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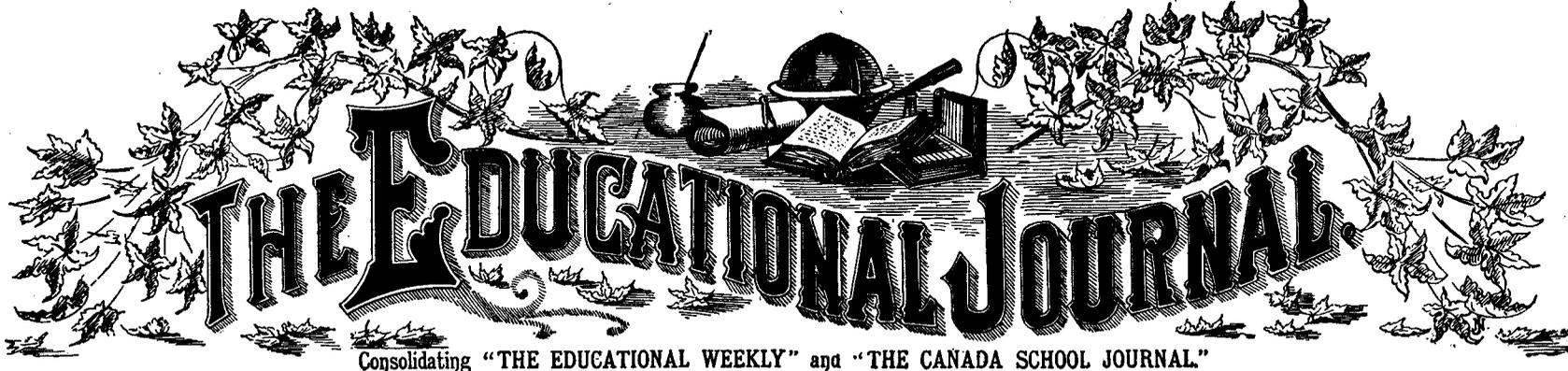
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OFFICIAL CALENDAR

- OF THE -

EDUCATION DEPARTMENT

January:

15. Application for Legislative apportionment for inspection of Public Schools in cities, and towns separated from the country, to Department, due.
Annual Report of Kindergarten attendance to Department, due.
- Annual Reports of Separate Schools to Department, due. [S. S. Act, sec. 28 (18); sec. 32 (9).]
- Minutes of R.C.S.S. Trustees' annual meeting to Department, due.
17. Provincial Normal Schools open (First Session).
Provincial School of Pedagogy opens (First Session.)
18. Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 11 (3).]
20. First meeting of Public School Boards in cities, towns, and incorporated villages. [P. S. Act, sec. 106 (1).]

February:

1. First meeting of High School Boards and Boards of Education [P. S. Act, sec. 106 (1); H. S. Act, sec. 13 (1).]
23. Art School Examinations begin.

It having been decided to hold two sessions of the School of Pedagogy each year, applications for admission to the session beginning on January 17, 1893, should be made to the Deputy Minister on or before the 1st January, next.

Special attention is drawn to a circular issued by the Education Department in which the co-operation of inspectors and teachers is requested in the preparation of a collection of pupils' work from the schools of Ontario, to

be exhibited at the World's Columbian Exhibition in Chicago, 1893.

The specimens should be sent to the Department through the Inspectors and High School Principals not later than February 15, 1893, and will include the following:

LIST OF SUBJECTS.

1. Kindergarten Work.
2. Writing—Copy Books.
" —Specimens of Writing.
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" —Commercial Forms.
4. Drawing—Books.
" —Specimens of Freehand, Object Drawing, Industrial Designs, etc.
" —Maps, plain and colored, Raised Maps—putting on papier maché, on slates, or cardboard.
5. Specimen pages showing exercises, or answered papers in the various subjects of the High or Public School course.
6. Natural Science—Specimens of Plants, Woods, etc., or Mammalia Birds, etc.
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TORONTO, JANUARY 16, 1893.

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* Editorial Notes. *

INSPECTOR HUGHES is proposing a new plan for the management of the Toronto schools. He recommends the division of the city, for school purposes, into twelve districts, and the appointment of a supervising principal for each district, at a salary of \$1,500. This would give each supervisor about forty rooms to oversee. Under the plan adopted a year ago, and now in vogue, there are four supervising principals, each overseeing about 120 teachers. The school principals of the city recently met in their Association and condemned Mr. Hughes proposal as unjust, expensive and inefficient. The Trustees are said to be also opposed to it, but the Inspector hopes to be able to bring them over to his views. The question seems to be whether it is better that a lesser part of the time of the principal of each school should be given to the work of supervision, or a larger part or the whole of the time of twelve principals. To us it seems that there is much to be said in favor of the former.

THE following is worth publishing as a curiosity :

I have been taking your EDUCATIONAL JOURNAL, and I wrote on two of your lessons for prizes. So if I do not win a prize you need not send the JOURNAL any longer. Awaiting an answer, I remain, etc., etc.

We wonder what this young man's idea is of the way in which the prizes are to be

awarded. For his information, as he is awaiting an answer, we may say that more than fifty competitive papers have been sent in. These papers are put into the hands of competent and impartial judges who will know nothing of the personality or locality of the writers. They will be marked and prizes awarded solely on their merits, and not till after this has been done will the envelopes containing the writers real names be opened. We might, it is true, give the writer of the above a couple of special ten-dollar prizes, in order to induce him to continue his subscription, but we do not quite see how that would pay.

TOUCHING the subject of Sunday observance, dealt with in a brief editorial in this number, there can be no doubt that the tendency of large classes of workingmen to hold themselves aloof from the churches and all religious organizations and movements, is one of the most serious problems of the day. If any one needs all the vital re-inforcement and moral uplifting which can be derived from true religion, it is surely the man and the woman whose work days are full of exhausting and unceasing toil. To our thinking there can be no doubt that the failure of many churches and their well-to-do members to sympathize with the trials and struggles of the toiling millions, and to aid them in their efforts to improve the position and remuneration of labor is mainly responsible for whatever tendency to alienation exists. The power of the employing capitalists, who are often the mainstays of the churches, is believed to be too often used selfishly and oppressively. A bright day is, there is reason to believe, dawning, when the Church will come to be recognized as the friend of the poor and the enemy of all unrighteousness in the individual or the nation.

IN addresses recently made, both Mr. Acland and Mr. Mundella, two of the highest educational authorities in England, paid high compliments to women teachers as compared with men. "Mr. F. Storr," we quote from *The Educational Times*, "corroborated the latter as regards the superiority of the teaching in the girls' high schools. Those who have had opportunities of comparing a boys' school and a girls' school of this class will certainly agree that, in

zeal, devotion, and willingness to give up their own time to the work of preparation, the mistresses surpass the masters. They have felt more keenly the necessity of training, and they are the first to secure a firmly established training college for higher teachers. Such eulogy as that spoken by Mr. Mundella causes reflection on the speed of progress. Only twenty years ago the Women's Education Union was formed, and soon after that the Girls' Public Day School Company was inaugurated. Many prophesied nothing but evil from the movement for the higher education of women, but some foretold the success of to-day. Twenty years ago Mr. Fitch was one of the latter, and his remarks then made help us to measure the progress."

SINCE the article on "School Athletics," in our last number, was published we have seen the following from the pen of the venerable Dr. Cuyler, in the *Evangelist* :

Whatever the views of college faculties may be, there are thousands of sober alumni who look on this whole craze for inter-collegiate athletic games with profound regret. Even if these match games were not attended with such a saturnalia of gambling and drinking they are attended with mischievous results that affect the colleges themselves. . . . For weeks before these inter-collegiate contests, scores of young men are kept in training for the fight, and the talk and thought of the whole college is, to a great degree, drawn towards the impending grapple of brawn and muscle. Who needs to be told that all this is terribly demoralizing to the true literary and scientific aspirations of any college? It sets up a false standard; and holds out a false incentive and inflames a false ambition. . . . That the men who distinguish themselves in inter-collegiate games become also distinguished by legitimate intellectual eminence in after life, is denied by those who have made careful observations. Those whose names are trumpeted by the press over the land for their prowess at football, are seldom trumpeted afterwards for their great intellectual achievements. . . . I am only voicing the honest sentiments of hundreds of the alumni and of hundreds of fathers and mothers who look upon these inter-collegiate saturnalia with a sort of dismay. An education in college and university is vastly more expensive than it used to be. And one source of extra cost is to be attributed to the rage for athletics. The atmosphere of college-life is now tainted by a dangerous influence that was not known in former times.

Primary Department.

A READING LESSON.

RIHODA LBR.

FOLLOWING my order of sounds, I find the new one for to-morrow is that produced by *ch*. The class is familiar with most of the simple sounds and also a few combinations such as *ar, sh, oo, ee* and *ea*.

As I have been requested to give an outline phonic lesson I shall indicate briefly the order of my lesson for the day following.

First of all I wish my children to feel the need of the new sound. I ask them to write on their slates the following words: *ship, sharp, shop*. The next word I give is *chop*. Emphasizing the initial sound the difference between this and that of the preceding word is felt; *sh* they tell me is the quiet sound—what mother says when baby is sleeping and someone is noisy. But *ch* is quite different. Questioning brings out the reply that it resembles the sound the engines make when shunting from one track to another. Thus the sound is fixed.

Then comes the daily exercise in sound-coalescence, the teacher giving the sounds, close together or far apart, and the class recognizing the words. This I have referred to at length before, so will not enter into particulars.

As *c* and *h* have been already taught separately, no difficulty will be experienced with the writing. We refer incidentally to the ordinary sounds of these letters when found alone and to the new sound produced when we see them hand-in-hand.

Ear-exercises come next in order. Class write on slates words such as the following: *chop, chip, chin, chill, chest, rich, starch, cheap*, etc. In connection with this might come word-building and changing on blackboard. Suppose the word *church* to be on the board. First ask a child to change it to *turch*, next *larch*, next *starch*, and so on.

Recognition of single words written on the blackboard comes next. Each child in turn whispers the word to his teacher, and if the class be arranged in an orderly way this can be done quickly and without any loss of time.

Sentences such as the following I have prepared to be read in the same way:

Richard hurt his chin.

That is such a little chicken.

Starch is cheap.

Charley Chandler has a Chipmunk.

If time permit, I will next distribute slips of paper (old concert tickets cut up serve the purpose), each bearing a sentence with one or more words containing *ch*. In turn the children read the story on the card. After each child has read one story the boys exchange with the girls, thus providing every one with a new sentence. The same word may occur in more than one story but there will be some variety in all.

This finishes the lesson at the board. For seat work, while the teacher is engaged with the next class, the children will write on their slates all the words they can think of containing the new sound; look also in their readers for them and when the list

can be made no longer put each word in a sentence. If they are sufficiently advanced they might write a connected story, bringing in as many of these words as possible.

These are only a few of the many exercises that might be used. There are no cast-iron rules about phonic teaching. Its great charm is that it is capable of so much variety. At the same time it must be intensely definite teaching. Our aim is not to turn work into play or to make a half-hour lesson pass as pleasantly as possible; no, the object we have in view in every lesson is in a sensible, rational way to increase the child's power—power to recognize words and to grasp thought easily, or rather we might say, automatically, for without that he will never clearly express either his own or another's thought.

KINDERGARTEN PRINCIPLES IN PRIMARY WORK.

BUSY-WORK.

IN no other phase of school work has there been so much downright abuse of kindergarten material as in so-called busy-work. Busy-work of any description, if its only purpose is to keep the children "busy" or "out of mischief," is, at its best, of questionable value, and not unfrequently a mere make-shift of incompetence; with kindergarten material, busy-work becomes a source of all sorts of chaotic mischief.

Pedagogically it is a sin to give to each child in a class or group of pupils a handful of "sticks," and to tell them to do with them what they please. Such a direction is far from stimulating spontaneous self-activity. At first the child stands aghast before the numberless possibilities of this freedom. Then, by dint of much aimless shuffling and mixing of sticks, he drifts into some dreamy arranging of his material. Or he gives up in despair and sits in sullen despondency until the voice of the teacher prods him with "Can't you make anything? Suppose you make a house," or some other remark. Or, if it is not the first time that sticks were his companions in grief, he makes something he made before, thinking little and feeling less.

In all cases, the work with the kindergarten material should have a definite purpose that the activity of play is lifted into the activity of work. On the other hand, aimless "busy-work," which has only the outer semblance, but not an inner reality of work, sinks into mere perfunctory, joyless drudgery, stifling even the play-instinct of the child.

If it is a handful of sticks, the child should be told—not "to do what he pleases with them"—but to solve with their help certain number-problems, to prepare certain arithmetical tables; to make (or lay or draw) a certain number of forms (6, 8, 10, etc.) or things, using for each thing a certain number of sticks (3, 4, 5, etc.); to lay or draw a certain number of squares, triangles, etc., in certain arrangements of certain size, etc.; to lay the picture of a home, a farm-yard, a church, etc.

Later on, when a certain degree of skill and mental mobility has been secured in individual work, and not until then, the

children may be permitted in groups of two or four to lay (or draw) together "some beautiful" designs (not "what they please"), using squares and oblongs, squares and triangles, etc., or any forms that may look well together.

