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THE ONTARIO TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. 3.

MAY, 1875.

No. 13.

REPORT OF THE HIGH SCHOOL INSPECTORS.

Anything connected with such an important link in the educational institutions of our country, as our High Schools, is worthy of careful consideration. The report of the Inspectors for 1873, to which, owing to a pressure of other matter we were unable to refer at an earlier date, contains many valuable suggestions, which are of interest, not only to those more immediately affected, but also to those whose professional duties connect them more particularly with our Public Schools. One of the most pleasing features of this report is, that it clearly indicates that the High School Inspectors are evidently anxious to give a thoroughly practical and utilitarian cast to our High Schools—to make them institutions where the useful and the real are made superior to the ornamental, and the theoretical—where substantial and at the same time *progressive* ideas of education are adopted, and so far as possible reduced to practice.

It has been the good fortune of our High Schools, to have for many years back Inspectors of marked ability to supervise their

working, and direct their efforts. Pre-eminent among these stood Professor Young, whose many valuable suggestions form an era in the history of our High Schools, or, as they were then called, our Grammar Schools. The present staff we believe also to be men well qualified for their position, and capable from their own long experience as teachers to contribute very largely to the success and efficiency of High School work.

The change recently made in the adoption of a uniform system of Entrance Examination, we believe to be a very wise one and very much required. The old system by which our High Schools were placed entirely at the mercy of a Board of Trustees, and crammed with the raw recruits from the Public Schools, without any examination worthy of the name, had a most damaging effect upon their efficiency. The "crude" material received at stated intervals reduced the standard of education in many schools so low, that their usefulness was entirely destroyed, so that the energies of the teachers were expended

upon work which properly belonged to the Public School. By the uniform system of Entrance Examination this evil is to a great extent avoided, and it only remains for those who supervise the work of the various local Examiners to exercise a proper vigilance, in order to protect the High School against the repetition of any such unnecessary and unjust waste of power.

The remarks made by the Inspectors upon the "Programme of Studies" are particularly appropriate, and apply equally to Public as well as to High Schools. We agree in the main with those who say that a "Programme" is desirable. Indeed, we are convinced that next to the change from Local Superintendents to County Inspectors, the adoption of a Programme has been the most important contribution to the advancement of our Public Schools. It has given our teachers something *towards which*, if not *by which*, they were expected to work. In other words, it established a *standard* for each class, and every teacher becomes at once aware that anything short of that standard must be considered defective. But while it gives this standard to our Public Schools, it acts as a sort of Procrustean bed, lacking all possibility of adaptation to the mental peculiarities of the pupils, and incapable in its very nature of meeting their individualities or idiosyncrasies. Those who attain to the standard in one branch, but defective in another, or those who, by their mental peculiarities are capable of rapid progress in one subject and not in another, are brought to a standstill in some studies till the whole course is fully mastered. This we confess is a grievance difficult to be remedied. We know, and have felt the want of a Programme. We also know it is impossible to meet the peculiarities of mind by any "Course of study" that pretends to uniformity, but instead of dealing harshly with those who neglect the Departmental requirement on this point, considerable latitude should be allowed. We believe,

as the High School Inspectors say, "That the individuality of some of our best Teachers is repressed, and their energies cramped or frozen, in the attempt, conscientiously made, to stretch or contract their methods to the prescribed form and dimensions. A thorough enthusiast has a more healthy and powerful influence over the youthful mind than the most symmetrical paper programme that was ever elaborated; and if great schoolmasters, like Arnold of Rugby, are ever to be developed among us, (and why should they not?) some play must be allowed to varieties of method, of taste, of intellectual idiosyncrasy. As the case now stands, with the parents of pupils pulling him in one direction, and the programme in the other, while the sword of the Department, inscribed, "NO DEVIATION!" is suspended over his head, can it be wondered at that a perfunctory and half-hearted doing of a distasteful task is, too often, the outcome of the dream with which the young Teacher set out upon his career."

One of the greatest evils of our Public Schools, and one from which our High Schools are by no means free, is referred to in the Report of the Inspectors, viz: "too great a multiplicity of studies." We are, beyond doubt, attempting too much in both classes of schools. An ordinary Public School, taking up all the branches on the Programme would require ninety-two different classes. Nor are our High Schools any better. In the 1st Form, English Course, there are sixteen subjects taught, requiring at least as many classes. In the 2nd Form, there are also sixteen; in the 3rd Form fourteen, and in the 4th twelve, not counting review lessons, which are certainly the most important part of the work. In the classical course, the *multiplicity of studies* is equally as objectionable and perhaps even more irksome. Now, we do not object to our High or Public Schools undertaking *plenty*, but we do object to a course of study that is positively

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mischievous, by its variety, and its necessary tendency to dissipate, distract and confuse the mind. It is not by knowing a little of everything that intellectual power is acquired. As Bishop Fraser very cleverly puts it, "A man thoroughly educated is not the man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it, its legitimate conclusions. Hence, he says, "the proper functions of a sound system of education are, to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of complex nature its just and proportionate development."

We cannot too strongly protest against this evidently dangerous tendency of our educational system, that has become so marked of late years, and we are glad that it has not escaped the attention of our High School Inspectors. Our progress should not be estimated by the variety of the work, but by its accuracy and thoroughness. Our schools should not be transformed to Lyceums. Their purpose is not so much to impart information as to give instruction. They are mainly *training* schools. Mental discipline is what they should give, and this can be done far more effectually by concentrating the mind upon the mastery of a few subjects, than by allowing its energies to be frittered away in acquiring a superficial knowledge of "many things." The next great change which we trust to see in our Public or High Schools is to have the "Programme of studies" curtailed, and more time devoted to fewer subjects.

Next to the reduction of the number of studies in our High Schools, we believe "Payment by results" would be the most effective means by which to raise the *status* of their efficiency. We would very much like to see something of the same kind, combined with average attendance applied

to our Public Schools. There is no doubt a great deal of good work done in all our educational institutions, but there is a great deal of inefficiency. One way to overcome this would be, exposure, and no better way for doing this than "payment by results." No doubt it would entail much additional work on the Inspectors. It might even require an increase of their number. But the effect would be most salutary, and we trust the Department will soon see its way clear to its adoption, at least in our High Schools, where the experiment could be easily tried and the effect ascertained.

The remarks of the Inspectors upon the study of "Higher English" are so pertinent that we must be allowed to quote them in full:

"Though the English of the High Schools has improved, there is yet little teaching of higher English. Parsing and analysis are assiduously attended to. There is more or less practice in composition, but there is hardly any ethical or æsthetic culture. What should be aimed at is, in the majority of cases, not understood by the Masters. A few of the more cultivated Teachers have made attempts to carry out a course of instruction which at least tends in the right direction. But the development of the higher nature, the intellectual quickening, and the refinement of taste, which are the natural fruits of an attentive perusal of the master-pieces of our literature are, generally speaking, undervalued, or unknown, or thought to lie beyond the legitimate scope of the work of a High School. It is, undoubtedly, Utopian to expect any High School to give a full course of English Literature. Yet something may be done even in the weakest Schools. In these days of shilling and sixpenny annotated editions, a different author might each term take the place now occupied by the authorized readers. The linguistic exercises might be taken from his pages. The compositions might deal either with the substance of his

thoughts, or with topics naturally suggested by them, and by relegating Collier's English Literature to its proper place as a book of reference, and arranging the course of study in the history class, so as to subserve the double purpose, no additional time would be required for a discussion of the prominent features of the period in which the writer lived, and the influence of its history on his views and character. Thus, much could be done without interfering with anything valuable that is done now; and though by these changes the most important benefit to be looked for from the study of English literature, would not be directly obtained, yet a way would be opened for early securing them. The pupils would, at any rate, read the writings of great men, instead of reading about them. If in addition to what we have already suggested, time can be obtained, either by employing monitors or additional Teachers, or by remodelling the time-table, for developing the full depth of the meaning of the author, for arousing sympathy with lofty purposes and ennobling sentiments, for calling attention to beauties of thought and diction, and explaining allusions and difficulties, there will be nothing left to be desired."

The report closes by a brief reference to the study of the "Physical Sciences." We entirely agree with the Inspectors in their remarks upon the importance of this branch of study, but we strongly entertain the opinion, that with the attention required at present to be given to other departments of High School work, the profit to be derived from such studies in our High Schools would be infinitesimally small. Nowhere, we believe, can the Physical Sciences be properly taught outside a University. The mental wear and tear upon a High

School master unfits him for the work. The strain upon his energies with other duties and the demands upon his time are so varied, that he can scarcely keep up with the researches of modern savans in every branch of science sufficiently close to instruct his pupils in such subjects. Our knowledge of the Physical Sciences is constantly accumulating. The theories of to-day may be exploded by the discoveries of to-morrow. Another Tyndall or a Huxley may appear upon the stage, and what is universally accepted as sound philosophy now, may be rejected as false reasoning in a few years. We admit the ennobling and expanding effects of the study of Physical Science upon the mind, but unless taught in some other way than as so much formula, unless its arbitrary nomenclature is clothed with the flesh and sinews with which the well read, enthusiastic teacher only can cover its nakedness to the ordinary pupil, it will be of little more interest than would be the dialectics of Confucius.

In closing our somewhat lengthened references to the Report of the High School Inspectors, we have to congratulate them upon the substantial progress which we believe our High Schools have made and are still making under their supervision. Much is expected from these High Schools. "In them are being educated, it is to be presumed, the leading men of the next generation, its clergymen, its lawyers, its doctors, its editors, the men who are to make farming a science, its engineers and machinists, its prominent manufacturers and merchants, and its teachers. It is important that they at least as the advisers and guides of the future should receive a wide culture and know what thoroughness is."

COMPOSITION.

HOW TO TEACH IT AND WHEN TO BEGIN IT, BY RICHARD LEWIS, TORONTO.

The claims of composition, as an important branch of public school education, are admitted by the Council of Public Instruction, and are dimly perceived by the teachers of the country. We are beginning to feel the pressure, but we lack the methods, and are altogether at sea as to the when and where of its place. In this respect our system of education is very much behind that of England and Scotland, and the best schools of the United States. Our teachers regard the study as a complimentary offshoot of advanced proficiency in grammar, and in general knowledge; a study not imperative in its claims; incapable of being conducted on a scientific method beginning with simple elementary principles, and advancing step by step to sure excellence and mastery; and altogether succeeding best when left to the chances of some supposed natural gift for it, and to the occasional writing on a "theme," of which the student is very ignorant, and in which he feels not the slightest interest. Whatever be the merits of our school system, we are certainly not in advance in our views or our methods of teaching composition.

Probably one cause of our indifference to the claims of this study lies in our misconception of the term "Composition." That term to a large number of teachers, is always suggestive of that other mysterious and indefinite term "Essay;"— which no doubt fills the mind of the tyro with visions of hard and dry sentences on some abstract virtues, and has nothing to do with the practical work of daily life or the delights of literature. We commence the study of grammar at a very early period. We cram our pupils with definitions and theories of the structure of language, and rules for the

combination of words, and we even insist upon the doctrine that "Grammar is the Art of Speaking and Writing Correctly." But the *application* of grammatical science—its great purpose as an aid to the expression of thought, which in nature always takes precedence of grammar, is practically rejected; and, saving that its theoretical study, as we now study it, is a very useful kind of mental discipline, the time devoted to grammar might with great advantage be given to more important subjects. It is very much the same with our present methods of teaching this subject, as if a master carpenter taught his apprentice most elaborately and learnedly the theories of mechanical arts, of the construction of houses and furniture, but never put a tool or a piece of wood into his hands for him to work upon; or as if a medical student were to read up all that was required in his profession, but never dissected a body or analyzed a chemical compound.

It is, however, true that more enlightened views are superseding these old methods; and that grammar is made to be the auxiliary of composition; and, with the view of awakening interest on the subject, an outline of the best methods now in use, will be attempted in this and probably another article.

