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# The Educational Journal.

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## \* Editorial Notes. \*

IN connection with the closing exercises at Queen's University, tablets in honor of various benefactors of the College were unveiled and the corner-stone of the new Science Hall, provided for by the liberality of the late Mr. John Carruthers, was laid with appropriate ceremonies.

FROM the statement of a friend in our "Question Drawer," in correction of an answer given in a previous number, it appears that the Regulations in Ontario do not make it compulsory on the trustees of a rural school to employ an assistant teacher until the number of pupils in attendance exceeds 120. We hope this number represents the maximum of names on the roll, not average or even actual attendance. In either case it is far too large. Unless the teacher has organizing and governing powers far above the average, he or she is in danger of being simply bewildered in the presence of a hundred or more boys and girls of all the varied ages and attainments usually found in the country school. It is "one against a host," indeed. In England a rule of the Education Department allows a certificated assistant to be estimated as staff sufficient for an attendance of eighty children, but Her Majesty's Chief Inspector, forgetting, perhaps, the rule, recently intimated to one of the London Boards that eighty scholars are too many to be under charge of a single master.

AT a recent meeting of representatives from the various schools of Toronto, called to consider the best means for interesting the advanced pupils of the city schools in the study of botany, and the preservation of wild flowers in the vicinity, it was decided to discountenance, among the pupils, the destructive practice of pulling the wild flowers in large quantities, as it was felt that they will soon be extinct in the neighborhood if this habit is not discontinued. A committee was appointed to prepare directions for collecting and mounting specimens. It was also agreed that it would be well to encourage the pupils in the several schools to have wild flower beds in suitable portions of the school grounds, and, if permission can be obtained, in certain selected portions of the public parks. A committee was appointed to consider the advisability of holding an exhibition, and of awarding prizes for the best school and individual collections of wild flowers, either growing

or pressed. This is a movement of the right kind, and one which might be inaugurated with advantage in many other places.

THE new School Law in Manitoba went into operation on the first day of this month. In districts where only Protestant schools existed they are, we suppose, continued as Public schools. Where only Catholic or Separate schools exist, these too become the Public schools. The same school boards continue to act, in both cases, until the general school board election in 1891. Wherever both Catholic and Protestant schools exist in the same districts, the former cease, so far as Government recognition is concerned, and the latter become the Public schools. This clause of the Act affects only Winnipeg, Brandon, Selkirk, and possibly one or two other localities. It is probable that in these cases the supporters of the Separate schools will continue them for a time at least, as they have a perfect right to do, without public aid. The new system will be more economical and should promote efficiency. If it is fairly and wisely administered it is probable that, when the present excitement has had time to subside, Catholics and Protestants will find themselves able to work harmoniously together, to mutual advantage, as they are now doing in New Brunswick and elsewhere.

IN a newspaper report of an address recently delivered to the city teachers by Mr. Houston, the following passage occurs: "Mr. Houston said teachers should not rest satisfied unless they were succeeding in cultivating the æsthetic side of the nature as well as the intellectual. He held that even more attention should be given to developing the æsthetic than the merely intellectual." This is quite in harmony with Mr. Houston's views as expressed in his article in our last number. What puzzles us—we make the remark in no captious spirit, and with high appreciation of the excellent work Mr. Houston is doing for the intelligent study of English in the schools—is this. How is the æsthetic side of the nature, as directed to literature, to be reached save through the intellectual? The æsthetic faculty, as related to sense perception, that is, the power to perceive the beautiful in nature, may be cultivated by the contemplation of a beautiful sky or landscape. In like manner the æsthetic faculty, as related to art, may be cultivated by the attentive observation of beautiful works of art. But how can the perception of the beautiful in literature be cultivated save through the intellectual apprehension of what

ever is beautiful in thought or its expression? In other words, does not the intellect stand to the beautiful in literature in a relation very similar to that in which the perceptive faculties stand to the beautiful in nature or art? And if so, is not a clear apprehension of the meaning of the words used, that is, of the thoughts expressed, a *sine qua non* of the cultivation of the æsthetic faculty, in its relation to literature? Can this faculty, as concerned with literature, be reached in any other way than through the intellect, and if so, in what way?

It is often said that Public school teachers are, as a rule, "touchy," so that one has to be more careful in dealing with them than with members of other professions. We do not like to believe this. We prefer to think that, as a rule, teachers are distinguished by "sweet reasonableness," and freedom from the abnormal self-consciousness, or egotism, or whatever it may be that produces super-sensitiveness to anything savoring of criticism. But it may be that there is something in the daily use of a large measure of autocratic authority that tends to make the teacher impatient of opposition, and to hinder the development of that capacity for "taking" as well as "giving," which is fostered in most other professions by daily contact with equals instead of with children. Certainly one does occasionally meet with teachers who are excessively sensitive. For instance, a question was sent, a few weeks since, for our Question Drawer. It was an easy question for one who had had practice in mental arithmetic, though it might puzzle for a little time one who was without that experience. A lad sent us a solution, and accompanied it with a statement of the age of the solver and the number of seconds spent in solving it. We smiled inwardly at the boy's conception of his own smartness, and published the answer as received, supposing, if we thought at all of the matter, that the sender of the question, who probably intended it for a simple catch, would smile also. Instead of that he sends us a note which shows that his feelings were sorely hurt by our insertion of the answer, and intimating that he will probably never send us another question, that we have lost a prospective subscriber in the person of another for whom he sent the problem, that we may lose another, etc. Our too sensitive friends ought to occupy an editorial chair for a few weeks. The mental epidermis would soon become tough enough to enable them to smile at much sharper cuts than that. Moral: Don't be too sensitive, and don't take offence where no offence is intended.

## Primary Department.

### OBJECT LESSONS FOR SPRING.

RHODA LEE.

It seems to me that at this time of the year, the interest in object lessons should be greatly increased and specially good work done.

The fact that there are so many suitable subjects for this season should inspire every teacher with new zeal and energy in this department.

One word of warning. In our efforts to make the lesson pleasant and interesting, we must not lose sight of our special aim, namely, the all-round development of the faculties of the child-mind. As secondary aims, we have the enlarging of the vocabulary and gaining of general information.

In studying any object we put the child in a position to gain knowledge for himself; to find out all he can about it in a definite, orderly and independent way. Thus the method is entirely active, not passive, on the part of the child. The teacher merely shows the way, the pupil does the walking.

Only a few days ago I was delighted by being presented with a large bunch of little purple Hepaticas. They were the first wild flowers of the season at school, and we all enjoyed looking at the dainty little flowers peeping out of their dusky brown coats. In a few weeks these and other May flowers will be quite plentiful, and what delightful Object lessons they will make.

In the higher classes they might be taken as Botany lessons. Just here let me say that I think this subject should be introduced to our classes long before it is. It is looked upon too generally as an advanced subject, beyond the range of most of our classes.

I heard recently of a number of earnest teachers, employed in country schools, who give great encouragement to their scholars in the study of flowers, organizing little botanizing parties and drying and classifying the specimens collected. In this they are doing a good work.

The study of flower and plant life cannot fail to make children love and observe nature closely, and it certainly aids in developing the sense and appreciation of beauty. We cannot begin to study nature too soon, as at the end of the longest life there are few who have really learnt to see consciously, half of the beauty and grandeur she spreads around us.

One other thought before we leave the flowers; encourage your pupils to bring roots of wild flowers to school, and if you have no flower-beds outside, plant them in a window-box and care for them inside. Ferns and some trailing plant will improve your box, and a few geraniums, fuschias and panzies will beautify your room, making it surprisingly attractive and cheery-looking.

The children, if encouraged, will be delighted to bring plants, and I find it a good plan to label them in some way, have them taken home at the end of the session and cared for and then brought back at the close of the holidays.

I was once in a class where, in the Spring, the scholars planted seeds such as sweet peas, balsams and morning-glories, and watched the whole growth.

The object lessons that are specially suitable just now are those on grain and seeds of different kinds, such as barley, wheat and Indian corn; beans and pumpkin seeds are also in favor, wheat makes an interesting lesson and *Indian corn* is excellent.

In fact the last mentioned lesson was the most developing and interesting one I have had for some time.

After the corn was distributed—a few grains to each child—we proceeded to examine it, following the general order of the senses.

After a thorough examination, noting similarities to other grains, etc., we talked about its growth, and all had vivid recollections of its appearance when in the green state, as squirrel-like they had nibbled it off the stalk, the tall waving stalks, the closely-wrapped "cot" and the many-hued silky hair were all subjects of interest; then its uses when dried; the pigeons, chickens and horses that were fed with it. Some were acquainted with the process of turning it into meal, and also understood something of the different ways in which it could then be used.

There are good moral lessons suggested by this talk of seed-time that will, perhaps, crop up in

your lesson or be reserved for the morning talk that should always precede or follow the Bible reading. It is then you can give your children stimulus and little words of help that will aid and encourage them throughout the day, and we know not how much longer. Seed-time makes us think of the heart gardens and the seeds of kindness, love and gentleness that may be scattered or carefully dropped into the hearts of those around us.

The children will understand how a kind word grows and what a harvest it yields, sometimes when least expected. The old familiar hymn found in almost every Sunday school collection, "Scatter Seeds of Kindness," will be a favorite if this thought is implanted aright. In the Kindergarten collection there are several good Spring songs, such as "Planting the Corn and Potatoes," "Hasten to the Meadow, Peter," and "Lovely May." These are all simple and pretty and genuinely Spring songs.

I am sure some one will say, when glancing over this page, "When do you find time to teach all these songs; do you omit a few lessons for this purpose or how do you manage?" It is only in the spare minutes that I teach the meaning and words of the song. Then when a wet day comes and we have "in-door recess," the children are quite pleased to learn a tune to which to set the words.

Of course in the time allotted to music we may teach some rote songs.

The songs are not learnt in a day, but generally Spring lasts long enough to allow of our learning and enjoying a considerable number.

### WAYS AND MEANS.

ARNOLD ALCOTT.

DURING the five minutes which we devote every day to general business, that is, the time in which the pupils may ask any questions on any subject, or may relate to the class anything which they feel they would like to tell, one of our bright-eyed, clear-brained little friends said: "To-day is my birthday." And, when asked how old he was, he involuntarily straightened himself, and, with a dignified manly air, answered: "I am eight years old, (the 'eight' was distinctly emphasized) and I got a splendid box of German blocks from my papa."

"What kind of blocks did you say, James?"

"German blocks."

"Yes, the blocks were made in Germany. They make beautiful toys there for boys and girls. The Germans are very musical, and they make pianos. If we work very well, we shall have a fairy story about the 'Three Musicians of Bremen.'"

The incident which James told furnished an idea which we expanded into a lesson, which we shall endeavor briefly to outline for the benefit of our readers who heretofore may not have adopted as simple a method for presenting clearly to the "little folks" the "plan" of our school-room.

For our present purpose, let us call the teacher Miss Sympathy.

"James, you may bring your box of blocks to school this afternoon." So said Miss Sympathy on Friday morning.

In the afternoon, James, with beaming face, brought his box of blocks to the teacher's desk.

When the time for Geography came, Miss Sympathy called on several of her pupils to bring their rulers and to measure the length of the room. Of course the pupils had previously been taught the use of the yard-stick, and also the meaning of the terms foot and inch.

"John, how long is our room?"

"Our room is twenty feet long," said John. And Charlie agreed with him. Then two others were required to determine the width of the room, which was found to be sixteen feet. Then Miss Sympathy put these numbers on the board, and next proceeded as follows:

She has James uncover his box, and she permits him to show his blocks to the pupils, so as to gratify their curiosity, which, indeed, she is delighted to see, because it is so natural for children to wish to know the "what for" and the "why" of their environments. Alas! that older children lose this faculty to a greater or less extent; and a great pity is it that we, as teachers, are somewhat to blame, and, indeed, *largely* are we accountable, for we do not encourage sufficiently in our scholars the power to ask questions.

Of course not more than two minutes elapse in this, for we must not leave the main road almost before we have begun.

Then Miss Sympathy says:

"Let us suppose, boys and girls, that one block represents one foot. Those who can tell how many blocks are necessary to represent the length of this room?"

James is our steady reasoner, and when asked he definitely replies: "We would need twenty blocks."

"Then, John, you come and place twenty blocks side by side on this sheet of white paper which I have on my table."

John does so. He also completes the other *long* side.

"Now, how many are needed for the width?"

Charlie answers that sixteen are necessary. And the blocks are placed as before.

Miss Sympathy says: "We have a *block* plan of the sides of the floor of our school-room, but you cannot carry this home to show papa or mamma, so let us try to *draw* a plan. James, you draw, with your red pencil, lines around the outside edges of your blocks." Having removed the blocks, the class see the oblong.

Next, Miss Sympathy called on a pupil to measure the side of a block which was found to be one inch.

Then the question was asked: "What did we take to represent one foot?"

Mary answered: "We took one block to represent one foot."

"Very good. Those who know now how many inches we took to represent one foot?"

James replies by saying: "One inch represented one foot."

"Then how many inches represent the length?"

"Twenty inches"

"And how many the width?"

"Sixteen inches."

Next the sheet of paper was pinned against the wall, and the pupils at the far end of the room could not see it, so this helped Miss Sympathy to develop that she must make a larger plan on the blackboard.

"Supposing that we take *two* inches to be one foot on the blackboard plan, how many inches will represent the length?"

Fred answers that forty inches will be the length. Also that thirty-two will be the width.

Then the doors, windows and different articles of furniture are placed in the plan, the teacher's table, the chair, the pupils' desks. Also, a pupil may be required to move about, and others, especially the slower pupils, be required to point out his location, or his new house and number.

Miss Sympathy knows physically, practically and intuitively that children love to be "doing," and that they learn by industrial activity, so she proceeds to have every pupil draw a plan on his slate for himself. She says: "Let *one-half* inch be one foot on your slates. How many inches will represent the length?"

The answer is ten inches.

"And the width?"

"Eight inches."

