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The Canada School Journal.

Vol. II,

TORONTO, FEBRUARY, 1878.

No. 9.

DAVID ALLISON, LL.D.

On the death of the late Rev. A. S. Hunt, Superintendent of Education for Nova Scotia, considerable anxiety was felt by the friends of education in that Province concerning the selection of his successor. And rightly so, for there are few offices within the gift of the Provincial Governments of such importance as this, inasmuch as the incumbent has practically charge of the education of the people, his policy being, as a matter of course, adopted by the authorities and enforced by his large staff of inspectors and teachers throughout the country. When it was first rumoured that the President of Mount Allison Wesleyan College, Sackville, had been offered the appointment, the anxiety was changed to hope that he would accept, and the official announcement of his induction to the office was hailed with a chorus of congratulations. It was universally felt that the Government had made a wise choice, and had selected a gentleman capable of managing the educational affairs of the Province with zeal and ability. The secular and religious papers were for once unanimous in their approval, and President Allison entered upon his duties with welcomes from all quarters.

The new Superintendent is just forty-one years old, having been born in 1836, at Newport, Hants County, N. S. He received his early education at the grammar school in his native village and proceeded thence to Dalhousie College, at that time, 1852, conducted as a Provincial Academy. From Dalhousie he went to the Wesleyan Academy at Sackville, N. B., to which he was to return in later years as President of the College and other institutions of education. Having thus prepared himself for college, he followed the Arts' course at the Wesleyan University, Middleton, U. S., taking his degree of Bachelor of Arts in 1859, and of Master of Arts in 1862. His career at the University attracted the attention of the Sackville authorities, who appointed him, in 1860, Professor of Classics in the Academy, and two years later presented him to the classical chair in the College, a position he held for seven years, discharging its duties so efficiently, and proving himself so able a teacher, that he was elected to the Presidency of the College in 1869. Victoria University, Cobourg, Ont., conferred upon him in 1874 the degree of Doctor of Laws, and when the appointments to the Senate of the University of Halifax

were made, he was chosen one of the twenty-four original Fellows. In the Senate he had a further opportunity of showing his powers, and he proved himself a hard worker in this new sphere of usefulness.

President Allison will find abundant employment for his administrative talents and varied achievements in the Education Office. As Secretary *ex-officio* and member of the Council of Public Instruction he will have to act as the Government's adviser in matters educational, the duty being the more responsible that, in view of the constitution of the Council, it is possible there may, for a series of years, not be a single educationist, as the Council of Public Instruction is simply the Executive Council of the Province under another name.

It may be of interest here briefly to sketch the educational system of Nova Scotia as it now exists. The Council of Public Instruction is the head of the executive and has the appointment of inspectors upon the recommendation of the Superintendent, the regulation of the expenditure of school grants, of the location, construction and control of county academies, and the appointment of the four Provincial examiners. The Superintendent has to supervise the inspectors, to inspect the academies, to hold teachers' meetings, to report on the qualifications of teachers and on the management of schools, and to see generally that the law is properly carried out. Next to him come the inspectors of schools, one for each county; their principal duty being to act as clerks to the boards of commissioners, and to inspect, twice a year, every school and academy in their county. They report to the



Superintendent. Each school district may have a board of commissioners, appointed by the Council, and each school section has a board of trustees, composed of three members elected by ratepayers. The duties of trustees are, summarily, to provide school privileges, free of charge, to all residents of five years of age and upwards who wish to attend; to employ licensed teachers for not less than five months in the year, or, if the section is poor, not less than three months; to visit the school four times a year and be present when it is inspected, and to report annually. The teachers are required to pass an examination in writing, the examination being more or less severe according to the grade of certificate sought to be attained. The highest grade is the A or Academic license; followed by B, first-class; then C, D, and E, the lowest. There is need of

improving the attainments of the teachers in the Province, though taken as a class they are fairly well posted in their work; still, as their charge, the education of youth, is of the most responsible nature, it is important that they should be in every way qualified for their work.

The schools are divided into common schools, county academies and special academies. The two latter are much of the same class and are intended to act as high schools, a duty which, in some cases at least, they have but imperfectly fulfilled. The Normal School, located at Truro, gives a classical education and trains teachers for their work and for examination for the various grades of licenses. The city of Halifax has been set apart as a separate school section, governed by a board of thirteen commissioners, seven of whom are appointed by the Government and six by the City Council.

The colleges are the next step upward, and are all aided by grants from the Provincial Treasury. They are: King's College, Windsor, the oldest in the Province; Acadia, Wolfville; St. Francis Xavier's, Antigonish; St. Marys, Dalhousie, and Halifax. The Presidents make an annual return to the Superintendent of Education, but beyond this there is no governmental supervision whatever. The University of Halifax is the Provincial University, and its work is merely to examine, and after examination grant degrees to candidates presenting themselves, whether from any of the colleges or not.

As a system it is simple enough, but its value for good must largely depend upon the energy, capability and talent of the Superintendent of Education, whose administration of the law must be efficient if the schools and academies are to come up to the mark. There is every reason to look forward to great progress in education in Nova Scotia under the auspices of President Allison.

Gleanings.

EDUCATIONAL APHORISMS.

The following are selected from the new *Cyclopædia of Education*, published by E. Steiger, of New York:

DISCIPLINE AND GOVERNMENT.

Correct thy son, and he shall give thee rest; yea, he shall give delight unto thy soul.—*Solomon*.

He that spareth his rod hateth his son; but he that loveth him chasteneth him betimes.—*Solomon*.

No father inflicts his severest punishment, until he has tried all other means.—*Seneca*.

A principal point in education is discipline, which is intended to break the self-will of children, in order to the rooting out of their natural tendencies.—*Hegel*.

There is one, and but one fault, for which children should be beaten; and that is obstinacy or rebellion.—*Locke*.

Beating is the worst, and, therefore, the last means to be used in the correction of children.—*Locke*.

The shame of the whipping, and not the pain, should be the greatest part of the punishment.—*Locke*.

No frightened water-fowl, whose plumage the bullet of the sportsman has just grazed, dives quicker beneath the surface, than a child's spirit darts from your eye when you have filled it with the sentiment of fear.—*Mann*.

A school can be governed only by patient, enlightened, Christian love to the master principle of our natures. It softens the ferocity of the savage; it melts the felon in his cell. In the management of children it is the great source of influence; and the teacher of youth, though his mind be a store-house of knowledge, is ignorant of the first principle of his art if he has not embraced this as an elemental maxim.—*Everett*.

Angry feelings in a teacher beget angry feelings in a pupil; and if they are repeated day after day, they will at last rise to obstinacy, to obduracy and incorrigibility.—*Mann*.

The evil of corporal punishment is less than the evil of insubordination or disobedience.—*Mann*.

It is the teacher's duty to establish authority; peaceably, indeed, if he may,—forcibly, if he must.—*Page*.

There are usually easier avenues to the heart than that which is found through the integuments of the body.—*Page*.

—A teacher who meets, and in a determined way, grapples with every difficulty, is soon recognized as the "ruling power of the

realm," and her wishes will no longer be questioned. As a general rule, troublesome cases need not be decided at once. It will be better for all concerned if a little time be taken for thought. Occasionally an ambitious young girl will carry this principle too far, and try to conquer by physical force pupils larger and stronger than herself. Such an endeavor may end in the teacher's victory; it will be more apt to be concluded by a most disastrous defeat. We are all coming to believe in the "still small voice" rather than the earthquake or whirlwind.

—Remember that the pupil imitates your faults of voice, manners, and conversation. If you read in a drawl, talk slang, or are blustering and swaggering, your manner can be seen in the pupils. A branch in which you are not interested will not interest your pupils.—*River Falls (Wis.) Journal*.

—A Michigan farmer puts it rather suggestively, when he writes to the faculty at Yale College: "What are your terms for a year? And does it cost anything extra, if my son wants to learn to read and write as well as to row a boat!"

—Already the new English system of public school education tells favorably on the public morals. In illustration of this the London *Sunday School Chronicle* quotes Mr. Wetherhead, governor of Holloway Prison, as saying that "the number of juvenile criminals has steadily diminished, so that in place of 136 males and twenty-one females sent to that prison in 1869, there were in 1876 only twenty-eight males and no females." It pays to look after the children. It is cheaper to educate them as scholars, than to punish them as criminals. A school-house costs less and does more for the public protection than a jail.—*S. S. Times*.

—Among the many cruel disciplinary measures, invented by intolerance and incompetence on the part of parents and teachers, none is more reprehensible than the use of harsh words. In the shape of scoldings, they merely prove that the educator has lost patience and lacks self-control; in the shape of violent revilings, they give evidence of inner coarseness and want of humanity; as threats, they are the weapons of a despot, who is too cowardly or too indolent to use his power of punishment; and in the garb of sarcasm or irony, they are manifestations of a character, whose malice is powerful enough to press even intellectual refinement into its service. In all cases, they are the outcroppings of a faulty or vicious disposition; they are, therefore, unable to lead to virtue, but will plant and nourish in the mind and hearts of their young victims evil germs of hatred, and stifle or dwarf the growth of germs of love.—*The New Education*.

—In a recent report of the New York Society for Improving the Condition of the Poor it is recommended "that the right of suffrage be denied to every individual receiving relief for himself or family from the public funds, as a proper check upon the spread of pauperism." It certainly does appear that permanent pauperism is getting to be about as respectable as industrious independence.—*Harper's Weekly*.

ONE WAY.—"Boys may go out," and thereupon occurs a rush for the door, on the very simple principle that to stay in one second after this permission would be a sign of cowardice, and that to be the last one out would be a confession of weakness. When the signal is given to "come in," the reverse process takes place. Only those who are afraid—with the exception of a few who mean to be "good" at all times—make any haste, while to come in the last is a point of both independence and honor.

ANOTHER WAY.—"Ready for recess." At once books are put aside and desks made orderly. At a signal all stand, and in that order pass quietly to the door, each takes his cap from the peg and all pass quietly into the yard or street without pushing or shouting. The signal for returning is given. At once all form a file in front of the door or hall, pass quietly into their seats, the one whose seat is nearest the door passing in last. All enjoy the recess better and come to think more of themselves and of their teacher because they have behaved like human beings.—*School Bulletin*.

—At a school-board examination the inspector asked a boy if he could forgive those who had wronged him. "Could you," said the inspector, "forgive a boy, for example, who had insulted or struck you?" "Y-es, sir," replied the lad, very slowly, "I—think—I—could;" but he added, in a much more rapid manner, "I could if he was bigger than I am."

SUPPLEMENT TO THE Canada School Journal.

SPECIMEN PAGE FROM FEBRUARY NUMBER, 1878.

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Specimen Illustration, *Portrait* Number.

If teachers would perform their work with the greatest facility and teach with the greatest efficiency and success, they must use the best Text Books.



DR. McCAUL.
President University College, Toronto.



THEODORE H. RAND, M.A. D.C.L.,
Chief Superintendent of Education, New Brunswick.



GOLDWIN SMITH, M.A., LL.D.



S. S. NELLES, D.D., LL.D.,
President Victoria University.

Extract of a letter from GEORGE WEBB, M.A., Professor of Hebrew and Classics, Morrin College, and Secretary to the Protestant Committee of the Council of Public Instruction, Province of Quebec.—

Messrs ADAM MILLER & Co., Publishers, Toronto.—Gentlemen—First of all let me say, and congratulate you on the result, that it speaks well for education in Ontario, that books of such merit, so neatly got up and correctly edited, are finding their way into its High Schools and Colleges. Education has made tremendous strides among you in Ontario during the last twenty, but more especially during the past ten years. Your educational system is as a whole, I believe, hardly second to any in the world, and you may well feel proud of it. At a recent meeting of the Protestant Committee of the Council of Public Instruction, your editions of Hamblin Smith's works were ordered to be added to the list of Authorized School Books for Protestant Schools in the Province of Quebec.

MILLER & CO'S EDUCATIONAL SERIES EMBRACES

Canadian Copyright Editions of some of the best Educational Works published in England, and most of the Text Books recently issued by Canadian authors. This series has been prepared to supply the demand for a superior class of Text Books required for the rapid changes and improvements which have taken place in educational matters in Ontario within the past few years. SEE LIST.

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The Canada School Journal.

TORONTO, FEBRUARY, 1878.

"The Pacific School and Home Journal," a very ably conducted monthly magazine, lately copied from the columns of this journal the papers on Botany, Physiology and Zoology for first, second and third class teachers, set last July. In doing so it spoke as follows:

"The following questions from the CANADA SCHOOL JOURNAL, which came to us a few weeks since for the first time, will undoubtedly prove of special interest to our teachers. The JOURNAL is an excellent publication, every page of which demonstrated, to our satisfaction at least, that our California school system is not yet quite perfect; and that we can learn much from other States, and from none more than Canada."

In Chicago, as the junior classes were much overcrowded, the Board unable to build a sufficient number of new schools, and the half-time system not satisfactory, the School Board is trying a new plan in school organization. Two schools are taught by two different teachers in the same room each day. The first assembles at 8.30 a. m. and remains in session till 10.30 a. m. The second meets at 11 a. m. and remains till 12.30 p. m. The first re-assembles at 1 p. m. and closes at 3 p. m., when class two returns and continues till 4.30 p. m. The only trouble in connection with this plan is likely to arise from one class assembling while the other is in session. This would only be a serious difficulty, however, at 3 p. m., as the half hour allowed at other times should be sufficient.

PROFESSIONAL READING BY TEACHERS.—A School Board in the Western States recently advertised for "a teacher who took an educational journal." They were wise. The following sentiments are expressed by Hon. Mr. Wickersham, State Superintendent of Pennsylvania, on this subject. They are worthy of general attention:—

"Can much be expected of the teachers of a county or city not one of whose names is to be found on the list of subscribers for any paper or magazine published in their interest? What must be thought of a Superintendent of Schools who is satisfied to allow the teachers in his jurisdiction to totally neglect all professional reading? What can he expect of them? Is improvement in the schools possible? Let some of our Pennsylvania Superintendents inquire how many educational papers and magazines are taken by the teachers to whom they give certificates. Let them also find how many books they have read, and what books they are reading now. If they do not discover some facts that will astonish them, our statistics are at fault."

Inspectors would do a great deal for the advancement of professional ability and spirit among teachers, if they could only induce them to read more professional works and periodicals. More professional libraries are needed. Third class teachers especially should read carefully a few select works on education, and it is to be hoped that the Legislature may soon extend to those who succeed in passing the County Model Schools the privilege of purchasing a limited number of such books, on the same condition as that allowed to Normal School students in buying text-books, viz.: at half price.

