1}{2} = 10$  cts.; selling price of tea =  $75 + 25 = 100$  cts.

SUBSCRIBER, Lansdowne.—Your post-card of Aug. 28th, being merely directed "Toronto," did not reach us till Sept. 14th. The following are the corrections of the errors in Entrance and Third Class Examination Papers:

#### ENTRANCE.

8. 603 should be 703. Rest is correct.

6. 387.50 should be 387.25; and then answer is \$2.77 $\frac{3}{4}$ .

7.  $\frac{2}{3}$  should be  $\frac{1}{3}$ . Rest is correct.

10. Latter part should be,—and 612.80 is discharged with  $(357.44\frac{1}{2} \div 1089.84) \times 612.80 = \$210.65$  Ans.

#### THIRD CLASS.

1. In answer, 6702 should be 1702.

4. Should be,— $\therefore 1 = 40 \times 1.09\frac{1}{2} \div 9$ , and  $18\frac{1}{2} = \frac{40 \times 1.09\frac{1}{2}}{9} \times 18\frac{1}{2} = \$89\frac{7}{8}$ .

10. Should be,—square of breadth =  $\frac{6 \times 4840 + 900}{8} = 9980$  yds.  $\sqrt{9980} = 99.89 +$ ; length =  $299.69 +$ .

### Practical Education.

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

#### OBJECT LESSONS.

A very large number of teachers say they cannot teach object lessons because they cannot get the objects—they really mean the curiosities—necessary. What a destitute condition they are in, to be sure! No live teacher who can see need walk a mile even in the country without obtaining a large supply of objects for lessons; true object lessons. There are grasses and ferns, shrubs and trees, flowers and fruits, insects and birds, shells and stones. These have peculiarities, differences, and analogies, which enable us to distinguish them as individuals and classify them into groups, and they certainly afford ample material for years of object teaching. It is not the inanimate object so much as the living teacher that makes the success or failure of an object lesson.

The greatest difficulty in connection with object teaching is to get the majority of teachers to understand that its highest function is not to give information, or store the mind with knowledge, but to develop the faculties of the mind, to train it to acquire knowledge systematically and use it practically, and to stir it up to healthful activity in making original investigation. Most of the books published on this subject tend to spread and perpetuate this error. They are mere compendiums of information. As such

they are vainable, but the trouble in connection with them arises from the fact that they lead teachers to believe that the *materials* for a lesson are of more importance than the method of giving it. This is a grievous error, and true object teaching will not make much decided progress until it has been exposed and removed.

The aim of object teaching is to continue, after a child goes to school, the same plans in educating a child which nature adopted before that time. It develops the faculties in the natural order. The first to be trained is the power of *observation*. Hon. Carl Schurz lately said: "Any system of education which fails to teach a child to see, to hear, and to reproduce correctly is essentially faulty." *Sight* is a faculty; *seeing*, an art. All our conceptions come to us through our observant powers—through our senses. It is therefore of the utmost importance that they should be fully developed. The extent and acuteness of development possible can scarcely be estimated.

It is not enough, however, to *see*; we should observe with definite aims. The children must be taught to form conceptions or ideas as the result of their observations. A writer in the *National Teachers' Monthly* says: "I don't want my boy to go through the world with his eyes shut. Who discovered the attraction of gravitation? Who the phosphate under our own soil? Who invented the steam engine or telegraph? Plainly some one who was able to think, and did think, and who thought because he *observed* things."

They must be led *gradually* to compare the parts and qualities of various things, to notice the adaptation of the parts to the uses they perform, to *discover* the differences or analogies and relationships of different things, to classify things into great families according to their agreement in certain peculiarities, and lastly to draw correct conclusions and arrive at just and definite decisions. Perception, conception, judgment; this is the natural order of the growth of the mind. One of the fundamental principles underlying the whole system of object teaching is, that *the child must work for himself*. He must see, and conceive, and compare, and conclude for himself. His faculties must grow by *active* exercise. My muscles would never grow strong and wiry, if I simply *looked* at another man lifting dumb bells or swinging Indian clubs. Neither will my mind grow unless it works for itself. Faraday says that "a deficiency of judgment is the most common intellectual fault." It must continue to be so while our boys and girls get their conclusions *ready made* for them in their schools.

## DRILL IN SCHOOLS.

### I.

As *Drill* and *Calisthenics* now form a part of the programme of work laid down for the Public Schools of Ontario, we purpose giving in a series of articles an explanation of the parts actually prescribed.

#### GIVING INSTRUCTION.

The teacher should stand in front of his boys, so that he can be seen by all. He should go through the movements slowly and definitely as he explains them. In this, as in all other subjects, the eye should be the medium of information rather than the ear.

The verbal instruction given should be as little as possible. The explanations for drill given in *books* must be in *detail*, so that the teachers themselves may thoroughly comprehend the movements; but repeating these explanations *literally* is not teaching "drill" any more than repeating the rules of grammar is teaching that subject.

The teacher should explain the movements very briefly in his own words and by his actions. Great care should be taken to have the motions and movements done very accurately. The extension motions, for instance, if done in a careless manner, may do harm instead of good. No slovenly positions or movements should be allowed to pass unchecked. One of the most important results of the drill should be an improved bearing and a more graceful walk.

#### WORDS OF COMMAND.

Words of command consist of two parts: *cautionary* and *executive*. The first part prepares for what is to come; the second is the signal for the immediate performance of the movement desired. Both parts should be uttered clearly. The first part should be spoken *slowly* and *deliberately*, and the second, after a definite pause, *sharply* and in a *louder tone*. It is very important that the two parts of the command should be separated by a pause. The method of giving the commands may be indicated as follows:—*Stand at—EASE; right a-bout—TURN; &c.* The foregoing rule does not apply to the words and numbers given in the *Extension Motions* and *Balance Step*, where the words must be given sharply when the motion is to be quick, and slowly and smoothly when the motion required is of that nature.

#### PREPARING FOR DRILL.

The class should *fall in* in *single* or *double* rank according to the number in it, and should have the tallest at the flanks, and the smallest in the centre of the line. Never begin drill, after the boys have fallen in, without first giving the order, *Attention By the Right—Dress*, (or *Touch your Right*, and *Dress—Eyes—Front*).