Let the teacher then, remember, that composition is the expression of thought, and that in the world of nature expression commences with infancy. The moment children begin to *talk*, they are practising composition; they compose speech long before they commence grammar or hear of its mysteries. The little prattler that fills the house with the music of his tongue, gives names to all the objects that interest him,

and associates qualities and actions with those names. He is thus collecting a large array of nouns and pronouns, and adjectives and verbs, for that practical composition in which he is every waking hour engaged. Before he can wield the pencil or the pen, then, he has entered on the path of composition. In well educated families children *hear* the best forms of expression and imitate them; while thoughtful parents who are sufficiently educated, will always be watchful to guide and correct the utterances of childhood. Here then, is the suggestion to the public school teacher. The youngest scholars cannot write, it is true. But the utterances, the answers to questions, should be carefully watched and guided. Every answer should be a full one, that is, it should form a sentence, however simple it may be; and the wording of the sentence, when wrong, should be corrected and made the subject of further expressions. Children rarely express their thoughts correctly—grammatical errors and mispronunciations incessantly crop up, and offer occasions for exercises in correct and elegant expression. Pestalozzi frequently exercised his youngest pupils in the pronunciation of hard and long words, and thus prepared the way for refined utterance; and the Hon. Mr. Horace Mann, in his reports of the schools of Prussia, says that *full* answers—that is to say, answers in complete sentences were always exacted from the pupils.

But all this is preparatory to the end in view, *written* composition. As soon then as a pupil is able to write, he may commence his exercises on the principles of an art. He knows the names of hundreds of objects around him, animate and inanimate. The teacher may or may not tell him that these names are called nouns; but the really important exercise is *to write them down*. He may write the names in order and classify them,—all the things in a school room, in his home, his church, his

village or city. He may then write the names of all the people and all the places he knows, and be made familiar with the use of capital letters. When he acquires facility in these first forms of expression, qualities and numbers, may follow. A pupil in the second book knows the color, or the size, or appearance, and often the numbers of objects around him, and to write these facts trains him to exact habits, and is another step in written composition. The third grand step in this elementary course is still pursued on the model of nature. Actions and existence are as familiar to the child as the man, and the former learns to say what a thing or an animal does or is, as soon as he learns its name. He calls the domestic favorite *a cat*, and he can say “the cat *mews*, or *sleeps* or *plays*.” He sees a new toy, or book, or dress; and he can say—the toy *is nice*, the dress *is new*, the book *is pretty*. Here then a method suggests itself to fashion his thoughts into sentences, as correct and as clear as those of a professional *litterateur*. Let the teacher name a number of subjects and tell the pupil to say (1) what each *is*, and (2) what each *does*;—and the eagerness with which the young composer enters upon his literary efforts will convince any looker on that children do not “abhor composition” But while grammatical terms may be safely kept out of view and use, grammatical methods should be strictly followed, and as far as possible the practice should be in harmony with the arrangements and definitions, that a systematic grammar will afterwards present. Hence the *kinds* and *inflections* of the verbs should guide the teacher in forming his exercises. The following order if not followed will be suggestive of the method:—I. A series of exercises with (1) transitive verbs, and (2) intransitive verbs; II. (1) Formation of sentences with transitive verbs in the active voice, and (2) their conversion into the passive voice. III. The use of the prin-

principal tenses of the verb, past, present, and future. In preparing the exercises the teacher might give (1) Sentences without subjects, the pupils supplying the subjects; as—*succeeds summer*, (*i.e.* Autumn); (2) subjects and transitive verbs without objects; as *The farmer digs*—(*i.e.* the ground); (3) Subjects only; (4) Transitive verbs only. Similar methods could then be used for practice with intransitive verbs and the various inflections of the verb. Even the perplexities of the essential rules of syntax might be anticipated, by providing exercises with singular and plural names, and with singular nouns, coupled by “and” or “or” and “nor,” the pupil, supplying the verb in its proper form. As the tendency to error in using the singular or plural form, is confined to the present tense, and the letter “S” marks the distinction in most cases, the pupil would thus become familiar with an important law, which as we teach grammar now, he only hears enunciated in the school room and often violates out of it.

Similar exercises might then be formed to illustrate the use of the pronouns. The chief errors that occur in actual practice with this part of speech, are connected with the case and number of its forms; and exercises with transitive verbs and prepositions, like those already suggested for nouns, would serve the end in view.

As adverbs and prepositions from their abstract character are very difficult to understand and manage, special exercises for their proper use and to show their relations with other words, might be given as far as the proficiency of the pupils would justify; while phrases derived from these and other parts of speech, would be best deferred to a later period.

It is not, however, intended that very junior classes, should be denied the practice of “themes.” Whatever definite thoughts a child may have of an object, may be expressed in written as easily as in spoken language after the above preparation.

The Rev. A. J. D. D'Orsey, the author of the *Introduction to Composition* and of the grammars in Chambers's Course, and for many years a most successful teacher in the High School of Glasgow, suggests that short essays might be written on common subjects, as they are perceived by the senses, each description being limited to the perceptions of one sense. Thus a class with an object, an apple, or a chair, placed before it, could describe what each member *saw* in something of the following style:—

This is an apple before me. It is round, but a little flat on two sides. I can see a part of the stalk, at one end. It seems to have a bright skin. The skin is called the rind and is green in some parts and very red in other parts. When I cut the apple I see the inside. The inside is white, and the white part is called the pulp, &c.

In such early attempts at themes it is best for the pupil to make distinct sentences for the description of each part, and to use as few connectives as possible, as connectives introduce mental processes too difficult for beginners. When, however, some facility in writing such simple themes has been acquired, the practice may advance to the combination of closely related clauses by means of conjunctions, relative pronouns and participles. But as the suggestions of this paper are not designed to extend beyond the capacities of pupils in the Third Reader, the explanation of these more complicated processes will be reserved for the next paper.

Finally, these exercises should be given three or four times a week; and as they have so important a bearing upon spelling and future grammar, and mental discipline, in the production and expression of thought, even a daily exercise would ultimately amply reward, both teacher and pupil. Each exercise ought not to occupy more than fifteen minutes, of which time, ten minutes might be spent in composition and

about five minutes in examination, criticism and correction. Occasionally, however, when there are sub-divisions in a class, a quiet exercise of this kind, which does not require any superintendence, would be profitable to all the divisions. The examinations by an interchange of exercises might be safely left to the pupils; but subject to the final inspection of the teacher. Criticism also should be elicited and encouraged, and finally all errors corrected.

It has been already stated that these hints, founded upon the best text-books now in use, and largely practiced in the best schools of Europe and the United States, suppose the pupils to be ignorant of grammar, and are designed to precede rather than follow, though they may profitably accompany the first studies in grammar. In the next paper similar hints will be offered for teaching composition to the most advanced classes of the Public School.

EDUCATIONAL WHIMS.

BY SCRUTATOR.

Formerly, when Provincial certificates were awarded on the recommendation of the masters of the Toronto Normal School to their own students, many teachers, ambitiously desiring advancement in the profession, were attracted thither. Two classes of teachers availed themselves of the privilege, the one, educated and experienced, well understanding the art of imparting instruction, and capable of winnowing the chaff from the normal grain, was drawn there by the inducement of obtaining a Provincial certificate, partly because it ranked higher in the market, but more especially as it relieved the holder from the vexatious annoyance of periodical re-examinations by local magnates. The other class, comparatively ignorant and inexperienced, was led to attend by the vain delusion, that nominal instruction for a couple of sessions would ensure proficiency in the Higher English branches, including Mathematics and the Natural Sciences.

The former class embraced those who subsequently distinguished themselves in the profession, the latter, the raw material. It is of the last mentioned that we have now particularly to speak. Attending the Nor-

mal and Model Schools, with qualifications already described, and under the impression that all they were told was Law and Gospel, and any deviation therefrom perfectly heterodox, they adopted, as they supposed, model views of the only correct manner of conducting schools and imparting instruction, and having attained a little elementary smattering knowledge of the Arts and Sciences, were duly awarded Diplomas bearing the impress of the Normal Mint, as the *reward of merit*.

Thus having been manufactured, they treated their brother pedagogues, who had not attended the Normal, with lofty disdain, deeming them in the chrysalis state and incomparable to the Provincial butterfly. It is this class that has always absorbed, like the sponge, everything both good and bad, that has accepted for dogma every whim that has been inculcated by the ever changing oracles who have successively and temporarily run the Normal machine. No wonder then, if such teachers always firmly believe that the qualifications for Provincial certificates are higher than formerly, because "they are told so," nay, are even convinced that the entrance examinations for the time

being, require greater attainments than at one period were sufficient to obtain a diploma; such has been the stuff that students of this class have at different sessions implicitly swallowed, and have as confidently proclaimed.

This class is generally composed of the small pompous men of the profession, who assert that "they are evenly balanced," "proficient in all subjects," that "they have made every subject a specialty," who *teach* "linear drawing" by means of a ruler and pencil, and having described a circle, with a string for the radius, and measured off the necessary distances, rule lines from the circumference to the centre, and filling up the spaces with ruled outlines of houses, chairs and books, term it "perspective drawing."

They are great on "Drill tables," which enable their unfortunate pupils to answer stereotyped questions on all subjects, but the replies must be given verbatim as dictated, all original mental effort being frowned down. These said "Drill tables" were imported from the Normal, at a time when the examination for certificates was chiefly confined to the questions found therein. Similarly, instruction is given in Book-Botany, Book-Chemistry, and all other branches, but woe to the thoughtless wight, who ventures to give a direct and concise answer when interrogated. Supposing History were the theme, and the question by the "Mentor" to be "In what year was the battle of Waterloo fought?" Several hands being held up, and one of the scholars called on, replies "1815!" Then the "Mentor" is disgusted, and scowling on the reprobate, indignantly exclaims, "What kind of answer is that! make a proposition of it, sir!" and receives, in response, the same information clothed in the orthodox Normal Circumlocutory Paraphernalia, to wit: "The battle of Waterloo was fought in the year of our Lord one thousand eight hundred and fifteen." If the school-boy were asked, "how much is eleven times

eleven?" it would be decidedly wrong for him to say, one hundred and twenty-one! the parrot must repeat the question, "Eleven time eleven is one hundred and twenty-one!" being the form that alone will be tolerated; and having been *trained to business habits*, and *eminently fitted for commercial* pursuits, he is launched on a perverse world, where, if he puts in practice the instructions of his teacher, the forcible expletives that reward his efforts, soon lead him to abandon a style fit only for idiots.

Not long since the Normalite was instructing his pupils, when parsing, "to show the relation" of the words, after the following manner:

Sentence, "The happy child places the book on the table."—The—the child. Happy—happy child. Child—child places. Places—child places. The—the book. Book—places book. On—on table. The—the table. Table—on table.

The present Normal system of analysis was stolen from Morell by the "Torontonian Band," and is to be found in the "Authorized Grammar."

The latest specimen of lunacy in parsing, is to be found in the "Journal of Education for February 1875, purloined from "Morell & Bain," and the next batch of Normalites will be torturing the hapless Canadian children with that inflection.

It is but recently that our *trained* teachers were profound in the mysteries of mathematical formulæ; they covered the blackboards of their schools with hieroglyphics, which were required to be committed to memory by their scholars, and problems in Interest, Discount, and Progression, solved thereby. No demonstrations were given as to how the fundamental equations were derived, and very likely the "Mentor" did not know, but he had learned the system in the Normal School "Mathematical Drill Tables." But a king has arisen who knew not Sangster, and the fiat has gone forth, indiscriminately condemnatory of the use of for-

mulæ. Everything must now be solved analytically,—all rules must henceforth be avoided, proportion is no longer needed, &c., &c. Now, while the educated teacher smiles contemptuously at these vagaries, yet a great injury is inflicted on the uneducated Normalite, whose mind is thus kept in a state of perpetual vacillation, and we would humbly suggest to the authority, who has ridiculed the use of Formulæ, that he should explain, for the special benefit of this class, the use and abuse of both Formulæ and Analysis, and remove from the mind of the present slave of Analysis those fetters, which are equally as potent, as when he was "the slave of Formulæ."

The motto of all teachers of this type is "Videri quam esse," and as they are extremely desirous that the public should hold the same exalted opinion of their abilities, that they individually entertain of themselves, we would advise them to reverse the medal, and let "Esse quam videri" guide them in the future.

