

COMPANION AND TEACHER

We Study to Instruct; We Endeavor to Amuse.

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Editorial.

Third-Class Certificates and Examinations.

The School Law of Ontario, adopted in 1871, inaugurated an era of improvement in our public system of elementary and secondary education. "By this Act, all the Public Schools were made free; trustees were compelled to provide adequate school accommodation; the principle of compulsory education was introduced; well qualified County Inspectors were substituted for township superintendents, and their remuneration provided for; new County Boards of Examiners were constituted; first and second-class certificates thereafter granted were made valid during good behavior," and many other minor improvements were effected. Many wise and necessary regulations were made by the Council of Public Instruction as required to accord with the measures of the new law, but the part of the Regulations relating to third-class certificates has proved a failure.

It was the fond hope of Dr. Ryerson, the late Chief Superintendent, and his colleagues in the Council, that the present system of standards, grading, time and territory limitations of certificates would, in a large measure, raise the standing and increase the efficiency of the teaching profession. The operation of the law of 1871 has been productive of these results, but it has been in spite of third-class certificate regulations. Instead of keeping teachers in the work, encouraging them to persevere in self-improvement, and leading them to aspire to higher grades of certificates, the proofs of greater worth and efficiency, these easily obtained third-class certificates seem to bewitch many of their holders with a sort of self satisfaction. For three years they move along a slightly declined plane, until they are ruthlessly bumped up against the, to them, expansive stone wall of a second-class certificate, or, perhaps, warned by the discomfiture of compeers, switch off just in time to save a defeat, for an avocation unbarred by certificates,—and thus their time has been in large part lost to themselves, and their experience to the profession.

The regulations referred to were adopted in 1871. Since that time, under them, there have been granted in Ontario, 9,267 third-class certificates. Now there are 5,229 unexpired third-class certificates, which, with the number of County Board and

interim certificates engaged at the time of the last official report, would make 263 more than the entire number of Public School teachers engaged in the Province. The year that the School Law of 1871 was passed, 16 per cent. of the teachers engaged were Provincial certificate holders, although there had been only one institution, the Toronto Normal School, where such certificates could be obtained. According to the last official report, 22 per cent of the teachers engaged are of the first and second-class, notwithstanding that the Normal School has been turning out the usual number, and that Boards in every County have been adding their annual quota of such teachers. There were 182 more Provincial certificates at the beginning of 1874 than at the same time of 1873, yet there was a decrease of 12 teachers in actual service holding Provincial certificates, while there was an increase of 298 engaged third-class teachers. Hence it is seen that not only a large number of our teachers attain no higher than a third-class position, but also that a large proportion of the experienced and educated teachers annually forsake their profession. The cause is not far to seek. We have shown that there are enough valid third-class certificates to enable their possessors to fill nearly all our schools, perhaps including 'permits' and renewed 'thirds' more than enough. In the competition for situations, the difference in salary often decides in favor of the youthful and inexperienced third-class teacher. We know of a case where a seventeen-year old pupil and her teacher, a married man, trained at the Normal School, were applicants for a certain school,—difference in salary, \$150; the trustees said, "There won't be any big ones coming now, she is good enough scholar to teach any of the rest." The sequel is unnecessary.

There is too great a difference between second and third-class requirements. The third-class standard is too low, or the second too high, or both. We are strongly of opinion that it is possible to obtain a third-class certificate with a very small amount of "stock-in-trade", and a deceptively large opinion of it. An excellent teacher who had commenced studying for a first-class certificate after having obtained a good second A, remarked in all earnestness,— "When I obtained my third-class certificate I thought it would be a small book would hold all I didn't know; now I am commencing to find out

that a very small book would hold all I do know." A pupil well grounded and proficient in all embraced in the fourth form public school work, is better educated than one-third of those who obtain third-class certificates. Then, with regard to the second-class standard, besides being averse to retrogression, we have not yet found any second-class teachers too erudite for ordinary public school work; in fact, we know of cases where a little more erudition would not have come amiss to some of the second: when illustrating the principles of a problem, or construing an idiomatic English sentence. To lower the second-class standard, then, would not be a sound remedy, although the present criterion of exacting 50 per cent. tests in two subjects is of questionable advisability. There are several reasons for raising the third-class standard. Persons holding these certificates teach in the same grade of schools as second-class teachers. Certainly the less experience a teacher has the more he needs breadth of intellect, store of knowledge, and soundness of judgment; therefore he should get his "schooling" before he commences to impart knowledge rather than after he teaches three years. The second-class certificate ought to be the criterion of efficiency rather than of attainments. Therefore it is reasonable, and advantageous to the interests of public education, to raise the third-class standard. But the Council of Public Instruction adopted two grades of standard for certificates—monitors', and assistants'—below the third-class medium. If there was necessity for this step, and we believe there was good reason, then we are not yet fully prepared to raise the third-class standard very much. The next best plan is to establish an intermediate grade between the second and third, and as rapidly as possible circumscribe the present third, requiring as an essential in all cases some test of professional ability.

The difficulties in connection with this question have engaged much attention during the past two years. We give the opinions that have found favor at the different teachers' associations whose proceedings have come under our notice.

Elora Convention, March, 1876, favored adding book-keeping and human physiology to the requirements for thirds, and that they be not renewable.

Huron Teachers' Association, June, 1876:—
"That an elementary knowledge of book-keeping, human physiology, natural philosophy, algebra and geometry be required in future for third-class certificates."

East Middlesex Teachers' Association, June, 1876:—

"There should be two grades of third-class certificates, to be known as grades A and B.

"That to the subjects at present required for

third-class certificates there be added algebra to the end of simple equations, elementary mensuration, Euclid—book I., and book-keeping.

"That Grade B be given on 50 per cent. of the subjects at present required, Grade A on 50 per cent. of the total, with 50 per cent. on each test subject.

"That Grade A qualify for the position of master, Grade B for assistant.

"That the present system of granting monitors' and assistants' certificates be abolished, their place being taken by Grade B of the third.

"That candidates for Grade B be admitted at sixteen years of age, for Grade A at nineteen, persons of the latter age being quite young enough to take sole charge of a school, except such as have had normal training, with model school practice.

"That Grade B be given for one year, and renewable from year to year on the recommendation of the Inspector.

"That Grade A be given for five years, with permission to write for a second at the end of three years, giving the candidate option to write the whole examination at once, or proceed to his certificate by two examinations, taking a fixed part of the subjects one year, the remaining the year following.

"That a third A be renewable from year to year on the recommendation of the Inspector and trustees and that all renewals be made by the Board of Examiners after examination, those for third A on second-class papers.

"That no permits be granted except to persons coming from abroad, and that, after a reported examination."

Elgin Teachers' Association—"Regards the low standard of qualification for third-class certificates as very injurious in its effects on the teaching profession."

Hastings Association—"There should be two grades of third class certificates: Grade A, tenable for five years, Grade B for three years.

"That the first book of Euclid, exclusive of all deducibles; algebra to simple equations; mensuration of plane surfaces, and elementary book-keeping be added to the subjects for third-class certificates."

Dundas Association, Sept., 1876—"There should be two grades of third-class certificates, A and B; Grade B to remain equal to the present third, and for Grade A the same subjects as recommended by the East Middlesex Teachers' Association, and that each grade be granted for two years."

Halton Association, Oct., 1876:—

"Recommend the formation of another grade of certificates midway between the present third and second, to continue in force six years and to be renewable.

"Candidates should be permitted to take a portion of the subjects at one examination, thus dividing the work into at least two sections."

Plympton Association:—

"Subjects for first and second-class candidates be divided, so as to extend over three examinations."

Waterloo Convention, Jan., 1877:—

"That an intermediate grade between third and second should be established."

Two points seem to meet general favor, that there be an intermediate grade between second and

third established, and that candidates be allowed to divide the work over more than one examination. If the present third assumed the place of monitors' and assistants' certificates, then with the third A we would have seven grades of certificates instead of eight, as at present. A correspondent in this number condemns grading, arguing that distinction is essential. There is ample room to distinguish the grades proposed between the present third and a first-class A.

By making the third A the standard of eligibility for a mastership, and requiring therefor the introduction to the higher mathematics, a foundation would be laid upon which the third-class teacher could prepare for the second-class examination.

With regard to the division of the work over more than one examination, we see no reason why the subjects prescribed for first and second class examinations might not be grouped like the High School subjects, and candidates allowed to take one or more of these groups at an examination. At the end of three years the man who had carefully studied one-third of the subjects each year would be much better educated, in the true sense of the word, than the one who crammed himself on the whole course, obtained his certificate and relapsed into mental stagnation.

It would not encourage systematic study to allow a candidate to write all the subjects, and at each examination thereafter write such as he had failed in the previous year.

School Discipline and the Civil Magistrate.

Verily, the Public School teacher may be said to stand between two fires. He hears reiterated again and again, for his personal benefit, by trustees, inspector, and ratepayers, such wise and pointed remarks as "order is heaven's first law"; "implicit, unquestioning obedience must be secured, if possible by fair means, but in some manner"; "discipline is an important part of education". He cannot fail to be convinced of the propriety and wisdom of the statute—"It shall be the duty of every teacher to maintain proper order and discipline in his school," and of the regulations laid down for his guidance,— "He is a public officer, and as such shall have authority, and it shall be his duty . . . to practise such discipline in his school, class, or department, as would be exercised by a kind, firm, and judicious parent in his family." Nor can he fail to have brought before his notice the direction of a wise father, even King Solomon himself, suitable advice for the right disciplining of youth (some would add of his day); besides he is in possession of the authoritative definition of proper modes of enforcing his rules,—by moral

suasion, kind, but firm reproof, or such severe punishment as the case really warrants, properly administered. There is yet a good sprinkling of the "Hossier Schoolmaster's" "Pete Jones" class, whose motto is "Lickin' an' larnin', lickin' an' larnin', you know. That's the good ole way."

An inexperienced would naturally suppose that the teacher's chief danger would arise from laxity, from neglect to exercise proper discipline and control in his school. Strange to say, the reverse is the case. Laxity in many cases is security.

On what theory can such a state of affairs be accounted for? Can children of the present age be constituted like those of Solomon's time? Even those of a later day were enjoined to "obey their parents"; in this latter half of the nineteenth century the practice is that parents obey their children. We see numerous cases of youthful perfection, judging from statements made by parents (and who should know better?) our public schools affording the opportunity of illustrating this youthful rectitude. When an undiscerning teacher inflicts punishment on one of these young infallibles, or doubts his statements, then he learns to his astonishment that this pupil is ever guided by a well regulated conscience, and "would never do" such and such things, or that he is concentrated veracity itself: in comparison, George Washington with his cherry-tree sinks into insignificance. A teacher who punishes one of these, should expect nothing but magisterial visitation.

But the interposition of the peace officer may surprise the teacher when he finds the suit initiated by a regular "Pete Jones." A misunderstanding sometimes arises between parent and teacher of what constitutes *deserts*. For example, a man declared "I believe in whipping a boy when he deserves it, but not for telling the truth." The boy had only replied "You're a liar!" when the teacher had mistakenly imputed to him the commission of an offence. Or there may be disagreement as to the amount or mode of punishment. We know of a woman who sent a message to her son's teacher to whip him. In the meantime the master had taken the boy in hand, and had resolved on the same prescription. When the mother was asked at the trial, "Did you not send word to the teacher to whip the boy?" replied "Why yis, I thought shure it was the noice tinder young lady was going to trash him, and not the odther murdering vilyen."

For the teacher who brutally or wrongfully punishes in anger we have no sympathy, and not only would we resign him to the tender mercies of the Justice of the Peace, but also raise a hand to vote for his removal from a position in which he may do irreparable harm. But where the teacher performs the duties of his office with moderation and

discretion, and for cause, chastises without abusing, we regret that the magistrate, in order to soothe the wounded feelings of indulgent parents, feels bound to construe the laying on of hands or administering of correction, as common assault. The teacher stands in *locus parentis*, and should not be amenable to the law where a parent would not be. Although the number of teachers who resort to severe modes of punishment is rapidly growing less, and the number of those who govern by the reason and affections rather than by harshness and severity, as rapidly increasing, yet it is a fact that the interference of the magistrate with the discipline of our public schools is becoming more and more frequent; nearly every weekly newspaper tells of the usual fine and costs to be paid by some school teacher, and he might as well be fined as mulcted in costs. No matter how unjustly the teacher feels he has been treated, he seldom can afford the means to appeal to a higher tribunal.

A memorandum of the Minister of Education, bearing on this subject, is significant.

It was made on the appeal to him by a teacher against the decision of the magistrate on a case, in which the plaintiff showed that the teacher had laid hold of her daughter and pushed her out. It does not appear clear from what is before us whether the teacher simply walked her out, or sent her forward with a push from the door. The memorandum is as follows —

"It happened that the complainant was guilty of insubordination of a premeditated kind, and which quite justified the action of the teacher in taking her, as she did, by the shoulders, and pushing her through the hall to the door, and out of it, but no physical injury therefrom was alleged. This is no case of undue severity on the part of the teacher in maintaining her unquestionable authority. I must express my regret that any magistrate should have thought fit to have interfered in a matter of this nature, and which had been previously investigated by the Board of Trustees who were quite competent to deal with it.

"The interference of any magistrate in matters pertaining merely to the discipline of our Public School is to be deprecated, and it is only in a case where undue severity has been exercised by the teacher that any magistrate should consider it a case to be dealt with by law. The teacher's task is quite onerous enough without unnecessary and injudicious interference on the part of parents, who, under fancied grievance, complain to a magistrate. Unless the children receive some substantial injury his duty should be to refuse to interfere, and to leave the question to be dealt with by those best conversant with it, namely, the trustees of the school themselves. In this case the teacher deserved support and not censure from the magistrate."

In a further memorandum on this same case, the Minister of Education makes the following remark of general purport:—

"I think I am bound to declare, as explicitly as possible, in the interest of education, that the discipline in the school, which the teacher can alone exercise beneficially, should not be impaired by the interference of School Trustees or Justices of the Peace, except in a grave case of undue severity or cruelty."

We hope for the sake of the rising generation of this Province, that Magistrates will be led by these decided expressions of the Minister of Education, to consider gravely whether the ends of peace and justice are best attained by an easy concilience with the views and wishes of insubordinate, self-willed school children and indulgent parents.

Association Meetings.

Will Inspectors or Secretaries of Associations please inform us in good time of the date of the next meeting of their respective associations, so that we may give the same a notice under this head.

| NAME. | PLACE. | DATE. |
|--------------------|------------------|--------------|
| West Middlesex | Strathroy, Ont. | May 11 & 12. |
| East Kent | Ridgetown, Ont. | May 11 & 12. |
| South Ontario | Whitby, Ont. | May 25 & 26. |
| Perth | Stratford, Ont. | May 25 & 26. |
| East Bruce | Paisley, Ont. | May 26. |
| South Essex | Leamington, Ont. | May |
| Durham | Lowmanville | June 1 & 2. |
| East Middlesex | London, Ont. | June 5 & 9. |
| Lennox & Addington | Napanee, Ont. | June 16. |
| Brant | Brantford, Ont. | June |
| Eastern | Brockville, Ont. | Aug. 5. |
| Provincial | Toronto, Ont. | Aug. 14. |
| National | Louisville, Ky. | Aug. 14. |
| Quebec | Sherbrooke, Que. | October |

Contributed.

Early Education and Health of Children.

BY JAS. SMILLIE, JR., BAYFIELD.

Though of the highest order, man is probably the most helpless, in infancy, of all animals, utterly incapable of helping himself, and ill fitted to counteract the difficulties by which he is surrounded. He is a compound being, composed of body and mind, which are, in a peculiar manner, related to and dependent on each other. He is capable of improvement, has a mission to fulfil and a work to do. But like blocks of marble untouched by the chisel of the sculptor, he must be taken from the rude quarry of nature—undergo a process of training, and, in short, be hewn out for the place he is to occupy in the great wall of human existence. Knowledge is the lamp that guides his footsteps, and education fits him both mentally and physically to discharge the duties of after life.

But what is life? In what does it consist? In its vast variety of functions, so embodied as to act in harmony, its end alone can expound its entity. That end is happiness. This is the ultimate of life in the aggregate, and of each of its individual functions. Hence the most life gives the most happiness, and *vice versa*. Then to promote or impair either, thereby promotes or impairs the other. It is not my intention, under the present circumstances, to enter into or dwell upon the minutiae of life. But we all know from experience that when we have the best health we also enjoy the most happiness. Then who would not be happy? All, if we could, is doubtless the unanimous feeling. My reply is—we all may if we would, hereditary evils excepted. Health is the natural state of the animal, as well as of the other sublimely grand and variegated divisions of nature. Like all else, it has its laws, which, if obeyed, will render it perfect from the cradle to the grave; these laws even require to be frequently violated, seriously to impair it. Bird and beast are seldom delicate or sickly, except when rendered so by man. And has our generous Creator granted His best blessings to the lower animals, but withheld them from us? Such an idea is far from being consistent, and only merits momentary consideration. Then it is foolish to become sickly; for it deprives us of pleasure and allures every ill. It is the penalty we are compelled to pay for violating and neglecting the laws of our being, and all violation of law is sin.

Then, seeing that a good physical constitution is indispensable to success, and the basis of individual greatness, the first years of our life should be directed to laying the foundation of health, which is the foundation of happiness. It is a mistaken idea, yet entertained by many, that education, in order to be thorough, should begin early. I speak popularly, not technically, for I admit education does begin with the first impressions a child receives from observation.

And its first attempts to maintain its equilibrium on the floor, or articulate the fond name of its mother, are but efforts to put into practice some of its elementary learning. But nature plainly declares that this is not the proper time for devoting the mind to the incessant labor of a scholastic education; that the faculties of the child must be permeated gradually to increase in strength by means of the exercise which the varied aspects of nature and the companionship of its equals afford. Let parents who desire their children to excel in intellectual attainments, and therefore urge on their feeble powers to master tasks to which they are anything but equal, be aware how vainly they strive. Such cannot be directed by proper motives, and suppose their object is gained, it may be dearly bought. Those who run fastest at first not infrequently lose the race, and the stone that is hardest to polish often shines the brightest.

Of what avail are the most splendid acquisitions, if they are made at the sacrifice of health; without which they cannot be turned to good account, either for their own benefit or for that of others. No matter how high the polish, or graceful the accomplishment, if the physical man is made their slave. As we look around us, o'er the vast expanse of nature we cannot fail to observe that order and regularity pervade the whole. Everything has its proper time of appearing. Even the tiniest flower that grows on the sunny slope of some verdant hill has this lesson stereotyped on its petals:—This is the time for me. Then there

is a time for study. A time to begin, and a proper method to pursue. But when that time is, and what that method is, are problems, yet very imperfectly understood by many. The time principally is the subject of our attention at present. We all value acquired ability highly; no doubt on account of what it cost to obtain it. Still we can only assign it a secondary position; and, in the language of Scotland's bard, exclaim:—

“Give me one spark of nature's fire
That's all the learning I desire!”

We generally value things in proportion to what they cost us. So health, being one of nature's gifts, costs us nothing, is little valued, and even less thought of, till we lose it; then what would we not give for its recovery? But many will be ready to ask how we are to observe the laws by which we are governed, seeing we know nothing of them? Collier says, “Carelessness can never be considered a palliation of the crimes that too often spring from it.” Neither, we say, can ignorance, especially when the means of acquiring knowledge are within our reach. Some may say, we cannot learn everything, and that is true; but many of us might learn a great deal more than we do, both with profit and credit to ourselves.

“Man, know thyself,” is one of the precepts of the “Book of Books.” And my opinion is, if we can learn anything at all, we should first divert our attention to ourselves, and then to the things by which we are surrounded. True, we are not all gifted alike, and it is no mark of inability to see a child dull and styled a dunce; for many of the most distinguished men in every department of literature and science have been remarkable in their childhood for their dullness and incapacity to learn. To illustrate this, we may mention Sir Isaac Newton, who says that, “he was inattentive to study, and ranked very low in school until the age of twelve.” Napoleon is described by those who knew him well in his childhood as “having good health, but in other respects like other boys.” Alfred the Great is no exception to this rule. And, not to multiply examples, Adam Clarke, whose talent, when at school, appeared to be confined to the rolling of large stones, was in other respects a grievous dunce. We might also refer to the boyhood of some of the leading men of our own day, but it is not necessary. We admit it is possible to develop the powers of a child so as to make him out-strip—for a time—all his juvenile companions in his acquisition of knowledge, yet, ultimately, the actual amount of knowledge possessed, and the incapacity of enlarging it, will be smaller than if the dictates of nature were obeyed; for the powers of the mind are thus worn out long before the period at which, in other circumstances, they would arrive at maturity: they become incapable of further exertion when they should be in their highest vigour. Such might be said to live in advance of his years, and at an age when his more judicious companions are in their prime, his silvery locks and careworn appearance foretell his fast approaching fate.