Since our last issue the report of Mr. Justice Patterson, the Commissioner appointed to investigate the charges made against certain members of the Central Committee and others connected with the Education Department, has been given to the public. The charges were (1) that there is within the Central Committee a "ring," the members of which have dishonorable relations with the publishing house of A. Miller & Co., 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 the result of the examinations. The Commissioner concludes a long report, in the course of which he carefully and acutely analyses the testimony with the following expression of opinion:—

"The clear result of the whole evidence in my judgment is that neither charge has any support from affirmative proof; that the charges have not been allowed to be disposed of as simply unproved, but that both have been conclusively rebutted."

"PUPIL TEACHERS" IN ENGLAND.—The school inspectors and other educational writers in England are calling attention to the very serious defects of the "Pupil Teacher" system of training teachers. They claim that the results of the system as carried out at present are evil, both to the pupils taught and the teachers trained. The *Saturday Review* says:

"The fault of the system is that it supplies schools with inefficient teachers, and that it tends to make this supply perpetual. A boy or girl only two or three years older than the scholar cannot teach as well as a trained master or mistress; and a master or mistress whose time during training has been largely occupied in teaching instead of in learning, is not likely to teach as well as one who has been entirely occupied in self-improvement. In theory, all the teachers in elementary schools ought to give their whole time to themselves until they are qualified to give their whole time to others. If they have to teach when they ought to be learning, the inevitable result will be that neither process will go on as well as if it had been carried on independently of the other. If the pupil-teachers do their work well in school, they can have very little time or energy left for qualifying themselves to pass examinations. If they are allowed to make preparations for examinations, their work in school is probably very imperfect."

The School Management Committee of the London School Board have recommended the establishment of special schools for teaching and training candidates for teachers' certificates. The plan recommended is somewhat similar to our own County Model School system.

THE STATE OF EDUCATION IN ONTARIO.

A short time ago the Report of the Minister of Education for 1876 was submitted to the Ontario Legislature now in session, and from it we glean a few facts tending to show the

direction in which we are moving. Before placing these before our readers, however, we call attention to the great interest manifested by the House in educational matters, and to the general solicitude on both sides of it to keep them free from what seems to be regarded as the sinister influence of party politics. Passing over the implied satire the members thus indulge in at their own expense, we cannot but regard this disposition as a favorable symptom, and to express the hope that making the Education Department a Bureau of the Administration may turn out to be the means of elevating the tone of political discussions rather than of injuring the cause of education itself. In the course of the Debate on the Address many of the members spoke their minds freely on the subject, and ventilated the grievances of their constituents. The *betes noirs* of the rural districts seem to be the Public School Inspectors, whose unpleasant duty it is to enforce the Regulations when the people of any section refuse to carry them out of their own accord. It is noticeable, however, that the complaints on this score were much less bitter than they were last year, and that most of the improvements effected by the Act of 1877 were received with much favor everywhere. Now that most of the sections have been supplied with new schoolhouses and fair educational appliances, the pressure will go doubt relax, and at no distant day we shall find all causes of complaint entirely removed. In this connection we would remind ratepayers everywhere that a good deal of the heart-burning and irritation which have made themselves apparent during the last five years, might have been to a great extent avoided by the establishment of township Boards of Trustees, and the consequent equalization of school burdens.

The Legislative Grant for Public School purposes in 1876 was \$249,956, and the sums raised from local sources—the principal part of it being by direct taxation—amount to \$3,143,699 more, making a total larger than that of the year before, by \$29,201. In 1860 the total receipts from all sources amounted to only \$1,924,272. The total expenditure for all school purposes in 1876 was \$3,006,456, a slight increase over the previous year. The amount paid for teachers' salaries was \$1,838,321, being an average increase of \$7 per male teacher, and of \$8 per female teacher. While the total number of children of school age was increased by the addition of 1,167, there was an increase of 19,559 in the number attending school, and 19,909 in the average attendance, which was 212,483. Of the 6,185 teachers employed, 2,780 were males. The number of first class certificates was 241; second class, 1,201; third class, 3,688; County Board certificates of all classes, 562; interim certificates, 493. The number of schools kept open was 5,042, an increase of 208 over the previous year, and 4,178 were opened and closed with prayer.

The number of Roman Catholic Separate Schools was 167, an increase of 11, and the total receipts were \$106,483. The number of teachers was 302, and of pupils 25,294, an increase of 92 and of 2,621 respectively. The total receipts for High School purposes amounted to \$321,131, and the total expenditure to \$304,948, a decrease of about \$27,000 in each

instance. The number of High Schools was 104, and of pupils 8,511, the latter showing an increase of 199 over the previous year.

KINDERGARTEN IN MODEL SCHOOLS.

All intelligent, practical educators acknowledge that the Kindergarten system of Froebel has elements of great value, that had been overlooked entirely by the educational workers who preceded him. It is the true basis of all that is good in other systems. A knowledge of its principles and a practical exhibition of its methods throw light upon all other correct principles and methods. Even "Object Teaching" is comparatively dead and non-effective without it. It is well known that the children in junior classes are generally taught by the most inexperienced teachers. During the time when the human being is most easily moulded, when positive teaching may produce the best, and negative teaching the worst results, the child is left in charge of those who know nothing, or next to nothing, of its nature, its capabilities or the method of properly and harmoniously developing it. It is quite natural that a demand should be making itself felt in many places for a change in this respect. This felt weakness, doubtless, had much to do with the unprecedentedly rapid spread of the Kindergarten reform, so that within twenty-five years of the death of Froebel his system was introduced into every country of Europe, and had engrafted itself upon the national public school systems of several of them. In the United States also, the system is rooting itself deeply and widely, not simply as a private institution but as part of the Public School system. There are now five training schools in America for Kindergartners, but perhaps the most hopeful sign in this connection is the fact that in some of the States the Kindergarten is introduced as a part of the Model School training of teachers for Public Schools. This is the case in Ohio; California is about adopting the practice, and the *Pennsylvania School Journal* congratulates the people of its State upon the fact that the "West Chester Normal School has as Principal of the Model School a regularly trained Kindergarten teacher, and for the past two years the graduating classes from this school have received systematic instruction in the essential principles of Kindergarten teaching." The effects of such training cannot be over estimated. Both the *Globe* and the *Mail* have lately taken considerable interest in this question, and their editorial opinions are worthy of serious attention. The *Globe* remarks:

"What is most wanted is the introduction of Kindergarten principles into the methods of all teachers of young children, and even of advanced pupils, because, these being natural principles, their application does not stop with the years of infancy. The establishment of County Model Schools affords an admirable means of introducing these principles to the notice of young teachers and teaching them how to apply them in their own schools. It is quite true that most of the Model School masters are themselves unacquainted with this beautiful system, but if acquaintance with it is made, as it certainly will some day be made, a *sine qua non* of Model School Mastership, this difficulty will soon vanish. The flood of new ideas we have already spoken of will inevitably leave those who refuse to learn stranded high and dry, 'to point a moral and adorn a tale.'"

The *Mail* says:—

"Even if the Kindergarten does not become immediately a part of our school system, the teachers in our schools ought to have the

opportunity of acquiring some knowledge of Froebel's plans of managing and developing childhood. Revolution in the methods of disciplining and teaching now employed would follow such a privilege. It is a well-known fact, and one much to be regretted, that the junior classes in our schools are generally placed in charge of the most inexperienced teachers, so that the pupils during their most plastic period are taught by those who have the least knowledge of their wants, and the proper method of supplying them. This condition of things would be much improved, now that all second class teachers are compelled to attend a Normal School, by introducing the Kindergarten into the Provincial Model Schools. The Toronto Model School is more than self-sustaining at present, and would undoubtedly remain so if a Kindergarten were established in connection with it. More observation of the working of the system by second class students would do great good, especially if the system were briefly explained to them by lectures.

It is to be hoped that the time is not far distant when the suggestions given may be acted upon both at Toronto and Ottawa Model Schools.

Contributions and Correspondence.

PHYSICAL SCIENCE AT JUNIOR MATRICULATION.

BY J. E. BRYANT, B.A.

To suggest improvements or changes in any scheme that has been carefully elaborated by men of experience, and adopted by the proper authorities, is probably a thankless, and perhaps a useless task; but thinking that what I have to suggest is founded upon real knowledge of the facts in the case, and desirable on many grounds, I open the question, hoping that if what I have to say does not commend itself to the good sense of those who have the control of these matters, it will at least obtain from them or from others a satisfactory refutation.

Our High Schools have become the principal feeders of our University, and the work done in the High Schools is to a great extent directed by and modelled upon that which the University demands from its matriculants. High School authorities recognizing this fact, and attaching a proper importance to it, have so arranged the High School programme that a pupil pursuing it, is at the same time, as far as he goes, preparing himself for the University. But unfortunately, only a very small percentage of High School pupils pass to the University. In addition to University matriculation, the High School programme must provide for instruction in the non-professional side of first, second, and third class teachers' examinations, especially of second class. So much is this the case, that probably one third of the pupils attending High Schools are intending to obtain certificates to teach. Moreover the High School programme must make provision for those who do not intend to pass into the University or enter the profession of teaching, or one of the learned professions. Boys are to be fitted for the sale-room, the counting-house, the work-shop. Very many do not care to obtain either a university or a professional education, and properly enough. But they wish,—they are anxious to obtain the best education this limited time will allow. They wish when they leave the High School at the age of fifteen or seventeen to have acquired some knowledge that will be useful to them in life, that will be a basis on which they can build for themselves; some experience in *method* which will be to them a useful instrument in procuring knowledge when school days are over. Every man has leisure to do some reading, some study, but the original direction, the first steps, have often been missed by those most anxious to improve.

The linguistic element in the High School curriculum is no doubt proper, desirable and very useful, and if carried to its limit, affords some training in *method*. But it has to meet with opposi-

tion. Many boys do not like it, and more parents. The great interests, and I may say, the great problems of life, are centred in subjects to which a knowledge of literature and language (at least such knowledge as is procurable at school) brings no facts, and but a very imperfect method. The material advancement of the age is too intimately connected with the principles and facts of science for these latter to remain ignored in High School work, or the work of any branch of our educational system. Our youth who do not look forward to a professional career have a right to ask from their instructors such knowledge of the elementary principles and leading facts of nature as may be overtaken at school. Again, there is a large element of our High School population which has no outlook of profession or career before it. Many girls finish their entire scholastic education at High Schools. Many also obtain most of it there, and only go away to boarding schools in cities to obtain those accomplishments and those social advantages which such schools afford. The proper wants of these must be satisfied by the High School programme. They should have that elementary instruction which will be practically useful in after life; useful in the sense of enticing study, and forming a sufficient foundation for future building. Such a programme as has been hinted at, I believe the High School authorities have afforded. Its range is wide enough, its elasticity free enough, its philosophical construction decided enough. We have the Lower School work leading up to the Intermediate Examination, embracing every requisite subject. Again, a boy or girl finishing the Upper School work enters life with such a broadly based, and at the same time, well filled in, foundation of knowledge, as will ensure, if proper diligence be added, a capital education in any department of knowledge to which his subsequent study may be applied. But it is the difficulty of getting this Upper School work done! There is no difficulty as far as the Honour work of the University Matriculation and the Upper School work coincide. In English, in Modern Languages, in the Ancient Languages, in Mathematics, and in History and Geography, the University class and the Upper School pursue the same course. But in all those subjects constituting group "E" of the High School programme, the prescribed courses of the University and High School differ. In other words, the University asks from its matriculants no knowledge of Chemistry, of Chemical Physics, of Botany, of Physiology, or of any branch of Physical Science whatever. Now the work done by the University class in a High School, determines the intellectual status of the school. The University pupils are frequently the brightest; they are the leaders in the school society, their industry and attention give character to every class in the school. And pupils who would be very willing to take these subjects included in group "E," and who ought to take them in justice to themselves and their parents' wishes, are hindered from doing so because of the prejudice against it in the minds of the University pupils; for properly enough these latter are excused by the High School scheme from taking the Science course in the school programme, because it is not required at their University examination. Again, when the Intermediate and second class examinations are passed, there is no examination beyond, except the University Matriculation, which the Upper School pupils are expected to attend; in fact, no honour or success can be accredited to a school for its work done in the Upper School except upon the results of a University examination. (I have omitted the examination for first class teachers, because, first, the number of candidates will always be very limited, and, secondly, because as far as it goes, the Upper School work is coincident with that required for first class.) The consequence is that the time table of the school is made to bear especial reference to matriculation requirements, to the exclusion, of course, of instruction in science. The departmental masters are

all anxious that their pupils should succeed at matriculation, and those pupils wishing to take Physical Science, or to whom it is just that Physical Science should be taught, are neglected. It so results that all the science taught in many schools is the Chemistry required for the Intermediate or second class.

Now if the University required for its Pass Matriculation such a knowledge of Chemistry as is included in group "E" of the Lower School, and for its Honour Matriculation such a knowledge of Physical Science as is set forth in group "E" of the Upper School, there would be that complete harmony between the High School programme and the University curriculum that is desirable.

Again, in the new scheme for the examination of women, established by the University, if the Chemistry and Natural History of the second examination were placed in the first examination, so that young women in the Upper School could pursue studies in Science contemporaneously with their other studies in the first examination, or which is the same thing, in the Upper School, there would be still greater harmony, and the University would be but discharging its proper function as patron and head of our educational system.

Now to this it cannot be objected that it is lowering the standard of University education; if anything, it is raising it. Nor that it is impracticable, for in many schools it is already done, in spite of the above-mentioned discouragements. Nor do I think it can be urged on the part of the University that it is impracticable on account of the incompetency of teachers, or inefficiency of apparatus. I think I may safely affirm, and I have no doubt my affirmation could be confirmed by that of many High School masters, that the elementary work in Science—that is, the work covered by group "E" of the High School programme—can be, and is, as well done in many High Schools as in University College. Is not this likely, when in many of our best schools instruction in Science is given by gold or silver medallists in Science from the University of Toronto, or other universities? I have no doubt, also, if a comparison could be made between the papers given in by pass students in Chemistry, of the first and third years in the University of Toronto for the five years ending, say May 1876, and the Intermediate candidates for the years 1876 and 1877, in the same subject, the disadvantage would not be with the latter. Still further, the first course in Physiology given by the professor in University College, has been just as well given probably a dozen times in many of our High Schools, and that in spite of the inducements masters are open to, to let it alone. Now I mean no disparagement to College professors. It is no fault of theirs, if by the requirements and policy of the University, students are allowed and invited to come up to college with little or no knowledge of Science. Surely these men, if no others, will bestir themselves and see that if possible they secure their fair share of well prepared pupils. Pupils pass into the University well instructed, well drilled, and well tested, in Classics, Mathematics and Modern Languages, but with no knowledge of Physical Science. The consequence is, and has been, that in the University there is a prejudice against this branch of knowledge. The cultured and well trained student looks with disdain on that department of the University which is thought so easy of acquirement that no preliminary preparation is necessary. But this puerile prejudice cannot remain in these times. The value of Science is too well established now-a-days to be in danger from any class objection. And as regards competent instructors, it certainly would not speak well for the teaching and training influence of our University for the last twenty years, if its honour men in Science are not to be thought competent to teach the elements of their own honour subjects. When the University is beginning to supply herself with her own professors, it is too late to contend

that she cannot supply competent teachers in the elements of Science. If it is to be said that to teach Science properly, the experience of professors is necessary, could not the same remark be made in regard to Mathematics and Languages? What would be said if it were thought necessary for correct instruction in classics that students at college should commence with the alphabet? And yet the alphabet of Science has to be learned at college by most students, and the first year's work in Physiology, Botany, Chemistry, and to a great extent Mineralogy and Geology, is simply the work of a good upper form at school. I remember a remark of Professor Wilson, in an address concerning the establishment of a college for women, that "no dignified name will make that a college which is merely a school, or does but the work of a school." Now, will any one venture to assert that the first term's work of the professors in Natural History, in Botany, in Mineralogy, in Geology, and in Chemistry, in University College, is not mere school work?