We would also implore those whose positions not unnaturally constitute them models for teachers, to be particular in their composition. Above all things let them avoid "Schoolmaster's English," and if they wish to write well "to keep their Greek and Latin out of sight," for so surely as a vitiated style is indulged in, straining after effect, "in which all comprehension wanders lost," so surely will the uneducated Normalite imitate it, and taking it for the orthodox model, inflict countless evils by propagating the style, when teaching composition as *per programme*. He perhaps has never heard of Tautophony though possibly he has of Tautology, and may very likely be led astray by the following morceau in which they are combined, to say nothing of the seven verbs in the infinitive.

BOTANY.

"The pupil should be taught to know the *plants* and to separate *their* different *parts*; to indicate the *relation* of the *parts* to one

another; and to find out the *relation* of one *plant* to *another*. To teach Botany in this way the actual *plants* must be had. Typical *plants* should be *planted* in sufficient numbers to give *each* pupil two or three specimens of *each plant*."

But suppose the poor Normalite, desirous of shining as a bright, particular star, essays to teach "Natural History," can the author of the following be in earnest when he gives it as a *model object lesson*?

Subject.—"The double tooth of a cat."

Introductory remarks—"A good teacher will not be content with *communicating facts*, and illustrating them by suitable specimens. He will avail himself of any opportunity of making his pupils *draw inferences* from the *facts* presented before them."

EXAMPLE.

"For instance let us take the *very familiar* example of a *tooth* and *draw the inferences* from it. It possesses *fangs* and is *sharp pointed*. It is a *double tooth*, a small one. The *fangs* lead us to *infer* a socket for them and a *jaw*, the *jaw* leads us to infer a skull and skeleton, and these a vertebral column, a nervous cord and brain. From the *sharp point* we *infer* that the animal does not grind its food, for which a flat rough surface is necessary, but tears it, and *therefore feeds on flesh*. A *flesh-tearer* necessarily has feet to correspond, it will *therefore* be armed with claws; and as the *tooth* is *very sharp*, we *infer* that the *animal feeds* on living prey, is *wholly* carnivorous, and that its claws are proportionally *sharp*. Being a *flesh-feeder* we know much of its *digestive organs*, which are *short* compared with those of herbivorous *animals*. It is probably *therefore*, the *tooth* of some small *carnivorous quadruped*—most likely the *tooth* of the domestic cat; and if we have *extracted it* beforehand for the sake of our *inferences*, we can speak with greater certainty upon *this point*."

The foregoing, which like the Botanical specimen abounds in tautology and tautoph-

ony, is certainly devoid of "that peculiar beauty which is perceived when the sense comes out clearly and distinctly by means of a happy arrangement," inasmuch as the variety of suggestions conveyed by the *peculiar* terms employed, as well as by the faulty construction of the sentences, is excessively ridiculous. No writer of taste would draw and extract inferences from a tooth, or speak upon its point, unless he were a dentist. Nor would he proclaim himself a flesh-feeder. It is true, the writer means, that the cat is the flesh-feeder, but he does not say so, it is left to "our inferences."

Lord Kames remarks, "words expressing things connected in the thought, ought to be placed as near together as possible." Surely the oracle has done so! Campbell says, "The sense depends almost entirely on the order." We thoroughly agree with him. Blair observed "A capital rule in the arrangement of sentences is, that the words or members most nearly related should be placed in the sentence, as near to each other as possible; so as to make their mutual relation clearly appear." There can be no question therefore of the mutual relation between "we" and the "flesh-feeder." Again what a happy expression, "*short digestive organs*;" and does not even a tyro in natural history know, that in speaking of "a double tooth," the inference is a molar. Furthermore the Carnivora are characterized by their canine and not by their double teeth, and besides the latter are used for grinding and not for tearing flesh.

Might we we inquire if the Carnivora are not always quadrupeds! and assuming the answer to be in the affirmative, does not a "two legged bird sound as well as a "carnivorous quadruped?"

Probably many of the children would smile upon hearing that the cat was *wholly*, instead of *highly*, carnivorous, and might have a dim remembrance of having seen Pussy eat bread and potatoes, and lap milk. Perhaps, however, Natural History taught in this way, "would get pupils over the wearisome bitterness of their learning," and though the teacher might not meet the reward of Owen, and be deemed "a demigod for the time," yet as practice makes perfect, so his efforts might ultimately culminate in success, especially, if after descanting upon the physical properties, and the wear and tear of that bone with which Sampson astonished his Philistine audience, when delivering his great lecture on "moral suasion," he were to place the *typical* animal before them.

The great fault of our National system is that it only instructs, it does not educate; hence, no matter what position in society a man may occupy, if his origin was plebeian and his former occupation menial, it seems impossible to prevent the detection; his early culture will crop out, verifying the pungency and truth of the old couplet,

"You may spangle and dress up a man as you will,
But the stamp of the blackguard will stick to him still."

How different is the result where the Educator is "born in the purple," i. e. properly trained and instructed from his youth; how capable he then becomes of moulding the minds of his pupils, like an Arnold, and what a contrast do men thus fashioned present to those who have been merely instructed. Nevertheless, let us hope that a brighter day may yet dawn, and a correct estimate be formed of the learned empirics that abound in "this Canada of ours."

A VISIT TO THE PUBLIC SCHOOLS OF OSWEGO, N. Y.

BY G. D. PLATT, ESQ., B. A., P. S. INSPECTOR, PRINCE EDWARD.

A desire to gather information on the most approved methods of instruction, led me, in September last, to spend a few days in visiting the schools of the city of Oswego. I chose this from other places, as I have a relative among its teachers, and especially as its Normal and Training School is regarded to be one of the most efficient in the State. The Principal of this institution is Prof. Sheldon, author of several excellent text books for teachers and pupils, and one of the earliest and ablest promoters of Object Teaching. The school over which he presides is accommodated in a very pleasant, convenient building, beautifully situated in the western part of the city. The grounds are quite small but tasteful, and very neatly kept. About three hundred students were in attendance at the Normal Department, which occupies the second story of the building. Fully five-sixths of the students are ladies. There are three courses of instruction offered. Elementary English, Advanced English, and Classical, on completion of which, and six months' successful practice in the Training School, Diplomas are awarded, which are available throughout the State. The method of instruction appears to be very thorough, so that ordinary students require from two to three years to proceed to graduation.

The Training School, which occupies the first story of the building, is composed of children from the city, taught by candidates for diplomas that have completed their course in the Normal, and that are required to practice for six months continuously under the supervision of critics who make weekly reports to the Principal. These reports are communicated to the candidates, who, in addition to this knowledge of their weak points, receive suggestions

from their superiors as to the best means of correcting their mistakes. How much preferable to the system adopted in our Toronto Normal and Model Schools, is this thorough system of training teachers! The long and close apprenticeship cannot fail to secure a very high degree of skill in a most difficult profession, unless indeed, it may result in proving the candidates unsuited to the teacher's vocation—a result which frequently occurs.

I was quite surprised at the large number of students in attendance, when I learned that the Oswego Normal School was one of eleven in the State of New York. Here again, I could not but make a comparison unfavorable to Ontario. If so large a portion of the aspirants to the teacher's profession there, avail themselves of the privileges of Normal instruction, it is certainly reasonable to conclude that abundant patronage for at least four or five such institutions may be found in Ontario. And that there is pressing need of them, every School Inspector's experience must clearly prove.

I attended only two recitations in the Normal Department—one in Reading and Elocution conducted by a lady, and one in Vocal Music under the direction of a professor. They were both animated and thorough, abounding in clear explanations and full of interest. The teacher's criticism of the reading of several students was very minute and explicit, and accompanied by ample suggestions to the learner. A portion of the recitation was devoted to voice culture. The time required to fill and empty the lungs, as slowly as possible, was noted by each student, and directions given the class in exercises calculated to expand the lungs and thereby improve the voice.

One of the most striking features in the organization of this department, was the regular marching of the students, single file, through the halls to and from the large central hall or school room, at every recitation. The regularity of step will not be wondered at, when I explain that it was in obedience to the time of a piece of music, being played upon a large piano in the school room. The same enlivening feature is to be found in all the city schools.

The theories of the Normal Department seem to be faithfully practised in the Training School. Here are two divisions, the Primary and Junior—the Senior, or highest division of pupils not being found in the Training School. I suppose this may be taken as an acknowledgement of the fact that a teacher's greatest difficulty is to bring his instructions down to the capacity of the younger children, and if he succeeds in this, there is little fear of failure in other respects. Object Teaching is practised to a considerable extent with the primaries, and has been until recently with the juniors, but the astute City Board of Education, renewed from year to year by the electors under universal suffrage, and comprising some members who know as much about the science of Education as they do of the inhabitants of the moon, by a majority of one or two votes decreed that object lessons should be limited to the Primary Classes. Principal Sheldon strongly condemned this action, and in his conversation with me bore testimony to the excellence of the Canadian system, in which a uniform course of study is fixed by a central authority for the whole country, and not liable to frequent and capricious changes.

The student-teachers of the Oswego Training School were, I repeat, very skillful in their methods of imparting instruction. Their manner of giving Object Lessons was superior to anything I had ever seen, and I could not but admire the persistent ingenuity, with which some of them tried plan

after plan and question after question to elicit the desired answer from their class. Herein, of course, consists the excellency of Object teaching as a means of Education. This is the true method of *leading forth* the mental forces, and one which is, I fear, too generally neglected by our teachers.

Reading is taught to beginners very differently from our manner of teaching it. Here, the Phonic method is chiefly employed. The pupil begins with a few simple sounds which are united in words of three letters. To these a few sight words are added to form short sentences, and thus, step by step the learner proceeds. The system seems very philosophical, and as far as I could judge, successful. The elementary classes spell altogether by repeating the sounds of the letters instead of their names.

Map Geography, I saw taught to a class of juniors in this way; the lesson was, the countries of Africa and their relative positions. The teacher drew upon the blackboard an outline of Africa, and proceeded to sketch the boundaries of the several political divisions, at the same time writing their names upon another part of the board. I do not remember whether this was copied upon paper by the pupils or not, but in a lesson to another class, in which the subject was the United States, each pupil was supplied with paper, pencil, and a measure, I think four inches long, marked off into half inches, with which, under the guidance of the teacher's actual work upon the board, every state and territory was distinctly outlined, showing very nearly the relative size and position. The location of rivers, mountains, cities, &c., became the subject of subsequent lessons.

As far as I observed the teaching of other subjects, it did not differ materially from our methods; except in the instance of Elementary Arithmetic, I noticed that the first ideas of numbers were conveyed, not by the balls of a Numeral Frame, but by marks

upon the board. In visiting other schools in the city, I saw the principles of the Normal institution successfully applied, and formed a very favorable impression of the methods employed to secure the proper education of the young. I thought I could recognize in all the the inspiration of one presiding genius, and have no doubt that

the people of Oswego owe to Principal Sheldon, in a great degree, the high standing of their Public Schools. I cannot close this sketch without an acknowledgement of the extreme kindness and courtesy, with which I was treated by all the teachers whom I met during my visit.

THE TEACHER'S "UPS" AND "DOWNS."

BY WM. MILL, TEACHER, PLYMPTON TOWNSHIP.

The teacher's life is a checkered one. His profession is one that is held in light esteem by mankind generally. He has to contend against many popular prejudices, which, sad to say, exist to an alarming extent, even in this so-called enlightened period of the world—the nineteenth century.

Life in whatever aspect considered, is not without its "ups" and "downs." But in no person's life is this probably more noticeable than in that of the Public School Teacher. Let us rejoice, however, fellow-teachers, in the fact, that the All Wise Creator, in His wisdom and beneficence, has given us a bright side to life as well as a dark one.

The teacher is looked up to by the people among whom he resides, as though he should be a superior being—as though in him should exist the very essence of purity of walk and conversation. Many people seem to forget that he is just as liable to err as one of themselves unless shielded by the grace of Almighty God.