No child ought ever, if possible, even see a letter till he is at least seven years old. But when this septennial period has expired, then it will be time enough to begin to teach him the alphabet. He will now be able to understand what he is doing, and have a curiosity for learning which would otherwise, through familiarity, never have been. This was the method of the mother of the

Wosloys; this was the time she chose for commencing the literary part of their education. Her sentiments on this subject were precisely those of the celebrated tutor of Alexander the Great. Aristotle forbade attention to letters till after the first seven years, considering that those years were best employed in the establishment of perfect health and strength of body and mind, and a knowledge of the objects of the senses. Then, if these sentiments be correct, and we have little hesitation in saying they are, may we not be justified in emulating such models, and at a proper time begin to point out to our children the first steps in their literary career. Let our constant aim be to make the inexhaustible treasures of literature as interesting as possible, read out their minds and excite their curiosity, but never try to force anything! We should inculcate religious and moral principles more by example than precept, for children are ever ready to imitate, and what they see never fails to leave a more lasting impression on their minds than what they hear. But while we attend to these things, we should not overlook physical exercise; for to it, rightly directed, is due the education of the body, and to a great extent the tenacity and structure of the same. There is a possibility of the mind becoming too strong for the body and *vice versa*; then the weaker should receive the most exercise; but if both be healthy and evenly balanced, exercise both alike to keep them so. To all parents in fitting their children for the great battle of life, our common schools and other higher institutions of learning have been established; and our system of education is now so complete that those who fail in this all-important duty are without excuse and must be held responsible for the neglect of the same.

If many of those who murmur at our programme find fault with our teachers, hurl anathemas at our law-givers, and fortify themselves in their own compound ignorance, would only send their children more regularly to school and attend to them at home, their prejudice, so injurious to themselves and posterity, would glide into oblivion, like darkness before the penetrating rays of the sun. I ask all to give this subject careful consideration, and be content that other children, at the age of three, are able to go over the A B C's in rhyme without understanding them. Do not be moved from your rule by the popularity of some little prodigy who can recite and tell you the names of all the kings of England. All this is like the forced fruits of the hot-house—prematurely ripe, and valued only for its rarity. Be you content to wait for the slow growth of real excellence; for it is to self-education, rather than that which is forced upon children or communicated at school, that excellence in the intellectual world is chiefly ascribed. The unhappy children to whom I allude are peculiarly liable to early death, or ill health all their lives. Not unfrequently do they turn out incurably stupid; the undiscerning lament over them, and make the sagacious observation that this one or that one was too clever to live in this world, or wisely moralize on the transitory nature of earthly things. But to these results the parents themselves have unconsciously conduced.

Moral habits, health and amusements connected with them, are the only appropriate objects of attention during the first seven years of a child's life. No doubt the faculties of some are more

quickly developed than of others, and some may be better fitted for their work at five years of age than others at ten; still these are exceptions to the general rule, and it is not my intention, at present, to speak of such, further than there is a reason for them, and they are the result of some cause.

In conclusion, I repeat that the health and education of the rising generation is a subject worthy of attention. And such a course as I have prescribed, if rightly pursued, I am convinced, will ultimately produce wiser and more useful men and women than those who are crammed from their infancy upward. Many of the dark clouds that now cluster around the meridian of life would only be known as things of the past, and those verse I in *without sorrow* would find less scope for the practise of their profession; life would regain its wonted sweetness, happiness become more universal, and fewer guests be found amid the haunted chambers of sorrow.

Intermediate Grades.

BY JOHN IRELAND, READING.

A certificate shows what a man once knew; if this knowledge is scarce and useful, it will be desirable by others, and remunerative and honorary to its owner. But scarcity depends on abstruseness; and, consequently, both emolument and honor, the two great incentives to action, depend on the same thing. When, therefore, we ask an easier programme, we virtually ask consequences as certain as undesirable. Distinction is an important quality; and the more confused the distinction becomes, by too many grades, the less conspicuous will classes become. There should be no intermediate grades between classes, nor grades in the same class. First, second and third are just right. Suppose the Government would fix a permanent standard for all time to come (and it could do so, for the docility of children of a given age is very nearly uniform), what would become of the remunerations and the honor, if nearly all candidates would pass test? The truth is, distinction is essential. Turn the case as we like, there must be excellence in every avocation. But to attain excellence, and therefore profit and fame, we must do something desirable by many but obtainable by few. There is some error in assuming that high classes show high intellect, or that low classes show low faculty; very much of this distinction must be attributed to the different ultimate aims of men; those who have no intention of making teaching a permanent business are content to remain where they are, rather than shorten their days by excessive labor to fit themselves for an avocation precarious, unhealthy and comparatively unremunerative.

Biographical Sketches.

BY C. H. ASHDOWN, SANDWICH, ONT.

An outline of the life and writings of those Authors from whose works are taken the selections of the Third, Fourth, and Fifth Readers of our Public Schools.

[The matter for this department not having reached us up to the hour of closing our forms for the press, we are reluctantly compelled to lay it over until next month. Our readers may expect a more than usually liberal share of sketches in next number, the copy being now in hand.]

Medieval History.

QUESTIONS AND ANSWERS, BY W. R. BIGG, ESQ.

(Q.) 31. When did Portugal become independent of Spain?

(A.) When it was resigned by Alphonso VI., in 1095, to his son-in-law, Henry of Beaumont, whose son Alphonso was saluted King on the field of battle, after his glorious victory over the Moors at Ourique, 1139. It had previously been governed by Castilian lieutenants.

(Q.) 32. Name the most celebrated of the Ancient British Historians, with the date.

(A.) The "Venerable Bede" 673-735.

(Q.) 33. When and in whose reign was Ireland annexed to the English Crown, and in whose reign was the conquest completed? Sketch the particulars.

(A.) The annexation of Ireland to England occurred in the reign of Henry II., 1172, who obtained from Adrian IV., the only Englishman that ever filled St. Peter's Chair, a bull authorizing him "to enter into that land of Ireland, in order to reduce the people to obedience to the laws, extirpate the seeds of vice, and extend the borders of the Church." Ireland was at this time divided into five kingdoms:—Leinster, South Munster, North Munster, Connaught and Ulster. Dermot, King of Leinster, having been expelled from his territories, in order to gain a powerful protector, did homage for his possessions to Henry II., and having obtained from him permission to raise troops in England, Richard de Clare, surnamed Strongbow, Earl of Pembroke, agreed to espouse his cause. With a force of only two thousand men, Wexford, Waterford and Dublin were successively taken, and Strongbow was appointed Seneschal by Henry, who subsequently visited Ireland in person, the southern part of the country recognizing the English King, but the North, from the months of the Shannon and the Boyne, preserved its independence till the reign of Elizabeth, when Mountjoy completed the conquest, 1603.

(Q.) 34.

"The ground is wet—not with rain,
We have been in war array,
And the noblest blood of Christian Spain
Hath bathed her soil to-day.
I have seen the strong man die,
And the stripling meet his fate,
Where the mountain wind go sounding by,
In the Roncevalles' Strait."

What reference is here made?

(A.) Charlemagne, while engaged in the Saxon war, led an army into Spain, and crossing the Pyrenees, destroyed Pampluna, and received the submission of Biscay and Navarre. Returning into Gaul, a confederate army of Basques, Saracens, and Asturians attacked him in the Valley of Roncevalles, when his rearguard was cut in pieces to a man, 778. On that fatal day, the hero lost his most illustrious companions—Egghard, his seneschal; Anselm, Warden of the Palace; and the famous Roland, Warden of Bretagne, whom the ties of glory, even more than those of blood, attached to the person of the monarch.

(Q.) 35. State the chief provisions in Magna Charta, and the causes which compelled John to grant it.

(A.) The King was bound to abstain from harassing the barons by feudal exactions, and the barons were prohibited from being extortionate towards their own vassals. Town franchises were

secured from interference, and foreign merchants encouraged by protection to settle in the country. It was also provided that no freeman should be imprisoned or deprived of his property or liberty, or be outlawed or exiled, or otherwise injured, or be in any way judged of, unless by the decision of his peers, or by the law of the land. The loss of the Continental possessions, Normandy, Anjou, Maine, &c., the murder of his nephew Arthur, the quarrel with Pope Innocent III., and the submission to a disgraceful humiliation at Dover, when he swore to hold England as a Papal fief; these and other circumstances, together with his personal oppression, created such general discontent throughout the nation that an extensive coalition of barons and prelates was formed against John. Appearing in arms, they compelled the king's signature to the Great Charter, at Runnymede, near Windsor, June 15th, 1215.

(Q.) 36. Sketch the reign of Henry III., with brief notes on the Mad Parliament, Hubert de Burgh, Simon de Montfort and the Battle of Evesham. Give the date of the first English House of Commons, stating why we are justified in thus regarding it, and also when the subsequent division into separate Houses of Lords and Commons was effected.

(A.) Henry III. succeeded to the throne 1216, at the age of 10 years. His minority was passed under the successive guardianship of the Earl of Pembroke and Hubert de Burgh. On the death of the former, Peter des Roches, Bishop of Winchester, and the high-justiciary, Hubert de Burgh, governed the kingdom. These two ministers were jealous of each other, but the legate Randolph held the balance between them, and succeeded in obtaining the hand of a Scottish princess for De Burgh. In 1223 Henry was declared of age, and Des Roches, balked in his attempts to overthrow his rival, went on a pilgrimage to the Holy Land. The king was easily managed by De Burgh, on whom he lavished numerous offices. England during this reign was a prey to internal dissensions, excited by Henry's favoritism, prodigality, exactions and continual violation of his people's rights. The barons envied the power of De Burgh, and the king cast a longing eye on his wealth, and on the return of Des Roches, he was reuced of winning the king's affections by magic and enchantment. The fallen minister sought an asylum at Brentwood church, in Essex, where he took his station near the altar, with a crucifix in one hand and a consecrated wafer in the other. But his enemies, disregarding the sanctity of the place, dragged him forth and conveyed him to the Tower. The bishops taking the alarm at this violation of the sanctuary, the king was constrained to order De Burgh to be carried back to the church, where he was besieged for forty days, and compelled to surrender and stand his trial. Being found guilty, he was sentenced to forfeit all his property, except what he inherited from his family, and to be confined in Dover Castle. About a year afterwards he escaped and joined the insurgent nobles in Wales, but at length peace being made between the king and the barons, De Burgh's estates were restored, but he never afterward took a prominent part in the government.

Des Roches now governed the king, and under his administration foreign adventurers filled the court and held every office of importance. At length the barons met in complete armor, 1258, and compelled the king to intrust the government to a

committee of their own body, with authority to extirpate abuses and enact good laws. The meeting was adjourned to Oxford, when, on the 11th of June, the "Mad Parliament," as it was called, appointed a committee of twenty-four, one-half nominated by the barons, the other by the king.

Simon de Montfort, Earl of Leicester, who had married the king's sister, was placed at the head of the new council. This nobleman was the youngest son of Count de Montfort, who led the Crusade against the Albigenes. He was the most popular man of his day, the nobles, clergy and people alike regarding him with favor. The Mad Parliament enacted that four knights should be elected by the freeholders of each county, to lay before Parliament all breaches of law and justice, that a new sheriff should be annually chosen by the freeholders of each county, and that three sessions of Parliament should be held regularly every year. The king was compelled to agree to these provisions, but in 1261 he recalled his assent, and procured Pope Alexander IV.'s dispensation from his oaths.

Recourse was again had to arms, when the Battle of Lewes, 1264, threw the king and his son, Prince Edward, into the hands of Leicester, who now to strengthen his party, summoned representatives from the principal cities and towns to aid in the deliberations of Parliament, which had hitherto been composed solely of the spiritual and temporal lords. This Parliament, held in London 22nd January, 1265, was composed of the clergy and barons, with two knights from each county, and two burgesses from every borough. The division into separate Houses was effected between 1333 and 1343. Almost from the time of the Conqueror the great barons used to assemble to give advice to the monarch, and to offer him pecuniary aids, and it is said that the smaller barons chose representatives prior to the time of Henry III., but it is to the barons under De Montfort that we owe the thorough establishment of the practice, and the extension of the system to the knights of the counties and the burgesses of the towns; hence we are justified in regarding the Parliament of 1265 as the foundation of the English House of Commons, "the archetype of all the representative assemblies which now meet either in the Old or in the New World." Later in the same year, 1265, Prince Edward escaped from his guards, and, having joined the Duke of Gloucester, put himself at the head of his party; a battle ensued at Evesham, in which Leicester was defeated and killed, his body barbarously mangled and sent to his wretched widow as a testimony of the royal party's success.

(Q.) 37. In whose reign, and when, was Wales annexed to England, and what title has the eldest son of the reigning monarch since borne, and state what historical association is connected with the motto "Ich dien?"

(A.) In the reign of Edward I., 1283, since which time the eldest son of its reigning monarch has held the title of Prince of Wales, either by birth or by creation. The motto "Ich dien" (I serve) was found on a shield the ostrich feathers which the King of Bohemia, who was slain at Crecy, wore on his helmet. Edward the Black Prince adopted this motto, and it has ever since been retained.

(Q.) 38. Give the different orders of mendicant friars, as authorized by the Council of Lyons, 1274; state their peculiarities.

(A.) The authorized number of the mendicant,

orders was confined to four, viz., Franciscans, Dominicans, Carmelites and Austin friars, all of whom proving the ever active agents of the Holy See, received in consequence great privileges from the Popes. The monks could confess, absolve, and preach in all churches; they went barefooted, trusted to alms for their daily bread, and were noted for their austerity. By undermining the influence of the superior clergy, these orders restored to Christianity the democratic character which it bore in the primitive church, and which was manifested with such terrible energy during the religious wars.

(Q.) 39. Give an account of the establishment of the Inquisition and of the Crusade against the Albigenes, stating who they were.

(A.) The establishment of the Inquisition, 1209, enabled the papal court to direct all its efforts to the extirpation of heresy. The leading features of this tribunal, were the impenetrable secrecy of its proceedings, the insidious mode of accusation, the use of torture, and heavy penalties. This weapon of the Church was first employed against the Albigenes, in response to a bull issued by Innocent III., 1208, against all schismatics, and particularly against Raymond VI, Count of Toulouse, absolving his subjects from their allegiance, and informing them that "faith was not to be kept with heretics." Simon, Count of Montfort, was appointed leader of this Western Crusade, and having stormed Beziers, 15,000 Albigenes were slain, and in 1229, Raymond was forced to capitulate, and the Inquisition was established in Toulouse. The Albigenes were dispersed, but not destroyed, and during two centuries, they supplied victims for the Spanish Inquisition. The Inquisition was introduced into Germany in 1231, but abolished after three years; in Italy it succeeded in crushing the Reformation; in Spain it possessed a formidable power, an auto-da-fe having been solemnized as late as 1783. The Albigenes derived their name from the town of Albi; their doctrines were strongly imbued with Arian and Manichean notions.

(Q.) 40. When do we find the Commons first resorting to the constitutional weapon of impeachment, and state on what great principle the right is based?

(A.) The earliest instance of Parliamentary impeachment, or of a solemn accusation of any individual by the Commons at the bar of the Lords, was that of Lord Latimer in the year 1376. Under the Tudors, the House of Commons lost that control which they had obtained under Richard II., and the Lancastrian Kings, partly from the preference the Tudor Princes had given to bills of attainder, or of pains and penalties, when they wished to turn the power of Parliament against an obnoxious subject. The revival of the impeaching power occurred in 1621, when Sir Giles Mompesson was proceeded against on the ground of fraud, and subsequently Lord Chancellor Bacon was impeached for receiving bribes from suitors, found guilty and fined £49,000. The impeachment of Ministers of the Crown by the Commons, was established as a right in the case of the Earl of Middlessex, Lord Treasurer of England, who was convicted by the Peers, of bribery and other misdemeanors, 1624. This impeachment was of the highest moment to the Commons, as it restored forever that salutary right, which the single precedent of Lord Bacon might have been insufficient to establish against the ministers of the Crown.

To be Continued.

On the Use of Stimulants in Schools.

BY A. DINGWALL FORDYCE, P. S. L., FERGUS.

In the pursuit of any monotonous avocation the benefit of an occasional and safe stimulant will hardly be questioned. My object at this time is to draw attention to some, which, under proper restrictions, may be useful in our schools; and to which so used, no reasonable exception can be taken. The nature of one's ordinary business does often tell on the individual; then a safe stimulant may come seasonably to his relief. Scholars may be plodding along diligently, yet languidly, who, by such means, may be roused to more active and hopeful efforts. Under due regulations at such times, a right stimulant may prove of real value. In what follows, I desire simply to refer to certain stimulants, which, when prudently taken advantage of, may, I think, at certain seasons, be found exceedingly useful.

1st. — Justifiable self-approval in the discharge of duties assigned, is exceedingly valuable, but in all circumstances this may not be of itself sufficient to sustain everyone. The merited approbation of those whom we value and esteem, exhibited in a direct, marked, and open manner, will often act as a yet more powerful stimulant to continued exertion. Coming into daily contact with pupils of all temperaments, it must be no easy matter for a teacher to avoid the error of doing most for those of his scholars who really need his help and sympathy least; bestowing most attention on promising and satisfactory pupils, while those who are naturally possessed of less amiable or hopeful traits of character may get but a small portion of such treatment as might place them more on a level with the others. Is it not the case that what is awarded to such scholars by way of encouragement is frequently given as if it were more than their due, while the error and blame probably belong to the teacher, who, if he recognizes, fails to make allowance for inevitable difference of conduct, and mode or degree of effort in those of dissimilar dispositions. By sympathy, and by a certain amount of assistance, varying in degree according to the circumstances of the particular case, a good and wise teacher will seek to arouse dormant sensibilities, which, when once awakened, may lead the scholar honestly to endeavor to improve. Unmerited praise should certainly never be given; but even the least amiable or praiseworthy may be made to feel that there is praise even to them, if they only choose: that they will be more than met in advances to improvement, welcomed in the first steps to diligence, aided in any honest, however feeble effort to do well. The same difference, however, that may be found among scholars in respect of natural disposition and temperament, will be observed among teachers; and to one class, the employment of the mode now recommended may be greatly more difficult than to those of another class. A bright eye, a cheerful demeanor, and a frank, open disposition, may be altogether foreign to some teachers; they may regard such characteristics of others as wholly beyond their control or attainment. They are, indeed, natural gifts, but may to some extent be secured by anyone who is really desirous to have them. Can the teacher, I ask, however unexceptional in mental or moral qualifications, who cannot say a kind word to his scholars, or look pleasantly on them, or make the very smallest allowance for some of their youthful indiscretions,

be really fitted in a very important respect for the responsible position he holds? If he has not mistaken his profession, has he not at least a very inadequate idea of all its real requirements, which has prevented his seeking to correct or overcome certain peculiarities of disposition, which must be serious obstacles to his highest success as a teacher?