Now what is contended for?

1st. That the University should ask for Pass Matriculation, an elementary knowledge of Chemistry, Physiology, Botany or some kindred subject. Chemistry seems fitter than the others, because it is already on the Lower School programme, and is fairly taught in most schools.

2nd. That for Honours at Matriculation one of the options should be a more intimate knowledge of that subject in Physical Science chosen for Pass, and an elementary knowledge of, say, two others.

3rd. That in the examinations for women such changes should be made as would be consonant with the above.

4th. That the scheme of scholarships at Junior Matriculation be so altered that proper encouragements be afforded to students intending to take an honour course in Science; a department so important as to lead the founders of University College to establish four professorships in its interest, and to induce the present Government to build new apartments for its use.

ENGLISH LITERATURE FOR THIRD CLASS TEACHERS.

CROMWELL'S EXPULSION OF THE PARLIAMENT—FIFTH BOOK, PAGE 213.
BY D. S. PATTERSON, M.A.

1. By a word or two, characterize the extract—What qualities of the good historian does Dr. Lingard possess?
2. Name the principal historians of England, mentioning the period of which each treats. Enumerate the different subjects, which should receive a share of attention from the historian, as he writes the history of a nation. Which, in your opinion, are the more important of these?
3. What advantages are there in making the historical characters speak? Turn the several speeches into the form of indirect narration and contrast the effect.
4. From your knowledge of Cromwell, show that his speeches, given in this passage by Lingard, are consistent with his character. How do you account for the seemingly irreverent allusions to the Almighty? Are they only seemingly irreverent?
5. "At this eventful moment." State precisely the position of affairs of state in England at this moment.
6. Cromwell says to Harrison, "This is the time, I must do it." What is the significance of these words? (Ans. H. advised C. against haste. Cromwell here vindicates the suitability of the time he has chosen.)
7. "You are no parliament." Why was it "no parliament"? (Ans. It was merely a fraction of the House, eighty-three of the five hundred and six.)
8. "The Lord deliver me from Sir Henry Vane." Why was Cromwell so bitter against Sir Henry? (Ans. He disapproved of the "purge" of Parliament which Cromwell had effected and at that time retired into private life. Ever after he clashed with Cromwell's views, and to the end was an inflexible republican.)
9. "No power under heaven can dissolve them but themselves." In ordinary circumstances whose prerogative is it to dissolve Parliament? When was this Parliament dissolved and who dis-

solved it? Distinguish adjournment, prorogation and dissolution, when applied to parliament.

10. Big—What is the exact corresponding word derived from Latin?

Lobby—What does this word mean when used as a verb?

Speaker—Show the fitness of the name, although applied to one who by virtue of his office is prevented from speaking his mind. (Ans. It is his duty to convey to the foot of the throne the views and sentiments of the House. He is thus the mouthpiece of Parliament, which, in its turn, is the representative of the people.)

Parliament—Derive and account historically for its foreign derivation. (Ans. "The root of the word is the French parler—to speak—a fitting derivation for the name of a deliberative and representative assembly. The word was first applied to assemblies under Louis VII. of France in the 12th century. It must be remembered that, although the name is derived from the French, its principal features are of native growth."—Prof. Wilson.)

Prevented—The modern use of the word is not its original meaning. For example, what does it mean in the two following sentences. "Prevent us, O Lord, in all our doings with thy most gracious favor." Book of Common Prayer. (Ans. To supply what is needed beforehand, to anticipate the desires.)

"We which are alive shall not prevent them that are asleep"—New Testament. (Ans. Go before or precede.)

Illustrate by short original sentences the primary and secondary meanings of the words cardinal, humor, impertinent, board, ordeal, lot and dainty.

Peculation—Derive and give its meaning.

Mace—What is it, and what is its use? Derive the word.

11 Give synonyms for "eventful," "composedly," "laudatory," "warm," "apostatized," "apparently," &c. Distinguish when you can.

12 Give homonyms for "suit," "worsted," "address," "passion," "their," "plain," "place," &c. Distinguish in meaning and use.

13. Derive, showing the force of the derivation, "consequences," "suit," "worsted," "whispered," "gradually," "purses," "interrupted," "door," "selecting," &c. (Consult a standard English dictionary.)

14. Make a list of the words of Anglo-Saxon origin in any paragraph.

15. Write biographical notes on Harrison, Sir Henry Vane, Algernon Sidney, and Bradshaw. What Sidney is famous in English Literature? What relation to Algernon? (Ans. granduncle.) What did he write and in whose reign did he live? How did Milton honour Sir Henry Vane? (Ans. By writing a very beautiful and complimentary sonnet to him.)

NOTES.—Harrison, an English regicide, a colonel in the parliamentary army, advised Cromwell against haste in dissolving Parliament. Charles I. had been told that Harrison had been appointed to assassinate him. On telling his suspicion to Harrison, the latter replied that Parliament would not strike the King secretly. At the Restoration in 1660 he, with nine others, was executed. Algernon Sidney fought gallantly at Marston Moor, served well in Ireland, acted as one of the Judges of the King, but did not sign the warrant for his execution; declared it afterwards to be "the justest and bravest action; was a voluntary exile for eighteen years, discontented with the government of a single person. A charge of complicity with the conspirators of the Rye-house plot was laid against him and the illustrious Lord William Russell. The only evidence produced was garbled extracts from a theoretical work of his on government. He met his death "with the fortitude of a stoic."

16. "A plain suit of black cloth." Describe the characteristic Puritan costume of the days of Cromwell. Contrast it with that of the royalist Cavalier.

17. Lingard, the Catholic historian, has been accused of palliating the Bartholomew massacre, and of blackening the characters of Elizabeth, Cranmer, &c. Can we charge the Protestant historians who write on the same event with prejudice and perversion? If so, why? If not, why not?

JULIUS CÆSAR—FIFTH READER, P. 476. BY T. C. L. ARMSTRONG, M.A.

1. Write a short sketch of the life of Shakespeare, of Julius Cæsar, and of Antony.

2. Scene—Forum. What are the main divisions of a drama called? How many are there? Can you give any examples of stage directions? Why are they necessary in drama?

3. What are the chief varieties of dramas? Name the plays of Shakespeare founded on Roman History.

4. What are the characters of a drama? What are characteristic actions, speeches, etc? Compare these two speeches as such and also as to style.

5. Paraphrase the following:

(1) "Censure me in your wisdom."

(2) "Had you rather Cæsar were living and die all slaves, than that Cæsar were dead, to live all free men?"

(3) The question of his death is enrolled in the capital.

(4) "Now lies he there and none so poor as do him reverence."

6. Many words in Shakespeare's time were used "literally and generally that are now used figuratively and particularly" explain what is meant by this? Account for the change of meaning.

7. Give the derivation and the literal and ordinary meanings of the following words and indicate their force in the text: Audience, lovers, offended; rude, enforced, bury, grievous, masters, resolved, spirits, commons, disprove.

8. Derive,—Mutiny, ransom, coffin, napkin, fault.

9. Point out and explain what is peculiar in each of the following:

(1) "Those that will hear me speak let them stay here."

(2) "If any, speak; or him have I offended."

(3) "Saw I alone, that Antony have spoke?"

(4) "When that the poor have cried Cæsar hath wept."

(5) "Nethinks there is much reason in his sayings."

(6) "This was the most unkindest cut of all."

10. Quote examples of apostrophe, pun, alliteration, metaphor, self-depreciation, irony, sarcasm, trope (or inverted epithet).

11. Write notes on: "Envious Casca," Cæsar's angel, dirt of pity.

12. Write notes on the following: Forum, Capitol, Lupercal, Pompey's statue.

13 Was the death of Cæsar advantageous or not to the Roman Republic? What was there peculiar in the internal condition of Rome that made the line

"When that the poor have cried Cæsar hath wept," a strong point in Antony's favour?

What in their history made the refusal of the "kingly crown" peculiarly pleasing to the Romans?

14. What is meant by *sententious* and *periodic* as applied to style of composition? Quote examples of both from the extract.

Mathematical Department.

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

THE DEFINITION OF A CIRCLE.

A definition in Geometry should ascribe to the object defined no property which, from the rest of the definition, may be proved to belong to the object; otherwise there is redundancy in the definition. Thus we do not define an equilateral triangle as that which has three equal sides and three equal angles; for, though its angles are equal, yet this follows from the fact that its sides are equal by Prop. 5, Bk. I. Nor do we define a parallelogram as a four-sided figure having its opposite sides parallel and equal; since the equality of the sides may be shewn to be a consequence of the parallelism (Prop. 84, Bk. I.) Let us see how far the definition of a circle fulfils the above condition. It will be observed that three properties are ascribed to the figure:

(1). It is plane figure.

(2). It is contained by one line.

(3). All straight lines from centre to circumference are equal.

A little examination will shew that only the first and third of these properties are made use of in Euclid, until we arrive at Prop. 2, Bk. III, where the second property is proved in part by shewing that no part of the circumference can be convex to the centre, and

that no part can be a straight line. The proof of this second property is completed by Prop. 16, Bk. III, where, by shewing that the tangent at any point is at right angles to the diameter through that point, it in effect is proved that there cannot be two tangents to a circle at the same point which are not in the same straight line, or do not coincide. Euclid seems to have intended that the part of the definition of which we speak should be merely explanatory.

In the definition by the term circle is evidently meant the space enclosed by the periphery; in the third postulate, the use of the expression "at any distance from that centre" would seem to imply that by circle is meant circumference only.

The word "semi-circle" assumes that a diameter bisects the circle. This may be proved by supposing the part on one side of the diameter to be turned about the diameter until it rests on the other. Then, if the parts do not coincide, draw a radius intersecting them, and we would have two radii of the same circle unequal, which is impossible.

From the definition we may deduce many conclusions in reference to the form of the figure, without employing any of the propositions. Thus the circumference cannot tend in one direction, curve back, and then tend in the original direction (like the letter S), for then we would have radii of unequal length. Any point at a less distance from the centre than the radius lies within the circle, &c. The strict logic of Euclid's method, however, requires us to use in the text only such conclusions as he draws for us. Thus when proving Prop. 1, Bk. I, we are not supposed to know that two circles can intersect in only two points, this being proved in Bk. III, and consequently, for all we know to the contrary, there may be more than one equilateral triangle on the same base and same side of it, though this would be negated by Prop. 7, Bk. I. In the following proof of Prop. 8, Bk. I, taken from Lardner's Euclid, it is prematurely taken for granted that two circles intersect in only two points: "Let EFD be applied to ABC. Then, because EF is equal to AB, the point F must be in the circumference of a circle having A as centre and AB as radius. For the same reason, F must be on a circumference with centre C and radius CB. The vertex must, therefore, be at the point where these circles meet. But the point B must also be at that point; wherefore, &c."

It will be found an excellent exercise to require pupils to point out the defects in definitions of the circle from which something essential has been omitted, e.g., "A circle is a plane figure, &c., and is such that all lines drawn from the centre to circumference are equal." "A circle is a figure, &c." This last might be a figure, not plane, described on the surface of a sphere. It is well also to draw the attention of scholars to the essential points in the definitions of other figures, and to require them to point out in what respects, so far as their definitions are concerned, the circle differs from the triangle, square, ellipse, &c.; also to state what figures possess the first property given in the definition of a circle, what the second, what the second and third, &c., the general object being to convey clear notions of the purposes of definitions, and of the essentials of good ones.

NATURAL PHILOSOPHY.

SECOND CLASS AND INTERMEDIATE EXAMINATIONS.

TIME—TWO HOURS AND A HALF.

Examiner: J. C. GLASHAN.

NOTE.—Candidates in order to pass must make at least 22 marks on this paper, and at least 120 marks on the group—Natural Philosophy, Chemistry, and Book-keeping.

Values.

- | | |
|---|---|
| 3 | 1. Define force. |
| 4 | (a) What is meant by a force of 20 lbs? |

- | | |
|----|---|
| 4 | (b) Two forces of 8 lbs. and 15 lbs. respectively act at a point <i>p</i> , in directions perpendicular to each other. If the 8 lbs. force be represented by a horizontal line <i>AB</i> , two inches in length, how must the 15 lbs. force be represented? |
| 5 | 2. State the parallelogram of forces. |
| 3 | (a) What would be the magnitude of the resultant in question 1 (b)? |
| 10 | 3. Apply the triangle of forces to obtain the conditions of equilibrium of a heavy body on a smooth inclined plane, the power acting parallel to the plane. |
| 10 | (a) A weight of 915 lbs. is supported on a smooth inclined plane by a power acting parallel to the plane, the reaction of the plane being 900 lbs. Find the power which, acting horizontally, would support the weight. |
| 5 | 4. State the condition of equilibrium of moments. |
| 10 | (a) Two boys, weighing 70 lbs. and 90 lbs. respectively, play see-saw, sitting 15 ft. apart on a plank weighing 40 lbs. How must they share the 15 ft. to balance each other, the centre of gravity of the plank being mid-way between the boys? |
| 5 | 5. State the conditions of equilibrium of parallel forces. |
| 4 | (a) What would be the pressure on the fulcrum in question 4 (a)? |
| 3 | 6. Define specific gravity. |
| 10 | (a) A body weighs 6 oz. in a liquid of <i>sp. gr.</i> .9, and 10 oz. in another liquid of <i>sp. gr.</i> .8; find the weight of the body. |
| 5 | 7. Describe the common hydrometer. |
| 10 | (a) If an hydrometer sink in pure water to within 4 ins. of the top of the stem, and in a liquid of <i>sp. gr.</i> .9 to within 3 ins. of the top, what is the <i>sp. gr.</i> of a liquid in which it sinks to within 2 ins. of the top? |
| 5 | 8. Describe the common barometer. |
| 6 | (a) Explain the principles of its action. |
| 8 | (b) The mercury in a barometer at the surface of a pond stands at 30 ins. At what height will it stand if the barometer be sunk 4 ft. 3 ins. in the water, <i>sp. gr.</i> of mercury being 13.6? |

NATURAL PHILOSOPHY.