But of aimless "go-as-you-please" busy-work the teacher should beware. It is an illusion, and works irreparable injury.—*Supt. W. N. Hailman, La Porte, in Indiana School Journal.*

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO— ANNUAL EXAMINATIONS, 1892.

PUBLIC SCHOOL LEAVING.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: { JOHN DEARNESS.
CLARKE MOSES.

A.

"And spite of pride, in erring reason's spite,
One truth is clear, *Whatever is, is right.*

Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then *pity*, then embrace.

Virtuous and vicious every man must be,
Few in the extreme, but all in the degree:
The rogue and fool by fits is fair and wise:
And even the best by fits what they despise."
—*High School Reader, p. 98.*

1. (a) Write each independent clause separately and fully.

(b) Write in full, classify, and give the relation of each of the subordinate clauses.

2. Parse the words and phrases printed in italics in the above extract.

3. Give reasons in favor of or against the substitution of:

(a) *That* for *As*, line 4;

(b) *its* for *her*, line 5;

(c) *the fool* for *fool*, line 9;

(d) *are fair* for *is fair*, line 9;

(e) *he* for *they*, line 10.

4. State the kind and give the grammatical relation of each of the following phrases:

(a) *In spite of pride*, line 1;

(b) *in the degree*, line 8;

(c) *by fits*, line 10.

5. Write notes on the derivation (or history) of any two of the following words:

Reason, truth, frightful, familiar, her, first, endure, embrace, virtuous, vicious, extreme, degree, best, despise.

B.

6. Improve the construction of the following sentences, with reasons for every change you make:

(a) In truth I have not the slightest knowledge that he has any intention of or even if he was willing if he has the power to comply with your wishes.

(b) What will I do after I have eaten my dinner with that broken wheelbarrow.

(c) I always have and always shall be of the opinion that that kind of punishment will rather make him angry than penitent.

(d) His fortune has not only suffered by his rash adventure but what is worse his health.

C.

He had a courage of the most clear and keen temper, and so far from fear, that he seemed not without some appetite of danger; and therefore, upon any occasion of action, he always engaged his person in those troops which he thought, by the forwardness of the commanders, so be most like to be farthest engaged; and in all such encounters, he had about him an extraordinary cheerfulness, without at all affecting the execution that usually attended them; in which he took no delight, but took pains to prevent, where it was not by resistance made necessary: insomuch that at Edge-hill, when the enemy was routed, he was like to have incurred great peril, by interposing to save those who had thrown away their

arms, and against whom, it may be, others were more fierce for their having thrown them away: so that a man might think he came into the field chiefly out of curiosity to see the face of danger, and charity to prevent the shedding of blood. Yet, in his natural inclination, he acknowledged he was addicted to the profession of a soldier; and shortly after he came to his fortune, before he was of age, he went into the Low Countries, with a resolution of procuring command, and to give himself up to it; from which he was diverted by the complete inactivity of that summer; so he returned into England, and shortly after entered upon that vehement course of study we mentioned before.—*High School Reader*, p. 78.

7. Break the first sentence up into four or five sentences, substituting for the italicized parts modern forms of expression. In your answer underline every changed word.

8. How far back in the first sentence does the initial yet of the second sentence carry the reader?

GEOGRAPHY.

Examiners: { A. B. DAVIDSON, B. A.
 { CLARKE MOSES.

1. State the respective effects of rain, frost, ice, and waves, in modifying the form and condition of land.

2. Explain the effect of each of the following on climate: Latitude, elevation, proximity to sea or lake, winds, ocean currents.

3. What are the chief geographical conditions that determine the size and importance of commercial cities, illustrating your answer by reference to Montreal, Toronto and Winnipeg?

4. What are the commercial advantages of a trans-atlantic route (a) to Canada, (b) to England?

5. (a) Describe our Canadian inter-provincial trade.

(b) In what does Canadian foreign trade consist, and with what countries is it carried on?

6. Draw an outline map of Great Britain, showing the courses of four large rivers, and marking the position of six large cities, three inland and three on the coast.

7. Locate the following, and state on what their importance depends: Constantinople, Bombay, Zanzibar, Melbourne, Santiago, Hong Kong, Antwerp and Odessa.

EAST VICTORIA PROMOTION EXAMINATIONS, DECEMBER 15 AND 16, 1892.

CLASS II.

ARITHMETIC.

1. Find the value of $768 - 306 - 294 + 413 - 69 + 87 - 19$.

2. Nine times 1827 are how many times 7?

3. The sum of three numbers is 7064. The first is 2876, the second 709 more than the first. Find the third number.

4. Find the difference between the product of 87 and 75, and twelve times their sum.

5. What change should you get out of a ten dollar bill after paying for 27 lbs. of tea at 35 cents per lb.

6. Oats weigh 34 lbs. per bushel, and barley 48 lbs. How many bushels of barley will weigh as much as 168 bushels of oats?

7. Express in words 70,090, 16,008, and 20,020,020.

8. Multiply 986847 by 426, and 19728 by 9807.

9. A man paid \$210 for a horse, buggy and harness. For the harness he paid \$20; for the horse six times as much as for the harness. How much did he pay for the buggy?

10. How much will 4368 eggs cost, at 15 cents a dozen?

Value—10 marks for each question.

CLASS III.

ARITHMETIC.

1. What number multiplied by 269 will give a product equal to 807 multiplied by 709?

2. How many minutes from 9.40 a.m. on Queen's Birthday till 7.20 p.m. on Dominion Day following?

3. A floor is 20 ft. long by 16 ft. wide. How

many yards of carpet 32 inches wide are required to cover it? No allowance for waste.

4. A, B and C have in all \$72.40. A has \$4.60 less than half the whole sum, and B has \$5.90 more than C. How much has each?

5. Write the table for—

(1) Square measure.

(2) Troy weight.

6. From 200 acres take 199 acres, 3 roods, 39 perches, 30 yds, 2 ft., 36 in.

7. One side of a square field measures 7,776 inches. How many yards around the field?

8. I sold envelopes at 10 cents per package of 25, gaining 2 cents on each package. Find how much 150 envelopes cost me.

9. A rectangular field, whose area is $7\frac{1}{2}$ acres, is 40 rods long. How wide is it?

10. Eighty-two miles of road cost \$24,000 more than 70 miles. What would 7 miles of the same road cost?

Value—10 marks for each question.

CLASS II.

GEOGRAPHY.

1. Give the names of four wild birds and four wild animals found in our own county. Tell what you know about the habits of each.

2. Make a drawing of your own county, showing:

(a) The counties that touch it.

(b) Three lakes in the county.

(c) Six towns or villages.

(d) Four of the products of the county.

3. A person starts from Lindsay and travels round the globe, going west. Name, in order, the continents and oceans he would cross.

4. Name six wild animals, six birds, six things we use, and six kinds of people that are not found near our home. Tell as nearly as you can where they are found.

5. What is an island? A volcano? A bay? A rapid? An oasis?

6. What is the difference between:

(a) A peninsula and an island.

(b) An isthmus and a strait.

Questions of equal value.

CLASS III.

GEOGRAPHY AND HISTORY.

GEOGRAPHY.

1. What is a peninsula? A volcano? A slope? A plain? An isthmus? A plateau? A prairie?

2. Draw a map of North America. Mark on your map:

(a) The countries.

(b) The boundaries.

(c) Four important rivers.

(d) The gulfs, bays and chief islands.

(e) The slopes and plains, with chief products of each.

3. Name the great lakes of North America, and their connecting waters. Write what you know about (a) the local, and (b) the through trade of these lakes.

4. Draw a map of your own county. Mark boundaries, railroads, and chief villages.

5. (a) Name the Provinces of the Dominion.

(b) Give capital of each.

(c) Two important rivers of each.

(d) Two chief products of each.

HISTORY.

6. What people occupied North America when it was first visited by Europeans?

7. Give a description of their houses, dress and manner of life.

8. What European nations made discoveries in America? Where did each settle? What objects had each?

10. Tell the story of "How Canada was lost to the French."

Values—14, 12, 6, 10, 8, 5, 5, 10, 5.

IT is a low benefit to give me something; it is a high benefit to enable me to do something of myself.—*Emerson*.

For Friday Afternoon.

TEMPLE OF FAME.

THREE riders set out for the Temple of Fame, Each booted and spurred and equipped the same. The first rode forth at a rattling pace, Like a jockey who wins an exciting race. The second starts out with caution, slow, That, when need was, he might faster go. The third rode steadily, quietly on, And which do you think will the winner be; The hare, the tortoise—or number three?

The first one soon broke down, of course, He saved his saddle, but lost his horse! The second met the regular fate— Dallied too long, and was just too late! The third I grieve, and regret to say, Did not get there—for he lost his way. He thought too much of his regular trot, To look at sign boards he quite forgot.

See how strangely things befall! Another—not thinking of Fame at all— Who was on his way to the bread-fruit tree, To provide for a wife and children three, Went straightway into the Temple of Fame, And innocently asked its name! They answered him. With a quizzical face, He remarked, "It's a most uncomfortable place!" Then he went to the bread-fruit tree, And home to his wife and children three.

The moral? Well, if you can find it! Write it out—for I shan't mind it!

—*Christian Union*.

THE INDIANS' APPEAL.

You have taken our rivers and fountains
And the plains where we loved to roam—
Banish us not to the mountains
And the lonely wastes for home!
No! let us dwell among you;
Cheer us with hope again;
For the life of our fathers has vanished,
And we long by your side to be men.

Our clans that were strongest and bravest
Are broken and powerless through you;
Let us join the great tribe of the white men,
As brothers to dare and to do!
We will fight to the death in your armies;
As scouts we will distance the deer;
Trust us, and witness how loyal
Are the ranks that are strangers to fear!

And the still ways of peace we would follow—
Sow the seeds and the sheaves gather in;
Share your labor, your learning, your worship,
A life larger, better, to win.
Then, foemen no longer, nor aliens,
But brothers indeed we will be,
And the sun find no citizens truer
As he rolls to the uttermost sea.

You have taken our rivers and fountains
And the plains where we loved to roam—
Banish us not to the mountains
And the lonely wastes for home!
No! let us dwell among you;
Cheer us with hope again;
For the life of our fathers has vanished,
And we long by your side to be men.

—*Edna Dean Proctor in Indian Advocate*.

I TAUGHT partly because I heard it was a good route to the presidency, and partly because I needed the money. It was fortunate that I did not need much.—*Bill Nye*.

DOUBTLESS the first ethical condition necessary for true teaching is the establishment of a genuine and active sympathy between teacher and child.—*Harriet H. Hickox, Omaha*.

IF this life is unhappy, it is a burden to us which it is difficult for us to bear; if it is in every respect happy, it is dreadful to be deprived of it; so that in either case the result is the same, for we must exist in anxiety and apprehension.—*La Bruyère*.

The Educational Journal.

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AND THE ADVANCEMENT OF THE TEACHING
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J. E. WELLS, M.A. Editor.

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AN IMPORTANT DISCUSSION.

THE Kingston *British Whig*, in its issue of November 28th and subsequent numbers, gave a synopsis of a Sunday afternoon address made by Mr. R. K. Row, Principal of the Central school of that city, on the subject of the Workman's Sunday, and of a discussion which followed, together with a number of letters criticising Mr. Row's address—some favorably, some adversely. The discussion seems to have given rise to a good deal of excitement, which was increased by an attempt on the part of at least one member of the School Board to effect Mr. Row's dismissal on account of the speech in question. We are glad to perceive that a motion offered to this effect did not find a seconder. Nevertheless, Mr. Row's address has brought down upon him quite a storm of denunciation. This is, we think, to be regretted, since however strongly any one may dissent from the views expressed, the address itself was moderate in tone, and well adapted to promote independent thought on a subject in regard to which we are in some danger of

being too much fettered by custom and tradition.

Our space will not permit us to go at all fully into the subject. Suffice it to say that the drift of Mr. Row's address was in favor of a reduction in the number and length of religious services, and a freer indulgence in a class of uplifting recreations, such as the enjoyment of natural scenery, the visiting of picture galleries, art studios, libraries, etc., which he would have thrown open for the purpose on Sunday afternoons, and so forth. The proposals are by no means new. They have been freely discussed for years in Great Britain and the United States, about the only countries, probably, besides Canada and other colonies, in which the more strictly religious observance of Sunday gives occasion for such a controversy. In each of these countries a number of influential Christian men of the highest standing are in favor of the innovation which Mr. Row advocates, but they are so far decidedly in the minority.

