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Editorial Notes.

TEACHERS are respectfully solicited to contribute more freely to our "School-room Methods," and "Hints and Helps" departments.

GERMANY has now a daily educational journal, probably the first and only one in the world. It is called the *German Teachers' Journal*, and is published in Berlin. A portion of the space is devoted to political and general news, and to literature.

THE orders for premiums described on page 273 will be forwarded in a day or two. Those who have availed themselves of the offers, may, therefore, expect their books within a week. After that, in case of non-arrival in any case, parties may write us. A second list of orders will be sent at the end of the month. Those who have not "joined" for the first list, may do so for the second.

THE late EDWARD Thring, describing his experiences as an eight-year-old, in "an old-fashioned private school of the flog-flog, milk-and-water-at-breakfast type," says, suggestively, "The most lasting lesson of my life was the failure of suspicion and severity to get inside the boy-world, however much it troubled our outsides." Let no teacher imagine that he can by any possibility succeed in his profession until he learns to get "inside the boy-world."

THE announcement, on page 273, of a book of Problems in Arithmetic will be a welcome one to teachers in the first, second, and third classes. One of the great difficulties in teaching arithmetic to juniors is that of providing suitable problems, such as at once excite the interest and exercise the thinking powers. The forthcoming book will meet this difficulty, and supply a want which every teacher has felt. It will contain about 700 of such problems,—between two and three hundred in each of the three classes, original, and all carefully graded and skilfully arranged by a practical teacher now working in this Province. It will be ready in about a month, and will be forwarded, post-paid, for th small sum of twenty-five cents.

KIND friends occasionally send us news items in reference to the movements of teachers, the presentation of addresses and testimonials, and other local incidents. It will be readily seen that if we insert such notices in the case of one individual or one locality we must be prepared to do so in all similar cases. But the space required for such facts, collected over all our wide field, could be had only at the expense of the exclusion of much matter of general interest. Were the JOURNAL published weekly, as formerly, room might be found, but issuing only semi-monthly we think we shall better serve our whole constituency by confining ourselves mainly to such subjects as are likely to be interesting and profitable to all our readers. We feel sure our friends will accept this explanation.

SPEAKING of the examination controversy, the London *Schoolmaster* well says:

"Examinations in themselves are not only not injurious but are absolutely necessary. A good teacher will not proceed beyond a certain point until he has ascertained, by judicious tests, that his scholars have mastered the work thus far. Frequent examinations are a necessary part of school work."

With this the strongest opponent of the competitive system will, if at least he is a practical teacher, heartily concur. The gist of the matter could hardly, in our opinion, be better put than by *The Schoolmaster* in the following sentences:

"The real point is whether the education of the child shall be the prime object of the teacher, and examinations one of the means adopted to give the child as good an education as he is capable of receiving; or whether success at an examination shall be the one end aimed at, and the true education of the child be sacrificed to secure that end."

THE publishers desire us to remind teachers of the new children's journal, *School Work and Play*. No. 2 will go out about the same time as this copy of the JOURNAL; and we believe all will admit, excellent as was No. 1, that No. 2 is far in advance. The teachers had not time, between the issue of the first number and the holidays, to do much in the way of forming clubs. But now that the schools are re-opened, they will have an opportnnity of doing, what none else can do, a most effective work in the establishment of a first-class paper for Canadian boys and girls. In fact, unless they help, the enterprise must fail; but if they appreciate and assist, there can be no failure. For the purposes of the canvass, the publishers are sending three sample copies of No. 2 to every teacher whose address they can secure. With these, they enclose a new circular, with further instructions and better offers for clubs; though they believe teachers would help in a work like this without such inducements. If you do not get No. 2, with the new circular, by the 16th, please address *School, Work and Play*, 28 Front st. West, Toronto, and it will be cheerfully forwarded. Teachers may use No. 2, with blank order on circular, for all canvassing operations.

THE clever paper by Miss Noble on "Second Book Geography," in our Special Article Department in this number, will well repay perusal. It occupies more space than we usually give to one article in a single issue, for we know that the great majority of our readers prefer short articles, and are, perhaps, more likely to read them carefully when given in brief instalments. We make an exception in this case, partly because of the practical interest of the article and partly because we are specially anxious to give our readers in next number the valuable paper read by Mr. Seath before the Modern Language Association the other day. Mr. Seath's subject is "The Relation of Modern Languages to Culture in Ontario." The nature of the subject, the well-known ability of the writer and the relation in which Mr. Seath stands to the educational system of the Province, will all combine to make his paper one of special interest to our readers.

A TEACHER in an Arkansas school writes to an educational journal that what he calls the "University Plan" of teaching has been adopted in his school with gratifying results. The main feature of the plan is that each study is taught throughout all the grades by a single teacher. The ordinary method in graded schools in Canada, as well as in the States, is to have each teacher engaged mainly or wholly with the work of a single grade. The other plan has many advantages. Amongst others it enables each teacher to become an expert in the teaching of a special subject. It enables him also to utilize the knowledge once gained of the dispositions and characteristics of individual pupils. Yet it cannot be denied that the other plan has also its advantages. The change of teacher has often a stimulating effect upon a pupil, and his comprehension of the subject may be improved by contact with the different method and mental habit of another teacher. Perhaps a judicious admixture of the two systems will produce the best results.

