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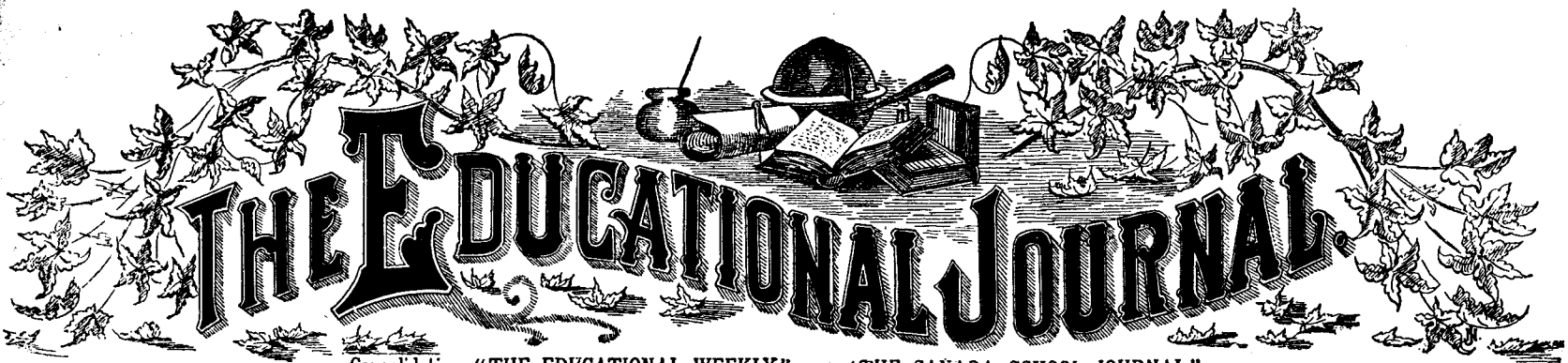
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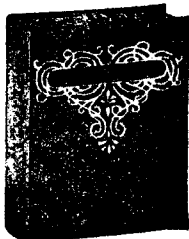
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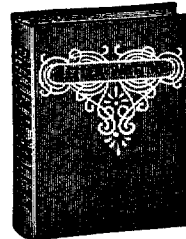


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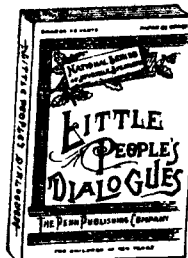
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If the character of the teaching in our High Schools keeps pace with that of the annotated texts which from year to year make their appearance, then assuredly Canadian education is progressing at a rate to be compared only with that of the seven-leagued boots of the old fairy tale. The most painstaking and scholarly research is evident in the work done by Mr. T. A. Sykes, M.A., Ph.D., in his annotated edition of the poems of Coleridge, Wordsworth, Campbell, and Longfellow, as prescribed for Matriculation and Leaving examinations in 1896. Mr. Sykes has already won a name for himself by his work along this line, but nothing which he has hitherto done is comparable with what has just appeared from his pen. The best American libraries, particularly those of Boston and Baltimore, and of Harvard University, seem to have been ransacked, as well as some rare private collections, to which Mr. Sykes has been fortunate enough to gain access. The best feature of his book is, perhaps, the careful examination of the puzzling variations in the text of "The Ancient Mariner," the different editions of which have been evidently closely examined. The historical note on "Evangeline" is worthy of more than the usual attention, especially among a people like ourselves, who have not yet become quite freed from the false idea of British cruelty and injustice which the school histories of our childhood inculcated in their version of the story of the expatriation of the Acadians. The part which Massachusetts played in this tragedy, which is commonly lost sight of, is strikingly presented, and the undeniable fact made clear that the blame—if any blame be attached to the expulsion of an unfortunately deluded but an undoubtedly disloyal people—falls rather on the new than on the old England. The annotations are clear, full, and to the point. The biographies show a sympathetic and discerning appreciation of the different poets and the influences which moulded the style of each, and there is a commendable absence of a multitude of confusing dates and trifling incidents, while all that is essential is clearly narrated. The book is sure to win the approbation of the best teachers of English in our High Schools and Collegiate Institutes.

THE FARMERS' COLLEGE.

The Dairy School, Kingston, which last winter had an attendance of 109 students, and the new Veterinary College, which will adjoin the Dairy School, and be opened next October, are pre-eminently the farmers' colleges of Eastern Ontario. Three of the teachers in the Veterinary College are professors in Queen's University, and farmers sending their sons to this college will know that the teaching will be as good as that given to the regular students of the university. Young men intending to farm or engage in stock breeding should spend a winter or two at the Veterinary College, Kingston, so as to qualify themselves for being veterinary surgeons or for scientific stock raising and stock-breeding.

The Educational Journal

CONSOLIDATING

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Editorial Notes.

Do you not know of some fellow-teacher who does not take THE EDUCATIONAL JOURNAL, who would be materially helped by it, and, therefore, ought to take it? If so, will you not do a favor to your friend and to us, another friend, we hope, by either calling his or her attention to THE JOURNAL, or giving us the name and address, that we may send a sample copy or two? One of the special aims of THE JOURNAL is to cultivate a brotherly spirit and an *esprit de corps* among the members of the profession. Will you not help us?

THE Separate School Board of Ottawa has, no doubt, rendered good service to the cause of education by the examination it caused to be made into the condition of the schools under its jurisdiction. Some of these, which were conducted by the Christian Brothers, were found to be very inefficient, while others, especially many of those taught by the Sisters, were found to range from "fair" to "good," if we may borrow a commercial form of expression. This investigation and that referred to in another paragraph afford gratifying indications that our fellow-Canadians of French origin, in the Lower Province, are awaking to the necessity and the parental duty of giving their children the advantages of the best teaching, and will not long be content to accept anything less.

A COMMITTEE of the Imperial Parliament, during the short session just closed, presented a report which, if acted on, as we suppose it almost certainly will be, will work a very desirable change in British methods of computing quantities and values. The committee recommends the adoption of the metric system throughout the kingdom, its use to be made compulsory at the end of two years. The effect will be to do away with the complicated system of reckoning by feet and inches, pounds and ounces, pecks and bushels, etc., which now make arithmetic a weariness to the flesh and the spirit of the school-boy. We in Canada were wise enough to discard the £ s. d. method of reckoning money a good many years ago, but, for some reason hard to understand, our reformers stopped there. If the home government adopts the innovation, ours, we may be sure, will quickly follow the example. The metric system, as they have it in France, is very simple. Starting with the metre as a basis—a measure equivalent to nearly forty of our inches—this is multiplied on the one hand, and divided and subdivided on the other, by ten, to any required degree of largeness or smallness. We presume the French terms, decimetre, centimetre, etc., will be adopted.

Per contra to the English official opinion quoted in another paragraph, we may quote that of a committee of five women teachers who were sent from England, we are not told by whom, to the United States, to report upon secondary schools for girls and institutions for the training of women. Each took a special subject, and made a report on it. Their reports were published by Macmillan & Co., and are, the *Pennsylvania School Journal* says, well worth careful reading. Amongst other opinions quoted is one to the effect that co-education gives girls more dignity, and boys a wholesome restraint in their manners. It is also said that the American pupils have more self-reliance, and a greater love of knowledge for its own sake rather than for the prizes which are made such an important part of all English school work. One of the ladies who

made this inspection thinks that not sufficient attention is given here to the development of the individual talents of a particular boy or girl, and that, although ample provision is made for indoor gymnastics in girls' schools, there is almost complete neglect of outdoor games and recreations.

Though intended for the United States, is it not possible that the last two defects are equally characteristic of Canadian schools?

THE recent convention of school inspectors of the Province of Quebec has revealed a state of things in connection with the public schools which must have been a painful surprise to all friends of good education in that province. There are many and serious difficulties in the rural districts in the way of maintaining efficient schools, but at the root of all is the lack of funds for the reasonable remuneration of competent teachers. There seemed to be some difference of opinion among the inspectors as to whether this financial difficulty is the result of unwillingness on the part of parents and others to pay money for educational purposes, or of their actual inability, through poverty, to do so. Doubtless in some cases one of the causes named, in some the other, is operative. As instances of poverty-stricken districts, one inspector told of a district in which he found five children in one school, in the middle of January, without boots. In another district the school tax was only fifteen cents. It is very likely that it is in districts of the latter class that teachers are found working for five dollars a month. If, as a rule, people get in education, as in most other things, about what they are willing to pay for, one may imagine the quality of the teaching obtained for that price. Most of the inspectors were in favor of having a minimum salary of sixteen or seventeen to twenty dollars a month fixed by the legislature, as the most practical step in the right direction. Serious objections to such a law are easily found in the fact of the great differences in the financial ability of different sections, yet it might be helpful in raising the standard in the poorer and more parsimonious districts. The convention will, no doubt, be productive of much good, if only in bringing the facts to the light.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

"THE WHISTLE."

M. A. WATT.

This lesson requires a great deal of explanation to make it clear to an average child. It should be read by the teacher, other words being substituted for all unusual expressions. The number of such expressions is large, as any experienced teacher can readily see. It is well to write these synonymous words and phrases on the board, using the simplest possible. Pupils will copy on slates or paper for further reference. The following are probably such as might be needed:

Coppers=cents; directly=immediately, at once; charmed=more than pleased; voluntarily=without being asked, to give his money freely; understanding bargain=finding out about the trade or transaction; vexation=grieved anger; impression=remembrance; actions=doings; ambitious=wishing very much to have (or reach to a position); the great=persons of high position; attendance on dinners=going steadily to public feasts to become acquainted with public persons; sacrificing his repose=losing his needed rest; losing his liberty=becoming so engaged in this business that he was not free to do what he ought to do, or would like to do; virtue=manliness or goodness; to retain it=to keep the favor of great persons; fond of popularity=liking very much to be well thought of by the people; constantly employing himself in politics=always keeping himself busy in public business; neglecting his own affairs=not doing the work which it is every man's duty to see to first; ruining them=spoiling his own business, letting it go to wreck; esteem=valuable good opinion, deserved for good character and good actions; benevolent (*bene volo*), adjective, meaning wishful and willing to do good; accumulating=gathering, heaping up; man of pleasure=a person who lives a life of self-pleasing, a pleasure-seeker; providing pain=laying up trouble; contracted debts=get into debt; above his fortune=beyond what a person of his position should have, more than he could pay for; career=course; false estimates of value=wrong thoughts or ideas about the worth of things.

The above are probably the phrases needing clearing up. After the pupils have written them, a pupil may be asked to read the first paragraph, substituting synonymous words, chosen from the list or out of his own mind. Give great encouragement for a good trial; after several paragraphs have been read thus, ask the class to write an interesting paragraph (say, "If a miser"), and get several to read their versions of it. (Do not think to get good work if you ask for the writing before some oral work has led the way.) Stop while the class wants to go on, returning to it some other day as a composition exercise.

The reading of the lesson should not be overlooked. Good expression and clear, neat pronunciation go hand-in-hand with understanding of thought; no thought can be expressed by the choked gabble and mutter of a bad reader, and no expression can be obtained without clear ideas.

A person unused to children might say, "Surely those children understand that lesson now!" But ask a few questions along the following line before you consider your lesson taught to an end. There is a great crudity in childish thought, as well as surprises of intelligent grasp. Some queer answers will be obtained to these questions:

1. What did little Benjamin Franklin buy?
2. How much did he give for it?
3. Why did he cry?
4. What had he given besides the real value of the whistle?
5. What was the whistle that the grown-up Benjamin Franklin said the miser got?
6. What did he pay for it?
(Here turn to the board, and through the centre of it draw a vertical line, putting on the right-hand side of it "Whistles," on the left-hand "Prices." Set down answers under suitable heading.)
7. What *whistle* did the *man of pleasure* get?
8. Did you ever know a *boy of pleasure*?

9. What did he lose by living an easy life? (Education, health, character, self-respect, respect of others, wasted money, etc.)

10. Is it wrong to want others to like you?

11. Why did Benjamin Franklin put in this list the first and second men he mentions?

12. What were their whistles?

13. What did they give in exchange?

14. Do such men always get what they seek for?

15. What commandment was the last man breaking when he got the fine things he could not pay for?

(This is one of the crying sins of the age, and the teacher should impress upon the children that to get something for nothing is to commit a crime, one which leads to worse crimes, even to murder, as is shown by every paper we pick up. Gambling, trading to get the better of another, getting marks by trickery and copying, playing for keeps, keeping what is picked up, are schoolboy sins, which the teacher should not fear to remark upon, taking a high position; we are culpable if we neglect to use a good influence in the matter of this growing evil.)

16. Suppose the man had not gone to prison, would he have lost anything? State what he would have lost.

17. Quote a stanza that tells of a very different kind of man. (Village Blacksmith, John Brown.)

18. Which do you admire?

19. What did Franklin think caused a great deal of trouble in this world?

20. How did Franklin make good use of his boyhood's trouble?

21. What did he get, besides his whistle, for his birthday money?

Benjamin Franklin was, it is easy to see, a thinker. Boys and girls should train themselves to think. It is good for themselves; and it is good for others to hear their thoughts. Benjamin Franklin is long since dead, but his thoughts are alive, and we are getting the benefit of them. The class should find out all they can about Franklin. Give them time to do this, hear what they have to say, then appoint one to write an essay on his life. It may be read, stories told of him, and any suitable part of his writings also may be read on some Friday afternoon. If no matter is forthcoming, the teacher should tell some anecdote to arouse curiosity and interest and send them out again on their search.