For our own part, while we regard the question as a fair one for serious thought and discussion, we are still unconvinced that the changes advocated by Mr. Row and others would have the happy effects anticipated. We admit that there is such a thing as religious dissipation, or let us rather say, dissipation in the guise of religion. It is quite possible that the average Sunday sermons are too long and too dry. We have queried whether the Sunday church services may not be as a rule too much in the hands of one man, save in the exceptional cases in which he is a man of superior talent. There is a good deal to be said in favor of converting the morning service into a Bible-lesson, as Mr. Row suggests, though it would have, we think, to be admitted that the man who can successfully conduct such an exercise is even rarer than the man who can preach a fair sermon. But the two services are indispensable, if we are to attach any importance to the religious or spiritual element in Sunday observance, since a large proportion of those to be benefitted would be unable to attend either one or the other. Above all, the Sunday-school must not be curtailed or belittled, but rather in every possible way improved, seeing that it affords about the only opportunity for imparting religious instruction to multitudes of children. It is very well to say that the parents should do more of this, but we all know how competent many parents, and how much disposed many others are for work of this kind.

Two facts are vital. The first is that we live in an age when the masses are not too much given to serious or elevating thought.

Anything which would tend to diminish rather than increase the force of the influences tending to lift their thoughts upwards towards higher things is to be feared and deprecated. The other fact is that the tendency of bringing more of the idea of recreation into Sunday observance is almost inevitably in the direction of increasing the demand for labor on that day, and so of depriving a larger number of workmen of their day of rest. To these we might add a third which is, perhaps, more important than either. The most elevating and ennobling work in which a man or woman can engage is altruistic work—effort to do good to others, instead of to promote one's own interests or happiness. We think we need not say which kind of Sunday-keeping is most likely to develop the altruistic spirit.

MORAL TRAINING IN SCHOOL

THIS is, as we have often said, and as we are constantly reminded, the great educational problem of the day. We may go further and say that it is a still unsolved problem, seeing that neither the foremost thinkers on educational questions, nor the great majority of public school supporters are as yet at all agreed as to the right method of imparting such training. The following extract from a lecture by Prof. Felix Adler on the subject raises one of the grave difficulties which confront the earnest teacher who realizes his obligations in this respect:

The conscience can be enlightened strengthened, guided; and all this can be done without once raising the question why it is wrong to do what is forbidden. That it is wrong should rather, as I have said, be assumed. The ultimate grounds of moral obligation need never be discussed in school. It is the business of religion and philosophy to propose theories or formulate articles of belief with respect to these ultimate sources and sanctions of duty. Religion says: We ought to do right because it is the will of God, or, for the love of Christ. Philosophy says: We should do right for utilitarian or transcendental reasons, or, in obedience to the law of evolution, etc. The moral teacher, fortunately, is not called upon to choose between these various metaphysical and theological asseverations. As an individual he may subscribe to any of them, but as a teacher he is bound to remain within the safe limits of his own province. He is not to explain why he should do the right, but to make the young people who are entrusted to his charge see more clearly what is right, and, to instil into them his own love of, and respect, for the right. There is a body of moral truth upon which all good men of whatever sect or opinion, are agreed; it is the business of the public schools to deliver to their pupils this common fund of moral truth. But, I must hasten to add, to deliver it not in the style

of the preacher, but according to the methods of the pedagogue—*i. e.*, in a systematic way, the moral lessons being graded to suit the varying ages and capacities of the pupils, and the illustrative material being sorted and arranged in like manner. Conceive the modern educational methods to have been applied to that stock of moral truths which all good men accept and you will have the material for the moral lessons which are needed in a public school.

With much of the foregoing we agree. It is certainly true that there is a body of moral truth upon which all good men are agreed, and, so long as the teacher is sure that he is within the limits of this universal consensus, and no questions are asked, it would perhaps be unwise for him to raise the troublesome "Why?" But our own experience has been that, as the young mind is constituted, one cannot go very far without having that question forced upon him. What then is the teacher to do when asked why this or that. To admit that he can give no reason would be disastrous. We do not believe in the infallibility of the child-conscience or any other conscience, but we do believe that there are axioms in morals as well as in mathematics, to which even the child can be referred as a standard of conduct. "Thou shalt love thy neighbor as thyself," and from that motive do unto him whatsoever thou wouldst have him do to thee, is one of them, of almost infinite scope, irrespective of its Divine sanction.

THE USE OF TOBACCO.

A GOOD deal of difference of opinion was called forth by the "Act Respecting the Use of Tobacco by Minors," which was passed at the last session of the Ontario Legislature. Some lovers of the weed take exception to the law as unnecessary, if not an interference with the liberty of Young Canada to saturate his system with narcotic poison if he chooses to do so. This is very natural, seeing the reflection that may be read between the lines of such a law upon the wisdom and good taste of those who have passed the eighteen-year limit, and still consume the stuff. Others, with much more show of argument, regard the law as unworkable. We have ourselves some fears as to the possibility of its strict enforcement under present conditions, especially in view of the fact that so many of those whose duty it is to enforce the law are themselves addicted to the practice, and are therefore less likely to have their sympathies and moral sentiments enlisted on the side of strict enforcement. But this is a difficulty which may be gradually overcome. For our own part we can see no good reason why it is not both the right and the duty

of the State to interfere for the protection of boys not yet arrived at the years of discretion, from the consequences of their own lack of wisdom, and the harmful influences by which they may be surrounded. We do not see how any thoughtful person can doubt that the effect of a thorough enforcement of the Act would be to give us a healthier, purer, and higher average of manhood in the next generation.

Teachers ought to be among the very best agents in promoting the enforcement of such a law. Very few Canadian teachers, we make bold to believe and affirm, are themselves users of the narcotic, and it could hardly fail to promote their own comfort, as well as the welfare of the Commonwealth, to have the law strictly enforced.

We are glad to see that in response to the request of the East Middlesex Teachers' Association the following circular has been issued by the Education Department to Inspectors and Principals:

EDUCATION DEPARTMENT,
TORONTO, December, 1892.

SIR,—I am instructed by the Acting Minister of Education to request you to place a copy of this Circular in the hands of every School Teacher under your charge, with instructions to make suitable comments upon the Act, say two or three times each School term. It is thought that in this way the Act will be brought prominently to the notice of both scholars and parents, and that it may thus become more effective in accomplishing the good aimed at. I have the honor to be, sir,

Your obedient servant,

JOHN MILLAR,
Deputy Minister of Education.

Following are the provisions of the Act, which went into effect last July:

1. Any person who either directly or indirectly sells or gives, or furnishes to a minor under eighteen years of age, Cigarettes, Cigars, or Tobacco in any form, shall, on summary conviction thereof before a Justice of the Peace, be subject to a penalty of not less than \$10, or more than \$50, with or without costs of prosecution, or to imprisonment, with or without hard labor, for any term not exceeding thirty days, or to both fine with or without costs and imprisonment to the said amount and for the said term, in the discretion of the convicting Magistrate.

And in case of a fine, or a fine and costs being awarded, and of the same not being upon conviction forthwith paid, the Justice may commit the offender to the Common Gaol, there to be imprisoned for any term not exceeding thirty days, unless the fine and costs are sooner paid.

2. This Act shall not apply to a sale to the minor for his parent or guardian under a written request or order of the parent or guardian.

3. A person who shall appear to the Magistrate to be under eighteen years of age, shall be presumed to be under that age unless it is shewn by evidence that he is in fact over that age.

THE TRUANCY ACT.

THE following, which has been addressed by Inspector Dearness, of London, to the trustees of the public schools within his inspectorate, is suggestive, and may be useful to teachers as well as trustees all over the land. We need not point out that it is the duty of the teacher to bring to the

notice of trustees cases of confirmed truancy, and of the failure on the part of parents or guardians to comply with the requirements of the Act:

To the Trustees of the Public Schools:

In looking over the registers I have noticed a considerable number of names of children between the ages of eight and fourteen years who have not attended school regularly as required by the second clause of the Truancy Act (page 86). I feel it my duty to suggest and urge that the parents or guardians of such children be notified of their obligations in this matter. If people are compelled to pay taxes to provide a free public school, it is equally reasonable that those for whom the school is provided, should be compelled to use it. The one compulsion is the corollary of the other.

You are empowered to appoint a Truant Officer. He may be one of the county constables, or any other suitable person, (I do not see that the 191st section of the Public School Act prevents your appointing one of yourselves). To this Truant Officer you should make a return, as suggested by form 35 on page 181. It would then be his duty to notify parents or guardians, as per form 34 on page 180. If neglect continues, the Truant Officer should enforce the Act, as per its 9th, 10th and 14th sections.

The former law required children of the prescribed age to attend 100 days in each year; the present law says they must attend regularly for the full term.

I enclose a form of notice to parent or guardian.

JUDGE MILLER, of Washington, D. C., in a case in which a principal was prosecuted for undue severity in flogging a pupil, said in exonerating the principal: "It is a bad day for children when the power to correct children is taken away from the teacher. Instead of complaining, parents should praise the teacher for the interest manifested in their children. Spare the rod and spoil the child, and spare the child and spoil the rod." This is another illustration of the unthinking faith which so many seem to cherish in the use of the rod as the sovereign cure for the faults and follies of childhood, just as if the mere fact of physical suffering had in it a reforming virtue. We will venture to maintain that more children are injured morally by the severity, often amounting to cruelty, even of parents, than by over indulgence. Few things are so hardening in their influence as a sense of injury and angry resentment in the mind of a child who feels himself to have been unjustly or harshly treated, often cruelly misunderstood. We believe, as we have always said, in the virtues of the rod of correction in the hands of a loving and judicious parent. But we should like to suggest a test question for teachers to think about. Of the thoroughly bad children, the "incorrigibles," with whom you have had to deal, were more the children of over-indulgent, or of harsh, and exacting and unkind parents?

* English. *

Edited by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

THE FRENCH AT RATISBON.

(A LESSON IN LITERATURE, III. READER.)

ROBERT BROWNING.

The following article endeavors to call attention to the chief points which the teacher should dwell on in questioning his class as to the meaning of the poem and in explanation of difficulties in the text. The plan of the actual lesson should be:—(1) The teacher, having carefully prepared the selection, will read it in his best manner to the class. He will remember that *the educative value of the poem as literature depends upon his ability to stir the emotions of his class by his reading.* He will therefore (1) study to express by the inflections of voice and by his manner the shades of emotion—the anxiety of Napoleon, the suspense when the messenger is seen hastening towards the Emperor, the joy and pride of the boy in his message, the elation of his master, then his pity for his wounded soldier, and the pride and pathos of the boy's reply. (2) Having read the poem, he may proceed to awaken curiosity in his class as to name of persons and places in the selection, Ratisbon, Napoleon, Lannes. The class may be directed to a map of Germany, to an English history; and details that will lend interest to the poem may be added by the teacher. (3) The class will then study the poem together, line by line, taking about two lessons for the selection. The teacher will review, in order to keep the previous day's work fresh in mind. (4) After each day's work, the stanzas that have been explained will be given as home-work, to be committed to memory. (5) A simple composition lesson, in which the pupil is called upon—orally or in writing—to tell the story involved in the poem, may conclude the work. (6) If, however, the teacher finds his class interested in the poem, and wishing to know about its author, he may introduce them to a few primary facts about Browning's life.

You know, we French stormed Ratisbon:

A mile or so away,
On a little mound, Napoleon
Stood on our storming day;
With neck out-thrust, you fancy how,
Legs wide, arms locked behind,
As if to balance the prone brow
Oppressive with its mind.

Ratisbon is a town of Bavaria, situated on the Danube, opposite the mouth of the little river Regen. It was the scene, says La Rousse, in 1809 of one of the most brilliant episodes that marked the great campaign which ended with the battle of Wagram. After the battle of Eckmühl (April 22nd) the French army marched on Ratisbon. Soon they saw the Austrian cavalry, 10,000 strong, who tried to defend the approaches to the town. Three successive charges drove them in disorder across the Danube. The town was badly fortified, but the Austrian general garrisoned it with six regiments devoted to inevitable defeat. After having shot a wide opening in the wall, Lannes, by means of ladders, crossed the ditch and entered the town at the head of a battalion. All who resisted were killed, and 8,000 were taken prisoners. In his proclamation next day, Napoleon thanked his soldiers and promised them that in a month they should be in Vienna.

The immediate cause of the battle of Ratisbon is as follows:—Napoleon's ambition to place Europe under the rule of himself and his family had aroused various nations. Spain, aided by England, rose in arms; Austria, in alliance with England, roused Prussia, and occupied Bavaria. Napoleon, gathering his forces, set out for Germany in April of 1809. He won the "battles of the five days"—Thann, Abensberg, Landshut, Eckmühl, and Ratisbon; and finally reduced Austria to submission in the battle of Wagram (July 6, 1809).

The class will be questioned till they get the scene of the poem before their eyes. Napoleon's attitude described by the poet was a characteristic one, and is the favorite attitude in which painters

depict him. "The prone brow," the forehead rising straight and high. "Oppressive with its mind," the great brain of the Emperor seemed to weigh down his head.

Just as perhaps he mused, "My plans
That soar, to earth may fall,
Let once my army leader, Lannes,
Waver at yonder wall,"—
Out 'twixt the battery smokes there flew
A rider, bound on bound
Full galloping; nor bridle drew
Until he reached the mound.