1. (a). A force which, acting vertically, would support a weight of 20 lbs. (b). By a line perpendicular to *AB*, and $8\frac{1}{2}$ inches long. 2. (a) 17 lbs. 3. (a) 167.75 lbs. 4. (a) $6\frac{1}{2}$ and $8\frac{1}{2}$ feet. 5. (a) 200 lbs. 6. (a) 42 oz. 7. (a) Let *V* = vol. of hydr. in cubic inches, α = area of section of stem; the $V - 4\alpha$ = vol. of water displaced, $V - 3\alpha$ = vol. of first liquid displaced; and these vols. are equal in weight; $\therefore \frac{V - 3\alpha}{V - 4\alpha} = \frac{10}{9}$, $18\alpha = V$. Hence $\frac{V - 2\alpha}{V - 4\alpha} = \frac{11}{9}$, and *sp. gr.* in $\frac{9}{11}$. 8. (b) $38\frac{1}{2}$ in.

Practical Education.

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

HOW TO TEACH PLAIN SPEAKING.

IV.

(Omissions continued.)

R.

This is a very important letter. It is perhaps the most influential letter in the alphabet. Great care is required in its utterance. It is often the last letter which a child learns to sound properly. It is one of the most difficult to teach to one who has a defect in articulating. It is by some trilled too much, and by others it is not trilled at all. It ought never to be uttered too roughly, but requires more trilling before than after a vowel. As frequently sounded it produces merely a continuation of the vowel sound that precedes it. It is thus made to take in speaking the place of a dot in music.

Thus Far becomes a lengthened fa.
 Fern " " " fen.
 Turn " " " tun.
 &c. &c.

Amongst the worst errors arising from the omission of r are the following :

Barl	for Barrel.	Nothen	for Northern.
Chambuz	" Chambers.	Paticula	" Particular.
Flowuz	" Flowers.	Thust	" Thirst.
Fust	" First.	Wuss	" Worse.
Gal	" Girl.	Forrad } Forwud }	" Forward.
Hashly	" Harshly.	Onwud	" Onward.
Hoss	" Horse.	Febuary	" February.

Double r's are especially difficult to articulate correctly without a straining, unnatural effort.

Cause. Allowing the tongue to lie too low in the mouth.

Remedy. Pronounce the syllable *fa* dwelling on the sound *ä*. In doing so the tongue will remain in the bottom of the mouth with its point against the lower incisors. After dwelling on this sound for a time suddenly roll the point of the tongue upwards and backwards towards the centre of the roof of the mouth, continuing the same sound. Direct the outgoing sound over the point of the tongue and a correct *r* will be produced. Having practised several similar words as directed for *fa*, repeat the following: A rough, ragged robber ran over Mt. Ararat on a rocky road on the 4th of February, 1444, in great terror.

T.

This letter may be regarded as the twin brother of *d*. It requires the same arrangement of the vocal organs in its formation, and the instructions given for the correction of the omissions of *d* will also apply to the omissions of *t*. In sounding *d* and *t*, the stream of air issuing from the lungs is intercepted or shut off by placing the point of the tongue against the gums of the upper incisor teeth. The only difference between the two stoppages is, that in the case of *d* a part of the air or sound that has been stopped by the tongue is allowed to pass out through the nasal openings, while in the case of *t* the stoppage is complete. This causes the expulsion of the latter letter with greater force than the former, and also makes stammering more common in connection with words beginning with *t*.

The most difficult position in which *t* can be placed for articulation is before final *s*, as in the words *consists, exists, acts, insects, precepts, &c.*

K, N AND TH.

K is often omitted in the word *asked*.
N " " " " " " *government*.
Th " " " " " words *months, twelfth, fifth, &c.*

VOWEL OMISSIONS.

When an *obscure* vowel forms an entire syllable it is frequently omitted.

Examples.

Literr	for Literary.	Sevral	for Several.
Reglar	" Regular.	Probble	" Probable.
Rhetric	" Rhetoric.	Confedracy	" Confederacy.
Histry	" History.	Individyul	" Individual.
Victry	" Victory.	Auxiliary	" Auxiliary.
Memry	" Memory.	&c.	&c.

The omission of an *obscure* vowel often reduces the number of syllables in a word even when it is not the only letter in a syllable. The other letter or letters attach themselves to those which precede or succeed them.

Examples.

Travlör	for Traveller.	Temporry	for Temporary.
Noighbring	" Neighboring.	Accompniment	" Accompaniment.
Hetrogeneous	" Heterogeneous.	&c.	&c.

It will be interesting to notice that these vowels are generally dissolved in the liquids *l* and *r*.

Final *el* and *er* are troublesome syllables. The *e* is frequently suppressed when it ought to be sounded, and nearly as frequently sounded when it ought to be suppressed.

MISCELLANEOUS OMISSIONS.

Considably	for Considerably.	Nomative	for Nominative.
Cap'n	" Captain.	Tolable	" Tolerable.
Nessry	" Necessary.		

GEOGRAPHY IN JUNIOR CLASSES.

MISS BERTHA SIMS.

The subject of geography, properly taught and carefully studied, is one of the most important branches of our school curriculum—both to teacher and pupil.

Its province is vast as the universe of which it treats. It furnishes the inquiring mind with exhaustless information, relating to this wonderful world in which we live. The earth—its motions, seasons, climates, provinces, physical features, peoples, animal life, vegetable world—falls within the province of its investigations—nay further—Geography in its widest sense, should be more than a mere memorizing of names and incidents. By directing the attention of the pupil to cause and effect, to those circumstances which necessarily form antecedent and consequent, the study of geography becomes a high mental exercise. It trains the memory, enlarges the conceptive faculties, aids the understanding. When we reflect upon the immensity of the world itself; the millions of human beings with which it is peopled; the animal and vegetable kingdom; the direct and indirect influences which affect climate; the effects of mineral wealth, soil, and climate, upon the occupations of the inhabitants of different lands; how all these distinct parts fit into one another, and form a great harmonious whole; how that "each thing in its place is best," and above all that "the earth is the Lord's and the fullness thereof;" I think I am right in saying it should tend to deepen the religious instincts of our being.

Of course, such a comprehensive view of the subject belongs to the pupils of our senior classes, and the advanced student, but, the little people of our junior classes will, we hope, some day form the boys and girls of our senior classes; and we, who are their teachers, must see to it that they are ready for the position, when the position is ready for them. Thus if a pupil in a senior class is to learn the influence of a country's physical formation on its climate, productions, or commerce, it is evident that he must primarily know what is understood by such words as bay, gulf, mountain, river, commerce, climate, productions, &c.

Speaking roughly, the ages of the pupils ranging from the 10th to the 7th div. of our city schools (*i.e.*), from the first to the second book (inclusive), will be from 5 to 10 years. The perceptive faculties during these years are in active operation. The child is ever on the alert, both to see and to hear some new thing. His vocabulary is constantly increasing. What better time can present itself for the judicious teacher, in which to awaken in a child's mind an interest in this wonderfully interesting subject;—to develop in his mind, the ideas presented by those technical terms, which he will afterwards meet with in his study of geography;—to make him feel that this much-abused subject, is not as it were a modern form of heathen mythology, but a real tangible something, which he is earning involuntarily every day, and which can be applied to human

life and occupation? Mr. Calkins, in his excellent work, give some plain practical suggestions on this subject. He says:—"Common-sense principles are often violated in commencing the study of geography. Our text-books generally take the child first to the heavens, to things entirely unknown, and end with home and things familiar. It is this that often makes the study so uninteresting and useless. The child is thrown beyond the range of his mental powers; we try to make him grasp the unknown through his powers of reason and abstraction, when he requires to feel his way leaning on his perceptive powers. We wish to see this gulf bridged over by a system of oral lessons, adapted to the mental capabilities of the pupil. It is the aim by such a course to exercise the pupil's observing powers and by showing him the nature of geographical knowledge to lay a foundation for succeeding stages. With certain casual facts obtained as data, the learner largely anticipates those that are dependent."

Before proceeding to the discussion of methods of teaching geography to junior classes, I may be pardoned if I make another quotation, this time from the immortal Pestalozzi:—

"Train the child to observe for himself.

To discover for himself.

To do for himself.

Develop the idea, then give the appropriate term."

I would lay particular stress on that phrase "develop the idea." Developing ideas is, I take it, our chief work as junior class teachers. The appropriate term may possibly for a time be forgotten. Never mind that much, if you are sure the *idea* of the lesson has been firmly grasped. I asked a little fellow in my own class the other day, at the close of a lesson on hills and mountains, what a mountain was. He said, "A great big hill." "Well," I said, "and what is a hill?" "Ground rising up high to a point and coming down again on the other side, like a tent," was the answer.

That answer would look very strange in a book, but then we were not learning book geography. I felt sure he had grasped the idea of a hill and was satisfied. Perhaps you will say I am easily satisfied. I hope not.

To be as practical as possible, let us review in order the limit table for this subject in the 10th, 9th, 8th and 7th grades of our city schools. That for the 10th reads as follows:—1. Cardinal Points of Compass; 2. Local Geography; 3. Map of School Yard.

In teaching the Cardinal Points of the Compass it occurred to me to lead the children to feel strongly the *need* of some term to express the ideas which *we do express* by the words north, south, east and west, and to this end, I told the little ones a story of a little boy who lost his way in a wood. I enlarged upon his terror in the most touching terms; till they were spell-bound with horror and compassion. Then he saw the sun setting behind the trees, and recollected that he had often seen the same thing from the door of his father's house, so he set out to walk towards the sunset. On his way he met a man who asked him "Where he was going?" He said "Towards the place where the sun goes down at night." Here comes the need of the term—west—for the long phrase, "The place where the sun goes down at night." Something in this way we learnt the four points of the compass with their relative positions, and applied them to our own locality. It may be objected that this took a long time. It took a week, one point each day and Friday for review. The most important part of our limit table gone over in a week!

2. Local Geography—I understand to mean the direction in which important places, such as streets, rivers, churches, schools, or the children's homes lie from the school, and from each other. This exercise can be varied to any extent, (*e.g.*) "I am going up Ontario street when I leave school, as far as Wellesley street. Which way?

"Then I shall go along Wellesley street to Yonge street?" "Then to Gerrard street?" and so on, make the circuit of the city if you like.

3. Map of School Yard—I take a slate, or better a large piece of paper, and placing it on the floor or table, draw (under the direction of the children) a diagram of the school yard, placing the sheds, school-house, etc., in their proper positions. Mark in the N., E., S., W. Then hang it up, casually explaining that it is customary to hang maps with the N. upwards. This will pave the way for the teacher of the 9th div., whose first subject is "Cardinal Points on Maps"—The top the N., the bottom the S., the right hand E., left hand W.

The second point in this grade is "Definitions of Physical Geography." Scarcely a Toronto child could be found, who would not be able to tell you what "the island" is. Perhaps he might not exactly say, "It was a portion of land surrounded by water," but he knows that he cannot walk either there or back again, and *why* he cannot do this. "Because," he will tell you,— "There is water round it on every side"—all round it. Good. Pestalozzi says "Proceed from the particular to the general." Do so now, and you have your definition for an island. There is a *point* on the island, so we can get our *cape* or *headland*. The "Gap" will do for a *strait*. We have a lake, a bay, Rosedale with its miniature hills and valleys, a city, a port, trade, manufactures, a government. We have a river Don with its bed, channel and right and left banks, a lighthouse, the Humber with its celebrated mouth, and a number of creeks, tributaries of the Don.

In fact Toronto must have been built where it is for the convenience of its school teachers. There is hardly anything we have not got except an ocean, a volcano and an earthquake.

The ocean we must do without, and if we have not earthquakes and volcanoes we have hundreds of boys, and they are just about as uncertain.

When the idea represented by each definition has been developed I give an example of each on the map of the world, taking the most prominent examples. Let the pupils during this stage make maps of the continents on their slates, while you draw them on the board. Very rough outlines will do; a species of triangle properly placed, answers very well for either North or South America. The names of places, etc., can be placed in as they are learnt. By the time the pupil has gone over "the definitions" in this manner, he will be tolerably well acquainted with the third point of his limit table for this grade, viz.: "The introduction to the map of the world," and this brings us to the 7th and 8th divs., when he first and constantly "Reviews Past Work," and deepens his introduction to the map of the world. In this review I would extend the idea represented in each definition, giving the pupil some exercise for his reasoning powers in each one. One or two brief examples will suffice. Take a very simple one.

"The ocean is composed of salt water." Why should it be salt? What use is it? They'll tell you. Don't tell them. Help them up the steps where they cannot go alone.

Again, "There are two countries; one hilly, the other flat." Which will have the swiftest rivers? Or, "Coal is found in large quantities in the North of England, not in the South." Where will coal be the cheapest? and so on *ad infinitum*.

They'll tell you all this and be glad of the opportunity. They like to use their minds. Children as well as older people feel with Festus, "That it is grand to stand upon some mountain top of thought and feel the spirit stretch into a view." Talk to the children about some of the common articles of every day life, cotton, coffee, tea, sugar, pepper, currants, and this will lead to a brief lesson on the country where these articles are found. Tell

them stories of prairie fires, deserts, and caravans, ostrich hunting, whaling, chamois hunters, Esquimaux, Coral Islands. It will quicken their interest in these actual facts, and make them feel that earth can unfold page after page of choice material, more charming than the wildest fairy lore, for it is all what a little friend of mine calls "real."

A few words with regard to the apparatus necessary for junior classes. We would like pictures of all the principal physical features, such as there are in the text-books, only greatly enlarged so as to be visible to the whole class. In England, for teaching map geography, we used large blank maps in preference to printed ones. Speaking for myself, I would rather have a large terrestrial globe than a dozen maps. A piece of crayon and a blackboard can be made to supply all the map that is necessary for junior class geography.