2nd. — A very common stimulant, and one which has official sanction and recommendation, is the bestowal of prizes on scholars who are judged to deserve them. I think the question of expediency or non-expediency in this respect should not be settled in any case on general grounds. One cannot deny that there may be risk of evil where only good is sought. If envious and jealous feelings are excited in the breasts of some who do not succeed; if others are discouraged and led to relax efforts they had previously been making with some degree of benefit to themselves; if a boastful, bragging spirit of superiority is assumed by successful candidates; if dishonest practices have been resorted to without detection in the effort to secure prizes; if the idea, however unfounded, has gone abroad that partiality has been exercised in their bestowal; if it has been scarcely possible to make allowance for the particular circumstances of some competitors; where this has been the result of an honest effort to benefit the scholars by this means I should be disposed to say, the practice might thereafter for a while be more honored "in the breach than the observance." We know that envy, jealousy and ill-will do sometimes arise, and we are not always ready to rejoice in another's gratification, if we appear to suffer by it, and those who are awarded honors, be they young in years or more advanced, are not on all occasions known to bear such honors with extraordinary humility. In addition to this, approbation does sometimes run no small risk of diverging into partiality, and disapprobation into prejudice; combat these feelings as he may, and do the best he can, a teacher cannot in some cases, when awarding prizes, make the allowance he should for disadvantages some of his scholars, owing to no fault of their own, have labored under. I have mentioned several cases where evil rather than good might result from giving prizes, and would give these their due weight while feeling that the evils complained of are on many occasions either altogether imaginary, or at least unduly magnified. However this may be, it is sometimes wise, by a little self-denial, to prevent allegation as facts of frequent and necessary occurrence, of what may be merely exceptional and possible to be guarded against. There is one reason for questioning in some cases the good effects of the practice, the undoubted fact, that distinctions obtained in this way are sometimes of little real value to their possessors, in consequence of their not having been secured by habitual application, but by a spasmodic effort without any determination or perhaps even thought of keeping up to the standard temporarily aimed at, still less of aspiring in consequence any higher. An indirect benefit from the bestowal of prizes where we do not feel inclined to give the practice a cordial and unqualified sanction may be found in its leading teachers to keep a record of their scholars' daily standing in their studies. The main object may be in many cases to ward off possible exceptions, and secure a greater measure of fairness in the bestowal of prizes. The design is good, and is even laid down officially as indispen-

sable in the circumstances; but in very many cases the record is only kept while the special object is in the future; when it has passed the practice disappears till another periodical occasion of similar kind. Now, if, independent of any ulterior object, the keeping of such a record is found to be a successful stimulant, why not keep one all the time? I believe it is a useful and generally safe stimulant, and in connection with this, and serving as an additional stimulant, the practice also of keeping an honor roll, and transferring to the local paper the names inscribed on it for the month or quarter.

3rd.—I might mention the feeling of shame, consequent on loss of position, as sometimes a useful stimulant. The idea of punishment is probably implied in the loss of place in a class where that mode is adopted. I would not say that this will stimulate every scholar, but I believe some are decidedly the better of it; and that the descent even to the very foot of the class may lead to the determination to rise and keep thereafter an honorable position, but shame is a subordinate stimulant merely, although in some cases a highly successful one; and where it is the use of stimulants, or safe stimulants, that is the question, I would not bring it prominently forward as one to be used by a teacher, except where it naturally comes into play. The teacher requires to know well the nature of his scholars, and if such and such a stimulant, which is meant to elicit shame, is found to do so, to employ such stimulant; but, if the intention is merely to arouse, he should not use what in addition produces the feeling of shame.

4th.—Another stimulant of a very useful kind is occasional visits paid by those most interested in the school. A man has certainly an interest in a school if his property is taxed with a certain sum annually for its support, giving him a voice in school matters. He has an additional interest if he has children of his own getting instruction at the school, or who might get it, but the interest I refer to, which must exist to make visits to the school of any real value, is something more than necessarily arises from either of these. It is such an interest in the prosperity of the school as will lead the individual to feel that he cannot wholly devolve on the teacher the educating of his children; that their education will be advanced in proportion to the interest he himself manifests in the matter; stimulating both the teacher and the scholars by his occasional presence, and showing that he notices and approves of any progress that is made. I do not speak of censorious visiting as a stimulant. That will generally accomplish little good, and would seldom be thought of or believed to be required if the other were more generally carried out—nor do I refer specially to the visitors appointed by law, and yet their presence may and should be stimulating. School trustees find this laid down as part of their duty. In some cases it is well attended to, but in very many scarcely recognized. In some cases the trustees may think themselves unfit to inspect the school. In some respects this may be so; still, if they go in the spirit that has been indicated, their presence will stimulate both teacher and scholars. School trustees are sometimes in the habit of arguing that so long as there is no complaint they see no occasion for their visiting the school; seeming to want confidence in the teacher by interfering. Now, if the only object of a visit is held to be to investigate complaints, the trustees' presence will natu-

ally be unwelcome and prove distasteful; if, on the other hand, they are accustomed to visit the school, in order to mark its progress, in order to encourage the teacher and scholars, when complaints do arise, as sometime or other they may, they will then have a very great advantage in settling or accommodating matters; their advice or reprimand will not be resented as impertinent—they will not be looked on with fear and suspicion as intruders, but welcomed as real and true friends. The moral effect of the visits on such occasions will be incalculably greater.

I might have noticed other stimulants that have no small influence over the young, commending and recommending that liberality which seeks to have a good, well-finished and well-furnished school house; airy, commodious and comfortable; well supplied with maps and charts, and ample provision for out door exercise; endeavoring to secure good, efficient teachers, and when at all practicable to retain such—those who can induce a love of study, and who are qualified in mind and body, heart and soul, or their work; stimulating such teachers, not merely by a good salary, which of itself is not a sufficient stimulant to any right-minded teacher, but by encouragement, and marked appreciation of their efforts for the benefit of their scholars. How much is a good teacher stimulated in his laborious and multifarious duties by a word fitly spoken, if only in commendation of one or other of his pupils who had given evidence that his pains with them have not been thrown away? Such stimulants, when deserved, should never be withheld; they go a long way to make scholars better scholars, and teachers better teachers. I think it will scarcely be denied that stimulants are needed by the young, and that the sole question necessary to engage attention is, whether the stimulant can safely be employed in the particular circumstances of this or that school; the principal thing when that is determined being to see that the stimulant is not allowed to be repeated so frequently as to create a necessity for its more than occasional repetition, and that it is strictly confined to its legitimate place—that of arousing the mind to more hopeful action, not keeping it in a state of feverish excitement utterly unfavorable to real study. We all need stimulants in the discharge of duty, and how much does their occasional use help one in work. School children as much as any need such stimulants, and we feel happy that their wants are anticipated, provision made for them, and in general a desire shown on the part of the parents and teachers that they should have them moderately supplied. It must, however, be recollected that in using some of these a wise discretion must guide the teacher, and the importance is seen of retaining teachers, when possible, who have, in all respects, been doing their duty well. In what has been said it might appear as if it were almost entirely for the scholars that stimulants are needed. This, however, is far from being the case. They are required, not only by the children, but by their teachers, their parents, the school trustees and the community. We believe that teachers should be stimulated in so far, by sufficient salaries in all cases, by liberal salaries when they have given proof of superior ability in the discharge of their duties, by the reflex influence of the commendation bestowed on specially meritorious pupils, by visits on the part of those most interested in the prosperity of the school; but we further believe that they will be stimulated very special-

by the diligence and good conduct of their scholars, and by their affection when they have won it. The school trustees, too, are not always without need of stimulant. Their office may sometimes seem a thankless one, they don't invariably draw together, they are associated with some it is hard to work with, and may be disposed at times to throw up their official duties, or, at any rate to decline re-appointment to office for which they may be better fitted than others. In such cases, the needed stimulant to perseverance may be found in visiting the school, finding harmony and progress, that their visits are received with pleasure, and however little they may think it, with benefit. The parents of the scholars, too, may be stimulated as the teachers, by the good conduct of their children, by their diligence in their work, and by the school training leading those children to be considerate and thoughtful. They, on the other hand, may stimulate their children very much when they have the ability, by assisting them, when allowable, in their home exercises, attention to which is expected, and failure in which may often prove discouraging to the scholars. Such exercises, I think, ought not to extend over very much of their time out of school, but most probably many scholars would be greatly better engaged in attending to such as are required, than in being allowed to run round and pick up a street education. The question of having such exercises at all I am aware is one which, like that of prize distribution, on which a difference of opinion is held. If not too severe, and that no unreasonable time is allotted to them, or required for their study, I think they may do good rather than harm; and that when a parent can and will, and may properly give some assistance in their preparation, child and parent will alike be stimulated, the one coming to regard such exercises without aversion, the other being led to take an interest in their children's progress, and their ability to go on hopefully with their studies. I only add, that the community may be stimulated in regard to the school by the nature of the public examinations when these are held. I think they should be calculated to be interesting to any and all visitors; not tedious, confined chiefly to such subjects as most can appreciate, and varied by occasional vocal music and recitations, but devoid of any aim at theatrical display. Anything of the kind, in my opinion, tends to induce and perpetuate a desire for the sensational, which is so marked and, in my apprehension, so unfavorable a feature of the age. I would rather seek to guard the young from imbibing a taste for it, as I feel persuaded it is calculated to do them harm rather than good; and I believe, at the same time, that school examinations and school festivals can be made quite satisfactory, independent of any such attraction: yet we find teachers, I regret to think, not only allowing this to creep in, but making provision for it. Simplicity should, in my opinion, be encouraged and cultivated in our schools, cherished, I should say, and unnecessary display avoided. Such display may be desired by the young, but I am persuaded it is not a safe stimulant: and that all teachers will do well to educate them in really simple tastes, not catering to a perverted taste in the community by opening the door for its introduction when the design and desire is to benefit the school and extend its influence for good.

Most of the shadows that cross our path through life are caused by standing in our own light.

The Alphabet.

AN ESSAY ON "PHONOGRAPHY AND THE ALPHABET,"
READ BY MR. FOSTER BEFORE THE ESSEX TEACHERS' ASSOCIATION.

The subject I am about to introduce to the Convention for the present hour is the A B C. It is a subject that is generally regarded by most teachers as rather dry and uninteresting; this is, however, the greater reason why we should make ourselves more familiar, if possible, with the philosophy of our alphabet, and scatter a flower here and there in teaching it, thus making it more interesting to both pupils and teachers.

In speaking on the alphabet at our last convention, one of our young teachers very properly enquired why the vowel sounds of consonants in some cases preceded the consonants, while in others they follow; as an example, cf, f; ge, g. The idea was then new to me, but since, in thinking the matter over, I have been led into a train of thought on the alphabet which I shall take the liberty of giving you, and which of course you will receive for what you consider it is worth.

In introducing the subject, I have concluded to give a very brief historical sketch of the alphabet up to the time it was adopted by the present European nations. Several nations claim credit for the invention of the alphabet, the chief among which are the Phœnicians, Egyptians, Hebrews, and Chinese. Though the subject is involved in considerable doubt and obscurity, it is generally admitted that the Greeks obtained it from Cadmus, a Phœnician, when trading with them 1500 years B. C. Goodrich in his Universal History says that the Phœnician language was derived from the Hebrews, and that their characters correspond with the very oldest Hebrew letters. If so, the invention of the alphabet will date back to a period as far B. C. as it is now after Christ.

The Phœnician alphabet contained 16 letters, but Salamædes and Samonades, two Greeks, added to the number till it reached 26, and there, like the laws of the Medes and Persians, the number, though acknowledged faulty, has remained unchanged to the present day. The Romans obtained it from the Greeks during the first century B. C., but they made no change beyond the rounding off of some of the corners, and through them it reached the different nations of Europe.

The first attempt at writing was made by pictures; for example, a ship turned bottom side up represented a shipwreck; the second attempt was made by symbols, a ring representing eternity, an ant wisdom, and so on. The Peruvians and Chinese expressed their thoughts by means of characters and knots tied on different colored strings. The next and more advanced system was by naming characters to represent the different syllables, but their number was necessarily large, so that writing was still a difficult and laborious task.

While writing was in this state, some shrewd person, whose name is lost to us, observed that, as a ray of light may be resolved into its parts, so each syllable may be resolved into one or more elementary sounds. It will be observed that the vowel sounds come from the lungs, without any effort of the tongue or lips; while consonants are produced by the tongue and lips, combined with a vowel sound. Consonants, however, when in a syllable lose their vowel sound, and combine with the vowel in the syllable; that being the case, it is a matter of no consequence whether a vowel

precedes or follows a consonant. An alphabet (so called from the first two of the Greek letters) to be perfect should have no two characters representing the same sound, neither should any single character represent more than one sound, but we should have a separate character to represent each elementary sound.

We will now proceed to examine our alphabet and see how far it can lay claim to such perfection. "C" represents a hard and soft sound, and "c" and "k" both represent the same hard sound. Make the vowel sound of "c", which now follows, to precede, and it will be spoken "cee"; change the vowel sound "e" to "eh" and it will be "s"; it may thus be seen that "c" and "s", apart from the vowel sound, are identically the same letter, and pronouncing phonetically, it is just as correct to say s-a-p cap as to say c-a-p cap; the only difference being that we are familiar with the latter pronunciation and not with the former. The hard sound of "c" being represented by "k", and the soft sound by "s", which has just been shown to be the same letter in a different dress, it is evident that "c" is not required in a phonetic alphabet.

Again, "g" and "c" represent a hard and soft sound, while the same soft sound is represented by "g" and "j", but like "c" and "s" they may be shown apart from the vowel sound to be one and the same letter; but "g", unlike "c", has no letter in our alphabet to represent its hard sound, consequently a letter called "gay" has been supplied in the phonetic alphabet to take its place. On the other hand, the soft sound of "g" is represented by "j" which is really the same letter in a different garb; there the letter "g", as we use it, is not required in a phonetic alphabet.

"H" appears never to be required except at the commencement of a syllable, when it is aspirated and should be spoken "haitch", as may be seen in speaking any word where "h" is not silent, in which case there should be no "h" at all. "H" when not commencing a syllable will, I think, be found preceded by w, c, t, s, r or p. "Th" represents one sound in such words as "thing" and another in such words as "them". All of the combinations represent elementary sounds, and have separate characters to represent them in the phonetic alphabet.

"H" is, in reality, no consonant at all, as it represents no articulation whatever; it is merely a sign that in speaking certain syllables commencing with vowels we are to pitch or throw the voice into the vowel commencing the syllable.

"X" is a compound sound and takes the place of "ks". "Box" spelled phonetically would be b-o-k-s box.

"Q" is foreign to our language, its place being supplied by "kw", and is omitted in the phonetic alphabet.

"W" contains three syllables, three articulations and three sounds, and yet is made to represent one single elementary sound, a circumstance that demonstrates very plainly the absurdity of the present alphabet. It should be spoken "wah" or "weh".

"Z" should never be called "zed"; the letter is compound, and cannot properly represent an elementary sound. In place of each vowel, as at present, representing several sounds, we would have, in a phonetic alphabet a separate character for each vowel sound; this would give about 42 letters instead of 26, as at present. A child, having learned these 42 letters, would have to

spend some time in the analysis of words, after which it would be next to impossible to miss in spelling or reading.

To analyze a syllable we observe the different motions of the articulatory organs in speaking it; and since every letter is so named as to produce that particular motion of the articulatory organs in speaking it, we are enabled to know at once what characters are required in spelling that particular syllable. In fact, every letter bears the same relation to the sound it represents, that a picture does to the reality. With practice we are able to spell by the phonetic system as fast as by the present method, and if we give the proper sounds in speaking a word, however difficult, we are enabled to spell it correctly without the possibility of mistake. In speaking the word "bad" slowly, we find that it contains the following sounds, "bah" and "deh," or "b" and "d" with different vowel sounds. Therefore, in spelling the word "bad," we require two consonants containing the same motions of the articulatory organs as those above, which are "b" and "d" and the vowel "ah." In a similar manner all other words are analyzed.

In speaking of the difficulties of the present alphabet, Mr. Ellis says, "Diagraphs must be looked upon as single letters themselves, and viewed in this light, the English alphabet will be found to consist not of 26 letters, but of more than 200, and almost every one of these 200 varies its meaning at times, so that a man having learned all their meanings has no means of knowing which meaning he is at any time to apply." He further says, "we violate every principle of a sound alphabetical system more outrageously than any other nation whatever." "Also our characters do not correspond to our articulation, and our spelling of words cannot be matched for irregularity and caprice."

In speaking of the fear entertained by some that etymology of words would be obscured by the phonetic system of spelling, Dr. Lathan says, "all objections to a change in spelling on the matter of theoretical propriety, are as worthless as they ever could be thought to be."

Chevalier Bunsen says, "that the introduction of a Phonetic Alphabet is the generally felt desideratum of the age." Max Muller observed, "I feel convinced of the truth and reasonableness of the principles on which phonetic spelling rests, and as the innate regard for truth has enabled men to part with all they hold dear and sacred, whether Civil Laws, Stewart Dynasties, or heathen gods, I doubt not that the effect and corrupt orthography will follow in their train."

In conclusion, introduce a Phonetic Alphabet and you bring about a change no less great in the labors of the teacher, than agricultural implements brought about upon the farm. The teacher, instead of spending a large portion of his time, as at present, in training his pupils in the art of reading and spelling, could almost from the beginning devote his attention largely to the other branches of an English education.

Penmanship in Public Schools—No. 2.

BY S. C. DEATTY, PRINCIPAL OF ONTARIO BUSINESS COLLEGE, BELLEVILLE.

In an article published in the last issue of the COMPANION I brought this subject as far as the substitution, in primary classes, of pen and ink for pencil and slate.

The recent introduction of the tracing method of teaching penmanship to beginners opens a new field for the consideration of the teacher. This method, where the lessons are properly enforced, is productive of the best possible results. It completely ignores the pointing out and elucidating to the timid tyro the wonderful succession of elements, symbols, &c., contained in the various forms composing letters and words, in advance of any proportionate training of hand in the style of holding the pen, position, management of ink and paper. This method proceeds at once upon the correct axiom that, "Writing is best learned by Writing," and that the manner of execution is primarily of greater consequence than the matter written; also, that physical power and control in penmanship are preliminary attainments to any just exhibition of even, exact, mental conceptions. It moreover recognizes the wonderful power of habit as an element of the finished production, and proceeds upon correct physiological principles, by training only the proper muscles for writing, without the liability of confirming error equally with truth, as in the random method.

The TRACING METHOD leaves both teacher and pupil free from all abstract considerations and ready to attend, properly, to the position of body, hand, pen and book. In fact, it holds the letters while the pupil learns to hold the pen.

There is a misapprehension among some teachers, accustomed to a certain routine, who imagine that explaining the analysis of letters and writing beneath a head line is the chief end and aim of instruction in writing.

It is the business of the copy-book to secure to the pupil all that it is possible for the book to furnish, leaving to the teacher that part which no book can impart, viz.: the manner of writing. In short, the book should secure the matter while the teacher supplies the manner, thus supplementing it and imparting life to the inanimate forms therein contained.

It is the duty and province of the teacher to pilot the young adventurer through the many difficulties of experiment by the shortest course, pointing out on the way the shoals and quicksands, which wreck the unwary, and explaining the principles and laws that are necessary for future guidance.

The interrogatories, When, Where, What and How must be successfully answered by the methods introduced; and the essentials of form and movement must be shown in all their applications.

He must be taught that uniformity is to writing what the law of gravity is to bodies; a steadfast principle ranging all things parallel—at once the gage of size, shape, slant, shade and space.

The law of habit must be enforced by neatness, order and exactness.

POSITION relates first, to the person; second, to the pen; third, to the hand and arm; and fourth, to the paper or book. The absolute position of the person should be at all times as erect as is consistent with the focal distance of the pupil's eyes. This of course varies in different individuals, and instances occur in almost every school where allowance must be made when insisting on this point. In sitting at a desk or table there are three positions used by writers, known as the "Left-side," "Front" and "Right-side" positions. They are all practised more or less; but it is well for the sake of order and uniformity in a class that all pupils should observe the same position. The

position chosen for writing should be a convenient one, allowing the most unrestrained and easy action of the right hand and arm. Whichever method is adopted, those who do not wish to become hollow-chested or round-shouldered, should learn to sit easily upright, and keep the shoulders square.

The front and left positions are generally preferred by accountants, while the right is chiefly used in schools on account of its great convenience, where pupils are crowded for room. I prefer the front position and recommend its adoption in all instances where it can conveniently be adopted, as it is the most natural and readily understood.

For the front position, sit directly in front of the desk, not touching it, nearly in an erect position, the body inclined a little forward, both feet flat on the floor directly in front of the chair. Steady the body with the left hand and arm, leaving the right hand and arm perfectly free for a rapid, easy and unrestrained movement.

POSITION OF PEN.—The absolute position of the pen should be at an angle of 45 degrees from the horizontal, maintained by pressing the penhandle easily between the thumb and first two fingers.

The relative position of the pen should be as follows:—Let the first finger rest nearly on top of the holder, the end of the second finger drop below the first, so that the holder crosses it at the root of the nail and points directly towards the shoulder. The thumb should be bent a little outward, and press against the holder opposite the first joint of the second finger, the holder crossing the first finger at the knuckle joint. Bend the last two fingers under, so that the hand slides along on the face of the nails. The arm should rest lightly upon the edge of the desk or table, about two inches below the elbow on the fleshy part of the forearm. This constitutes the centre of motion while writing, and is so very accommodating in its elasticity as to permit the greatest freedom of movement.

The wrist should never be allowed to touch desk or paper; but the third and fourth fingers, bending gracefully under the hand, constitute a perfect movable rest, securing the greatest accuracy of touch and steadiness of hand.