"Mused," meditated. What were the thoughts in the Emperor's mind? What is the meaning of "plans that soar," and "falling to earth?" "Lannes" (1709-1809) by eminent military talents, rose from the position of stable-boy to a dukedom. He died of a bullet-wound received at the siege of Vienna, a few weeks after the capture of Ratisbon. He was a man, said Napoleon, of an extraordinary bravery, possessing a sure and penetrating eye, and was a tried leader in countless battles. "Waver at yonder wall." The French are storming the walls of Ratisbon; if Lannes wavers and falls back from the walls, it will denote defeat. Defeat before Ratisbon means to Napoleon that he would be forced to give way before the Austrian power. That would lead to his overthrow. "'Twixt," for betwixt, an old word still sometimes heard from the lips of old men, meaning between. Describe the scene of the rider issuing from the smoke of battle and hurrying to the Emperor.

Then off there flung in smiling joy,
And held himself erect
By just his horse's mane, a boy:
You hardly could suspect,—
(So tight he kept his lips compressed,
Scarce any blood came through,)
You looked twice ere you saw his breast
Was all but shot in two.

Re-arrange for clearness. Then a boy there (i. e. at the mound) flung himself off his horse in smiling joy. "Smiling joy," note the poetical expression joy smiling; it really means smiling with joy. Why should the boy here smile from joy? Describe his condition. He held himself erect by his horse's mane because too sore wounded to stand. What trait of character did the boy possess as shown by the words in the parenthesis?

"Well," cried he, "Emperor, by God's grace
We've got you Ratisbon!
The Marshal's in the market-place,
And you'll be there anon
To see your flag-bird flap his vans
Where I, to heart's desire,
Perched him! The chief's eye flashed; his plans
Soared us again like fire."

Note the joy and pride of the soldier, and his devotion to his master's cause. Never perhaps was any other leader more entirely idolized by his men than Napoleon by his. "The Marshal," referring to Lannes. Napoleon's marshals were the highest military dignitaries of France. The rank was gained by some brilliant military exploit such as the winning of a pitched battle or the conquest of two fortified towns.

"The market-place," the broad open square common in European cities in which country produce is sold. "Anon," in a few moments. "Your flag-bird," the figure of an eagle surmounting the French flag-staff. "Vans," poetical word for "wings." "To heart's desire," gratifying the dearest desire of my heart. "Perched him"; note the picturesque way in which the boy speaks of planting the flag-staff in the market-place. Note likewise his pride in doing an action that meant the capture of the town. "The chief's eye flashed," etc. What emotions and thoughts fill the mind of Napoleon? "Like fire," like flame. What picture do the words call up?

The chief's eye flashed; but presently
Softened itself, as sheathes
A film the mother-eagle's eye
When her bruised eaglet breathes:
"You're wounded!" "Nay," his soldier's pride
Touched to the quick, he said:
"I'm killed, sire!" And, his chief beside,
Smiling the boy fell dead.

"Softened itself"; what change of emotion is signified? "A film," etc., the whitish eye-lid of the

eagle in closing is a film or thin skin covering the eye. In what way is Napoleon like the eagle with which he is here compared? "Eaglet"; note that "et" denotes "little"; give other words with the same termination. "Touched to the quick"; "the quick" is literally the extremely sensitive flesh under the skin. In speaking of "pride touched to the quick," we mean pride touched in its most sensitive part. The soldier was affected by his chief's interest in him; perhaps hurt by his not noticing how deadly his wound was; but for all his soldiers' pride rejoices in saying "I'm killed." "Sire," the common form of address to a monarch. "Smiling," because he had denied that he was wounded and yet shown how much more than wounded his was, and with what devotion he could die.

What features of character are brought out as regards (1) Napoleon, (2) the messenger? What do you admire in the latter?

BIOGRAPHICAL NOTE.

Robert Browning was born in 1812, in a little village south of London. His father was a scholar though a bank clerk, and encouraged the early growth of his son's talents. After a course in University College, London, and a tour abroad, Robert became a part of the literary society of the capital. As a boy he wrote verses, and at the age of twenty-one began to publish his writings. These writings are of a many-sided nature. Some, like "Sordello," "The Ring and the Book," are dramatic poems; some, like "Strafford," "The Blot on the Scutcheon," are dramas; some, like "Agamemnon," are translations; some, like "Saul," "Hervé Riel," "How they brought the Good News from Ghent to Aix," are spirited lyrics. In 1846 he married Elizabeth Barrett, the greatest woman-poet, and their life is one of the most beautiful and happy in the annals of literature. Most of their married life was spent in Florence, where, in 1861, Mrs. Browning died, much loved and greatly lamented. Browning himself died in 1889.

This man, without doubt, was the strongest writer of this century, indeed since Milton. He was like Shakespeare in his analysis of the human mind, and delighted in painting the strength, waverings, weaknesses of our nature. A man he was who had strong appreciation for art and music, but above all for strength and heroism in human affairs. His faith in God never failed, "God's in his heaven, all's right with the world." His writings are for the most part difficult to read, not only because they contain deep and copious thought, but because his power of expression was not always equal to his thought. "It is as a man, thinker, and leader," says Mr. Furnivall, "that he is valued rather than as a technical artist; if once a man gets hold of such poems as 'Prospice,' 'Rabbi ben Ezra,' 'Andrea del Sarto' and 'Karshish,' he will bear them with him as treasures to his grave."

MY DEAR MR. EDITOR,—In your issue of Dec. 15th there are some questions on Wordsworth, and appended to them the expression of a desire that "some of the best English teachers in the Province" should reply to them. I should like to offer brief outline answers to the questions if it be understood that they are offered in humility.

1. "Wordsworth is the poet of the few, Tennyson of the many. From this 'Ode' (on 'Intimations of Immortality'), show how this is, (if it be) the case." The first part of this question alludes to the unpopularity of Wordsworth—all the authorities agree that he has never been read by the general public, though read and admired by students. (Some of his simpler works, however, have been widely popular.)

Tennyson is read by all classes; publishers corroborate the critics in these views. The Ode in question is difficult in thought, subtle and philosophic, and sometimes very difficult in syntax; these qualities tend to make it unintelligible to the general reader: it lacks the narrative interest which the general public demands, and it deals with a subject quite remote from either fierce war or faithful love.

Probably this line of comparison, followed out, will satisfy your correspondent.

2. Compare Shelley and Wordsworth in (a) Selection of subject-matter. (b) Treatment. Contrast "The Cloud" with "Michael" in these respects. Shelley makes it a rule to shun the commonplace

subject. Wordsworth sometimes makes his work ridiculous by courting the commonplace. In treatment, Wordsworth's attitude was that of a teacher; Shelley was at times intensely didactic also, but his treatment is essentially artistic: he was the precursor of Swinburne as a versifier: he is famous for his power of expressing pure beauty in adequate language. Wordsworth's style is discussed in Matthew Arnold's essay so fully that it will be needless to enlarge upon the contrast here. "The Cloud" is a perfect illustration of Shelley's artistic power and of his passionate love of beauty for its own sake; every commonplace detail is either omitted or beautified beyond the pitch of praise: for example (I could give twenty nearly as striking), in the fifth stanza, he describes the coming on of the storm, and the earth after the storm, omitting what nine poets out of ten would have elaborated fully.

3. "Is the 'Ode to Duty' a poem of perception, feeling, thought, or action?" This question is based upon Austin's well-known classification of poems. This poem is both emotional and didactic, but chiefly the latter; the emotions are powerful but rather intellectual than passionate. It is in no sense a poem of perception or of action.

4. "Is the 'Ode to Duty' a result to any degree of the historical and social circumstances of Wordsworth's day, or does it rest upon less fleeting foundations?" Every great man is the product of the age he lives in: this is true even of Shakespeare, of whom Jonson says, "He was not of an age, but for all time." But some men, perhaps because they strike their roots so deeply into the soil, tower so high above their contemporaries that their work seems to connect itself with truth in its more permanent forms. There is no "local color" in the 'Ode to Duty,' and little or nothing merely relative and personal: it is, of course, the product of a mind which was itself in part the product of the countless influences of environment, but its subject and its treatment place it out of the range of occasional and ephemeral literature.

These questions are not suitable for young pupils, and care should be taken to simplify them for older pupils. Teachers should avoid dogmatism in matters of criticism, at least they should not crush originality and independence in the pupils; of course young and stupid children require positive statements. No teacher should be afraid to tell a class that certain questions are beyond them and meant for their seniors.

Trusting these words may be of some small service to my colleague, your correspondent, I remain,
Your obedient servant,

M. F. LIBBY.

P.S.—If your correspondent find these notes of any use I shall take pleasure in discussing any other difficulties he may have in connection with the subject to the best of my ability.—M.F.L.

School-Room Methods.

THE STORMY RECESS AND NOON QUESTION.

BY MRS. J. W. DAVIS.

"WILL some one write to the *Moderator* a plan for entertaining the pupils of country schools during noons and recesses of stormy days."—*Moderator*, November 17th.

Every country school teacher, down deep in his heart, feels that herein is one of the most puzzling problems in government and discipline.

I have tried parlor games and test exercises with dissected maps and other educational devices, each and all of which work well and accomplish good results.

But the crowning success and the one that will "wear for ages" is the reading of some good work; the readings diversified with now and then a story or biographical sketch from *Harper's Young People*, *St. Nicholas*, *Youth's Companion*, or any current periodical. But I find that the children love these best, and retain them longest. Last winter we read "Black Beauty," with innumerable selections from all the foregoing magazines and from many other sources, the scholars doing a goodly share of the work of reading aloud. It was a most profitable "drill" in that happy art. So interested did they become, as frequently to beg to

"stay in doors and read" when days were fair. This plea was always decidedly negated, out-of-door exercise and robust play being accounted prime factors in the product of healthful development.

A corresponding course was pursued during the summer.

This winter we have taken up "Uncle Tom's Cabin" as our regular book. Readings to be diversified by selections, same as last winter. But, already the interest and inquiry awakened by the grand old story are so great as to demand a short reading, talk and song—the latter a genuine old negro melody, "Uncle Ned," "Topsy," etc., as an afternoon opening exercise, regardless of wind or weather.

Thus you see they are getting the whole of the strange, sad drama, which under Providence culminated in the tragedy of civil war. "Nothing succeeds like success." Nothing holds the immature or the adult mind like rehearsals that are built upon and embody the principle of God's omnipotence, and of man's agency in working out the Divine will.

Methods of this kind will, I think, solve the "rainy day" problem for any country school teacher. They surely have done so for—yours truly.—*The Moderator*.

A PROBLEM IN THREES.

If three little houses stood in a row,

With never a fence to divide,

And if each little house had three little maids

At play in the garden wide,

And if each little maid had three little cats

(Three times three times three),

And if each little cat had three little kits,

How many kits would there be?

And if each little maid had three little friends

With whom she loved to play,

And each little friend had three little dolls

In dresses and ribbons gay,

And if friends and dolls and cats and kits

Were all invited to tea,

And if none of them all should send regrets,

How many guests would there be?

—*St. Nicholas*.

TWO PRACTICAL EXERCISES.

TEACHERS too often neglect reviews in the simplest and most practical parts of arithmetic. We make our advance lessons cover special ground, and we may review the week, or the month, or the term, and yet fail to give attention to certain vital points. Going into the grammar departments and the higher grades of the primary departments of my schools, I once gave the following numbers to be written on paper in form for addition. The numbers were read slowly, carefully, and generally but once. The results were sometimes startling. The numbers given were:

90,019
100,010
13,003,004
9,009
4,000,401
87,007
12,023,035
290,609,093
807,040
10,010,010

Try such numbers as these, and see how well or how ill your classes do.

In one written review, among the questions submitted, was an example in lumber measurement, the answers to which ranged over a wide field.

At \$27.50 per thousand, what will cost:

30	pieces of lumber	9½	feet long,	18	inches wide,	2½	inches thick.
50	"	8½	"	16	"	4	"
47	"	17	"	14	"	2½	"
100	"	9	"	9	"	3½	"

I think that some three or four out of fifty pupils got the correct result in this example.

Our work should be practical whenever possible, and we should review frequently the work in fundamental operations, and give at unexpected times questions involving matters of business importance.—*R. C. Story, in S. W. Journal of Education*.

WRITTEN PLANS.

THERE are some teachers who dismiss summarily the idea of written plans. They are usually of two classes:

(a) Those teachers who are too indolent to prepare adequately for their work, considering that their responsibility commences at the moment school begins in the morning and ends the moment school closes in the evening.

(b) Those superintendents and teachers who hold that the teacher should inform herself well upon the subject, and without any planning, go before the class and "trust to the inspiration of the moment." The claims of these is that to prepare written plans for lessons makes the teaching mechanical. Such a criticism indicates a mistaken view of the function of written plans or "notes on lessons."

The value of the plan is in the planning. The purpose of the written plan is accomplished before the recitation begins. To employ it as a guide and consult it during the progress of the recitation, would be a violation of the spirit of teaching as a psychological art. The attention of the teacher, during the recitation, must be concentrated upon the minds of the pupils, in order that she may read the true condition at each step, and change and adapt her work as their difficulties change. To attempt at the same time to consult at each step the suggestions of a written plan is to disregard the principle that the mind has but a given quantum of energy; and it is also to deprive the lesson of spirit and interest by thrusting between the mind addressing and the minds addressed, a barrier, thereby making the communion of their minds even more mediate than it must of necessity be.