ONLY—ITS USE.

(Reprinted from *Educational Weekly*.)

Probably the most abused and misplaced word in the English language is the little, but effective, word placed at the head of this article. In ordinary conversation it does not receive its rights once out of ten times. How frequently do we say and hear, "I only came this morning," "I only gave him a dollar," "The man only died yesterday" (as if that were not enough), "We have only lived here for ten years"? How more effective and euphonious to say, "I came only this morning," "I gave him only a dollar," etc.! This little word seems a rather bashful, backward child, whose more selfish brothers have jostled him out of his rightful place so often that he is content to drop in anywhere, on the supposition that he no longer counts. The customs of ordinary conversation do not always apply to classical composition; surely here we ought to expect to find this word properly placed by those whose business it is to arrange all words with reference to their harmony, their effect, and their rights. But not so; nearly every writer in English misplaces this word in nine cases out of ten. Mark the errors, and you will soon prove the statement. Our text-books are not free from blemishes; our critics of style stumble over the same old stone while stooping to clear the paths of others; even Shakespeare nods at times. Perhaps it might not be amiss to note down a few that have been marked, which can be used for class purposes as well. The first six are from the *Westminster Review*; the others are marked separately.

"Life can only come from life in the natural world."

"We need only quote one."

"My good friends here only change for the better."

"She can only delight in study of any kind for the sake of personal love."

"Questions which were once only touched upon in the study are now discussed in the drawing-room."

"It may be urged that profound ideas can only be made intelligible by the aid of subtlety both of style and thought."

"The Conservatives can only hope to retain power by retaining the Irish vote."

"Carlyle's poetry can only be exhibited by extracts."—*Obiter Dicta*.

"I should assume that art could only please by imitating nature."—*Ruskin*.

"He is only blamed because he has sought to conquer an inferior difficulty rather than a great one."—*Ruskin*.

"For silence is only commendable in a neat's tongue dried."—*Shakespeare*.

"Cæsar refuses to divorce Cornelia, and only escapes death by hiding himself in the Sabine mountains."—*Wood's Bellum Britannicum*.

"A Holy Grail, which can only be carried by those of pure heart and stainless life."—*Library Mag.*

"Mr. F. was only elected by the casting vote of the clerk."

"If the rebellion only succeeds in giving our English contemporaries information."—*Daily Paper*.

"He was only able to get a vote on the amendment."—*Daily Paper*.

"The second can only be obtained by rousing the people and the Government to an appreciation of the importance of the subject."—*Educational Weekly*.

Sometimes the careless use of "only" will put strange meaning into sentences, as, for instance, when the *Globe* said, "The Premier promised that he would amend the Bill so that only the Indians of the older provinces should vote." One reading would certainly exclude all white men. The *Weekly* of April 30th copied an article from the *Nation*, criticizing the use of shall and will; yet the *Nation* said, "But let no verbal sinner console himself with the belief that he has Shakespeare for his companion. He can only count on Chalmers, and on Scotch, and English generally." This sentence is worth a close scrutiny; the beam and the notes are here certainly exemplified. Examples could be multiplied tenfold, but enough have been given to illustrate and direct attention again to the rights of the slighted word. In conversation its use can generally be shown by the emphasis, but not so in composition—further: how much more effective at all times when placed as close as possible to the word or phrase which it modifies! It is a word whose beauty and force are seen only when it is found in its proper place. Does not the English student, as a rule, spend more time in studying the proper position of "ne . . . que" in French than of "only" in English? Which is the more important? The first rule for the teacher to follow is, *physician, heal thyself*. Care in conversation and in writing, criticism of all such mistakes in the writings of others, and the emphatic explanation and application of the simple rule to pupils, will do much towards improving our English.

CHAS. C. JAMES.

CORRESPONDENCE.

WROXETER, July 23rd, 1895.

To the "English Editor."

FOURTH READER:

From "The Deserted Village."

(a) Forgot their vices in their woe, page 81.

(b) And even his failings leaned to virtue's side.

(c) The very spot where many a time he triumphed is forgot, page 83.

(d) "A Forced Recruit at Solferino," page 287.

1st verse: Yet bury him here where around him
You honor your bravest that fall.

Question: How do they honor their bravest that fall?

From "The Evening Cloud." Page 45.

(e) Where, to the eye of faith, it peaceful lies,
And tells to man his glorious destinies.

(f) "Yarrow Unvisited," page 187.

If care with *freezing years* should come,
And wandering seem but folly;
Should we be loth to stir from home,
And yet be melancholy;

Should life be dull and spirits low,
'Twill soothe us in our sorrow,
That earth has something yet to show,
The bonny holms of Yarrow.

Please explain the above fully and clearly.
Yours, in English,

W.G.M.

ANSWERS :

(a) The misery of these poor creatures so wrought upon the good man's feelings that he forgot to inquire whether that misery was not the result of their own vices.

(b) A fault or failing which is the outcome of noble and generous impulses affects us very differently from one which springs from selfishness, or some other lower motive. For instance, the preacher might show a weakness and really do an injury to the beggars, or to society, by giving them help which only encouraged them in idleness and vagabondism, but the misplaced charity sprang from a virtuous feeling—that of pity or sympathy—and so "leaned to virtue's side." It came from no mean motive.

(c) The old landmarks of the "deserted village" have disappeared. The places in which the Master used to triumph in argument and astonish the rustics with his learning can no longer be identified.

(d) The young Venetian soldier, who was killed while fighting, or, rather, pretending to fight (he did not load his musket), in the Austrian ranks, which he had been forced to enter, was worthy, the poetess says, to be buried on the field of battle, among the Italian soldiers who died fighting for their country, and to receive the same honors at the hands of his Italian fellow-countrymen. They honored their bravest by burying them on the field of battle with military honors, perhaps, also, by inscriptions—"Blazon the brass with their names"—or possibly only with a tear. (See last stanza.)

(e) The cloud, moving gently onward, until, as it approached the western horizon, it caught the golden rays of the setting sun and glowed with the glory they imparted, while the whole sunset scene seemed like a golden entrance to a land of glory beyond, became, in the imagination of the poet, an emblem of a departed soul, which, to the eye of faith has not gone down into darkness, but has entered a higher and glorified state, reminding those left behind that such, also, shall be their glorious destiny after death. "Not lost, but gone before."

(f) The argument seems to be that it will be better to preserve Yarrow, with all its beauties so famed in song and story, as a sweet prospect of a delight yet to come, rather than run the risk of being to some extent disappointed, disillusionized, by visiting it. Its ideal beauty will be a source of consolation in the dark days which may come in the future. In "Care with freezing years," the reference is, of course, to the effect years of care and anxiety, which are pretty sure to come, may have upon the spirits. The metaphor "freezing" is perhaps meant to be suggestive of the effect which winter's frosts may have upon the beauty of the flowing stream.

For Friday Afternoon.

CONEMAUGH.

BY ELIZABETH STUART PHELPS.

"Fly to the mountain! Fly!"
Terribly rang the cry.
The electric soul of the wire
Quivered like sentient fire.
The soul of the woman who stood
Face to face with the flood
Answered to the shock
Like the eternal rock;
For she stayed
With her hand on the wire,
Unafraid,
Flashing the wild word down
Into the lower town.
Is there a lower yet and another!
Into the valley she and none other
Can hurl the warning cry,
"Fly to the mountain! Fly!"
The water from Conemaugh
Has opened its awful jaw.

The dam is wide
On the mountain side!"

"Fly for your life! oh, fly!"
They said.
She lifted her noble head—
"I can stay at my post, and die."

Face to face with duty and death,
Dear is the drawing of human breath.
"Steady, my hand! Hold fast
To the trust upon thee cast.
Steady, my wire! Go, say
That death is on the way.
Steady, strong wire! Go, save!
Grand is the power you have."

Grander the soul that can stand
Behind the trembling hand.
Grander the woman who dares.
Glory her high name wears.
"This message is my last!"
Shot over the wire, and passed
To the listening ear of the land.
The mountain and the strand
Reverberate the cry,
"Fly for your lives! oh, fly!
I stay at my post and die."

The torrent took her. God knows all.
Fiercely the savage currents fall
To muttering calm. Men count their dead.
The June sky smileth overhead.
God's will we neither read nor guess.
Poorer by one more hero less,
We bow the head and clasp the hand—
"Teach us, although we die, to stand."

—Hamilton Declamation Quarterly.

ONLY.

It was only a sunny smile,
And little it cost in the giving;
But it scattered the night
Like morning light,
And made the day worth living.
Through life's dull warp a woof it wove
In shining colors of hope and love;
And the angels smiled as they watched above,
Yet little it cost in the giving.

It was only a kindly word,
A word that was lightly spoken;
Yet not in vain,
For it stilled the pain
Of a heart that was nearly broken.
It strengthened a faith beset by fears,
And groping blindly through mists of tears
For light to brighten the coming years,
Although it was lightly spoken.

It was only a helping hand,
And it seemed of little availing;
But its clasp was warm
And it saved from harm
A brother whose strength was failing.
Its touch was tender as angel wings,
But it rolled the stone from the hidden springs,
And pointed the way to higher things,
Though it seemed of little availing.

A smile, a word, or a touch,
And each is easily given;
Yet either may win
A soul from sin,
Or smooth the way to heaven.
A smile may lighten the failing heart,
A word may soften pain's keenest smart,
A touch may lead us from sin apart—
How easily either is given!
—Canadian Churchman.

DRINK AND DANGER.

Write it on the liquor store,
Write it on the prison door,
Write it on the gin-shop fine,
Write, oh, write this truthful line:
Where there's drink there's danger.

Write it on the workhouse gate,
Write it on the schoolboy's slate,

Write it on the copy-book,
That the young may on it look:
Where there's drink there's danger.

Write it on the churchyard mound,
Where the drink-slain dead are found;
Write it on the gallows high,
Write it for all passers-by:
Where there's drink there's danger.

Write it underneath your feet,
Write it on the busy street,
Write it for the great and small,
In the mansion, cot, or hall:
Where there's drink there's danger.

Write it on our ships which sail,
Borne along by steam and gale;
Write it in large letters plain,
O'er our land and 'cross the main:
Where there's drink there's danger.

Write it always in the home,
Write it where our drunkards roam
Year by year from good and right,
Moving with resistless might:
Where there's drink there's danger.

Write it for the rising youth,
Write it for the cause of truth,
Write it for our fatherland,
Write—'tis duty's stern command—
Where there's drink there's danger.

EDUCATION IN CHINA.

In no country is education more highly esteemed than in China. The child of the workingman, as a rule, cannot hope to get more than a mere smattering. But scattered through the country are numberless families, the members of which for generation after generation are always students, and from whom, as a rule, the officials come. They have no knowledge of any business or trade. They correspond very closely to what are, or used to be, called gentlemen in England, and preserve their position with great tenacity, even when hard pressed by poverty.

Rich parvenus, as a matter of course, engage tutors for their children; and in the humblest ranks of life occasionally parents will stint themselves to give an opportunity to some son who has shown marked intelligence at the village school. But neither of these classes compete on an equality with those to whom learning is an hereditary profession. The cultivation and intellectual discipline prevailing in such families give their members a marked advantage over those who get no help of any kind at home, and who must, therefore, depend entirely on what they learn from their paid teachers.

The orthodox scheme of education is entirely concerned with the ancient literature of China. The original works which occupy the student's attention were, for the most part, written before the literature of either Greece or Rome had reached its prime. But there are commentators belonging to later periods who must also be perused with diligence. China has not seen an influx of new races, such as have overrun Europe, since the days of our classical authors; but still, from mere lapse of time, the language of the country has greatly changed, and the child beginning his studies cannot without explanation understand a single sentence, even if he has learned to read the words of the lesson which he has before him. The student makes himself acquainted as thoroughly as possible with these classical works. The more he can quote of them the better, but he must master the matter contained in them as well.

He must get to know the different readings and different interpretations of disputed passages, and, finally, he practises himself in prose and verse composition. In prose he carefully preserves the ancient phraseology, never admitting modern words, though there are certain technicalities of style which will prevent his productions from being an exact imitation of the ancient literature. His verses must be in close imitation of the old-time poets. They must follow elaborate rules as to rhythm, and the words must rhyme according to the classical sounds, which are very different from those of to-day.—*The Nineteenth Century.*

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Editorials.

TEXT-BOOKS FOR HIGH SCHOOLS.

WE have been requested to call the attention of principals to the following corrections of misprints which were in the recently issued list of text-books authorized for use in the High Schools:

As was announced last year, Bradley's Latin Prose, being no longer prescribed for Matriculation, has been struck off the list of authorized books.

The following are the books authorized in Botany: The High School Botanical Note-book, Part I. (for use in Form I.), and Parts I. and II. (for use in Forms III. and IV.).

The High School Botany, Part II.—"The Flora" (for use in Forms I., III., and IV.).

SPECIALISTS' CERTIFICATES.

CANDIDATES for specialists' certificates should note carefully that under the new Regulations no one can obtain a certificate on a university examination unless he holds an honor degree in Arts, obtained on one of the courses accepted by the Education Department, and detailed in the curricula of the universities. At the examinations of

1896 and 1897, however, a candidate may also obtain a certificate under the old Regulations, which are, in some respects, slightly changed, so far as Toronto University is concerned, owing to changes in its courses of study.

The Regulations for a commercial specialist's certificate, which have also been somewhat modified, come into force at the next examination. For the convenience of candidates for these certificates, the examination will be held in July at the same time as the other examinations, and at any centre in the province.