Many orthodox teachers still instruct the pupil to place the end of the second finger against the side of the holder at the corner of the nail instead of at its root. The best teachers, however, and authors have by common consent abandoned this method.

The absolute position of the arm should be bent at the elbow, resting on the desk and turning inside of the right angle formed by it with the upper arm.

The relative position of the forearm and paper is quite as important as the position of person to the desk. It should always be in a line with the edges of the book or paper.

The relative position of paper should be in a line with the forearm, and consequently diagonally upon the desk.

MOVEMENT.—There are three movements used in writing, the muscular, the fingers and the whole-arm. The muscular movement consists in the action of the forearm upon the muscular rest near the elbow; the hand gliding on the nails of the third and fourth fingers. It may be employed in making strokes in any direction.

In giving instructions respecting this movement, direct the pupil to rest the right arm on the mus-

cular cushion, just forward of the elbow, and, making the rest the centre of motion, write with a vibratory movement of the arm upon the muscles without actually raising or sliding it, but simply turning about the resting point to keep pace with the progress of the writing.

A practical example of movement and penholding may be given at the same time, by taking a large book, a geography for instance, and illustrating the two rests, finger and muscular, manner of holding the pen and movement, conspicuously before the class.

The muscular movement is specially adapted to carrying the pen rightward, and leftward, across the paper, and is most efficient in combination with the finger movement. It is, however, exclusively used by some excellent penmen.

FINGER MOVEMENT.—This movement consists in the action of the first and second fingers and thumb, and is used chiefly in making the upward and downward strokes in loop letters. Make an *l* moving the fingers up and down, and in this motion you will observe the finger movement. It is too limited for free writing and therefore not used by good penmen.

WHOLE-ARM MOVEMENT.—This is a movement unfixed by any rest of the arm. The arm is carried above the paper, the movement coming from the shoulder, the hand resting as it always should, on the two fingers as before stated.

In striking large capitals, &c., this movement will be found valuable. It is never used for small letters, but its practice is highly beneficial, as it brings into free action all the muscles from shoulder to fingers.

Long and varied experience, with careful observation, has demonstrated the fact that but two general movements are necessary in writing, namely, the combined movement and the whole-arm movement. The combined movement is the simultaneous action of the forearm, resting on the muscles, with the hand and fingers, and unites the delicate touch and stroke of the fingers with the force and freedom of the muscles. It is emphatically the business writer's movement, and enables him to execute smoothly, rapidly, and elegantly without wearying the hand.

(To be continued.)

Literary Notices.

ILLUSTRATED HISTORICAL COUNTY ATLAS. By H. R. Page & Co., Toronto.—We have had the pleasure of examining one of H. R. Page & Co.'s Atlases, compiled for a County with which we are well acquainted, and feel bound to declare the work a complete success, and a desideratum to every local business man, doctor and lawyer.

But it is not in respect of its business utility we feel called thus voluntarily to notice the work, but for the purpose of suggesting to teachers and trustees the excellent use to which such an Atlas might be applied in teaching local geography. Inspectors and examiners frequently complain that pupils are found to know more about the geography of foreign countries than of their own—that they can tell more readily how to go from Calcutta to Canton than from Guelph to Collingwood—can bound Beloochistan better than their own county or township. The teaching of geography, like

charity, should begin at home. The Atlas before us contains five general maps, a map of the county, colored by townships and showing clearly the relative locations of towns, villages, streams, roads, post-offices, &c., as well as separate and distinct maps of every township, showing, without blurring or confusion, the farm lines, numbers and owners; location of houses, orchards, springs, roads, school-houses, churches, mills, &c., each of these maps being 16 by 18 inches—consequently, the Atlas could be made most effective for teaching local geography. It should occupy a place along with Worcester or Webster's Unabridged Dictionary on the teacher's desk in every school in the counties for which such are compiled, and like the well-used dictionary in some schools, would be invaluable for reference not only by the pupils, but by parents. The addition of similar maps of the British Isles, Europe, S. America, Asia and Africa, would make all that could be desired in the matter of geographical reference.

The numerous personal sketches, and short biographies, cannot but cultivate in the young people a spirit of patriotism and manly independence, as they read of the triumphs, amid thick difficulties, achieved on the very acres on which they stand, by worthy pioneers whose children, or perhaps themselves, are familiar acquaintances. Finely lithographed portraits of the leading men, and correct drawings of residences and public buildings largely add to the artistic effect and local interest of the Atlas, which makes a showy appearance in its muslin binding, with leather back and embossed cover. We do not know whether the Company are engaged this year with any other than the Atlases of Middlesex and Norfolk, but these they are pushing with vigor, and we hope with success.

EXAMINATION PAPERS IN ARITHMETIC. By J. McLellan, LL.D., and T. Kirkland, M. A. Toronto, Adam Miller & Co.; London, Reid & Anderson. Price \$1.00. The authorship of this book is a guarantee of its excellence. The want of a suitable collection of arithmetical questions without rules and answers is often much felt by teachers. Such may cordially welcome the "Examination Papers". But it is especially adapted for the preparation of candidates for the various examinations in Ontario, as will be readily seen by the table of contents:—The Unitary Method, with introduction and solutions, showing application thereof, 35 pp.; Elementary Rules, Measures, Multiples, Vulgar and Decimal Fractions, 27 pp.; High School entrance examination papers, 48 pp.; third class certificate examination papers, 29 pp.; intermediate and second class, 52 pp.; first class and university honors, 65 pp. Read the remarks in another column.

ELEMENTARY STATICS. By Thomas Kirkland, M. A., Science Master, Normal School, Toronto. Price, \$1.00. We noticed this excellent text-book last month from the unbound sheets. The book now lies on our table, and makes a very presentable appearance. This reference is made to it again, as we confer a favor on every reader whom we induce to study it.

—The *Tyro*, published by the students of the Canadian Literary Institute, Woodstock, Ont., has been changed from a quarterly to a monthly, and gives evidence of thrift and prosperity.

Educational Intelligence.

GEORGE WHOLEY, EDITOR AND CORRECTOR, LONDON.

Items for this Department are respectfully solicited. Send on post-card or as "printers' copy," which can be enclosed in an envelope stamped at the rate of one cent per half oz.

—A site for the new High School in St. Thomas has just been purchased for \$2,000.

—The meeting of the South Grey Teachers' Association was held in Markdale, March 22nd.

—London East has eight teachers, and the average attendance in each class in March was sixty.

—An effort is to be made to raise \$50,000 to add to the endowment of Dalhousie College, Halifax.

—Mr. Mitchell, of the Walkerton High School, has opened a class to prepare candidates for second-class certificates.

—Fifteen ladies obtained the degree of Doctor of Medicine from the Women's Medical College, Philadelphia, in March.

—Mr. Carlisle, principal of the Port Rowan High School, has been appointed one of the examiners of the Toronto University.

—In the Nova Scotia Public Schools there are two vacations, one in summer of four weeks, and one at Christmas of ten days.

—Mr. Geo. B. Ward, of Montreal, is engaged as Head Master of the Orillia High School in place of Bristow, the eloping bigamist.

—Three million children are enrolled in the elementary schools of England, and the average daily attendance reaches two millions.

—Inspector Marling recommends a third teacher for the Walkerton High School, the school having greatly increased since his last visit.

—The site for a Central School in Winnipeg, Manitoba, has been purchased for \$3,000, and preparations are being made to build at once.

—The report of the Inspector of Schools, in Toronto, shews that 7,637 pupils were registered in April, with an average attendance of 6,672.

—In Nova Scotia teachers engage with trustees at a definite sum or rate, and the Provincial grant is paid to teachers in addition to such specified sum.

—The average daily attendance at the London City Schools during April was 2,012—boys, 1,078; and girls, 934. The total number on the roll was 2,755.

—The number of non-residents attending the London East schools have become so numerous that the fee has been increased to 50 cents instead of 25 cents.

—The annual county examination of pupils in Waterloo has been put off from March to December, on account of the abolition of the Easter holidays.

—The annual session of the Nova Scotia Normal School begins on the first Wednesday in November and closes on the Friday preceding the 15th July.

—The Minister of Education has given the London School Board permission to sell the present High School Grounds, the proceeds to be used to erect High School Buildings on another site. It is believed that the Government will allow a portion of Victoria Park to be used for that purpose.

—Mr. Nassau, senior, well known in connection with charitable and educational organizations in England, and for some time Government Inspector, is dead.

—The Gymnasium on the grounds in connection with the Central School, London, is being partitioned off and fitted up to serve as additional class rooms.

—UNCLE TOM, Mrs. Stowe's hero of the Cabin, has been greatly petted by the English and Scotch nobility, and will soon return to Canada with \$6,000 in his pocket.

—The Rev. Professor Bryce, of Winnipeg, has, on account of press of work, declined to occupy any longer the position of Inspector of Public Schools for that city.

—The semi-annual examinations for license to teach in Nova Scotia having been discontinued, the annual examination will be held commencing on the 17th July next.

—The Nova Scotia *Journal of Education* for February contains the article published in our November number, "The Teacher's Duty," by Robert McQueen, Esq.

—Three lady teachers were added to the staff of Stratford teachers last week. The schools are progressing rapidly, and the attendance is very large, the average being nearly 1,000.

—Kincardine trustees have notified the teachers that no pupils outside of the corporation can be admitted to the Public Schools, unless their parents are ratepayers in the town.

—Public feeling is apparently running high on the school question in Manitoba. The Protestant section of the Board of Education is agitating for a non-sectarian school system for the Province.

—The West Middlesex Teachers' Association will be held in Strathroy on Friday and Saturday, May 11th and 12th, when a large attendance is expected, a good programme having been provided.

—Mr. Campbell, the newly appointed I.P.S. for West Bruce, having lately held a conference with the ratepayers in Inverton, it is hoped that matters will proceed more harmoniously there in the future than heretofore.

—Twenty-seven additional teachers were appointed in January, in Toronto, making a total number of 121, 45 of whom have first-class Provincial certificates, 19 first-class County Board, and 57 second-class Provincial.

—At a public meeting held in S. S. No. 13. Norwich township, on 27th March, funds were raised to procure Worcester's Unabridged Dictionary, Chamber's Encyclopaedia, and a number of smaller works for the use of the school.

—Mr. James Parton is rejoicing over his first baby. The peculiar matrimonial complications of the case entitle Mr. Parton to treat it both as his child and his grandchild. He married his step-daughter, the child of Fanny Fern, his first wife.

—The Mt. Pleasant school boys lately paid a visit to the Langford School, and were much pleased and profited thereby. One of the boys, in a communication to the *Brant Union*, says, "The school (Langford) seems indeed a model one, and both teacher and scholars appear to vie with each other to make it so. The day will long be remembered, and we hope the time is not far distant when our friends will give us an opportunity of returning the courtesy received from them."

—EXAMINATIONS OF PUBLIC SCHOOL TEACHERS.— It is indispensable that candidates, whether for a county or a city, should notify the presiding County Inspector, not later than the 1st of June, of their intention to present themselves for examination.

—Mrs. White, of London East, whose popularity as a teacher of music is extending, is now arranging for the training of 1,000 children in this city, with a view to give a monster musical entertainment here during the week on which the Provincial Exhibition will be held. Success to her.

—From the following paragraph it would appear that they intend to raise tall students out in Wisconsin. An exchange paper says: "Its Board of Education has resolved to erect a building large enough to accommodate five hundred students three stories high." Big building that!

—St. Thomas is in need of additional school accommodation. Like all growing towns, it finds its school population keeping remarkably close to its school accommodation, however rapidly the latter may be extended. It is said that a new High School building would suffice to relieve the present plethora.

—A sweet little boy, only 8 years old, walked into a school a few weeks ago, where an examination was being held. Among the lady visitors was a young lady to whom the little boy (her brother) bawled out, "Annie, your fellow is down to the house, and wants to see you." Fancy her consternation and amazement!

—Local teachers' conventions were held last month in North Essex, at the following places, viz: Sandwich, and No. 7 Sandwich East, near Maidstone Cross. This month conventions will be held in Stoney Point, and No. 2 Rochester, near Woodslee. The object of these is to put into practice the best methods of teaching.

—Mr. T. T. Smellie, at one period a teacher in the Windsor High School, and a man of high educational attainments, has turned his attention to the medical profession, and a few days ago graduated as M. D. at the McGill College, Montreal. Mr. Smellie goes to Glasgow, Scotland, to still further advance himself in his new profession.

—Our exchanges this month have been filled with reports of school examinations and entertainments. The term just closed has been a busy one, and the schools generally are reported in a very prosperous condition. The Easter holidays having been removed, many of the larger scholars remained at school until the middle or end of April.

—Owing to the resignation of the head master some time ago, and the ill-health of the teacher in the second department, the Cannington Public School has not been very prosperous since New Year. Mr. C. F. Ming, of Peterboro', has just been engaged to fill the vacancy, his late pupils, having presented him with a handsome library before leaving that town.

—At the close of the winter term of the Ontario School of Agriculture, in Guelph, last month, a large number of prizes were distributed. In all the subjects the students acquitted themselves in a creditable manner. Out of the number of students attending the institution, a large proportion obtained 70 marks out of a possible 100 in their written examination. Quite a number got 50, and the balance, except three, who were plucked, obtained 40 marks.

—Alma College, St. Thomas, is now on the list of chartered institutions of learning in Canada. A large number of excellent plans for the building have been submitted in competition for premiums offered, "any one out of a dozen of which," says the *St. Thomas Journal*, "would be a source of pride to the promoters of the college, and an architectural ornament to the town selected for its site."

—Certain candidates at the intermediate examination in Collingwood in December having been found guilty of copying in the arithmetic paper, the Minister of Education has ordered that their examination be disallowed, and that their standing in the school remain as if they had not presented themselves for examination, and that no allowance to the High School be made in respect to these pupils.

—The appeal in the case of Smiles vs. Belford has been dismissed. This settles the copyright question. British authors can register and publish their works in Canada if they choose, but if they prefer to have the Canadian works supplied from the United States, they cannot be interferred with by publishers in Canada. The practical result is to drive a part of the Canadian publishing business across the border.

—M. Th. Girardot, I.P.S., is this spring holding local teachers' conventions in the following schools in Essex County, viz:—Sandwich, Maidstone Cross, Woodslee and Stoney Point. In order to effect the purpose desired, the pupils in each of these schools will be present at the convention held in their own section, and will be taught the usual branches by teachers having the greatest experience, in the presence of their *confreres*.

—Touching the matter of imposition of school taxes on manufacturing establishments or other property that has been exempted from taxation by the township or town council, Minister Crooks rules that such rates cannot legally be imposed. The Municipal Institutions Act provides that all sums for the support of schools, &c., shall be levied and collected by rate, according to the valuation of taxable property, as expressed in the assessor's or collector's roll.

—At the last meeting of the South Grey Teachers' Association it was resolved, "that in the opinion of this Association it would be advisable to have, at some central place in each Inspector's Division, a Teachers' Institute once a year, lasting two or three consecutive days—to be conducted by experienced teachers, appointed and paid by the Government—the school to have its regular number of pupils, and the attendance of the teachers in the Inspectorate, chiefly as spectators, compulsory."

—The next meeting of the East Middlesex Teachers' Association, to be held in the Morrill Temple, London, June 8th and 9th, is likely to prove a more than usually interesting and useful one. Mr. Stewart will discuss "The Best Means of Securing Parental Co-operation;" Mr. McQueen, "School Examinations and Exhibitions;" Mr. Wilkens, sculptor, will give another lecture on Drawing. The chief feature of the programme will be the institute work by Mr. T. Kirkland, M. A., Science Master, Normal School, Toronto. He will take up Geometry and Mensuration, Chemistry, Natural Philosophy, and Algebra, and on Friday evening will deliver a public lecture. "The Story of the Earth," illustrated with stere-

optical views, also introducing several interesting experiments.

—A dead-lock having prevailed in the Winnipeg School Board since the last election, the *Standard* advises all the members "to resign and allow the people to elect a new Board. Some of the members are anxious that this should be done. The chances are that a better Board would be elected, while in any event it would be difficult to find worse members than some whose narrow-mindedness and arrogance has been driven to something like fairness and reason only by the strong pressure of public opinion."

—The annual report of the Toronto Public Schools, by Mr. James Hughes, Inspector, is to hand. It is a respectable pamphlet of 80 pages, and furnishes most replete information concerning the Toronto schools. Such statistical tables as those on lateness and absenteeism show how thoroughly the schools are managed. 94 teachers were employed, 46 of whom held Provincial first-class certificates. The "Course of Study" given in sheet form in this report, is well worthy of careful inspection.

—*School and Home*, a journal of Education, Literature, Science and Art, published every other Saturday by Lawrence G. Goulding, New York, is a new candidate for public favor. Its price is only \$2 per annum, and its appearance and contents are such that we can cheerfully recommend it. In selecting a name, the publisher seems, like ourselves, to have aimed to strike the chord of sympathy that exists—feebly enough as yet, we know, but it does exist—between families and education in our homes and in our schools.

—The University Bills, which when introduced last year into the Imperial Parliament, dealt with Oxford and Cambridge separately, have this year been amalgamated, and bid fair to become law. The joint measure provides for the appointment of a commission for each University, which shall have full power to make certain improvements, the most important of which are the handing over of part of the emoluments of the Colleges to the Universities, and the extension of the University professional system as distinguished from the tutorial system of the Colleges.

—We have seen a set of the questions given at the West Durham Competitive Examination, held at Hampton, Orono, and Williamsburgh, on 16th and 17th March. The pupils have been divided into three grades, junior, intermediate, and senior, and comprehensive papers set for each. The plan at this examination was to set a large number of questions, giving ample scope to test even what the deficient knew as well as a wide range of the attainments of the most proficient. In Euclid, for instance, there were ten problems, from the easiest proposition to deductions of considerable difficulty.

—Some school children in Windsor had a narrow escape from drowning, a few days ago, in a place least suspected by any one. While playing in the school yard, the ground was noticed rather shaky, and a small hole was made, through which stones and dirt could be heard falling into water below. Upon investigation, it was found that for years the children had been playing over a large well, seven feet across, eighty feet deep, and three-fourths filled with water, the existence of which had been forgotten after it had been covered over years before. It was dug in 1812, at the time of the war between the United States and Britain, the present site of the school being the then site of the barracks.

—The London Commercial College, having reverted into the hands of Mr. J. W. Jones, its founder and former proprietor, Mr. R. N. Curry, its late Principal, has accepted a position as teacher in London South. Mr. Jones will merge the old institution into his new one, on Colborne St., which will hereafter be known as "Jones and Yerex' London Commercial College." In connection with the College, Mr. Jones publishes a monthly journal called the *College Courier*, for which within eighteen months he has secured over fifteen thousand paid subscribers. This achievement has been unparalleled in Canadian journalism.

—A meeting of Teachers was held in Whitby on the 24th ult., for the purpose of organizing a Teachers' Association for South Ontario. G. H. Robinson, M. A., was elected President; Jas. McBrien, I. P. S., Vice-President; and R. Willis, Secretary. It was then decided to hold a meeting on the 25th and 26th May, when the following programme will be discussed:—

Mr. Tamblin to prepare a paper on "Entrance to High Schools."

Mr. Yeomans, a paper on "The Best Method of Teaching History."

Dr. McLellan to be requested to attend and deliver an address on the "Unitary Method of Arithmetic."

—Promotion Examinations for the County of Perth were held on the 28th and 29th of March at specified points throughout the county. The County Council having made a liberal grant for the purchase of prizes, forty were distributed in each municipality. Except in reading, the examination was conducted in writing, and it will, doubtless, be of great use as a basis for classification and as an incentive to both teachers and pupils to put forth their best efforts. The Inspectors and teachers of the county are to be congratulated on the fact that considerably over 1,000 competitors entered for examination, being almost double that of last year. The town schools will not be examined until June or July.

—The regular meeting of the Dundas County Educational Association was held last month in Iroquois, and besides other exercises, the Kindergarten system was discussed, as was also the following from the Question Drawer:—

I. How are *mine, thine, ours*, parsed after verbs?

II. What is the best method for a teacher to secure the affections of his pupils?

III. What is the best method of asking questions?

IV. Is the expression "It is we" correct?

V. Are these meetings profitable?

The next meeting of the Association will be held at Winchester Springs.