It is evident that boys will not have room to perform their movements properly if they stand side by side in line. It becomes necessary to extend them in some manner so as to allow free motion of the arms. If the number is not too great the required separation may be secured by

#### DRESSING A SQUAD WITH INTERVALS.

- |             |   |  |
|-------------|---|--|
| Eyes—RIGHT. | { | On the word <i>Right</i> , the squad will glance the eyes to the right, turning their heads slightly in that direction.  |
| DRESS.      | { | On the word <i>Dress</i> , the whole will raise their right arms (except the one on the right of the squad), and, with the palm of the hand turned upwards, touch the shoulder of the pupil on the right with the tips of their fingers, stepping backwards or forwards with short paces, until they can just discern the lower part of the face of the boy next but one on their right. |
| Eyes—FRONT. | { | The Instructor will, from the right, correct the dressing, ordering the boys to step forward or backward singly, as may be requisite, and when the dressing is completed he will give the words <i>Eyes—FRONT</i> , on which the whole will turn their heads to the front, looking in the same direction, dropping the right arms to the side at the same time.                          |

Dressing from the left will be taught in the same manner, the command being, *Eyes Left—Dress*; and when the words *Eyes—Front* are given, the head and eyes must be turned to the front. A tendency to lean the head forward when dressing will be observed, which must be instantly checked.

For a large class this method will extend the rank or ranks so far that the instructor will not be able to see those at the extremes, so as to control them, nor will the pupils be able to see his illustrations of the movements. The simplest and most effective method of isolating the members of a class of from 20 to 60 is to have them "fall in" in two ranks, the *rear* rank being *one pace* behind the front rank. The *front* rank should at the proper command *advance*, or the *rear* rank *retire* 6 paces. The instructor should then give the command:

From the right  
number off—by threes.

On the word *threes* the boys in both ranks "number" themselves as directed, saying aloud each in his turn, *one, two, three; one, two, three*, until each boy has received his number; or the right hand boy in each rank may pass along his own rank numbering each boy in turn *one, two, three, one, two, three*, &c. If this plan be adopted the right hand boy must number himself *one*, the boy next to him *two*, &c. When he has completed the numbering he should return to his own place, taking care to go *behind* his rank in doing so. This should be repeated, if necessary, until every boy knows whether he is a number *one*, a number *two*, or a number *three*.

Slow—MARCH.

On the word *March*, ALL the number *ones* take two paces to the front, ALL the number *threes* two paces to the rear, and the number *twos* stand fast.

The teacher will now be able to see every boy in his class, and every boy will have ample room to perform any movement required.

#### PROPER POSITION AT DRILL.

Give word of command : { On which the boys must stand upright, body and shoulders square to the front, head erect, but not thrown back, *heels in line and touching each other, toes separated*, so that the feet may form an angle of 45°, knees straight, arms hanging easily down by side, palms of hands turned towards thighs, thumb and forefinger close to seam of trousers, and with the other fingers pointing downwards, eyes straight to front. *Weight of body should be on fore part of feet, not chiefly on heels.*

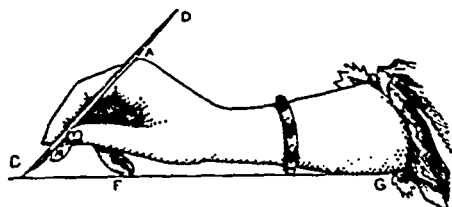
Attention.

#### PENMANSHIP IN PUBLIC SCHOOLS.

By W. B. ROBINSON, TEACHER OF PENMANSHIP, ONTARIO BUSINESS COLLEGE, BELLEVILLE.

(Continued from page 30.)

#### PENHOLDING.



The two rests—F, finger. G, muscular.

Hold the pen or pencil between the first and second fingers and thumb, as illustrated, letting it cross the forefinger just above the knuckle-joint (A) and the second finger at the root of the nail (B) one inch from the point of the pen. Hold the pen so that both points (C) touch the paper, and the top of the holder (D) points directly towards the shoulder. The thumb should be bent outward at the first joint, and press the holder at point (E) opposite the first joint of the forefinger. The *first and second fingers* should touch as far as the first joint of the first finger. The *third and fourth* must be curved and separate from the others at the middle joint, and so bent under that the hand slides on the face of the nails (F). The arm should rest lightly upon the fleshy part (G) of the forearm. The wrist should never be allowed to touch desk or paper.

#### RESTS AND MOVEMENTS.

The rests are the muscles in front of the elbow (G), and the nails of the third and fourth fingers (F).

There are four distinct movements used in writing, viz.: the *whole arm* movement, produced by lifting the arm entirely from the desk, and moving from the shoulder; the *forearm* or muscular

movement, being the movement from the muscular portion of the arm which rests upon the desk, the hand gliding upon the movable rest of the third and fourth fingers; the *finger* movement, produced almost wholly by extending and contracting the first and second fingers and thumb; and the *combined* movement, which is the muscular and finger movement together. The latter is the movement most used in writing, as it unites strength with exactness in the formation of letters. Special attention to this movement is of the greatest importance. It is the foundation of skill in execution; without it good, rapid writing is impossible.

The first exercises should be practised on slates until position and movement are learned and the pupils become familiar with the formation of letters. A plan I have seen successfully adopted is to have the slates all ruled on one side with light permanent lines, properly spaced. Copies should be as nearly perfect as possible in order that proper ideas of form may be impressed on the learner's mind from the beginning. The first lessons must proceed on the same plan as drawing, and, indeed, can be termed nothing but pencil drawing of the letters and words used in the copy.

On account of the tendency of young pupils to break slates and lose pencils, it is much better for the teacher to take charge of them. Monitors may be appointed to pass the slates and pencils, and their duties should be arranged in accordance with the seating of the school room. They should be appointed as a mark of favor for proficiency or good conduct, and taught to look upon the position as a very honorable one.

The plan of conducting the exercise may be something after the following order:—

1.—*Prepare for writing*; when all other work should be laid aside and desks cleared. A given signal should then bring up the monitors to pass slates and pencils.

2.—Write the copy plainly on the board, so that the entire class may see it. Let it be a letter, a succession of letters, or a word, according to the proficiency of the class.

3.—Explain how you require it copied, and point out the mistakes likely to be made and explain how they may be avoided.