The teacher is made the recipient of scorn and ridicule many times, when in need of sympathy and encouragement. Are the pupils refractory, and must be punished; he is set down at once as a tyrant. Does anything go wrong in the neighborhood, in

connection with his school; he must either directly, or indirectly, be censured. Is any new movement about to be originated; he must volunteer his support, or be branded with being narrow-minded or bigoted; no matter how questionable the project may be, or how great a sacrifice of principle on his part must be made. Free, independent thought, would if possible be suppressed. He must not have a mind of his own, or exercise his judgment on certain matters, however lawful; but must bow with humble submission to the despotic dictates of the ignorant. Reports of a malicious nature, without a grain of foundation, are often circulated, which soon appear plausible, are swallowed with avidity, and then thundered back into the ears of the innocent and unsuspecting teacher, as being *the whole truth*.

The teacher is constantly annoyed with complaints from parents, sometimes like the following: "My John *must not* study," this that and the other thing. "My Jane is a good child, and should never be punished." "My William is not learning anything." "The school is decidedly going back." It is not our intention to consider the teacher as *always* free from the last two mentioned charges, but at the same time, may we not assert that the parents are also deserving of blame.

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With all their faultfindings, these very same individuals probably do not feel sufficient interest in the workings of the school to make the teacher a friendly call, or to see that their children attend to the tasks assigned for home study.

We do not wish to include in the above category *whole* sections, as there are generally a few, who have the good sense to see that the teacher is dealt with fairly, and who seem to take pleasure in helping forward both himself, and the good work in which he is engaged. But as a general rule there are quite a number of unprincipled people to be found in every section, who make it their business to vex and annoy the teacher in every way imaginable.

Let us now turn our attention from the dark, to the bright side of the picture. What an influence for good the true teacher exerts? There is something very pleasing and satisfactory in teaching "the young idea to shoot." Every act, look, and word, of the teacher tells very forcibly upon the pupils. What a field for observation and study there is in every school-room. How pleasant it is, as the teacher goes forth to his daily toil, to greet the happy intelligent faces of his little ones. There is great enjoyment in the sweet consciousness of doing good, and every teacher has this in his power, if he only constantly avails himself of opportunities as they present them-

selves. But alas, how many can say as each day closes, that not an opportunity of doing good, has passed by neglected. In order that the teacher may be truly happy in his work, he must be constantly watching himself, and he must strive to make his pupils really enjoy the associations of the school-room. Very few, we venture to say, can fathom the depths there are in the study, of making *every pupil* really enjoy going to school. Some may delight in it, but others consider it a drag, and a burden. One would require the perseverance, the tact, and the determination of a Barnum to make the school-room, in the true sense of the word, *attractive*. There is much wisdom in the old and time-honored adage, "As ye would that others should do unto you, do ye even so to them." We teachers should ever try to impress the teaching therein contained, upon our pupils; that they should love one another, and that it is base to resent injuries; but that they should seek the advice and protection of the teacher. They should be taught that they have duties binding upon them, one toward another. To enjoy life we must endeavor to make others enjoy it. Let this be our constant aim fellow-teachers, and if we succeed, if we gain our pupils' love and esteem, we may rest assured that we are on the high road to enjoyment, and that there *is* even to our lives a "bright side."

ELEMENTARY GRAMMAR.

BY D. MCINTYRE, HEAD MASTER LANCASTER PUBLIC SCHOOL.

The programme of study requires that pupils in the Second Class shall be able to point out all the parts of speech, and in the Third they are to be acquainted with the inflexions. This may be termed the first or Elementary stage in the study of Grammar.

The first stage then aims at giving the pupil a clear and comprehensive conception

of the different parts of speech and their principal inflexions. This can not be accomplished by set tasks, that is, by learning daily so many names, definitions, or rules from "The Authorized Text Book." Grammar is not the source of language; but language is the source of Grammar, consequently the only intelligent method of teach-

ing it is by deduction from language. When the pupil is allowed to deduce everything from familiar expressions, with as little assistance as possible from the teacher, Grammar, instead of being a dull hard study, becomes interesting, and appears what it really is, an embodiment of facts deduced from language, by a close observation of its principles; not a collection of arbitrary rules exercising a mysterious influence over language, nor yet "the art of speaking and writing the language with correctness." We learn to speak and write correctly by imitation and experience; Grammar is the criterion.

The Blackboard is the rational text-book, in the elementary stage at least. The pupil must first be led to investigate the nature and use of each kind of word and then set to learn the name and definitions. As the nature and use of words can be better comprehended from their relation to each other, the simple sentence should form the basis of instruction. For the first lesson the teacher should write on the board a few sentences, such as—John reads—Men walk—Boys play, &c., and without resorting to technical terms lead the pupils to notice that each set is made up of two words the first denoting a person, the second an action; that the action is performed by the person; that the two words taken together express a complete thought or make a statement, while separately, they only express abstract ideas. Finally, tell the pupils that such a complete expression of thought is called a sentence. The class should be requested to construct sentences each of which should be thoroughly examined. This would be quite sufficient for one lesson. Next, using the same or similar sentences draw out of the pupils which words denote persons, lead them to observe that these

words do not denote the same person, that they are not the persons; but their names, and then tell them that such words are called nouns. Let the class then give other nouns and state why they are so called, e.g. Teacher is a noun, it denotes a person who teaches. When the class can readily distinguish the noun, whether the name of a person, place or thing, the definition should be constructed from their knowledge of the words and committed to memory. The verb should next be similarly dealt with; then the attention of the pupils should be drawn to the two essential parts of the sentence, and these should be distinguished henceforth as the noun and verb parts.

The teacher should now proceed to extend the sentence gradually till all the parts of speech are introduced, e.g. Fire burns. The fire burns. The big fire burns. The big fire burns quickly, &c.

The nature and use of each word should be investigated as soon as it is introduced, then the name and definition should be constructed and learned. The noun and verb parts should be distinguished in every sentence. After the different forms of the simple sentence have been fully examined, a revisal and summing up of the various parts of speech, their names and definitions should follow. The pupils may then exercise the knowledge they have acquired on the pages of their reading books, while the blackboard must still be used to illustrate the different kinds of nouns, pronouns, verbs, adjectives, and adverbs, also their principal inflexions, such as gender, number, and case of nouns and pronouns, number, person, and present, past and future tenses of the verbs, and comparison of adjectives and adverbs. This ends the first or elementary stage, after which the formal study of Grammar should begin.

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SELECTIONS.

SOME VERBAL FORMS.

BY NOBLE BUTLER.

(The following article appeared in *Home and School* published by Messrs. Morton & Co., Louisville, Kentucky. As the attack on Mr. Butler's views was made in this Journal, fair-play to that gentleman requires that his answer should also be given.—REVIEWER.)

In the February number of a Canada magazine, "The Ontario Teacher," there is a notice of "Butler's Practical and Critical Grammar," in which the writer dissents from the grammar in respect to the form "is being built," though the notice is in general highly commendatory. He says, "Note O (the last) is devoted to 'is being built,' Mr. Butler taking the adverse side. 'Tis a pity grammarians can not understand that a grammarian can no more stop the growth of a living language than a German emperor could change a dead one. Whether this form is found in the best writers or not, one thing is certain, it has become rooted in English speech, meeting what was felt to be a want. It would be far better then for writers to examine the laws of its formation than to take a prejudiced stand on either side. There is a law governing the use of auxiliaries, and that law will allow of this form, but not of many of the forms quoted on p. 102 from Mason's English Grammar. If this should meet the eye of Mr. Butler, let him examine for the rule. We have never seen it given in any grammar, yet he (Mr. Butler) has in one case called a violation of it 'a vulgarity.'"

In a note the writer says; "'Is being built' is used by Rev. E. A. Abbott, the author of 'A Shakespearian Grammar' and other almost unrivaled works on English. That a distinct form for the progressive passive is needed will be recognized by any one who pays attention to the speech of uneducated persons and of children. How common is the substitute use of the middle in 'getting.' This morning I heard a little

four-year-old say 'while I was getting washed.'"

Now to represent *getting* as a substitute for *being* is like representing ale as a substitute for the orange-peel and water of Dick Swiveller's Marchioness. The little four-year-old used an appropriate word. *Getting*, as the child used the word, means *becoming*, *coming to be*, not *being*. Wordsworth says, "The boy is father of the man;" but the man who is to be the son of that boy will never say "is being washed" or "is being built," unless he should prove to be one of those graceless wretches who show no respect for their parents. The man who is under the hands of the barber is *getting* shaved, but *being* shaved he walks out of the shop. Hojace was 'getting' rid of the bore when he was witnessing the arrest, but 'being' rid of him he continued his walk.

When the reverend author of "A Shakespearian Grammar" uses "Is being taught" to denote progressive action he does what Shakespeare never did. Shakespeare says,

"We but teach
Bloody instructions, which 'being taught,' return
To plague the inventor."

Does Shakespeare mean to imply that the bloody instructions "are being taught" while they are returning to plague the inventor? Does he mean to tell us that the teaching is going on, not completed? We all know he means that after the instructions have been taught they return to plague the inventor. Antony, furious when he sees the messenger of Cæsar kissing the hand of Cleopatra, cries out,

"Whip him, fellows,
Till, like a boy, you see him cringe his face
And cry aloud for mercy. Take him hence!"
"Tug him away! 'Being whipped,'
Bring him again."

Did Antony order his servants to bring the messenger while they were whipping him? When he was started on his way back to Antony I think the messenger was under

the impression that the whipping had been done, unless indeed his skin was harder than even the skull of the colored individual who when a thunderbolt struck his head scratched it doubtfully, with the passing remark, "I thought I felt something hit my head."

'Being' denotes actual existence in the state expressed by the word with which it is connected, not coming into existence. Compare these two sentences: "John *is* diligent, and he makes rapid progress;" "'Being' diligent. John makes rapid progress." Here both *being* and *is* denote actual existence, which is *asserted* with *is* and *assumed* with *being*. The difference between asserting and assuming is all the difference that exists between *is* and *being*. 'Being' does not denote 'coming to be' any more than *is* denotes it. If instead of an adjective a participle is used after these words, there is no change made in the meaning of either *is* or *being*, the latter still assuming the same thing that the other asserts. "The letter *is* written, and I will now seal it;" "The letter *being* written, I will now seal it." Here *being* as well as *is* denotes actual existence in the state expressed by *written*, *is* asserting and *being* assuming. If we say, "The letter *is being* written," we do nothing but assert and assume at the same time. The letter exists, existing written. By using *is* and *being* together we add nothing to the meaning of either of them. In "The letter *is* written" there is nothing to denote 'coming to be'; in "The letter *being* written" there is nothing to denote 'coming to be'; in the letter *is being* written" there is nothing to denote 'coming to be.' Let us join *is* and *being* with an adjective, "John *is being* diligent." Is there anything in this to denote that John is not yet diligent, but is 'becoming' diligent? If there is nothing in "The letter is being written" to denote that the letter is not yet written, but is becoming written.

It is asserted that this form meets "what was felt to be a want." Shakespeare wrote several things and never felt the want; Bacon wrote and spoke and did not feel the want; Milton did not feel the want; Dryden did not feel the want; nor Addison, nor Pope, nor Cowper, nor Gray, nor Thomson, nor Goldsmith, nor Young, nor Johnson, nor Burke, nor Pitt, nor Fox, nor Hume, nor Robertson, nor Gibbon, nor

Macaulay. "Is being built" was not introduced because any felt the want, but because some one, like little George, "could not tell a lie." An ardent lover of truth was one day struck with the thought that when we say, "The house is building" we make the house a mason or carpenter. A strong imagination may perhaps form some faint idea of the agony of his soul. How can we," he cried, "how can we thus lead the world astray and hope to be saved?" In desperation he seized upon "is being built," and never again made any one believe that houses build.

In "The house is building" what is the nature of the word 'building'? It is a gerund, a verbal *noun*. A gerund merely presents in the form of a noun what is denoted by the verb, and whether a gerund in any particular passage is active or passive in tense is determined by the context. Beatrice, speaking of Benedick, says, "I pray you, how many hath he killed and eaten in these wars? But how many hath he killed? for indeed I promised to eat all of his 'killing.'" Here 'killing' is active in sense. When Cassius learns that Brutus during their quarrel knew of the terrible death of Portia he exclaims, "How 'scaped I 'killing' when I crossed you so!" Here 'killing' has a passive sense. Luciana, supposing that she is speaking to the husband of her sister, says,

"And may it be that you have quite forgot
A husband's office? Shall unkind debate
Even in the spring of love thy love-springs rot?
Shall love in 'building' grow so ruiinate?"