—Sometimes we have to go away from home to get "home" news. The following paragraph clipped from the *Rochester Democrat* is news to us. We will suppose it to be true, however, for we know there are many Canadian lady teachers who have the right kind of metal in them to do just as our heroine is described as doing. The *Democrat* says:

"A Canadian schoolmistress gave the mitten to one of her oldest scholars. He retaliated by being as mean and as mischievous as possible in school, and she gave him a sound flogging. His parents sued for damages, and got a verdict of \$3.50. The next day the teacher called her school to order, and made a neat little speech. She said, "I have

whipped a booby soundly, which pleasure cost only three dollars and a half. Now if any others of my scholars are inclined to imitate him, they will have the kindness to step forward, receive the money and the flogging, and then we will go on with our studies. I am here to instruct you, not to be courted." This was some time ago. The lady is teaching that school yet, and is the most popular person in the township, as she deserves to be."

—DIVISION COURT DECISION ON TEACHER'S SALARY.—The teacher who taught in Union S. S. No. 14, Dorchester, in 1876, sued the trustees of that section at the Division Court last week for \$10.75, the week's salary from July 7th to 15th inclusive. This week, it will be remembered, was the one in which the examination of Public School teachers was held, and was on that account added to the summer vacation by the Minister of Education. The trustees declared, and acted accordingly, that these were not legal holidays, hence the ground for refusing to pay the week's salary, and the consequent suit of the teacher. The case was heard before Judge Davis. His Honor, after reserving judgment for consideration, decided in favor of the teacher.

—Now is the time to beautify your school premises by planting shade and ornamental trees. A little care and attention this month will more than repay all those who interest themselves in this matter. If trustees are too negligent to take action, let the teacher take the lead and plant a tree; then call on as many children (or groups of children, each contributing *five* or *ten* cents) and families as are willing to follow his example to do likewise, with the understanding that those by whom the tree is planted shall be considered the owners thereof. Under this plan thousands of trees may be planted at a very small cost, and when planted they will be well cared for and guarded by their respective owners. There is not a day to lose. *Work now.*

—At the late Annual Conference of the teachers of Quebec, held in Montreal, the subject of "School Hours" was discussed, and Mr. Emberson, Inspector of the District of Argenteuil, advocated it is to the advantage of education throughout the country that the length of school hours be not more than five hours a day and five days a week. He argued that during the hour from 3 to 4 p.m. the teacher plays rather the part of nurse than of an instructor, and believed that if that hour were cut off, much of the dislike among children about attending school would be removed; and farther, that shorter hours at school would be likely to promote study out of school. The hours enjoined by him have been kept for years in the Montreal schools, to the entire satisfaction of the commissioners, parents, teachers and scholars.

—On Friday and Saturday, April 27 and 28, the quarterly meeting of the Elgin Teachers' Association was held in the St. Thomas Central School. A large number attended, and manifested considerable attention to the exercises that were performed, comprising chiefly Lessons on Grammar, by W. Atkins; Illustrative Teaching, by W. Graham; the Duties of Teachers, by Mr. Campbell; Geography, by T. Leitch; and Arithmetic by M. Butler, I. P. S. On Friday evening a largely attended public meeting was held in the Court-House, the programme consisting of readings and music, and an address delivered by Mr. Butler on the Kindergarten system of teaching. Arrange-

ments were completed to procure a supply of new books for the library, the council having granted \$100 as a supplement to the same amount subscribed by the teachers. The meeting was a pleasing and profitable one.

—“A High School teacher made the following confession in an album of one of his young lady pupils:—

“Not sitting late on Sunday nights,
Has Cupid deigned my heart to move;
I've been your teacher—that's enough
To cause the avo. val: I'm in love.

The above is clipped from an exchange from St. John, N. B. We do not know whether the teacher referred to resides in that Province, or whether the writer of the above has made himself familiar with the proceedings of Mr. Geo. Edgecumbe, B. A., late of Elora, whose certificate has recently been revoked and cancelled. If another teacher is referred to, we give him a warning, for it is dangerous to love where the object of affection is a pupil. If you do fall in love, and *can't help it*, don't say anything about it, but quietly live the life of a martyr, or, like Bristow, the Orillia bigamist, “go west.”

—COUNTY OF PERTH PROMOTION EXAMINATION. A Copy of the examination questions, rules and regulations used at the County of Perth promotion examinations has been received. The questions are good, the regulations more numerous, strict and comprehensive than those adopted for the examinations of Public School Teachers. We copy the following from “Hints on Marking Answers”:—

Reading.—In marking this subject, pronunciation, fluency, and expression should be considered of about equal value.

Spelling.—Two marks are to be deducted for each mistake in spelling, from the whole value of the spelling paper.

Mathematics.—Great stress should be laid on accuracy; a knowledge of the correct method of working a question should, however, entitle to about half value.

In composition, examiners are instructed to deduct one mark for each error in grammatical construction. We think it would be well to apply this rule to all the papers, and deduct from the value assigned the subject of grammar.

—The Teachers' Institute for the first division of Leeds and Brockville was held at Gananogue on the 27th, 28th and 29th March, about 60 teachers attending. The programme was an excellent one, and the exercises throughout so interesting that we are safe in saying that this was the most successful meeting of the kind that has yet been held. “The objects of the Institute and the duties of teachers in relation thereto,” by W. R. Bigg, I. P. S.; “Errors in Teaching,” by H. K. Coleman; “Surds and Factors,” by E. L. Chamberlain, B. A.; “Arithmetic,” by E. Payne; “The best method of Teaching History and acquiring knowledge of the same,” by W. R. Bigg, I. P. S., on Wednesday, was followed on Thursday by “Recent Amendments to the School Law,” by J. Geo. Hodgins, L.L. D.; “The First Book of Euclid,” by W. R. Riddell, B. A.; “Past and Present State of Education, with Advice to Teachers,” by Rev. Mr. Carroll; “A Lecture on Geology,” by Dr. Law, B. A.; and “Symbolic Arithmetic,” by John H. McPaul. We regret that our space will not permit an outline of the interesting and instructive lectures delivered at Dufferin Hall, on “The

Origin of Words," by W. R. Bigg, I. P. S.; "Lessons to be drawn from the Centennial, chiefly Educational," by Dr. Hodgins, Deputy Minister of Education; and "The Stuff that Dreams are made of," by W. R. Riddell, B. A., Ottawa Normal School. The teachers of that division are to be congratulated on the success of the meeting.

—With regard to the difficulty in obtaining second-class certificates experienced by many who have taught three years on a third, and the consequent loss to the profession of a large number of experienced teachers; an "Inspector," writing to the *Globe*, offers the following suggestions—

"First—in cases of failure to obtain a second, a certain percentage might be counted as an equivalent for the intermediate, and the candidate allowed to teach two years longer upon this certificate.

"Second—The intermediate certificate, with experience gained either in a Model School, or by actual teaching, might be accepted as a grade certificate of the second, good throughout the Province on the same terms as the second.

"Third—The possession of an intermediate, without experience, might be made an equivalent for a third, good throughout the Province for five years.

"Fourth—In the case of pupils who fail to obtain an intermediate certificate, a certain percentage upon the papers might be accepted as an equivalent for the ordinary third, provided always that the age and character of the candidate justified the County Inspector in endorsing such a certificate."

—All who have anything to do with the teaching of arithmetic in our Public and High Schools will learn with pleasure that Dr. McLellan, who has been a member of the Central Committee since its organization in 1871, is at work upon a volume which promises to supply a long felt want amongst teachers. The teaching of arithmetic has too long been conducted on the basis of text-books of the ordinary type, and the consequence has been a deplorable lack of skill amongst candidates for examination in solving the most ordinary problems. To obviate this difficulty it is proposed to issue an elaborate and thoroughly classified collection of problems, including besides those set in the various examinations under the authority of the Central Committee, many selected from the mathematical paper set in Toronto University, some from London University papers, and some contributed by distinguished mathematical teachers of this Province. Altogether, taken simply as a collection of problems, it will be more complete than anything of the kind at present procurable; but its value will be greatly enhanced by an introduction in which what is known as the unitary or analytic method of solution will be illustrated by application to a great variety of practical questions. The work will be accompanied with a key containing the answers to all the problems, and hints on the best methods of solving the most difficult. Dr. McLellan is popularly credited with being the standing examiner in arithmetic of the Committee, and this of itself will make the work more acceptable. The name of Mr. Kirkland, science master in the Toronto Normal School, and an accomplished mathematician, appears as associate editor.

—The following paragraph, which we clip from the *Brant Union*, would lead us to infer that the ladies of Brantford not only believe in the benefit

to be derived from out-door sports, but practice the same. After the return match is played, a game of foot-ball will be in order, and the ball will then be fairly "rolling," and we may expect the example to be followed in every school section throughout Canada. Strange, though, that Canada should take the lead in this matter!

"An interesting game of base ball was played on the grounds of the High School the other day, between the young lady and gentlemen students; The fair sex displayed unusual good training; their batting was admirable and they handled the ball with such skill that their opponents were soon left in the shade. The first four innings brought their score up to 36 runs to 20 made; the male batters. Much excitement prevailed on many wry faces were to be seen in the ranks of the losing team. The game rolled on, watched with anxious eyes by the many spectators on the field, until the 8th innings was reached, when their score stood 51 to 30. The boys went in, their nerves pitched to the highest point, with every evident intention of wiping out the small majority against them, but alas! the deadly balls of the pitcher told heavily upon their ranks, and they were once more put to the field with three runs. The last innings of the young ladies was the crowning scene of the day. The balls flew here and there to the remotest corners of the grounds, while mortification on the faces of the fielders was plainly visible as they made their home runs with the dexterity of old, experienced players. At the end of the game the score ran—young ladies 59, young gentlemen 40. Great enthusiasm prevailed throughout the game, and many were surprised at the progress the young ladies of our land are making in the way of healthy out-door exercise. A return match will come off shortly."

—Under the head "The Recalcitrant Pupil," *Grip* last week gave a resume of the case of Westby vs. Matheson, noticed elsewhere in our columns. We have an exalted opinion of *Grip's* ability to produce good poetry as well as good cartoons, and must therefore suppose that when *Grip's* pedagogue penned these lines his "masheen" was out of order, though his head seems to have been perfectly level. Here is the poetry:—

Now, all you young folks, hear this story of *Grip's*,
Which may keep you from making scholastical
slips;
And parents, who've brought up their children as
fools,
May learn thence not to meddle with them at our
schools.

There is a school teacher—Miss Matheson,—she
Had a pupil who would disobedient be,
Till the teacher, who vainly had warned her before,
By the shoulders this pupil turned out of the door.
Then Miss Georgina Westby, this pupil, you see,
Got her parents to come before Peters, J. P.—
Who is magistrate somewhere that's called Peters-
ville—
Where he put the thing straight through his jus-
tice's mill.

And dismissed the complaint; but proceeded to
say
That \$3.80 of costs the defendant must pay,
Or go straightway to gaol. *Grip* would much like
to know
Into whose pouch this fine, if secured, was to go.

But the teacher don't like it, and therefore she looks
To our new School Board Minister, which it is
Crooks,
Which causes his anger with fury to glow,
And he publishes straightway a manifesto.
And the pupil he calls quite insubordinate,
And her actions, he fears, she did premeditate;
Says the teacher did what was both proper and fit,
And regrets that the magistrate meddled with it.
Now, approvingly *Grip* on this Minister looks,
And he shouts out "Hurray for the judgment of
Crooks,"
And he hopes that some more of such Ministers
round,
And less of such magistrates, soon will be found.

—The following memorandum as to religious exercises in public schools has been issued by the Minister of Education:—

1. A difficulty has arisen in School Section, No. 11, Sombra, with respect to the action of the School Teacher, in suspending from attendance the children of the Roman Catholic resident rate-payers.

These children had, under the directions of their parents, refused to stand up with the other children while the Teacher, at the opening of the School, was reading the Lord's Prayer, and, at the close, when pronouncing the benediction.

2. The Teacher considered that to allow these children to sit while the others were standing during these exercises, would be such noncompliance with the Regulations of the Department, as would authorise the Inspector to report the neglect, and the School might thus become disentitled to its share of the Legislative grant.

3. The Trustees sustained the Teacher, being of opinion that to allow this would be a disrespect to the religious exercises prescribed by the Regulations for the opening and closing of Public Schools.

4. The parents then appealed to the Inspector, who replied, that he thought the Trustees had the right to insist that those children who would remain in the school-room should so far engage in the prayers as to stand while they were read, and if any objected to this, the law provided they might retire.

5. The matter has now been brought before me by the parents, who contend that it is their privilege to refuse to allow their children to join or take part in any religious exercises to which they object and that their children cannot be excluded from the School during these exercises.

In this, as in most rural Schools, I assume there is but one room, and no proper shelter to be found outside of it.

6. I think that both parties have been acting under some misapprehension of their correct positions, but no doubt as they honestly understood them.

Neither the Teacher nor the Trustees considered they could act otherwise without neglecting the prescribed Regulations according to their view of them and the parents knew that the School Law expressly conceded to them the fullest liberty of objecting to any religious exercises being imposed upon their children. The difficulty has arisen from misapprehending the sense of the Regulations of the late Council of Public Instruction respecting religious exercises in opening and closing the Public Schools.

These Regulations are not "imperative," so that

they must be carried out by the Trustees, but are "recommmendatory" only.

This recommendation is prefaced by a quotation of the 142nd section of the School Act, which secures to parents the fullest right of control over the religious instruction of their children, and is followed by the statement that no pupil should be "compelled to be present at these exercises against the wish of his parent or guardian expressed in writing to the Master of the School."

This regulation, therefore, preserves to the parents, in this case, the liberty to exercise the rights which they have insisted upon, and there need have been no difficulty with the teacher or trustees in this case giving full effect to the wishes of these parents if there was any convenient place to which those children could retire, while these opening and exercises were being conducted. The General Regulations, however, require all the children to be present at the prescribed time for opening the school, and to remain for dismissal together. So that unless there are two school-rooms, the children, whose parents object to their joining in these daily religious exercises, could not retire during them, unless into the open air. All the children have the same right to the school-room during school hours, and none can be properly excluded. In the absence of two school-rooms, into one of which the children of objecting parents could retire during these exercises, it would follow that they must remain in the same school-room, but without being obliged to take part in the exercises. These, however, are amenable to the same strict order and discipline as should prevail during the ordinary exercises of the school, and subject to the full authority of the teacher. The teacher could properly require them to occupy a form or seats by themselves, and to maintain a respectful demeanour, subject to the usual penalties for disobedience.

My counsel to the parties is that they should now act in accordance with the expression of what I consider to be their respective position, and henceforth co-operate harmoniously, and thus secure to all the children of the section the advantages which the school can no doubt satisfactorily afford.

—Pertaining to examinations for granting certificates to Public School teachers in Ontario, the following circular has been received by Inspectors:—

"In accordance with the Statute, and the General Regulations, the Annual Examination of Candidates for Public School Teachers, first, second and third-class certificates, for the year 1877, will be held in each County Town of Ontario, commencing on Monday, 9th July, 1877, at 9 a. m., for first-class, at 1.30 p. m. for second class, and on Tuesday, 10th July, at 9 a. m., for third-class.

"Forms of the notice to be previously given by the candidates can be obtained on application to any Inspector.

"It is *indispensable* that candidates, whether from a county or a city, should notify the presiding County Inspector (as the case may be) not later than the 1st of June, of their intention to present themselves for examination.

"The presiding Inspector will inform the Department, not later than the 5th of June, of the number of candidates in each class, as the examination papers cannot be printed until this information shall have been received from all the presiding Inspectors. He will also send the names

of the first and second-class candidates in the form of return provided.

"The examination papers will be sent to the presiding Public School Inspector (who will be responsible for the conduct of the examinations according to the regulations). The presiding Inspector will, at the close of the examination on the last day, transmit to the Department the answers of the first and second-class candidates, and the schedule as per form provided. He will also, immediately after the meeting of the Board of Examiners, at the close of the examinations, and not later than the 6th of August, transmit to the Department the Report of the Board of Examiners on third-class papers, and also the whole of the answers of the candidates. The surplus examination papers are also to be returned for binding.

"The presiding Inspector will please give sufficient public notice respecting the examinations, and obtain from his co-Inspector (if any) the names of candidates who may happen to send their applications to him."

"We learn indirectly that the time for holding third-class examinations will be changed from July 10th to July 17th, in order to give candidates so desiring, opportunity to write on both the intermediate and third-class examinations.

—The Institution for the deaf and dumb, Halifax, N. S., whose noble object gives it a claim to public sympathy, appears to have established for itself a special claim to both gratitude and support. Established in 1857, it has been twenty years in operation. It is the first and only institution of its kind ever set on foot in the Lower Provinces. During the twenty years of its existence, it appears to have been eminently successful. Two hundred deaf mutes have had their minds more or less cheered and enlightened by its training. Many of these received an excellent education which enables them, not only to read and write with intelligence, but also to earn a comfortable livelihood for themselves. By far the greater number of these were too poor to pay for their education. Many of them had to be supported at the expense of the Institution. There is no entrance fee demanded, and no candidate for admission is excluded on account of his poverty. An institution like this which has already proved the means of converting so many poor and afflicted ones from being a burden to themselves and others, to intelligent and useful members of society deserves to be liberally supported.

—"Some days ago," says the *Winnipeg Standard*, "the intermediate teacher of the Central School being ill, his division was dismissed for the day by the Principal. A number of larger boys, among the rest a lad named Tough, indulged in loud yelling to the serious interruption of the classes in the senior department. The Principal, on going out to disperse them, received some flagrant impertinence from the boy Tough, who seemed to think that because his every day teacher was not there, the Principal had nothing to do with him. Of this delusion, however, he was promptly disabused by the punishment which the Principal administered. In accordance with a plan followed by the Principal in cases of serious offence against the code of the school, the boy was detained in the class-room with the senior pupils until he could be accompanied home, and the nature of his offence and punishment fully explained to his parents, who, if rightly disposed, would thereafter do all they could to assist the teacher in his dealings with their child-

ren. The Principal says he has found this an effectual method of dealing with 'hard cases.' But the classes had hardly resumed work when in stalked Mrs. Tough and the boy's 'big brother' demanding, in furious language, the instant release of her 'hopeful,' which, being politely refused on the ground that the boy was detained for his own good and the good of the school, books and other missiles began to fly around the head of the devoted Principal, while, with the most fiendish epithets, she regretted the non-possession of a dagger with which to let out his heart. She then sent for reinforcement in the person of Mr. Tough, when all three, husband, wife and son, invaded the school a second time to release the detained boy. The Principal kindly showed them that the boy was detained in the interest of good discipline, and endeavored to persuade them from their foolish purpose of attempting his rescue by force. To this they would not listen, and what threatened to be a serious struggle between the Principal and the wrathful trio, was promptly settled by the boys of the fifth class, who being annoyed at this unseemly interruption of their work, came forward and ejected the Tough invaders from the room in a twinkling. Then taking their places in their class, the work went on as if nothing had happened.

"The Toughs failing here, then invoked the arm of the law, and the Principal was summoned to appear for assaulting and beating the boy Tough. As this was a game at which two could play, the Principal laid information against the Toughs for wilful disturbance of the school and for assault. The case came up for hearing on the following Saturday, and considerable interest was manifested in it by the public generally, who were anxious that nothing should be done to affect the authority of the schools. Judge Betourney presided, but before opening the case expressed anxiety to see the matter settled. The counsel for different parties consenting to this, Mr. Cameron, on being asked by the Judge whether he was willing to settle, replied that while he had no objection to a settlement, still he was quite willing that the case should go on, and he felt sure that the facts elicited during the trial could have no other effect than to strengthen his own position and fix more than ever the authority and dignity of the school. However, he would consent to a settlement rather than place school children under oath. A settlement being forthwith agreed upon, the learned Judge expressed his satisfaction thereat, but added that he could not allow the opportunity to pass without calling the attention of all to the fact that the teacher was not responsible for he was bound to maintain his authority; that a teacher of Mr. Cameron's reputation would be recreant to himself and to his profession, did he not visit offences against the discipline of the school with unmistakable punishment.

"The court then rose. An interesting feature of the case, and one which indicates the soundness of the general public of this city on the question of school discipline, was the attendance of several known citizens, with the view of paying the fine and costs for the Principal out of their own pockets in case the matter had gone against him. Enough to pay several fines would have been raised by parents and guardians on the spot. The whole case from first to last will, no doubt, prove a wholesome lesson to those who imagine they can interfere with the exercise of a teacher's authority with impunity."

Mathematical Department.

SAMUEL R. BROWN, Editor, Box 67 D, London.