Candidates for specialists' certificates should at once procure from the Education Department a copy of the new Regulations referring thereto. This may be promptly had, no doubt, on application to the Deputy Minister.

THE NEW REGULATIONS.

MOST of the recent changes in the courses of study for High Schools, some of which we dealt with in our last number, have been rendered necessary by the new matriculation curriculum of the Provincial University. These changes are, in themselves, desirable, and the division of the matriculation examination into two parts has also enabled the Education Department to remove, to a large extent, the objections which were urged against the number of subjects taken up in each form. We now propose to point out some of the advantages claimed on behalf of the new scheme.

(1) The courses are as elastic as it is possible to make them, with due regard to the general interests.

The obligatory subjects in the first and second forms are simply the essentials of an ordinary English education. Candidates for an examination take, in addition, only such subjects as are required for their examination; all other pupils may take, in addition, only such other subjects as are agreed upon by the principal and their parents or guardians. While the Regulations of 1893 are still in force, the principal may arrange the subjects of study in whatever way he considers most judicious; but, after 1897, only certain fixed subjects can be taken up in each form. This restriction, however, will not prevent the principal from allowing a pupil to go up or down to another form for some optional subject not taken in his own form, should the principal decide that the case deserves special consideration.

(2) The system of examinations is also more elastic. Under the new Regulations the candidate may divide, that is, he may take in different years, the examinations

prescribed for matriculation and for the Primary, or the Junior Leaving, or the Senior Leaving. He may also take any of these at one examination; but, if he decides to do so, no principal can permit the pupil's decision to interfere with the organization of the form to which he properly belongs. The effect of this provision will, of course, be that, generally speaking no principal will promote a pupil until he has passed the examination prescribed for the form to which he belongs.

(3) In order to reduce the number of subjects in each form, the principle of "the succession of studies," which is carried to an extreme in the United States, has been adopted in the new scheme, as far as our system will permit. Botany, for instance, in Form I., is followed by Physics in Form II., and both may be continued in Forms III. and IV. The courses in English Grammar and Rhetoric, and Arithmetic and Mensuration, end in Form II., but these subjects are completed in this form so far as they can be conveniently, without a knowledge of other languages in the case of Grammar, and of advanced Algebra in the case of Arithmetic and Mensuration.

(4) Every candidate for a Public School teacher's certificate must have taken a good course in all those subjects which he may be called upon to teach in a Public School; while, even in the case of the Primary, he may acquire some of the culture to be derived from the study of the languages, and, for a Junior or a Senior Leaving certificate, this culture is imperative. Under the old Regulations, unfortunately, the non-professional standing might be obtained without one or two of the subjects taken up in the Public, Normal, and Model Schools.

(5) In most of the subjects, the standard of difficulty for the Primary will be the same as it was for the Junior Leaving under the old Regulations. This change cannot but prove beneficial to the Public Schools of the Province. It will provide better third-class teachers, and will, of course, raise the status of the higher grades.

(6) The courses for all the examinations have been greatly improved. This is due partly to the improvement in the matriculation examination, and partly to the action of the Education Department itself.

(7) Hitherto, the chief object of principals at the Departmental examinations has been to secure a large number of certificates. This, no doubt, will still remain an object; but, hereafter, a very important consideration will be the number of honors a school has obtained at

each examination for honors, will be given at all the Departmental examinations. As in the case of the matriculation examinations, we shall hereafter hear more about those who have obtained honors than about those who have simply passed. Even with poor teaching a school can succeed in passing candidates: it takes good teaching to secure honors. In future, the teacher will thus have every incentive to do the best work possible, and the public will have a better criterion of his work than has hitherto been afforded it.

(8) Complaints have frequently been made that the commercial certificates under the Regulations of 1893 were not a guarantee of a good business education. The new Regulations provide for a commercial diploma, the course of study for which embraces a thorough English education and an extensive acquaintance with business transactions. At first, probably only the larger schools will avail themselves of this provision, but it is satisfactory to know that the provision exists. If it is not generally utilized, the fault will be that of the school or of the locality.

UPPER CANADA COLLEGE AND ITS NEW PRINCIPAL.

THOUGH we have sometimes had occasion to refer to this institution as occupying an exceptional, and, in our opinion, logically indefensible, position among our secondary schools, and though we thought we had just cause, a few weeks ago, to deprecate the manner in which the dismissal of the late Principal Dickson was brought about, we are none the less glad to extend a cordial welcome to the new Principal, whose services the Board of Management have been fortunate enough to obtain, and to express our best wishes for the prosperity of the school under his mastership.

Dr. Parkin is a native of New Brunswick, and has a degree of B.A. from the university of that Province. For many years he was Headmaster of the Collegiate School at Fredericton, in which position he made for himself a high reputation as an educator. During a leave of absence obtained while occupying that position, he attended lectures at Oxford University, and made himself acquainted with the educational methods in vogue in the Mother Country. While there he had the rare advantage of the acquaintance and friendship of the late Dr. Thring, a privilege which, to an educator, must have been an education in itself. The distinguished part Dr. Parkin has

taken, during the past few years, in advocating the Imperial Federation project has, no doubt, made his name familiar to most of our readers. He is also a writer and author of deserved repute. His contributions to the *London Times* on Canadian questions, and his work on "The Great Dominion," are well-known and highly approved by many in England, as well as in Canada.

While Dr. Parkin's experience and ability as an educator are satisfactory evidence of his fitness for the position to which he has been called, so far as the qualifications ordinarily and, too often, almost exclusively sought for are concerned, it is especially pleasing to have good reason to believe that he brings to his work in Ontario qualifications of a still higher order, in his lofty conceptions of the responsibilities of the teacher in the moulding of character, and that he is prepared to give this the place of supreme importance which rightfully belongs to it. Our meaning in this remark cannot better be made clear than by quotation of a passage or two from his address to the boys on the opening of the school the other day. In fact, it is chiefly for the purpose of laying these admirable words before our readers that this article has been written. After having expressed in warm terms his pleasure in welcoming the boys, and made appreciative reference to the admirable architectural effect and interior arrangements of the building, the Principal proceeded—we quote from the *Mail and Empire's* report:

"He had said to himself that the people who built this great building must have had in their minds some grand idea, some noble thought, when they built it. Everything that could be done had been done, and their surroundings contained every attribute necessary to a clean, pure, and happy life. What was the reason for all this? There was only one that could justify it, and it lay with the boys and masters of the college itself, who must make of this palace of beauty a palace, also, of truth and goodness. . . . The corner-stone on which Upper Canada College was to be made worthy of its noble and beautiful surroundings could be concentrated into one word, and that was—"truth"—truth from the top to the bottom, and from the principal to the humblest servant of the institution. He gave them fair warning that anything in the form of a liar would find this school too hot to hold him, for so only could weakness be weeded out, and the fortune of Upper Canada College be made. Every boy must speak the truth on all occasions; even if he was to be punished in five minutes he must speak out like a man. And this principle must apply, not only to the boys, but to the masters as well, and to every servant. By this means, continued the speaker, the boys

would be divided into two classes—those whose word could be trusted, and those whose word could not—and the greatest punishment that could be imposed on any one would be to lose the confidence of his masters and friends, and be classed as one unworthy of belief. What was of more importance was that the boys of the school should be imbued with honesty and truthfulness; that their characters should be gentlemanly; that they should feel the necessity of dealing fairly with those about them; that they should have a reverence for things that were good; and show in their daily conduct all the manners and virtues of Christian gentlemen. He did not hesitate to say that he would hold as a traitor the boy who first tried to degrade the high standard which they had set before them. In conclusion, Mr. Parkin expressed, in a way which showed his earnestness, "the sense of responsibility which he felt in assuming his duties as principal of the college, and the desire and hope that the scholars would themselves do all in their power to promote the high ends aimed at."

It is evident that Dr. Parkin's ideal is a noble one. It is, or should be, one of the chief recommendations of a residential school that it affords special advantages for working towards such an ideal.

We have always hoped to see Upper Canada College sustained and improved, though we have always held, and still hold, that it should be put on a par, so far as its relations to the State are concerned, with other institutions doing the same educational work. To speak more plainly, we have strong faith in the benefits of variety in educational institutions. We should welcome a large increase in the number of private and proprietary schools in the Province, each having its own specific character and aim, and holding itself free to carry them out according to its own ideas. But as, in order to this, they would necessarily become to a greater or less extent class schools, so they should be independent of State aid. The friends and patrons of Upper Canada College should hasten to put it in this position. It always has been, and, in the nature of the case, it is likely to become more and more, the school of a class. We use that word in no wise as a word of disparagement. But there is a measure of injustice in the support of such a school in any way or to any extent whatever by the funds which belong to the whole people. But this is, of course, a question of politics in the best sense of the word, and need not be discussed in the present connection.

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Special Papers.

SOME POPULAR FALLACIES CONCERNING THE TEACHING OF ENGLISH.

"Practical, practical—that's the great word in education to-day." "Make your grammar teaching practical. Let the pupil get his mental discipline by studying some other subject." "Teach him to use words, not to tear them apart." "Do not kill his appreciation of the beauties of literature by making him a mere dissector."

Such are the misleading and dangerous half-truths on which the changes are now being rung by certain speakers, writers, and text-book makers, to the great bewilderment of conscientious teachers, who find it difficult to reduce these generalities and negations to everyday class-room exercises.

There is, perhaps, no more deceptive and mischievous word in all pedagogic literature than this word *practical*. Our great educational reformers have probably overworked the term; some of their noisier and less thoughtful followers have certainly misapprehended and misused it.

The doctrine that "nothing should be taught that cannot be turned to use" is hardly less dangerous than the older notion that education may be had by memorizing text-books. *Practical* is an excellent word, and the utilitarian movement in education has worked a needed reform; but to recognize as practical no educational work that has not a direct and immediate bearing on the affairs of life is a fatal error. A foundation, deep, broad, and firm, is no less useful than the superstructure, which appears above the surface.

Of all school studies, English seems now in most danger from the over-zealous advocate of the practical in education. While it is inexcusable to waste a pupil's time in memorizing and repeating definitions, forms, and grammatical inventions that to him are meaningless and fruitless, it is the very climax of unwisdom to assume that there are no elementary principles underlying the science of language that can be made helpful to the young student of English while passing through that active, formative period of his course between the primary grade and the High School.

It is just at this time, while his forms of expression are becoming fixed habits, while he is subjecting his sentences to revision and reconstruction, that he should be taught to become the merciless, unsparing critic of his own productions.

The sentence being the foundation, or unit, of discourse, he should, first of all, know the sentence; he should be able to put the principal and the subordinate parts in their proper relations; he should know the exact function of every element, its relation to other parts, and its relation to the whole. He should know the sentence as the skillful engineer knows his engine, that, when there is a disorganization of parts, he may at once locate the difficulty and effect the remedy.

The intelligent teacher will discover a boomerang in the very epithets flung at the scientific teaching of language. The "tearing apart of words," or the "dissection of sentences," is a most useful process. What better way to understand a difficult piece of mechanism than to take it apart and discover the form and the function of each part? The most accomplished musician, or painter, or sculptor, is first a dissector. He has studied in detail all the mathematical or mechanical elements of his art; but has his training "killed his appreciation of the beauties of a finished artistic production"?

Practice, unremitting practice in the art of writing, as in other arts, is essential to success; but in the art of writing, as in other arts, that practice which is regulated by the underlying science leads to the highest results.

It is said that the study of the sentence is the study of logic and psychology, and is, therefore, unsuited to any but mature minds. While observation and memory may receive first attention in the primary school, it must be remembered that children are reasoning beings, and that their reasoning powers should be encouraged, not suppressed. If the subtle distinctions and technical terms of grammarians be avoided, even the primary pupil can profitably be led to know something of what words and groups of words do in the expression of thought. Certainly, beyond the pri-

mary grades, there is no study that, for mental discipline, can compare with the study of the sentence. To study thought through its outward, tangible form, the sentence, and to discover the fitness of the different parts of the expression to the parts of the thought, is to learn to think. It has been noted that pupils, in the analysis and construction of sentences, come to their other studies with a decided advantage in mental power.

A simple map, or diagram, has been found an invaluable aid in leading the pupil easily and agreeably through abstract processes which otherwise he would hardly attempt. The fact that the pictorial diagram groups the parts of a sentence according to their offices and relations, and not in the proper order for writing, has been spoken of as a defect. It is, on the contrary, a great merit, for it teaches the pupil to look through the literary order and discover the logical order. He thus learns what the literary order really is, and sees that this order may be varied indefinitely, so long as the logical relations are kept clear.

That the science of the sentence can and should be brought to bear on the art of writing seems hardly to need argument, and yet this self-evident truth is befooled and practically denied by recent text-book writers, who boast of having found the only true method of making grammar practical. They have discovered that "technical grammar and composition should be developed *side by side* with practical composition." They make grammar and composition two distinct subjects, which they present alternately, at irregular intervals. How technical grammar becomes more practical and composition more scientific by divorcing these two subjects and scattering the parts of each so that neither has unity—nor continuity—does not appear.

In these books the treatment of the sentence is so elementary as to be of little disciplinary or practical value. The composition work consists generally of pictures for story-writing and selections in prose and poetry for reproduction. Pictures are more effective for composition lessons when freshly presented by the teacher. Poetry differs so widely from prose, both in its language and in its purpose, that its use as a basis for children's composition is regarded by high authorities as a serious error. The questions and the suggestions accompanying the prose selections fail utterly to develop their points of excellence or to lay down any helpful, well-defined lines of instruction, the pupil being led hither and thither to pick up what he may by chance.