The true course for the teacher is not merely to inform herself upon the subject and then go before the class "trusting to the inspiration of the moment." There is no inspiration in the moment under such circumstances. The course for the teacher, as demanded by the interest and the interests of the children, is:

1. To gather carefully the material for the lesson.
2. To reflect carefully upon its arrangement, the order and method of presenting the ideas, and to determine, in the main, the illustrations, etc., thus obtaining a mental plan.

3. To reduce this mental plan to a written plan, "writing makes the exact man" in order to test more carefully the mental plan, and to insure a better organization of the lesson.

4. To go before the class and conduct the recitation without the aid of the written plan, or if using it at all, obtaining only the main headings, thus insuring that true inspiration and confidence, and that thorough organization that comes from careful preparation; and at the same time allowing that freedom which enables the teacher to adapt the work to the changing needs of the class.—*Howard Sandison in "Theory of the School."*

HELPING PUPILS.

TEACHERS often insist on the pupils "studying out" everything unaided. The teacher refuses to help the pupils because he thinks it will make them more dependent. But the pupil may not know how to study the subject in hand. When this is true it is a waste of time and energy to have him try to work it out unaided. To illustrate, consider the following problem in the hands of a Third Reader pupil: Mr. Brown began on the first of January to put money in bank. He put in \$20 each week, and drew out \$25 each month. How much had he in bank at the end of the year?

The pupil has failed to get this problem; not because he has made mistakes in his work; but because he had not thought correctly. He had failed to think the conditions in their proper relations. Don't send him home to work the problem at night. Give him some help that will help him to help himself.

Teacher.—What is the question in this problem? Pupil.—We wish to find how much Mr. Brown had in the bank at the end of the year. T.—Very well. What must we know before we can answer this question? P.—We must know how much he put in. T.—Read the problem and see whether that is all we must know. P.—He took out some money, so I think we must know how much he took out, too. T.—Can you find, by reading, how much he put in and how much he took out during the year? P.—

No, sir; but we know how much he put in every week, and I know how many weeks there are in a year, so I can find out how much he put in during the year; and I can find how much he took out, because the problem tells how much he drew out each month, and I know how many months there are in a year.

The pupil has received enough help. Let him try the problem. See that he has another one as difficult but not like it. He will certainly have a tendency to ascertain what is required and what he must know in order to get what is required. He will have a clear purpose in mind and this purpose will lead him to think the process. Give him a problem of this sort: A boy earns \$5 a week and spends \$8 a month. How many months will it take him to pay for a safety bicycle that cost \$48?—*Indiana School Journal.*

Teachers' Miscellany.

THE TEACHER.

I saw a teacher building slow,
Day after day as passed the years,
And saw a spirit temple grow,
With fear and hope, and often tears;
A mystic palace of the soul,
Where reigned a monarch half-divine,
And love and light illumed the whole,
And made its hall with radiance shine.

I saw a teacher take a child,
Friendless and weak, and all alone,
With tender years, but passions wild,
And work as on a priceless stone;
Out of the rude and shapeless thing,
With love and toil and patient care,
I saw her blest ideal spring—
An image pure and passing fair.

Upon a canvas ne'er to fade,
I saw her paint with matchless art,
Pictures that angels might have made
Upon a young and tender heart;
And growing deeper for the years,
And flowing brighter for the day,
They ripened for the radiant spheres,
Where beauty ne'er shall pass away.

—*William Oland Bourne.*

COMPETITIVE EXAMINATIONS.

WITH regard to our present highly developed system of examination, which forms so marked—I might even say, so aggressive—a feature in our modern life, I venture to think that so far from helping culture, it is altogether opposed to it. It leads a man to work, not for the sake of learning, or for the training of his mind, but in order that he may out-manoeuvre some of his examiners, or that he may win prizes. That is the height of his ambition; worse still, the capacity of accomplishing these feats becomes his sole test of intellectual merit. Culture establishes a harmonious balance of power among the mental faculties, each being developed to its utmost limits, and none being crushed out or withered for want of use. The examination system, on the contrary, develops the memory altogether in excess of the higher powers of the mind, and substitutes for the lofty ideal of knowledge that which will pay in the examination room; the one is a joy and "possession forever," the other a mere tool, which is thrown aside when it has served its purpose.—*Sir Morell McKenzie.*

HIS FUNNY STORY.

"I WANT to tell you something funny that happened to me this morning," said Spatts, cheerfully. "All right," replied Hunker. "Go ahead." "I started down street after my laundry, and—" "You mean you went after your washing, I suppose," Hunker interrupted. "I imagine you do not really own a laundry." "Of course that's what I mean," said Spatts, a trifle less cheerily. "Well, I had went—" Hunker interrupted him again. "Perhaps you mean you 'had gone.'"

"Certainly. I had gone but a little ways when I—"

"I presume you mean a little way, not a little ways," corrected Hunker.

"I presume so," admitted Spatts, but the cheerfulness had all gone out of his manner. "As I was going to say, I had gone but a little way when it happened. It tickled me so I thought I'd just have to lay down and die."

"Lie down and die, not lay down, is the correct form of the verb."

"Oh, yes, I know; but those kind of errors seem to come natural—"

"Not those kind of errors, my dear boy. Say that kind of errors. But go on with your funny story. I'm getting interested."

"Are you? Well, I've lost my interest in it. I don't believe there was anything funny in it, after all. Good day."

"Good day."

"Now, I wonder if I offended him?" Hunker thought, as Spatts strode off.—*Harper's Bazar.*

A TALK ABOUT WORDS.

LAST summer a friend of ours brought into his house a handful of weeds plucked from his side yard, and turned to the different members of his family with the question, "What is this? Can you tell me the name of this plant?" It is pronounced to be a sort of grass. "But what kind is it? How is it classed?" he asked.

"Oh, I don't know, it is something very common."

"What is this plant?" he said pulling another from his handful. "You can tell me something about this one, for I have seen it at almost every roadside."

"Yes, so have I; but I never minded what it was. All those things in your hand are worthless weeds, and I cannot conceive why you should care anything about them."

"I do care, for this reason. I am determined to have no more guests whom I cannot call by name. These 'worthless weeds,' as you style them, are all over the premises, and they shall no longer be entire strangers to me. So I am going to consult Gray and other botanical authorities, and make these weeds my summer's study."

And so he did: and he was amply repaid for the time given to such investigations.

There are many weeds which overrun our common conversation, and make themselves familiar in our homes, which we had better recognize and classify a little. Let us look at a few of them:

The preposition "without" is sometimes substituted for "unless." Without may not be used to connect verbs. We ought not to say, "I cannot tell without I go," etc., but "unless I go," etc.

"Good" is never an adverb; hence it is not right to say, "My dress fits good," but "My dress fits well."

"Got" is a poor, ill-used servant made to do the work of other words. "I have got to do it," persons say, instead of "I ought to do it," or "I must do it." "He has got his lesson," they say, when they mean "learned his lesson." In most cases when "I have got" is used, the simple "I have" would answer the purpose. We advise our young friends to weed out this word "got" as much as possible from conversation, and see how much more clearness and force it adds to their expression.

"Well" is an inelegant and useless expletive when used at the commencement of a question or remark.

"Well, what do you think of it?"

"Well, I hardly know what to think of it?"

This is a weed universally found in New England, and the sooner it is expelled the better. A Yankee may be known the world over by passing through this gate "Well" before he enters on what he wishes to say. It does not belong to the "pure well of English undefiled" of which we read; but rather we should beware of

Dropping buckets into empty wells.

And growing old in drawing nothing up.

In some of the Southern States "indeed" is heard so frequently that it loses all its force. "I do indeed," or "Indeed I do," salutes the ear at every turn, until the otherwise emphatic word becomes utterly insignificant.—*Penn. School Journal.*

MISS J—'S ROOM.

BY OBSERVER.

MISS J— believes her room in good order when each pupil is quietly and cheerfully attending to the business of the hour without interrupting or inconveniencing his neighbor. The lessons assigned are of such length that the slow pupils can complete them in a required length of time, while the bright ones are given extra work—something which they take pride and pleasure in doing.

"What have you in your hand, John?" "My top, Miss J—." "Notice the colour, size, shape, etc. Think what you do with it. Take your blank book and write all you can about tops." Miss J— might have waited until John got into mischief and then punished him, but that is not her way.

When a child wishes to leave this room, a note of excuse is laid on the teacher's table, and the child passes quietly out. Before intermission these notes are glanced over, and those who have lost time by absence, make it up at play time.

The children walk about quietly in Miss J—'s room and pass to the waste basket and deposit bits of paper without obtaining permission. If any take advantage of this liberty, this permission is withdrawn.

Before opening exercises Miss J— asks, "Who were absent yesterday?" "Will? and Edwin?" "You may ask those nearest to you where the lesson is for the day." This prevents whispering or taking the teacher's time after work begins. Five minutes' recess is given each hour for the thirsty ones. These "ways" of Miss J— do away with the old-time questions, "May I speak?" "May I go out?" "May I get a drink?"

As we look on, a little fellow is whispering, "Where is the Isle of Wight, John?" (Certainly this is wrong, but not in the sense that lying or stealing is wrong. Whispering, like asking questions, is an annoying interruption to be avoided.) Miss J— says, (preposterous idea) that that whisper was partly her fault because at the last recitation in geography she should have helped the class with the advance map, which, to them, was a new and untried world.

In a general exercise, when Miss J— talks with and to the whole school, the class take and retain class positions. "I love to talk right into your eyes," she says, "and remember it is ill-bred to whisper, giggle, or move about when any one is trying to interest or instruct you."

It is very pleasant in Miss J—'s room.—*N. Y. School Journal.*

A NEW LEAF.

He came to my desk with a quivering lip,
—The lesson was done—
"Dear teacher, I want a new leaf," he said,
"I have spoiled this one."
In place of the leaf so stained and blotted
I gave him a new one all unspotted,
And into his sad eyes smiled—
"Do better now, my child."

I went to the throne with a quivering soul,
—The old year was done—
"Dear Father, hast Thou a new leaf for me?
I have spoiled this one."
He took the old leaf, stained and blotted,
And gave me a new one all unspotted,
And into my sad heart smiled,
"Do better now, my child."

DEFINITIONS.

It is sometimes helpful as well as amusing to put in cold print some of the examples of hopeless confusion, in some cases we might almost say utter absence, of ideas, which are so often found in the written answers to simple examination questions. We append a few of the latest instances which have come to our notice.

The first is a definition of the word "rhyme," written in a Canadian Collegiate Institute by one who aspires to a Primary Certificate in 1893.

"Rhyme is the lines ending in such a word that the last part sounds the same (or nearly so) as some other word at the end of a line in the same stanza."

Following are some definitions by pupils in English Schools, in answer to "What are Stocks?" One said: "Money borrowed by a government

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which it never means to repay." Another candidate imprisoned "Sir Walter Scott" in the tower for thirteen years and employed his leisure in writing a history. A "bill of attainder" was described as a "charge of some serious assault against a monarch." Questions relating to "Condiments" were commonly well answered, but one associated them with "Condy's fluid and other disinfecting liquid and powders." One classed the political parties as "Liberals and Conservatories;" another stated that "those elected hold office for seven years unless an eruption takes place;" another said: "Kartoums (cartoons) are often posted at different places in election times."

The following was given by a pupil undergoing examination as a candidate for appointment as pupil-teacher; the subject was "A Policeman:"

"The work of a policeman is to look after the town.

"You will know the policeman by their dress because that they are different to our clothes.

"There are policemen in large stations to watch the robbers.

"The policeman must be a good man himself or he shan't have the work.

"There are three policemen watching this town.

"There is a head on the policeman like on every-thing.

"The head on the policeman in this town is Mr. Hughes police station.

"When a policeman finds a man making something out of his place he is to send him to prison."

In an American daily paper the following answers are found in reply to the question, "How many motions has the earth, and what length of time is required for each?" The questions were given to those who had been to grammar schools—some were graduates.

1. "Two motions, upward and downward."
2. "Two, Regular and Circular, twelve hours for each."

3. "The earth has one motion which is round."
4. "The earth has four motions, north, south, east, and west; 99 degrees from the centre of the equator."

5. "The earth has two motions, day and night."
- To the next question, "What causes the change of seasons?" were these replies:

- "Distance from the sea level."
- "The sun crossing the meridians."
- "The earth turning on its axle."
- "The motion of the sun and moon."
- "Change of season alters the climate."
- "The leaning of our northern hemisphere toward the pole in warm and away from in cold weather."

In spelling, these grammar school pupils made "accommodation," accommadation, accomidation, accomadation, accomadition, and accombinatien.

"Recommendation" was equally prolific.

"Chronicle" was recognized under the various forms of cronical, chronical, cronacle, and cronicle.

"Audacity" appeared as ordasity, audasity, ordiasty, ordasterchy, audasaty, ordacity, and odesity.

"Veterans," became veterens, vetrans, veterains, veterance, and vetreans.

HUMOR OF THE SCHOOL-ROOM.

AMID the perplexities of a teacher's life the quiet, often unconscious, humor of the school-room serves to keep the pedagogue alive and outside of the insane asylum.