Teachers and others are invited to forward any problems they may think worthy of a place in these columns, provided always that the solutions accompany the problems.

Sent Solutions before 15th inst., to receive attention, and address the Editor as above.

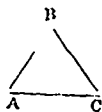
When sending solutions, correspondents will please send each month's problems separately.

The names of those who solve the several problems correctly will be published with the solutions thereof.

The solutions of all problems published in this department will be printed in the second number following that in which the problems appear.

Problems.

No. 62.—



In the triangle ABC, the angle BAC = 42°; the angle ACB is 12° greater than the angle CBA; the side AB = 50. Find the sides AC and BC.

No. 63.—Proposed by John W. Place, S. S. No. 7, Augusta.

What length of rope must be tied to a cow's head to allow her to eat an acre of grass, on the outside of a circular acre which is enclosed by a wall, one end of the rope being attached (near the ground) to the outside of the wall?

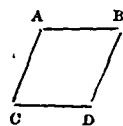
No. 64.—Proposed by Edward W. Bruce, Bluevale.

A crew row a distance of 1 mile down a stream in 6 minutes and up in 10 minutes—the crew working equally hard. Required the velocity of the stream per hour.

No. 65.—Proposed by James Thompson, Cranbrook.

A can do a piece of work in 8 days by B helping him 2 days, and B can do it in 10 days by A helping him 4 days. In what time will they both do it working together? *By Arithmetic.*

No. 66.—Proposed by A. S. McGregor, Avonbank.



A farmer has a field in the form of the rhomboid ABCD. Its area is 12a. 2r. 16per. If AB : BD :: 7 : 4, and the angle ABD is 30°, determine the perimeter of the field.

No. 67.—Proposed by John Ireland, Fergus.

The township of Pilkington is a right-angled parallelogram whose sides are 12 miles and 4 miles. What quantity added to the length and the same to the breadth will make the area, in square miles, an exact square number?

Solutions.

No. 50.—

If A can cut 1 cord in $\frac{2}{3}$ of a day, he can cut $\frac{1}{2}$ of a cord in $\frac{1}{3}$ of a day and $\frac{1}{3}$ in 1 day. In $\frac{2}{3}$ of a day he can cut $\frac{2}{3}$ of $\frac{1}{2}$ or $\frac{1}{3}$ of a cord = what B cuts in $\frac{1}{2}$ a day. If B can cut $\frac{1}{2}$ of a cord in $\frac{1}{2}$ a day, he can cut $\frac{1}{2}$ in 1 day. Then $\frac{2}{3} + \frac{1}{2}$ or $\frac{7}{6}$ = the quantity A and B can cut in 1 day. If they can cut $\frac{7}{6}$ cords in 1 day, it will take them as many days to cut $1\frac{1}{2}$ cords as $\frac{7}{6}$ is contained times in $1\frac{1}{2}$, which is $\frac{3}{2}$ of a day.

No. 51.—

B's fortune is 5 times $\frac{1}{2}$ of A's; then $\frac{1}{2}$ of B's fortune = $\frac{5}{2}$ of A's. $\frac{1}{2}$ of A's + $\frac{5}{2}$ of A's = $\frac{3}{2}$ of A's

of A's fortune, which is the sum on interest. If \$1 bring 5c int. in 1 year, in 6 years it would bring 30c interest; then $\frac{3}{10}$ or $\frac{3}{10}$ of the principal = the interest. $\therefore \frac{1}{10}$ of the principal = \$300. and $\frac{1}{5}$ = $\frac{1}{5}$ of \$00 = 266 $\frac{2}{3}$; then $\frac{1}{3}$ or the whole principal = \$266 $\frac{2}{3}$. Hence $\frac{1}{2}$ of A's fortune = \$266 $\frac{2}{3}$, and $\frac{1}{2}$ or the whole of A's fortune = \$335 $\frac{1}{3}$; then B's fortune = $\frac{5}{2}$ of 335 $\frac{1}{3}$ = \$3925 $\frac{1}{3}$.

No. 52.—

Let x = No. of electors favorable to C,
 $x - 3$ = " " " A,
 $x - 14$ = " " " B,
 $3x - 17$ = whole No. of electors, also No. of sections
 $x - 19$ = A's majority of electors if C kept away,
 $x + 1$ = No. of B's electors if C kept away,
 $2x - 18$ = No. of A's electors if C kept away,
 50000
 $3x - 17$ = No. of voters in each section.

$$\frac{50000}{3x - 17} \times (2x - 18) = \frac{100,000x - 900,000}{3x - 17} = \text{total No. of voters in sections favorable to A.}$$

$$\frac{50000}{3x - 17} (x + 1) = \frac{50000x + 50000}{3x - 17} = \text{total No. of voters in sections favorable to B.}$$

$$\frac{100,000x - 900,000}{3x - 17} \times \frac{1}{3} = \frac{200,000x - 1,800,000}{9x - 51} = \text{No. of votes for A's electors where A was favorable.}$$

$$\frac{100,000x - 900,000}{3x - 17} \times \frac{1}{2} = \frac{100,000x - 900,000}{9x - 51} = \text{No. of votes for B's electors where A was favorable.}$$

$$\frac{50,000x + 50,000}{3x - 17} \times \frac{1}{2} = \frac{50,000x + 50,000}{3x - 17} = \text{No. of votes for A's electors where B was favorable.}$$

$$\frac{45,000x + 45,000}{3x - 17} = \text{No. of votes for B's electors where B was favorable.}$$

$$\frac{45,000x + 45,000}{3x - 17} + \frac{100,000x - 900,000}{9x - 51} = \text{total votes B would get, voting directly.}$$

$$\frac{200,000x - 1,800,000}{9x - 51} + \frac{50,000x + 50,000}{3x - 17} = \text{total votes A would get, voting directly.}$$

$$\frac{235,000x - 765,000}{9x - 51} - \frac{215,000x - 1,785,000}{9x - 51} = 6000.$$

$$\frac{20,000x + 1,020,000}{9x - 51} = 6000, \text{ from which}$$

$$x = 39 \text{ and } 3x - 17 = 100, \text{ No. of sections.}$$

No. 53.—By Thomas Hammond, Selkirk.

As the eldest son's share will be at interest for 2 years at 6%, then \$1 of his share will amount to $1\frac{1}{25}$ of \$1, and the second son's share will amount to $1\frac{1}{25}$, and the youngest to $1\frac{1}{25}$ of \$1. If $1\frac{1}{25}$ of eldest son's share = \$1 then $1\frac{1}{25}$ = $\frac{1}{25}$ of \$1, and $1\frac{1}{25}$ = $1\frac{1}{25}$ of \$1; similarly the second son's = $1\frac{1}{25}$, and youngest $1\frac{1}{25}$; then the sum of these $1\frac{1}{25}$, $1\frac{1}{25}$, $1\frac{1}{25}$ = \$3000; they will = \$1092.76, \$987.01, and \$920.22 respectively—being the respective shares of the eldest, second and youngest son.

No. 54.—By Theophilus Hall, Markdale.

$5\% = \frac{1}{20}$, $6\% = \frac{3}{50}$, Int. for 1 year = $\frac{1}{20}$ (of the sum lent at 5%) + $\frac{3}{50}$ (sum lent at 6%) = $\frac{1}{10}$. $\frac{1}{10}$ (of sum lent at 5%) + $\frac{3}{50}$ (sum lent at 6%) = £108. But the sum lent at 5% + sum lent at 6% = £98. \therefore sum lent at 6 = 98 or £10 - $\frac{1}{10}$ (sum lent at 6%) \therefore sum lent at 6 = £50 and 98 - 50 = £48, the sum lent at 5%.

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Correct solutions have been received as follows:

No. 50, Robert Palmer, Uxbridge; C. H. Sweetman, Bloomfield; Wm. E. Gifford, Wheatley; Charlotte Shannon, John Milroy, Christiani McArthur, Jane M. McKenzie, Katie E. McIntyre, Rebecca McKenzie, North Dumfries.

No. 53, Wm. J. Jordan, Kettleby; Thos. Porter, Jarvis.

No. 50, 51, B. P. Richardson, Uxbridge; Sarah Ann Gammon, Forest; Joseph C. Mannel, Nanticoke; James D. Graham, Lakehurst; Jennie Moffatt, North Dumfries.

No. 50, 53, J. H. S., St. Thomas.

No. 50, 51, 53, T. L. Fowler, Kellerby; Geo. B. Boggs, Marsville; S. A. Thompson, Walpole; J. A. McEwan, Glensandfield; Ellen J. Campbell, St. Helens; John Stilwell, Cheapside.

No. 50, 51, 54, Thos. J. C., Bowmanville; Addie Watson, S. S. No. 1, Toronto Township; Thomas Porter, Jarvis; Robert John, Fallis; Thomas Hammond, Selkirk; Simeon Hicks, Courtland; W. A. J., Brentwood; E. Higley, Rodney; J. Doupe, Kirkton; Jas. E. Thompson, Newtonville.

No. 50, 51, 53, 54, R. D. Cameron, Lucknow; John C. Reid, Vanatter; John Anderson, Dixie; Alex. Cameron, Islay; Thomas Woodburne, Denfield; W. Bickell, Clyde; Ella C. Price, Newburg; Emma C. Henry, Selkirk; Wm. Scott, Haysville; Thos. S. Menarey, Egmondville; J. P. Bowerman, Bloomfield; Thomas McCarthy, Downeyville; Jas. R. Bell, Fergus; A. Gilbert, Derwent; John S. Campbell, Allan Park; Henry Rowe, Clark Union; Edward W. Bruce, Bluevale; Thos. Cameron, Arkona; G. W. Priest, Ayr; Jno. M. Morris, Warwick; Allan F. Pringle, North Dumfries.

No. 50, 51, 52, 53, 54, Jas. W. Morgan, St. Helens; P. G. Kimmerly, Napanee; F. W. M., Port Dover; James Addison, Kirkwall; F. L. Burdon, Sutherland's Corners; Joseph Richardson, Innerkip; Wm. Moir, Fergus; No Name; C. S. Falconer, Byron; D. R. Erb, Haysville.

Trial Examination Paper.

ANSWERS TO PROBLEMS IN ARITHMETIC IN JANUARY NO. FOR SECOND CLASS CANDIDATES.

I. The difference between the interest and discount on any sum is the interest on the true discount.

∴ \$5.87½ is the amount of the true discount for 2 years at 7%. \$117½ is the amount of \$100 at given time and rate.

II. A profit of 25% on ¼ = 10% on the whole. A loss of \$15 on the rest cancels this gain and causes a loss of 5% in addition.

∴ 15% of cost = \$ 15,

1% " = 1,

100% or cost = 100.

No. of yards = \$100 ÷ \$2.50 = 40.

III. This question should read—"A, B, C and D do a piece of work," &c.

A does ¼, B does ⅓, C and D do the rest or ⅙. D does ⅓ of ⅙, C does ⅓ of ⅙ or ⅙, and receives ⅓ of \$16.50 or \$5.62½.

IV. \$2500 worth of goods sold at 15% profit will realize \$2875. If 15¢ per yard will realize 115% on cost price, 17½¢ per yard will realize 134½%, which is 3354½. Total profit = (2875 + 3354½ - 5000) = \$1229½.

V. Leaving out the \$1500 worth already sold, the intended profit is 16% on \$3500 or \$560.

On \$2500 he must gain \$560

On 1 " " 560

2500

On \$100 " " $\frac{560 \times 100}{2500}$ or 22½%.

VI. Fast train runs 140 miles in 7 hrs and 56 miles in 2 hours. Difference = (140 - 56) = 84 mls., which is the distance run by slow train in 7 hrs. ∴ rate is 12 miles per hour. Distance of station is (23 + 12) × 2 or 30 miles east of London.

VII. ¾ of the mixture consists of wine. To leave only half wine we must draw off ¾ - ½ or ¼ of a hhd. of wine. This is ¼ of ¾ or the whole quantity of wine; hence ¼ of the whole mixture must be drawn off, which is 10½ gallons.

VIII. Assuming the year to consist of 12 mos. of 30 days each.

Int. for 12 months = $\frac{6\%}{2}$ = 1%.

which is exactly one cent on the dollar.

IX. 143 yards of paper cover 856 square feet.

Perimeter of room = 856 ÷ 11 = 76 feet.

Breadth of room = 76 ÷ 6 = 13 feet; and

Width 26 feet. Floor has an area of 26 × 13 sq. feet. Yards of carpet required = 26 × 13 ÷ 9 = 50 ⅔ yards.

X. Cubical diagonal = $\sqrt{\text{Length}^2 + \text{width}^2 + \text{depth}^2}$

that is 15² = $\sqrt{144 + 45 + \text{depth}^2}$, whence depth = $\sqrt{36}$ or 6 feet. Contents of cistern = 12 × 3

√5 × 6 cubic feet, weighing 30 tons 3 cwt. 45 lb. A cubic foot of water weighs just half of 394 $\sqrt{5}$ ounces.

We have received correct solutions from the following correspondents:

Emma C. Urmy, Selkirk, all but No. 10; W. Bickell, Clyde, all but No. 3; Thomas Hammond, Selkirk, all but No. 10; J. M. Morris, Warwick, all but Nos. 3, 10; — Moir, Fergus, all but 9, 10; W. A. Jnes, Brentwood, 1, 2, 5, 6, 8; Henry W. Hoover, Selkirk, all but 4, 10; George Harrison, Selkirk, all but No. 10; Annie Wilson, Selkirk, 1, 4, 5, 6, 8; Maggie Blair, Komoka, 1, 2, 4, 5, 9.

In answers to the First Class Arithmetic Paper given in February No., the denominator of the fraction given as answer to question 7 (c) should be 3rd root of (1387.431)².

English Department.

J. G. HANDS, Editor, 75 CARTWRIGHT ST., LONDON.

Subscribers are cordially invited to co-operate with the Editor in making this Department as interesting as possible by freely discussing the points raised by enquiring correspondents.

Questions are invited bearing on the subjects of Grammar, English Literature, Etymology, &c; but they must be of such a character as to be interesting to subscribers generally.

Matter for this Department must be addressed to the Editor as above not later than the 15th of the month previous to that in which it is expected to appear.

Answers to queries, &c., will be inserted in the second number following that in which they appear.

Queries.

Proposed by A. Stevenson, Markham.

(a) Is there a Potential Mood, proper, in the English Verb? and—

(b) Is there any Case, proper, in English Nouns?

Proposed by Thos. Hammond, Selkirk.
(c) Give reasons for the plural form of the Verb being used (in place of the singular) in the Subjunctive Mood.

Correct or defend the following :—
(d) Hoping you shall be successful.
He hopes he shall succeed.

(e) Paraphrase so as to fully develop the meaning, altering the words as little as possible, and then analyze the following, parsing the words in Italics :—

The feast is *sobl*,
That is not often vouch'd, when 'tis a-*nothing*,
'Tis given with welcome. *To feed* were best at home;
From thence the sauce to meat is ceremony;
Meeting *were* bare without it.

—MACBETH.

Answers to March Queries.

ANALYSIS.

- | | | |
|-------------------------|-------|-------------------|
| (a) 1 Here | Ext. | } Principal Prop. |
| 2 rests | Pred. | |
| 3 his head | Comp. | |
| 4 upon the lap of earth | Ext. | |
| 5 a youth | Sub. | |
| 6 unknown to fortune | Enl. | |
| 7 and to fame. | Enl. | |

A. Stevenson sends this, but prefers another analysis of considerable obscurity.

- | | | |
|------------------------|------------|--|
| (b) 1 What though | Adv. Conj. | } Adverbial Proposition modifying the Proposition following. |
| 2 my winged hours | Sub. | |
| 3 of bliss | Enl. | |
| 4 have been | Pred. | |
| 5 like angel-visits | Ext. | |
| 6 few and far between. | Comp. | |

- | | | |
|-------------------|------------|---------------------------------------|
| (c) 1 Speculation | Subj. | } Principal Prop. |
| 2 becomes | Pred. | |
| 3 rife | Comp. | |
| 1 as to | Adv. Conj. | } Adverbial Proposition to the first. |
| 2 who | Subj. | |
| 3 his successor | Comp. | |
| 4 will be. | Pred. | |

Answered by W. A. Jones, Brentwood.

- | | | |
|---------------------|-------------------|--------------------------------------|
| (d) 1 Deep | Comp. | } Principal Prop. |
| 2 in the wave | Adj. to 1 | |
| 3 is | Pred. | |
| 4 a coral grove | Sub. | |
| 1 where | Subordinate Conj. | } Adj. Prop. Attributive to "grove." |
| 2 the purple mullet | Comp. | |
| 3 and gold fish | Subj. | |
| 4 rove. | Pred. | |

Adverbial conjunctions sometimes introduce adjective propositions attributive to nouns of time and place. This is only when the conjunction can be replaced by a phrase containing a relative pronoun. "In which the purple mullet and gold fish rove" would be a fair paraphrase here. A. McIntosh, Pinkerton, analyzes this correctly, as also does A. Stevenson, Markham.

- | | | |
|---------------------|-----------|-----------------------------|
| (e) 1 And parden | Pred. | } Principal Prop. |
| 2 Lady | Subj. | |
| 1 to worth unknown | Adj. to 4 | } Adverbial Prop. to first. |
| 2 in semblance mean | Adj. to 3 | |
| 3 obscurely veiled | Adj. to 1 | |
| 4 in aught | Ext. | |
| 5 (if) my folly | Subj. | |
| 6 failed | Pred. | |

A. Stevenson, Markham, agrees with our analy-

sis, except in leaving "Lady" out in the cold, and substituting "thou" as the subject. Why some grammarians always supply a subject to the imperative verb we never could discover. Will any one explain?

PARSING.

- youth*—Common noun, singular, masculine, nominative case, subject of "rests."
angel-visits—Abstract noun, plural, neuter, adverbial object, used to modify the adjectives "few" and "far."
few and far—Predicate adjectives, attributive to "hours" in the subject.
between—Adverb, modifying "far."
as to—Compound adverbial conjunction, introducing an adverbial clause.
to—Preposition, connecting "aught" and "worth."
worth—Abstract noun, singular, neuter, objective case, governed by "to."
veiled—Perfect participle, passive, of the transitive verb "to veil," attributive as an adjective to "worth."
folly—Abstract noun, singular, neuter, nominative case, subject of "failed."
failed—Regular intransitive verb, past, indicative; 3rd, singular, agreeing with its subject "folly."

Answers to the above have been received from W. A. Jones, Brentwood; A. Stevenson, Markham; A. McIntosh, Pinkerton.

Communications are also acknowledged from Wm. Beattie, Norham; Joseph Richardson, Innerkip; a Reader, Glasgow.

A. Stevenson, Markham.—The diagram system deserves all the praise you bestow on it, and as a means of interesting junior classes stands unrivalled. Can you write us a short essay on the subject?

Selected.

The International Exhibition.

ANNOUNCEMENT.

The International Exhibition Company has purchased the Main Centennial Exhibition Building at Philadelphia, to be used for a continuous International Exhibition, which will be opened May 10th, 1877.

A special attraction of this Exhibition will be the Educational Department. Twenty-five thousand square feet of floor space, located in the most desirable part of the Exhibition Building, has been set apart for an educational display.

It will thus be seen that there is now an opportunity afforded of making an educational exhibit that shall far surpass anything of the kind ever before attempted. The Commissioners intend to spare no expense in supplying every thing needed to make this feature of the Exhibition a complete success.

If teachers and school officers will give us their active co-operation, and will send us the best material at their command, we are confident that such an exhibition can be organized as will commend itself to the intelligent judgment of all engaged in the work of education.

Manufacturers and dealers in school furniture and apparatus, and publishers of school books, will find it to their interest to exhibit in this depart-

ment, because this feature of the Exhibition will be visited most largely by their patrons and customers.

This department will include the following important features:—

1. Model school-rooms, graded and ungraded.
2. School work from different countries, states and cities.
3. School apparatus, classified according to the subjects illustrated.
4. School books, charts, maps, &c., arranged according to the subjects treated.
5. Natural history collections.
6. Models, plans and photographs of school buildings.
7. Work done by students in scientific, technical, normal and commercial schools, in benevolent institutions, and in colleges and universities.
8. School laws, reports, journals, blanks and forms.
9. Periodical literature, including newspapers, magazines, &c.

The articles in this department will be carefully selected and so arranged as to make the best possible exhibit of the educational work and interests of this and other countries, including appliances and results. All show-cases, platforms, counters, frames, &c., needed, will be provided by the Commission without expense to those furnishing material. The Commission will also employ an intelligent person to take charge of the department, who will be in constant attendance to give all needed information to visitors.