Apart from public school work, and addressing more directly those parents who take an interest in the amusements of their children, I would mention, that one of the delights of my childhood was the joint possession with an elder brother of three puzzle maps of the British Isles. These maps were separate, England, Ireland, Scotland, and were each about three feet by two. They broke up into the most wonderfully shaped pieces, which took a long time to put together, and we found that we could perform this task more readily by remembering the names of some of the places and their position on the coast or inland. Thus we soon learnt by experience that it was impossible to make a queer shaped piece of wood with Hull on it, fit into a groove of the Land's End, and so on. We had them for years, but piece by piece, dwindled away, and at last all that was left of the British Isles, was a piece of the North of Scotland, which we threw away as good for nothing.—*An Address delivered before the Toronto Teachers' Association, December, 1877.*

THE TEACHING OF SPELLING.

BY E. R. COCHRANE.

III.

Re-writing every misspelled word five times serves to keep the correct form of each before the mind of the pupil long enough to cause a distinct impression to be made on his memory. But this labor may not be sufficient to produce a lasting impression—indeed it may not be at all commensurate to the labor he has expended in learning to spell the word wrong. Suppose he has made three efforts which have resulted in giving him a false impression of the form of the word. To correct this error he will require to make at least six efforts—three to counterbalance those already made and disabuse his mind of the prejudice which inevitably exists for the false spelling of the word, and three to fix the correct form in his memory. Even then the work may only be temporary. *To eradicate the error utterly* is what we would have him do, and we cannot aid him to do this more efficiently than by exercising him repeatedly on the words already misspelled. Write them on the board and drill him on them from day to day before taking up the regular spelling lesson, until by continued practice in the correct form it becomes, as it were, part and parcel of his mental constitution. The pupil should also be required to keep a list of all the words he has been unable to spell in his regular spelling lessons.

An accurate list of all misspelled words should be kept by the teacher. It will prove useful for ordinary drill work, and monthly reviews. If kept faithfully from year to year it will show in what words particularly there is a tendency to make mistakes, thus pointing out the words requiring special attention.

The nature and use of the spelling-book now comes to be considered. By many teachers, the Readers are deemed sufficient for the purposes of spelling, and the spelling-book is, in consequence,

discarded. Many teachers on the other hand use it, but without much confidence in its utility or much system in its use. Now there is no doubt but that the first and second readers should form the first and second spelling-books, and that at every stage of the pupil's advancement no lesson should be received until it has been carefully and accurately spelt as well as read. The use of the Readers as spelling-books should be retained to some extent in all classes, from the lowest to the highest. But there are many words in common use, as well as anomalous words of frequent occurrence in every day life, that cannot be supposed to occur even in the most extensive round of reading exercises. Yet with the orthography of these words the pupils most require to be made familiar. "We should hear less of spelling difficulties" says C. P. Mason in a letter on this subject to the *Educational Times*, "if teachers, and school inspectors and examiners, whom teachers have to satisfy, would allow themselves to be guided by a few grains of common sense. Nobody wants to spell except for the purpose of writing, and in the ordinary course of trade and business (I am not speaking now of the learned professions), the vocabulary required for use is of very limited range (Mr. Mason estimates it at about 2,000 words. By others it is reckoned as low as 1,500). What sense is there in setting learners to expend their priceless school time in learning to spell rare and difficult words which they will never meet with a dozen times in their lives, and never have occasion to write once? Yet spelling-books are to a large extent taken up with words of this kind. And matters are made worse by the pedantic tyranny which too often marks the modern examination system. Young scholars are not unfrequently examined in spelling by having dictated to them for writing a piece of poetry, the phraseology of which conveys to them no glimmer of meaning. In all cases the learner's attention should first be directed to such words as they are likely to use commonly. If their school course is long enough to enable them to go beyond this vocabulary of common words, well and good, let them proceed further; if not, let teachers and examiners content themselves with the humbler range I have indicated." These words, that is, the words of actual business life, and those met with in the leading periodicals of the day, can be best and most systematically treated of through the medium of the Spelling-book, which, therefore, when disburdened of rare and difficult words, is of essential service in acquiring a correct style of spelling.

The words of the spelling-book should be arranged according to some definite plan, which recommends itself from its utility. In the first place spelling should be combined with pronunciation, and therefore the first list of words should be arranged according to their leading vowel sounds. By this means the pupil becomes familiar with the various ways we have of representing the same vowel sounds, as well as the other orthographical expedients, that have been resorted to owing to the defects of the alphabet. This list should be followed by another presenting the common words containing silent letters. In the second place spelling may be very conveniently combined with derivation. For this purpose the prefixes, suffixes, and leading Latin and Greek roots may be presented in a series of exercises arranged to exemplify the use and meaning of each. Copious exercises should also be given in word-building. In the third place the common rules of spelling should be illustrated by a number of words purposely selected as examples of each rule. In this way the attention of the pupil can be directed to the laws of English Orthography.

A large portion of the Companion to the Reader is devoted to what is termed *verbal distinctions*, but these are presented in a way not at all suited to give the pupil an intelligent idea of either their meaning or use. An attempt is made to give a formal definition

of each word, but in many cases the meaning is obscured by the use of words more difficult to understand than the word defined. It is very important that the pupil should be taught to distinguish homonyms, but this is not the rational way of doing it. If these words be presented to the pupil in sentences adapted to his intelligence, he will have a far clearer conception of them than the formal definition would give him. This will appear evident if the mode of presenting homonyms, as given in Coutie's Word Expositor, be compared with that adopted in the Companion to the Readers.

But however important a well-constructed spelling-book may be, it is of still greater importance that it be properly used. Their misuse has been the principal cause of the failure in spelling-books. The first thing to be attended to in this connection is to give the class a clear and correct idea of the meaning of every word. To do this so as to awaken thought and interest on the part of the pupils is one of the most difficult tasks the teacher has to accomplish, and requires all the skill and ingenuity he can command. Lists of disconnected words are of themselves dry and uninteresting things unless made the exponents of living thoughts. To invest the words of the spelling-book with life should be the grand aim of every teacher. He cannot do this by simply giving a synonymous word for each. This is the usual way, but it is open to the objection that the synonym may convey the idea to the pupil less clearly than the word itself. Explanatory phrases or sentences, if couched in terms sufficiently simple and definite, would perhaps be more suitable. But the great objection to each of these ways of dealing with words is that, at best, they exercise, to a limited extent, the intelligence of the pupil. Without his active co-operation we cannot hope to make words be to him the exponents of living thought. He must be a worker if words are to be to him *signs of ideas*. One method of doing this is to make each word the subject of a short conversation that would prepare him for an intelligent appreciation of the meaning. Thus, if we wish to impart the meaning of the word *vapor*, show the pupil the effect of heat on water and other liquids, as well as on solids. Let him see the change of state heat produces in substances, and when he is fully conscious of the fact that it is due to heat, give him the word that expresses this result. Let the conversation on all words call into use his own intelligence, and only when he needs it burden him with assistance. When the meaning has been grasped let the word be embodied in a suitable sentence constructed by the pupil. Then let its pronunciation and spelling be impressed. The construction of sentences to exemplify the correct use of every word of the spelling lesson gives the pupil a power over words, and removes to a great extent the difficulty pupils experience of expressing in their own words the leading thoughts of their reading lessons. Occasionally the teacher should manufacture sentences in which the words of the lesson occur, and call upon the class to ascertain their appropriate meanings from their connections with the other words. Their very effort to do this, though they may not happen to hit upon the real definite import of the words in question, affords them a valuable mental training. As soon as they have got the correct idea let the words be embodied in sentences of the pupils' own construction. From a somewhat lengthened experience, I am satisfied the methods of giving the meanings of words just recommended will produce the most satisfactory results. One thing is certain, that the pupils will no longer regard their spelling lessons with that aversion which is now unfortunately so common. It is true so much ground may not be gone over, so many classified words may not be overtaken in each lesson, but what is done the pupil understands, and is likely to remember, and this is of more value than many times the number being made to pass through the mind without leaving an adequate

impression upon it. Half a dozen words a day gone over in this manner will accomplish marvellous results before the pupils' school days are over, and bad spelling would be the exception as it is now unfortunately the rule.

As success in teaching spelling depends upon the thoroughness with which the forms of the words are impressed upon the minds of the pupils, a great portion of every spelling exercise should consist in reviewing the previous lessons. It is only by continued practice that the forms of words become indelibly impressed upon the memory.

The grand aim of every lesson in spelling should be to exercise thoroughly the intelligence of the pupil, to call into use his previously acquired knowledge, arrange it better, and add something to it, to show him what the power of his mind is and what it can accomplish if properly directed, to teach him the great lesson which concerns not only his school-boy days, but all the days of his life, that there is nothing worthy to be achieved without sincere, undaunted, never wearying industry.

AN "INDEX EXPURGATORIUS" OF WORDS AND PHRASES.

The New York *Evening Post*, which was for a long time under the editorial management of the veteran American poet, William Cullen Bryant, is distinguished amongst its contemporaries on this continent for the purity and correctness of its English. This is mainly, if not entirely, the result of the efforts of Mr. Bryant, who endeavoured by both precept and example to train his contributors to write well. The following is a list of the words and phrases which he would not allow to be used in his journal, those he objected to being printed in italics:—

<i>Above and over</i> , for more than.	<i>Develop</i> , for expose.
<i>Action</i> , "proceeding.	<i>Devouring element</i> , for fire.
<i>Afterwards</i> , "afterward.	<i>Donate</i> .
<i>Aggregate</i> , "altogether, or total.	<i>Employe</i> .
<i>Artiste</i> , "artist.	<i>Endorse</i> , for approve.
<i>Assembly man</i> , "member of Assembly.	<i>En route</i> .
<i>Aspirant</i> .	" <i>Esq.</i> "
<i>Auditorium</i> , "auditory.	<i>Fall</i> , for autumn.
<i>Authoress</i> .	<i>Freshet</i> , "flood.
<i>Average</i> , "ordinary.	<i>Gents</i> , "gentlemen.
<i>Advocation</i> , "vocation.	<i>Graduates</i> , "is graduated.
<i>Bagging</i> , "for capturing.	<i>Greenbacks</i> , "Treasury notes.
<i>Balance</i> , "remainder.	<i>Hardly</i> , "scarcely.
<i>Banquet</i> , "dinner, or supper.	" <i>Hon.</i> "
<i>Base</i> , as a verb.	<i>House</i> , for House of Representatives.
<i>Beat</i> , "defeat.	<i>Humbug</i> .
<i>Bogus</i> .	<i>Inaugurate</i> , for begin.
<i>Brother Jonathan</i> , for United States.	<i>Indebtedness</i> , "debt.
<i>Call attention</i> , for direct attention	<i>In our midst</i> .
<i>Casket</i> , for coffin	<i>Interment</i> , "burial.
<i>Claimed</i> , "asserted.	<i>Interred</i> , "buried.
<i>Collided</i> .	<i>Is being done</i> , and all passives of this form.
<i>Collateral</i> , "collateral security.	<i>Issue</i> , for question or subject.
<i>Commence</i> , "begin.	<i>Item</i> , "particle, extract, or paragraph.
<i>Conclusion</i> , "close, or end.	<i>Jeopardize</i> .
<i>Congressman</i> , "member of Congress.	<i>John Bull</i> , for Great Britain.
<i>Cortege</i> , "procession.	<i>Jubilant</i> , "rejoicing.
<i>Cotemporary</i> , "contemporary.	<i>Juvenile</i> , "boy.
<i>Couple</i> , "two.	<i>Lady</i> , "wife.
<i>Decade</i> , "ten years.	<i>Last</i> , "latest.
<i>Depot</i> , "station.	<i>Lengthy</i> , "long.
<i>Darkey</i> , "negro.	<i>Leniency</i> , "lenity.
<i>Day before yesterday</i> , for the day before yesterday.	<i>Loafer</i> .
<i>Debut</i> .	<i>Loan or loaned</i> , "lend or lent.
<i>Decease</i> , as a verb.	<i>Located</i> .
<i>Democracy</i> , applied to a political party.	<i>Majority</i> , relating to places or circumstances, for most.
	<i>Materially</i> , for largely or greatly.
	<i>Mrs. President, Mrs. Governor, Mrs. General</i> , and all similar titles.

Mutual, for common.
Nominee, " candidato.
Notice, " observe, or mention.
Numerous, as applied to any noun, save a noun of multitude.
Official, for officer.
On yesterday.
Our first page, for first page of the *Evening Post*.
Oration.
Over his signature.
Pants, for pantaloons.
Parties, " persons.
Partially, " partly.
Past two weeks, for last two weeks, and all similar expressions relating to a definite time.
Poetess.
Portion, for part.
Posted, " informed.
Primaries, " primary meetings.
Prior to, " before.
Progress, " advance, or growth.
Proximity, " nearness.
Quite, prefixed to good, large, &c.
Residence, for house.
Raid, " attack.
Realized, " obtained.
Record, " character, or reputation.
Reliable, " trustworthy.
Repudiate, " reject, or disown.
Resident, " inhabitant.
Retire, as an active verb.
Rev., for the Rev.
Role, " the part.
Roughs.
Roadies.
Seaboard, " sea-coast.

Secesh.
Section, " district, or region.
Sensation, " noteworthy event.
Spending, " passing.
Standpoint, " point of view.
Start, " begin, or establish.
State, " any.
Stopping, " staying, or sojourning.
Subsequently, " afterward.
Taboo.
Take action, " act, or do.
Talent, " talents, or ability.
Talented.
Tapis.
Tariff, for rates of fare, or schedule of rates.
Telegrams, for despatches.
The deceased.
The United States, as a singular noun.
Those wanting, for those who want.
Those who, " those persons who.
Transpire, " occur.
Try an experiment, for make an experiment.
Via, for by the way of.
Vicinity, for neighbourhood.
Wall Street slang generally: bulls, bears, long, short, flat, corner, tight, moribund, comatose, &c.
We are mistaken in, for we mistake.
Wharves, for wharfs.
Which, with a noun, as " which man."
Would seem, for seems.

member of the Republican party, the aim of which has always been to discourage the doctrine of the sovereign rights of individual States, he should be prepared to accept the exceedingly cumbrous title of his country without regarding it as a standing contradiction of his country's alleged solidarity; that he has not done so shows the extent to which he is the slave of form. In other words, while "The United States" as a singular noun ought to be in the "Index Expurgatorius" of every genuine Democrat, this use of the expression is allowable to every genuine Republican. With all its defects, the list is worthy of the attention of all seeking to attain to purity of language and elegance of style.

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 DECEMBER, 1877.

HISTORY.

Examiner: S. ARTHUR MARLING, M.A.

I.

ADMISSION TO HIGH SCHOOLS.