4.—Give the signal *Commence Writing*. The teacher should then pass around among the pupils correcting position at desk, pencil holding, mistakes in formation, &c., until the exercise is about half over, when he should illustrate on the board the principal errors he has observed while passing around, and call on the pupils to name the different mistakes and tell how they should be corrected. The last five minutes may profitably be devoted to criticism of the writing by the pupils themselves, permitting them to erase and correct any letter with which they are not satisfied.

5.—The monitors should at the close bring up the slates and pencils and deposit them in their proper places, and when an opportunity is afforded they should be carefully examined and marked by the teacher.

A certain number of recognized errors in the exercise may be counted a failure; a less number, imperfect; and no failures in leading features may constitute a perfect lesson.

The principal difficulty at first is drilling primary pupils on position, pencil-holding, preparing for the exercise, and closing. About one-half the time during the first week should be spent in drilling on these particulars.

Great care should be taken to explain all the errors for which they are to be held accountable beforehand, with ample illustrations upon the blackboard of correct and incorrect formation.

On the last school day of each week the pupils should be called upon to prepare a line of each copy, word, and figure practised during the week, and from these copies and the merit marks the monitors for the next week may be appointed.

This method may after a time be combined with the spelling exercise, and errors in both writing and orthography noted at the same time, using a distinct mark to indicate each.

As soon as pupils have been taught to form all the letters and combine them into words, short sentences should follow, and the child may thus be taught to write before the pen and ink are introduced.

The objections made to the use of the pen and ink by small children are, that they are apt to blot and deface their books and injure clothing and furniture. I would, however, advise their introduction as soon as the pupil has made sufficient progress to use them with any degree of proficiency.

## HOW TO READ.

BY RICHARD LEWIS.

(Continued from page 49.)

I have suggested the nature of the first steps in cultivating the speaking voice—the breathing exercises. Let us now conceive the breath, which in the various ways indicated we expel, suddenly converted into *sound*, and we are on the high road to the proper voice exercises. The great end to be kept in view in such practice is the cultivation of a pure tone, which not only is the most agreeable, but the best for all healthy and permanent action, and the easiest to sustain in continued reading and speaking. Such a quality of voice is valuable to all; but to professional men whose duties tax the voice, to lecturers, clergymen, public speakers of every kind, and, not the least—for none have their voices taxed more heavily—to school teachers, the possession of a healthy, pure-toned voice is indispensable to continued usefulness and success. The vocal exercises that secure this quality of tone are simple. The mouth being well opened, the lower jaw dropped so as to leave a full opening for the emission of sound, the larynx depressed and the uvula raised, the conditions for healthy exercise are established. The voice is poured forth with sustained energy, but not with any of the violence that creates irritation of the delicate organs. Let the teacher and the pupils sound the most sonorous vowels, *ah, oh, a, ave, ee*, for ten or fifteen minutes at each practice, and in a short period the best results will be manifest. There are other exercises all tending to the result—the production of pure and healthful tones. The voice may be thrown out in continuous jets, as in a hearty ringing laugh; it may commence with gentleness, swell in power as it advances, and then taper off at its termination; it may be expelled with sudden force; it may be prolonged with continuous force, as when sailors hail, *Ship ahoy*; it may be sent forth in the deepest tone (*pitch*) and gradually ascend to the highest reach of its compass and then descend. All this practice, however, must be performed on system and in harmony with the delicate structure of the organs. There must be nothing harsh, no forcing of the voice which leads to pain, and the greatest care taken to avoid rough, coarse, guttural or nasal sounds, or tones made up of half breath and half voice.

Let it also be understood that all these exercises have for their end the acquisition of good habits and agreeable tones. The gymnast, the runner, and the pedestrian, do not in daily life bring into action all the exercises through which they pass; but it is these exercises which give vigour to the limbs and graceful ease to every muscular action. In the same manner the systematic exercises indicated in these papers will give power and sweetness to the tones of the voice. The best vocalists, actors, and orators, have not only the greatest strength of lungs, but in the calmness of social intercourse, or in the expression of sympathy and pity, their voices are noted for richness, sweetness, and delicacy of tone.

The last qualification is that of distinct articulation. A finished utterance marks only the cultivated reader or speaker. He needs never repeat his words or shout to be heard. Every word reaches the ear, even if delivered in the softest tones—even in whispers,—because every word is *finished*. Now there is no effect more common in general reading or speaking than that which leaves the great masses of words unfinished in utterance. We listen to a child read or to a public speaker, and we complain that we cannot hear the reader or the speaker. We *mean* that we cannot *understand*. The articulation is imperfect, and as it begins in the household and the school-room, it falls upon parents and teachers especially to demand this complete articulation as the first condition of good speech. Words consist of consonants and vowels, and bad articulation is due chiefly to the imperfect utterance of consonants. Every consonant has its own *sound*, and every system of teaching to read is utterly imperfect which does not begin, and continue, and end with regular practice in sounding the consonants. Words should be taken to pieces, sounded letter by letter backwards, forwards, every way, with marked distinctness and energy. When a pupil pronounces a word indistinctly, the remedy is to lead him to sound each letter and each syllable with exceeding distinctness; and this practice should be systematic, and with classes, simultaneous. There is always a tendency to run one word into another, so as to leave the preceding word unfinished in articulation. Thus in reading “safe from temptation,” the careless reader leaves out the *f* of *safe* and sounds the words as if written *safrom temptation*. This habit is almost universal. It marks alike the school-boy’s reading and speech, and the delivery of the preacher or the senatorial orator. The principle on which correct articulation is based is simple. There are two operations necessary to completeness of utterance; the organs are *fixed* for sounding the letters, but the sound is not completed without the *action*. Thus in sounding *safe*, the lips are pressed together, but the sound of *f* is not heard unless they are reopened, and a second replacement of the lips is required for the next word *from*. That is, there is (1) the position, (2) the action. Now, it is attention to this very simple process that secures complete articulation; but, as I stated, the neglect is universal, and incoherent speech and reading are the rule.