Then, the plan being made, every pupil being encouraged to place a little red mark, or picture of our flag, where "he" is on the plan, the teacher must go to see the work of the "little architects," and many a choice morsel of kindness in commendation is given. Perhaps not spoken verbally, but spoken nevertheless. It may have been a smile, or a nod, in recognition of well-directed effort. But who that has the magnetism of a clear expressive eye but should *use* it? Or, if not, then fully half the power and fascinating influence which it was designed should be exerted for good is lost, for who comprehends all that is in a look?

We do not need to understand the function of the retina gangliformis as does the optician, in order to see the good around us.

Having praised the *attempt* rather than the result, the teacher ended the lesson with the following remarks:

"Girls, you talk among yourselves, when outside, about a plan for a 'doll's house.' Decide on the length, the width, the number of doors and of windows; also on the number of rooms and their names; and also whether or not you want the hall to be down the centre. Let me know what kind of house you would like, and we shall ask the boys to draw a plan for us, and the prettiest plans we shall have drawn on paper with colored inks." Thus ended an interesting and developing half-hour lesson.

## \* Special Papers. \*

## THE BACKWARD BOY.

J. B. ANGELL, PRESIDENT OF THE UNIVERSITY OF MICHIGAN.

How shall we teach backward children? This is a question which sorely perplexes parents and teachers. We are not now considering the case of what we call feeble-minded children. We are speaking of those who have unusual difficulty in learning, of those who have little interest in study, and of those who have slow or tardy mental development.

These three classes obviously differ from each other. The first class is not likely, under any treatment, to furnish eminent scholars; the second and the third may do so in due time under judicious training.

In some cases the backwardness is owing to the mental constitution of the children, in others it is caused by bad teaching. I knew a lawyer who talked of seeking in the courts damages of a wretched teacher, for the injury he had inflicted on the lawyer's son by unwise methods of instruction. Though the boy was bright, he had been taught in such a manner that he had no mental discipline.

Some teachers, in giving instruction to classes, take no special pains to help the dull and backward pupils. They hold that their function is to teach those who are teachable under the ordinary methods, and that the rest are not worth spending time on.

It must be confessed that a teacher who has a large class may, with reason, be perplexed to decide how much the bright scholars are to be delayed, or to be deprived of the instructor's inspiring help, for the sake of the backward pupils. But surely he is not justified in refusing to give some special attention to the most needy section of the class. A skilful teacher can do much for them without seriously retarding the progress of the better scholars.

Many a devoted instructor has found a rich reward for giving them special help outside of the regular hours of school.

If children are very backward, doubtless it is best for them to have the special services of a private teacher for some time. Although they thus lose the inspiring aid of companionship, which affords so much joy and stimulus in a school, yet they escape the depressing and mortifying influence of seeing their dullness exhibited at every recitation to that most merciless of audiences, a company of school children who are outstripping them, and ridiculing their stupidity.

But what shall the private teacher do? He must begin at the beginning, at the zero point of the pupil's knowledge, and with patience proceed only so rapidly as the slow mind can master each step, and he must lend interest to this tardy march by all the resources at his command.

Often, if the child lacks interest in the studies first taken up, it will be found on trial that he can readily be interested in some other study. Then begin with this last study, and link it, if possible, in some way with the less interesting pursuit. A boy who abominates grammar may have a passion for some branch of natural history. Be sure that he has a chance to gratify this passion. An apt teacher may sometimes save a boy by discovering a talent which none of his elementary studies has tested.

I once knew a boy in college who evinced no interest in any of his regular work. He was deemed hopelessly lazy. He was generally busy making caricatures of his fellow students and of the professors.

One day a caricature of a certain professor, which had much amused the students, fell into the hands of the professor himself. He summoned the young man to his room. The student went with some trepidation, supposing he was to be reprimanded. But the wise teacher said to him: "You seem to have a talent for Drawing. No one of the Faculty has been able to find out what you were made for. All have despaired of making anything of you. But evidently you are intended for an artist. You ought to go abroad and study art."

And then, having himself lived many years in Rome, he gave his astonished and gratified hearer suggestions concerning the best method of pursuing art studies, and tendered him letters to distinguished artists at Rome. This indolent student

followed the advice given him, and became a painter of distinction. The timely counsel of his teacher was the making of the man.

We should not be too easily discouraged at finding the mental operations of a child slow. I know a man of advanced years, one of the most eminent scholars in one department of learning, whom I have met, whose mental processes have always gone on with a slowness which is surprising, but with an accuracy and sureness equally surprising. He sometimes has difficulty in following a speaker, because his mind cannot keep pace with the speaker's utterances. But his attainments are so ample that he is justly considered an authority in the branch to which he has given the leisure of a long life.

Still less should we be disheartened at a lack of precocity in our children. Many a man of great intellectual force has ripened late. Sometimes very rapid physical development seems to absorb all the vital force in a boy so that his mental development lags. One need not be unduly disturbed by such a phenomenon. After a little the intellectual growth will be resumed. The observant teacher or parent will wait with patience for this result.

But do what we may, we shall, of course, find a certain number of children who can never become eminent scholars, or even passably complete a college course. We must then honestly recognize the fact, and inquire what they can best do in life. Not unfrequently they have executive talent which fits them for some worthy career.

We must with patience and persistence, strive to impart to them, by however slow a process, such an amount and kind of training as will enable them to fill, without discredit, the place allotted to them in life.—*The Youth's Companion.*

## CONCERNING SCHOOL MANAGEMENT.

BY PROF. GEORGE GRIFFITH.

## CO-OPERATION OF PARENTS.

ONE of the greatest aids to the successful and easy management of a school is the co-operation of the parents of the pupils. Without this the teacher labors at a great disadvantage; with it his efforts are much more likely to succeed. In some districts this co-operation is easily secured, is given unsought; while in other districts considerable skilful effort on the part of the teacher is needed to win the parents from their indifference or antagonism to the school. Some teachers, though poor in many respects, are very skilful in this influence, and hence have a comparatively successful, and always an easy, management.

To win this co-operation a teacher must generally do something more than be worthy of it, though that is an indispensable condition of its permanency.

First, the teacher should as soon as possible become acquainted with the parents of the pupils. Nine out of ten parents will welcome a call from the teacher of their children. Nor need the teacher wait for a formal invitation. In most sections short informal calls may be made before, or shortly after, the opening of school. During these calls the teacher may converse upon school affairs, and especially concerning the hopes and desires entertained for the children of the parent visited. In this way, without being at all inquisitive, the teacher may come to know much of the condition of the educational atmosphere of the district, will discover some snags to be avoided, and more than all may convince the parents of the teacher's interest in their children, and thus lay the foundation for a mutual good understanding. There is one danger here to young and strong teachers, and that is that the teacher will modify his teaching from what is right to what will accord with the wishes of the parents. This mistake need not be made and should not. But the teacher who best knows his environment is best prepared to put successfully into use the best ways of teaching.

Again, a teacher can secure the co-operation of the parents by making his teaching, especially some parts of arithmetic, practical in the every-day life of the community. He should study the most common occupations and forms of business of the vicinity, and shape part of his instruction in arithmetic toward fitting his pupils for these practical affairs. It may be in a lumber region. Here thorough and correct instruction may be given in measuring and computing the cost of piles of lum-

ber, logs or wood. It may be near a large co-operative cheese factory or creamery. Here the pupils should be taught to apportion the proceeds of the sales to the several persons by the means of a ratio table. This same method will teach them how to make out the district tax list. If the teacher does not know how to do this he should learn how before he again attempts to teach taxes. A double benefit will arise from this, bringing some of the teaching into close application to the practical affairs of the community. Not only will the parents be interested in the school, and hence will more likely co-operate with the teacher, but the teacher himself will learn much of what "practical arithmetic" really means.

Again, the teacher should generally consult with parents concerning the study and department of their children. Seldom should important steps be taken in discipline without first trying to secure the co-operation of the parents. This effort alone will often remedy the evil without any severe measures on the part of the teacher, and it will nearly always strengthen the teacher for any severe conflict that may arise between him and any of his pupils. With most parents the teacher can safely discuss many of his plans. How often this will forestall opposition and misunderstanding.

The teacher should mingle, so far as he will be welcome, and so far as he considers right, in the social life of the community. This often removes many captious barriers to a good understanding, and furnishes an excellent field for that influence for good upon the community that every teacher ought to wield.

The teacher should make special effort to secure the visits of the parents to the school, and to this end should frequently extend cordial definite personal invitations to them to do so.

In conclusion, I urge another reason for all this effort on the part of the teacher to come into close sympathy with the life of the community. Not only will it make the management of the school easier, not only can he thus influence for good the community as a whole, but he can thus best come into that close and intimate relationship with his pupils by which he can stimulate them to a higher moral as well as mental life.

To the teacher who, wrapt in the cloak of his inherent right to this co-operation of parents without effort on his part, scornfully neglects suggestions to that end, I will simply say that generally he will not get it, does not deserve it, and may fail for want of it.—*The School Journal.*

## MANNERS IN THE PUBLIC SCHOOLS.

UNDER the heading of "Manners in the Public Schools," a late number of the *Nation* dwells especially upon the necessity for teaching school children a horror of scattering scraps of paper, banana and orange peel, and refuse of various sorts through the streets.

"It is not easy to teach neatness to grown men and women, but it is possible to infuse into children a horror of the anti-social practice which helps a good deal to disfigure and vulgarize our cities, of throwing down refuse of whatever nature, peanut shells, bits of paper, cigarette ends, old shoes, hats, etc., on roads, lanes, sidewalks, public stairways, etc. Our indifference to this practice, which is the result of long familiarity, is incomprehensible to foreigners. \* \* No child should leave the Public schools without having a dread of refuse ground into him. He should be taught to hate the sight of unswept streets or sidewalks, or saliva-stained marble or granite, of ashes, or refuse of every description, and especially of bits of newspapers and ends of cigars, as signs of gross selfishness and a low social tone."

It certainly is a good plan to instil such principles into children at school, but the home is the place where the surest seeds of this good fruit can be sown. Too many children are allowed to leave all their clutter to be cleared up by others, thus being in effect, systematically taught that they have no responsibility in the matter. They learn to toss apple-cores into the street, or strew nutshells on the sidewalk, long before they have seen the inside of any school, and it is only by watchful and careful training at home that this much needed reform can rest on a sure basis. Each mother who instils into her child a love of cleanliness and order is benefiting the world at large almost as much as her own family.—*Babyhood.*

## \* Question Drawer. \*

### ONTARIO TEACHERS' ASSOCIATION.

THE Thirtieth Annual Convention of the Ontario Teachers' Association will be held at Niagara-on-the-Lake on Tuesday, Wednesday, Thursday and Friday, August 12th to 15th, 1890.

#### PROGRAMME—GENERAL ASSOCIATION.

"The Teaching of English and Literature," J. Squair, M.A., University College, Toronto.

"The Powers and Responsibilities of Head Masters," F. C. Powell, Principal, County Model School, Kincardine.

"Text Books," I. J. Birchard, Ph.D., Collegiate Institute, Brantford.

"Constitution of Examining Boards," L. E. Embree, M.A., Collegiate Institute, Toronto.

"Organization of a Dominion Association," Hon. G. W. Ross, Minister of Education.

"The Object to be Accomplished in Teaching Reading," Silas S. Neff, President National School of Elocution and Oratory, Philadelphia.

"Discussion on Advanced English Schools in Rural Districts," J. H. Smith, Public School Inspector, Ancaster.

"Manual Training," W. H. Huston, M.A., Principal Woodstock College.

"Psychology in its Relation to the Teaching Profession."

Report of Committee on the Professional Training of Teachers.

Report of Committee on the Mode of Electing the Officers of this Association.

#### HIGH SCHOOL SECTION.

"The Preparation of Candidates for Senior Matriculation," S. Woods, M.A., Collegiate Institute, London.

"The High School Course in Physics and its Relation to the Other Science Subjects," W. S. Ellis, M.A., Collegiate Institute, Cobourg.

"The High School Entrance Examination," H. B. Spotton, M.A., Collegiate Institute, Barrie.

#### PUBLIC SCHOOL SECTION.

"Abolition of Technical Grammar," Mr. R. K. Rowe, Kingston.

"Report of Committee on Public School Studies," Mr. John Munro, Ottawa.

"Agriculture in Public Schools."

"Some Thoughts on Teaching Arithmetic," Mr. J. H. Smith, Ancaster.

#### PUBLIC SCHOOL INSPECTORS' SECTION.

"Management of Teachers' Institutes," Mr. Alexander Campbell, Kincardine.

"Mode of Conducting County Model Schools," Mr. William Macintosh, Madoc.

"Third Class Certificates—County or Provincial."

"The Bearing of the Public School Inspectors towards the Newly Organized Trustees' Association," D. P. Clapp, B.A., Harriston.

"Where Uniform Promotion Examinations are Established, no Others to be Allowed."

"Relation of Public School Inspectors to County Model Schools."

Thursday afternoon will be devoted to an excursion to Queenston Heights.

Information respecting routes, reduced rates of travel, board, etc., may be obtained from Wm. Houston, M.A., Librarian Legislative Assembly, Toronto. Blank forms for delegates may be obtained from the Secretary.

S. Woods, M.A., President, London; R. W. Doan, Secretary, Dufferin School, Toronto.

(1) AM a student studying privately. What steps should I take in order that I may be allowed to write on the Second Class Non-Professional examination in city of Toronto?

(2) Is there anything to hinder me from writing in that city? Have no particular home, and have not resided there for some time.—STUDENT.

[1, 2. Send to the Inspector within whose Division you wish to write, not later than May 24th, a notice of your intentions, stating for what class of certificate you are a candidate, and what options you have selected, and enclose the \$5 fee.]

1. CAN anyone leave a school, with one month's notice, to attend college, if there has been no written agreement?

2. What does the School Law mean by calendar month when it says "three (calendar) months' notice must be given"? Does it mean from the first of one month to the end of the same, or from a certain date of one month to the same of the next?—E. S.

[1. Only written agreements are legally binding hence, in the absence of such, we suppose one month's notice would have to be accepted. There may be, however, some legal rule governing such cases. If there was a verbal understanding an honorable teacher will, of course, be bound by it. 2. The natural interpretation of the words quoted would be three months from the date of notice. It is, however, a question of legal interpretation, and our opinion should not be taken as conclusive.]