1. How did Canada come into the possession of the French, and how did the British acquire it?
2. Name in order the Tudor sovereigns of England, and tell what you know of the reign of Queen Elizabeth.
3. In whose reign were the battles of Bannockburn, Culloden, and Waterloo fought; between what nations; and who were the principal commanders on each side?
4. When did Queen Victoria come to the throne? Whom did she succeed, and what have been the principal events in the history of Canada during her reign?
5. Say what you know about Oliver Cromwell, Jean of Arc, John Milton, Lord Nelson.
6. When did the United States become an independent nation; and when did Canada become a Dominion?

Values—12 each.

II.

SECOND CLASS TEACHERS AND INTERMEDIATE.

1. Narrate the chief incidents in the reign of Richard II.
2. Tell briefly what you know of the changes effected in the laws and language of England by the Norman conquest.
3. Explain the causes of the troubles that agitated the reign of Charles I.
4. Give some account of the Darien Company, the Abolition of Slavery, the Habeas Corpus Act.
5. Tell what you know about the Treaty of Utrecht, or, the Treaty of Dover.
6. Write short notes on Lord William Russell, Warren Hastings, Sir Robert Peel.
7. What is meant by the Cabinet, Prorogation of Parliament, the Queen's Supremacy?
8. Name the chief events in Canadian History from the death of Wolfe to the American Revolutionary War.
9. Write a short account of the Roman Decemvirs.
10. What were the causes of the hostility between Rome and Carthage?

Values—10 each.

GEOGRAPHY.

I.

ADMISSION TO HIGH SCHOOLS.

Examiner: G. W. ROSS.

Values.

12

1. What and where are Gaspé, Boothia, Walpole, Sitka, Quinte, Shebandowan, Battleford, Acapulco, Santa Cruz, Palermo, Cape Breton, and Formosa?

It is almost unnecessary to point out that the author of this "Index" is somewhat hypercritical. Such words as "aspirant," "located," "debut," "oration," "tapis," he rejects altogether, and he condemns the use of others, like "conclusion," "cortege," "prior to," "proximity," "subsequently," "vicinity," his objection in both cases being, apparently, that they are words of foreign origin. On the other hand he objects, with apparent caprice, to "fall," preferring "autumn" in spite of its Latin derivation. "Reliable" is condemned, probably, on philological grounds, and the word is no doubt an etymological solecism; but it is to a great extent sanctioned by usage, and as a somewhat instructive commentary on its rejection it may be worth while to call attention to the fact that the *Saturday Review* some time ago took strong ground against its use, and that shortly afterwards a critic found the word occurring constantly in almost every department of the paper. Although "trustworthy" is still the better word of the two, reformers and purists will now have great difficulty in driving out the rival. The word "telegrams" is certainly preferable to "despatches" on the common sense ground that the latter includes the former and a great deal more. By ostracising such words as "rough," "humbug," "bogus," and what Mr. Bryant calls the "slang" of Wall street, we might keep the language purer, but we would certainly make it less capable of expressing some ideas with force and precision, and the newspaper which foregoes entirely the use of these and similar words will soon become amenable to the charge of pedantry. The "slang" of the market place is just as objectionable from the point of view of the purist as a great deal of the language of the Stock Exchange; there is no more harm in speaking of a "corner" on Wall street than there is in speaking of a "corner" in grain, and in neither case can the same idea be conveyed without a periphrasis if "corner" is to be discarded. But the most singular mistake made by Mr. Bryant is his condemnation of "The United States" as a singular noun. As a life-long

- Values.
- 5 2. Explain the terms zenith, ecliptic, pampas, tropic, and promontory.
 - 15 3. Over what railroads, and through what towns and cities would you pass on a trip from Collingwood to Ottawa?
 - 16 4. What is the general direction of the following rivers, and into what do they empty:—Ottawa, Ohio, Richelieu, Magdalena, Tornea, Ebro, Ural, and Sion?
 - 9 5. Name the principal mountain ranges of the Eastern hemisphere, and the highest peaks in Europe and Asia.
 - 15 6. Outline the map of Ontario, indicating the position of the cities and principal rivers.

II.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: JAMES HUGHES.

- Values.
- 5 1. Explain the causes of the change of seasons.
 - 10 2. In what month does a place in the Arctic Circle have its longest day? What is the length of that day? State the relative lengths of day and night in the South Frigid zone on that day?
 - 10 3. New York is situated 74° west of London. A vessel sails from New York and her chronometer keeps New York time. On a certain day her chronometer marks 28 minutes past 10, when the sun shows it to be 12 o'clock. What is the longitude of the vessel?
 - 5 4. You have a cargo of tea at Hong Kong which you wish to bring to Toronto. Mention the chief places you would pass or go through by the most direct route.
 - 15 5. Where do the wholesale merchants of Ontario procure the largest quantities of Rice, Sugar, Coal, Coal Oil, Iron, Manufactured Hardware, Watches, Earthenware, Silks, and Cottons?
 - 5 6. Where are Isothermal lines most nearly parallel with the equator?
 - 10 7. Name the towns in Ontario where other Railroads make connection with the Grand Trunk R. R.
 - 20 8. Sketch a map of Turkey in Europe showing the position of the Danube, the Balkan Mts., Roumania, Servia, Bulgaria, Rnstchuk, Sistova, Plevna, and Constantinople.
 - 20 9. What and where are the following:—Stuttgart, Metz, Lipari, Gothland, Toulon, Weser, Ortegai, Luzon, Khiva, Aden, Macasser, Lualaba, Lena, Everest, Sucre, Vosges, Frio, Canso, Aspinwall, and Dantzie.

CHEMISTRY.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: J. A. McLELLAN, LL.D.

NOTE.—Candidates in order to pass must make at least 22 marks on this paper, and at least 120 marks on the group. Natural Philosophy, Chemistry, and Bookkeeping.

- Values.
- 6+6 1. Describe any experiments you may have seen which prove (1) that chemical action generally produces a change of state, (2) that chemical action generally produces a change of temperature.
 - 4+8 2. Give the principal properties of oxygen. Describe its preparation from potassic chlorate, representing the reaction by an equation.
 - 12 3. What quantity of oxygen by weight, and also by volume, can be obtained by the decomposition of 100 grains of potassic chlorate.
 - 4+4+5 4. Give the symbol, atomic weight, and chief properties of chlorine. To what are its bleaching and deodorizing properties due? Express in words the meaning of the equation:— $2NaCl + MnO_2 + 2H_2SO_4 = Cl_2 + Na_2SO_4 + MnSO_4 + 2H_2O$.
 - 8+3+3 5. Give the symbol and atomic weight of sulphur. Describe any method of preparing sulphuric acid. How would you prepare crystals of sulphur? What would be their shape?
 - 3+3+3 6. What is the action of water upon each of the following substances:—Hydrogen, Carbonic Anhydride, Ammonia, and Sodium?

- Values.
- 12 7. What weight and volume of carbonic acid gas would be produced by burning 5 grams of carbon in oxygen gas?
 - 13 8. Give a brief account of the atmosphere, including its extent, pressure, composition, and chemical relations.
 - 12 9. Describe minutely any chemical experiment you have yourself performed.

BOOK-KEEPING.

SECOND CLASS TEACHERS AND INTERMEDIATE.

Examiner: JOHN J. TILLEY.

- Values.
- 4 1. Distinguish book-keeping by single and double entry.
 - 4 2. What is a book of original entry? Name the principal ones used by merchants.
 - 8 3. Define the following:—Resource, Liability, Due Bill, Real Account, Shipment, Consignment, Draft, Invoice.
 - 8 4. In the following Accounts, which are closed by "To or By Balance," and which by "To or By Loss and Gain"?—Cash, Mdse., Real Estate, James Jones, Interest, Bills Rec. Dominion Bank, Bank Stock, Commission, Shipment to B.
 - 4 5. Give the rule for Journalizing.
 - 12 6. John Smith begins business with the following effects:—Goods \$4000, a farm \$2000, a note against Jas. Muir for \$800, and A. B. owes him on account \$600. He owes James Rice \$600, and a note in favour of H. O. for \$600. Give Smith's Journal Entry, and apply your rule.
 - 10 7. Bought from R. Hicks \$600 worth of mdse., and gave in payment—cash \$300, a note which we held against Hicks \$200, and a cheque on Ontario Bank for balance. Give our Journal Entry.
 - 10 8. Alex. Henry holds a note against us for \$800, which we buy, giving cash \$350, cheque on Ontario Bank \$150, mdse. \$100, and a note against A. B. \$185. Discount for balance. Give Henry's Journal Entry.
 - 10 9. Sold goods to R. Smith to the amount of \$800, as per invoice. Received in payment sight draft on A. B. \$300, cash \$200, cheque on Ontario Bank \$100, Smith's note for one-half of balance, and allowed the other half to remain on account. Give my Journal Entry.
 - 10 10. J. Jones draws on W. Brown for \$150 in favor of A. Toms, which draft was accepted Oct. 26th, 1877. Name the Drawer, Drawee, and Payee; and give Journal Entry for each.

Answers to Correspondents.

TO CORRESPONDENTS.—All requests for information, as well as communications intended for insertion in the SCHOOL JOURNAL, should be accompanied by the name and address of the sender.

STUDENT.—The best work to study in order to get a knowledge of the method of teaching drawing is Walter Smith's Intermediate Manual. Boston: L. Prang & Co.; Toronto: Adam Miller & Co.

V. S.—A candidate who has passed the Intermediate High School Examination, taking German instead of Natural Philosophy, Chemistry and Book-keeping, can obtain a second-class certificate after teaching a year and attending the Normal School. He cannot, however, without taking the latter group obtain a higher certificate than one of Grade B.

W. M.—The subjects for Examination for third class teachers in 1877 are:

- Reading and Spelling—From Readers.
- Etymology.—To know the prefixes and affixes and principal roots.
- Grammar and Composition.—Grammatical forms and Definitions. Analysis and parsing of prose and easy verse. Changing the construction of sentences. Short narratives or descriptions. Rendering of Poetry into Prose. Familiar and Business Letters.
- English Literature.—Fifth Book, Pages 123—The Cloud. 140—The Origin of the English Nation. 192—Execution of Mary Queen of Scots. 198—Character of Elizabeth. 207—The Battle of Naseby. 213—Cromwell's Expulsion of the Parliament. 276—The Battle of Waterloo. 278—Death of George III. 276—The Academy of Lagado. 411—History in Words. 417—Letter to the Earl of Chesterfield. 418—Letter to the Duke of Bedford. 421—Chancellor Cowley. 422—Dryden and Pope. 460—Music by Moonlight. 476—From "Julius Cæsar" 480—Trial Scene from the Merchant of Venice. 484—From "King Richard II."

485—From "King Richard III." 487—From "King Henry VIII."
488—Hamlet's Soliloquy on Death.

History.—The leading events of English and Canadian History.

Geography.—The maps of the continents, Canada, Ontario, Great Britain and Ireland, and the principal dependencies of the Empire. Map drawing, Rudiments of physical, mathematical and political Geography.

Arithmetic.—Simple and Compound rules. Reduction. Vulgar and Decimal Fractions. Proportion. Interest, Discount, Stocks, Exchange. Square Root.

Algebra.—The elementary rules and easy simple equations.

Euclid.—Definitions, Postulates and Axioms. Book I.

Notes and News.

ONTARIO.

Smith's Falls has a good public library.

The new public school at Port Dalhousie will cost \$5,500.

Stratford is growing educationally. Four new teachers appointed and a magnificent new High School to be erected.

A new High School has been completed at Wardsville at a cost of \$6,000.

In several places the Separate School Boards are uniting with the Public School Boards.

The Milton *Champion* urges the people of Halton to establish Township School Boards.

The roll number of pupils in the Galt Public Schools for December was 742.

The register number of pupils in the Elora Public School for 1877 was 499, and the average attendance nearly 261.

1462 pupils attend the public schools of Chatham, 259 the separate schools, 260 private schools, and 169 are not attending any school.

The Woodstock *Sentinel* recommends the division of the county of Oxford into two inspectoral districts and the payment of liberal salaries to the inspectors.

In St. Thomas the number of pupils registered for December in the Public Schools was 998, and the average attendance 808, being an increase of 172 and 148 respectively as compared with 1876.

The number of children, in London, between five and seventeen is 4,666; attending the Public Schools, 2,757; attending Separate Schools, 408; otherwise educated, 556; not at school four months in the year, 950.

Goderich, in 1877, had a registered number of 1,822.

The total number of teachers' certificates granted at the recent December examination was 157. Of these 50 were Grade A and 107 Grade B.

Ottawa has organized a Teachers' Association in accordance with the Departmental Regulations. Mr. Glasham, Public School Inspector is the President.

The Peterborough School Board is very properly paying very close attention to Writing and Book-keeping. They have employed a special master to teach these subjects.

Speaking of the South Leeds Teachers' Institute a local paper says: "The whole Institute proved the practical utility of these associations, and the propriety of granting them liberal assistance from the public funds. The young teachers caught many valuable hints, which will, no doubt, be turned to such good account in our schools as will be worth many times their cost to the country.

It is astonishing how quickly the people of the United States get foreigners to believe that they were "born and brought up" under the wings of the Eagle. Many Canadian teachers remember Mr. G. Victor Le Vaux, a genuine first class Irish-English-Canadian, author of some excellent works, and for some years teacher at Clifton, Niagara Falls. He is now teaching in Nevada, and lately delivered an address at the Teachers' Association there, in which he praised our Ontario School system very highly, and spoke of us as "our cousins!" We wish cousin Le Vaux success.

The competitive examinations in connection with the Public Schools in the county of Durham will take place on Friday and Saturday, March 15th and 16th, at Hampton, Orono, Williamsburgh, Port Hope, and Millbrook. The candidates will be divided into four classes, according to age. Eight general proficiency prizes and one special prize will be awarded in each subject.

Captain Wicksteed, of the Ottawa Literary and Scientific Society, has been lecturing on "Physical Education," and strongly urges the adoption of a "regular system of gymnastics." His suggestion is a valuable one.

The educational estimates for Ontario for the present year show

that \$15,900 less will be spent this year than last year. The *Journal of Education* is discontinued. The sum set apart for Library and Prize Books, &c., is \$25,000 less than in 1877, while the amount for the examination and training of teachers is \$10,000 more.

Perhaps nothing more clearly shows the marked improvement that has taken place in the High Schools during the past few years than the high standing in arithmetic obtained by the candidates at the recent Intermediate Examination. The 755 candidates who came up for examination obtained an average of about 48 per cent., while the 354 successful ones obtained an average of nearly 57 per cent. Only 35 candidates were "plucked" in this branch—failing to make 20 per cent.