I have thus very briefly sketched the first condition of clear speech and good reading—a good voice and a distinct utterance. It is impossible to read aloud with pleasure to our hearers, or to speak with all the music and distinctness which should mark the speech of a rational being, without the fulfilment of these conditions. It must be admitted that important as it is, as a part of public education it has been so completely neglected, that it is like the introduction of a new art into the curriculum of school education; but I have no hesitation in saying that every teacher who possesses an ear and a voice will overcome all the difficulties of this new art; and that when once it has been mastered its exercises will be the most popular in the school-room, and equal to the most elevated and delightful in their application.

In another paper I shall endeavour to explain the intellectual principles and application of these vocal exercises by suggestions on “How to study a passage for reading.”

—A schoolmaster who had an inveterate habit of talking to himself was asked what motive he could have in doing so. He replied that he had two good and substantial reasons: in the first place, he liked to talk to a sensible man; in the next place, he liked to hear a sensible man talk.

—In the suggestive address of President Newell at Louisville, occurs the sentiment that “The true theory of a common school programme is that every step shall be the best possible preparation for stepping out rather than for stepping up.”

Examination Questions.

Under this head will be published from month to month the papers set at the examination for entrance into the High Schools of Ontario, the Intermediate High School Examination, the examination of candidates for Public School teachers' certificates, and the Junior and Senior Matriculation examinations of the University of Toronto. The Mathematical papers will in all cases be accompanied by analytical solutions of the more difficult problems and hints on the best methods of solving the others.

PAPERS FOR JULY, 1877.

HISTORY.

I.

ADMISSION TO HIGH SCHOOLS.

Examiner: J. M. BUCHAN, M.A.

- |         |  |
|---------|--|
| Values. |  |
| 10      | 1. What races effected settlements in England before the year 1200?  |
| 18      | 2. Tell what you know about the Norman Conquest.   |
| 16      | 3. "Edward the third, my lords, had seven sons, The first, Edward the Black Prince, prince of Wales; The second, William of Hatfield; and the third, Lionel, Duke of Clarence; next to whom Was John of Gaunt, the duke of Lancaster; The fifth was Edmond Langley, duke of York; The sixth was Thomas of Woodstock, duke of Gloster; William of Windsor was the seventh, and last." |
|         | Name in order the kings that reigned in England between Edward III. and Henry VIII., and state from which of these sons each was descended.  |
| 16      | 4. Give a short account of the reign of Charles I.   |
| 12      | 5. What different authorities must, according to the English constitution, consent to a bill before it becomes law? Which of these has at present the greatest power? Mention a time at which one of the others took the lead.   |

II.

THIRD CLASS TEACHERS.

Examiner: J. M. BUCHAN, M.A.

- |         |  |
|---------|--|
| Values. |  |
| 18      | 1. Give an account of the chain of events which led to the signing of the Great Charter in the reign of John. State the provisions of Magna Charta, as far as you know them.   |
| 12      | 2. Name the great English Universities, and tell where they are situated. What were the leading studies pursued in them during the middle ages, and in the latter part of the Tudor period?  |
| 15      | 3. Tell what you know about the condition of the Agricultural Labourer, the Burgher, and the Mendicant Friar, in the reign of Richard II.  |
| 18      | 4. Tell what you know about the introduction of Printing into England, and the invention of the Steam-engine and the Spinning-jenny.   |
| 18      | 5. Sketch the history of the reign of William III.   |
| 26      | 6. State in what reign each of the following events occurred :-<br>The battles of Crecy, Lewes, Bannockburn, Culloden, Bunker's Hill, and Naseby.<br>The Treaties of Utrecht, Troyes, and Ryswick.<br>The passing of the Habeas Corpus Act, and the first Poor-law.<br>The publication of "Paradise Lost," and Adam Smith's "Wealth of Nations." |
| 35      | 7. Tell what you know about Earl Godwin, Thomas-a-Becket, Earl Warwick the King-Maker, Cardinal Wolsey, Sir Robert Walpole, William Shakespeare, and Jacques Cartier.  |
| 8       | 8. What was the extent of the Roman Empire when England was a part of it?  |

III.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: S. ARTHUR MARLING, M.A.

N. B.—Marks will be deducted for bad spelling, and added for excellence in style.

- From what existing circumstances would you infer the several invasions of Britain?
- Narrate in a concise form the events which led to the Revolution of 1688.

- Write short explanatory notes on Magna Charta, the East India Company, the Petition of Right, the Treaty of Limerick.
- Name the great writers who adorned the reign of Elizabeth, and give a list of the works of any two of them except Shakespeare.
- Enumerate the principal inventions and discoveries which have contributed to develop the commercial and industrial progress of Great Britain in modern times. Give the dates of these, and the names of the chief persons connected with them.
- Define the position of the following places, and connect them with important events and dates in English History:—Agincourt, Naseby, Utrecht, Plassey, Saratoga, Trafalgar, Fontainebleau.
- When did these persons live, and for what are they noted in history: Thomas-a-Becket, the Black Prince, Chief Justice Gascoigne, Judge Jeffries, Admiral Robert Blake?
- Name the principal events of the history of Canada in the period 1700-1750.
- Give some account of Porsena and Coriolanus.
- Sketch briefly the course of the first Punic war.

IV.

FIRST CLASS TEACHERS.

Examiner: S. ARTHUR MARLING, M.A.

Note.—In valuing the answers to this paper, marks will be given or deducted for style.

- Show by examples the influence of the geography of Greece upon its political and social development.
- Enumerate the causes which produced the Peloponnesian war, and sketch the course of that war subsequent to the Syracusan expedition. Be concise.
- "The Semitic races could no longer dispute the dominion of the Mediterranean lands with the Aryans." (Freeman.)  
(a) Compare the races here mentioned.  
(b) What events justify the statement?
- Describe briefly the Roman Empire under Augustus, in reference to (a) its geographical extent, (b) its political features, (c) the literary character of the reign.
- What is meant by the Royal Prerogative? How was it employed by Henry VIII. and Elizabeth respectively? Give examples.
- What was the domestic policy of Thomas Cromwell? With what French statesman is he compared, and on what grounds?
- Give a view of the writings of Sir Thomas More, and justify this remark by Mr. Green: "The most important social and political discoveries of modern times have been anticipated by the genius of Thomas More."
- Describe the foreign policy of Queen Elizabeth.
- What causes retarded the prosperity of Ireland under the Plantagenets?
- Compare the Constitution of Canada with that of the United States.
- Short notices of Champlain and de Frontenac.