Young America is great in many fields, but in the role of lexicographer he is probably at his best.

The following definitions and illustrative sentences culled from the examination papers of the pupils of a Western school, illustrates some of the bold changes that Young America delights in:

- Magpie—The girl made a magpie for dinner.
- Routine—He had a bottle of routine.
- Noxious—She is a very noxious girl.
- College—A place where graduates go.
- Rebel—A kind of hawk.
- College—Cemetery of learning.
- Hydraulics—A disease.
- Angle—She made a left angle.
- Wampum—A kind of a bee.
- Sylph—One's own sylph.
- Becon—A minister.
- League—Ten dollars.

- Maximum—Surname of an Indian chief.
- Guerilla—An animal.
- Tariff—A sofa.
- Charlatan—A musical instrument.
- Guerilla—A man-eater.
- Tariff—An animal found in Africa.
- Tariff—A stuffed seat.
- Tariff—A place of worship.
- Creole—A white descendant from black parents.
- Plumbago—A blockhead.—*Wide Awake.*

* Literary Notes. *

Worthington's Magazine, Vol. I., No. 1, Hartford, Conn., price \$2.50 a year, is a new candidate for popular favor. The initial number presents an attractive appearance, is excellent in moral tone, and well illustrated. It contains several short stories, which are well written, and entertaining. The magazine is designed for family reading.

Goldthwaite's Geographical Magazine for December opens with an article on "Mars," by Sir Robert S. Ball, F.R.S. Other articles are on "The Panamint Indians of the Mojave Desert," "Antarctic Exploration," "Columbus and His Times," "Longitude and Time; or, How the Days Follow Each Other Around the World," "The Tobacco Industry of Persia," "The Republic of Honduras," "The Ostrich, Wild and Under Domestication," and "The Influence of Rainfall on Commercial Development." In addition to all these there are as usual "Editor's Opinions," "Young Folks Geographical Corner," "Geographical Notes," and "Questions and Answers." An excellent magazine for teachers.

The piquant title of Mark Twain's new sketch in the *January Century*, "The £1,000,000 Bank-Note," is borne out by the not less piquant motive of the story, which is a wager between two Londoners that a man with nothing but a £1,000,000 bank-note could not live thirty days and keep out of jail. The story records the unique adventures of the man who tried the experiment. Other stories are the third of Miss Grace King's Louisiana "Balcony Stories," entitled "La Grande Demoiselle," in which the author sets forth an interesting type of New Orleans society, and a story of official life in Washington, entitled "The Reward of the Unrighteous," by George Grantham Bain, attractively illustrated by Wenzell. Add to these the second part of Mr. Belestier's western novel, "Benefits Forgot," the third part of Mrs. Burton Harrison's New York society story, "Sweet Bells Out of Tune," and it will be seen that the fiction of this number has much variety of scene and style. All the other departments are up to the usual standard of excellence.

The *January St. Nicholas* contains a very charming Indian fairy story by Rudyard Kipling. *St. Nicholas*, during this World's Fair year, means to let foreigners (and natives, too) know something of our great American cities, and Thomas Wentworth Higginson appears at the head of the procession of authors, proudly bearing a banner whereon appears emblazoned "Boston." Next comes a poem by Nora Perry, who recalls the days when Irish spinners were brought to the old Common there to set up a technical school in the use of whirring wheel and revolving spindle. Then comes a story again; this time the scene shifts to Japan, and we read of a brave son of the Navy who bore up like a little man when both mother and father were compelled to leave him behind in the care of a delicious bachelor friend—"the Paymaster." "Battle-ships and Sea-Fights of the Ancients" is a text which Mr. J. O. Davidson elaborates into pages of strong description and good pictures. Woe to the youngster who skips this as a "useful knowledge" sort of paper. If you do not mean to do more than glance at the number, you will find it hard not to be caught by the jolly and the taking pictures, the bright and clever poems that beckon from every page. Here are pictures by Kemble, by Birch, and by Irving Wiles, and poems by Helen Gray Cone, Margaret Hamilton, Virginia Woodward Cloud, Edith Thomas, and Margaret Johnson, with two bits of humorous verse by Tudor Jenks. *St. Nicholas* begins the New Year well, and tries successfully to make a "Happy New Year" for children more easily possible.

MR. JOHN D. ROCKEFELLER has added another million to the endowment of the University of Chicago; this makes the total of his gifts to the institution thus far \$3,600,000.

An advertisement for a school teacher in an Indiana paper reads as follows:—"He must be a man sound in body and intellect; not afraid to use the rod. Wages \$10 per month and board around."

It is said that by the death of the late Thomas William Parsons, the poet, there is only one member left of the characters that Longfellow introduced in his "Tales of a Wayside Inn," Mr. Luigi Monti, of New York City ("the young Sicilian,") who is a brother-in-law of Dr. Parsons.

THE University of Chicago begins with the new year the publication of a monthly magazine "to reflect the life and progress" of this great educational institution to the world. It is a volume of sixty-four pages of strictly first-class material and workmanship, and filled with contributions from the best authorities in its several departments. The price of the magazine is \$1 per year.

SUCCESSFUL experiments have been made in France relative to the introduction of telephones for use in warfare. The telephonists are organized in sets of two men, each set being provided with equipment for a mile line. The very simple receiving and transmitting apparatus is attached to the military cap, and the wire is on reels on a sort of breastplate, the whole being so light a man's ordinary equipment weighs less than six pounds.

THE school committee of Braintree, Mass., is about to introduce the Lingg, or Swedish system, of gymnastics into the schools. The *Telegram*, of Plattsburg, N.Y., argues that there are two points that should first be made entirely clear. "One, that it is not in use in Sweden, and that it has been abandoned in some of the European schools where it has been tried. The other, that the founder of the method, Dr. Lingg, himself died of consumption."

SUPERSEDE is the only word ending in *sede*. Pro-suc-ceed are the only words in *ceed*; all the others are *cede*. Any word misspelled in school exercises should be placed upon the board, and every time it is misspelled it should be checked. When it has not occurred for some time erase it. So long as any word is misspelled by any member of the class it should be before them correctly spelled. By using the upper six inches of the board the space can be spared.—*N.E. Journal of Education.*

IT should be the pride of every earnest teacher to have his pupils say in after years, not that they learned so much Greek, or science, or mathematics, from him, but that he inculcated such habits of study as wielded a powerful influence in moulding their very characters. The personal power of a teacher does far more to accomplish this than any so-called methods that he may employ, though methods are not to be ignored. Great is the inspiration that the student receives from the live teacher with whom he comes in close contact.—*Rev. W. W. Gist, in Ohio Educational Monthly.*

THE question is being asked, Who will be appointed as Commissioner of Education? Dr. W. T. Harris has held the place for the past four years; but it is probable that some Democratic educator will desire it. The official duties do not demand a man of large abilities; but the commissioner is often invited to attend educational meetings, and then it is expected he will tower above all others. It is fortunate that the past has been dignified by the presence of a man of the calibre of Dr. Harris. Several Democratic educators are getting their papers ready.—*N. Y. School Journal.*

THE words "learn" and "teach" are often used improperly by people who should know how to speak correctly. The following conversation, which actually took place in one of the leading clubs of Boston, illustrates the way in which the error is committed: One member said to another, who was his friend, and whom he had met driving during the day: "Why in the world didn't you lift your hat to me to-day when I was with Miss Blank?" "Oh," the other replied easily, "I just didn't want to. You can't learn me manners." "No," was the quiet response, "but I could teach you English if you would give me half a chance."—*Ex.*

✱ Special Papers. ✱

SYSTEM AS MASTER AND AS SERVANT.

WHILE the demand for greater flexibility in the administration of graded schools in order to provide for the individual needs of the pupils is under discussion, it is opportune to dwell upon the advantages of the rural schools in this particular. Much effort has been put forth to introduce system and progress into the work of these schools, and much that is valuable has been accomplished. To have a course of study is better than to have none, and to have standards and tests at certain stages promotes ambition and thoroughness. But we must not mistake the result proposed. The machinery of the city schools has no place in the country. Here classes are but flexible groups, and often hardly that. The instruction is in large part individual. Country teachers are constantly insisting that "normal methods" are not applicable in rural schools; and they are right in their insistence. The methods as such are adjusted to classes of considerable size, and become inapplicable when the instruction must be addressed to one or two pupils only. These must be met and helped as individuals; they may be allowed to develop in their own way; they must be guided and encouraged; their special difficulties must be removed. In the direct personal contact of the teacher and pupil thus secured are the best possible conditions for good teaching; and the best rule that can be given the teacher is, adjust yourself to the needs of your pupil. Use good sense, try to see what is necessary to make him ambitious and self helpful, and then supply this; be his intelligent friend and guide. Such a relation is the highest ideal of teaching, and whatever system you introduce should be devised so as to help, not interfere with this relation. The evil complained of in the graded schools is that system has become master, and a very tyrannical master he tends to be. He makes pupils march at a given pace instead of going as nature meant they should; he puts barriers between teachers and pupils, so that they do not know each other—so that the former deals with a class instead of with boys and girls, and the latter with a task-master instead of a friend. He tries to make them all alike, while variety of interests and character is most desirable. He makes silence better than a right ambition, and routine better than vital interest. Grading rural schools does not mean introducing master system; it means only that system shall come in as a servant to help in making the most of the freedom and individuality which the conditions fortunately allow.—*S. in Wisconsin Journal of Education.*

SCHOOL ROOM DEVICES.

THERE is at present a general craze for school-room devices, as if these were the essential elements of a teacher's success. The case is probably not overstated when we say that among a very large class of teachers, and even in many Normal Schools, there is an opinion that tricks of method may be made a fair substitute for generous learning. What we wish at present to say, and say with emphasis, is that such an opinion is diametrically opposed to the essential spirit of all real teaching. So many yards of geography, arithmetic and grammar may be imparted within a given time by processes more or less mechanical. But this is not the end of teaching. The immediate aim of the teacher's art is the promotion of human growth. The subject of this art is the child, endowed with almost infinite possibilities and destined to an upward transformation into the likeness of the highest type of his kind. The instrument of the teaching art is found in the various branches of knowledge, which serve as so many kinds of mental food. Real teaching looks beyond the mere apprehension of this food to the reaction of the mind upon it in the process of elaboration, and through its assimilation to the forming of power, opinion, character. The curriculum of studies is the means, the end is the formation of the highest possible type of manhood or womanhood. Plato describes the product of real teaching as "a lover, not of a part of wisdom, but of the whole; who has a taste for every sort of knowledge, and is curious to learn, and is never satisfied; who has magnificence of mind and is the

spectator of all time and all existence; who is harmoniously constituted; of a well-proportioned and gracious mind, whose own nature will move spontaneously toward the true nature of every thing, who has a good memory, and is quick to learn, noble, gracious, the friend of truth, justice, courage, temperance." Now, it must be apparent that such a character is not the product of "school-room devices."

That the teacher may even start his pupils in the line of growth leading toward this higher ideal, he must first realize in his own soul something of these nobler attributes. But to possess these attributes in any marked degree is to possess the spirit of freedom, spontaneity, versatility. This spirit is opposed to doing things according to fixed formulas. It is the spirit of invention, it creates its own devices as occasion demands.

Exclusive attention to method makes the teacher a mere machine and his work an empty form. As the body without the soul is dead, so method without the animating principle of spontaneity is dead. The spirit of the copyist or artisan is not the living or growing spirit, but rather the opposite.

Devices do not create the intellectual appetite, open up new worlds to be explored, enlarge the intellectual horizon, and give higher ideals of life and living. But he who has enlarged his own soul with generous learning, who has a taste for every sort of knowledge, and is curious to learn, and is never satisfied, will necessarily lend a kindred spirit to those under his care. Let us say again that for broad learning there is no substitute. Divorced from this, the study of mere method is narrowing in its tendency, crushes out spontaneity and versatility, without which teaching becomes an empty form. If half the time devoted to the study of "school-room devices," were devoted to the reading of history, and general literature, the quality of teaching in our schools would be greatly improved.—*Southwestern Journal of Education.*

THE REAL TEACHER.

Do not expect me to define the term teacher. The best things elude definition. Words are not subtle enough to describe things that are priceless. If I were to say that the real teacher is devoted to his work, manifests a lively and intelligent sympathy with his pupils, evinces tact in management and ingenuity in conveying information, and has the sort of enthusiasm that gives him a momentum communicable to those under his care, I should have enumerated enough of his qualities to enable one to classify him. But how far short of filling the measure of his description is this list of qualities. Put these things together, and you will still have something less than the man.

This is partly because men and women who are capable of shaping others have something about them that cannot be set down in a catalogue. A lady said to me the other day, that while qualities were valuable, quality was something much greater. A good expression of a profound truth! Count the standard virtues on your fingers, and you can recall estimable people who possess them all, but who, nevertheless, do not go for much. That which my friend called quality—that something blending all these qualities into one harmonious and potent whole, is lacking. You do not think of the qualities of a man like Arnold of Rugby, or of a man like the revered but unfortunate Pestalozzi. One could not pick either the one or the other to pieces, and make any recognizable catalogue of his parts. There is an integrity, a wholeness about the efficient man or woman of any sort that defies analysis.