Since the success of such work depends almost entirely on the professional and literary ability of the teacher, it is difficult to see why he should not have the freedom of his own selections. A text-book is of value just so far as it presents a clear systematic, logical development of its subject. It must present its science or its art as a natural growth, a living organism, otherwise there is little apology for its being.—*N.E. Journal of Education*.

REPORT OF THE "COMMITTEE OF FIFTEEN" ON ELEMENTARY SCHOOLS.

CORRELATION OF STUDIES.

THE SCHOOL PROGRAMME.

In order to find a place in the elementary school for the several branches recommended in this report, it will be necessary to use economically the time allotted for the school term, which is about two hundred days, exclusive of vacations and holidays. Five days per week, and five hours of actual school work or a little less per day, after excluding recesses for recreation, give about twenty-five hours per week. There should be, as far as possible, alternation of study hours and recitations (the word recitation being used in the United States for class exercise or lesson conducted by the teacher, and requiring the critical attention of the entire class). Those studies requiring the clearest thought should be taken up, as a usual thing, in the morning session, say, arithmetic the second half-hour of the morning, and grammar the half-hour next succeeding the morning recess for recreation in the open air.

The lessons should be arranged so as to bring in such exercises as furnish relief from intellectual tension between others that make large demands on the thinking powers. Such exercises as singing, as calisthenics, writing, and drawing, also reading, are of the nature of a relief from those recitations that tax the memory, critical alertness, and introspection, like arithmetic, grammar, and history.

* * * * *

AMOUNT OF TIME FOR EACH BRANCH.

An hour of sixty minutes each week should be assigned in the programme for each of the following subjects throughout the eight years: physical culture, vocal music, oral lessons in natural science (hygiene to be included among the topics under this head), oral lessons in biography and general history, and that the same amount of time each week shall be devoted to drawing from the second year to the eighth inclusive; to manual training during the seventh and eighth years, so as to include sewing and cookery for the girls, and work in wood and iron for the boys.

Reading should be given, at least, one lesson each day for the entire eight years, it being understood, however, that there shall be two or more lessons each day in reading in the first and second years, in which the recitation is necessarily very short, because of the inability of the pupil to give continued close attention, and because he has little power of applying himself to the work of preparing lessons by himself. In the first three years the reading should be limited to pieces in the colloquial style, but selections from the classics of the language in prose and in poetry shall be read to the pupil from time to time, and discussions made of such features of the selections read as may interest the pupils.

After the third year the reading lesson should be given to selections from classic authors of English, and that the work of the recitation should be divided between (a) the elocution, (b) the grammatical peculiarities of the language, including spelling, definitions, syntactical construction, punctuation, and figures of prosody, and (c) the literary contents, including the main and accessory ideas, the emotions painted, the deeds described, the devices of style to produce a strong impression on the reader.

Literary study—which should consume more and more of the time of the recitation from grade to grade in the period from the fourth to the eighth year. In the fourth year and previously, the first item—that of elocution, to secure distinct enunciation and correct pronunciation—should be most prominent. In the fifth and sixth years the second item—that of spelling, defining, and punctuation—should predominate slightly over the other two items. In the years from the fifth to the eighth, there should be some reading of entire stories, such as "Gulliver's Travels," "Robinson Crusoe," "Rip Van Winkle," "The Lady of the Lake," "Hiawatha," and familiar stories adapted in style and subject-matter to the capacity of the pupils. An hour should be devoted each week to conversations on the salient points of the story, its literary and ethical bearings.

In teaching language, care should be taken that the pupils practise much in writing exercises and original compositions. At first the pupil will use only his colloquial vocabulary, but as he gains command of the technical vocabularies of geography, arithmetic, and history, and learns the higher literary vocabulary of his language, he will extend his use of words accordingly.

Daily, from the first year, the child will prepare some lesson, or a portion of a lesson, in writing. We have included under the head of oral grammar (from the first to the middle of the fifth year) one phase of this written work devoted to the study of the literary form and the technicalities of composition in such exercises as letter-writing, written reviews of the several branches studied, reports of the oral lessons in natural science and history, paraphrases of the poems and prose literature of the readers, and, finally, compositions or written essays on suitable themes assigned by the teacher, but selected from the fields of knowledge studied in school. Care should be taken to criticize all paraphrases of poetry in respect to the good or bad taste shown in the choice of words; parodies should never be permitted.

A good English style is not to be acquired by the study of grammar so much as by familiarity with great masterpieces of literature. We espe-

cially recommend that pupils who have taken up the fourth and fifth readers containing the selections from great authors should often be required to make written paraphrases of prose or poetic models of style, using their own vocabulary to express the thoughts so far as possible, and borrowing the *recherché* words and phrases of the author, where their own resources fail them. In this way the pupil learns to see what the great author has done to enrich the language and to furnish adequate means of expression for what could not be presented in words before, or, at least, not in so happy a manner.

Every recitation is, in one aspect of it, an attempt to express the thoughts and information of the lesson in the pupil's own words, and thus an initial exercise in composition. The regular weekly written review of the important topics in the several branches studied is a more elaborate exercise in composition, the pupil endeavoring to collect what he knows, and to state it systematically and in proper language. The punctuation, spelling, syntax, penmanship, choice of words and style, should not, it is true, be made a matter of criticism in connection with the other lesson, but only in the language lesson proper. But the pupil will learn language, all the same, by the written and oral recitations. The oral grammar lessons from the first year to the middle of the fifth year should deal chiefly with the use of language, gradually introducing the grammatical technique as it is needed to describe accurately the correct forms and the usages violated.

There is some danger of wasting the time of the pupil in these oral and written language lessons in the first four years by confining the work of the pupil to the expression of ordinary commonplace ideas not related to the subjects of his other lessons, especially when the expression is confined to the colloquial vocabulary. Such training has been severely and justly condemned as teaching what is called prating or gabbling, rather than a noble use of English speech. It is clear that the pupil should have a dignified and worthy subject of composition, and what is so good for this purpose as the themes he has tried to master in his regular lessons? The reading lessons will give matter for literary style, the geography for scientific style, and the arithmetic for a business style; for all styles should be learned.

Selected lists of words difficult to spell should be made from the reading lessons, and mastered by frequent writing and oral spelling during the fourth, fifth, and sixth years.

The use of a text-book in grammar should begin with the second half of the fifth year, and continue until the beginning of the study of Latin in the eighth grade, and one daily lesson of twenty-five or thirty minutes should be devoted to it.

For Latin, we recommend one daily lesson of thirty minutes for the eighth year. For arithmetic we recommend number work from the first year to the eighth, one lesson each day; but the use of the text-book in number should not, in our opinion, begin until the first quarter of the third year. We recommend that the applications of elementary algebra to arithmetic, as hereinbefore explained, be substituted for pure arithmetic in the seventh and eighth years, a daily lesson being given.

Penmanship as a separate branch should be taught in the first six years, at least three lessons per week.

Geography should begin with oral lessons in the second year, and with a text-book in the third quarter of the third year, and be continued to the close of the sixth year with one lesson each day, and in the seventh and eighth years with three lessons per week.

History of the United States with the use of a text-book, we recommend for the seventh and the first half of the eighth year, one lesson each day; the Constitution of the United States for the third quarter of the eighth year.

The following schedule will show the number of lessons per week for each quarter of each year:

Reading.—Eight years, with daily lessons.
 Penmanship.—Six years, ten lessons per week for first two years, five for third and fourth, and three for fifth and sixth.
 Spelling lists.—Fourth, fifth, and sixth years, four lessons per week.
 Grammar.—Oral, with composition or dictation, first year to middle of fifth year, text-book from middle of fifth year to close of seventh year, five lessons per week. (Composition writing

should be included under this head. But the written examinations on the several branches should be counted under the head of composition work.)

Latin, or French or German.—Eighth year, five lessons per week.

Arithmetic.—Oral first and second year, text-book third to sixth year, five lessons per week.

Algebra.—Seventh and eighth year, five lessons per week.

Geography.—Oral lessons second year to middle of third year, text-book from middle of third year, five lessons weekly to seventh year, and three lessons to close of eighth.

Natural Science and Hygiene.—Sixty minutes per week, eight years.

History of United States.—Five hours per week seventh year and first half of eighth year.

Constitution of United States.—Third quarter in the eighth year.

General History and Biography.—Oral lessons, sixty minutes a week, eight years.

Physical Culture.—Sixty minutes a week, eight years.

Vocal Music.—Sixty minutes a week, eight years.

Drawing.—Sixty minutes a week, eight years.

Manual Training, Sewing, and Cooking.—One-half day each week in seventh and eighth years.

We recommend recitations of fifteen minutes in length in the first and second years, of twenty minutes in length in the third and fourth years, of twenty-five minutes in the fifth and sixth years, and of thirty minutes in the seventh and eighth years.

The results of this programme show for the first and second years twenty lessons a week of fifteen minutes each, besides seven other exercises occupying an average of twelve minutes apiece each day; the total amount of time occupied in the continuous attention of the recitation or class exercises being twelve hours, or an average of two hours and twenty-four minutes per day.

For the third year, twenty lessons a week of twenty minutes each, and five general exercises taking up five hours a week, or an average of one hour per day, giving an average time per day of two hours and twenty minutes for class recitation or exercises.

In the fourth, the recitations increase to twenty-four (by reason of four extra lessons in spelling), and the time occupied in recitations and exercises to thirteen hours, or an average per day of two hours, thirty-six minutes.

BRANCHES.	1st yr	2d yr	3d yr	4th yr	5th yr	6th yr	7th yr	8th yr
Reading	10 lessons a week.							5 lessons a week.
Writing	10 lessons a week.	5 lessons a week.			3 lessons a week.			
Spelling lists					4 lessons a week.			
English Grammar	Oral, with composition lessons.				5 lessons a week with textbook.			
Latin								5 lessons
Arithmetic	Oral 60 minutes a week.		5 lessons a week with text-book.					
Algebra								5 lessons a week.
Geography	Oral, 60 minutes a week.		5 lessons a wk with text-book.		3 lessons a week.			
Natural Science and Hygiene	Sixty minutes a week.							
U. S. History								5 lessons a week.
U. S. Constitution								5 lessons
General History	Oral, sixty minutes a week.							
Physical Culture	Sixty minutes a week.							
Vocal Music	Sixty minutes a week divided into 4 lessons.							
Drawing	Sixty minutes a week.							
Manual Training or Sewing and Cookery								One half day each.
No. of Lessons	20 ¹⁷ daily exer	20 ¹⁷ daily exer	20 ¹⁵ daily exer	24 ¹⁵ daily exer	27 ¹⁵ daily exer	27 ¹⁵ daily exer	23 ¹⁶ daily exer	23 ¹⁶ daily exer
Total Hours of Recitations	12	12	12 ¹	13	16 ¹	16 ¹	17 ¹	17 ¹
Length of Recitations.	15 m	15 m	20 m	20 m	25 m	25 m	30 m	30 m

* Begins in second half year

In the fifth and sixth years, the number of recitations increases to twenty-seven per week, owing to the addition of formal grammar, and the total num-

ber of hours required for all is 16¼ per week, or an average of 3¼ per day.

In the seventh and eighth years, the number of lessons decreases to twenty-three, history being added, penmanship and special lesson in spelling discontinued, the time devoted to geography reduced to three lessons a week. But the recitation is increased to thirty minutes in length. Manual training occupies a half-day, or 2½ hours each week. The total is 19 hours per week, or 3¾ per day.

The foregoing tabular exhibit shows all of these particulars.

W. T. HARRIS, Chairman.
 U. S. Commissioner of Education.

Science.

Edited by W. H. Jenkins, B.A., Principal Owen Sound Collegiate Institute.

EDUCATION DEPARTMENT, ONTARIO,
 ANNUAL EXAMINATIONS, 1895.

THE HIGH SCHOOL PRIMARY.—BOTANY.

B.

- (a) Give the common and botanical names of the plant submitted.
- (b) Name the family to which it belongs, and give the botanical names of three other genera belonging to the same family, with their habitats and times of flowering.

Answer.—The specimens submitted at different centres are, of course, different, but a general one may be taken for illustration. Suppose the plant submitted were the Silver Weed.

- The common name is Silver Weed. The botanical name is *Potentilla anserina*.
- The family to which it belongs is the Rosaceæ.

Three other genera of the same family are:

Genera.	Habitats.	Time of Flowering.
Prunus	river sides and road sides	May and June.
Rubus	new lands and waste places	June and May.
Geum	woods, meadows, thickets	June, July, Aug.

- Make drawings of the parts of the flower and of a leaf of the submitted plant, indicating in them, by descriptive terms, the various external structural features.

Answer.—Drawings cannot very well be given in THE JOURNAL, so that only the last part of the question will be answered.

Description of flower:

Calyx flat, deeply five cleft, with five bracelets between the sepals.

Petals, five, conspicuous, yellow, inserted on the edge of a disk lining the calyx tube.

Stamens, numerous, inserted as the petals, polyandrous.

Pistil, formed of many achenes on a dry receptacle.

Stylus filiform and deciduous, achenes smooth.

Peduncles axillary, solitary, one-flowered.

Description of leaf:

Radical, primate, with seven to twenty-one leaflets, with smaller ones interposed, oblong, sharply serrate, white silky beneath, stipules cleft.