Each package must be marked with official labels, which will be furnished by the Chief of the Bureau of Management on application.

ARRANGEMENT.

The arrangement of exhibits will be such as will bring similar articles of the same group in close proximity to each other, thus facilitating comparison and study. The building is intersected through the centre lengthwise by the main nave, and crosswise by the centre transept, and is thereby divided into four principal divisions.

Each group of articles, as classified, will have a frontage on either the nave, centre transept, or a prominent cross-avenue leading directly from the nave. At the centre of the building, in the north gallery, will be placed the great Centennial organ, and immediately in front of it, to be treated as an auditorium for musical performances, will be an area 200 feet in width, extending 240 feet in length to the centre of the building, and having seating accommodations for an audience of eight thousand people. Tiers of seats, affording ample provision for orchestra and chorus, will extend from the organ gallery down to the floor.

The acoustics of this portion of the building proved, during the late Centennial Exhibition, to be exceptionally fine; and the facilities offered by the place for musical festivals, orchestral and vocal concerts, oratorios, and for the performance generally of both classical and popular music, will be unequalled by any other concert-room in the United States.

In the centre of the building, extending from the nave south, will be the department devoted to painting and sculpture—the admirable lights of the building affording special facilities for the display of works of fine art.

An interesting feature of the Exhibition will be numerous Foreign Courts, fronting on the main

nave, each of which will be formed by enclosures erected in the style of architecture peculiar to the respective countries, and will contain characteristic exhibits.

Owing to the kind co-operation and interest manifested in the Permanent Exhibition by the various foreign commissions to the recent Centennial Exhibition, many of the foreign governments have presented their enclosures to the International Exhibition Company. These structures will be rearranged in the form of courts, and together with others, to be hereafter added, will form permanent attractions. In the west wing, on the north side, commencing at the west end, will be the following courts in the order named:—Norwegian, Swedish, Danish, Tunisian, Turkish, Spanish (Agricultural), and Chinese. On the south side as follows:—The Egyptian and Spanish (Industrial). In the east wing on the north side:—The Japanese, French crystal court, Belgian, Swiss, Mexican, and the superb Brazilian Pavilion presented by His Majesty Dom Pedro II.

A special feature of the Exhibition will be the Educational Department, in which will be represented model school-rooms, complete, with all their appliances and accessories. These rooms will be the embodiment of the latest and best efforts in the cause of education, and will show standard appliances and arrangements for the benefit and instruction of all persons interested in educational matters. The exhibits in this department will be carefully selected by experts and instructors actually engaged in the work of education. Adjacent to the Educational Department a large space will be devoted for the display of publications and objects of interest to the book trade generally.

The Ceramic Art, specimens of which commanded such universal admiration at the late Centennial Exhibition, will be largely represented in the Permanent Exhibition, provision being made for the collective display, in a prominent location, of ceramics from different countries.

The north-west section of the building will be devoted exclusively to Agriculture, including agricultural machinery in motion, and many State collective exhibits of their respective agricultural and mineral resources.

In the south-west portion will be the Machinery Department proper, in which will be exhibited many processes of manufacture, the motive-power being obtained from boiler-houses erected adjacent to the building, on the south side.

A novel feature of the Exhibition will be a large Aquarium, covering 15,000 square feet, and containing both salt and fresh water specimens. In its construction advantage will be taken of all the latest improvements, to make it both attractive and instructive.

For the special convenience of visitors, a Department of Public Comfort will be established on the south side of the building, adjoining the central entrance. This department will embrace a first-class restaurant and buffet, reception and retiring rooms, telegraph office, barber shop, bath-rooms, facilities for checking and storing baggage, and obtaining rolling-chairs for use throughout the building.

SALES.

The Centennial Exhibition of 1876 served to bring to the notice of the general public many new and valued products, and to create a demand for many works of industrial and fine art which had

not heretofore found a market in this country. It is the object and intention of the Directors of the International Exhibition Company to endeavor to continue the good effects derived from the Centennial, by affording unusually favorable facilities to manufacturers and producers to bring their wares to the further notice of the public.

Sales will be permitted in the building under such conditions as will be advantageous for the accomplishment of this object. Samples of goods donated to and accepted by the International Exhibition Company will be exhibited and information given as to prices, quality, &c., if so desired, without charge. Exhibitors are not charged for space, but a commission of five per cent. will be charged on orders taken for future delivery. A commission of ten per cent. will be charged on all goods sold that are on exhibition, for either immediate or future delivery. Acceptable goods sent to the Company for exhibition and sale will be returned as per regulations, if unsold, or if sold, a commission of ten per cent. will be charged.

Errors in Education.

The generality of people are as ignorant of the *modus operandi* of educating children to make them useful citizens, as an Ojipawa chief is of Right Angled Spherical Triangles. An old gentleman who flourished as a philosopher many centuries ago, replied, when asked what he thought most proper for boys (I add girls) to learn, "that which they will practice when they become men."

Perhaps that expression alone ought to have immortalized his name and, if fully carried out would have been of lasting benefit to untold myriads of human beings. In our Common Schools, High Schools, Grammar Schools, Seminaries, Colleges and Universities the same routine is universally adopted for all grades and shades of mental capacities, and to graduate with honors, a student must attain a certain proficiency in the several branches, no matter how much he may be above mediocrity in all the rest, he must undergo the mortification of being "plucked." In graded Common Schools, I have seen bright and intelligent children fail of promotion, simply because they failed, or did not come up to the necessary standard of proficiency in some particular branch.

I have also seen this same thing occur in our higher institutions of learning, more especially in our Colleges and Universities. Now in my opinion this is radically wrong, and my object in discussing it is to prove my position true. Take for instance the children in any village, and all students that may graduate in our higher institutions of learning elsewhere. If a man intends to make a mechanic of his son, he should receive a mechanic's education, and thoroughly master those branches of education that are immediately connected with his future calling in life: for life in school is too short to squander time in obtaining a vague knowledge of branches that have no earthly utility, and are never thought of after a person begins the battle of life. What earthly benefit would botany be to a blacksmith, trigonometry to a tailor, conic sections to a cooper, quadratic equations to a tanner?

I do not say such men would be injured by a thorough knowledge of the entire circle of science; but what I do contend is this, that the time devoted to such studies, curtails their knowledge of those branches that are indispensably necessary in

their business transactions in life. To hear a man prating about the quadrature of the circle who murders the Queen's English every time he opens his mouth or commits his thoughts to writing, is enough to make a delicate old lady have convulsions. To hear a good looking young lady pounding broken backed music out of a second hand squeaking piano, or singing in public with a voice as untrained as a balky mule, or the discordant strains of an old Hurly Gurdy, while ignorant of the functions of her own organism, is a sight too repulsive for ordinary mortals to bear. If a person's time is limited (and the children of people in ordinary circumstances are almost always limited) he ought to make himself master of reading, writing, arithmetic, in all its applications, English Grammar thoroughly, book-keeping, history, &c., and during his leisure hours, he can extend his studies as far as he chooses, even to the summit of the Hill of Science. Because, to my mind, it is a selfevident proposition, that so long as reason maintains its throne, we are continually learning; and if we were never to learn anything more than what we did in school, our education would indeed be very limited. Every person has the intellectual capacity of excelling in some one or more branches of learning; while few are capable of rising above mediocrity in all. To force a student to study branches for which he has neither taste nor capacity, is the merest folly in the world, especially when his calling in life cannot utilize them.

I have seen boys serve an apprenticeship to carpenters, shoemakers, blacksmiths, &c., who in after life become ornaments in the learned professions, and shone forth as bright and shining stars, at the Bar, (not the whiskey bar) on the bench, in the rostrum, on the platform, and as mediators, &c. The undeveloped intellectual capacities of such men were not understood by their parents and teachers; and hence, they were forced to pursue a calling in life, for which nature never qualified them, or intended them to pursue. Hence, so much of their life was almost an entire blank. There is always some peculiar trait in the character and actions of a child which the keen, observing eye of the intelligent parent and teacher can, or at least ought to, detect, which clearly defines the adaptability of the future man for some particular calling in life. If you see a boy continually hammering and tinkering at some kind of machinery, and always has nails and a hammer, or other tools in his hands, depend upon it, mechanicism is his forte. When you see a child who has always some remedy for cat, sprains or bruise, rely upon it he is a natural physician. If a boy is caught doing anything wrong who will try and argue you out of your senses, to justify himself, or extenuate his fault, remember there is the making of a lawyer.

When you see a boy steadily gazing at Steam Engine, Printing Press, or the ponderous Machinery of a mill, &c., you know his calling in life. When your child is continually asking you the meaning of words, enquiring about the glorious wonders of the starry Heavens, the changes of seasons, the motions of the planets, &c., there is a linguist, astronomer and philosopher, in miniature. —I might follow these things to any length; I have in every instance found them to be the leading character of the man in after life. Every one of sound mind has his talent, and not a few have many; and certainly it is more rationally to cultivate those talents by education than it would be to have Education run counter to the gifts of nature.

Of course there are exceptions to all rules, but the course that I have feebly attempted to point out is in the majority of cases the safest one; and any one who has given any thought to the subject will in the main agree with me. Hence it is the bounden duty of parents and teachers to closely watch children in their natural leanings, for I contend that they are men and women in miniature, have their joys and sorrows, their hopes and fears, their likes and dislikes, their rights and wrongs, and their ideas of things generally which if properly understood and acted upon may render them more happy, tractable, and less troublesome to those who love them, than by harsh and misguided control.

Few of the lower animals (how much less children?) can withstand kind treatment. I scarcely ever saw the boy or girl that could long resist the loving smile and gentle greeting of the Teacher who, from a thorough knowledge of human nature, could by touching the nobler qualities of his pupils' hearts, fail to command their love and esteem. Gain the love and confidence of a child, enter into full sympathy with their joys and sorrows, kindly lead them into the right path and their feelings beat responsive to your own; but be harsh, distant, overbearing, and ever ready on the slightest provocation to use the rod of correction, and your scholars will be sullen, sour and obdurate, and will only learn so far as fear of personal chastisement may compel them. Such a teacher, no matter what his literary attainments may be, has mistaken his calling, and must fail to either please himself or satisfy those who employ him.

A Teacher to be successful, must have large Philoprogenitiveness, good order, patience, and a natural ability for imparting knowledge, drawing out the reasoning faculties, rather than the cramming process, keeping up a spirit of emulation without invidious distinction, changing exercises, never overtaxing the energies, less book knowledge and more history and character of great men. Act with children as if they were men, and my word for it, success will follow such efforts.—*Thunder Bay Sentinel.*

A Schoolmaster Abroad.

In response to an advertisement for a writing and drawing teacher in the Belleville Public Schools, the following application, which we give *verbatim et literatim*, was received:—

FLINT, Michigan,
Febury, 28, 187.

Trustees of Belleville Schools,
Canada, Ontario,

Dear Sir,

I will teach the writing in your schools what you advertise for in the nusepaper. I am a canadain by burth and was a teacher of a school in Simcoe county and had a third class certiffiket befor that nre law about schools cum out. My school was in the back part of the county wher there was the hardist boys to manauge in the hole country. Sum of them so big that the wade 175 pouns and ugly-to. I was the only man at the time what could keep them under. They kept a misses for ther school thare in sumer but always had to git me when all the big boys cum in fol and winter. I had that school 4 winters, and left that part of the country and cum up here becose I was deceaved by yankies out here tellin me that I could git big pay at lumberin.

I have bene at it 2 years now and made up my mine that I can do better in Canada.

My father sent me the nusepaper that has yore advertisement in and told me to tell you that you might ask b— d — what lives in Bellville and nose us about our family. Been out of praectis & chopin hard every day of winter in the Mickhenry shanty at \$24 a munth and now havel to right with a had pen and paper on a old pine tabel you musint think this is the best I kin do.

When I was in praectis I was called the best righter in Simcoe County and in less than I weak when I git the stifnes out of my hand I kin right as wel as ever if I had good materiel. I will praectis up when I cum down there and in a munth or 2 ile do some penman-ship that your schools ill all be proud of. Mi biggist holt is teachin righten mi skollers were the best righters in Simcoe County and I have given privet lessens to men in the shanty here what ceident rite at ol and by mi way of explanin in less than a weak yoad of be surprised to see them rite. Peple wodent beleve they learned in such a short space of time. I kin do flourishin to or letterm and drawin, only I am a lettel out of praectis now. ile garrante you a good job in your schools. if I don't give you good satisfackshun I out ask you nythin when mi time is out. I am a powerful strong man and can keep good order in any school. I way from 150 to 196 pouns without hein fat.

Ile come for \$300 a year and do nothin else or if youl get me a job as pealer on the streat after school and on Saturdays by which I can turn over an Onest peny ile cum for \$250. do you teachers boreal around. If youl bored them ile work for \$10 a munth.

As I sade befor I don't like the work out here and would rather teach righten for haf the pay and I think you ot to give a preference to a canadain who would like best to cum back to his own country. Ile send out to the postoffice on the 6th of nex munth fur your anser and hope ile git the job ile praectis up and be redy fur you. youl see bi this mi hand hasent lost its cumin yet! If nobody has the job befor this gits to you do ol you kin for me and ile give you the best satifsackshun orill ent ask you a sent. Address as follos,

F.—G.—S.—

for Mackhenry's Shanty,
Flint P. O., Michigan U. S.

It may be added to the above that Mr. F.—G.—S.—'s caligraphy is on a par with his orthography. He forwards his "fotegrof," which is that of a not over bright looking shantyman, characteristically adorned with a fancy flowered vest, etc.—*Belleville Intelligencer*

Bed Time.

"Wait till bed-time, sir, and I will attend to you."

We have heard the stern promise with an aching heart. The lad to whom it was addressed turned away with a sullen, defiant expression, to brood all day over the punishment in prospect, merited no doubt, but we thought cruelly deferred. The whipping was mentally endured through the whole sunny day, when the bright eyed boy took only a listless share in the spots of his companions, and brooded over his faults and coming expiation. Bed-time came, and the father thought of the misdemeanour and inflicted the punishment, never weighing as a part of it, the long day of agonizing suspense, the hours of sleepless misery.

And we, looking on sadly, thought that bed-time should be the happiest hour of the day. Let it be stated that we are altogether in favor of punishments for faults, but we also believe in even-handed justice where children are concerned. Injustice will commence with advancing years. The world will mete out often harsh measures for small offences, but spare the child. If a whipping is earned give it promptly, with a full understanding of the reason for its infliction; and, oh, by all paternal love, let the rod be the last resort; try all milder punishments first.

Above all, take any time but bed-time. Let the weary feet, the busy brain rest in bed happily. Let the evening prayers be said in loving tones to a Saviour who calls little children to Himself. Let the father's caresses, the mother's kiss, be the last link between the day's pain or pleasure and the night's sleep. Send the children to bed happy. If there is sorrow, punishment or disgrace, let them meet it in the day-time, and have hours of play or thought in which to recover the happiness which is childhood's right. When night comes let only tender thoughts, loving care, whispered blessings, prayer and caresses hover over the pillow where the children's heads rest.

Fireside Department.

How We Elected Our School Board.

"There's gaun tae be a Schule Board in oor pairish, Elsie."

"And what's a Schule Board, guidman?"

"Ow, do ye no ken what a Schule Board is?"

"Maybe a new black-board for the maister, or maybe a board at the roadside telling fowk the road to the schule."

"Gae wa' wi' yer haivers, wife—a Schule Board is a lot o' men."

"Hoo div they ca' them a Board, then?"

"That's mair than I ken, ooman."

"Will it be that they have thick woolen heids, and sae they ca' them Boards just the same way as the maister used to ca' us blockheids?"

"Ooman, hae ye ony rummel gumption in ye at a'?"

"What's wrang?"

"Wrang, say ye! There's muckle wrang. The Schule Board'll be the best men i' the pairish."

"But what's tae be done wi' them?"

"Dunc wi' them! Od ye ding a' wi' yer ignorance. Dunc wi' them. Nacthing tae be done wi' them: it's only them that's tae dae things."

"Eh me! oh, ay! An' what are they gaun tae dae, if it be fair to speer? Are they gaun back tae the schule again?"

"Ooman, wull ye ever learn sense? Hoo cud the minister gang tae the schule again?"

"What wull they dae, then?"

"Dae? They're gaun to look aifter schules, an' keep a' thing richt."

"But isna there twa schules i' the pairish a'-ready?"

"That's the pint, noo. Od, I thoct there was somethin' in you, aifter a'. There's twa schules i' the pairish, but there's nae love lost atween them. Ane's better aff than the ither, an' they're denominational, sae we're gaun tae mak' them equal."

"Od, but that's fair enouch. Jeems; but wull they agree till't?"

"Agree till't? Od, they maun agree till't. The Board'll hae meetin's, an' gaer them agree till't."

"An' whaur wull the meetin's be?"

"Ow, they'll likely be i' the best room i' the inn. Ye ken, that's whaur a' the gaun meetin's are."

"An' wull ye a' sit roon' yon table like lawyers?"

"Ow, ay, of course."

"That's the way ca't a Schule Board then—because they sit roon' a board? But it wud hae been mair genteel tae hae ca'ed it a Schule Table."

"Hoot awa'; gin ye hae ony sense, ye aye mis-mogrify't wi' nonsense; but I've nae doot you're right in the main."

"An' ye sae ye're tae be ane!"

"Weel, sae they tell me. Ye ken, there's tae be seven o' us, an' we maun be a' men o' possishun. Sae there's tae be John Black o' the Lowes, Tammas Saunders o' Myreside, Stevens o' Deukdub, Sampson o' Glenshee, Rab Nisbet o' the Glen, Geordie Anderson o' Mucklenouse, an' mysel'."

"But, dear me, Jeems, what are ye gaun tae dae wi' the minister?"

"Weel, ye see, ooman, we think they hae enouch tae dae without that, so we're gaun tae mak' them prapsticks tae fa' back on for advice."

"But what div ye ken aboot Schule, Jeems? Ye haena buik larnin'."

"Weesht, ooman, and diuna tell naebody. Wha's t' bin' that oot? I'll read some pages o' the dictionar' ilki nicht till election time."

So Jeems Robertson, postmaster and general merchant in the parish of Whimyknewes, eagerly pursued his own royal road to learning, although at times he removed the spectacles from his nose and said, with a sigh—

"Hech, but this is dry work, Elsie, ooman. Gin it werena for the honor o' the thing, I'd lay't by a' thegither."

To which she would reply, encouragingly—

"Never mind, Jeems, ye'll may be the best o' the lot yet."

The long looked for day of election came at last; but before it came Elsie had asked one day—

"Jeems, ma man, what gars ye crack sae muckle tae Soor Jock, the auld carrier, the noo?"

"Oh, ye ken, he's Returnin' Offisher, and may speak a good word for us as he tak's the census."

"Oh, I thoct the 'senses' was ta'en?"

"Ay, but ye ken, this is hairns 'senses' for the Schule Board."

"Ow, ay, then we maun be kin' till him. Ye might bid him stap in and tak' a cup o' tea wi' us."

So Soor Jock was waylaid more than once to take tea wi' Jeems Robertson and enjoy a pinch o' snuff or pipe o' baccy.

When the day came, James studied the papers with the air of a man who knew all about it, but he was sorely displeas'd at the voting by ballot, which kept him from seeing and rewarding his upholders.

"It looks sic a hidden way o' daein' anything—writin' on a paper, hidn't in a box, and wastin' sae muckle red tape and guid wax."

When, however, he was announced as being second in the order of election, he immediately mounted his chair, and conceiving that it was his duty to make a speech, began—

"Ladies and gentlemen—Onaccustomed as I am tae public speakin'—

"Sit doon, Jeems, ait doon," whispered a friend

"I winna sit doon—ladies an' gentlemen—it behoves me tae thank you."

"Jeems Robertson, are ye fu', or 'what's garrin' ye mak' a fule o' yersel' that way? Ye dinna need to speechify," said John Black o' the Lowes, who had the greatest number of votes. "We maun be quate the noo, or we'll be lauched at."

So Jeems very unwillingly had to sit down; but as he afterwards said to Elsie—"I niver saw sic a daft-like election—nae tae aloo a body tae speak."

"Especially when ye were sae well prepared for it, Jeems; it wasna fair."

"And gey hard work it was tae. I dinna think mony o' them prepared for't as I did."