WHAT books will be required for Normal school work next session, and price of each?—A NEW SUBSCRIBER.

[In addition to the High school books, the text-books prescribed for the Normal schools are: Browning's Educational Theories, .80 cts.; Hopkin's Outline Study of Man, \$1.25; Fitch's Lectures on Teaching, \$1.00; Baldwin's Art of School Management (Canadian Edition), 75 cts.; Manual of Hygiene, \$1.00; and Houghton's Physical Culture, 50 cts.]

PLEASE inform me, through the EDUCATIONAL JOURNAL, how many teaching days in the year 1890, and how many in the first half of it.—TEACHER.

[Regulation 204 says: "The Public school year shall consist of two terms: the first shall begin on the third day of January, and end on the first Friday of July; the second shall begin on the third Monday of August and end on the twenty-third day of December. Every Saturday, every statutory holiday, and every day proclaimed a holiday by the municipal authorities in which the school section or division is situated shall be a holiday in the Public schools." The statutory holidays are: Sundays, New Year's Day (if Sunday, next day), Good Friday, Easter Monday, Christmas Day (if Sunday, next day), Queen's Birthday, Dominion Day, (or if Sunday, July 2nd.) Any day appointed by proclamation for a public holiday or for a general fast or thanksgiving throughout Canada. Any day appointed by proclamation of Lieut.-Governor for public holiday, fast or thanksgiving. With these data you can solve the problem.]

A PUPIL, having been repeatedly warned against using his knife in school hours, is finally deprived of it. The knife is placed in teacher's desk, but when wanted cannot be found. Is the teacher responsible, and should he make good the property?—X. Y. Z.

[The question is a legal rather than an educational one. If asked our opinion we should say "Yes." The teacher has no power, so far as we are aware, to confiscate a pupil's property. Suppose the article in question had been worth a hundred dollars, instead of a few cents, would not the teacher be responsible morally and legally? But the difference in value does not affect the principle.]

(1) IN the last stanza of "The Bridge of Sighs," High School Reader:

Cross her hands humbly,  
As if in prayer dumbly,  
Over her breast;  
Owning her weakness,  
Her ill behavior—  
And leaving, with meekness,  
Her sins to her Savior.

What is the subj. of *owning* and leaving? Is it *her hands, you or she*?

2. What is the county town of Durham?—X. Y. Z.

[(1) *She*, undoubtedly, we should say. (2) Bow-manville.]

PLEASE answer the following questions in your Question Drawer:

1. Are there any newly-erected States of the Union besides North and South Dakota? If so please name them and their Capitals.

2. Is Burmah entirely a British possession? What is its Capital?

3. Is it wrong to pronounce Wycliffe with "y" long?

[1. Yes. Montana, capital Helena, and Washington, capital Olympia. Bills are now before Congress for the admission of Wyoming and Idaho. 2. Yes. Burmah has been entirely a British possession since the proclamation of the Viceroy on January 1, 1886, deposing Thebaw, the last king of Ava, and incorporating Upper Burmah in the British Empire. 3. We know of no authority or usage that sanctions such a pronunciation.

WHAT important tracts of land has England acquired possession of in Africa during the nineteenth century?—SUBSCRIBER.

[Cape Colony was taken from the Dutch in 1806. Port Natal was settled in 1838. Nearly all the other British possessions in Africa, with the exception of Sierra Leone and Gambia have been acquired recently. It is not easy to define these, as they are for the most part dimly outlined and imperfectly explored regions in the interior. Some of them can hardly be called possessions, but are loosely described as "within the sphere of British influence." Among them is a large district between Victoria Nyanza and the coast. The final divisions of territory between Great Britain and other European nations are not yet fully settled. Whether the British suzerainty of the Transvaal and Protectorate of Egypt will result in permanent control remains to be seen. It is probable that the habitable regions of the vast interior of the Continent will be definitely portioned out amongst the great Powers within a decade or two, when Britain is sure to come in for a large share. Two powerful British companies have been chartered within a few years, with extensive powers, to acquire possessions and do business in different parts of Africa.]

YOU are mistaken in your answer to question in JOURNAL, May 1st, in reference to limit of number of scholars in rural S.S. for the engagement of an assistant. On p. 96 of Trustee School Manual you will find the limit fixed at 120.—SUBSCRIBER, Queensville.

[Thanks for the correction. We could find no limit in School Law or Regulations. But the number is too large by half.]

WHAT is the English for

"Amicitia est bona

Amo est melior?"—J.A.G.

[The sentence, as given, is unmeaning. Substitute *amor* for *amo*, and it means, "Friendship is good, love is better."]

I HAVE a class of pupils who have just commenced school work and I find it difficult to give them work suited to their capacity. They are between the ages of five and seven. Would you kindly ask some teacher of experience to give a few hints with regard to his method of procedure with pupils at the above stage, and oblige a young teacher.—SUBSCRIBER.

IN the following line from the Forsaken Merchant, "When guests shake the door," I substituted "gusts" as what I considered the correct reading, and have since ascertained that I am correct.—W. R. LOUGH, Clinton.

[Thanks; the correction simplifies the passage.]

1. "THE Ocean," p. 247, Fourth Reader, 1st stanza, "And feel what I can ne'er express, yet cannot all conceal." What is referred to?

2. 3rd stanza. Explain "Spurning him from thy bosom to the skies."

3. What "gods" are spoken of in "And howling to his gods"?

4. 4th stanza. "They melt into thy yeast of waves, which mar alike the Armada's pride, or spoils of Trafalgar." Explain.—J. R. N.

[1. The poet's communing with Nature in the aspect in which she presents herself on the shore of the sounding sea fills his soul with emotions which he feels himself powerless to describe adequately, and which yet impel him to attempt their utterance. 2. The expression is a strong hyperbole. The poet represents the great billows on which the shipwrecked mariner is lifted, as tossing him to the skies and then dashing him on the shore. 3. None in particular. Whatever gods the shipwrecked man worships. The poet may have had in mind the customs of the ancient Greeks and Romans of making votive offerings to the gods, when they had narrowly escaped death by shipwreck. 4. The allusions are to the dispersion of the Spanish Armada, and the sinking of many of the ships during its attempted invasion of England, and to the loss of some of the ships taken as spoils by Nelson at the battle of Trafalgar. An antithesis is suggested between the Spanish ships in the moment of their pride in the one case and the humiliation of defeat in the other; probably also between the English and Spanish fleets. The all-devouring sea makes no distinction between nations, and is equally ready to swallow up victor and vanquished.]

1. EXPLAIN the "Pacific Scandal" of British Columbia at the time of the commencement of the building of the C. P. R.

2. Explain John A.'s "National Policy," "Federal Union," "Legislative Union," Trial by Jury, and the nature of the Tariff question which overthrew the Mackenzie Administration.

3. Please give the pronunciation of the following words. \* \* \*

4. Why is the number of Members for Quebec restricted to sixty-five?

5. Where was the battle of Sedan fought and when?—A. B. C. & Co.

[1. The scandal had no special relation to British Columbia. The charge was, in brief, that Sir John A. Macdonald and his colleagues "sold the charter" for building the road to a company of which Sir Hugh Allan was head; in other words, that they agreed to give this company the charter, on condition of receiving certain very large subscriptions (which they did actually receive) from Sir Hugh Allan, to aid in a general election about to take place. 2. The so-called "National Policy" is simply the protective tariff which is in force at the present time. It was called "National" by those who advocated it because its alleged design was to protect Canadian industries against foreign competition. A "Legislative Union" would be a union of all the Provinces under a single Parliament, which would make laws on all subjects for all, whereas under the existing "Federal Union" each Province has its own Legislature which makes laws in all matters pertaining to that Province alone. "Trial by Jury" denotes the judicial system under which juries are chosen to decide questions of fact in cases brought before the courts, and to say whether, on the evidence given, the accused is guilty or not guilty of the crime charged. This is in contrast with the system under which the judge or magistrate decides all such questions. The answer to next query is implied in the description of the National Policy. The Mackenzie Administration held to a tariff for revenue only, not for protection. 3. To give the pronunciation of the long lists of words sent us would occupy too much space. If you have not a good pronouncing dictionary, insist on the trustees furnishing one for the school. All late good dictionaries give in their appendices lists of such words. 4. Because it was necessary to establish some standard by which to regulate the total number of members in the Commons, and the proportionate number for each Province, and the number mentioned was deemed suitable. 5. At Sedan, in France, Sept. 2, 1870.]

1. WOULD you advise a teacher to suspend a pupil for persistent disobedience, or for using pro-

fane language, and when should such suspension be removed?

2. Do you think the parents of such pupils should be angry at the teacher for so doing?

3. Please account for trade winds, and in what direction do they blow?

[1. For answer see Sec. 7, sub-sections 6, 7, 8, of *Duties of Pupils*, in "Regulations of the Education Department." Every teacher has, we suppose, these Regulations, or may have them on application to the Education Department. 2. Certainly not, if they are notified in the proper manner and spirit. In our opinion, however, the wise teacher will not allow the matter to reach such a crisis, without having first both remonstrated kindly and seriously with the boy, and consulted repeatedly with his parents. 3. At the equator, when the heat of the sun is great, and the evaporation of water is also great, there is a continual upward current of heated and light air, which divides in the higher region of the atmosphere and forms two upper currents, one flowing towards the north and the other towards the south. This upward current of air tends, of course, to produce a vacuum in the equatorial regions, and an inflow of air from the north and south to supply this vacuum. But as the rotation of the earth from west to east tends constantly to leave the air, so to speak, behind, these inflowing currents do not flow directly towards the equator, that is to say, north and south, but are deflected so that the current from the north becomes the north-east and that from the south the south-east trade wind. They are called trade winds because they are constant and can generally be relied on for navigation.]

IN reply to W. H. Minchen, Harold, I have found the following to give satisfactory results, using a twelve foot log as a basis of calculation.

Rule.—Find diameter of small end of log in inches, deduct four inches for slab, then multiply the remainder by three-fourths of itself, then multiply by the length of the log divided by twelve. Take nearest whole number of feet for answer.

STATEMENT.

Diameter in inches—4 inches  $\times \frac{3}{4}$  (dia. - 4)  $\times$  length of log

12

Example.—Take a log 22 ins. in diameter, 20 ft. long. Then  $(22 - 4) \times \frac{3}{4} (22 - 4) \times \frac{20}{12}$

$18 \times 13\frac{1}{2} \times \frac{10}{6}$   
 $18 \times \frac{27}{2} \times \frac{10}{6} = 405$  ft. ans.

RIVERVIEW, May 1st. J. W. WATSON.

For Friday Afternoon.

UNTIL TO-MORROW.

If you have a task to do,  
That seems as if you'd ne'er get through,  
Believe me, that the wisest way,  
Is to begin the task to-day.

If you have a word unsaid,  
Spoken, would make one comforted,  
Go find that one, and say it straight,  
It is a word that cannot wait.

If you can do a kindly deed,  
Can heal the sick or hungry feed,  
Do not leave the deed undone,  
Until you see to-morrow's sun.

But angry word, and selfish way,  
Are best put off another day,  
And then another day again,  
Postpone what gives another pain.

So keep the hasty speeches down,  
And make a smile chase back the frown,  
In silence let ill-temper lie,  
For an eternal by and by.

—The Independent.

LITTLE children, you must seek  
Rather to be good than wise;  
For the thoughts you do not speak  
Shine out in your cheeks and eyes.

—Alice Cary.

THE TWO WORKERS.

Two workers in one field  
Toiled on from day to day,  
Both had the same hard labor,  
Both had the same small pay.  
With the same blue sky above,  
And the same green earth below,  
One soul was full of love,  
The other full of woe.

One leaped up with the light,  
With the soaring of the lark;  
One felt his woe each night,  
For his soul was ever dark.  
One heart was hard as stone,  
One heart was ever gay;  
One toiled with many a groan,  
One whistled all the day.

One had a flower-clad cot  
Beside a merry mill;  
Wife and children near the spot,  
Made it sweeter, fairer still.  
One a wretched hovel had,  
Full of discord, dirt and din;  
No wonder he seemed mad,  
Wife and children starved within.

Still they worked in the same field,  
Toiling on from day to day,  
Both had the same hard labor,  
Both had the same small pay.  
But they worked not with one will—  
The reason let me tell:  
Lo! one drank at the still,  
And the other at the well.

—John W. Avery.

O STREAM, and lake, and forest land!  
Though other lands may be as fair,  
In this our land no willing hand  
But plenty hath, with some to spare;  
And Health breathes in our native air.  
Her heritage a people free,  
Content, and peace, and strength, our dowers,  
Then where can we a rival see  
To this forest land of ours?  
Canada! Canada!  
This free, this forest land of ours!

—John Hunter Duvar.

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 sets 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 breadfruit tree,  
To provide for a wife and children three,  
Went straight way 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 breadfruit 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.

A LITTLE of thy steadfastness,  
Rounded with leafy gracefulness,  
Old oak, give me—  
That the world's blast may round me blow,  
And I yield gently to and fro,  
While my stout-hearted trunk below,  
And firm-set roots unshaken be.

—Lowell.

## Examination Papers.

EAST MIDDLESEX PROMOTION AND  
REVIEW EXAMINATIONS—APRIL,  
1890.

### SPELLING.

2ND TO 3RD CLASS.

VALUE, 50 marks; for every error in spelling deduct 3 marks; in capitals and apostrophes, 2; in punctuation, 1. Dictate the punctuation marks.

1. As she left the cottage she walked slowly away not singing as usual.
2. "I have heard," said Frank, "that a wounded whale is feared by the sailors, and that he can break a boat to pieces with his tail."
3. In India the tiger reigns supreme as king of the jungle. Sometimes he will attack an elephant and tear the driver off his back.
4. A soft answer turneth away wrath; but grievous words stir up anger.
5. When it is very cold the snow-crystals have the greatest beauty and variety of form.

6. Gay little dandelion  
Lights up the meads  
Swings on her slender foot  
Telleth her beads.

7. The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

3RD TO 4TH CLASS.