GEOGRAPHY.

I.

ADMISSION TO HIGH SCHOOLS.

Examiner: S. A. MARLING, M.A.

- |         |  |
|---------|--|
| Values. |  |
| 7       | 1. What is the meaning of 'Meridian,' 'Planet,' 'Longitude,' 'Republic,' 'River-basin,' 'Degree,' 'Cardinal Points'?   |
| 13      | 2. Name the principal rivers of N. America that flow into the Atlantic Ocean; say what states or districts are drained by them, and by what bays, &c. (if any), they discharge themselves; and mention the most important cities on their banks.                       |
| 10      | 3. What are the chief mountain-chains of Asia, and how situated? Write also the names of the principal Asiatic islands, and of the country (of the mainland) nearest to each.  |
| 18      | 4. Give the position, as accurately as you can, of James' Bay, the Gulf of Campeachy, the Bosphorus, G. Hatteras, the Str. of Messina, the Gulf of Aden, St. George's Channel, the Gulf of Tartary, Table Bay, Rainy Lake, L. Baikal, the Gulf of Georgia, the Levant. |
| 13      | 5. What and where are Malta, Burmah, Manitoba, Crete, Bokhara, Elba, Roumania, Corfu, the Balkans, Palestine, the Golden Horn, Lombardy, Greenland?  |
| 16      | 6. Sketch a map of the Mediterranean Sea, showing the position of the most important coast-towns.  |

## II.

## THIRD CLASS TEACHERS.

Examiner: J. J. TILLEY.

Values.

- 15 1. Define mathematical geography, planet, longitude, ecliptic, glacier, plateau, bayou, haven, lough, canal.
- 12 2. Give in degrees the width of the different zones, and account for the width of the torrid zone.
- 12 3. Compare the longitude of two places, A and B, the time in the former being one hour and forty minutes behind that in the latter.
- 18 4. Describe the physical geography of Europe, and note the most prominent features of uniformity.
- 15 5. Describe the principal river-slopes of the United States.
- 15 6. Give the physical features of New Brunswick, British Columbia, and Manitoba.
- 24 7. Locate and give the political relation of the following islands: Miquelon, Azores, St. Joseph, Hayti, Bermudas, Ascension, Heligoland, Cumino, Mauritius, Oland, Lapland, Labuan.
- 15 8. Name the British possessions in the Eastern hemisphere.
- 24 9. Name the cities on the following rivers:—St. Lawrence, Potomac, James, Rhone, Severn, Clyde, Suir, Rhine, Maritza, Ganges.

## III.

## SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: JAMES HUGHES.

1. Describe the river systems of South America.
2. Draw an outline map of the chain of lakes between Canada and the United States, naming their connections; and locate accurately the following places: Sarnia, Milwaukee, Oswego, Collingwood, Chicago, Kincardine, Cleveland, Detroit, Goderich, Thunder Bay, Windsor, Toledo, Duluth, Owen Sound, Silver Islet and Port Colborne.
3. Where and what are Batavia, Maggiore, Aden, Otranto, Tananarivo, Bulgaria, Natal, Negropont, Malaga, Gothland, Sydney, Funen, Pisa, Father Point, Cagliari, Yenikale, Aspinwall, Melbourne, Etna and Fontenoy.
4. Give the form of government, religion, and chief exports of the following countries: Switzerland, Hindostan, Portugal, Buenos Ayres, Turkey, Persia, China, Brazil, Nubia and Japan.
5. Describe land and sea breezes, and explain their causes.
6. If the earth's axis were parallel with the plane of its orbit—(a.) What changes would be made in climate? (b.) Where would the Tropics be situated?
7. (a.) Why do we have high tides on opposite sides of the earth at the same time? (b.) Why do we not have two tides in 24 hours?

## IV.

## FIRST CLASS TEACHERS.

Examiner: J. J. TILLEY.

1. Classify stratified rocks into periods and systems.
- (a) In which systems is coal found?
- (b) Name the lowest system in which fossil remains of birds are found?
- (c) If Trilobites are found, should coal be expected below? Give reasons for your answer.
2. Explain how the surplus snow above the snow-line is carried off.
3. Explain (1) Why the snow-line is lower in the southern hemisphere than it is in the northern in equal latitudes; and (2) why it is higher at 20° from the equator than it is at the equator.
4. Compare the main axes of land elevation in the Old World with those in the New.
5. Describe the Great Northern Plain of the Old World.
6. Describe the principal constant and periodical winds.
7. Account for the large vegetable growth found near the west coast of Norway and North America.
8. For what are the following places chiefly noted: Hull, Southampton, Belfast, Cork, Dundee, Stirling, Toulon, Nantes, Elsinore, Ghent, Auckland, Funchal?
9. Write brief notes on the principal commercial and manufacturing centres of Canada.