In this passage 'building' is passive in sense. Horatio says,

"If he steal aught the whilst this play is 'playing'
And 'scape 'detecting' I will pay the theft."

Here are two gerunds used in a passive sense. The assertion may seem rash, but I will venture to make it, that among all who attended the performance of "Hamlet," including Queen Elizabeth, the courtiers, and the citizens, there was not one who believed that Horatio was representing the play as about to go upon the stage as one of the actors.

The gerund had originally the preposition *on* expressed before it. *On* became *o'*, which is so often used for *on* by Shakespeare; and in rapid pronunciation *o'* could not be distinguished from *a*, which became established as a preposition. "The house

is 'on building' became "The house is 'o' building'," "The house 'is a building,'" "The house 'is building,'" 'building' in this last form being the object of a preposition understood. The preposition *in*, which in Anglo-Saxon is another form of *on*, has been used; as, "Forty and six years was this temple 'in building.'"—*English Bible*. "Whilst these sentences are 'in reading.'"—*Book Common Prayer*. "The preliminaries were not long 'in arranging.'"—*Lever*. "While Tenderden Steeple was 'in building.'"—*Bishop Latimer*.

Some modern writers are so much enamored of 'is being' that they thrust it in even when progressive action is denoted without either 'is being' or a gerund. "Numerous complaints are being made about the insufficiency of the light of the street-lamps in cold weather." Why should 'being' be being here? "The habit of reading without understanding what is being read is easy to be acquired." "The law requiring full prepayment on newspapers sent by individuals is being enforced at the post-office in obedience to orders from Washington." "A story is being told of a Lancashire collector who, having bought fine specimens of the best artists, was informed one day that of all the hundreds which he possessed only

two were genuine." "The spotter tells the manager of a road on which conductors are not allowed to collect fare in money that money is being taken." As Sir Lucius O'Trigger says of Mrs. Malaprop's words, 'being' as used in such passages as these "would get its *habeas corpus* from any court in Christendom."

The friendly critic suggests that I should seek for the rule that admits "is being smitten" and excludes 'had been' being smitten," "'should have been' being smitten," "'would have been' being smitten," "if I be being smitten," etc. From this task I beg to be being excused. Where one of these is admitted the others may enter without any civil-rights bill.

In a recent speech John Bright pathetically said, "For me the final chapter is now writing; it may be already written." Suppose he had said, "For me the final chapter is now been written; it may be already written." In that case we could almost wish that chapter to be *done* being written. Othello says of Cassio, "I would have him nine years 'a killing.'" If he had said, "I would have him nine years 'being killed,'" who would say that he killed himself a day too soon?

THE TEACHER THE VITAL FORCE OF A SCHOOL.

"The vital element in every method of instruction is what the teacher puts into it, and hence the prime fact in every school is the teacher." This extract from a paper read at Detroit last summer by the editor of this journal, has in it both wisdom and point. Of late years there has been a tendency to place the system of school organization before everything else. If a town or village has a system of graded schools with all the usual details of educational machinery, it is enough. Nothing further is required than to find persons to care for this machinery and keep it in motion. The protest implied in the extract quoted is timely, and the true function of the teacher is asserted. The teacher is the only proper educational force. The personal element is the important one, and all good teachers are such by virtue of their

personal power. A man's power lies in that which is peculiarly his own, and not in that which he possesses in common with all other men. Those who have this idiosyncratic power make strong teachers. All should have more or less of this power, and it will show itself unless there be in the surrounding elements of repression.

In former years each school was shaped by the master, and if he had any peculiar power, it was manifest. His weaknesses, if he had any, were apparent, and there was sometimes no little indirect educational value in them. The writer remembers two teachers of his boyhood—one young, fresh, free, and spontaneous, of fine scholarly tastes, but without systematic methods; the other a teacher of large experience, and of entire devotion to external rules. He was a famous disciplinarian. The first mention-

ed teacher was a quiet, modest young man, teaching a village school in New England the first winter after his graduating from college. He spent very little time in administrative work, in carrying out the details of a system of external rules and methods. There was a little old-fashioned discipline and some corporal punishment, as the writer personally remembers, but the chief value of the school lay in the teacher, —in his power of imparting his own interest and zeal to the minds and hearts of his pupils. Lads were lifted up from the low plane of school drudgery into a love of study and of all forms of quickening thought, and many subsequently became men of thorough culture and of notable influence. The girls caught the influence of the school as well, and many of them became persons of generous and tasteful cultivation. It was withal a happy school, for the teacher was thoroughly esteemed and loved.

The other teacher was a man of large experience in public schools, and a strong believer in systems and rules. He was inexorably exact and exacting. He had neither flexibility of spirit nor of spine. The five minutes allotted to the boys and girls in which to thaw their frozen toes or dry their wet ones must in all cases suffice. The letter of the rule must always be maintained. It was before printed copy books had been introduced into country schools, and our teacher wrote out our copies in a slow, stiff, laborious style, as stubbornly rigid as himself, and woe to the pupil who did not imitate every detail of ugliness. We used for a text-book in arithmetic, Daboll's School-master's Assistant, a dull and fearful affair. Our teacher neither explained a rule nor aided to solve a problem. He prided himself upon his mathematical ability, but his system of instruction contemplated no such personal and flexible aid as all pupils need. When all our resources were exhausted, he was prepared to assert his mastership of the situation, and he took from the sacred recesses of his desk a precious manuscript book in which all the profound mysteries of Daboll were unfolded, and each problem wrought out. Only for a few minutes could we enjoy the blessed vision, and the manuscript book, the achievement and glory of his life, was returned to its place of safety. The whole proceeding was as methodical as it was absurd.

He had another gift which he regarded as quite distinguishing and which he often exercised,— he could scent a kernel of parched corn in the depths of the profoundest pocket. Pop-corn must never pass the threshold of his school-room. When the inverted pocket had disclosed the hidden or forgotten grain, the ferule upon the hand of the luckless victim attested the inviolability and sacredness of the rule.

The school was something wonderful for its rules and systems of organization and procedure. The teacher threw all his soul and force into the working of a system. But he was incapable of exciting the slightest zeal or scholarly ambition in the mind of a pupil. He had no points of personal contact with boys and girls, but they felt his system as they would a thumb-screw. There was no true education in that school.

Now let these two somewhat typical men become teachers in the graded schools of to-day, and what would be the result? The latter would in his love for routine and a rigid and inflexible system become great. A willing Mantalini he would glory in his magic, but his school would be dreaded by the boys and girls like a penitentiary. The first-mentioned teacher would doubtless make a conscientious effort to carry out the rules of the superintendent or school board, but his soul would grow weary, and, should he retain his place, he would lose his interest and power, and degenerate into a conscious and despairing machine.

The way is thus prepared for the question which must inevitably come before the friends of education, viz: Does the present graded system of public schools *tend* to destroy the freedom and take away the idiosyncratic power of the teacher? There is a class who apparently believe in taking away such freedom and power, and would fill the army of teachers with merely drill-sergeants. They think that souls with all their marvellous capabilities and instincts should be moulded into fixed and unalterable forms as bricks are moulded in machines. No true teacher or intelligent parent can believe this. There must be flexible-teachers, strong enough and wise enough to make the systems they administer flexible. Drill sergeants are well enough in the army, but Shermans and Napoleons are better.

But I do not suppose that our wiser people have yet reached the point of desiring all teachers to be alike and all to work within the straitened limitations of the same grooves. The question is, Does the present system of graded schools tend to this result? Some already believe this, and many are beginning to fear lest it may be so. In the quotation at the beginning of this article, it is said that "the prime fact in every school is the teacher." Many now think that the prime fact in our graded schools is not the teacher, but the system. The individual power of the teacher is too little felt. The system tends to destroy it. An intelligent and experienced teacher recently told me that, in his opinion, a good teacher in a country school where he had freedom and play for all his mental and moral force, would in a six months' term accomplish more than in a graded school in nine months. In the graded schools the individual and personal power of the teacher is, we fear, scarcely felt. The teacher, indeed, is scarcely remembered. In many educational institutions the student feels the moulding power of the mind and heart of the instructor, and such instructors are ever remembered with gratitude and esteem. But

in our graded schools the boy who passes through the whole course will have a confused recollection of a great many teachers, and the most he remembers of them is that they all administered a school time-table, made out averages, and did other routine anxious chiefly to pass him and his classmates safely on to the next higher grade. He passed his teachers on his educational journey as a traveller passes mile-stones. They indicate progress merely.

If the difficulties of the system already suggested have any weight, they are rendered graver by the fact that in the future the mechanical and routine character of such schools will be intensified. As yet many teachers and superintendents are persons not educated in the system and who have felt in their own training the marked personal force and idiosyncrasy of instructors. They have not lost altogether the good effect of such influence. When they pass away and all our teachers in graded schools are themselves the product of such schools, we shall see the full effect of the system both upon teacher and pupils. This brief article merely opens the discussion. Let the evil be understood, and the remedy will be found.—*N. Y. Educational Journal.*

SCHOOLROOM EXPERIENCE.

I sat in my schoolroom at the close of an unusually hard day's labor. The whirl of noise and unrest had departed with the last pattering feet. Each slate was in order, every book in place, and, as I looked round upon the vacant seats, my mind ran over the mental peculiarities and habits of each possessor.

Here sat Wesley who had not attended school until about eight years of age, but had been taught by his parents, and consequently was quite advanced in reading, while his arithmetic, spelling, and writing had received little attention. "What should I do with Wesley!" had been my repeated exclamation. He could read intelligently, and with expression, yet could not add two and two, neither could he make upon his slate a single letter. I had spent hours in the endeavor to bring him up in these neg-

lected branches, but it was of no avail. As a consequence he must remain a year longer in the B grade, when rightfully he belonged in a higher department, and might have been there, but for the failure of his parents to send him earlier to school or to teach him in accordance with our present methods of instruction.

Here sat James, who, instead of writing out his lesson according to the prescribed methods, could do nothing but print, and that in the most awkward and blundering manner. I had spent much time, to the disadvantage of the other pupils, in the almost vain endeavor to instruct him in these simplest elements in which he should have been thoroughly drilled two years before.

Yonder sat John, a stout, burly Swede of honest face and flaxen locks, who was in the A class, reading in the First Reader. Upon

a few moments' examination I had found that he could not tell a single letter at sight, nor attach to any one letter its proper sound. A little closer examination revealed the fact that he had learned his lessons by hearing them repeated by the older pupils, and, when called upon to read according to the usual routine, he repeated his verse, knowing it by the number, with his eyes fixed most intently upon his book, I called him to the rostrum, telling him to read as far as he could. He commenced at the beginning, gave lesson and verse, and repeated, without hesitation and nearly verbatim, fully one half of the reader, when, exhausted in my attempts to listen, I stopped him, and sent him to his seat. Here truly was talent; and "What should I do with John?" was a question which puzzled my brain.

There sat Peter, a specimen of Darwinian evolution, a stiff Hibernian with unkempt hair and dirty face, whose little soul was just as full of future capabilities as his fairer American brother. On account of his forbidding appearance, my predecessors, according to my after conclusion, had passed by him in recitation without notice, and now every day I was compelled to spend ten extra minutes in class in teaching Peter the simplest elements of reading.

In the school were many examples similar to these I have given. It was difficult to find two pupils who were really capable of taking equal positions in the same class in all requirements. Some read finely, but knew nothing of number; others could write passably well, but their reading was a miserable jargon with not a single word distinctly uttered. Some spelled well and others could not spell at all. In the B and C classes this chaos reigned supreme, and in vain I had said to myself, "How shall I bring order out of this confusion?" For six weeks I had been trying to secure some degree of classification. I had changed and re-changed, divided and subdivided these classes, but without any perceptible improvement. Every child seemed possessed of a peculiar talent, and no two had

the property of being exactly in the same place at the same time.