The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of the pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper, in the very fibre of his character. "Words have weight, when there is a man behind them," said the Prophet of Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor. * * *

Unhappily we have no means of measuring character with precision, no accurate test for a teacher's

aptitude. The owner of a creamery buys all his milk by the gallon. He pays at the same rate for the thinnest sky-tinted product that he does for the butter-laden contribution of a Jersey herd. I went through an exhibition of dairy appliances recently, and was interested most of all in a method newly devised for testing the butter-making qualities of milk. By the addition of an acid to a sample of milk, the butter oils were made to rise to the surface in a little bottle with a slender neck, graded like a thermometer. You can read on the scale the quality of the milk expressed in millimeters. But we measure the qualifications of our teachers in the old-fashioned way; we buy their grammar and arithmetic by the gallon. It is a question of quantity. "How much of each branch of study are you loaded up with?" demands the examiner. Now there are some experts in grammar and arithmetic who have no power to communicate even their technical knowledge to the pupil. How much less can they perform any of those higher services that the real teacher renders to the mind and heart of a pupil! Shall we ever devise a delicate scale for gauging the quality that gives the better teacher his superiority?

"Born, not made," is true of the great teacher as of the great man of every sort. But it is not with the great schoolmaster that we have to do. A man may be real without being great, and it can do no harm to fix the attention of the teacher of average gifts on the ideal of genuineness. Every man and woman is to be accounted a real teacher who establishes a vital relation between himself and the developing pupil; who is, to a greater or less extent, a living force in the formation of character and the enlargement of mind. In this class the mere hearer of recitations and keeper of grade marks has no place whatever.

Real teachers are of various magnitudes, and the humblest mistress of a country school, who manages to inspire her pupils with a thirst for knowledge and an inspiration for veracity in character is in the class of real teachers as truly as Socrates, the first great professor of the divine art of molding youthful character and pushing the human mind in the direction of truth. Blessed be the humble teacher who, without any chance for the great rewards of fame or money, renders noble service and leaves the impress of a genuine and generous character in one little corner of the world. No cyclopedia or dictionary of notables ever mentions that wonderful old Pennsylvania Dutchman, Christopher Dock. But in the obscurity of a Pennsylvania back country in the last century, he did some of the noblest and most enlightened teaching the world has ever seen. He was a schoolmaster, indeed, not a master of the school in any merely outward sense, but master of the very souls of his rustic pupils.—*Pacific School Journal.*

✱ Science. ✱

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

SENIOR LEAVING ZOOLOGY.

(CONCLUDED FROM NOV. 15TH NUMBER.)

(f) NAME all parts exposed in the foregoing dissection. Then with a dull-pointed pencil push aside all superficial organs, being careful not to tear the mesentery, and note the position of any organs thus brought out. Note the size of the ova if present.

(g) Turn the fish over and trace the peritoneal lining. Is the air-bladder dorsal or ventral to it? What is an extra-peritoneal structure? Name one in the fish.

(h) Remove the stomach and intestines. What are the worm-like structures near the posterior end of the stomach? If you have difficulty in answering this, slit open the stomach and intestine, wash carefully, and spread out with the internal coat upwards. What are the dark spots in the region of these worm-like structures? Try them with a bristle. Look up the term coecum.

(i) Remove carefully the gill-cover. Draw the head with the gills in position. How many arches? Snip off a bit of the gill, examine carefully a transverse section; draw.

(k) Examine now the heart; note its position; how is it protected? Trace forward as far as possible the vessels leaving it; then remove the heart, and examine more closely; how many chambers has it? Is there any difference in the thickness of the walls? Draw.

(m) Carefully remove the brain, use strong forceps, do not hurry or you may spoil all. Draw and compare with the brain of the frog.

(n) Remove one of the vertebræ; draw; where does the spinal cord lie?

(o) Prepare a skeleton. To do this, remove the viscera, and plunge in hot water for a moment, then remove as much of the flesh as possible; if the bones show symptoms of falling apart, allow to stand for an hour or so in a warm place, when the gelatinous and cartilaginous connective will harden. You cannot expect to preserve the complete skeleton.

(p) Get a frozen fish; with a strong knife make a transverse section just in front of the anal fin; draw, make as many of these sections forwards as possible, draw and name the structures cut through.

(q) What is a fish? What are the characters peculiar to this species?

INTERESTING NOTES FOR GENERAL READERS.

By having one end of a large assembly hall in the form of a paraboloidal concave, with the speaker's desk in its focus, the voice is rendered very distinct, and a great saving of lung power is effected. The acoustic principle involved is that of parallel reflection from the focus of the concave sounding surface.

Sulphur burned in large quantities in sewers has been used with excellent effect in allaying an epidemic of diphtheria and scarlet fever in Detroit. Its use has been suggested in case of a cholera invasion next spring.

Photography is becoming an important handmaid in physical research. For long continued observations and for phenomena developed instantaneously it is of great advantage. In point of accuracy it is unrivalled as a delineator of natural phenomena.

Carbon plates suitable for batteries may be made by pulverizing the waste pencils found under every electric lamp, mixing with a little flour and molasses, moulding to suitable shape and baking for some time.

ANALYSIS OF AIR.

BY PROF. LE ROY C. COOLEY, PH.D., IN "A GUIDE TO ELEMENTARY CHEMISTRY FOR BEGINNERS."

We set out now to find how many cubic centimetres of nitrogen and how many of oxygen and carbon dioxide there are in 100 c.c. of air.

To do this we will imprison a vesselful of air, and then run into it a liquid which will absorb both the oxygen and the carbon dioxide completely, and leave the nitrogen. We can then measure the nitrogen which is left, and we can find out how much there was of the other two by measuring the liquid which had gone into the tube to take their place.

Our Apparatus.—I take a test-tube, *t* (Fig 11), to hold the air. A six-inch tube, $\frac{5}{8}$ inch in diameter, will do; an eight-inch tube of the same diameter is better. The rubber stopper, *c*, is so large that its small end will enter the tube only about a half-inch. It has two holes; to close one I have a solid rod of glass, *s*; for the other, a glass tube reaching just a very little below the cork, as shown. A piece of thin rubber tubing, *h*, is cut about six inches long. There is a pinch-cock, *p*, by which its walls may be pinched so as to close it completely. *F* is a small glass funnel.

The lower end of *h* I stretch over the tube in the cork *c*, and its upper end I fix over the stem of *F*, and then I place the funnel in the clamp of the support, as shown in Fig. 12, and remove the rod *s*.

The Liquid.—To absorb the oxygen and carbon dioxide gases I use a mixture of pyrogallic acid and potassium hydrate.

I take a small teaspoonful of the solid acid and pour on it 10 c.c. of water. It will soon dissolve. To this I then add 5 c.c. of strong solution of potassium hydrate, and at once pour it into the funnel. Next, I hold the dish below the cork and open the pinch-cock *p* a moment, to let the liquid run down and fill the tubes completely. I carefully take off the drop, which hangs at the lower end of the tube below the cork, with a piece of filter-paper.

I press the tube *t* up over the cork until the joint is air-tight, as seen in Fig. 13, and after a minute I put the rod *s* into the open hole of the cork. I have now imprisoned a tubeful of air; none can get out, and no more can get in.

I left the hole in the cork open, because if it were not open the pressure of the cork would crowd the air below, and there would be too much in the tube; and then, too, handling the tube warmed it, and the volume of air changes with heat. With the hole open, the air in the tube soon comes to be just as warm and just as much pressed as the air outside. Whenever a gas of any kind is to be measured, its temperature and pressure must be the same as those of the air outside.

The Absorption.—I now press the pinch-cock *p*; a little stream of the liquid falls into *t* at once, and then drops follow, or, if the tube be slightly inclined, a slender stream will flow down its side. It will continue to enter as long as there is any oxygen or carbon dioxide for it to absorb, and then stop. The gas which is left in the tube is nitrogen.

But this gas is crowded down by the pressure of the liquid in the rubber tube and funnel above, and so I take hold of the cork *c*, and the rim of *t*, not to warm the gas with my hand, and lift the tube bottom up, as shown at *T* in Fig. 14, making the level of the liquid the same in the tube and in the funnel. I then open the pinch-cock. Some of the liquid will run out of *T*. When the liquid stands at the same level in the tube and in the funnel, I close the cock and bring the tube down again.

The almost black liquid in *t* has now taken out all the oxygen and carbon dioxide from the tubeful of air, and left all the nitrogen.

The Measuring.—I must measure the liquid in the tube to find how much oxygen was taken out—and carbon dioxide also; but the volume of the carbon dioxide, in so small a quantity of air as we use, is so little that we cannot measure it with our apparatus, and therefore leave it out of account in this experiment—and the space above it to find how much nitrogen was left. To do this I slip two small rubber rings upon the tube, and make the upper edge of one mark the place of the lower end of the cork, and of the other, the top of the liquid. These rings must not afterward be disturbed.

I may now remove the cork, empty the tube, rinse it with water, and then let the last drop of water drain away. Finally, I use my graduated cylinder to find out exactly—

How many c.c. of water will fill the tube to the first ring?

How many c.c. from the first to the second ring?

The Calculations.—From these two numbers we

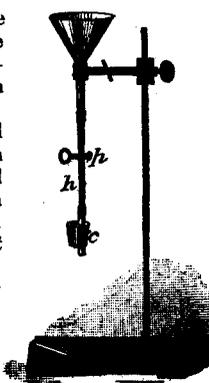


Fig. 12.

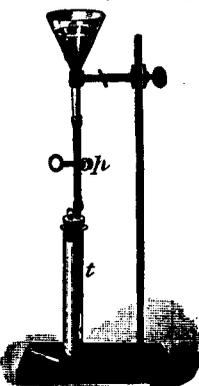


Fig. 13.

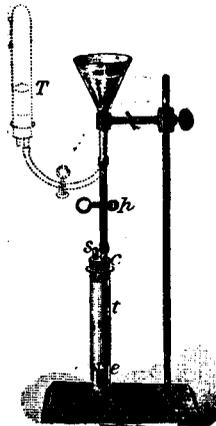


Fig. 14.

can find what part of the air is nitrogen and what part is oxygen, for they help us to answer the following questions, in their order, as shown by an example below:—

How many c.c. of air were in the tube at first?
How many c.c. of nitrogen did this air yield?
How many c.c. of oxygen did the same air yield?

Then what fractional part of the air is nitrogen?
What fractional part of the air is oxygen?
And how many c.c. nitrogen in 100 c.c. of air?
How many c.c. of oxygen in 100 c.c. of air?

An Example.—In an actual experiment it was found to take of

Water to fill the tube to the first ring 6.0 c.c.
Water to fill the tube from the first to second ring 23.5 c.c.

Hence the number of c.c. of air taken 29.5 c.c.
And the number of c.c. of nitrogen found 23.5 c.c.
And the number of c.c. of oxygen found 6.0 c.c.

Now this would show plainly that $\frac{23.5}{29.5}$ of the air is nitrogen and $\frac{6.0}{29.5}$ of it is oxygen. Then in 100 c.c. of air there would be

Nitrogen 79.66 c.c.
Oxygen 20.34 c.c.

* Hints and Helps. *

AN EXPERIMENT IN COMPOSITION WRITING.

I WAS tired of listening to so-called compositions on the trite subjects of Friendship, Winter, Education, Hope, Pleasures of Memory, Punctuality, *et id genus omne*. Every Friday afternoon I had suffered untold torments while the lads and lasses of my class stumbled up to the platform by my side and mumbled off their wise nothings on these subjects. The affair was getting to be as much dreaded by me as I knew it was irksome to my scholars. Could anything be done to awaken an interest in this really most valuable exercise? I had often striven to answer this query, and had occasionally broken the bonds of habit and had given out subjects which I wished to be discussed or written about. Sometimes they would be biographical, and the lives of great men in history would be the subject, but the encyclopedias were the sole source of information, and the results, in a literary point of view and value, were practically *nil*, and this line was abandoned after a few weeks. After many trials with varying degrees of success I finally hit on the following plan: I announced a week previous to the afternoon for literary exercises, that the only subjects for composition were descriptions of something each scholar had seen being done; they were to be accounts of the actual working of some business or occupation, and such writer was to be familiar with his subject. The composition was to be written in the school-room, and was to occupy the hour usually given to the regular weekly essays.

As the hour approached I observed that there was considerable eagerness on the part of the children to begin their writing, and when the paper was distributed there was not a moment spent in preliminary excursions and wool-gathering. All went industriously and eagerly to writing. Fifty-four papers were handed in at the end of the allotted time, and fifty-four satisfied boys and girls sat back in their seats with calm expectancy and contented mien. It may not be worth while to recount all that this exercise meant to us all, and how it was followed up with ever-increasing interest and profit. Let me state some of the subjects on which the first compositions were written.