## Notes and News.

## ONTARIO.

In another part of the JOURNAL will be found some account of the charges made in various quarters against the members of the Central Committee. Since the article in question was put in type the Commissioner appointed to investigate the charges has commenced proceedings, and the Commission itself has been published. The charges to be investigated are thus formulated by the Minister of Education in his report to the Lieutenant-Governor in Council: (1) That there is within the Central Committee a "ring," the members of which have dishonorable relations with the publishing house of Adam Miller & Co., of Toronto, and (2) that in the preparation of examination papers in connection with the Public and High Schools there has been collusion between members of the Central Committee and other parties interested in the work or results of the examinations. The Commission is issued under the authority of a Provincial Statute, which enacts that whenever the Lieutenant-Governor in Council deems it expedient to cause enquiry to be made into and concerning any matter connected with the good government of this Province, or the conduct of any part of the public business thereof, or the administration of justice therein, and such enquiry is not regulated by any special law, the Lieutenant-Governor may, by the Commission in the case, confer upon the Commissioners or persons by whom such enquiry is to be conducted, the power of summoning before them any party or witnesses, and of requiring them to give evidence on oath, orally or in writing, or on solemn affirmation, if they be parties entitled to affirm in civil matters, and to produce such documents and things as such Commissioners deem requisite to the full investigation of the matters into which they are appointed to examine; and that the Commission or Commissioners shall then have the same power to enforce the attendance of such witnesses and to compel them to give evidence as is vested in any court of law in civil cases. Mr. Edgar, who appeared on behalf of the Minister of Education, stated that it was the desire of the latter to have the investigation made as thorough as possible, a desire which was re-echoed by Mr. Davin, who appeared on behalf of the *Mail*, in which journal most, if not all, of the charges have been promulgated. It should be added that although only two have been submitted to the Commissioner, they were so worded as in reality to cover every accusation of any importance that has been made. It is also stated in the Commission that the members of the Central Committee, through their chairman, urgently requested that an enquiry should be held into the charges brought against them, and that the fullest opportunity will be afforded to all concerned to establish their truth. Mr. Davin informed the Commissioner at the first meeting that he had no list of witnesses to put in; Mr. Edgar handed in his as follows:—Hon. Adam Crooks, Minister of Education; Professor George Paxton Young, Chairman Central Committee; Dr. J. A. McLellan, Member of Central Committee, Yorkville; J. M. Buchan, Member of Central Committee, Hamilton; S. A. Marling, Member of Central Committee, Yorkville; John J. Tilley, Member of Central Committee, Bowmanville; John C. Glashan, Member of Central Committee, Ottawa; G. W. Ross, M.P., Member of Central Committee, Strathroy; James Hughes, Member of Central Committee, Toronto; W. J. Gage, S. G. Beatty, constituting the firm of Adam Miller & Co., Toronto; Thomas Kirkland, Normal School Master, Toronto; T. C. Patteson, proprietor of the *Mail* newspaper, Toronto; Chas. Belford, Editor of the *Mail*, Toronto; Wm. Houston, Assistant Editor of the *Globe*, Toronto; J. R. Teefy, Assumption College, Sandwich; C. J. McGregor, Stratford; Alex. Murray, Galt; Alfred Baker, J. G. Birchard, G. K. Powell, J. S. Carson, Toronto. All matters of policy will be kept apart from the charges of corruption which form the subject of enquiry, the Minister of Education having signified his intention of assuming full responsibility therefor, and of replying to his critics in the proper place and at the proper time. The enquiry has been adjourned, on account of prior engagements of Mr. Justice Patterson, the Commissioner, to the twelfth day of November. The sessions will be held in the Library of the Education Department.

Dr. Snodgrass, who has for many years filled in a highly efficient manner the post of Principal of Queen's College, Kingston, has accepted a call to the parish church of Canobie, Dumfriesshire, Scotland. He leaves for his new charge early in October, and the Trustees of Queen's are about making arrangements to supply his place. The name of the Rev. G. M. Grant, of Halifax, a well-known *littérateur*, has been mentioned as his probable successor.



The following resolution has been sent to us for publication:— "Whereas considerable pressure has been exerted to close the Book Depository, Toronto, which, though selling cheaper than other places, yet exhibits a satisfactory balance; therefore, resolved, that in the opinion of the South Grey Teachers' Association the interests of the profession and the people of the Province will be best secured by the Book Depository being continued as heretofore."

Mr. Little brings back a favorable report of educational matters from Algoma, and Mr. Miller a similar one from Parry Sound. The amount of inspectorial work in these districts is now so great that in all probability there will soon be new arrangements made for overtaking it. Mr. Little was prostrated for a time under a severe illness brought on by exposure and overwork.

As the season is approaching for the making or renewal of engagements between teachers and trustees, it is to be hoped that as many of them as possible will be made on the basis of quarterly or monthly payment of salaries. The Act of 1877 contains a provision which enables trustees to borrow money for the purpose, and if teachers will only press the point they will in very many cases succeed in securing a decided boon at a trifling expense to their employers. We have a firm conviction that in the great majority of cases trustees can be thoroughly convinced of the reasonableness of quarterly if not of monthly payments. Lest any should still be under misapprehension on the point we may repeat that trustees are not compelled to make the requisite provision, and that if it is made at all it must be the result of a voluntary movement on their part, or of a bargain made at the instance of the teacher.

#### QUEBEC.

The opening of the Roman Catholic schools of Quebec city has been deferred on account of the typhoid fever.

The Rev. Philip Read, M. A., Ox., late Assistant Master of Marlborough College, has been appointed Rector of Bishop's College School, Lennoxville, vacant by the retirement of Rev. C. Badgeley, M. A.

The Book Depository Question has arisen in Quebec. The School Act of the last Session of the Provincial Legislature authorized the Superintendent to establish under certain conditions a Depository of Books, &c. (*Un Magazin Scolaire*). An attempt has been made to carry out the provisions of the Act. The booksellers have taken alarm at the Government monopoly. The objections to the Depository are cleverly put in a French pamphlet, which has been attributed to the pen of M. l'Abbé Chandonnet. (1) It is an unheard of measure. (2) It places in the hands of the Superintendent of Public Instruction an immense and ruinous monopoly, which is unjustifiable, and consequently impolitic and immoral. (3) It attacks the free action of the Council of Public Instruction, as well as the independence of school commissioners (i.e., trustees) and parents. (4) It creates a corrupting patronage for the superintendent, the publishers, the booksellers and the authors: a patronage which is favorable to one, fatal to the others; which destroys competition, discourages talent, and sanctions forever the triumph of shameless mediocrity. (5) It is a measure which will have the most dreadful consequences for public instruction itself. (6) Finally, it is unjust, anti-economic, impracticable, branded with the stigma of private interest and speculation.

The late Rev. J. H. Nicolls, D.D., who died on the 8th ult., was Principal of Bishop's College, Lennoxville, 32 years.

#### NEW BRUNSWICK.

A recent despatch from London to Lieutenant-Governor Tilley announces that William L. Goodwin, of Baie Verte, is the winner of the Gilchrist Scholarship for 1877. Goodwin was a member of the freshman class of Mount Allison College, Sackville, during the past collegiate year, and received his preparatory training entirely in the Mount Allison Academy. He is twenty-one years of age, and a son of E. C. Goodwin, of Baie Verte, and the first New Brunswicker who has won the Gilchrist.