- Describe, briefly, the root and the flower of the plant submitted.

Answer.—The latter part of the question has been given above.

- Give a general account of the structure of leaves, and of the external modifications of form which they present.

Answer.—The blade, or lamina, of a leaf is generally expanded so as to cover considerable surface, usually very thin, and having veins distributed by many branchings through all its surface. The upper, as well as the under, surface is covered by a thin layer of cells, called the epidermis, between which are other cells, those next the upper side elongated, cylindrical, or prismatic, standing at right angles to the surface forming the palisade layer. Below this layer the cells are loosely arranged, with many intercellular spaces.

On the under surface may be found many stomata, or pores, leading into the interior of the leaf. In some cases not a few of these are found also on the upper side.

Leaves may be of various forms, round, oblong, cordate, reniform, acicular, oval, etc., and may be either simple or compound. Compound leaves may be primately compound or palmately compound, and the number of leaflets varies. The edge of the leaf may be entire, serrate, dentate, crenate, notched, lobed palmately or primately, primatifid, etc. The forms of leaves are so numerous that the whole time given for the paper in Botany could be expended on this question alone.

5. Describe and compare the seeds of the bean and the Indian corn.

Answer.—The seed of the bean is oval in outline, with one side slightly convex and the opposite slightly concave. The seed of the Indian corn is compressed conical. A light spot may be seen at one edge of the bean; this is the hilum, and is the point where the bean was attached to the pod. The similar point in the Indian corn is found near the apex.

Soak both seeds, and squeeze. Near the hilum a small drop of water will be seen exuding from a small opening—the micropyle.

Remove the outer coats. In the bean this is a tough, semi-transparent covering. Inside, it is a yellowish white body, the embryo. This, in the bean, can be divided into two main fleshy portions called the cotyledons. Attached at the base, between these cotyledons, is a bud called the plumule, composed of very small leafy structures. Bending outside, near the attachment of the cotyledons, is a small conical structure, the radicle.

When stripping off the outer coat of the seed of the Indian corn, both the wall of the ovary and the seed coat come off together. In the part that remains is a small white portion, the embryo, and a larger yellow part, the endosperm. This is reserve food material. The body of the embryo consists of an apical bud with several sheathing leaves. A small radicle may also be observed.

6. (a) Describe the structure of a pollen grain.

(b) What is meant by pollination? By what means is it effected?

Answer.—(a) A pollen grain is a small, roundish body, but varies in shape, consisting of an outer rough, prickly (seen under the microscope) coat, and a thinner inner coat, inside of which is a clear, thickish liquid.

(b) Pollination means the conveyance of the pollen grains from the anther to the stigma of the pistil. This may be effected by means of (1) the wind, (2) by insects, (3) by special contrivances of the filament.

ANSWERS TO CORRESPONDENTS.

Question.—On page 18 of the Public School Physiology and Temperance a nutrient foramen is mentioned. What foramen is meant? Are there more or but one for each bone? Are the "central canals" shown in the accompanying illustration foramina?

Answer.—Foramen means an entrance, or opening. Bones of large size have a number of small openings seen on the outside, into which pass the blood vessels to nourish and build up bony tissue. The central canals shown in the figure are not foramina, but are the canals through which branches of the main blood vessel pass. The openings mentioned can only be seen in a highly magnified cross-section of bone. The illustration does not show foramina at all. These are to be seen on the outside of the bone. Have a pupil bring an old bone—say, the leg bone of an ox—to school. Small apertures will be seen on the outside, leading in to the interior of the bone. Once inside, however, the canal branches in all directions through the little canals, as illustrated in the diagram. The apertures outside are the foramina.

Teacher—"Now, Willie Jenkins, how many seconds make a minute?"

Willie—"Male or female?"

Teacher—"Male or female! What do you mean?"

Willie—"There's a big difference. When pa says he'll be down in a minute it takes him sixty seconds, but ma's minutes are about 600, 'specially when she's putting on her hat."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1895.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { J. C. MORGAN, M.A.
J. J. CRAIG, B.A.

1. *Just below* the rapids, among the bushes and stumps of a rough clearing, *made in constructing* it, stood a palisade fort, the *work* of an Algonquin war party in the past autumn.

(a) Analyze the above sentence.

(b) Parse the italicized words.

2. Classify clearly the phrases and dependent clauses in the following:

"The valley, which was bathed in the light of a harvest moon, seemed, while I gazed in silent delight, almost like a heaven upon earth. But, in a moment, the hideous Iroquois war-whoop rang in my ears that had been drinking in the waterfall's music, and I turned and fled for my life."

3. Give corresponding noun form for *free, bold, wise*, and corresponding adjective form for *strength, forget, command, exhaust*.

4. Write out:

(a) The plural of *duchess, madam, German, seraph, spoonful, cloth*;

(b) the possessive singular and possessive plural of *who, potato, lady*;

(c) the other gender form of *marquis, witch, tiger, stag, ewe, heroine, czar, mamma*.

5. Correct, where necessary, giving reasons for any changes which you make:

(a) That don't make no difference either to John or I or you.

(b) Each of the spectators promised their aid.

(c) In what county is the city of Toronto in?

(d) Don't let on I told you for just as like as not he done it real good.

6. Frame sentences, one in each case, illustrating the use of the past tense of the following verbs:

raise, set, fly, rise, lay, wear.

7. Rewrite the following, changing the verbs now in the Passive conjugation (voice) to the Active, and those now in the Active conjugation (voice) to the Passive:

"The king took the petition, and, when it had been sufficiently considered, his opinion was decidedly given so that the courtiers entertained no doubt as to the wisdom of his decision."

Values—8, 12, 22, 7, 3, 4, 5, 3, 2, 7, 12, 12.

ARITHMETIC.

Examiners: { D. ROBB.
J. J. TILLEY.

NOTE.—No value shall be given question 1 (a) unless the result is absolutely correct.

1. (a) Make out the following account neatly, accurately, and in proper form. All fractions are to be retained:

John Wilson bought from you to-day:

7½ lbs. Cheese - @ 12½ c. per lb.

6¼ " Butter - @ 23 c. " "

2½ " Tea - @ 55 c. " "

27 " Sugar - @ \$1 per 12 lbs.

(b) He paid you cash and you allowed him 5% off.

(c) Receipt the account.

2. Find the simple interest on \$912.50 at 8% from 13th February, 1893, to 19th December, 1894. (Year=365 days.)

3. A farmer sold a load of barley, weighing 2,712 lbs., when barley was 40 cents per bushel. In weighing the grain the dealer made a mistake and took it as rye, and paid for it at 49 cents per bushel. How much did the farmer gain or lose by the mistake?

4. A cord of wood and one hundred bushels of grain fill equal spaces. A cubic bin whose edge is 12 feet contains 45,000 lbs. of grain. Find the weight of one bushel of this grain.

5. Find the expense of sodding a plot of ground, which is 40 yards long and 100 ft. wide, with sods

each a yard in length and a foot in breadth; the sods, when laid, costing 75 cents per hundred.

6. A. can walk 3½ miles in 50 minutes, and B. can walk 2¼ miles in 36 minutes. How many yards will A. be ahead of B. when A. has gone 6 miles, if they start together?

7. A. can do a piece of work in ¾ of a day, and B. in ½ of a day. In what time can both together do it? If \$1.40 be paid for the work, how much should A. receive?

8. (a) Simplify

$$3\frac{1}{2} + \frac{2\frac{1}{2} - \frac{1}{8}}{2\frac{1}{2} + \frac{1}{8}} - \frac{7}{10} \text{ of } 3\frac{1}{3} - \frac{5}{8},$$

and (b) divide 6 by .000725 correct to four decimal places.

Values—10+4+2=16, 12, 12, 12, 12, 12, 7+5=12.

GEOGRAPHY.

Examiners: { J. F. WHITE.
J. J. TILLEY.

1. Why have we in Canada longer daylight in summer than in December? In what regions of the world does the length of night and day vary the most? What would happen in regard to night and day if the earth turned twice as fast? if it turned in the opposite direction?

2. Outline a map of North America, the full size of your answer paper, marking thereon the countries (the divisions of Central America need not be noted), the great mountain chains, and four or five of the largest rivers. Show also the position of the Great Lakes and of the most important coast waters.

3. Locate five or six of the principal seaports of Canada. State the countries with which they have the most commerce, and name the chief articles of the trade carried on through these ports.

4. (a) Describe three different routes to Calcutta from Montreal. Give reasons for preferring any one if you were making the journey.

(b) Point out the several ways of going from Ottawa to Hamilton, and from Toronto to Sarnia, by rail or by boat, naming in order the railways of the waters passed over.

5. Compare, in regard to position, physical features, and climate, Ontario, with either British Columbia or Manitoba.

6. Locate each of the following, tell what it is, and state any matter of interest in connection with it: Sahara, Fundy, Ceylon, Behring, Liverpool, Suez, Nile, Constantinople.

Values—13, 15, 10, 8, 5, 12, 12.

EAST SIMCOE PROMOTION EXAMINATION.

LITERATURE—JUNIOR FOURTH.

A.

I.—"O for boyhood's painless play,
Sleep that wakes in laughing day,
Health that makes the doctor's rules,
Knowledge never learned of schools."

(a) What is the title of the poem?

(b) Explain the meaning of "painless."

(c) Why is the day said to be laughing?

(d) What is meant by the third line? What are the rules?

(e) Why was his knowledge never learned of schools?

(f) Give as full an account as you can of what knowledge he learned.

B.

"And now the bell—the bell she had so often heard, by night and day, and listened to with solemn pleasure almost as a living voice—rang its remorseless toll for her, so young, so beautiful, so good. Decrepit age, and vigorous life, and blooming youth, and helpless infancy, poured forth—on crutches, in the pride of health and strength, in the full blush of promise, in the mere dawn of life—to gather round her tomb. Old men were there, whose eyes were dim and senses failing; grandmothers, who might have died ten years ago, and

still been old; the deaf, the blind, the lame, the palsied—the living dead in many shapes and forms—to see the closing of that early grave."

- (a) Give in a few words the subject of this paragraph.
- (b) Explain clearly: "solemn pleasure," "living voice," "remorseless toll," "pride of health," "full blush of promise," "dawn of life," "the living dead," "early grave."
- (c) Describe the persons indicated by "decrepit age," "vigorous life," "blooming youth," and "helpless infancy."
- (d) Why should listening to the bell afford solemn pleasure?
- (e) Account for the various uses of the dash in this paragraph.

C.

Quote: "Lead Kindly Light" or "Lady Clare," showing Lady Clare's action after she heard the nurse's story.

Values—3, 2, 3, 4 × 5, 4, 10, 6, 8 × 3, 3 × 4, 5, 12, 10.

LITERATURE—PART SECOND.

Juniors take first five, Seniors last five.

1. Write from memory "Evening" or "What Birdie Says."
2. Tell what these sentences mean:
 - (a) It reminds me of the lark.
 - (b) The fish nibble at the bait.
 - (c) It is worth repeating.
 - (d) He got a deadly drug.
3. Tell three things Ralph Smith's dog would do for him.
4. Explain clearly how to make a dart, using two bits of paper.
5. Write the opposite of these words in sentences:
 - Tall, open, little, idle, much.
6. Lesson: "The Story of a Dime."
 - (a) What is the dime made of? Where does it come from?
 - (b) How do people get it?
 - (c) What all is done before the dime is ready to put into our purses?
 - (d) Name some other pieces of money made of the same thing.
7. Explain:
 - (a) Aim wisely.
 - (b) Sunny face.
 - (c) Tiny spark.
 - (d) Dire afraid.
 - (e) My pew-rent is due.
8. What did Mary, the milk maid, plan? What spoiled all her plans?
9. Tell who the darling little girl is, or how the corn grows.
 - Values—10, 2, 2, 2, 2, 9, 14, 10, 2 × 2, 3, 6, 4, 2, 2, 2, 2, 10, 4, 10.

Hints and Helps.

TEACHING TO THINK.

Good teaching secures good thinking. One with limited capacity can feed facts to children as he would swill to swine, and then ask questions to see what they retain, as he would weigh swine to see what they have gained. It requires both tact and talent to lead a child to think keenly upon a single fact, as it does to get reliable speed even from a blooded colt.

It is not enough that the mind be active when the facts are received, which is the standard with too many would-be educational leaders. This merely secures good movement, but neither speed nor endurance. A child must keep up his thinking when he is out of the teacher's hands. Whoever has driven what is known as a "door-yard" horse, that prances furiously while you are trying to get into the carriage, and is equally ferocious when you would get out, but cares naught for the urging of voice or whip when on the road, has a good conception of the mental activity of children who are taught to dance attendance upon a teacher when she is having them "observe" under

her eye, but gives them no training in strong or sustained thinking.

Thinking is working one's knowledge into something no one else would produce with the same facts and conditions. The teacher who plans to have twenty children see the same thing in an object or event, and think the same things about it, has not the faintest conception of what thinking really is.

Thinking is making our knowledge as unlike what that same knowledge would be in any other mind as our personality, resulting from the eating of bread, beef, and beans, is unlike any other personality.

Thinking eventuates in activity of some kind, sooner or later. Thinking is action. Movement creates or continues movement. It is the height of folly to talk of teaching without providing means and opportunity for activity. It may be thought of the hand in science, art, and the industries; of the eye in estimating, criticizing, approving; of the voice in reading, conversing, singing; of the ear in discriminating in tone, pitch, emphasis, or inflection. Thinking means the placing of a trained, cultured mind behind every human activity; it means good judgment, keen discrimination, sympathetic appreciation along all lines of progress.—*Journal of Education.*

THINK QUESTIONS.