VALUE, 50 marks; for every error in spelling deduct 3 marks; in capitals and apostrophes, 2; in punctuation, 1. Dictate the punctuation marks.

1. The foot of the camel is a wonderful thing. It is broad and has a soft pad on the bottom which keeps it from sinking in the yielding sand when crossing the arid deserts.
2. One dark night as he lay sleeping, dreaming, perhaps, of rescue by those unfortunate gentlemen who were obscurely suffering and dying in his cause, he was roused and bidden by his jailor to come down the staircase to the foot of the tower. He hurriedly dressed himself and obeyed.
3. The teeth of the hippopotamus yield a beautiful white ivory which is much valued on account of its never losing color.
4. An officer's wife had returned from the great hall to quiet her little child. The sentinel paced near as she sang:  
"Hush ye, hush ye;  
The Black Douglas shall not get thee!"
5. The otter, a member of the active and cunning weasel family, is found on tropical islands, in America and on the bleak coasts of Alaska and Siberia.
6. The months of the year are January, February, March, April, May, June, July, August, September, October, November and December.

### READING.

0 TO 50 MARKS.

*Examine in this subject very carefully.*

2ND TO 3RD CLASS.

SECOND Reader, page 148. Any three or more paragraphs on the page, or any 15 or more consecutive lines on the "Story of a Drop of Water."

Any pupil who cannot read this passage with a fair degree of fluency is not prepared to leave the Second Book. Note the spirit in which the piece is read, and the naturalness of the inflections and emphases. The time, force and stress given the pronunciation of such words as "on," "back," "dashed," "leap right into," "down, down, down," "rattling," "broad and quiet," "plunged," etc., should stimulate the action; the passage would be read ill if the utterance of the words were not suggestive of the motions. Unless it is read with appropriate expression do not give more than 25 marks.

3RD TO 4TH CLASS.

THIRD Reader, page 168, from "Man counts his life," not less than two paragraphs.

For reading this extract with correct pronunciation, with a fair degree of fluency, with attention to the marked pauses but without spirited appreciation and without marked inflection and emphasis, give not more than 25 marks.

### WRITING.

0 TO 50 MARKS.

NOTE.—0 to 10 marks to be assigned during the writing of any subject for position of body, arm and paper, for method of holding the pen and for movement.

2ND TO 3RD, AND 3RD TO 4TH.

Copy from Readers—(15 marks.)

1. Second Reader, the stanza (eight lines) at foot of page 124.  
or Third Reader, the first two stanzas of the "Bugle Song," page 132,  
or Fourth Reader, the stanza at foot of page 204.
2. All the small letters in ruled spaces, repeated three times joined, as : *aaa*, etc.—(10 marks.)
3. All the Capitals—(10 marks.)
4. The ten digits repeated ten times as for a sum in addition—(5 marks.)

### GEOGRAPHY.

2ND TO 3RD CLASS.

Time, 1 hour.

LIMIT OF WORK.—SECOND CLASS.—Local Geography. Map of school grounds. Definitions of the chief divisions of land and water. Talks and stories about animals, plants, people, air, sun, moon and shape of the earth. Pointing out oceans and continents on the map of the world.

Write answers in complete sentences.

1. (a) Draw a map of the township in which the school you attend is situated (or the village you live in is situated.) Mark N., W., S. and E.  
(b) What direction from this school to London City?
2. Write the name of any river you have seen; tell the direction in which its water flows, and where it empties.
3. A portion of \_\_\_\_\_ entirely surrounded by \_\_\_\_\_

Fill the blanks to make the definition apply to a lake.

4. Commencing at home, name the continents and oceans, in order, on a line running directly east round the world.
5. Write about the Moon, telling what use it is to us, and comparing its size and shape with that of the earth.

6. (a) To what country or nation do we belong?  
(b) To what country or nation do the people living south of Lake Erie belong?

7. Describe the occupation of:

- (a) A farmer.
- (b) A fisherman.
- (c) A miner.

8. (a) Name four kinds of fruit brought into Canada from other countries.

(b) Why are these fruits not raised in sufficient quantities here?

9. Tell the use or uses of any other liquid than water that we get out of the earth.

10. What are the kinds and sources of the fuel used here?

11. Tell the source or sources of cotton; of linen; of silk; of paper; of sugar.

### ARITHMETIC.

2ND TO 3RD CLASS.

Time, 2½ hours.

LIMIT OF WORK.—Numeration and notation (Arabic) to 1,000,000. Roman notation to the number of the year. Accurate and rapid mechanical operations in the four simple rules. Practical applications of the four simple rules. Easy factoring. Multiplication and division by factors. Writing, adding, etc., dollars and cents. Mental Arithmetic.

1. Write these numbers in figures, arranging them in the order of their size, putting the largest first, then the next, and so on, the smallest being last in the column:

forty-eight thousand and sixteen,  
XCIX,  
3 millions, 826 thousand 3 hundred and ten,  
MDCCCXC,  
637,849,  
ninety-four,  
2 thousand and twenty.

2. Add 87, 98, 295, 8, 94, 709, 86, 378, 7, 499, 77, 88, 47, 69, 875, 349. (10 marks if all right, 4 marks if three figures right, 1 mark if two figures right.)

3. Subtract 496875 from 3784203 again and again until only 1796703 remains.

4. Multiply 143694 by 63, using the factors 7 and 9, and divide the product by 56, using the factors 7 and 8.

5. (a) How often is 29 contained in 120,501,304?  
(b) In this question tell which is the remainder, which the dividend, which the divisor and which the quotient.

6. How many letters in a book which contains 488 pages of forty-three lines; each line containing about 15 words averaging five letters.

7. On Monday Charles earned seventy-nine cents, on Tuesday he earned 38 cents and spent 47 cents, on Wednesday he earned one dollar and seventeen cents, on Thursday he spent 18 cents, on Friday he earned 69 cents and spent one dollar and 76 cents, on Saturday he earned 18 cents and spent 38 cents. How much of the week's earnings had he on Saturday night?

8. B bought 2 lbs. of tea and gave the store-keeper, A, a five-dollar bill; A said: "I haven't any silver, but if you give me 30 cents more I will give you this four-dollar bill." How much a pound was the tea?

9. Two ships are 611 miles apart and are sailing towards each other, one at 8 miles an hour, the other at nine miles an hour; at the end of 27 hours how far apart will they be?

10. L bought a horse for seventy-five dollars; it cost \$2.05 a week to keep him, and he made \$5 a week on the horse's work. At the end of twelve weeks he sold him for sixty dollars. How much did he make by the horse?

11. Make a bill of the items for a woollen dress as follows: 14 yards of cloth at 28 cents a yard, 7 yards of lining at 11 cents a yard, 4 yards of trimming at 39 cents a yard, 3 yards of braid at 3 cents a yard, 2 dozen buttons at 24 cents a dozen, and four dollars and fifty cents for making.

### LITERATURE.

2ND TO 3RD CLASS.

Time, 1¼ hours.

LIMIT OF WORK.—The meaning of words, phrases, sentences and paragraphs in the reading lessons of the Second Reader.

With books open write the answers of these questions in complete sentences.

1. Lesson XXVI, page 73.  
(a) 3rd paragraph. Write in your own words two statements that show that the lion is very strong.  
(b) 4th paragraph. Why do the men not make the "great noise" in the day time?

2. Lesson XXXII., page 89.  
(c) Read the first four paragraphs and then write in your own words four respects in which the tiger resembles the cat.

(d) 5th paragraph. Relate an incident that shows the tiger has a very rough tongue.

(e) Explain  
"mane," page 91, line 6.  
"native," "line 10.  
"jungle," "line 13.

(f) Page 91, 3rd paragraph. What shows that the tiger is a more dangerous animal than the lion?

3. Lesson XL., page 114. 1st stanza.  
(g) What is meant "by a peaceful even" ?  
(h) Page 115. Copy the following, supplying the blanks:

May was a winsome \_\_\_\_\_; she had red \_\_\_\_\_, and a \_\_\_\_\_ ribbon tied as a sash over her white \_\_\_\_\_. May had \_\_\_\_\_ dolls. She asked her grandmamma \_\_\_\_\_ questions; the first one was "\_\_\_\_\_?" and the last one "Did you \_\_\_\_\_?" May calls her kitty \_\_\_\_\_, and she goes to bed at \_\_\_\_\_.

(i) Quote the line that tells what grandmamma was doing while May was rocking her two dolls.

(j) Page 115. 4th stanza. "May put her dollies away." Away where?

(k) Copy the lines that tell what May and grandmamma are doing in the picture.

4. Lesson XXXVIII., page 106. Complete the statements:

This page 106 down to "other articles" contains \_\_\_\_\_ paragraphs, and these \_\_\_\_\_ paragraphs contain \_\_\_\_\_ sentences. The first sentence tells \_\_\_\_\_ &c

The second sentence tells \_\_\_\_\_ &c. Continue numbering the sentences and telling what the subject of each is as far as "many other articles."

Maximum, 91 marks; count 75 marks a full paper; 18 minimum to pass. Full value ought not to be given for any answer unless it is carefully written in a correct and complete sentence, correctly spelled.

COMPOSITION.

2ND TO 3RD CLASS.

Time, 1 3/4 hours.

LIMIT OF WORK.—The simple sentence, oral and written, continued. Changing affirmations to negations or interrogations, and *vice versa*. Supplying ellipses. Writing in sentences the meanings of words or phrases. Capitals and punctuation marks—period, interrogation, and quotation. Sentences containing given words. Themes of a limited number of sentences when the topic for each sentence is prescribed. Short descriptions of pictures, objects or acts; reproduction of very short anecdotes, and of the subject matter of the reading lesson, according to topics prescribed by the teacher.

Insist on neat legible writing, and complete sentences. One mark off for every mistake in spelling.

1. Blow, baby, blow, make the windmill go,  
Puff the sails with might and main; round they go and round again.  
Baby's mill is but a toy, yet it gives him endless joy.  
So blow, baby, blow, make your windmill go.  
Up yonder on the hill stands the real mill;  
Baby from the garden wall, loves to watch the rise and fall  
Of the sails, as round they pass, casting shadows on the grass.  
So blow, breezes, blow, make the windmill go.

(a) Try to make a picture of a windmill.  
(b) Write in your own words the subject matter of the verses, telling how many windmills are spoken of, what makes each go, what baby loves to watch, etc.

2. Copy the following letter, keeping the arrangement used here, and putting in the (nineteen) capital letters and correcting any other errors;

st ives, 9th of april, 1890.  
my dear sister,  
i have had a very pleasant visit here, but i am so anxious to see you all at home that i shall be glad when next tuesday comes. uncle george will drive me to kelley's siding in time for the forenoon train and i expect charlie will drive over to dorchester station to meet me at the train that leaves london at 2.20 p.m.  
with love to all at home, i remain  
your affectionate sister,  
jessie.

3. Write a composition on Bread. Arrange your thoughts under the following topics:

What made from,  
How made,  
Uses.

4. "Not I," said the sheep; "Oh, no! I wouldn't treat a poor bird so."

(a) What is the name and use of the pairs of commas enclosing *not I*?

(b) What is the name and use of the mark after *no*?

(c) What is the name and use of the mark between *n* and *t* in *wouldn't*?

5. Write two sentences showing different meanings of the words:

(a) post,  
(b) match.

6. Write these lines as two stanzas of poetry, with a capital at the beginning of each line of verse, supplying the words left out:

(1) Welcome \_\_\_\_\_ robin with the scarlet \_\_\_\_\_,  
In this stormy \_\_\_\_\_ cold must be \_\_\_\_\_ nest.  
Hopping \_\_\_\_\_ the threshold picking up the \_\_\_\_\_,  
\_\_\_\_\_ knows the children love him when \_\_\_\_\_ comes.

(2) Is the story true, robin, you were once so good to the little orphans sleeping in the wood? did you see them lying pale, and cold, and still, and strew leaves about them with your little bill?

Maximum, 81 to 91; count 75 a full paper; 18 minimum to pass.

English.

SHALL WE "MOTE" OR "SCOON?"

LORD BURY has appealed through *The Times* to the public for a new word to signify progression by electricity, in anticipation, we suppose, of a largely increased use of electrical conveyances. The public responded readily, and no less than 140 suggestions, out of a still larger number sent, have since appeared in *The Times*. "Trice" and "mote" were the favorites, though there was very little agreement among the contributors, each being anxious to have the honor of finding the word himself. The product of their joint activity is certainly astonishing, in more ways than one. The following specimens are taken from the word "electric":

electre	electriate	electrofare
electrize	electram	electrogress
electricize	elact	electrospeed
electricit	elb	electripede
electrify	electromote	electride
electrate	electroforce	

It is also suggested that we should "elk" or "elkt," and "lect" or "lecter" or "lectron," but formations from the last syllable of electric are more popular, such as:

tric	trize	trek
trice	trise	tric-trac

"Mote" from "motion" is very popular, other variants being "moto" or "motor." The suggestion that the word should be formed from some great electrician's name is responsible for the following:

to watt	to far	to tim
to franklin	to coulomb	to locre
to ampere	to morse	
to faradate	to joule	

"Tim" and "locre" are absurdly derived from old Timalus of Locri, who is believed to have had some faint knowledge of electricity. We are also invited

to volt	to volatize
to volize	to volate

In the great array of nondescripts are ordinary words such as "run," "fare," "speed," and extraordinary ones such as "bijling" (from the Hindustani word *bijli*, "lighting,") "veil," and "twink." Also the following:

squirm	spin	coil
curr	spurt	magnet
scint	spark	pole
slick	gleam	pile
flic	flash	dyno
burr	drome	circuit
buzz	pelt	vect
simmer	ohm	amberspank
swish	amber	

No wonder Lord Bury is "greatly alarmed" at the stir he has "unwittingly created." He sums up the numerous recommendations by saying that evidently no tolerable word can be coined out of the noun electricity. To cut the matter short, he intends provisionally to use, or rather, to continue the use, of the verb "to motor," but will hold himself ready to change if a better one "catches the public ear," and adopts it with the full consciousness that "motor" will probably be shortened to "mote." A late but likely suggestion by Professor Skeat, the eminent philologist, is to take the verb "to scoon" to express, not exactly, but with sufficient approximation, "to travel by electricity over

the surface of water." The word, he says, is not new, but is the root of schooner, though that word is always misspelt with an "h." If "scoon" were adopted we might have "scoonship" for the new kind of vessel. The choice seems, therefore, to lie— if authority can settle it—between "moting" and "scooning," the which we shall do either in an "electro-motor" or a "scoonship." — *Christian World*.