#### NOVA SCOTIA.

A Halifax exchange of a recent date has the following.—Among the arrivals by the Nova Scotian this morning was Dr. Herbert A. Bayne, who has been appointed teacher of Mathematics and Physical Science in the High School about to be opened in this city. He is a son of the late Rev. Dr. Bayne, of Pictou; was a distinguished student of Dalhousie College; he took his degree of M.A. there, and then proceeded to Europe, to continue his studies in the University of Heidelberg, Germany, where he won the de-

gree of Ph. D. Young Dr. Bayne will be cordially welcomed back to his native land. The fact that in his absence and without his knowledge he was a successful candidate for a high educational position in the capital of his native Province, is an evidence that a prophet is not always without honor in his own country.

Over a year ago the sectarian troubles which disturbed the working of the school system in Halifax were allayed by the passage of a series of resolutions to the effect that (1) none but Roman Catholic teachers should be appointed to or employed in the schools where the teachers were then exclusively Catholic; (2) no Roman Catholic teacher should be appointed to or employed in any other of the existing public schools than those referred to in the first stipulation; (3) the Roman Catholic teachers should be appointed on the recommendation of the Roman Catholic members of the Board, and all other teachers on the recommendation of the members not belonging to that denomination; (4) all teachers after their appointment should, subject to the foregoing provisions, be under the control and management of the Board. With the exception that it makes no provision for the case of new schools, this scheme seems to be well adapted for overcoming the difficulty it was designed to obviate, and for a long time it worked admirably in practice. A passing breeze has, however, been recently created by the Catholic members of the Board voting on the appointment of a Protestant teacher to one of the Protestant schools, not with any intention apparently of breaking the above compact, but because they thought it did not apply to the case before them, which was that of a division amongst the Protestant members on the respective merits of two Protestant candidates. It is to be hoped that the matter will be amicably settled, and that the arrangement will continue to work as satisfactorily as it has done.

#### MANITOBA.

Of twenty teachers who applied for certificates at the recent Provincial Examinations, fourteen obtained third class certificates (grade B), one a third class (grade A), while none were awarded second class of any grade, and but one, Mr. G. B. Muir, a first class (grade B). Several of the candidates were old teachers from Ontario who had failed to come up to present requirements there, and in consequence sought the Prairie Province under the impression that there would be but little difficulty in obtaining certificates of a high grade. The examination just held shewed this to be a delusion. The Protestant section of the Board has of late been the reverse of lax in granting licenses to teachers. They even refused to admit without the usual examination a first class honor graduate of Toronto University, who held at the same time a first class grade A Provincial certificate from Ontario. And yet educationalists and others here are continually getting letters from second and third class teachers in the older Provinces enquiring whether such will be recognised here, and licenses given without further examination. The standard in Manitoba is little, if any, lower than in Ontario, as those interested may see by examining the programme, which will be furnished on application by the Provincial Superintendent, Rev. W. C. Pinkham. The examiners include many of the leading educationists of the Province, and candidates with loose knowledge of their subjects find but little favor at their hands.

The Isbister Prizes (£5, £4 and £3), open to all the public schools of the Province, and the gift of a Mr. Isbister, now of London, England, and formerly of St. John's College, Manitoba, have been awarded; a pupil of the Winnipeg Central School carrying off the highest prize, one from Central St. Andrews the second, and one from East Kildonan the third. There were in all twenty-four candidates, of whom thirteen ranked in first class, requiring one half the total marks; seven in second class (one-third total), and two in third class (one-sixth total).

The first meeting of the Council of the University of Manitoba was held in the Court House, Winnipeg, on the 20th ult.

The magnificent central school buildings in Winnipeg were to be opened about the first of October by Lord Dufferin. A memorial stone with appropriate inscription commemorative of the event is to be placed over the main entrance.

The Protestant section of the Board of Education are considering the propriety of having but one examination for teachers' certificates, as heretofore. Should there be but one it will likely be in July. At present they begin the second Tuesday in January and July.

Competent teachers are somewhat scarce in Manitoba just now, but it does not require many to supply the demand.

## REVIEWS.

*Comstock's Elocution and Model Speaker.* Philadelphia: T. B. Peterson and Brothers, 806 Chestnut Street. This volume consists of the well-known work of Dr. Comstock, to which Professor Lawrence, of Philadelphia, has added a large and choice collection of the standard selections of the English language. Dr. Comstock's work is an invaluable treatise on the cultivation of the human voice, the development of chest power, the principles of correct and perfect articulation, the rules of correct reading and speaking, and appropriate gesture. On the last point it is especially clear and full in its explanations and illustrations. There are nearly two hundred cuts illustrating this portion of the book. It will be found of much service to all who wish to perfect themselves in the principles of Elocution.

*Chambers' National Readers.* This is one of the several series of readers authorized for use in Great Britain. The first five volumes are composed of miscellaneous selections chiefly taken from works of modern authors. The sixth and last, in the words of its preface, aims at exhibiting, in chronological order, representative specimens of representative authors throughout the whole course of English Literature, from Beowulf down to the present day. Extensive notes explaining the language and references in the selections are placed at the end of each lesson. Exercises in Composition and Rhetoric are suggested at the close of the notes to many of the lessons. Number Six is calculated to give pupils a good idea of the various steps in the development of our language and its literature.

*Good Times*, Vol. I., No. 1. Published by T. W. Bicknell, 16 Hawley Street, Boston. This is a new monthly magazine of an original character, designed to supply material for public concerts and exhibitions in connection with Public Schools, Sunday-schools, missionary gatherings, and temperance organizations. It contains new readings, recitations, dialogues, music, motion and marching songs, etc. The first number gives promise of a monthly store of good things.

*The New Education.* This is a little monthly issued by W. N. Hailman, Esq., Superintendent of Schools in Milwaukee, and devoted to the interests of Kinder Garten education and home culture. Mr. Hailman is so well known as an educator and author that it is almost superfluous to say that "The New Education" is filled with most valuable thoughts. It should be read by every teacher who wishes to teach rationally, and by every parent who desires to train his children so as to develop their mental and moral natures to the fullest extent.

## Departmental Notices.

## PUBLIC SCHOOL TEACHERS' EXAMINATION.

HISTORY AND ENGLISH LITERATURE FOR DECEMBER, 1877, AND JULY, 1878.

## I.—FIRST CLASS CERTIFICATES.

Examination in History, July, 1878.