The condition of this school had been caused by carelessness and inattention on the part of its teacher. No amount of ignorance could have thrown any school into such confusion. Pupils had been neglected, reciting but seldom, and to bring up the smaller pupils, leaving the duller ones behind, had been the chief aim. Concert reciting had been a prominent feature, and in this their skill was truly admirable. When called upon to recite, the whole school commenced waving to and fro, and such a swinging of bodies, and fluttering of heads, and screaming of sounds we feel assured were never before witnessed. As each sound or word was uttered, the whole school gave a swing to the right, then backward to the left, keeping time as the volume of sound poured from the open mouths.

There were some fine scholars in the school, showing careful training and diligence in teaching. But inattention to individual need and peculiarities and individual teaching, there had certainly been a failure. In a school of sixty or seventy pupils, this individualized teaching requires great watchfulness. A certain *laissez faire* so thoroughly pervades our American disposition, that teachers, overcome by a constitutional laziness, are liable to fail to keep up the odds and ends of their school work, seeing to it that no one pupil passes over a single lesson imperfectly recited or misunderstood, and giving to each child his proper amount of care and time.

But, however difficult a task this may seem, it is the only method by which we can teach successfully, and with permanent results. John *must* be taught his letters before entering the A grade. Wesley *must* learn to write, and James to add, and Peter *must* be given the full extent of the law. These slower children have souls in God's sight just as white as ours, and they have equal demands upon our time, our attention, and our sympathy.—Sarah C. Sterling, in *N. Y. Educational Journal*.

EDUCATIONAL INTELLIGENCE.

CANADA.

—The total number of registered pupils in the Goderich Public Schools in March was 700, with an average attendance of 561.

—The number of pupils present on the day of visitation of the Napanee Public Schools by the Inspector was 398, and the number of names registered was 564. He speaks in laudatory terms of the schools.

—The report of Rev. J. May, Inspector for Carleton County, shows that in the four years 1871-2-3-4,45 new school-houses have been built, and 12 old ones repaired. Mr. May finds fault with the present system of giving holidays, and condemns the regulation requiring a second teacher to be appointed when the number of names on the register exceeds 50.

—A correspondent of the *Orillia Packet* says: There is now a demand from the school trustees of Barrie for money to build a new high school house, on the ground that the old one is far out of the town. Talking of school-matters, I have heard it said lately that the Orillia schools are conducted in a way that is most creditable to all concerned, and very superior to that which prevails in the county town.

—At a meeting of teachers recently held at Collingwood, an association was formed to be called "Georgian Bay Teachers' Association" with the following officers: President, Mr. W. B. Harvey, Principal of Meaford Public School; Vice-President, Mr. W. Williams, B.A., Head Master of Collingwood High School; Secretary, Miss Carrie Munson; Treasurer, Mr. Thomas O. Allen; Committee, Messrs. Herrick, McEachern and Wood, and Misses Baker, Greer and Rodgers; Editor, Miss Annie Johnston, Assistant in Collingwood High School.

—At the recent meeting of the Ottawa Teachers' Association, a paper on "Composition" was read and thoroughly discussed. A communication was read from Mr. McAllister, of Toronto, with reference to the proposition to invite Professor Goldwin Smith to deliver a course of lectures to the teachers of Ottawa. A committee was sub-

sequently appointed with a view to securing, if possible, a united meeting of the teachers of Ottawa city and the County of Carleton.

—On Tuesday March 28th the school house in section 6, Medonte, would have been destroyed but for the courage displayed by the teacher, Miss Wilson. In consequence of the creak that should protect the wood about the stovepipe hole in the ceiling having been broken, one of the joists in the garret ignited. The only means of getting at the fire was a trap too small for the large boys to get through, and Miss Wilson put up one of the smaller scholars, who dashed water upon and extinguished the fire. The joist was burnt nearly through, and a portion of the lath consumed. The school has been suspended until the building be repaired.

—Notice is given in the *Journal of Education* that the next Examination for admission to Collegiate Institutes and High Schools will be held on Tuesday and Wednesday, the 8th and 9th of June 1875. Any Candidate who fails at the above-mentioned, or at any subsequent examination, to obtain one-third of the marks in any subject will not be considered by the High School Inspectors to have shown that "competent knowledge" of the subject which the law requires, notwithstanding his having gained 50 per cent. of the *total*. In order to prevent any misunderstanding of the intention of the Regulations, Local Examiners are hereby reminded that the object of the Examinations is to prevent unqualified pupils from entering the High Schools, and that in fixing a minimum of *fifty per cent. of the marks* assigned, it is not expected that the Local Boards will divest themselves of their judgment or of the power to exclude candidates who made a total failure in the fundamental subjects of primary Education.

—J. H. Knight, Esq., Inspector, East Victoria has kindly forwarded us the following account of the recent meeting of the County of Victoria Teachers' Association: The Association met on Wednesday March 24th. In the morning the following officers were appointed:—President, H. Reazin,

Inspector, West Victoria; Vice-President, J. H. Knight, Inspector, East Victoria; 2nd Vice-President, Mr. John Shaw, Head Master, Omeme High School; Secretary, Mr. R. L. Dobson, Head Master, Lindsay High School; Treasurer, Mr. W. N. O'Boyle, Teacher, S. S. No. 1, Ops. In the afternoon the President addressed the convention, after which the following subjects were introduced and discussed: Analysis, J. H. Knight; Fractions, W. N. O'Boyle; History, R. L. Dobson. On Thursday morning Geography was introduced by Rev. Dr. Smithett. In the afternoon Mr. Dobson introduced verbs; after which a Question Drawer, the replies being given by Messrs. Knight and Dobson. Copies of the *Ontario Teacher* were distributed among the teachers present with the view of increasing its circulation.

—A dispute took place lately between a Sackville, N. B., schoolmaster and a female pupil, in reference to the proper mode of conducting the school. The master had been desirous of asserting his supremacy, and of inculcating into the minds of his pupils his ideas about order, and the pupil refusing to recognize his authority led to rather a lively discussion in the school. The disaffected pupil finding that in her resistance to the master asserting his authority she had but few sympathisers in the school, and that if she had to continue the struggle single-handed she, as the weaker party would have to submit, brought the matter prominently before the members of the family to whom she belonged. The result was that the family sympathised with her and resolved to aid her in the stand she had taken against the master. A few days ago she went to school accompanied by an elder sister, and the result was a wrestling match between the master and his fair friends, and further, the dismissal of the school long before time. Next day the brother of the young lady broke open the door of the school and took command. The school had to be again dismissed. The day following the mother of the pugnacious family paid the poor master a visit and gave him a "piece of her mind." Human nature could stand no more, and the sequel of the story is, that after due trial the son had been fined \$8 and costs, for using violent and abusive language to the master, and the daughter a similar amount for an "unprovoked as-

sault" on him, while other members of the family are threatened with like treatment.

—We have received the Annual Report for 1874 of H. L. Slack, Esq., M.A. Public School Inspector, for the County of Lanark. Mr. Slack's reports are always able and exhaustive, and this one is no exception. We extract a few of the interesting facts it contains:—Including schools in separate departments in rural sections, incorporated villages and the town of Perth, the number for the year amounted to 149—and of these one only was closed throughout the whole year. The average length of time which they were kept open, including holidays and vacations, was eleven months and two days. Irrespective of the central graded schools in the town of Perth and the incorporated villages of Almonte, Carleton Place, Smith's Falls, and Lanark, he found 121 separate school-houses, valued in the aggregate at \$60,296.00, or about \$500.00 each. Total spent in rural sections for the erection of School-houses in 1874 \$10,512.91; total receipts from all sources \$43,700; total expenditure \$39,664; No. of teachers 149, males 42, females 107; average salary, male teachers \$280, female teachers \$195; highest salary paid male teacher \$700, lowest \$180; highest salary paid female teacher \$300, lowest \$120. Only three of the teachers had attended the Normal School. There were 6722 children of school age returned by the trustees for the past year, and of these 6264 were entered on the registers. Of the 6514 pupils of all ages entered on the registers, 671 attended less than 20 days; 1307, between 20 and 50 days; 1749, between 50 and 100 days; 1398, between 100 and 150 and 200 days; and 313, between 200 days and the whole year. Much other valuable information is given in regard to Subjects of Instruction, Libraries, Maps, Competitive Examinations, Teachers' Association, &c.

—At a special Convocation of Trinity College, Toronto, the degree of Bachelor of Medicine was conferred on the following: J. S. Atkinson, G. Baptie, J. C. Boulton, A. Bray, G. H. Burnham, A. B. Cook, J. R. Clarke, E. J. Freel, T. Hubley, W. Kennedy, A. Leitch, A. Lynd, J. C. Mitchell, L. McLarty, W. Minaker, D. Numan, N. A. Powell, G. W. Rae, G. A. S. Ryerson, G. P. Sylvester, M. D. Stark, A. G.

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Sinclair, J. D. Wilson, J. Wishart. Messrs. T. W. Read and A. L. McLearn were admitted to the degree of Doctor in Medicine. It was announced that the following gentlemen had successfully passed their primary examination: W. A. Adams, W. J. Burns, T. B. Cosford, P. W. T. Canning, M. L. Davis, W. J. Douglas, W. C. Freeman, J. Fulton, W. W. Geikie, T. Hartwell, S. McArton, R. J. McKinnon, A. McCurdy, A. R. Pringle, J. Stalker, W. F. Strangways, W. T. Stuart, J. P. Sivewright, J. W. Smith, A. B. Taylor, L. Teskey. The ceremony of conferring medals and honors was then gone through with. The winners of medals were as follows: University Gold Medal—L. McLarty; University Silver Medal—N. A. Powell. Medical Faculty Gold Medal—G. P. Sylvester; Medical Faculty Silver Medal—M. D. Stark. Certificates of Honor in the final branches were awarded to Messrs. A. J. Sinclair, A. Leitch J. C. Mitchell, and in the Primary branches to Messrs. W. J. Douglass, J. Fulton, E. J. Freel, S. McArton, C. T. Stuart, J. P. Stuart, J. P. Sivewright, J. Stalker. The first year's scholarship was awarded to Mr Bonner, and the second year's to Mr. Stuart. Mr. McArton has secured the recommendation of the Medical Faculty to the Trustees of the Toronto General Hospital for appointment as one of the resident assistants for a year.

—The East Bruce Teachers' Association was held at Paisley, on the 13th ult. All the officers were present except the Vice-President. Mr. Clendenning, Inspector, E. Bruce, occupied the chair; and in his opening address briefly sketched the work of the Association in the past, and its plan of action for the future. An essay was read by A. Miller, Esq., Master of Walkerton High School, upon "Our Progress." The Rev. J. Straith, Presbyterian Minister, Paisley, delivered a lecture upon "The importance of the Moral Faculty in Education." The following subjects were discussed: "The Teacher's duty upon the play ground," by Messrs. McKellar, McGillivray, and Miller. "The extent and value of written exercises" by Messrs. Miller, Higgins, and McKellar. "The art of questioning" led by Mr. McTavish and followed by Mr. Miller and Rev. J. Straith. Messrs. McCallum, McKellar and Miller, discussed "The approved method of teaching Reading." The constitution re-

quires a director to be appointed for each Township, accordingly the following were elected.—Albemarle, Miss Fairbairne; Anabel, Mr. Ellison; Elderslie, Miss Hopper, Brant, Miss Boulton; Carrick, Mr. Thetford; Greenock, Mr. Higgins. Misses. Adair and McTaggart, assistants Paisley School, gave several appropriate pieces of music, which made the exercises much more interesting. Votes of thanks were given to Mr. Miller for his essay, Rev. J. Straith for the lecture, and to the ladies who provided the Music. Arrangements were made to have a two-days meeting next time; to be held at Walkerton, on the first Friday and Saturday in June. Teachers present:—Amabel, Mr. Ellison; Arran, Messrs. Wilson and McGillivray; Elderslie, Miss Hopper and Messrs. McCallum and McTavish; Brant, Messrs. McBride, Hicks and Pringle; Garrick, Messrs. Thetford and Paterson; Greenock, Miss McNaughton, and Mr. Higgins; Paisley, Misses Case, Adair and McTaggart and Mr. McKellar; Walkerton, Misses Boulton, Pearson, and Mr. Miller.