The report of Mr. Glasham, the inspector of the Ottawa Public Schools, for December, showed there were 1,822 children on the roll, with a daily average attendance of 1,600, or 88 per cent. In December, 1876, there were 1,862 children on the roll, with average attendance of 1,531, or only 82 per cent. The inspector thinks Ottawa ranks next to Toronto in point of regularity of attendance. There are 1,664 attending the Separate Schools; 245 children do not attend any school at all.

QUEBEC.

The Faculties of Law and Medicine of Laval University in Montreal have been constituted, and the professors appointed.

The friends of the late Mr. Barwick, a teacher in one of the Montreal schools, who died while in the discharge of his duties, and left a wife and nine children with no provision, opened a subscription in behalf of the bereaved widow and orphans; \$250 were promised at the first meeting held.

Professor Bovey, of McGill, promises four papers on Practical Science in the *Canadian Spectator* under the following heads:—

1. On the Harmony between Theory and Practice.
2. Educational Institutions in Great Britain, Europe and in the United States.
3. Educational Institutions in Canada.
4. General Conclusions.

The Rev. A. Nantel, Superior of the Seminary of Ste. Thérèse, has issued a circular letter to the Seminaries, Colleges and Convents of the Province, inviting them to lend their aid in furthering the work of the commission for organizing a school exposition for the Paris Exhibition. The Superintendent calls the attention of School Inspectors and Commissioners to the letter. The object of the letter will be seen from the following extract: "In the numerous publications on the subject of school exhibitions at Philadelphia, you know what praises were given to Canada, and you are not ignorant of the limitations made in that respect with regard to the Province of Quebec, whose school exhibition was in truth very insufficient. These limitations were in many cases malevolent, a matter which is easily explained. Our system of public instruction is founded upon religion as an essential base. For one part of the modern world this is now a great defect. But further our schools are confessional (confessionnelles), and as Catholicism rules in our Province, the greater part of our schools are regarded with an indifferent eye by another part of the modern world. The question for us then is to discover if we can confound this malevolence and gain over the indifferent. Can we prove that religion does not injure education in this country? I say prove, for it is quite useless to assert it. The men of our day believe in facts only."

The Hon. G. Onimet has submitted his report of Public Instruction for the year 1876-77 to the Hon. J. A. Chapleau, Provincial Secretary. The year just ended has been a year of transition. The lapse of time since the passing of the last Act has not been sufficient to test the use of the new Depository, although up to the 1st of December last the sales had amounted to \$12,600, so that grounds are afforded for the statement that the Depository will open a new era for public instruction. Another intention of the law is to establish a uniformity of text books in the Province, so as to remedy, if possible, the utter confusion which reigns at the present moment. It is proposed that the Department should have its own list of authorized books and sell no others, one way certainly of remedying a bad law. The teaching of agriculture is gradually increasing, although in many localities the parents refuse to purchase the small Manual of Agriculture—a prime necessity. These parents are generally the worst farmers of the place, it appears. The average attendance is greater than in previous years, being 178,621 out of 232,765 on the registers. On account of the number of days (167) on which school is not held, it is proposed to abolish eight holidays, and shorten the summer vacation from six weeks to four. Complaint is made that candidates obtain certificates too easily. (No wonder, since the examiners are not paid for their work.) To increase the wretched pittance of teachers it is pro-

posed to fix a minimum salary. The Superintendent wishes the appointment of inspectors general to organize the inspectorate.

A grant of \$200,000 is asked for the Common Schools.

The Laval Normal School, which is at present held in the old Governor's residence, has neither yard nor garden. This state of things cannot last. A new building is necessary. All candidates for the office of Inspector will have in future to undergo a special examination. This year the reports of the Inspectors have been published in full. The institutions receiving grants from the Superior Education Fund (\$80,000) are as follows: Classical Colleges, 8; Commercial Colleges, 17; Model Schools, 261; Mixed Academies, 26; Academics for girls, 65—total, 380. It would be very interesting to know on what basis the grant to these various institutions are made, as on the face of the report the greatest seeming discrepancies occur, e.g., Joliette, with 243 pupils, receives \$800, while Ste. Anne de la Pocatière, with 194 pupils, receives \$2,000, Ste. Marie (Montreal), with 250, receives \$1,750; Rimouski, with 131, \$2,000, &c., and all are Classical Colleges. A Geographical Society has been formed in Quebec with the Hon. M. Fortin President, and Mr. E. T. Fletcher, Secretary.

NOVA SCOTIA.

A large and influential meeting of friends of Acadia College and higher education, was held in Halifax at the close of December. It was presided over by Hon. D. McN. Parker, M. D., and among the speakers were Rev. D. Crawley; Hon. P. C. Hill, Provincial Secretary; Rev. G. W. Hill, D. C. L., Chancellor of the University of Halifax; Prof. D. F. Higgins, Acadia College; His Worship M. H. Richey, Mayor of Halifax, and several other prominent gentlemen, who made an earnest appeal on behalf of the stricken institution. Subscriptions to the rebuilding fund are flowing in freely, and the whole amount required will no doubt be soon collected. W. I. Stairs, Esq., Vice-Chancellor of the University of Halifax, has subscribed \$500 to the fund. The temporary buildings erected for the accommodation of the students are completed and occupied.

A movement has been started to establish a College of Science and Technology in Halifax, and the preliminary meeting, which was presided over by Hon. Sir William Young, Kt., Chief Justice, was attended by Professor George Lawson, Ph. D., M. D., Rev. D. Honeyman, D. C. L., Provincial Geologist; Professor Liechti, Herbert A. Bayne, M. A., Ph. D., Mathematical Master of the High School; J. J. Mackenzie, M. A., Ph. D., Lecturer on Physics, Dalhousie College; Mr. Edwin Gilpin, Mining Engineer. Several other gentlemen, favourable to the establishment of a Science School, and willing to take part in the work, were unavoidably absent, including Prof. Macdonald, Mr. Henry S. Poole, Inspector of Mines, who was in Cape Breton, Dr. Somers and Dr. Reid, Professors in the Medical College, Mr. E. H. Keating, the City Engineer, Mr. M. Murphy, Provincial Engineer, and one or two others. Sir William Young read a letter from Principal Dawson, M. D., McGill College, Montreal, warmly endorsing the proposal to have a Science School in Halifax, and after some discussion as to the best mode of carrying the idea into practice, Professor Lawson moved that a committee be appointed to draw up a constitution and courses of study for a College of Science and Technology, to be established in Halifax, and to report the same to an adjourned meeting, to be held on an early day, at the call of the chairman. The resolution was passed unanimously, the committee to consist of Drs. Lawson, Honeyman, Bayne, Mackenzie, and Messrs. Gilpin and Liechti. The College is to be affiliated with the University of Halifax.

The Governor-in-Council has sanctioned the proposal of the Halifax Board of City School Commissioners to purchase the site on Brunswick Street, for a High School, at the price of \$7,500.

Before breaking up for the Christmas holidays the pupils in many of the Halifax and Dartmouth schools made presentations to their teachers.

A new school-house, 23x32 feet, and to cost \$1,000, is being erected by the residents of Argyle, in Yarmouth County.

The ventilation of the Halifax city schools is to be investigated, reported upon, and improved, the health of teachers and scholars having been found to suffer in consequence of the imperfect supply of fresh air.

The annual meeting of the Senate of the University of Halifax was held in the last week of December, and extended over three days, a great deal of important work being transacted during that time. The regulations respecting Matriculation and Degrees in Arts have been thoroughly revised and greatly improved; the list of text-books recommended for use revised by a committee specially

appointed for the purpose, and the regulations respecting Degrees in Science finally passed.

A Committee was appointed to report on the best mode of promoting the interests of technical education.

The Convocation of the University has not yet nominated its three candidates for appointment to the vacant Fellowship, and meets again for this purpose on the 7th February.

The fifteenth annual convention of the Educational Association of Nova Scotia was held in Dalhousie College in the last week of December, and was very fully attended. Rev. President Dart, D. C. L., King's College, Windsor, delivered an interesting lecture on "Hood." The other addresses and papers were: "The School System of Ontario," by Mr. S. P. Groat, late school inspector for Middlesex Co., Ont.; "The teaching of Science in our Public Schools," by Mr. W. H. Waddell; "On Object Teaching," by Mr. J. B. Calkin; "Drawing in Schools," by Miss McCulloch; "Common and High Schools," by Professor Macdonald; "Teachers' Institutes," by Mr. A. A. Archibald; "Reading and Text Books," by Mr. A. McN. Patterson; "Home Lessons," by Mr. D. H. Burlidge, and "German Education," by H. A. Bayne, M. A., Ph. D. Resolutions were passed asking the Government to establish schools of design; recommending the introduction of Elementary Science teaching into the schools; and appointing a Committee of five to examine text-books and apparatus and recommend necessary changes to the Council of Public Instruction. The convention was a great success this year, and the attendance showed that the teachers are realizing the advantage of meeting and discussing the many important subjects connected with their profession.

MANITOBA.

The Indians seem fully alive to the importance of the educational movements in their behalf. Chief Henry Prince, of the St. Peter's Band, has addressed to the *Standard* a letter from which the following extract is taken:

INDIAN SCHOOLS AND THEIR MAINTENANCE.

To the Editor of the *Standard*.

PEGUIS, 6th Dec., 1877.

SIR,—I have read with much interest a paragraph in your valuable paper in reference to Indian Schools, and am happy to think that you agree fully with us as to our perfect right in the government of the same, as promised us, according to our treaty with the Queen in August, 1871—when the Government agreed to maintain a school in each Reserve. But you will easily see by the map that it is impossible that one school could answer for so large an extent as on this Reserve. Without more than the one school as mentioned, it would be impossible for any full attendance of children to be secured. The Government of the Dominion are bound to see that the education of the Indians is carried out, and we have every confidence that this will ultimately be done.

One point upon which we are quite agreed is that in school regulations and other points we prefer as before to have nothing to do with the Local Government, but deal purely with the Dominion.

Our native teacher, who has been with us now for over a year, is well liked, and is in every way well able to manage the instruction of our children. He understands their nature well and speaks their language—and the latter is of course a requirement absolutely indispensable, and one which ought to be insisted on in all cases in the selection of teachers for our Reserve.

The *Standard* which is in a position to speak with authority on Indian matters, refers to Chief Prince's letter as follows:

Our readers will find in another column a communication from Henry Prince, the Chief of the Indians on the St. Peter's Reserve. It will be seen to confirm what we recently said in the matter of the Indian schools.

The Chief, who called at our office, was accompanied by the reverend and well-known missionary Mr. James Settee, who fully endorsed the subject matter of the communication, and stated that he had just been given, by the Superintendent of the Board of Education, \$20, for payment of a teacher of the Indian school, who has not received any payment in his almost gratuitous task since April last, and would now get this amount,—about \$2 per month. He confirmed the Chief's statement that application for the Indian school had been made in every quarter, but without any success; that the need was great, and the pupils apt and numerous; but that their school monies were not forthcoming.

This is undoubtedly the case, the Department, to our own knowledge, having even failed to answer a communication from the Rev. Mr. Pinkham, Superintendent of the Protestant Board of

Education, who sought to relieve the Provincial Fund of an outlay for which special provision by Treaty already had been made.

We have no inclination to weaken the facts by comments. The evil will cure itself in time, but it is in the interregnum a hard thing for the children, whose opportunities should be, to say the least, as ample as the judicious terms of the Treaty theoretically provide, but which are practically ignored by the Department.

The hardship is generally enhanced from the fact that the Indians form no part of a constituency—have no member to insist on their rights, by rising in his place and demanding that all papers bearing upon the matter be brought down,—and are practically helpless to do other than invoke the aid of an outside pressure.

This desire for education is not confined to the St. Peter's Band, but seems to have reached many of the Indian tribes. Chief Enoch at Bird Tail Creek, N. W. T., instructs the youth of his band in the "three R's," a fair knowledge of which he obtained before he became a Sioux refugee, in the schools of Ohio. On a recent visit to Winnipeg he was procuring such a supply of slates, books and other stationery as his means would allow. However crude may be the Indian's idea, of schools he knows that whites consider them a great boon, and why should they not be the same to him? Some of the Sioux and Arrapahoe chiefs who recently visited the President, made demands which show that they do not wish to be altogether left out in the cold in educational matters. Red Cloud asked for "farming implements and stock, including mowing machines and ploughs, and a school." Big Road wanted "1000 boxes of money (possibly for teachers' salaries), farm stock, likewise waggons, and a school-house." Iron Crow wished to know "how to raise his children," and Spotted Tail demanded, among other things, a big school-house," winding up an eloquent speech by suggesting that the Government might give each of the Indians an overcoat and a trunk to carry clothing in.

Another delegation of Indians arrived in Washington on the 8th inst. This time they are Poncas Chiefs. They are said to be good workers, quite civilized, industrious and peaceable, having never killed any whites and living in obedience to the commands of the "Great Father." They come to treat for lands, to secure deeds of them and to ask for help in the way of agricultural implements, school houses &c. Judging by their manner of asking, one would suppose they expected the school houses to be produced on the spot intact with trunks to carry them home in.

An English educational paper noticing these frequent demands for schools, remarks that if such ideas as these are general among the Indian tribes, perhaps the time may come when we shall have an Indian School Board gravely debating (of course after smoking the calumet of peace) the question of "Compulsion" or the "Pupil Teacher Question," or, perhaps, even a "Conscience Clause!"

Mr. W. J. Fletcher of Toronto, has received the appointment of Principal of the Winnipeg Public Schools.

The excellent condition to which the Winnipeg Schools have been brought under the recent management has made the people take a very lively interest in their welfare and some of the trustees who are candidates for civic honours have their chances staked on their conduct towards the schools, bridges, sidewalks and sewers being altogether secondary. This augurs well for the young city.

The following gentlemen have been appointed examiners for the Province, by the Protestant section of the Board of Education. Bishop of Rupert's Land and Rev. J. Robertson, in history; R. Bourne, M. A., and John Cameron, B. A., in algebra, Euclid, natural philosophy, and mensuration; Rev. Prof. Hart and Rev. Mr. Pinknam, in grammar, composition, and school organization; A. W. Ross, B. A., and Rev. S. P. Matheson, in geography and English literature; Rev. Prof. Bryce and S. C. Briggs, B. A., in chemistry, botany, and physiology; J. H. Bell and W. H. Ross, in arithmetic and book-keeping; and Rev. J. F. German and Rev. E. Morrow, in reading, writing, and spelling.

The University-Council has not yet decided upon the report of the committee on curriculum. E. W. Jarvis, B. A., has been appointed Registrar and D. MacArthur, Bursar.

Teachers' Associations.

NORTH HASTINGS.