CORIOLANUS.

No. II.

A. EXPLAIN the meaning, give the connection and name the speaker of:

- "Hot wine with not a drop of allaying Tiber in it."
- "If you see this in the map of my microcosm"
- "I tell you he does sit in gold, his eye Red as 'twould burn Rome."
- "I muse my mother Does not approve me further."
- "Has the porter his eyes in his head that he gives entrance to such companions?"

B. Quote the speech, "O Marcius, Marcius! Each word, etc."

C. "I am glad thou hast set thy mercy and thy honor At difference in thee; out of that I'll work Myself a former fortune."

- Identify the persons meant by *thou* and *myself*.
- How have mercy and honor been set at variance?
- How is the prediction fulfilled?

D. Quote all the words attributed to Virgilia and her son.

11. What light do these words throw on Virgilia's character and disposition?

E. Enumerate a few of the comic passages in the play, and also a few that are pathetic. Quote as far as you can.

F. Arrange in groups and sub-groups the characters of the play so as to exhibit the symmetry.

G. Outline the action of the play so as to develop the dramatic balance. Arrange this on the page in diagrammatic form so as to put the centre-piece of the plot in the middle with the subordinate parts grouped around it.

H. Write a note on "the tranquillizing close" of the drama, and explain why the reader is satisfied with the ending. C.C.

BYRON.

1. IN what respects do Cantos III. and IV. rank above the preceding cantos?

2. Quote the sonnet, and give an account of the form and history of this species of poetry.

3. What is the chief beauty of each of these poems? (C. H. and P. of Ch.) What are the weakest points in each? What elements have they in common?

4. Quote the stanza "What next befell me, etc." and specify a few of its merits.

5. Explain the meaning and state the connection of the following lines:

Thou sat'st with Thrasylulus and his train,  
The Queen of tides on high consenting shone,  
Like to the apples on the Dead Sea's shore.

6. Who were Byron's literary contemporaries? For what special qualities is Byron's poetry valued?

7. Give the main divisions of poetry, and classify C. H. and the P. of Ch.

8. Point out the connection of each poem with the author's experience, and state the general purpose of each poem.

9. Who were Byron's masters in the poetic art? Give examples of passages containing traces of their influence.

10. Quote as many lines of Byron's poetry as you can, and name the poem from which each quotation comes. C.C.

THERE'S nothing that allays an angry mind so soon as sweet beauty.—*Beaumont and Fletcher*.



# The Educational Journal.

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## TEACHERS' CONVENTIONS.

East Bruce, —, May 15th and 16th.  
Brant, —, May 15th and 16th.  
West Bruce, —, May 22nd and 23rd.  
North York, at Newmarket, May 22nd and 23rd.  
Lanark, —, May 22nd and 23rd.  
West Huron, at Exeter, May 22nd and 23rd.  
South Grey, at Durham, May 22nd and 23rd.  
Elgin, —, May 22nd and 23rd.  
Carleton, —, May 29th and 30th.  
Dundas, —, May 29th and 30th.  
South Simcoe, at Alliston, May 29th and 30th.  
Ontario, at Port Perry, May 22nd and 23rd.  
Frontenac and Kingston, at Kingston, May 22nd and 23rd.  
North Huron, at Seaford, May 22nd and 23rd.  
Prince Edward, at Picton, May 29th and 30th.  
West Grey, at Owen Sound, May 29th and 30th.

## \* Editorials. \*

TORONTO, MAY 15, 1890.

### PUBLIC VS. PRIVATE SCHOOLS.

FROM the last report of the Commissioner of Education in the United States, it appears that in the older States there is going on a gradual transfer of pupils from the Public to the private schools. This is evident from the fact that the increase in the enrolment of scholars for the year under review (1888) does not keep pace with the population of school age. In the year 1887-8 only 20.10 per cent. of the total population was enrolled in the Public schools, whereas the percentage for the previous year had been 20.38 per cent. That this is not owing to some exceptional cause affecting that particular year, is apparent from another fact, viz., that during the decade ending in 1887 there was a decrease in the enrolment in the Public schools of all the States, except those of the South Atlantic sea-board and south central areas.

The Commissioner says that "the circumstance is of great significance, and demands the greatest consideration." To our thinking it is

simply the result of causes whose operation is both easily foreseen and inevitable. These causes will produce similar results in the course of time, wherever free schools are established in a young and growing community. It is no doubt largely, though by no means wholly, due to the tendency towards separation into social strata, which is observable in every community as it grows older. This tendency is greatly strengthened, and its action accelerated, in the United States, by the rapidity with which wealth is accumulated.

Another cause, as pointed out by some of those who have discussed the question, is to be found in the fact, that as parents attain better circumstances they begin to cherish higher ambitions in respect to their children, and desire for them advantages which are not to be had in Public schools, such as instruction in particular subjects by teachers specially qualified. They also begin to see, though we are often surprised to find that this view is not more prevalent and influential, that there is necessarily a great waste of time in the Public schools, owing to the unwieldy size of many of the classes, which reduces individual teaching, the only really effective teaching in the earlier stages, to the minimum. The fault is not in the Public school teachers. Probably it is not even in the system, for pecuniary and other conditions make it simply impossible for the average school to have the number of teachers and subdivision of classes which are indispensable to the best educational work. The result follows, nevertheless, that in very few cases does the pupil make anything like the progress in development that he is capable of making under more favorable conditions.

There is still another motive, more powerful with many parents, and, perhaps, more commendable than any of the forgoing, which goes far to account for the tendency under consideration. The Public schools are for all classes. They would fail in one of their most important functions if they did not embrace the children of the very lowest orders. But many of these children are not only almost wholly destitute of home training in manners and morals, but have grown up amidst surroundings and under influences of the most objectionable character. It is, perhaps, no fault of theirs if they have become familiar with language and with ideas of which those who have been nurtured in Christian homes are happily ignorant, and of which it were well that all children were ignorant, on the sound principle that "Where ignorance is bliss, 'tis folly to be wise."

Can parents who prize purity of mind and morals in their little ones above all intellectual qualities, be blamed if they are unwilling to let them run the risk of daily contact, in their tender years, with the prematurely old, and often precociously vicious children, whose hours out of school are spent in an atmosphere reeking with filth and profanity? As good citizens they are glad to contribute their share to the support of the Public schools, and to aid their noble work in every way in their power. But they object to

expose their own loved ones to the danger of moral infection. To this more than to any other cause is, we believe, due the tendency to the increase of private schools. It is a pity, perhaps, that it should be so, but we see no help for it. We believe that it is a tendency which will increase rather than diminish as the years go on.

### THE CASE FOR THE CANE.

IN another column will be found an extract from a recent address by Dr. Abbott, an English teacher and head-master, whose high repute is thought to entitle him to be regarded as an authority on educational questions. To one who fails to take into the account the intense conservatism of certain classes in England, the fondness with which teachers, editors and many other educated men cling to the cane as an educational implement must be truly astonishing. In regard to it, early familiarity does not seem to have bred contempt. Can one in a hundred of thoughtful men recall the feelings and impulses which were evoked by its application to different parts of his anatomy during his school-boy days, and really persuade himself that he was improved either intellectually or morally by the process? For our own part—and we appeal to those of our readers who may have passed through a school of the old-fashioned sort, where the use of the cane, or ferule, or cat-o-nine-tails, or possibly the raw-hide, had a prominent place in the daily programme, if their experiences do not warrant the same conclusion—both observation and experience have convinced us that in at least nine cases out of ten, the moral effect of the infliction was bad and only bad. Instead of contrition or sorrow of the kind that works reformation, the feelings aroused were anger, hatred, a sense of injustice and a desire for revenge.

As a specimen of argument what can be weaker than Dr. Abbott's reasoning in the passage quoted:—

"Caning brutalizes a boy,' people say. I do not believe it does unless a brute holds the cane. But if it did, bullying, falsehood, dishonesty and indecency do worse than brutalize him; and not only him, but also the innocent companions among whom he is spreading the infection of evil habits."

Was there ever a more glaring *non sequiter*? The whole force of the argument rests upon the unproved and unprovable assumption, that the use of the cane cures bullying, falsehood, dishonesty and indecency, and that no other and better means of curing these grave immoralities is available. Think of flogging as a cure for bullying? This is applying the homœopathic principle, *similia similibus curantur*, with a vengeance. We are inclined to think that to an unprejudiced observer, the operation, as usually performed, would seem much more like an object-lesson in bullying than a cure for it. As to the vice of lying, it is probably oftener the result of fear, and especially of dread of bodily suffering, than of any other cause. Is there not something inherently illogical, if not absurd, in supposing that these and other vices such as

those above named can be cured by such a process—that moral faults can be eradicated by physical appliances?

We are aware that many of our readers, for whose opinions we have the highest respect, do not agree with us in regard to this matter, though we are glad to believe that corporal punishment in schools is steadily declining in Canada, and that in very few of our schools is it now resorted to with anything like the frequency which is the rule in most English schools. We have no wish to urge our views upon our readers, save by fair argument. For the sake of brevity we will put some of the reasons which seem to us fairly conclusive, in a somewhat didactic form, though we are not partial to that way of putting things.

In the first place, let it be borne in mind that we do not object to corporal punishment *per se*. We believe that in the years of infancy and early childhood, before the moral sense is sufficiently active to be appealed to, it is, in most cases, necessary and may be salutary. But its main use should be to enforce obedience to lawful authority, and it should never be administered save by the hand of a parent, or one who stands to the child in the place of a parent—a relation which, in our opinion, does not belong to the teacher, and which he has no right to assume. The true end of all punishment of children should be their moral good. But we hold it capable of demonstration that it is essential to its salutary moral effect that there be mutual love. The parent's love for the child and the child's love for the parents are the consecrating and saving influences. Self-sacrifice is the law of the moral universe. The one that inflicts the pain must suffer deeper pain in the act, in order to make it morally efficacious. This will perhaps seem to many like over-straining the point. Let us then simply say that stripes inflicted by an unloving hand, rarely, if ever, can produce a good moral effect. But in how many cases does the wielder of the cane feel anything like love for the victim at the moment? Is not the impulse in nine cases out of ten the very antithesis of that benign emotion? If genuine love wrought its work previous to the caning, would not the caning as a rule be unnecessary?

But this is, some one will say, too transcendental. The school is a very practical affair. What is to be done in the case of the graver offences? How are the rude and disobedient and vicious to be made subject to discipline, so that the work of the school may go on, and the influence of a pernicious example be prevented or counteracted? Well, it would take too long for us to tell just now how we think this could be done. There must be, of course, a means of getting rid of the absolutely incorrigible, but our school law provides for that. The best proof that the thing can be done is that it has been done and is being done every day in hundreds of the best schools in America. Dr. Abbott is almost forced to admit this, when, referring to the cases in the United States in which flogging is forbidden by law, he queries "whether the

teachers themselves acquiesce in the restriction; whether they are satisfied with the tone and morality of their pupils as well as with the outward order and discipline which favorably impress Mr. Fitch." "Outward order and discipline" is a suggestive phrase. Did it not occur to Dr. Abbott that this "outward order and discipline" is the chief thing, if not the only thing, that the physical force method is able from its very nature to secure. The intellectual and moral influences and motives which the teachers in question are obliged to substitute for those of physical pain and dread, must evidently fail here, if anywhere. The fact that they secure the "outward order and discipline," is proof that they reach the inward source of the trouble; for they, by their very nature, must work from within outward. The radical defect in the method to which Dr. Abbott clings is that it aims only at affecting conduct, not character. The true psychological and moral method affects conduct through character. The one appeals to the very lowest, or at least one of the lowest of motives, physical fear; the other can be effective only as it appeals to a higher or to the very highest class of motives. As to the acquiescence of the teachers, we venture to affirm that if Dr. Abbott could interrogate those who have successfully discarded corporal punishment, he would find them not only acquiescent but enthusiastic in praise of the more excellent way, and disposed to regard the method he approves as a relic of a less enlightened age. To them it is a source of unceasing wonder how a person of culture and refinement can consent to enter the teacher's profession, so long as he regards it as a part of the duties of that profession to wield the cane or the cat. Their experience will have taught them to regard it as one of the highest recommendations of the system under which corporal punishment is forbidden, that it compels the teacher to seek other and higher governing forces than that of physical fear. And those that seek shall find.

Progress is being made even in England. Dr. Abbott says nothing of the beneficence of the cane as an instrument for compelling study, and a terror to the boy who fails in his lesson. Yet that was, and no doubt still is, one of the chief uses to which this magic wand is put in many a school. Something is gained when its apologists find it necessary to shift their ground and defend its use merely as a deterrent from moral delinquencies, or, as Dr. Abbott seems to imply, an instrument of moral regeneration.

THE April number (No. 46) of the *Riverside Literature Series* (published quarterly during each school year, at 15 cents a single number, by Houghton, Mifflin & Co., Boston), contains Old Testament Stories in Scripture Language, from the Dispersion at Babel to the Conquest of Canaan.

To hold one's self with perfect restraint under severe temptation and provocation, is one of the greatest of moral achievements, and any game which tends unmistakably to develop such an ability cannot be regarded as destitute of moral power. —Charles Kendall Adams, in *Forum*.

## \* Literary Notes. \*

AMONGST the contributors to the May *Chautauquan* are Edward A. Freeman, the eminent English historian, and Principal James Donaldson, LL.D., of the University of St. Andrew's, Scotland, whose themes are respectively "The Making of Italy" and "Roman Morals." The list of writers is as usual large and able, and the topics embrace a wide and interesting field including "Life in Modern Italy," by Bella H. Stillman; "Italian Literature," by Prof. Adolfo Bartoli; "The Servian Kingdom," by Albert Shaw, Ph.D.; "The Moral Teachings of Science," by Arabella B. Buckley; "A Critical Estimate of the Poetry of Tennyson," by John Vance Cheney, and many others. C.L.S.C. Students will find in this number the list of graduates of the class of '89.