—A recent issue of the *Belleville Ontario Chronicle* contains the able and comprehensive report for 1874 of W. Mackintosh, Esq., Public School Inspector for North Hastings. He had in all the supervision of 75 school sections, 73 in the organized part of the Riding, and 2 in the unorganized township of Jones, and 1 comprising portions of Rawdon and Sidney. The average assessment of the school sections in each township are given, and on this Mr. Mackintosh remarks:

"As a necessary result of this very unequal division of the various municipalities, the rates of taxation for school purposes were also very unequal. Take a few examples. To keep a very inferior teacher for *three* months, one section was compelled to levy a rate of $1\frac{1}{2}$ cents on the dollar; another section, in the same Township, enjoyed the services of two experienced teachers during the *whole* year by taxing itself at the same rate."

Total receipts for school purposes \$25,530.50; total expenditure for all purposes \$22,263.52, or an average of \$495 per pupil. There are 76 school houses. No. of children between 5 and 16, 4,801; No. on register 4,138. He complains of the serious evil of irregular attendance and says that of the 4,494 pupils who attended some school in North Hastings during 1874 *one*

in seven attended less than 20 days, one in four less than three months, one-fifth less than 100 days, one-tenth less than 150 days, and one in forty four more than 200 days—the year having had 219 teaching days.

There has been a good deal of difficulty in getting teachers, especially in the Northern townships, and frequent changes of teachers is one of the existing evils.

No better proof is needed of the wise liberality of the School Trustees of North Hastings, than the fact that since March, 1874, 49 schools have been supplied with a sufficient amount of maps, tablet reading lessons and apparatus.

Mr. Mackintosh succeeded in establishing a Teachers' Institute, eleven meetings of which were held, and which has been very beneficial.

The highest salary paid to any male teacher during the year was \$600; and the lowest \$180 (!) The average salary to male teachers was \$260.63; to female teachers, \$216.63.

The qualifications of the Teachers employed, were as follows:—Provincial First Class, 1; Provincial Second Class, 3; Third Class, 49; First Class, from old County Board, 4; Special Certificates, 36.

UNITED STATES.

—The Georgia Assembly has given an appropriation of fifteen thousand dollars to the State Agricultural College.

—The Board of Education of San Francisco has declared that the Lord's Prayer is sectarian and partisan, and has refused to allow it to be read in the schools.

—Dr. A. D. Lord, Superintendent of the New York State Institute for the Blind, at Batavia, died on the 7th of March, after a brief illness.

—Girls are not admitted to the public schools of New Mexico. This arises from a belief, generally prevailing there, that there should be separate schools for girls, and not from indisposition to provide for them.

—During the week ending January 29th, the evening schools of New York City were attended by 7,643 pupils, of whom 75 were colored. The schools were taught by 287

teachers. The session just closed has been attended with unusually good results.—The evening schools of Philadelphia have been attended by 1,300 pupils with 220 teachers.

—It is estimated from incomplete statistics that both sexes attend two-thirds of the academies and normal schools in the country, and about three-eighths of the colleges and so-called universities. The business colleges and the industrial schools are generally open to both sexes, and a few women are attending some of the medical and law schools. This may be accepted as a practical expression of the sentiment of the country on this subject.

—Mrs. Julia Tevis, principal of Science Hill Academy, Shelbyville, Ky., has lately celebrated the fiftieth anniversary of her connection with the institution by a re-union of all her old pupils. Mrs. Tevis opened her school on the 25th of March, 1825, with eighteen or twenty pupils and four boarders. Nearly two thousand five hundred have been graduated from her school. Mrs. Tevis is now seventy five years of age, and bids fair to live yet many years.

—It is said that of the 28,657 teachers employed by the state of New York during the past year at least 6,000 were entirely without experience in teaching. Of 7,880 teachers specially reported, 2,666 had received only a common-school education; 7,790 had been educated in a graded school, and had pursued studies above the rudimentary ones; 937 had received more or less instruction in normal schools; 2,622 had attended academies and seminaries; and 138 had graduated from colleges.

—The New York State Normal School at Buffalo, Henry B. Buckham, principal, now employs eleven regular teachers, besides those in the school of practice. A full year is given to the graduating course, which includes mental and moral philosophy, principles and methods of teaching, practice in school, etc. This year's work must be done in the school; all the other courses of study may be omitted by passing the required examination. This seems to us to be a sensible arrangement. The school of practice contains classes in each of the ten grades of the city schools.

CHOICE MISCELLANY.

The sure foundations of the State are laid in knowledge not in ignorance; and every sneer at education, at culture, at book learning, which is the recorded wisdom of the experience of mankind, is the demagogue's sneer at intelligent liberty, inviting national degeneracy and ruin.—*George William Curtis.*

HINTS FOR THE SCHOOL-ROOM.—1. Don't loosen the reins of government in order to obtain the good will of your pupils.

2. Be kind, and smile often. Don't govern by your sour looks.

3. Teach by example, rather than precept. Be a model yourself.

4. Give your pupils plenty to do. Be prompt. Be resolute. Be ambitious.

6. Don't threaten and fail to enforce. Have no communication. Move quietly.

6. Reprimand for the first offence. Don't wait till the second. L. L.

—In teaching children to read, the indefinite article had better be taught in connection with the noun to which it belongs, and not as a separate word. This will prevent its being mispronounced, and keep children out of the habit of dragging their words in reading. If a child is taught the word *a*, and then the word *book*, in combining them he will say "a book." As properly might he say *b book* or *c book*; for the word *a* is always in sound. But if taught the phrase, "a book," then made to put the same in a sentence, as "I see a book," he will drop the words trippingly from the tongue, and what is better, lay one stone in the foundation of an animated style of reading.—*Chicago Teacher.*

—The teacher's special virtues must be always a persistent will and a patient spirit. He has no right to expect ripe fruit as the immediate result of the seed of the truthfulness he plants in the little child. He may rejoice if the vital seed is lodged in the deep soil, like the grains of wheat in the Egyptian mummy case, waiting the light and warmth of future years. The last stroke shivers the toughest iron, and the last moment of an almost hopeless discipline sometimes breaks the false and stubborn will of a wicked child. Who does not recall, in

his own experience, the final effect of precept, example, and training which had seemed to die out, or never touch its subject?

* * * But you, who fix your eye on the highest mark, and with a victorious patience and a wisdom reinforced by prayer and consecration, preach and practice the truth in the schoolroom, are working in the line of Divine Providence, and will surely be felt in the final result.—*A. D. Mayo.*

ATTITUDE OF THE TEACHER.—The first has reference to the attitude of the teacher. Some writers insist that the teacher should always stand when conducting the recitation. Perhaps as a rule this is correct. Yet to stand all day is extremely wearisome, and besides there are certain recitations which can be as well conducted when sitting as when standing. But whether sitting or standing, the teacher should avoid a lounging, slouching posture. One may stand in a very ungraceful attitude. Only the other day I noticed a young lady in hearing a class recite, lean upon a desk during the entire recitation, in such a constrained and unnatural position, that I only wonder she did not dislocate her spine. And I have seen a teacher at recitation lean back in his chair very complacently, and put his feet upon the desk before him. And I have known of another who assumed a similar position, with the difference that he thrust his feet out of the open window, and so extremely comfortable did he find himself that he is said to have fallen asleep in that position, and did not awake until a late hour to dismiss his school. These are perhaps extreme cases; yet in many schools it is possible to find teachers posed in very ungraceful and unbecoming attitudes while conducting recitations.—*Penn. S. Journal.*

A STORY FOR TEACHERS.—A certain faithful teacher determined, in his school of twenty-six pupils, to stop whispering entirely. Having forbidden it, he made it his chief business one day to watch for violation of his rule. He observed one or two only. On the next day, there was scarcely an offense; and, on the third, he gave special attention, but perceived none at all. He determined to make thorough work;

he had devoted himself three days to the accomplishment of his purpose, and he flattered himself that he had succeeded. But, determined to leave no chance for doubt, at the close of school on the fourth day, he passed to each pupil a small slip of paper, and requested each one who had whispered that day to put a certain mark on this paper. The pupil's name was not to appear on this paper, the object being not to catch the offenders, but to furnish testimony to the success of the attempt. The teacher immediately collected the papers, but thought it prudent not to examine them until he was alone. When he reached his room and made the examination, he found that only twenty-five out of twenty-six, according to their testimony, had whispered that day! This story has a moral; in fact it has several, but we leave our readers to make their own reflections.

SELF-REPORTING.—One of the serious evils that has crept into our public schools, and keeps a foot-hold there, perhaps upon the principle that age demands either reverence or sufferance, is the self-reporting system, or the practice of requiring pupils daily to report their deportment. It is painful to witness the want of conscience children are tempted to show when called upon to cast up the per centage of errors or demerit they may unconsciously, or with malice prepense, have committed during the current session of school, and to what end? For what purpose is it? To the end that teachers without vigilance or adroitness may put on record the honesty of some pupils to their disadvantage, and the falsehood of others to their gain? The really conscientious pupil is apt to give a report that tells more than the truth, and the pupil with an elastic conscience—if conscience it can be called—puts on record far less than the truth, thus putting truth at a dishonor, and honoring deceit. But why ask for the record? Will any one pretend to say that the deportment of a school is at all improved thereby? On the contrary, does it not beget a disregard for the teacher who presents the temptation to falsify the record before them? Does it not beget a spirit of narrow and inexcusable espionage by the teacher, and a want of proper freedom, a lack of honorable bearing upon the part of the pupils? We have known teachers, and parents too, to press a manly boy who was

ashamed of a deed of thoughtlessness, with petty quizzing, until he was forced to deny it. What you can not see—and it is sometimes wiser not to see even—of questionable deportment in your pupils, do not ask for. If your own personal presence and teaching ability are not sufficient to make pupils, to all intents and purposes, what they ought to be in the school-room, consider that the per cent of discount is chargeable to yourself. In any event, do not ask the pupil to make good your own want of eternal vigilance.—*Chicago Teacher.*

—From the *Quarterly*, published by the Literary Society in connection with the Hamilton Collegiate Institute, we obtain some items of interest. Mr. Macallum, P. S. Inspector for Hamilton, contributes a brief history of the City Public Schools, the earliest official data going back to 1847. At that time the city was divided into six sections, in each of which there was a single school containing only one room, without proper furniture or playground, and in a very indifferent state of repair. In 1850 the central school system was introduced, with a staff of thirty teachers, including a principal, a classical master, a writing master, and a music teacher. Since that time the progress made has been commensurate with the liberal and enlightened policy always pursued by the City Board of Trustees. At the present time the Public Schools of Hamilton are, if not the most efficient in the Province, at least second to none. The Collegiate Institute also furnishes statistics showing gratifying progress. The building at present in use was opened in 1866, with an attendance of 76 pupils and 3 masters. During the first three months of this year the number of pupils on the roll was 418, and the average attendance 250. The Institute is thoroughly graded, there being in all nine forms or divisions. Six months is the time prescribed for going through the work of each form. At present there are 56 reading Latin, and 28 reading Greek. Over two-thirds of the pupils take either French or German, while English Literature is practically taught by the critical reading of authors; the books used for this purpose are Scott's "Lady of the Lake," Campbell's "Pleasures of Hope," Irving's "Sketch Book," Wordsworth's works, Cowper's "Task," Milton and Shakespeare. In Algebra there are 109 pupils at or beyond

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Quadratics, and 65 at or beyond the Fourth Book of Euclid: 53 are reading Hamblin Smith's Statics, and two are taking special mathematical courses.