Children should be taught to observe every-day phenomena and to look for their underlying principles. Let a few questions about an ordinary lamp, for instance, serve as a starter. Why those little round holes in the burner? What happens when a piece of light paper is held above a lamp? What makes the air rise? Give the pupil some days to find out the why.

Follow these with other questions allied to them. When the door of a warm room is opened on a cold day, where does the cold air come in and the warm air go out? When the fire burns briskly, what causes the draft? Why does the wheelwright heat the tire before placing it on the wheel? Let the children test by experiment. Make haste slowly. At last the principle, that heat is usually an expansive force, is discovered.

Did you ever think how many doors of understanding are unlocked by this little key? The child who has mastered the principle, and who has a goodly number of illustrations at hand, does not have serious difficulty when he comes to study ventilation, winds, ocean currents, the steam engine, the thermometer, and a hundred other simple things.

We append a few questions that may be used as similar starters.

Where does the snow melt first—on the upper surface or next to the earth? Why does the snow disappear from around the base of trees? Place three pieces of cloth on the snow some cold, bright morning. Have one black, one white, and one brown. What happens during the day? What shapes have snowflakes? Why do some winter days seem much colder than they really are? How do a cat's teeth differ from those of a cow? Why? How do a cat's eyes differ from your own? Do the stars move in the heavens? In what direction? Do they all move?

Some of these may be systematically followed by others, while a few of them are best used to arouse an investigating spirit. If a question cannot be answered by the children, let it remain with them. Years may elapse before the answer is found; but the solution will bring a greater sense of achievement when it does come. We wrong the child when we rob him of the joy of discovery and the sense of achievement.—*Educational News.*

CAN YOU DO BETTER?

The following list of words were pronounced to 291 school teachers. The number following the word shows the number of teachers out of 291 that missed the word. It would seem that there is plenty of room for improvement on spelling for the majority of teachers.

- alacrity, 86
- accommodate, 140
- alphabetical, 38
- collegiate, 46
- apothecaries, 67
- avaricious, 84
- affirmation, 60
- committees, 110

- consoled, 14
- ceremonial, 52
- consensus, 230
- differentiate, 129
- economic, 70
- effervescent, 106
- embarrass, 169
- feminine, 33
- financial, 30
- guarantee, 85
- inseparable, 77
- intelligent, 36
- inflammatory, 170
- legislature, 44
- lathes, 53
- mirrors, 22
- matinee, 68
- medicinal, 42
- nutritious, 92
- omitted, 41
- pluralities, 28
- parliamentary, 132
- professor, 51
- pitiless, 44
- partisan, 57
- Poughkeepsie, 41
- regretting, 60
- requirement, 25
- suffrage, 118
- soliloquy, 125
- Susquehanna, 59
- suburbs, 82
- sinecure, 128
- Tennessee, 53
- Tammany, 18
- consoled, 14
- ceremonial, 52
- consensus, 230
- differentiate, 129
- economic, 70
- effervescent, 106
- embarrass, 169
- feminine, 33
- financial, 30
- guarantee, 85
- inseparable, 77
- intelligent, 36
- inflammatory, 170
- legislature, 44
- lathes, 53
- mirrors, 22
- matinee, 68
- medicinal, 42
- nutritious, 92
- omitted, 41
- pluralities, 28
- parliamentary, 132
- professor, 51
- pitiless, 44
- partisan, 57
- Poughkeepsie, 41
- regretting, 60
- requirement, 25
- suffrage, 118
- soliloquy, 125
- Susquehanna, 59
- suburbs, 82
- sinecure, 128
- Tennessee, 53
- Tammany, 18

—*Primary Education.*

"DON'T LOOK FOR FLAWS."

"Don't look for flaws as you go through life;
And even if you should find them,
It is wise and kind to be somewhat blind,
And look for the virtue behind them;
For the cloudiest night has a tint of light
Somewhere in its shadows hiding;
It is better by far to hunt for a star
Than for spots on the sun abiding."

HOW TO MAKE A RELIEF MAP.

A relief map is one of the best aids to the study of geography, and it can be made with a little trouble and no expense by any ingenious teacher.

Tear up ordinary newspapers into shreds and soak them in water, working the mass with fingers or stick till it is a uniform pulp. Drain off or add water till it has the desired consistency, which can be found by a little trial. Use a slate, a pane of glass, or pasteboard taken from paper boxes as a basis. Mould with the fingers, a knife, or a small wooden paddle whittled out of a pine stick. Then let the map dry, and the pulp will be solid. If colors are desired, use colored paper for making the pulp, or add coloring matter to the pulp.

After a few trials, when the teacher has become an expert, it would be well to encourage the pupils to make similar maps themselves. The value of this work to them is greater than that of the map drawing, for a relief map tells a truer story of the country it represents than a flat map can tell.—*The Pacific Educational Journal.*

LAUGH A LITTLE BIT.

Here's a motto just your fit—
Laugh a little bit.
When you think you're trouble hit,
Laugh a little bit.
Look misfortune in the face,
Brave the beldam's rude grimace;
Ten to one 'twill yield its place,
If you have the wit and grit
Just to laugh a little bit.

Cherish this as sacred writ—
Laugh a little bit.
Keep it with you, sample it,
Laugh a little bit.
Little ills will sure betide you,
Fortune may not sit beside you,
Men may mock and fame deride you,
But you'll mind them not a whit
If you laugh a little bit.

Primary Department.

THE LOWEST CLASS.

RHODA LEE.

I have heard many complaints from my fellow-teachers of the difficulties connected with the lowest class in an ungraded school, but never a more emphatic one than that made a few days ago by a young teacher who had just completed her first week's work. She found the newcomers gave her more trouble than all the others put together. "It is simply impossible," she said, "to keep them busy and interested all day. And," she added, "I felt like a jailer when, on two consecutive mornings, a little fellow came up to me and said, in a coaxing way, 'Won't you let me go out and play now, teacher?'"

This is an old story, but one with which I have great sympathy. It is certainly difficult, with six or eight other classes, to deal as we should with these little ones who come straight from the freedom of home, knowing no restraint but "mother," and often (we deplore it greatly) being frightened into positive stupidity by stories of "what the teacher will do if you are not good."

Idleness means mischief. What employment can be given at first? We sometimes get children who know how to use a slate and pencil when they come, but the majority have that to learn. We cannot, therefore, give any but the simplest of exercises during the first few days. To get the children into the way of using the pencil I have given the following as busy work. First, the *straight soldiers*, then *grandfather's walking-stick, umbrellas, chairs, saw-horses, spectacles, apples*, etc.

1. | | | | |
2. | | | | |
3. T T T T T
4. h h h h h
5. b b b b b
6. X X X X X
7. ~ ~ ~ ~ ~
8. o o o o o
9. a a a a a
10. m m m m m

Before long they will be able to write, make figures, find words in the reader containing letters they have been taught (pupils should have their books long before they are able to read from them), and draw in squares, but even then these exercises will be welcomed as a recreation.

But before speaking further of employment for the little ones I wish to say that they should always receive the greater part of the teaching at the beginning of the term. It is desirable that they should, as soon as possible, be able to do work in reading, writing numbers, and language. When that stage is reached the trouble with the lowest class is at an end. The older pupils can be given any quantity of profitable work, and the teacher should be

- 1- | | | | |
- 2- | | | | |
- 3- T T T T T
- 4- h h h h h
- 5- b b b b b
- 6- X X X X X
- 7- ~ ~ ~ ~ ~
- 8- o o o o o
- 9- a a a a a
- 10- m m m m m

able to trust them to do it honestly and well, but the newcomers should have as much direct teaching as she can manage to give them.

There are some exercises in which advanced scholars can help the little ones, but great caution should be exercised in this matter. The work should be such that there can be no doubt in the mind of the helper as to what is required. In making figures, writing a copy, reading from slips or books, I have allowed those of a higher class who had finished their work to help the lowest class, and found it advantageous to both.

Shoe-pegs and split peas are a boon to the baby class. With these they can make pictures on their slates, such as houses, fences, chairs, ladders, etc., and also do number work of different kinds.

Arranging colored worsteds is an employment in which the children take great interest. Each child is given a handful of short lengths of colored yarn which they assort into bundles of one shade.

Slates should be scratched in junior classes. A horse-shoe nail is an excellent tool for this unpleasant but necessary operation. Rule the side for writing with lines at equal distances, every fourth being the *base line*. On the other side rule squares of one-quarter inch for drawing and numbers. Teach the drawing of some simple designs, such as are found in the cover of the First Book, and keep them on the blackboard as copies.

The little fellow's request to "go out and play now" recalled an incident that occurred in my own schoolroom one September day. The little ones had been working some time and very quietly while I was engaged with a higher class, when suddenly a little girl began to cry very sorely. On enquiring what the trouble was, she sobbed out that she had kept her feet so still that one of them had gone to sleep and it *hurted awful*. I did then what perhaps some parents and trustees would censure. I sent the "baby class"

out for a run in the schoolyard, and let them play quietly where I could see them for five or ten minutes. I continued to give this extra recess about ten o'clock every fair day, and found it a great help to the little ones and no hindrance to the work of the others.

What patience is needed in the management of these wee ones only the teacher knows! The following lines appeared in a magazine not long ago, and, though no author claimed them, I thought they must have been penned by some true teacher of children. Would that every primary teacher would lay them to heart!

"They are such tiny feet!
They have gone such a little way to meet
The years which are required to break
Their steps to evenness, and make them go
More sure and slow.

"They are such little hands!
Be kind—things are so new, and life but stands
A step beyond the doorway. All around
New day has found
Such tempting things to shine upon; and so
The hands are tempted oft, you know.

"They are such fair, frail gifts!
Uncertain as the rifts
Of light that lie along the sky—
They may not be here by and by;
Give them not love but more above
And harder—*patience with love!*"

CLASS RECITATION.

"Come, little leaves," said the wind, one day,
"Come o'er the meadows with me, and play.
Put on your dresses of red and gold,
Summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all.
O'er the brown fields they danced and flew,
Singing the soft little songs they knew.

"Cricket, good-by, we've been friends so long,
Pretty brook, sing us your farewell song;
Say you are sorry to see us go,
Oh, we will miss you, right well we know!

"Dear little lamb, in your fleecy fold,
Mother will keep you from harm and cold.
Fondly we've watched you in field and glade;
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went;
Winter had called them, and they were content.
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

LITTLE REPRODUCTION STORIES.

(1) One forenoon Jane went to the store to buy a quire of note paper and a skipping-rope. She took a book with her for a poor lame girl whose home is on the hill behind the woods. A man with a horse and buggy drove along, and as he was alone he invited her to have a ride. When he found out where she was going, he drove her round to the home of the sick girl, and let her get out there.

(2) Nellie Black lived on a farm in the country, and her father had promised to get her a canary as soon as she could tell the time by the clock. At first Nellie had to wait until the clock struck to know the time, but soon she learned to know the hours by the short hand and the minutes by the long hands, and in three weeks she had won the bird.

(3) Ernest Palmer owned a pet lamb which would eat crumbs of bread out of his hand. Every night, when he came home from school, Ernest would take milk or clover to the fence, and the lamb would come scampering over the pasture to get it. It had nice long wool, as white as snow, which Ernest often tried to comb.

(4) Chief was a large, strong, and brave watch-dog. He was so fierce that his master kept him tied up by a chain most of the time. One dark night a thief went to rob the house, but Chief set up such a fierce barking that the robber ran off.

(5) One morning I saw Herbert with his two goats hitched to a cart. He was just coming back from the post office, where he had got the morning's paper, a post card, and a letter.

(6) Mother intended to take the baby for a ride on the street cars on Saturday afternoon, but just as they were getting ready she saw a big dark cloud in the north, and soon the rain came very hard. Baby had to stay at home.

LANGUAGE BUSY-WORK.

(1) Name six or more things made of each of the following :

- wood,
- glass,
- silver,
- leather,
- steel,
- wool,
- copper.

(2) What do we do with these?

- a needle,
- a spade,
- a pen,
- a broom,
- a brush,
- scissors,
- a knife,
- our hands,
- our teeth,
- our eyes,
- our ears.

(3) For what are the following articles used?

- | | | |
|----------|---------------|-----------|
| wheat, | hammer, | thimble, |
| oats, | plane, | needle, |
| barley, | axe, | scissors, |
| corn, | chisel, | thread, |
| turnips, | screw-driver, | buttons. |

LEAF QUESTIONS.

1. Name leaves that are longer than they are wide.
2. Wider than they are long.
3. Name leaves usually less than three inches in length.
4. Usually more than three inches in length.
5. Usually less than an inch in width.
6. Usually more.
7. Name leaves that are alternate on the stem.
8. That are opposite.

School-Room Methods

ARITHMETIC FROM THE THIRD TO THE EIGHTH YEAR.

BY A. B. GUILFORD.

INTEREST.

I am a good judge of horses, desire to purchase one, but have not the necessary amount of money. What may I do, Mary?

You may borrow the money.
Of whom may I borrow it?
Of some one that has money to lend.

Right. I go to a friend of mine, Mr. Williams, borrow three hundred (\$300) dollars for a year, and purchase the colt. The bargain that I make is a good one, for at the end of a year I sell the colt for four hundred (\$400) dollars and return the money that I borrowed of Mr. Williams. What did the borrowed money do for me?