THE novelette in *Lippincott's Magazine* for May is entitled "A Sappho of Green Springs," and is by Bret Harte. Amongst other articles of interest a number of amusing blunders and slips of the tongue are catalogued in "Putting one's Foot in it," by William Shepherd. Julian Hawthorne, taking for his text Fernand Lagrange's work on exercise, which has been translated into English under the title of "Physiology of Bodily Exercise," gives some excellent and practical hints regarding physical exercise under the head of "Some Physiological Revelations." George Morley writes of "Shakespeare's Birthday" and of the celebrated festivals held on that day. Prof. W. H. Johnson takes up the cudgels in defence of a collegiate education in an answer to D. R. McNally's article published in a previous number, "Does College Training Pay?"

THE May number of *The Popular Science Monthly* has for its leading article a vivid portrayal of the character of Edward Livingston Youmans, the founder of the *Monthly*, and of his work in popularizing science and the evolution philosophy in America. In this number, also, are printed the opening chapters of one of the uncompleted parts of Mr. Herbert Spencer's system of philosophy, dealing with morality, under the general title "On Justice." "Sumptuary Laws and their Social Influence" are treated by Dr. William A. Hammond. Mr. George W. Beaman contributes a careful comparison of "Secondary School Programmes—French and American" from which he concludes that the courses of study in our high and preparatory schools must be more distinctly specialized before they will yield satisfactory results. Other articles of interest complete the number of this useful Magazine.

CANADIANS interested in current politics and tariff questions will turn first on opening the *North American Review* for May, to Sir Richard Cartwright's article on the effects of the "National Policy" in Canada. In "A Few Words on Colonel Ingersoll" Archdeacon Farrar makes an eloquent and caustic reply to Colonel Ingersoll's recent papers in answer to the question "Why Am I an Agnostic?" The Archdeacon is of opinion that Colonel Ingersoll is "a master in undemonstrated dogma," and that his articles are full of "immeasurable confusions." Professor Goldwin Smith writes entertainingly of "The Hatred of England," showing the total absence of any basis for the existing Anglophobia. In "Soap-Bubbles of Socialism" Professor Simon Newcomb attempts to prick some of the socialistic fallacies that are widely prevalent at the present time. His article is praised by some, but pronounced monumentally weak by others. There are several other articles of considerable interest, and more than the customary space is given to Notes and Comments.

## School-Room Methods.

## FALSE SYNTAX.

Children who constantly hear at home such expressions as "I didn't do no such thing," "Give me them scissors," persist in using false syntax in spite of the most careful drill the Public school teacher can give in technical grammar.

To render such pupils familiar with correct forms, take time for such an exercise as this. Write on the board,—

The ink is——. Then ask your class to decide whether *froze* or *frozen* is necessary to complete the sentence.

Deal in the same manner with the following sentences :

1. She asked (you and me, or you and I?) to go.
2. (They or them?) that honor me I will honor.
3. (Is or are) the scissors sharp?
4. (Them's or those are?) pretty good apples.
5. We have (went or gone?) far enough.
6. (Him or he?) and I are going home.
7. They (seen or saw?) us coming.
8. He hasn't done (nothing,) with it.
9. This (here) sum (aint) correct.
10. I (lay or laid?) down to rest.

—S. W. Journal of Education.

## IN THE CLASS ROOM.

## PRACTICE IN USE OF PRONOUNS.

PLACE these pronouns on the blackboard in a vertical column, the objective forms being placed in another column to the right. The grouping of like forms will lead the pupil to associate those having similar uses and thus prepare for the unconscious generalizations that are sure to be made by all intelligent children. O. e. good way to teach the correct use is to use blanks similar to the one given below. These should be made with great care, so as to present the constructions in which mistakes most commonly occur. Prof. S. Y. Gillan, of Milwaukee Normal school, made the sample given below, and used it in his institute work. Very few teachers in any institute were able to fill it out correctly. Of course it is too difficult for young pupils.

Another good way to lead pupils to use these pronouns freely, naturally and correctly is to have them write personations, using *I, he, she* or *they*, instead of the name. Those given below were prepared as compositions by pupils of twelve years. A pronoun is given to the entire class, and each one is at liberty to personate a person, an animal, a country, a city or any object of interest. Have some pupils copy their compositions on the blackboard, while the rest read theirs. Each personation is read from the board by its owner, while the teacher and the other pupils note the spelling, punctuation, use of capitals, clearness of expression, etc. To vary the exercises, have some other pupil read the same personation, changing the person of the pronoun. For instance, in "A Great Queen," change "she" to "I." Have similar sketches written, using nouns, and then have the pupils quickly substitute pronouns for nouns.

Another way to secure habits of correct usage is to read quickly such sentences as: "Mother says that Bert and —— and —— and —— may go." Then have a pupil repeat promptly, inserting the pronouns you indicate with the pointer. If he selects the wrong form call on another, without telling just where the mistake is. When this sentence has been mastered, give another. Allow no dawdling. A concert review of the lesson sometimes serves to impress the lesson. Let the pupils prepare similar blanks as tests.

Fill each blank in the following sentences with one of these words: "he," "she," "him," "her," "I," "me."

1. She says that you and . . . . may go.
2. Let not him boast that puts his armor on, but . . . . that takes it off.
3. It will make no difference to either you or . . . .
4. . . . that cometh to me, I will in no wise cast out . . . .
5. Who ate the oranges? It was . . . .

6. You and . . . . and . . . . will manage the affair.

7. If I were . . . . I would resist.

8. Was it . . . . that I saw? No it was . . . .

9. Will you let Mary and . . . . go home?

10. When you saw . . . . and . . . . we were walking.

11. May . . . . and . . . . read this letter.

12. She wants . . . . and . . . . to be prompt.

13. Oh no, my child, 'twas not in war;  
And . . . . that kills a single man,  
His neighbors all abhor.

14. Look at Lucy and . . . . ; we are running

15. If you will let George and . . . . sit together we shall be quiet.

16. It is neither . . . . nor . . . . that is wanted.

17. . . . that overcometh will I make a pillar in the temple.

Fill the following with "we," "us," "they" or "them"

18. That is wholesome doctrine for . . . . Americans.

19. It is not . . . . but . . . . whom he seeks to please.

20. Did you say that . . . . or . . . . were chosen?

21. She told Helen and . . . . boys to speak plainly.

22. Let none touch it but . . . . who are clean.

23. It was . . . . whom you saw.

24. Could it have been . . . . who did the mischief.

25. Whom did she call? . . . . girls.

Fill the following with "who" or "whom."

26. He knew not . . . . they were.

27. He married a French lady . . . . they saw was very witty.

28. . . . do men say that I am?

29. I see the man . . . . I think is to make the speech.

30. . . . is it you wish to see.

31. . . . He is not the man . . . . I supposed he was.

32. . . . do you wish to see?

33. She is a lady . . . . I know will interest you.

—The School News

## A TEN MINUTE EXERCISE.

WRITE single words or expressions for each of the following groups :

Wheat, oats, barley.  
Potatoes, onions, celery.  
Mustard, ginger, pepper.  
Pens, paper, lead-pencils.  
Iron, lead, tin.  
Tweed, flannel, print.  
Hawks, eagles, condors.  
Cheese, butter.  
Coffee, sugar, tea.  
Camel, ox, goat, sheep.  
Wood, coal.  
Beer, tea, water.  
Powder, shot, cartridges.  
Waggon, cutter, sleigh.  
Rifle, revolver, gun.  
Coffee, tea, kerosene, cider.  
Kindness, benevolence, truthfulness.  
Drunkenness, murder, theft.  
Tables, chairs, stoves.  
Chess, quoits, croquet.

—Central Sch. Journal.

## TEACHING PERCENTAGE.

HAVE a thread or string with one hundred buttons on it. Call up a pupil and ask him to give you 6 per cent. He will immediately count off six of the buttons. Then call for 7 per cent., 8 per cent. and 10 per cent. Have one hundred strokes made on the blackboard, or on the slates, and go through the same exercise as before. Let this be done by the pupil until he becomes familiar with the fact, by *seeing* it and *doing* it, absolutely that 6 per cent. means six out of one hundred things.

First the pupil is taught to write per cents. He writes in three forms: 6 per cent. is 6·100, is '06; 8 per cent. is 8·100, is '08.

Now the teacher proposes: What is 6 per cent. of 12? Reason thus: 6 per cent of 100 is 6; of 1, '06; of 12 it is 12 times as much, which is '72.

Or use concrete numbers. What is 6 per cent. of \$30? 6 per cent. of \$100 is \$6, of \$1'00, \$'06; of \$30, \$1'08.

A step in advance of this is taking what we may term "fractional per cents." such as 8½ per cent. 8½ per cent. is 8½ hundredths, is '085.

9½ per cent. is 9½ hundredths, is '095.

Here the teacher gives the left hand number and the pupil gives the other two forms. Then give an example. Thus, what is 12½ per cent. of \$10,00? 12½ per cent. in a decimal form is 125 thousandths; as it is '125 upon one, upon 10 it will be ten times as much, or \$1'25. Many other exercises may be given. For example, let a pupil measure the length of a blackboard; suppose it to be four feet. Let him ask one pupil to find 50 per cent. of this, another 7 per cent., another 10 per cent. Let the teacher exhibit a silver dollar. Ask one what is 5 per cent. of it, another 8½ per cent. of it, etc.

Let the weight of some object be determined. Suppose it be 4½ lbs. Ask one what is 7 per cent. of it, etc.

In this way the meaning of percentage may be impressed deeply and permanently.—Teacher's Institute.

## AN HISTORY METHOD.

BY F. A. VERPLANCK, Thomaston, Ct.

EACH class cannot be equally interested in the subject of history. Individual members of every class find the subject dry and tax the teachers' powers of arousing interest and enthusiasm. A change of method is often beneficial. The following has been used with success.

Have the name of each pupil in the class written on a card. Place these cards face down upon the desk in sight of the class. Taking the top card ask the pupil whose name appears, to read the first paragraph of the advance lesson. Be sure the reading is done so as to bring out the thought, and so that each member of the class can hear and understand. Ask a pupil to explain some point in the paragraph. Perhaps he cannot. Then ask for volunteers. This will give the class an opportunity to show their general information, a chance which they are never slow in improving. The pupils should be made to feel that it is not a disgrace not to know since the lesson is advance work, but that the object is to get all the information possible on the subject from each member of the class. At last, explain carefully and freely the whole paragraph, showing clearly its connection with what has gone before.

The teacher should have additional points that would not be brought out by the class, for with the teachers the lesson should not be advance work. Or, perhaps, assign points to members of the class to look up and report upon, and reserve your explanation until all the information available has been brought in. Call by card a second pupil for the second paragraph, and as above consume about two-thirds of the recitation hour.

Now ask a pupil what he considers the most important point of the lesson. He may not pick out the correct one. Ask him his reason for choosing this one. Ask a second boy for the central point and his reasons. Ask the first boy to object to some reasons given by the second. After a short discussion come to a decision, and give fully your reason. Thus build up by judicious questioning, and put upon the blackboard an outline of the lesson. Connect each day's lesson with the outline of the previous lesson. From time to time, make a new outline, necessarily short, embracing the whole subject studied thus, keeping the whole fresh before the class and showing them that history is not a compilation of isolated facts but a development and growth. You can not review too much, and pupils should be made to feel that it is a disgrace for them not to know points that have been fully discussed and studied.

Teachers may find this method a pleasant change, and especially valuable to those pupils, "who do not like history anyhow." As for the others of the class, they have had a lesson in reading, of value for the subject matter was new; a friendly debate; a lesson in logical deduction thereby teaching them to think and training their reasoning powers; they have learned to arrange a topical outline of their work, and in addition to all this, a lesson in history that has not been tedious.—Popular Educator.

## ✽ Correspondence. ✽

To the Editor of the EDUCATIONAL JOURNAL:

In accordance with the request of the author of the correspondence headed "Hardships of the Country Teacher," I am willing to acknowledge that I work from the time that I enter the school room until I leave it, and then have to go away feeling that my work has been slighted in spite of my efforts.

But I would refer chiefly to that text book in History.

In the training school I was taught to take up history by talking to the children about it, and then questioning to test their memories.

True this is the only method practicable at present. But does it not require more time than the country teacher can afford to give to that subject? And is it not making the pupil a receptive rather than a constructive organism, when carried so far as to discard the text-book? And is not this a violation of the principles of education?

Very few children have the privilege of reading any text-book but that which is authorized. Indeed they are not allowed to read any other in the school room; and the conscientious teacher scarcely dare require them to read that for fear of imbuing them with a hatred of history, which would be of life long tenacity.

Our writer says that the book requires translation before the children can understand it. He should not have forgotten to add that when translated it is very defective.

If it were not for this latter part we might pardon the historians for writing in an unknown tongue, seeing that they did not understand English.

Let me refer you to page 20, "While out hunting in the new forest, William was found dead." He must have been a tenacious hunter, or else the authors had in mind the words of the poet,

"As each by wildering fancy led,  
Still hunted in his dream."

Again, what is the meaning of the following: "A terrible *revolution* against a despotic monarchy," etc., etc.

But if we were to admit that the authors could write English; for an example of their historical ability look at page 46, where they say that the Duke of York was slain in battle, and on page 47 that he was executed. If "York," page 47, is a misprint for *Salisbury*, even then it is hard to reconcile the statements

Above all look at page 106, where they treat affairs in India. Here no connection is made between the atrocity of the Black Hole of Calcutta, and the Battle of Plassey.

These are merely examples of the unlearned and unlearnable, promiscuous jumble which the book contains; and which leads us as teachers to cry out in agony, "Give us a text-book in history."

—SUBSCRIBER.