THE HANDS.—People, with a few unfortunate exceptions, have each two hands. We should not mention this fact were it not that, in the education of the youth only one seems to be generally considered. Children are taught to hold their knives in their right hands when cutting their food, and when this necessary operation is completed, to lay them down and use their forks while eating, still employing the right hand. The only further instruction they receive in regard to the left hand is to keep it clean in common with the right hand, and not get in the habit of thrusting it into their pockets. They are taught that whenever only one hand is required the preference is to be given to the right. Thus the life hand is, with a large majority of people, a comparatively useless member, employed only to supplement the other in all manual operations. Without pausing to inquire into the origin of the senseless custom, it is sufficient for our purpose to say that it has no foundation in the anatomy of the hand, nor in any natural peculiarity of the human mind. As well might we teach the children to hop about on the right foot, to keep the left eye closed, and to stop the left ear with cotton, as to teach them to magnify the value of the right hand at the expense of the left. Nor in renouncing this absurdity would it be necessary to lay aside social conventionalities. The fork may be held in the right hand while eating, and the knife may take its place in cutting food. These are small matters, observed only for conventional reasons. What excuse can there be for neglecting the early and careful instruction of both hands? We are not speaking of an impracticable thing when we say it is possible to rear children so that whatever one hand can do the other may do equally well. We know this has been accomplished in many notable instances where the disability of the left hand has been rectified in spite of all obstacles arising from bad habits acquired in childhood. We have seen surgeons transfer an instrument from one hand to the other during an operation, whenever convenience required it, without the least awkwardness. We have seen draughtsmen using both

hands in coloring drawings, an immense advantage both in rapidity of work and evenness of shading. We have seen working men chop timber "right or left-handed," and one carpenter who used to hammer or saw with either hand, with equal facility. In all these cases the use of the left hand in common with the right gave very much greater efficiency.—*Scientific American.*

SYNONYMS.

TEACH the pupil to use the right word in the right place, the proper expression for the thought. Study the dictionary, and learn the meaning of the following and other incorrect synonyms:

- Only—No other of the kind.
- Alone—Unaccompanied.
- Enough—All that is wanted.
- Sufficient—All that is needed.
- Competent—having the power.
- Qualified—Having the training.
- Excuse—We excuse slight offenses.
- Pardon—We pardon manifest fault.
- Forgive—Sin is forgiven.
- Uninterested—Not interested.
- Disinterested—Impartial, unselfish.
- Entire—All its parts.
- Complete—All its appendages.
- Perfect—All essentials, without flaw.
- Fortitude—In bearing pain.
- Courage—In facing danger.
- Inquisitive—Given to research, to gain by inquiry.
- Curious—A habit, a feeling to learn something new.
- Prying—A desire to penetrate into the affairs of others.
- Avocation—Temporary employment.
- Auspicious—Having favorable appearances.
- Propitious—That which protects us in some undertaking, speeds our exertions, decides our success.
- Memory—A faculty of the mind which retains the knowledge of past events.
- Remembrance—Is that, when things occur spontaneously to our thoughts.
- Recollection—To collect again what has formerly been in the mind.
- Reminiscence—That which is remembered or called to mind.
- Splendid, Sweet, Lovely, Pretty, Beautiful, Handsome, Elegant, Superb, Sublime, Magnificent, Grand. (We omit definitions).
- The teacher can make pleasant, profit-

able and interesting exercises to his school, by explaining and illustrating such and other synonyms.

Have the pupils make sentences, using such words correctly.

We append a few incorrect terms. Do not allow your pupils to use,

Most for Almost.

Round for Around.

Tend for Attend.

Rouse for Arouse.

Rise for Arise.

Fix
Slick } for Arrange or put in order.

Guess for think.

Expect for suppose.

TEACHERS AND TEACHING.

Our school system is doubtless admirable and excellently arranged, yet many things are capable of improvement, both in Teachers and taught. As the profession is of the highest importance, it is certain that Teachers should be respectable and respected. This however cannot be the case so long as the idea prevails that such light work is worthy of a very light salary, and that any decent person of lazy disposition and passable acquirements is competent for the office. Social recognition is generally denied to teachers. Their salaries are insufficient for their proper requirements. Their prospects of advancement are small, and the consequence is that very few enter the profession as a life-work, but only adopt it as a temporary makeshift,—a stepping stone to something better. How than can we expect our teachers as a class to be persons of cultivation and refinement, or that dull routine should give place to enthusiastic devotion? We want better teachers who will take a real interest in their work; but in order to secure this consummation school-boards and trustees must view the subject in a different light, and offer salaries large enough to induce men and women of higher acquirements and aims to engage in teaching. The requirements also should be such as to exclude incapables. In the meantime many improvements might and should be carried out in our common schools. All school houses should be re-

gularly and frequently inspected, with regard to sanitary measures and unhealthy modes of study, and inspectors and teachers ought to be acquainted with Hygiene. The use of tobacco, or even of gum, its frequent precursor, should be rigidly excluded from the schools. Vulgarity in word and deed should be repressed. We need to consider the educating of the body as well as of the mind, and maintain a due balance. The school hours are quite long enough, and properly employed should be sufficient. In many cases, and too often when they ought to be asleep, are children compelled to study their lessons at home, so that the parents in reality are the school teachers, and the teacher, so called, only *hears* the lessons. It is wrong that the bright and the dull should be treated alike and the real education of both neglected. The naturally quick is unduly stimulated, often made a brag and a show of, and the mind spurred ahead at the expense of the body. On the other hand the dull and stupid is left to plod on without assistance and either to make his way by slow degrees, or not to make it at all. The proper method with such would be to draw out his faculties and teach him how to use them. A frequent error consists in making the pupils commit to memory pieces of poetry or long strings of words, definitions, or dates; and this task is always performed at home—thus serving two purposes, saving time and trouble to the teacher, and gaining him honor and credit which he does not deserve. Such exercises neither increase nor cultivate the thinking powers. A common mistake is for the teacher to be always explaining difficulties and helping his pupils over them, because it takes less time than to teach them to help themselves. Another is to put the children into higher books than they are capable of studying with advantage and so laying a foundation of sand. The last error we shall mention is that of giving rewards to the cleverest pupils, instead of those who have really made the most progress. This mistake, however, is generally rectified in after life, for success is most often achieved by the dull and slow scholars, if they are steady and persevering.—*Orillia Packet*.

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TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Contributors to the 'Desk' will oblige by observing the following rules :

1. To send questions for insertion on separate sheets from those containing answers to questions already proposed.
2. To write on one side of the paper.
3. To write their names on every sheet.

CORRECT ANSWERS RECEIVED.

HENRY GRAY, Sombra, 88, 89, 90.
 C. T. HAWSON, Garnet, 95, 96.
 R. M. WHITE, Northport, 95, 96.
 ALEX'R MCINTOSH, Pinkerton, 95, 96.
 M. FERGUSON, Florence, 93, 95, 96, (98).
 H. A. JAMESON, Glenmorris, 93, 94, 95, 96, (98).

ANSWERS TO CORRESPONDENTS.

ALEX'R MCINTOSH, Pinkerton. 1° An active, transitive verb takes a direct object, and may have one or more 'indirect objects' with their connecting prepositions omitted. When the verb is made passive, the object of the predication should be made the subject of the passive verb ; the name of the agent if expressed being governed by a preposition (*by* in modern English,) and all other nouns retaining the cases they had in the active construction. The English and some other languages allow a deviation from this strict rule. The indirect object if in the active construction, it can come between the verb and the direct object, may be made the subject of the passive verb, *the direct object retaining its case.*

2° We believe the other rule is also correct. We cannot remember an example to the contrary.

3° The sentence is an example of preposition omitted, not of relative omitted. It should have been given under the first part of the rule.

ANSWERS.

(89). We purposed to preface Mr. Palmer's solution with a few remarks on the use of algebraic formulae, but illness during the time set apart for the 'Desk' has compelled us to postpone this as well as several solutions.

"The above is similar to 9th problem of the first-class paper in Arithmetic at the July examination for 1874.

A solution was given by Mr. Carson, Teacher of Strathroy, which was deduced from first-principles in Todhunter's Advanced Algebra. This solution not being satisfactory to my mind from the

fact that Algebra was directly resorted to in order to solve a problem which seemed to partake altogether of the nature of Arithmetic, I have given the problem considerable thought. The solution which I give is entirely original, and if it has no other merit than that of originality I think I can justly claim for it your best consideration.

Solution.—The difference in the payments in such questions arises from the difference in the Interest. It is necessary then as the Interest is greater on the first payments to reserve a corresponding amount of principal for the last payments. It will readily be seen that the Interest payable at the second payment will be less than the first by the Interest on the first payment ; hence the Interest on the first payment must be added to the first payment to make the second payment. The Interest on the second payment must be added to the second payment to make the third payment, and in the same way get the fourth payment.

Then according to the conditions of the question for every \$1 of first payment, we will have \$1.10 for second payment, \$1.20 for third payment and \$1.33 for fourth or last payment. Dividing \$4,000 according to this proportion we get first payment \$861.8832+, \$948.0715+, \$1042.8786+, \$1147.1665+

LEVI PALMER, Bothwell."

(90.) Let positive x = the height $\therefore x+4$ is the base

$$\therefore (x-6)(x+10) = \frac{7}{8}x(x+4)$$

$$x^2 + 4x + 4 = 484$$

$$x = 20.$$

(98). The Algebraic solution of No. 90 depends on a quadratic equation with unequal roots. Consequently this equation represents *two* problems, one the given problem, the other a problem with quantities equal to those in the former, *but differently related to each other.* This problem is,—The depth (!) of a certain triangle is 4 inches greater than the base ; if the base be decreased 6 inches and the depth increased as much, the area is diminished by one-eighth. (Draw the triangle with vertex turned downwards.) Let $-x$ (read negative or downwards x , not minus x which refers to subtraction) represent the depth. Positive will be upwards.

$$\therefore (-x+6)(-x-10) = \frac{7}{8}(-x)(-x-4)$$

$$x^2 + 4x + 4 = 484$$

$$-x = 24 \text{ or } 24 \text{ downwards.}$$

It will be noticed that the triangles are the same in form, but different in position.

PROBLEMS.

(97 Note.) None of our correspondents have noticed the intention of this problem. It is required to classify alumina *according to the definition* proposed, and the difficulty to be met is that towards a strong acid alumina acts as a base, while towards a strong base it acts as an acid.

(96 Note.) To be solved by Arithmetic. (Alligation).

99. "The flocks of birds increased, and were composed not only of sea-fowl, but of such land birds as could not be supposed to fly far from the shore."—4th Reader, page 47.

"The hopes of his companions subsided faster than they had risen."—4th Reader, page 46.

Parse the words *as*, and *than* in the foregoing sentences.

ALEX'R MCINTOSH, Pinkerton.

100. Analyze, and parse underlined words,

"She became at length so embarrassed with hostilities at home, *as to be oblivious* of her more remote subjects."—Fourth Reader, page 2, line 11 from the bottom."

T. J. GODFREY, Seaforth.

101. A uniformly flat triangular stone whose sides are 25 inches, 30 inches, and 40 inches, is carried by three men, each supporting a corner. Compare the weights supported by the men.

II. A. JAMESON, Glenmorris.

102. The slant side of a roof is 18ft. and its edge is 37ft. from the ground. A boy starts his ball down the roof with a velocity which would just carry it from the side to the edge in one second of time. The ball is caught by a second boy whose hand is 3ft. from the ground. How far is the second boy from the side of the house, the roof making an angle of 30° with a horizontal line. (Answer must not contain surds.)

DITTO.

103. A drover paid the sum of £100 for 100 head, consisting of oxen, pigs and geese, he was to pay for each ox £4, for each sheep £1, each goose 1s, how many of each did he buy?

R. M. WHITE, Northport.

104. The hour, minute, and second-hands of a watch revolve uniformly on concentric axes, they are together at noon, how soon will the second hand be midway between the other two? When will the second bisection occur?

SELECTED.

EDITOR'S DRAWER.

—We always re-mail copies of the TEACHER which have gone astray when notified promptly, but can not promise to do so after the lapse of several months.

—It is again mooted that Dr. Ryerson is about to retire from the position of Chief Superintendent of Education. The venerable Chief is certainly well entitled to repose after his long service of thirty years.

—We wish it to be distinctly understood that while allowing a fair latitude for the discussion of educational questions, we do not hold ourselves responsible for the opinions of our contributors or correspondents.

—We would be greatly obliged to postmasters, or others, for as many copies of the "Teacher" for February 1875, as they can send us. We have been quite unable to supply the demand for the No.