It earned money for you.

Yes; and for this reason I should pay Mr. Williams something for the use of his money. If I had lost money on the colt, it would still have been right for me to pay him for the use of the money, though I had not used it with good judgment. I agreed to pay him six per cent. of the sum borrowed for the privilege of using that sum for one year. What is 6 per cent. of \$300, John?

It is \$18.
Describe this \$18, Henry.

It is money paid for the use of borrowed money. You may call such money *interest*. Name the amount of money on which I pay interest, Susan.

Three hundred dollars.
This sum is called the *principal*. What per cent. was taken of the principal to find the interest for one year?

Six per cent.

You may call this per cent. the *rate* of interest. Usually we speak of it as the *rate*. Carefully write out definitions of the terms principal, interest, and rate.

Suppose the principal to have been six hundred dollars, the time and rate the same as before, what would have been the interest?

It would have been \$36.

Why?

If three hundred dollars earns \$18 in a certain time, \$600 should earn twice as much in the same time.

Suppose I had kept the money twice as long as I did. How would that have affected the interest? It would have increased it.

Why?

If I pay a certain sum for using the principal for one year at a given rate, for using the same principal at the same rate for two years I should pay twice as much.

In what other way, Harry, could the interest have been increased?

If you had agreed to pay twice as high a rate as you did, the interest would have been twice as great.

Then what three things determine the amount or size of the interest?

The amount of the principal, the time for which it is loaned, and the rate that is paid for its use for one year.

As soon as the pupils have clear ideas of the terms used in interest follow the order of the work as given below:

1. Demonstrate the fact that the removal of the decimal point two places to the left in the principal represents the interest on any sum for one year at 1 per cent.
2. Compute interests on given principals for one year at any given per cent. by multiplying the interest at 1 per cent. by the given per cent.
3. Compute interests on any given principal for any number of years and fractions of a year at any rate by multiplying the interest for one year at the given rate by the number of years.

NOTE.—If the time element interest can be reduced to fractional part of a year by pupils, the three steps taught above make it possible for the pupil to solve any problem in computing plain interest, though not always in the shortest way.

The pupils may be trained to perform problems in interest by the use of the "straight line" formula, after they understand the work under the third heading.

Principal \times time in years \times rate = interest.

P. \times T. \times R. = Int.

Find the interest of \$300 for 3 yr., 8 mo., 15 days, at 7 per cent.

$$\frac{\$300 \times 89 \times 7}{24 \times 100} = \$77.875.$$

Pupils readily take to this method of solving examples in interest, and in most problems it is as short a way as may be devised.

The solution of the so-called "problems in interest," consisting in finding one of the missing factors in the interest product, is best reached by the use of this formula.

What rate for three years with a principal of \$600 will produce an interest of \$72?

$$\$600 \times 3 \times ? = 72.$$

In how long a time will \$720 at 7 per cent. gain an interest of \$36?

$$\$720 \times ? \times \frac{7}{100} = \$36.$$

What principal in 3 yr., 6 mo., at $7\frac{1}{2}$ per cent. will gain an interest of \$48?

$$? \times \frac{7 \times 15}{2 \times 200} = \$48.$$

Another good method in interest:

Compute the interest on \$840, for 2 years, 3 months, and 18 days, at 9 per cent.

The interest on any sum of money for two months at 6 per cent. is $\frac{1}{10}$ of the principal.

\$8.40 = int. on principal for 2 months at 6 per cent.

\$100.30 = int. on \$840 for 2 years at 6 per cent.

\$4.20 = int. on \$840 for 1 month at 6 per cent.
($\frac{1}{2}$ of \$8.40).

\$2.10 = int. on \$840 for 15 days at 6 per cent.
($\frac{1}{2}$ of \$4.20).

\$.42 = int. on \$8.40 for 3 days at 6 per cent.
($\frac{1}{10}$ of \$4.20).

\$115.92 = int. on \$840 for 2 yr., 3 mo., 18 days, at 6 per cent.

\$57.96 = int. on given principal, for given time at 3 per cent.

\$173.88 = required principal.

As this work of finding the partials that make the whole is all done mentally, the work is done quickly. It is called the "sixty-day" method.—*New York School Journal.*

Teachers' Miscellany.

MISS MARJORIE'S FIRST CASE OF DISCIPLINE.

BY MAUD WILKINSON.

"I want you to understand," said Colonel Crissey, as he rose to go, "that my son is a very obstinate boy, and you will have to whip him soundly when he won't behave. It's the only way to manage him."

Miss Marjorie, the new teacher, glanced sympathetically at the little boy under discussion. He was sitting on one of the front seats of the school-room, with his big folding slate and well-worn school-books piled up across his knees. He had been listening with intelligent, though peculiarly impersonal, interest to his father's lengthy exposition of his character; and the closing suggestion of drastic measures failed to disturb the perfect composure expressed in the little fellow's countenance.

"I guess Frank will be good of his own accord," replied Miss Marjorie, with a pleasant smile toward the child.

"You can't tell by his looks," said Colonel Crissey, observing the innocent expression, growing each moment more seraphic, of the fair, round face. "It's his very obstinacy makes him look so good just now. You'll find out for yourself pretty soon; there's no need of my telling you any more about it. Only I want him to learn something this year. He's been to school a whole year and can't read yet, and it's all on account of his obstinacy. Whipping is the only thing that'll conquer him, and you mustn't be afraid of hurting him; he can stand it. Have you a good birch rod?"

"No," replied Miss Marjorie, with a sinking of the heart; "but really, Colonel Crissey, I don't think—"

"Well, here is one," interrupted the colonel, producing from somewhere beneath his long coat a formidable switch; "and I want you to use it. Now, my son," he continued, turning toward Frank, "I want you to understand that this will hurt. There won't be any joke about it, either."

And with this last warning Colonel Crissey impressively laid the instrument of castigation across Miss Marjorie's desk, made a stately bow to the young teacher, and took his departure.

Frank watched Miss Marjorie with a pleased expectancy written upon his face as she quietly took the rod and placed it behind the chromo of George Washington which hung upon the wall.

Miss Marjorie Malcolm was just entering upon her first experience of teaching. She had undertaken the charge of a little "neighborhood school" in a booming town of Wisconsin. Her school opened with fifteen pupils, between the ages of seven and fourteen.

Every day Miss Marjorie spent the last half-hour of schooltime reading aloud to the children. The first book she chose happened to be Jacob Abbott's "Life of Nero." The children became intensely interested in the story, and they were loud in their expressions of indignation against Nero for his cruelty, while their admiration for the martyrs who suffered under the wicked emperor's persecutions was unbounded. Miss Marjorie took advantage of the enthusiasm awakened to tell the children several stories of heroes who had sacrificed their lives for their faith. The stories often became the subjects of animated discussion among the children; and one day, before the morning session had opened, Miss Marjorie overheard through the open window the following fragments of conversation:

"What would you do, Franky, would you give up, or would you die?"

"I would never give up," came the firm reply, in a clear, childish voice.

"Would you let them burn you?"

"I would never give up," he repeated—"never. If I once said a thing I would never take it back. No one could make me."

"But when you saw the fire?"

"I would be perfectly immovable. I would walk into the fire myself—calmly, like this."

Miss Marjorie looked out of the window, and saw an admiring group watch the little fellow, as, with dignified bearing, he walked toward the woodpile. He climbed upon it, and, when he had found a firm footing, he turned toward the spectators with an expression of lofty and serene resolution upon his face. The girls all clapped their hands, and some one cried, "Good for you, Franky!"

He was in dead earnest, and he did look like a real little hero. Miss Marjorie's heart swelled with admiration.

The school had been in progress three and a half weeks, and all had gone well. No pupil had been more docile and lovable than little Frank Crissey.

Miss Marjorie had resolved, when she learned from his father, who surely ought to know, of the boy's obstinate disposition, that she would be very careful to avoid giving him any occasion to exhibit it, but that she would get him so much interested in his work that he would forget to be obstinate. The plan had worked admirably; and now, as she watched him from the window, the thought occurred to her that possibly the father had wholly misjudged the son's character.

That day Miss Marjorie completely forgot her resolution not to come to an issue with Frank, and the result was—her first case of discipline.

The trouble began out of a very little matter. An orange dropped out of Bessie Tubbs' desk, and rolled demurely out into the middle of the floor. This started a general laugh, in which Miss Marjorie herself could not help joining, when she saw the comical expression of helpless distress in Bessie's face; for Bessie was the only one who saw nothing funny in the behavior of her orange. Frank was fairly ecstatic with delight when he observed that even Miss Marjorie couldn't help seeing how funny it was, and he became quite uproarious and clapped his hands. Finally, when the orange had been restored to its owner, the mirth subsided. But Frank did not like to have the fun over so quickly. He punched his seat mate, made signs to various ones to go on laughing, and even whispered to Bessie Tubbs, who sat beside him, to let her orange roll out again; but

all to no avail. Finally, he made five little paper balls, and began to throw them about the room, aiming at different ones. Miss Marjorie thought it was time for her intervention.

"Frank," she said, "that will do; go on with your work now."

Frank was quiet for a moment, and then aimed another ball at Harry Van Sleik.

"Frank," repeated Miss Marjorie, in a decided tone, "we have had enough fun now. You must go on with your work."

Miss Marjorie noticed that as she was speaking Frank slipped the last of his paper balls into his right hand, and held it in readiness for a throw under his desk.

"Will you be good now?" she asked, with a smile.

Frank, seeing her smile, was encouraged to hope that she might be made to laugh again; and so he replied, more in fun than in earnest, "No."

Miss Marjorie stopped smiling and said: "Frank, you must not throw that ball."

Receiving no reply, she added: "Are you going to be good now?"

Frank, sobered down immediately and replied, "No."

Miss Marjorie was taken by surprise. Here was open defiance before the whole school. Surely the time had come for the birch rod.

"Then I must punish you," she said. "Come here."

Frank walked forward, while Miss Marjorie took down the rod from behind the picture of George Washington.

"Hold out your hand," said Miss Marjorie, in a firm tone, though her heart within almost failed at the thought of the approaching contest.

Frank held out his hand fearlessly, and Miss Marjorie brought down the cruel rod rather sharply upon the tender flesh.

"Will you be good now?" she repeated.

"No," he replied, in an unshaken voice.

Miss Marjorie gave two more strokes, a little harder this time.

"Will you be good now?" she asked again.

"Miss Marjorie," he replied, with dignity, "there is no need of your asking me any more. I shall not change my mind."

Miss Marjorie raised the rod higher than before, determined to bring it down with increased force, but something made her falter. She noticed on Frank's face the same expression of serene resolve that she had seen there, as he stood upon the woodpile fancying himself a martyr. Frank was holding his breath in anticipation of the coming blow, but the little hand, which lay in Miss Marjorie's palm, did not quiver.

"If I should whip him hard enough to make him yield," thought Miss Marjorie, "what a shameful victory it would be of mere physical force over a brave little heart!" She did not give the intended stroke. "You may go into the cloakroom, and sit down there," she said.

Frank obeyed, and the lessons went on as usual, until the children were dismissed for recess.

"Now, Frank," said Miss Marjorie, opening the cloakroom door, "you may come out."

He came out, pale with determination. Miss Marjorie placed a chair for him, and they both sat down.

"Frank," began Miss Marjorie, "I am not going to whip you any more, nor make you stay in the cloakroom, nor punish you in any way."

Frank looked up at her with his sweet blue eyes full of wonder.

"Even if I should succeed in making you say you'd be good, that would not make you really good. In this world everybody must choose for himself whether he will be good or bad; and I am going to let you choose for yourself. Which did Nero choose to be?"

"Bad," replied Frank, expressing in his voice his disgust at the character of Nero.

"Would you like to be like him when you are a man?"

"No," replied Frank, with decision.

"Perhaps," said Miss Marjorie, "when Nero was a little boy like you he chose to be bad, and had no idea how very bad he would get to be by the time he was a man. When bad people grow, their badness grows too. Bad little boys make bad men, and good little boys make good men. When you decide what kind of a boy you will be, you are deciding at the same time what kind of a man you will be."

Frank's face became very serious.

"Oh, Miss Marjorie!" he exclaimed, "I will be good."

"Would you be willing," asked Miss Marjorie, "to say before the whole school, when they come in, that you have decided to be good?"

"No," replied Frank.

"Well," said Miss Marjorie, "I am not going to try to make you. You may do just as you choose about it."

After a pause she went on: "Do you remember that girl I told you about who went into the arena and let the lions eat her up, and wouldn't say she didn't believe in God?"

"Yes," replied Frank; "she was brave."

"But the people in the amphitheatre thought she was wicked and silly."

"Yes," said Frank, "and that made it all the harder for her to hold out. I tell you, she was a brave one to let those lions get her."

"But did it make her any happier to be brave?" asked Miss Marjorie.

"No," replied Frank; "for she had to be eaten up. Oh, I tell you, it must have hurt. But I'd rather be brave than happy. I'd like something very, very hard to bear, so I could show how brave I could be. You didn't whip we very hard," he went on, with an apologetic smile. "I wanted you to hit harder, so I could show how much I could stand."

"I am sure, Frank," replied Miss Marjorie, "that you could stand a very hard whipping."

Frank flushed with pleasure at these words.

"But," said Miss Marjorie, "doing wrong isn't brave, even if it is hard. It's doing right when it's hard that's brave. I know of something you ought to do that would be much harder for you to do than to bear a whipping. I don't know whether you would have the courage to do it or not."