*General History.*—Freeman, chapters 1-5 inclusive.

*Ancient History.*—Special and more detailed study of a particular period:—History of Rome from the end of the Second Punic War to the death of Augustus. (Schmitz's Ancient History, Book III., or Liddell's History of Rome, may be consulted.)

*Modern History.*—Special and more detailed study of a particular period; History of England; the Stuart Period. (Green's Short History of the English People, Douglas Hamilton's Constitutional History, and Macaulay's History, may be consulted.)

English Literature for the First Class Examinations, July, 1878.

*Shakespeare.*—*Macbeth.*

*Bacon.*—Ten Essays:—(ii.) of Death; (xii.) of Boldness; (xiv.) of Nobility; (xxi.) of Delay; (xxvii.) of Friendship; (xxx.) of Suspicion; (xxxviii.) of Nature in Men; (xlii.) of Youth and Age; (lii.) of Ceremonies and Respects; (lviii.) of the Vicissitudes of Things.

*Goldsmith.*—"The Traveller" and "The Deserted Village."

*Macaulay.*—The Essays on Boswell's Life of Johnson, and on Moore's Life of Lord Byron.

## II.—SECOND CLASS CERTIFICATES.

The works prescribed for the examination in English Literature for Second Class Certificates in December, 1877, are:—Goldsmith's "Deserted Village," and Sir Walter Scott's "Lady of the Lake." Candidates

will be expected to show that they have read the whole of the latter poem; but the questions set will be based mainly on Cantos iii. and iv. For the July examination, 1878, Goldsmith's "Traveller" and "Deserted Village" have been proscribed.

In History, the questions set for candidates for Second Class Certificates will be confined to the leading events of English and Canadian History, also of Roman History to the end of the second Punic War.

## III.—THIRD CLASS CERTIFICATES.

The paper on English Literature to be set for candidates for Third Class Certificates in 1878, will be based on one or more of the following lessons in the Fifth Reader:

Page	
123	The Cloud— <i>Shelley.</i>
140	The Origin of the English Nation— <i>Macaulay.</i>
192	Execution of Mary Queen of Scots— <i>Robertson.</i>
198	Character of Elizabeth— <i>Hume.</i>
207	The Battle of Naseby— <i>Thorne.</i>
218	Cromwell's Expulsion of the Parliament— <i>Lingard.</i>
276	The Battle of Waterloo— <i>Byron.</i>
278	Death of George III.— <i>Thackeray.</i>
276	The Academy of Lagado— <i>Swift.</i>
411	History in Words— <i>Trench.</i>
417	Letter to the Earl of Chesterfield— <i>Johnson.</i>
418	Letter to the Duke of Bedford— <i>Junius.</i>
421	Chaucer and Cowley— <i>Dryden.</i>
422	Dryden and Pope— <i>Johnson.</i>
460	Music by Moonlight— <i>Shakespeare.</i>
476	From "Julius Cæsar."— <i>Do.</i>
480	Trial Scene from "The Merchant of Venice"— <i>Shakespeare.</i>
484	From "King Richard II."— <i>Shakespeare.</i>
485	From "King Richard III."— <i>Do.</i>
487	From "King Henry VIII."— <i>Do.</i>
488	Hamlet's Soliloquy on Death— <i>Do.</i>

## INTERIM REGULATIONS RESPECTING TEACHERS' EXAMINATIONS.

CIRCULAR FROM THE MINISTER OF EDUCATION TO PUBLIC SCHOOL INSPECTORS.

GENTLEMEN,—Some misapprehension I find exists with respect to the Interim Regulations and Examination of Public School Teachers for the year 1877.

As to second class certificates, the interim regulations were expressly framed so as not to prejudicially affect what would have been the status of candidates for second class certificates at the July examination, if the interim regulations had not been passed. They, therefore, provide that a teacher holding a third class certificate who has successfully taught in the schools three years should receive his full second class certificate on passing the subjects for the non-professional examination only.

The further concession is expressly made by regulation two, under title X, that this three years' period of teaching might be less on the special recommendation of the County Inspector.

It is therefore clear that in all cases where the holder of a third class certificate has successfully passed the non-professional examination in July last, and has obtained or can obtain the special recommendation of the County Inspector as to his efficiency as a Public School teacher, he is entitled by right under the regulations to a full second class certificate, according to the grade in which he may have passed the non-professional examination.

There is a further provision in regulation six, under the same title X, which applies to a different class of candidates, namely, to those candidates who have not or had not obtained the above-mentioned special recommendation of the County Inspector. They can, under the regulations, only obtain a full second class certificate after attending one session at a Normal School.

These interim regulations were framed by me for the express object of giving to third class teachers of approved efficiency the right to obtain a full second class certificate at the July examination without the necessity of having taught for the full period of three years, while the permanent regulations, which will be in force hereafter, require as a condition for second class candidates that they should attend for one session in a Provincial Normal School, and to have taught successfully for at least one year in a High, Public, or Separate school.

In carrying out the express object of the interim regulations the County Inspectors will understand that this duty is to be discharged not capriciously, but according to the best exercise of a sound judgment in reference to the teaching efficiency of the applicants for their special recommendation.

The County Inspectors are required to discharge this duty only, the Department being alone responsible for the provisions of the interim regulations.

I have the honour to be, Gentlemen,

Your obedient servant,

ADAM CROOKS,

Minister of Education.

A man never gets so much good out of a book as when he possesses it.—*Sir Arthur Helps.*

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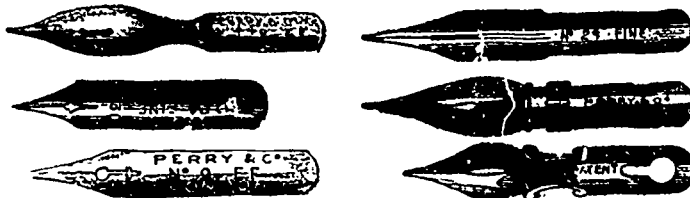
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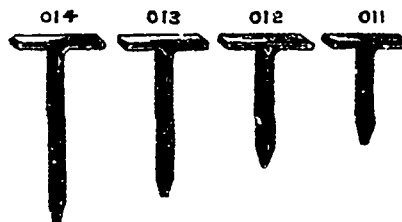


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