To the Editor of the EDUCATIONAL JOURNAL:

SIR:—I have read, in your issue of April 15th, Perplexity's letter, and as he asks others to give expression to their thoughts on some of the subjects he touches on, I should like to add a few words.

I passed the professional examination last summer, and commenced teaching in January, with all the enthusiasm of one who meant to make his work a success in every point. I found in my Fourth class some pupils who had just passed the Promotion Examination, some who had passed six, twelve or eighteen months ago, and some who had tried the Entrance Examination several times. I thought it would be extreme injustice to combine all these in one class; so I divided them into Senior and Junior, and kept them separate in all their classes. This answered very well for about three weeks when several new children came, so that I had six different classes of children in First Book. About this time I had to commence a Fifth class. The consequence was that my plans for dividing the Fourth Class were frustrated. Before this I had had enough difficulty in teaching History, since while in training, at our County Model school none of us ever taught a History lesson, nor were we taught how to teach History. But now my difficulties were increased, since I had to make so many explanations, and make lessons so simple and plain for the Juniors that I feared the Seniors would think it mere baby-work and consequently lose all interest in the History lessons.

As regards our text-book on History I doubt if a worse one could have been "compounded," since it is a mere compendium of facts, expressed in such language that the pupils cannot make out what the authors "are driving at." I had one pupil who understood it so little that each night I had to go over with her the work of the next day, so that she might get some insight into the meaning of the work assigned.

But our text-book on History is not the only poor one. Take our text-book in Geography. Although I understand and appreciate the author's motives and the principles on which the work is based, I think the book is a failure. Perplexity's statement that it would require twelve hours each day to do the work required of the teacher will not seem so unreasonable if one examines the back of a school register and sees *what is required*. We teachers can utter our complaints but what good is coming out of it? Surely we, as a body, can do something that will help us out of our difficulties, since no efforts should be spared to make the teaching work as effective as possible.

"One who would like a way out of his difficulties"  
—N.M.S.M.

## ✽ Hints and Helps. ✽

### MISTAKES OF IMPATIENT TEACHERS.

"JOHN, less noise; be quiet!" and down comes the teacher's rule with a heavy knock. John looks at his teacher, then begins a louder noise in just five minutes. School closes and the teacher tries to think what mistakes she has made and why her school is always disorderly.

You command a boy to be quiet with a high, loud voice accompanied with a frown, and he will not be impressed favorably with your idea, especially if a hard wood ferule emphasizes your command.

How many times in a term do you take the trouble to speak pleasantly to your rudest, roughest boy?

Did you ever make a chance out of school hours?

Some day give him a specimen of your pleasant tones and throw in a sample of your choice smiles.

Impatience in a school room never wins attention or love.

How often have you censured a boy for what another one has done?

If a bright boy be censured unjustly he will see that you distrust him and he will be less anxious to merit your approval in anything. How easy it is for an impatient teacher to blame boys for lessons half learned, stop the recitation and scold the boy before the school. He doesn't like that, nor does he like you any better for doing it, so he secretly resolves that he won't recite another lesson for a week whether he knows it or not. Did you ever praise that boy when he *did* have a good lesson? Perhaps you passed approval, but told him that was what he should do every day, learn his lesson.

Where a scholar has a poor lesson praise those who *have* good lessons where the withholding of praise to the idle is like a reprimand to them.

To be sure there are always scholars who annoy and who try one's patience. Give such boys long, but not too difficult, lessons; give these mischievous ones extra work to do if it be nothing but some copying from a book you suggest.

Patience is the cry of our teachers. Every teacher has scholars who are not so quick, bright and intelligent as she is; yet, as she conducts a recitation, she appears to think all should answer as promptly as she could.

She suddenly turns to poor Mary and shoots a question toward her, and before Mary arranges an answer, with a startling suddenness, "Next" rings out from her lips, and the answer is hastily seized from another.

"Those who lag behind on a road where others are travelling are always in a cloud of dust." How dusty must be the brain of Mary then as the procession of questions races by her.

Again, the impatient teacher makes Jane's dullness more conspicuous by saying, "Think quick, Jane!" Give your scholars more freedom of thought.

One teacher may be one of the most intellectual individuals, yet she fails to interest her scholars.

She conducts a recitation in an impatient commanding manner. This is repellant. No scholar wishes the teacher to be a commander-in-chief or a brain-grinder.

Schools are not cramming shops where teachers are like ignorant tinkers, experimenting and spoiling these divine childish models. Give to these children the new and pleasing sensation of expressing an opinion of their own. They will think and express their thoughts if they find the teacher is patient enough to listen. If a teacher impress the scholars with her vast attainments, they will be discouraged. Long words sprinkled profusely in the midst of explanations only confuse.

Come to the school in a pleasant frame of mind, and instead of a stately tread to the desk and a command of "Order," speak to those mischievous boys and those rude girls pleasantly. It will not harm you, but the new sensation may be agreeable and pleasing to them. Less impatience and more love and sympathy—*E M Pomers, Milford, N. H., in Educational News.*

### SOME QUESTIONS FOR TEACHERS.

1. Do we know that faithful daily preparation is necessary to the best of work?
2. Do we know that illustrations should be plain and easily understood, but not bookish?
3. Do we know that mental food should produce mental muscle and not intellectual fat?
4. Do we know that every truth has limitations and that the wisest method may be used to excess?
5. Do we know that time spent in studying principles and history of education yields a large percentage on the investment?
6. Do we know that we cannot make the work interesting to pupils unless we have thorough, accurate knowledge of the subjects taught?
7. Do we know that we should be careful to utilize, as far as possible, both the good and bad answers given by pupils in the recitation?
8. Do we know that no time should be spent in telling pupils what they already know, or what they could find out by their unaided efforts?
9. Do we know that good recitations lessen the burden of government, beget enthusiasm and do away with the worry of teaching?
10. Do we know that corrections should often be given by leading the pupil by questions to see his error and to make his own correction?
11. Do we know that no teacher can be successful who does not realize the prime importance of securing the attention of the pupils during the recitation?
12. Do we know that we should angle with facts as bait to draw out of the pupils what we did not directly put in and what they did not know was there?
13. Do we know that the prime object of teaching is to train pupils to work for themselves, and that teachers who question well are those who give this training to pupils?
14. Do we know that we should never try to make our pupils and their parents believe that we are accomplishing more than we really are, or can accomplish?
15. Do we know that if we send our pupils out without a thirst for knowledge and a desire to study, to read, to think and learn all they can, our work is a failure?
16. Do we know that thoroughness does not consist in repeating and reviewing at stated times, but in careful, concise examination of each lesson and its relations as we pass over it?
17. Do we know that there are but few things so vicious as the attempt on our part to coax pupils' attention by supplying a perpetual fascination through devices, or by personal favor?
18. Do we know that some teachers who boast of long experience and who claim special privileges on account of it, violate almost every principle of scientific method of teaching?
19. Do we know that to secure and hold the attention of classes, that we must be earnest and animated; that we must thoroughly understand our work and present it in the most attractive manner?
20. Do we know that the teacher who carefully cultivates every faculty of his mind and who gives his time, his labor and his thoughts to his studies, and the best way of teaching them, is the one who succeeds?—*The Training Teacher.*

TRUTH hits the mark; falsehood rebounds and strikes him who utters it.—*Heinrich Byron.*

## Elocutionary Department

## INFLECTIONS.

BY R. LEWIS.

THE "Consensus of Educational Opinions," supplied by Mr. Clarkson in a previous number of the EDUCATIONAL JOURNAL, was, as the editor admitted, a "timely and useful article." The views thus quoted on the subject of imitation as indispensable to the instruction of the pupil cannot be disputed, and are in no way in conflict with the editorial comments which urge the necessity of "developing the intelligence" of the pupil. But, as Mr. Clarkson has stated, reading continues to be the worst taught subject on the programme of studies in the Ontario schools. It would be a libel on the character and ability of the teachers of the Province to attribute this failure to their negligence, or their ignorance of the subject matter of the lesson, or of the best methods of mental development for the pupil. There is no doubt that every qualified teacher faithfully and conscientiously aims at this order of development, in other words makes the pupils, as far as possible, understand what they are reading by questions and explanations necessary to a just comprehension of the thought presented. But that method alone, fails, because it is unaccompanied by the equally necessary vocal culture by which vocal expression is secured. It fails because the teacher cannot illustrate, cannot himself give the just vocal imitation; and it is no disparagement of his capacity to say he fails, because he does not know how to give it. He has not been taught. His ear has not been trained to distinguish the delicate variations which give expression to the speaking voice, and without that power no explanation of the lesson will succeed in securing a just expression in the reading of the pupil.

Another "heresy" is that of reading "naturally." The first and even advanced steps in the reading lesson present incessant difficulties to the learner. At first every word is a difficulty, and whenever new words appear new difficulties appear. Hence the habit strengthens of reading each word with emphatic, with equal force and similar intonation. The various improvements in this department of learning to read, especially those which aim at realizing the *thought* embodied in a group of words, diminish the tendency to monotony; but it is here especially that the principle of imitation presses its claims. Where every word is a difficulty, to read as we speak is impossible. Questions which bring out the printed expression in the learner's own words will aid; but that failing, the natural tones must be given by the teacher, and—the teacher must know how to give the natural tones.

The greatest difficulty for teacher or adult learner is to master the modulations of inflection, pitch and tone and inflection is probably the most difficult, and the most frequently required in good reading. But it can be mastered; and as no training of this kind is given either in Normal or any other of our schools, the improvement lies altogether with the teachers themselves.

*Inflections.*—These actions of the voice are variations of pitch, but differing in character from the variations of song in the following property: In singing the voice passes from one note or pitch to another with an interval or breath between. In speaking or reading the changes are as incessant as in music, but their compass is not so great, rarely exceeding five notes of the diatonic scale, and without any interval or break on each syllable uttered. The word "Amen" in the chorus of the *Messiah* abounds in variations of pitch on the sound *A* when sung; but although it may be made to slide up or down on that sound when spoken or read, there is no break in it, as in singing. Dr. Rush names the steps in singing discrete and those in speaking concrete sounds. The primary classes of the school room present the best examples in the talk of little children. Before bad habits and imitations of the wrong kind prevent the natural power they are infallible guides for pure inflections. Teachers and parents will hear every word given with admirable inflections, which, if preserved and developed, would ensure one of the first conditions of natural expression in reading. But whatever is done, or doctrine advanced, we shall never have expressive reading until the voice can be made to give all the variations of tone expressed in the term inflection, and the ear to perceive and guide them

notwithstanding the doctrine of a perfect knowledge of the thought to the contrary.

*How to practice for Inflections.* If the student understands music it will be a great help. If not, some familiarity with the musical scale of one octave will be sufficient for the end in view—the final mastery of inflections. A musical instrument will assist in this effort, but the best assistance will be that given by a competent voice or the slide produced on a violin. The practice from the lowest to the highest tone the learner can reach should be daily and constant. In this practice the learner must *slide* upwards from Do to Re, from Do to Mi, from Do to Fa, etc., then change to a downward course from the upper Do to Si, Do to La, etc. Great care should be observed to avoid any break in passing from one note to another, and in that direction a piano or a melodeon would be an imperfect guide. The next step would be to slide from the lowest note to the next note above it, and then return to the lower note, continuously; repeat the circle, but advance a note higher each exercise and return until the octave would be completed; as, thus, Do, Re, Do; Do, Re, Mi, Do; Do, Re, Mi, Fa, Do, etc., but carefully avoid any break in each circle, as already directed. In all these and similar exercises the learner must avoid singing tones, as the practice is for the development of the speaking voice. Vocalists who have been exercised in the musical practice only, fail to give the due inflections of expressive reading.

The reading exercises of the school offer ample practice to teachers and pupils for this most important function of the voice. The tendency of the young learner is to "drop" the voice when pausing or stopping. The "dropping" of the voice is not always correct; the completed proposition expressed in a few words has often so close a logical relation to the clause that follows that the termination simply requires a downward inflection, while the final close of a paragraph is indicated both by a falling inflection and a "drop," or in correct terms a slight descent in pitch of the final words or syllables. Special practice in this direction may be applied to the advantage both of teacher and pupils, until the ear, which is all along the safe guide for the reader, shall be as competent to judge as it is when cultivated in singing, by the youngest pupils in the school. Sample sentences in the primary Readers might be used for this purpose. Thus in Lesson X., Second Reader, if each pupil were directed to stop at the words "flag," "flaps," "flutters," "girls," each reader would probably "drop" the voice on these words quoted. This would be reading. If the teacher were to ask what the whole sentence stated about the "flag," and one child were to give the whole answer, the inflections would no doubt be natural and correct, if not read. Daily practice of this kind with question and answer and blackboard illustrations would aid the pupils in marking the distinctions of inflections by hearing them. Various forms of interrogations with answers, vocal and on the blackboard, would make the pupils expert and correct in their inflections, and unremittingly applied to the reading lesson would prevent that utterly expressionless reading that now marks the reading of the school room, the home and the church. The last named institution suggests another universal defect in reading poetry, especially sacred. All our clergymen and probably their hearers when ending the stanza give a mournful rising inflection to the last word of the last line, violating all expression and the sense of the passage.

In these remarks it must be remembered that we are dealing with reading only and not with speaking. Interrogations give excellent practice when reading them. There is a form of interrogation that ends with a rising inflection, and a form that ends with a falling inflection. When these different forms appear in the reading lesson, the teacher will find the natural rules in forming similar questions, as "Are you tired?" "What ails you?" etc. "Yes, I am tired of study."

The compound or circumflex inflections are of the first importance in the just expressions of passion, scorn, irony, doubt, etc. They are simply combinations of the rising and falling, and the falling and rising inflections. While the passage from a third to a first and a first to a third note of the gamut will indicate their course as in the simple inflections, they are not sung; they are slides. They are mechanical efforts of the voice, and in that view ought to be daily practised. The utterance of the thought or the emotion which they are

to represent, only can and ought to give them force, meaning and the beauties of expression; and the reader whose ear cannot distinguish these eloquent tones of the voice, and give them for imitation to the pupils, will utterly and inevitably fail to illustrate vocally what he may mentally conceive with vivid and truthful force.