Twelve girls and one boy described the process of making bread, and their directions were for the most part lucid and safe to follow. The one boy knew all about it, to my surprise, and on questioning him, I discovered that it was his custom to make the bread in his home. Two girls wrote rather discouraging reports on how to keep a house clean. It was painfully evident that they knew most about this occupation and had a plentiful lack of delight in it. Three boys described the *modus operandi* of horse-shoeing, and wrote intelligently and minutely. The fathers of two of the boys were practical horse-shoers. Three boys wrote careful and interesting

accounts of the excavations being made for the relief of Stony Brook.

The games of pastimes were well cared for, three boys describing the ever-revered game of hockey, while lacrosse, cricket, baseball, and tobogganing, were written about by their devotees. The sons of artisans looked after the trades of their fathers, for seven boys wrote about the building of wooden and brick houses, and several described the making of rubber shoes, weaving of carpets, typesetting, building of the running part of a wagon, planing of boards, etc. One girl went into the details of making butter; another, of making pincushions; another told how to knit, and gave a catalogue of the various articles she had knitted during the year. Washing was the topic of one girl's essay, and she solemnly averred that she enjoyed doing the weekly wash, and thought "blue Monday" the best day in the week; while another gave her experiences in ironing clothes, and how she often burned her fingers. A dainty miss, who had visited Marblehead during the summer, gave a four-page description about lobster catching; another told how to color Easter eggs, and another gave full details in the art of papering a room. One boy, the son of the proprietor of a variety store, told how express carts were put together, and the boy who plays the violin wrote an interesting account of how the violin is made and what must be done to learn to play it. One boy, whose grandfather is a farmer, told all about weeding carrots, and didn't seem to think there was much fun in the occupation.

The experiment succeeded beyond my expectation, and I had a good opportunity to study the likes and dislikes, and the inclinations of my pupils. I know it is a good plan, and I commend it to the consideration of others.—Allen Dale, in *American Teacher*.

DULL DAYS.

ONCE in a while a day will come when you go into the school-room in the morning with a dull, tired feeling, that makes the very thought of work disagreeable. You wonder how you are going to drag through the day. Now what is to be done? We answer, *go to work*. Rouse yourself up and go to work. It may require a supreme effort; but make the effort and conquer the flesh by force of will. Begin with pleasant voice and countenance the work which you had planned, and in a marvelously short time the enthusiasm you inspire in the class will react on yourself, you will forget every thing in the interest of work, and the day will slip away almost before you are aware. You may not think so, but just try it. Sublime is the dominion of the mind over the body; and work is a panacea the value of which is not generally remembered.

Now, if on the other hand, when you feel out of sorts you allow the feeling to have dominion over you, you will act so that the class will soon be out of sorts too, and a dismal day will be passed by all concerned. It is an excellent thing for such days that the work be mapped out before, and you know without any *thinking* just what you are going to do, for in some states of the nervous system it is easier to work than to think. There is one kind of physical weariness which needs nothing so much as a smart two-mile walk, while another kind requires rest. Now, if your mental or physical inertia of the morning be at all of the latter sort, as soon as the school is dismissed seek the lounge or easy-chair, or grassy bank and rest as nature prompts.—*The Educational Review*.

Book Notices, etc.

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Elementary Practical Chemistry. By Ernest Young, Science Master, Harrow. Pp. 32. Moffatt & Paige, London. Price sixpence.

This work is intended to prepare students for the Elementary Examination in Chemistry of the Science and Art Department. It is an exceedingly handy little volume, and will, no doubt, if faithfully followed, secure the desired results. Appended is a series of examination questions.

W. H. J.

* Correspondence. *

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Please allow me to state briefly a few simple rules for the guidance of the Examiners who will soon be appointed to set the papers for the Departmental Examinations in July next. My purpose is purely philanthropic and disinterested, and the rules are given solely with a view to aid the Examiners in making their papers as unique as possible.

RULE 1.—NEVER CONSULT THE AUTHORIZED TEXT BOOKS.

N.B.—If you do your paper will be quite commonplace, and people will say that you have no originality. Besides, the candidates will read these books and very likely a number of them will know what your questions mean—a thing to be carefully avoided by every good examiner.

RULE 2.—NEVER CONSULT THE OFFICIAL PROGRAMME OF STUDIES to ascertain the precise limits the candidates are supposed to follow in their studies.

N.B.—If you do your paper of questions will appear reasonable, and there will be nothing to bewilder and stupefy the candidate, which is one of the prime requisites of a good examination paper, since it serves to take the conceit out of him and leaves him gazing into the awful abyss of his own ignorance. The educative value of this is manifest.

RULE 3.—Never make your paper resemble the one set last year in the same subject.

N.B.—If you do everybody will say you copied the style of Mr. A, B or C. And worse than that, the candidates will go over last year's paper with their teachers and will be prepared to answer another paper of the same general style. But the main purpose of an examination is to show the candidates how little they know, and this purpose would be defeated if the papers were at all uniform from year to year.

RULE 4.—Never clothe your questions in simple, unambiguous language.

N.B.—If you do the candidates will not lose time, as they should be compelled to do, in translating your questions into ordinary phraseology. The consequence will be that they will spend the whole time allotted in *answering* the questions. As the weather will be hot, they ought to get a cold chill the moment they see the paper; the process of translation helps to bring this on quickly.

RULE 5.—Never grade your questions, further than to put all the hardest ones at the beginning of the paper, and a few of the easiest at the end.

N.B.—If you do the candidates will think you are trying to obey the precepts of the Sermon on the Mount; they may mistake you for a Christian. The consequence will be that they will give answers to all the questions on the paper that they are qualified to answer and will not lose time in attacking more difficult questions which they cannot answer, and many of them will get the full number of marks their scholarship entitles them to. This would be a serious affair.

RULE 6.—Never forget that most of your questions are intended for the teachers in the schools and not for their pupils.

N.B.—If you do you will be omitting your chief function. Teachers are a very ignorant class of people and need to be continuously "directed" by abler minds. Never mind the pupils, your chief business is to "direct" the teaching. If this were not done each year civilized society would soon be impossible.

RULE 7.—Never omit the airing of your own pet views and hobbies.

N.B.—If you do you will miss an opportunity that may not come to you the second time. There is no doubt your ideas are absolutely correct; you must do your best to propagate them; the examination room is the most appropriate place in the world for the discussion of disputed questions and "advanced" ideas. The candidates will feel disappointed if you do not give them a few first-rate conundrums; and the public will say you have no individuality.

RULE 8.—Never put one clear cut question under a single number; but arrange four or five topics under question No. 1, two or three under No. 2, and so on.

N.B.—If you number each question separately it

will make your paper much easier to answer—a thing to be carefully avoided, because the standard must be kept up. Think on what may be done. A clever examiner once succeeded in asking nearly a hundred different questions under twelve numbers. The effect was fine.

RULE 9.—Never attempt to answer your own questions.

N.B.—If you do, even in distinct outline, the result may be paralysis or insanity. Remember that a number of world-reformers like yourself have spent years of their lives in lunatic asylums. Think how great a loss it would be to the world if you should unhinge your mighty intellect. No, let them go unanswered. The failure of a few thousands of young people who have injured their health by over-study and gone into debt to obtain an education would be only a small affair compared with the consequences to you, personally, if you should run the risk of this dangerous experiment.

RULE 10.—Never proof-read the first printed copy of your questions.

N.B.—Drudgery of that sort is beneath the dignity of a person in your position, and a few errors in the printing will help to give the candidate a useful piece of training. The world is full of mistakes, educated people must learn to correct them as they occur.

I am, dear sir, yours truly,

AMICUS

AN ERROR CORRECTED.

To the Editor of THE EDUCATIONAL JOURNAL.

DEAR SIR,—Miss L. L. Jones, B.A., Modern Language Teacher in the Strathroy Collegiate Institute, has been kind enough to call my attention to a blunder in the note to page 69, lines 26, 27, of the edition of *Les Frères Colombe* annotated by Dr. MacGillivray and myself. By some strange misreading the word *toiles* was apparently taken for *tuiles* and a wrong translation was the result. It should be "the grey cobwebs of the years."

By publishing this, Mr. Editor, you will save readers of the book unnecessary worry and greatly oblige,

TORONTO, Dec. 30, 1892.

J. SQUAIR.

* Question Drawer. *

C.H.D.—The State Superintendent of Education Albany, N.Y., would no doubt give you the desired information, including that on the salary question.

M.N.—(1) There have been several Treaties of Paris. The date of that to which you no doubt refer, terminating the Seven Years' War, was 1763.

(2) For an explanation of how a day is lost in going around the earth from east to west see a paragraph on page 264 of last JOURNAL (Jan. 2, 1893.)

Your other questions belong to the Science Department and will no doubt be answered in the next number which contains that department.

T.M.—(1) Drawing books Nos. V. and VI. The Regulation says: "Drawing and writing in any blank exercise book will be accepted, so long as the work covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing books or copy books."

(2) It would require too much space to give the limit of studies in the various subjects for Entrance Examination. Write to the Education Department for full information.

(3) Temperance and Agriculture are still optional.

(4) The "Public School Agriculture" is the authorized text-book on that subject.

"A SUBSCRIBER."—(1) The town of Windsor is probably the one to which you refer as having recently become a city.

(2) There are several kinds of glass, but the common kinds, such as window and bottle glass, are composed chiefly of soda, lime and silica. We have not space to describe the process, for which we must refer you to an encyclopaedia, but complete fusion by intense heat plays the principal part.

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SMITH—"You know how suspicious some Jews are?"

JONES—"No; are they?"

SMITH—"I knew two who always counted their fingers after they shook hands with each other."—*N. Y. Herald.*



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NORTH AMERICAN LIFE.

THE ANNUAL STATEMENT OF ITS AFFAIRS PROMPTLY FORWARDED TO OTTAWA AT THE CLOSE OF THE YEAR.

In Saturday's *Globe* there appeared a notice from the North American Life Assurance Company of this city tendering congratulations to its policy-holders for the successful year's work.

Since then the Company has completed its annual report, and, as heretofore, the full statement of its affairs, which is required to be furnished to the Insurance Department at Ottawa, was completed and mailed on the night of the 31st ult.

Notwithstanding the business depression that has prevailed throughout the Dominion during the past six months, it appears that the North American Life Assurance Company has had a wonderfully successful year, and the figures show that the remarkable progress which is made in every department in 1891 has been repeated during the past year. When the report is presented at the annual meeting, which, we learn, will be held about the close of this month, it will be found that the figures will show that the insurance issued excels the previous year, while the amount in force is in excess of \$12,000,000. The cash income, both for premiums and interest, will show a substantial increase, totalling about \$450,000. What will doubtless be of great interest to policy-holders and others concerned in this progressive company is that, notwithstanding all the increases that have been made, this was accomplished at a lower ratio of expense than that of the previous year. The business has evidently been conducted in a conservative and careful manner, for the amount put by during the year foots up over \$200,000, making the amount of assets held by the Company at the close of 1892 over \$1,400,000. The amount of cash in bank is given at a moderate amount, showing that the assets were kept actively employed, which is of course an important feature towards the success of every moneyed corporation. An exceedingly gratifying feature is that the report will show that the funds have been so well invested that not one single dollar is required to be written off for losses on investments. A large addition was made to the reserve fund, which now stands at over \$1,100,000, while the surplus has very largely increased during the year, and is now over \$225,000. If the paid-up guarantee fund of \$60,000 be added to this it shows that, over and above every liability, the Company holds for the security of its policy-holders a surplus of \$285,000, proving, if anything, that the holders of policies in this Company have undoubted security, besides a large surplus being accumulated for their benefit.

While the figures quoted all tend to show that this progressive company has met with marked success during the past year, it is also gratifying to note that while receiving large sums they are also paying considerable amounts for the benefit of their policy-holders, and during 1892 they disbursed in this way for matured endowment profits and death claims over \$120,000. It is to be hoped that when the reports of other Canadian companies are ready for publication they will show a like satisfactory state of affairs as that of the North American Life.

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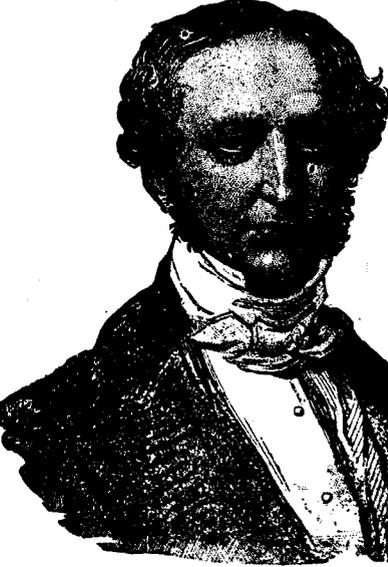
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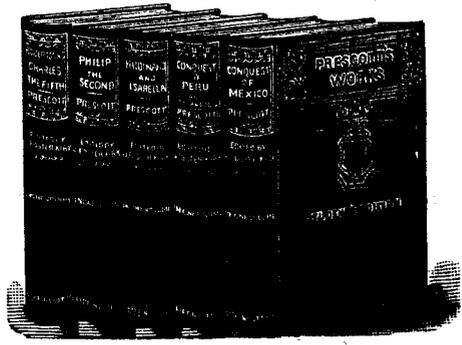
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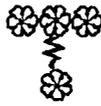
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