"What is it?" asked Frank, eagerly. "Try me and see."

"If," said Miss Marjorie, "when the scholars all come in, you should say before them all that you had decided to be good, they might laugh at you afterward, and say you had to give up after all, and that you weren't so brave as you thought you were. You see, this would be a very hard thing for you to do; but it is brave to do right when it's hard."

"Oh, Miss Marjorie, I can't do that," said Frank, his eyes filling with tears.

"I was afraid it would be too hard for you," said Miss Marjorie, sadly, as she took up the bell to ring it.

"Oh, Miss Marjorie, wait a minute. Isn't there something else? I will say I've been naughty, and I will let you whip me, oh, so hard—till my hand is swollen, if you want to."

"No," said Miss Marjorie, as she rang the bell, "that wouldn't do any good. You may just take your seat as usual with the others when they come in."

"Miss Marjorie," said Frank, seizing his teacher's hand as she laid down the bell, "I will do it. I can. Ask me when they all come in. Just try me."

When the scholars had taken their seats, Miss Marjorie began, "Frank, have you decided"—but she could go no further, for Frank was upon his feet, pale as a sheet.

"Yes," he choked out, "I will be good."

He sank back into his seat, and buried his face in his hands.

That afternoon, instead of the usual reading, Miss Marjorie talked to the children about true bravery and false bravery. They listened very soberly, and went away more quietly than usual when school was dismissed. As they passed the window, Miss Marjorie heard Harry Van Sleik's voice saying, "I say, Franky, aren't you glad you said you'd be good?"

Two months later, Colonel Crissey said to Miss Marjorie: "I want to thank you, Miss Marjorie, for what you've done for my son. There's a change come over him since he's been in your school. He hasn't had one of his obstinate spells for two months, and he used to have them nearly every week."—*N. Y. Independent.*

A little eight-year-old Irish boy in one of our Public Schools was reproved by his teacher for some mischief. He was about to deny his fault, when she said: "I saw you, Jerry."

"Yes," he replied, as quick as a flash, "I tells them there ain't much you don't see wid them purty black eyes of yours." That was the soft answer that turned away wrath.

Question Drawer.

All questions for this department, like all communications for any other department of THE JOURNAL, must be authenticated with the name and address of the writer, and must be written on one side of the paper only. Questions should also be classified according to the subject, i.e., questions for the English, the Mathematical, the Scientific, and the general information departments should be written on separate slips, so that each set may be forwarded to the Editor of the particular department. If you wish prompt answers to questions, please observe these rules.

THEFDOR.—There is, to the best of our knowledge, no such word as *alright* in the English language. It is not, therefore, "all right," by any means.

W.E.B.—The sentences may be analyzed as follows:

Subj.	Mod. of Subj. (adj.)	(cop)	Pred. (adj.)	Mod. of Pred. (adv.)
This	***	is	good	enough
She	***	is	punctual	seldom
Boy	the, idle,	is	mischievous	generally

To live in suspense is wretched. "To live" is, of course, the verb-noun, or infinitive, and "in suspense" is an adverbial phrase made up of a preposition with its noun, and modifying the verbal noun.

C.H.C.—(1) No copy-book for writing is specified for fifth-form pupils.

(2) We do not suppose that teachers would be allowed to substitute the H. S. Algebra and H. S. Geometry for the authorized text-books on those subjects in the Public Schools. Of course there is nothing to prevent the teacher from giving his classes the benefit of his own study of those books, or to prevent any pupil who can do so profitably from using them for reference in the preparation of his lessons at home.

(3) As there are several excellent works competing for first place as English Dictionary, such as the Imperial Standard, Webster's International, Funk & Wagnalls' Standard Dictionary, etc., it would be out of place for us to express a preference for any one of them. If a smaller and cheaper work is required, for constant use, it is doubtful whether any better can be found than the Concise Imperial, price \$2 to \$3.25, according to binding. We use it more than any other.

AN INQUIRER, whose initials we have forgotten, wishes us (1) to recommend a grammar which would "throw some light upon the subjunctive mood." Have you tried the H. S. Grammar or Bain's Higher Grammar? Perhaps some teacher who has tried many will aid you by recommending some one as best. The better way is always, if one can manage it, to depend on no one book, but to compare several of the best procurable, and then form one's own conclusion.

(2) To say, if we understand the question, whether the locations assigned to Thunder Bay and the Gulf of California, in Marquis' "Stories from Canadian History," are geographically correct. Not having a copy of the "Stories, etc." at hand (the quotations should have been given), we cannot answer specifically. But the question should be easily answered, as there is but one Gulf of California, and there are but two Thunder Bays on this continent (one on Lake Superior, in Canada, the other in Michigan, U.S.), the geographical positions of which are easily found.

(3) To indicate the pronunciation of the following words, which we do by the accent or in the brackets: *Sén-lac*; *Tenchébrai* (tansh-bra'); *Abenaquis* (Aben-a-ke (?)); *Talon* (tāl-'ong); *St. Malo* (san ma-lo'); *Pontgrave* (pen-grav-a' (?)); *Arbeœuf* (bra-bef'); *Lalement* (Lal-mon'); *Jaques* (zhög).

Literary Notes.

The *Review of Reviews* for September, in discussing the recent British elections, shows that the Liberal reverse was greatly exaggerated, largely because of the unparalleled series of disasters to the chief party leaders. The *Review* declares that the defeat of the Liberals was due to a "change of mood, not a change of principle."

The *Review of Reviews* for September calls attention to the change in European sentiment on the liquor question, as shown especially in the establishment of the French monopoly of the manufacture and wholesale supply of strong liquors, in the work of the Belgian commission, and in the still more important action taken by Russia in setting up a government monopoly of the entire wholesale and retail traffic in liquors throughout the empire. "Everywhere in Europe," says the editor of the *Review*, "the fact is becoming recognized that liquor selling is not only an unbecoming business, but one that is socially and politically dangerous—requiring new and rigid regulation or else total suppression."

The appearance of a fourth series of "Lessons in Entrance Literature" is conclusive proof that the teachers of Public Schools find the aids given by these annotations very helpful in their work. The series just published covers the selections prescribed for the Entrance examination of 1896, the notes and exercises being given by the following well-known educators: A. W. Burt, B.A., Gertrude Lawlor, M.A., E. J. McIntyre, B.A., A. M. MacMechan, B.A., Ph.D., Nellie Spence, B.A., J. A. Stevenson, B.A., F. H. Sykes, M.A., Ph.D., and W. J. Sykes, B.A. Dr. T. H. Sykes is, as before, editor. (Toronto: The Canada Publishing Company.)

The complete novel in the September issue of *Lippincott's* is "A case in Equity," by Francis Lynde. "Morning Mists" is one of Julien Gordon's strongest tales, though it has a very mature heroine and a very young hero. Charles Newton tells "How the La Rue Stakes were Lost," in a way highly creditable to the losers. Helen Fraser Lovett, in "A Mute Milton," gives a revised version of a classic fairy tale. "The Literary Woman at the Picnic," by Ella Wheeler Wilcox, evidently contains more truth than fiction. Charles

Stuart Pratt relates the history of "Napoleon and the Regent Diamond," which was of importance to the conqueror and to the fate of Europe in more ways than one. Ellen Duvall writes on "Molière." Edward Fuller has a sharp article on "The Decadent Drama." Calvin Dill Wilson tells all about "Crabbing," especially as practised in Chesapeake Bay. "The Survival of Superstition" is described by Elizabeth Ferguson Seat, and the rise and progress of "Clubs" by Lawrence Irwell. The poetry of the number is by Susie M. Best, Carrie Blake Morgan, Clarence Hawkes, and Charles G. D. Roberts.

The September *Arena* opens with a vivid description of the wordy battle now being waged in the legislatures over the agitation for raising the age of consent. Prof. Joseph Rodes Buchanan, whose portrait forms the frontispiece of the number, contributes a striking and valuable article on "The Marvels of Electricity." In his paper called "After Sixty Years," Mr. B. O. Flower, editor of the *Arena*, touches upon the disillusionments of the career of the reformer. Stinson Jarvis tells "How Evolution Evolves." Henry Wood, the author of "Natural Law in the Business World," and other popular metaphysical works, writes on "Omnipresent Divinity." Prof. Frank Parsons, Law Lecturer at the Boston University, contributes his second study of the "Economy of Municipal Electric Lighting." He shows the enormous saving to the taxpayers and diffusion of public benefit which would result from public ownership of electric lighting. A symposium of clergymen and other writers deals with Prof. George D. Heron and his work. These gentlemen defend his position. They are Rev. J. R. McLean, Rev. W. W. Scudder, Jr., Rev. J. Cummings Smith, Rev. J. E. Scott, Elder M. J. Ferguson, Rev. R. M. Webster, and James G. Clark, the poet. The Hon. John Davis writes on the career of Napoleon Bonaparte from the psychological point of view, and condemns him as simply a criminal genius, utterly worthless to humanity. F. W. Cotton discusses "The Labor Exchange," and Rev. Dr. Marion D. Shutter deals with "Progressive Changes in Universalist Thought." The Books of the Day, World of Books, and Practical Progress Notes complete an excellent and well-balanced budget of good reading.

pects of Socialism" and "Sham Education." New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

The opening article in the September number of the *North American Review* is by the Right Rev. William Croswell Doane, Bishop of Albany, who forcibly illustrates "Why Women do not Want the Ballot." Admiral P. H. Colomb, of the Royal Navy, discusses "The Evolution of the Blue-jacket," while in "Reminiscences of Professor Huxley," Sir William H. Flower throws a charming light upon the private life of the great scientist. "The Christian Endeavor Movement" is prominently brought before the public by the Rev. Francis E. Clarke, D.D., the president of the United Society of Christian Endeavor, and in a thoughtful paper, entitled, "Trend of National Progress," Professor R. H. Thurston, of Cornell University, asserts that the tendency of the United States is toward a future of large and well-distributed wealth, culture, and content. Henry Farquhar, assistant statistician of the Agricultural Department, writes interestingly of "Crop Conditions and Prospects," Max O'Rell very wittily gives his opinion of "The Petty Tyrants of America," and Edward W. Blyden, Librarian Minister to the Court of St. James', eloquently dwells upon "The African Problem." The Hon. James H. Eckels, Comptroller of the Currency, writes hopefully of "Our Reviving Business," while in "A Brush with the Bannocks" Major-General Nelson A. Miles, U.S.A., favors the *Review* with a chapter from the advance sheets of a forthcoming book. The ninth instalment of the "Personal History of the Second Empire," by Albert D. Vandam, deals with the "Intrigue and Corruption" of that eventful period. "The Situation in Cuba" is described by Senor Don Segundo Alvarez, late mayor of Havana. A most important contribution to the political literature of the day is that on "The Outlook for Ireland," by the Right Hon. the Earl of Crewe (Lord Houghton), late Lord Lieutenant of Ireland under the recent Liberal Government. Other topics considered are: "St. Anthony's Bread," by Charles Robinson; "Then and Now," by Edward P. Jackson; and "Country Roads and Trolleys," by John Gilmer Speed.

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In *The Popular Science Monthly* for September, ex-President Andrew Dickson White reviews "The Closing Struggle" of the theologians and the higher criticism; relating the stories of Bishop Colenso, Professor Robertson Smith, Renan, the work of the Italian critics, and Pope Leo's Encyclical on the Study of the Scriptures. In his fifth paper on "Professional Institutions," Herbert Spencer shows how history and fiction have been evolved from biography, and literature has been ultimately derived from it. Mr. Morse's article on "Apparatus for Extinguishing Fires" is concluded, with accounts of the latest improvements and the methods now in use. In "Trades and Faces" Dr. Louis Robinson discusses the influence of occupation on expression. Mr. James Sully studies the "Material of Morality" in childhood. Mr. Alexander McAdie treats of the clouds as "Natural Rain-Makers." Gertrude Crotty Davenport writes of "Variation in the Habits of Animals," and Frank M. Chapman of "The Study of Birds Out-of-Doors." Articles are given on "Ancestor-Worship among the Fijians," by Basil H. Thomson, and "Fruit as a Food and Medicine," by Dr. Harry Benjafield. A biographical sketch of Edward Hitchcock and a short notice of Dr. Hack Tuke are accompanied by portraits. The articles in the Editor's Table are on "The Pros-

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OFFICIAL CALENDAR

OF THE

Educational Department.

September:

- Last day for receiving applications for admission to the Provincial School of Pedagogy. (1st September.)
- County Model Schools open. (1st day of September.)
- Last day for receiving appeals against the High School Primary and Leaving Examinations. (On or before 15th September.)

October:

- Provincial School of Pedagogy opens. (1st October.)
- Notice by trustees of cities, towns, incorporated villages and township Boards to Municipal Clerk to hold trustee elections on same day as municipal elections, due. [P.S. Act, sec. 103 (1).] (On or before 1st October.)
- Night Schools open (session 1895-6). (Begin on 1st October.)

November:

- Last day for receiving applications for candidates not in attendance at the Provincial School of Pedagogy for special examination to be held in December. (1st November.)
- Last day for appointment of School Auditors by Public and Separate School Trustees. [P.S. Act, sec. 37 (1); S. S. Act. sec. 28 (5).] (On or before 1st December.)
- Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes has been placed upon Collector's roll against any Separate School Supporter. [P.S. Act, sec. 113; S.S. Act, sec. 5c.] (Not later than 1st December.)



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