The next great event of importance was the first meeting of the Board, and let us pass over to that time, and behold the dounce, honest Scotchmen gathered together.

"Tammus Saunders, ye're an elder o' the Kirk; ye maun open the meetin' wi' prayer."

Ay, Scotia, that is one grand and beautiful feature of all thy meetings—ignorant of some things though thy honest countrymen sometimes be, they tread with holy earnestness the path of prayer.

The meeting having been duly opened, the members sat down, rather puzzled as to what was to be the next procedure.

"Jeems Robertson, ye were gaun tae gie's a speech on election day; canna ye help us noo?"

Jeems got up to his feet.

"Leddies an' gentlemen --"(Hear, hear).

"I mean, leddies an' gentlemen --"(Hear, hear, with loud applause).

"Weel, gentlemen (could I only get at it), we are met here the nicht on a very portentawshus phenomenon--"

This was the result of dictionary study, and met with great applause.

"We are met here, gentlemen, as I ousderstand it, to promote the eddicashun o' the young and risin' generation, who are now sunk in obleevity and darkness, an' raise them to a speeritoolistic conduction o' unfadomable eddication--"

Tremendous applause.

"It is an important poseeshun, ma frien's, for in oor hauns and in oor pooches lie the interminable destinies o' the unborn bawbs wha shall rise up tae tak' oor places aifter oor auld bel' pows wag nae mair thier transcendentel groves o' hair." (Hear, hear.)

"Bat, gentlemen, I shanna bate about the bush oony longer—I believe oor first duty is to cleck a chairman, and I now sit doon."

Jeems took his seat amidst rapturous applause, which made the little boys outside think that the "Schule Board was fechin'."

"I perpose," said Tamson, "that Jeems Robertson be chairman." (Hear, hear.)

"I second that," said Stevens o' Deukdub.

"It canna be, ma freens; it canna be—I'm gay gleg i' the tongue, but nae sae gleg as a that; ye maanna cleck me—cleck John Black, who's accustomed tae speak gentle's talk sometimes." (Hear, hear.)

"I second that," said Rab Nisbet.

So John Black was elected chairman o' the Winnynowes School Board by unanimous consent.

"Mony thanks for the honor, gentlemen," said he; "I'll try tae dae my best."

"What's next?" asked Stevens.

"Eleck a clerk and treasurer," said Saunders.

"Weel, weel, gie that tae Jeems Robertson," said the chairman. (Hear, hear.)

"Can he be baith?" asked Geordie Anderson.

"What's tae hinder him?" said Stevens.

"Weel, will you accept it, Jeems?"

"Wi' the most profound thanks, gentlemen; an' I houp it'll be for your gud."

"What's the next piece o' business?" asked the chairman.

"Ow," said Jeems, "it's for the Board to settle about the schule accommodat.ion, I understand."

"Weel, isna there plenty?"

"Dinna ken; Soor Jock will tell us."

"Hoo does Soor Jock ken?"

"He's been takin' the census."

"Weel, bring him in."

Jock was brought in and gave answer to the effect that there was quite sufficient accommodation for all the children in the two schools.

"But, Jock," said Stevens, "ye should hae waited the commands o' the Board afore takin' up the census."

"It was gaun on i' the neit pairishs," said Jock, "so I thoct--"

"Weel, weel," said the chairman, "nae hairm's done; they got on afore us, but we're a' learners enoo. I suppose we'll just keep Jock on."

This was agreed to, and after some more preliminaries the Board departed, highly pleased with their first performance. But who can picture the joy and conscious pride of James Robertson when he received the first official envelope, with the awe-inspiring words—On Her Majesty's Service—printed in capitals on the corner?

"And see, Elsie, ooman, there's the croon—white on a blue ground."

"Oh, Jeems' but wha wad haethoht ye wad ever come to this?"

"Come to this ooman! a' body disna think sae little o' yer man as ye dae, ooman! it was to be expectit."

"Ow, ay, I kent ye was guid at the upstak; but losh me, Jeems, we maun let fouk ken o' this."

"Ken, to be surc, they maun ken."

"But hoo wull we dae't without lookin' like braggin'? It's a pity the fouk at the market sudna see it."

"That's weel mindet, Elsie, ooman, the morn's market day; I'll tak' it i' my pouch wi' the end sticken oot."

"But gin ye should loss the letter?"

"Ow, but we'el tak' oot the letter and put in a bittie waste paper."

"An' gin anybody should steal it?"

"Weel, we'll preen it in, and that'll secure it."

"It's a fine spite agin Joe Naismith, for crawin' owre ye last fair."

"Ay, I se warrant he'll look blue when he sees it."

In high glee James strutted off to market next day, with the official letter sticking conspicuously out of his pocket. With great humility—a humility which we would do well to copy when honors fall upon us—James replied to the congratulations of friends.

"Ay, it was an honor I didna expect, and maybe didna deserve."

To which he received the memorable reply—

"Jeems, ye're the very man for it."

"Elsie," said he, when he got home, "ye maun gang in to the toon an' get a new shawl an' bannet; it wiinna dae for the wife o' ane in her Majesty's Service tae gang like other fouk."

"An' did ye gar them glower at the market?"

"Ow, ay, ooman, but they a' said I was juist the man. It was a pity I cudna hae gotten the letter

shown then, tae."

"What for?"

"Because then they wad hae seen that their Lordships up in Lunnon ca'ed themselves ma' obediend servants'."

"Losh, Jeems, but you maun be a great man, an' unco proud this day."

"Ay; ooman, there's an awfu' responsibility connekit wi't; the wecht o' Atlas was naething till't."

"Wha was Atlas?"

"A man that carri'd the world on his shoulders."

"Whaur did he bide?"

"I dinna ken."

"But hoo did he get it on on his shoulder."

"Lifted it, tae be sure."

"But whaur did he carry it."

"What gars ye speirs so many questions, ooman? The man didna bide in oor parish."

"Wha tell'd you about him?"

"I heard the minister and the dominie crackin' about him ae nicht."

"Then it maun be a' true?"

"Of course it's true."

"Losh,—but he maun hae been awfu' strong—waur than Samson—bur hoo he got in below't I dinna ken."

"Ye sudna fash yer heid about things ye dinna ken. The man didna speir your leave."

"Will he be leevin't yet?"

"I dinna ken, an' I dinna care."

"Because it wad be an awfu' thing gin he let it fa'. Whaur might we row till'?"

"Gaug awa' tae yer wark, an' no domineer folk."

So Elsie had to be content; but this new theory explained fully to her tides and eclipses, for, of course, "the man wouldnae hold it very steady," and she also thought some person was displeas'd with him, "for she saw them throwin' stars at him ae nicht."

"Great, however, was the perplexity to Jeems of the ledgers, abstract and cash books, and numberless forms and compulsory clauses, and had it not been for the friendly advice of the dominie and minister, Jeems' official letters might not have been so pleasant."

"Sic a wark," said he, "aboot naething ava. Could they no hae just said—Hoo muckle hae ye paid awa' an' hoo muckle in haun'?"

The transference of the schools caused some discussion at first, also the resignation of the oldest teacher for the question was where to get another.

"Advertees," said Tamson.

"Advertees!" said Jeems. "Od, d'ye no think I hae plenty tae dae? A' the responsibeelity fa's on me."

However, it had to be done, and, eventually, Jeems put the bad face on the matter. Elsie declared—

"Schule Board wark wasna canna, for she couldna get her man tae his bed in decent time o' nicht for it."

A teacher was at last settled on; but the Board chose first to see him and examine him.

"Hoo lang hae ye been a teacher?" asked Jeems.

"Ten years, sir."

"An' hae ye got weel on?"

"Yes, sir; I have been a successful teacher, and have high certificates."

"Whaur d'ye come frae?"

"Monquhitter."

"Whaur's that?" asked Geordie Anderson.

"Ow, ye gomerall," said Jeems, "that's whaur my mither was born."

"But whaur is't?" persisted Geordie.

"It's in Aberdeenshire," answered the Chairman, while Jeems whispered, "I think he'll dee."

"Can ye read Latin?" asked Jeems.

"Ye'll no hae a buik wi' ye?"

"Yes, sir; here is Horace."

"Let's see't."

This made the others stare. Was it possible that Jeems had really been studying Latin? Evidently, for he coolly turned up a page and bade the candidate read.

The candidate guessing from the looks of all present that it was only a dodge, resolved to dodge too, so with a smile he began—

"Dulce et decorum, est pro patria mori." (It is good for a child to be punished by his father.)

"Exactly," said Jeems. "What's the word for father?"

"Patria."

"Ow, ay—patriarch! What's the word for punished?"

"Decorum."

"Ay, that gars us think o' rearin'; that's what a' bairns dae when they're punished. I houp ye'll punish them weel."

"Certainly, sir, when they deserve it."

"Weel, I think ye are just the man for us," and the rest, who were all impressed with Jeems' learning, of course agreed, and Jeems was highly satisfied with the way in which he had managed to examine the candidate.

"Weel, sir, we'll appint ye, but dinna staff the bairns' heids wi' geography, about elephants in Greenland, and mermaids [by the bye, I had an uncle visited wi' ane about the Gulf o' Mexikay, or someway in India, at onyrate]; dinna fash wi' that stuff they ca' grammar—just readin', writin' and countin'—an' mind tae thrash them weel."

The candidate thanked them, and asked if the school was provided with time-tables, registers, &c.

"Ow, ye can buy a time-table across the road for three baw bees,

The candidate explained what was meant.

"Ow, my man, just gang on wi' yer wark and we winna fash ye."

On being shown its necessity by the Code, he exclaimed in perplexity—

"Od, that beats a'! I thoct the Code was to explain the Act, but I can mak neither heid nor tail o't. Do ye ken what's meant, young mon?"

"Yes, sir."

Then just get them tae yerself, for I hae a most obstreperous lot o' wark devolv'in' on me, and a most prodeceegious responsibeelity."

The board having now got into working order, we shall leave them, and if you asked Jeems about it now he would say—

"Ow, we're getting on fine; the books were an awfu' wark at first. The wee paperies that were tae be distribein't was done by Elsie rowin' then roon' teas and sugar, sae that was easy, but hech! it's an awfu' responsibeelity, an' I dinna ken hoo it's a' to end."

It is good in fever and much better in anger to keep the tongue clean.

To be able to bear provocation indicates great wisdom; to forgive it, a noble mind.

Swallowing a Diamond.

It is no unusual thing for a valuable diamond to pass from one family to another, and gain notoriety with such change; but it is seldom one is found so valuable as to be issued by governments as security upon which money is advanced to pay off an army; and yet such is history. There is one now in the possession of a Russian nobleman, worth \$100,000, which has its history. It was once the property of Charles the Bold, last Duke of Burgundy, who wore it in his hat at the battle of Nancy, in which he lost his life.

The diamond was found on the field after the battle by a Swiss, who sold it to a priest for a trifle, and it afterwards became the property of a French nobleman named De Sancy. The treasure remained in the possession of his family for more than a century, when one of his descendants, who was captain of the Swiss Guard under Henry III. of France, was commissioned by the new king to raise a new force from the same nation. Henry at length found himself unable to pay his soldiers, and in his emergency borrowed the diamond from Count de Sancy, that he might place it in the hands of the Swiss government as a pledge for the fulfilment of his engagement.

The Count entrusted the diamond to one of his most faithful followers for conveyance to the king; but the messenger and the treasure disappeared, to the great consternation of Henry and De Sancy. The most diligent search was made, but without furnishing any clue to the mystery. So strong was De Sancy's confidence in the perfect probity of his servant, that he felt convinced that some misfortune must have happened to him; and he persevered in his inquiries until he at length discovered that the follower had been waylaid and murdered by a band of robbers, and the body concealed in a neighboring forest.

De Sancy ascertained the locality and instituted a careful search, which resulted in the discovery of his servant's remains. He next gave directions to have the body opened; when, to the astonishment of all but De Sancy himself, the treasure was discovered. It was now clear that the poor fellow, on finding himself beset beyond the possibility of escape, had swallowed the diamond rather than that it should fall into the hands of the robbers. The story has been commemorated in the appellation the diamond has ever since borne of "the Sancy."

The diamond was purchased for the Crown of England; but James II. carried it with him in his flight to France in 1688. Louis XV. is said to have worn it at his coronation. In 1835 it was sold to its present owner for £50,000 sterling.

There is no doubt that the man who swallowed it for safety did a very wise thing for his master; but we are inclined to the opinion it was the most costly, and at the same time the hardest morsel ever swallowed by mortal man.

The Power of the "Great Light."

A Virginia banker, who was a chairman of a noted Infidel club, was once traveling on horseback through Kentucky, having with him bank bills of the value of \$25,000. When he came to a lonely forest, where robberies and murders were said to be frequent, he was soon lost by taking a wrong road. The darkness of the night came quickly over him, and how to escape from the threatened danger he knew not. In his alarm he suddenly espied in the

distance a dim light, and urging his horse onward, he at length came to a wretched cabin. He knocked and the door was opened by a woman, who said that her husband was out hunting, but would shortly return, and she was sure he would cheerfully give him shelter for the night. The gentleman tied up his horse and entered the cabin, but with feelings which may be better imagined than described. Here he was, with a large sum of money, and, perhaps, in the house of one of those robbers whose name was a terror to the country.

In a short time the man of the house returned. He had on a deerskin hunting shirt, a bearskin cap, seemed much fatigued, and in no talkative mood. All this boded the Infidel no good. He felt for his pistols in his pocket, and placed them so as to be ready for instant use. The man asked the stranger to retire to bed, but he declined, saying that he would sit by the fire all night. The man urged, but the Infidel was alarmed. He felt assured that it was his last night on earth, but he determined to sell his life as dearly as he could. His Infidel principles gave him no comfort. His fears grew into a perfect agony. What was to be done?

At length the backwoodsman rose, and reaching to a wooden shelf, took down an old book, and said:—

"Well, stranger, if you won't go to bed, I will; but it is my custom always to read a chapter of Holy Scriptures before I go to bed."

What a change did these words produce! Alarm was at once removed from the sceptic's mind! Though avowing himself an Infidel, he had now confidence in the Bible? He felt safe. He felt that a man who kept an old Bible in his house, and bent his knee in prayer, was no robber or murderer! He listened to the simple prayer of the good man, at once dismissed his fears, and lay down in that rude cabin, and slept as calmly as he did under his father's roof. From that night he ceased to revile the old Bible, and often relates the story of his journey, to prove the folly of Infidelity.—*Keystone.*

Human Nature.

Many years ago, when speculation in real estate was very active, the owner of a farm at Greenpoint (now Brooklyn), L. I., a widow, was desirous of selling it, and had fixed the price at \$10,000, but it appeared to be overlooked for a long time. Finally the widow's son, an easy-going countryman, while at the grocery store in the village, heard a stranger enquiring for land, and offered the farm.

"What is the price?" was asked.

"One hundred thousand dollars," was the bold answer.

The stranger looked over the property, and asked, "On what terms will it be sold?"

"One half cash, the other half in five annual instalments, secured by mortgage on the property."

After a few moments' deliberation the stranger accepted the offer, paid \$500 as earnest, and ordered the papers to be made out at once.

The son returned home to announce the news.

"I've sold the farm, mother."

"You don't say so; for how much?"

"Guess."

"Ten thousand dollars."

"Guess again."

"You didn't get \$15,000?"

"Guess again."

"Well, I'll make it enough this time; \$25,000."

And yet the only answer was—"Guess again."
 "I shan't guess no more, for I know you're foolin', John."

"Well, mother, I've sold it for \$100,000!"

"Good gracious!" exclaimed the mother, when she could get her breath. "What terms did you make?"

"Half cash, and half yearly for five years."

Then human nature spoke out:

"You great fool, we shall never get the rest of the money in the world!"

The money, however, was all paid, and the tract is now owned by Union College, New York.

Publishers' Department.

FREE.—A sample copy of the *COMPANION AND TEACHER* will be mailed free to any Teacher or Trustee who has not already seen one. Teachers, send us the names of your trustees.

PICTURES.—As will be seen in another column, we are still offering these at cost price. Some of the styles are nearly used up, so that those intending to order should do so at once and secure copies of the cheapest pictures that are offered for sale in Canada.

MUSIC.—Our contribution this month will be found sprightly and interesting, and will no doubt prove very acceptable to a large majority of our readers. The plates have been furnished by W. W. Whitney, Toledo, Ohio, to whom we are indebted for them.

A REMINDER.—We refer those interested to the notices in last month's number under "A raid on Trustees," and "To City Subscribers," in this department. We have already heard from a considerable number in response to these, and hope yet to hear from many more.

CHROMOS.—Some of our styles of chromos will not last many weeks longer, as our stock is getting low. When it is too late, some will regret not having sent in their order sooner. We will promise to fill all orders received this month for any chromo on our list, as per rates in another column.

ON TRIAL.—Any one who has never been a subscriber, or to whom we have never sent a free sample copy, may receive the *COMPANION AND TEACHER* three months "on trial" for only fifteen cents. We hope our friends and subscribers will make this offer known, as we know we have only to introduce the *COMPANION AND TEACHER* to ensure its ready acceptance, and the subscriptions of most of those to whom it may be sent.

PROVINCIAL CONTRIBUTORS.—We hope to be able at an early date to announce that we have made arrangements with responsible editors from each of the other Provinces outside of Ontario. We find it impossible to collect the latest and most reliable news without the aid of some one located at the points from which we desire to obtain news. Our circulation is increasing rapidly in the distant Provinces, and those of our subscribers who reside in these will have no reason to complain that the *COMPANION AND TEACHER* is a local organ, after we have completed our arrangements.

ALL SERENE.—We were considerably annoyed at the tone of letters received from several cor-

respondents who had thoughtlessly paid money to that agent, Wicks. All but one of these have been heard from, and we are satisfied because they are pleased. We said those were *hot-headed* who thought they could compel us to honor all orders given to Wicks. We knew it was natural for them to feel aggrieved, but heeded not their threats, knowing them to be harmless. One from whom we have just heard seems to be naturally impulsive, as he says: "I shall be more careful in future, and send money direct to 527. *I have certainly been a great blockhead.*" We have not yet sent premiums to all of Wicks' subscribers, but will do so this month, and hope that the lesson we have all received may prove beneficial to us in the end.

CHILDREN'S DEPARTMENT.—The following are the winners of the prizes offered in the January number: *First Division*—1st, Albert Walker, Toronto; 2nd, Janie E. Brebner, Sarnia; 3rd, Ettie Kaufman, Plattsville. *Second Division*—1st, Mary Allen, Hamilton; 2nd, Ernest Sliter, Lyn; 3rd, W. A. Cameron, Williamstown. In the third division none competed who observed the conditions we named, but we must make honorable mention of Bella Hammend, Askin, to whom we will send a crayon.

With this number we close this DEPARTMENT, as we have so many claims upon our space in every number that we cannot any longer spare the room. Perhaps when the *COMPANION AND TEACHER* is enlarged we will again introduce it. We believe it has been a source of profit as well as of pleasure to the young friends who have taken advantage of our offers, and regret that we are compelled to bid them good-bye.

The answer to the *Canada Star Puzzle*, which will close the department, is as follows:—

1 to 2, bugle; 2 to 3, eager; 3 to 4, relic; 4 to 5, catch; 5 to 6, heave; 6 to 7, edict; 7 to 8, taken; 8 to 9, never; 9 to 10, raven; 10 to 11, neigh; 11 to 12, haven; 12 to 1, nabob; 2 to 8, education; 4 to 10, COMPANION; and 6 to 12, em lation.

CONGRATULATORY.—Were we to reprint all the appreciatory notices that have been accorded to the *COMPANION AND TEACHER* by our brethren of the press this month, our readers would have not much else to read. In communications from subscribers, as well as in our exchanges, words of encouragement have been received, and it is conceded everywhere that our magazine is deserving of the support of all who are interested in education. One kind editor has been pleased to say that "it is destined to become the *Encyclopædia of Educational Matters* in Canada." That "its editorial and contributed articles on education are clever and interesting, and its selections the very best," seems to be a stereotyped expression. We are modest, but, as a maiden appreciates flattery, so we rather like to be extolled, and can assure our friends that, as in the past, every new number has been some improvement on the previous one, so also will it be in the future. "Onward and upward" is our motto, and there will be no retrogression on our part so long as the *COMPANION AND TEACHER* continues to be recognized as at present—as a journal in every way fitted to supply the want so long felt by the teachers of Canada. Reader, did it never enter your mind that you can help us to build up this magazine in which you as well as we are interested? Help, then, if you can, and you will be helped.