PROGRAMME.—Friday, February 8th, 11 a.m., Mr. Charles Fuller, "On Teaching Spelling," 2 p.m., J. A. McLellan, LL.D., Senior High School Inspector, "Reading," Mr. J. W. Rodgers, Stirling P. S., "Good Order and How to Secure it," Election of officers, &c. 7.30 p.m.—J. A. McLellan, LL.D., Public Lecture, "Canada's Elements of National Power."

Saturday, February 9th. 10 a.m., Mr. W. McIntosh, LL.B., "Hindrances to the Progress of our Schools," Mr. Smith Curtis, Madoc Model School, "Geography," 1.30 p.m.—R. Dawson, B.A., Belleville H. S., ———; J. A. McLellan, LL.D., "Arithmetic."

WM. MACKINTOSH, President.

J. M. NICHOL, Secretary.

PRINCE EDWARD.

PROGRAMME.—Friday, Feb. 1st, 9 a.m., "Junior Grammar," W. R. Brown, W. T. Kinney; "Employment of School Time," J. Gibson, W. Bouson; "Statistics," R. B. Mastin, J. Benson. 2 p.m.—"Algebra," Dr. McLellan, "Composition and Derivation," B. Rothwell, F. C. Scott, "Intellectual Arithmetic," W. R. Miller, W. J. Osborne. 7.30 p.m. (in the Town Hall) "Canada's Elements of National Power," a Lecture by J. A. McLellan, LL.D., High School Inspector.

Saturday, Feb. 2nd, 9 a.m., "Conversational Lessons," S. B. Netherby, G. D. Platt; "Writing," J. Kinney, H. A. Powers; "Arithmetic," Dr. McLellan. 2 p.m.—"Senior Grammar," G. E. Crawford, J. A. Clarke, M. A.; "Reading," Dr. McLellan, Question Answer, Dr. McLellan. G. D. PLATT, President. W. R. BROWN, Secretary.

SOUTH LEEDS.—The last meeting was held in Brockville, Dr. Law, H. S. Master, in the chair. He delivered the opening address on "Light and Vision." The other subjects discussed were: "Object Lessons," M. White, Brockville; "The Study of Language," A. Johnston, B. A., Gananoque; "Elementary Mechanics," Inspector Bigg, Brockville; "Glacial Action and Cosmic Changes of Climate," Mr. James Mitchell, Brockville; "Mathematical Training," Charles Clarkson, B. A., Brockville; "Arithmetic," J. A. McLellan, M.A., LL.D., Toronto; "Trust Education," Rev. G. Burnfield, M.A.; "Errors in School Work," Inspector Bigg, Brockville; "Algebra," Mr. James Mitchell, Brockville. A very interesting meeting was held during the evening of the first day, at which readings, music, and addresses were given by Dr. McLellan and others.

WATERLOO.—The regular semi-annual meeting of the Waterloo County Teachers' Association was held on January 10th and 11th, in the Central School at Berlin. The attendance was unusually large, and the meeting proved most interesting and successful. On the first day the programme followed out was as follows: Remarks on Map Drawing, by Mr. W. T. Biggs; Hygiene, by Mr. Samuel McKae; How to Teach Composition, by Mr. J. B. Dalzell; How to Teach Reading to Beginners, by Mr. S. Eby; an Essay, by Mr. W. F. Chapman; and an Essay on Harmony between Teacher and Pupil, by Mr. W. Scott. In the evening Mr. G. W. Ross, M.P., Inspector of Model Schools, delivered a lecture before the body on "The Progress and Efficiency of our School System for the last twenty-five years." On the second day, Mr. Ross gave an address on "The Science of Teaching," Rev. James Byrd read an Essay on "Self-Culture," Mr. Ross took up the question of "School Management," and Mr. Pearce, Public School Inspector, the "Difficulties of Teaching German to English Children." A discussion was held regarding the formation of a teachers' library, it being finally agreed to have the library, the same to be divided in five sections, one part remaining in each township.

NORTH PERTH.—The first meeting of the North Perth Teachers' Association was held in the Central School, Listowel, on January 3rd, the President, Mr. James Crozier, Head Master of Listowel High School, in the chair, and about forty teachers present. An inaugural address was delivered by the President. Dr. Hudgens, Deputy Minister of Education, delivered an address on "The Educational Lessons of the American Centennial Exhibition." The other subjects discussed were as follows: "Natural Philosophy," Mr. Crozier; "Arithmetic and Algebra," J. A. McKellar, LL.D.; "Reading," J. A. McLellan, M.A., LL.D.

TORONTO.—The regular semi-annual meeting of the Toronto Teachers' Association was held in the Public Hall of the Normal School on the 24th and 25th of January. The President, Mr. Hughes, occupied the chair. The following programme was carried out, and many very practical suggestions were made by the conductors and others who took part in the discussions: "How to Teach the First Reader," Mr. R. Lewis; "How to Teach History," Miss C. Fraser; "The Effects of School Habits on Character," Mr. R. W. Doan; "Practical Hints Regarding Order," the Association; "How to Teach Reduction and the Compound Rules," Mr. L. Clark; "How to Teach Euclid," Mr. M. Gill; "Forms for Analysis and Parsing," Messrs. G. Craue and A. Hundry. The attendance of teachers was very creditable. There were 132 teachers present during the opening session. Dr. Wilson delivered a very excellent address on Friday evening on "Religious Teaching in the Public Schools." He denied that our national schools were "godless" because the Bible was not a text-book in them, and urged upon the teachers the necessity of their taking every proper opportunity of sowing in the minds and hearts of their scholars the seeds of true Christian morality.

Give information in a manner which will cause the scholar to count it worth his hearing. Interest the scholar in a subject, and he will cheerfully give attention. Awaken the scholar's sympathy with the subject, and he will give earnest heed. Excite curiosity in the mind, and cheerful, earnest attention follows. Curiosity in children is but an appetite after knowledge. I doubt not but one great reason why many children abandon themselves wholly to silly sports, and trifle away all their time insipidly, is because they find their curiosity balked, and their inquiries neglected.

JANE COURTNEY.

BY MRS. JENEVERAH M. WINTON.

About the time of Christmas
 (Not many years ago),
 When the sky was black
 With wrath and rack,
 And the earth was white with snow;
 When loudly rang the tumult
 Of winds and waves at strife,
 In her home by the sea
 With her babe on her knee,
 Sat Harry Courtney's wife.

And he was on the water,
 Although she knew not where;
 For never a lip could tell of the ship,
 To lighten her heart's despair;
 And her babe was fading and dying;
 The pulse in the tiny wrist
 Was all but still,
 And the brow was chill
 And pale as the white sea mist.

Jane Courtney's heart was hopeless;
 She could only weep and pray
 That the Shepherd mild
 Would take her child,
 Without a pain, away.

The night grew dark and darker,
 And the storm grew stronger still,
 And, buried in deep
 And dreamless sleep,
 Lay the hamlet under the hill.

The fire was dead on the hearth stone
 Within Jane Courtney's room,
 And still sat she,
 With her babe on her knee,
 At prayer amid the gloom;
 When, borne above the tempest,
 A sound fell on her ear,
 Thrilling her through,
 For well she knew
 'Twas the voice of mortal fear!

And a light leapt in at the lattice,
 Sudden and swift and red,
 Crimsoning all
 The whitened wall
 And the floor and the roof o'erhead.

It shone with a radiant glow
 On the face of the dying child,
 Like a fair first ray
 Of the shadowless day
 Of the land of the undetiled.

And it lighted the mother's features
 With a glow so strange and new,
 That the white despair
 That had gathered there
 Seemed changed to hope's own hue.

For one brief moment, heedless
 Of the babe upon her knee,
 With the frenzied start
 Of a frightened heart,
 Upon her feet rose she.

And through the quaint old casement
 She looked upon the sea;
 Thank God that the sight
 She saw that night
 So rare a sight should be!

Hemm'd in by many a billow
 With mad and foaming lip,
 A mile from shore,
 Or hardly more,
 She saw a gallant ship—
 Aflame from deck to topmast,
 Aflame from stem to stern,
 For there seemed no speck
 On all that wreck
 Where the fierce fire did not burn;

Till the night was like a sunset,
 And the sea like a sea of blood,
 And the rocks and the shore
 Were bathed all o'er
 And drenched with the gory flood.

She looked and looked till the terror
 Went creeping through every limb,
 And her breath came quick,
 And her heart turned sick,
 And her sight grew dizzy and dim;
 And her lips had lost their utterance,

For she tried, but could not speak;
 And her feelings found
 No channel of sound
 In prayer, or sob, or shriek.

Silent she stood, and rigid,
 With her child to her bosom pressed,
 Like a woman of stone
 With stiff arms thrown
 'Round a sculptured babe at her breast.

Once more that cry of anguish
 Thrilled through the tempest's strife;
 And it stirred again
 In her heart and brain
 The active thinking life.

And the light of an inspiration
 Leap'd to her brightened eye,
 And on lip and brow
 Was written now
 A purpose pure and high.

Swiftly she turned, and softly,
 She crossed the chamber floor,
 And faltering not,
 In his tiny cot
 Sh--id the babe she bore;

And then, with a holy impulse,
 She sank to her knees, and made
 A lowly prayer
 In the silence there,
 And this is the prayer she prayed:

"O Christ, who didst bear the scourging,
 But who now dost wear the crown,
 I, at thy feet,
 O true and sweet,
 Would lay my burden down.

"Thou badest me love and cherish
 The babe Thou gavest me,
 And I have kept
 Thy word, nor steep
 Aside from following Thee.

And lo! the boy is dying,
 And vain is all my care,
 And my burden's weight
 Is very great—
 Yea, greater than I can bear.

"O Lord, Thou know'st what peril
 Doth threaten these poor men's lives,
 And I, a woman
 Most weak and human,
 Do plead for their waiting wives.

Thou canst not let them perish:
 Up, Lord, in thy strength, and save
 From the scorching breath
 Of this terrible death
 On the cruel winter wave!

"Take Thou my babe and watch it—
 No care is like to thine,
 And let thy power
 In this perilous hour
 Supply what lack is mine."

And so her prayer she ended,
 And, rising to her feet,
 Gave one long look
 At the cradle nook
 Where the child's faint pulses beat;

And then with softest footsteps
 Retrod the chamber floor,
 And noiselessly groped
 For the latch, and opened
 And passed from out the door.

The snow lay deep and drifted
 As far as sight could reach,
 Save where alone
 The dank weed strown
 Did mark the sloping beach.

But whether 'twas land, or ocean,
 Or rock, or sand, or snow,
 Or sky o'erhead—
 On all was shed
 The same fierce fatal glow.

And through the tempest bravely
 Jane Courtney fought her way
 By snowy deep
 And slippery steep
 To where her duty lay.

And she journeyed onward, breathless,
 And weary, and sore, and faint,
 Yet forward pressed

With the strength and the zest
 And the ardor of a saint.
 Silent and word and lonely,
 Amid the countless graves,
 Stood the old gray church
 On its tall rock perch,
 Secure from the sea and its waves.

And beneath its sacred shadow
 Lay the hamlet safe and still,
 For however the sea
 And the wind might be,
 There was quiet under the hill.

Jane Courtney reached the church-yard,
 And stood by the old church-door,
 But the oak was tough,
 And had bolts enough,
 And her strength was frail and poor;

So she crept through a narrow window,
 And climbed the belfry stair,
 And grasp'd the rope—
 Sole cord of hope
 For the mariners in despair:

And the wild wind helped her bravely,
 And she wrought with an earnest will,
 And the clamorous bell
 Spake out right well
 To the hamlet under the hill.

And it roused the slumbering fishers,
 Not its warning task gave o'er
 Till a hundred fleet
 And eager feet
 Were hurrying to the shore;

And then it ceased its ringing,
 For the woman's work was done,
 And many a boat
 That was now afloat
 Show'd man's work was begun.

But the ringer in the belfry
 Lay motionless and cold,
 With the cord of hope,
 The church-bell rope,
 Still in her frozen hold.

How long she lay it boots not,
 But she woke from her swoon at last
 In her own bright room,
 To find the gloom
 And the grief and the peril past;

With a sense of joy within her,
 And the Christ's sweet presence near,
 And friends around
 And the cooing sound
 Of her sweet babe's voice in her ear.

And they told her all the story—
 How a brave and gallant few
 O'ercame each check,
 And reached the wreck,
 And saved the hopeless crew:

And how the curious sexton
 Had climbed the belfry stair,
 And of his fright
 When, cold and white,
 He found her lying there;

And how, when they had borne her
 Back to her home again,
 The child she had left
 With a heart bereft
 Of hope, and weary with pain,

Was found within its cradle
 In a quiet slumber laid,
 With a peaceful smile
 On its lips the while,
 And the wasting sickness stay'd;

And she said 'twas the Christ who watched it
 And brought it safely through;
 And she praised his truth
 And his tender ruth,
 Who had saved her darling, too.

And first there came a letter
 Across the surging foam,
 And then the breeze
 Across the seas
 Bore Harry Courtney home;

And they told him all the story
 That still their children tell—
 Of the fearful sight
 On that winter night,
 And the woman who rang the bell.

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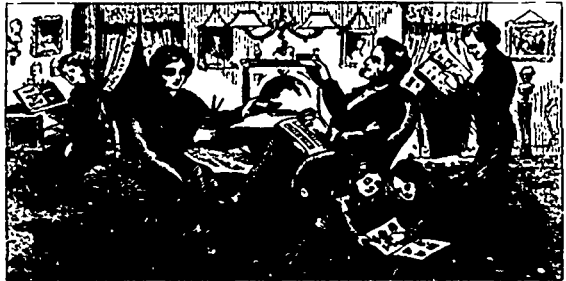
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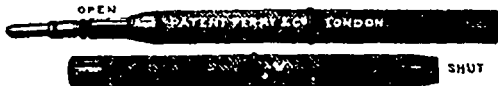
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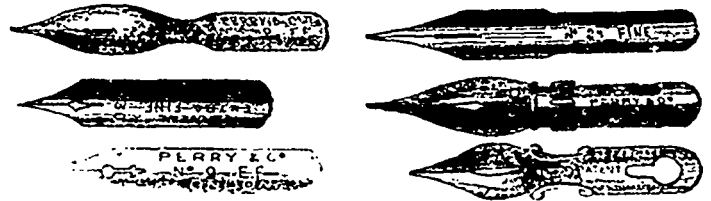
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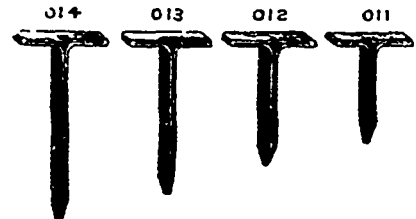


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