The following suggestions by Mr. Smart, and quoted by Rev. J. H. Howlett, on "Reading the Liturgy," fully support these views: "Let it be the student's object to acquire the power of uttering one or other of the inflections at pleasure. This will at first be attended with no slight difficulty, though determined perhaps to use the downward inflection, the idea of continuation will proceed and cause him to use the other in spite of himself; being sensible of his failure he will make a second trial, and probably imagine because he has pronounced the word in a lower or softer tone that he has altered the inflection; this, however, does not necessarily follow, for the same inflection may be pitched very high or very low, and it may be altered very gently or very forcibly. To avoid these mistakes use the following form of a question as a test: 'Did I say strange or strange?' (or any other word respecting whose inflection there is doubt.) By this he will instinctively be impelled to utter the word first with an upward, then with a downward, slide, and to know by comparison in which manner he had previously altered it. After some time the ear will become familiar with the slides and the test may be laid aside. Having them now entirely at command, he must exercise his voice in carrying them as far as possible from one extreme to the other, something like a singer running the gamut from low to high, and from high to low. Let him also vary their motion, making them sometimes rapid and sometimes slow. This exercise will not only give the student a clear feeling of the tones he ought to use, but will add flexibility to his voice and remove from it any unpleasant monotony, for what is called a monotonous voice is not in fact a voice that never gets above or below one musical key, but which is incapable of taking a sufficient compass on its inflections."\*

## Teachers' Miscellany.

## "ENGLISH AS SHE IS SPOKE."

THAMES is pronounced Tems.  
 Bulwer is pronounced Buller.  
 Talbot is pronounced Tolbut.  
 Holburn is pronounced Hoburn.  
 Wemyss is pronounced Weems.  
 Knollys is pronounced Knowles.  
 Cockburn is pronounced Coburn.  
 Brougham is pronounced Broom.  
 Hawarden is pronounced Harden.  
 St. Leger is pronounced Sillinger.  
 Norwich is pronounced Norridge.  
 Colquhoun is pronounced Cohoon.  
 Cirencester is pronounced Sissister.  
 Grosvenor is pronounced Grovener.  
 Salisbury is pronounced Sawlsbury.  
 Beauchamp is pronounced Beecham.  
 Marylebone is pronounced Marrabun.  
 Abergavenny is pronounced Abergenny.  
 Marjoribank is pronounced Marchbank.  
 Bolingbroke is pronounced Bulingbrooke.

—Normal Herald.

## A LITERARY CURIOSITY.

IT may not be generally known to the reading public how much each individual letter of the alphabet is used. D, h, n, o, c and u are in third place as regards ordinary use: t, s, a, i and r are in second place, being used a very little oftener; l and m are in fourth place, with f, g, y, v, p and b close afterward; j and k are not common as compared with the rest, while z, q and x are used least of all. The letter e is in first place, being used far oftener than any other. The following poem, therefore, strikes the average printer as a decided curiosity, as e is not used at all. It can rank as a literary curiosity with those peculiar stories we sometimes see, in which every word begins with the same letter, though in style and merit it is far superior to them. The author is unknown:

\* Smart's Practice of Elocution.

John Knox was a man of wondrous might,  
And his words ran high and shrill,  
For bold and stout was his spirit bright,  
And strong was his stalwart will.

Kings sought in vain his mind to chain,  
And that giant brain to control,  
But nought on plain or stormy main  
Could daunt that mighty soul.

John would sit and sigh till morning cold  
Its shining lamps put out,  
For thoughts untold on his mind laid hold,  
And brought but pain and doubt.

But light at last on his soul was cast,  
Away sank pain and sorrow ;  
His soul is gay, in a fair to-day,  
And looks for a bright to-morrow.

—The Bizarre Notes and Queries.

#### LIFE AT AN OXFORD LADIES' COLLEGE.

A STUDENT at Somerville Hall, Oxford, thus describes the daily life of the students at that institution. Our readers will be interested in comparing it with life at women's colleges in Canada and the United States :

"Each student has a room to herself, which serves for both bed and sitting-room, and, of course, every one tries to make her room look as little as possible like a bedroom. The bed is covered with drapery, cretonne, etc., down to the ground, and makes a very comfortable sofa ; underneath it are kept the bath, jug and basin, so that our rooms really look very little like bedrooms. Some of us go to lectures at the colleges, and some to lectures for students only. You know, of course, that we are able now to go in for the same examinations as the men, so we have to do the same work. I will try to give you some idea how we spend the day. We have prayers and breakfast at eight, and afterwards go into the drawing-room and read the paper and talk, or stay in the dining-room (which is the library also), and begin our work. At 9.30 we go to our rooms and light our fires, which have been laid, or begin work, or go to lectures. Lunch is from one to two ; we go in and help ourselves, and come out when we like ; it is a very informal meal. After lunch we go for walks, play tennis, pay calls, etc., till four, when there is afternoon tea in the drawing-room ; after that we work till seven, when we have dinner. Then we stay in the drawing room till eight, and if there is any society, Browning or Literary, it is held then ; otherwise we go to our rooms. From ten to eleven is the time for visiting each other, and giving cocoa parties (they are *suck fun*). We do not have pianos in our rooms but hire one for practising, and arrange our special times ; and there are also two pianos belonging to the hall, but they can be used only between lunch and tea, while the other can be used all day, as it is in a room apart. 'Freshers' do not entertain the first term, but are invited out by the old students. Tea-parties are rather more formal than supper-parties, to which we generally go in dressing-gowns. There is generally a pleasing variety in the china at our parties, as hardly any of us have more than two or three cups and saucers, and so borrow from our neighbors. We do not go alone into the town, but two together, and are not allowed at all in some places, college quads and gardens among the number, without a chaperon."

#### DR. ABBOTT ON THE CANE.

MEANTIME, greatly though we may dislike inflicting corporal punishment, it is our duty to inflict it if it is for the good of the school as a whole. From an interesting report of Mr. Fitch on American schools, published last year, I learn that "in most of the State and city regulations, teachers are absolutely forbidden to inflict it ;" and that is a point well worth considering. One would like to know what punishments are reserved for graver offences ; whether the teachers themselves acquiesce in this restriction ; whether they are satisfied with the tone and morality of their pupils, as well as with the outward order and discipline which favorably impress Mr. Fitch ; and whether there is, owing to national character and circumstances, an earlier seriousness and sense of responsibility among boys at school and young men at the Universities in the United States. It may be we can learn something from a fuller knowledge of

what is done elsewhere. But meantime I hope none of my fellow-teachers will be deterred from their duty by mere abstract arguments apart from facts. "Caning brutalizes a boy," people say. I do not believe it does, unless a brute holds the cane. But if it did, bullying, falsehood, dishonesty and indecency do worse than brutalize him ; and not only him, but also the innocent companions among whom he is spreading the infection of his evil habits. Under proper regulations, and in the hands of experienced and responsible teachers, the cane seems to me an instrument for good in English schools as at present constituted ; and if, as I believe, this is the general opinion, not only of school teachers but also of school managers, it seems time that some pressure should be brought to bear upon those magistrates who set their faces against caning under any circumstances. The magistrate's son, if he went to a public school, would be freely birched in some schools, or caned in others, and if the father dared to utter a word of remonstrance against an ordinary caning he would be ridiculed by his old school-fellows and friends, repudiated by his own son, and rebuffed in any appeal to the laws. In the elementary schools the work of maintaining discipline and morality is, or ought to be, infinitely more laborious than in the schools of the wealthy ; surely, therefore, it is monstrous that a punishment freely allowed in the latter should be denied to the former—and this not by any recognized interpretation of the laws, but by an eccentric and capricious abuse of the power of a local magistrate. In the infliction of all punishments, corporal or otherwise, the old and humane caution of Deuteronomy is ever to be present with us. There is to be a limit to the number of stripes, "that thy brother may not seem vile unto thee." The young teacher should bear this in mind in the infliction of metaphorical as well as literal stripes.

#### THE DETERIORATION OF WORDS.

A *knave* was originally a young man, in German *ein Knabe*. In the Court cards the knave is simply the page or the knight, but by no means the villain. *Villain* itself was originally simply the inhabitant of a village. A pleader once made good use of his etymological knowledge. For this is what Swift relates : "I remember, at a trial in Kent, where Sir George Rooke was indicted for calling a gentleman knave and villain, the lawyer for the defendant brought off his client by alleging the words were not injurious, for *knave*, in the old and true signification, imported only a servant ; and *villain* in Latin is *villicus*, which is no more than a man employed in country labour, or rather a bailiff." I doubt whether in these days any judge, if possessed of some philological knowledge, would allow such a quibble to pass, or whether in return he would not ask leave to call the lawyer an *idiot*, for *idiot*, as you know, meant originally no more than a private person, a man who does not take part in public affairs ; and afterwards only came to mean an outsider, an ill-informed man, and, lastly, an idiot. A *pagan* was originally, like villain, the inhabitant of a *pagus*, a countryman. It came to mean *heathen*, because it was chiefly in the country, outside the town, that the worshippers of the old national gods were allowed to continue. A heathen was originally a person living on the heath. Heathen, however, is not yet a term of reproach ; it simply expresses a difference of opinion between ourselves and others. But we have the same word under another disguise—namely, as *hoiden*. At present *hoiden* is used in the sense of a vulgar romping girl. But in old authors it is chiefly applied to men, to clowns, or louts. We may call Socrates a heathen, but we could not call him a hoiden, though we might possibly apply that name to his wife Xanthippe. Sometimes it happens that the same word can be used both in a good and in a bad sense. *Simplicity* with us has generally a good meaning. We read in the Bible of *simplicity and godly sincerity*. But in the same Bible the simple ones are reproved : "How long, ye simple ones, will ye love simplicity, and the scorners delight in their scorning, and fools hate knowledge?" (Prov. i. 22). If at present we were to call a boy an *imp*, he would possibly be offended. But in Spencer's time *imp* had still a very good sound, and he allows a noble lady, a lady gent as he calls her, to address Arthur as "Thou worthy *imp*" ("Faerie Queen" I. ix. 6). Nor is there any harm in that word, for *imp* meant originally graft,

and then offspring. To graft in German is *impfen* and this is really a corruption of the Greek *εμφυειν*, to implant. *Brat* is now an offensive term, even when applied to a child. It is said to be a Welsh word, and to signify a rag. It may be so, but in that case it would be difficult to account for *brat* having been used originally in a good sense. This must have been so, for we find in ancient sacred poetry such expressions as, "Oh Abraham's brats, o broode of blessed seede !" To use the same word in such opposite meanings is possible only when there is an historical literature which keeps alive the modern as well as the antiquated usages of a language. In illiterate languages antiquated words are forgotten and vanish. Think of all the meanings embedded in the word *nice* ! How did they come there ? The word has a long history, and has had many ups and downs in its passage through the world. It was originally the Latin *nescius*, ignorant, and it retained that meaning in old French, and, likewise, in old English. Robert of Gloucester (p. 106, last line) still uses the word in that sense. "He was nyce," he says, "and knoweth no wisdom"—that is, he was ignorant and knew no wisdom. But if there is an ignorance that is bliss, there is also an ignorance, or unconsciousness, or simplicity that is charming. Hence an unassuming, ingenuous, artless person was likewise called nice. However, even that artlessness might after a time become artful, or, at all events, be mistaken by others for artfulness. The over-nice person might then seem fastidious, difficult to please, too dainty, and he or she was then said to be too nice in his or her tastes. We have traced the principal meanings of *nice* from ignorant to fastidious, as applied to persons. If nice is applied to things, it has most commonly the meaning of charming ; but as we speak of a fastidious and difficult person, we can also speak of a difficult matter as a nice matter, or a nice point. At last there remained *nice* which simply expresses general approval. Everything in our days is nice, not to say awfully nice. But unless we possessed a literature in which to study the history of words, it would be simply impossible to discover why nice should express approval as well as disapproval ; nay, why it should in the end become a mere emphatic expression, as when we say, "That is a nice business," or "That is a nice mess."—Max Müller on the Science of Language.

In thirty-one words how many "thats" may be grammatically inserted? Answer: Fourteen. He said that that that that man said was that that that one should say ; but that that that that that man said was that that that man should not say. That reminds us of the following "says" and "said" Mr. B, did you say or did you not say what I said? Because C says you said you never did say what I said you said. Now, if you did say that you did not say what I said, then, what did you say?—Ex.

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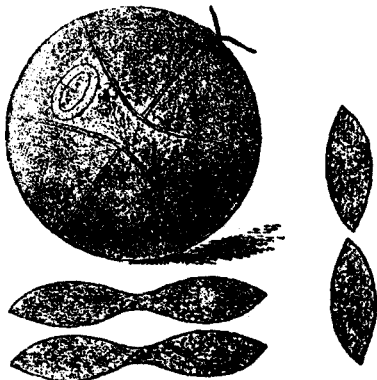
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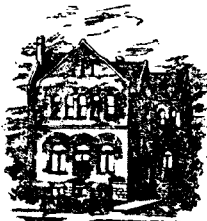
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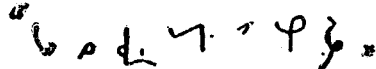
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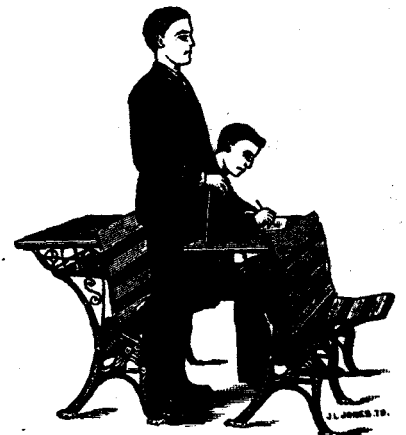
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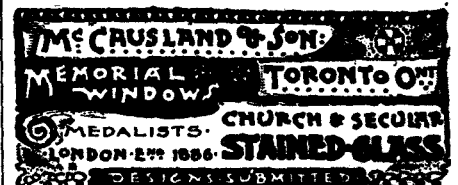
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