HAS not the time about come when we should have a department of Pedagogy in our Provincial University? A good deal was said some time since in favor of the appointment of a Professor of the Science of Teaching, but we have heard nothing concerning it of late. It should not be hard to convince the University authorities that the profession of teaching is at least as closely related to the welfare of the State as that of law or medicine, and should have as full recognition. The following extract from a recent address by President Adams, of Cornell University, on the Teaching of Pedagogy in the Colleges and Universities, puts the argument in a nutshell:

"The importance of education reveals and determines the importance of the teacher's function. If it be true that there is no interest of the community that is more universal and far-reaching, then it must also be true that there is no vocation that has more to do with the real welfare of the people. If there is any pursuit upon the character of which the future of society, in any exceptional measure depends, it is fit that those by whom the character of that profession is determined should be exceptionally well-prepared for their work. It follows, as a necessary consequence, that the teacher should be trained with special thoroughness for his vocation."

THE following circular, which has been sent to Local Judges, School Inspectors and Head Masters of High and Model Schools, explains itself:

TORONTO INDUSTRIAL SCHOOL ASSOCIATION.
Secretary's Office,
Toronto, *Jan. 5th, 1889*.

Dear Sir,

I am instructed by the Industrial School Board to inform you that although more than enough applications have been received from the City of Toronto to fill the new Cottage, it has been decided to reserve, for six weeks, twenty places for lads from the other municipalities of the Province. Already boys from the Counties of Oxford, Ontario, Bruce, Peterboro' and York, have been in attendance, and in all cases the Municipal Councils have, readily and willingly, discharged the $2 per week necessary for their support. It is hoped that you will see that no lad in your locality who ought to be sent to the School is deprived of the advantage of attendance.

Yours respectfully,
W. H. HUSTON,
Hon. Secretary.

Forms of applications will be sent if requested.

We know no philanthropic institution which seems to us wiser in its methods and aims, or more worthy of being patronized and liberally supported than this. No doubt the vacancies will be quickly filled.

"COMMON School Culture," a little book by Mrs. LeRow, an American lady, adds another powerful note to the chorus of condemnation of the forcing and cramming processes which are still all too common in the public schools. Mrs. LeRow gives a large number of answers sent in by children at written examinations, similar to the famous collection published in "English as She is Taught," which Mark Twain reviewed so effectively. What a chaos of confusion must exist in the mind of the child who can pen such answers as the following from Mrs. LeRow's collection:

"Doxology, dropsy in the head."

"Evangelist, one who speaks from his stomach."

"A conjunction is your very much surprised at something."

"A interjection is throwing words in a sentence o dear is interjection because you can't pass it with anything."

"The serfs of Russia is little animals all white except the tips of their tails which is black."

"Cromwell owed his elevation to his ascent to greatness, and because he was often in the senate and in the field of domestic retirement."

We are not disposed to lay too much stress upon absurd mistakes in the use of words, such as even well-taught children will often make, but one cannot read such examples as the above without being convinced that the children have been trying to learn by rote words and sentences of the meaning of which they had no intelligent idea.

Educational Thought.

"THE rich need education, the middle class need it, and the poor require it, so that all may know that this nation was not built up by any one class, that it is not depending on one class, and that it will not be ruled by a class. The people must be taught what their political rights are. They must be taught that boodlers and bribers are traitors. They must be taught to watch the politician after his election as well as before it. They must be taught that the lands of the nation belong to the people of the nation, and not to thieves who were smart enough to steal them. They must be taught that the rule of the corporation should come beneath the rule of the people.—*E. V. Powderley.*

A FALLACY is very common among primary teachers that the moral welfare of the children will take care for itself. They reason thus: When the child gets older he will know better what is right, and will behave properly. Two questions arise: How is he to know what is better? And, knowing better, can you assure yourself that he will do better? My experience goes to show that the idle, troublesome boy or girl at six is idle and troublesome at twelve; the disobedient child at six is disobedient at twelve; the dishonest boy or girl at six is the same at a later age, unless the matter of persistent moral training enters impressively into the early school life.—*Miss E. M. Reed.*

"YOUR great object should be to make yourselves more worthy and others more happy. How much might we not add to the brightness and happiness of our lives if we would only take a little more trouble; and yet, while people will often slave for mere money, they really do not seem as if they cared to be happy. As Wordsworth says:—

'The world is too much with us; late and soon.
Getting and spending we lay waste our powers.'

Yes; but what world? The world is very much what we ourselves make it for ourselves. A higher authority than Wordsworth has prayed for us, not that we should be taken out of the world, but that we should be preserved from the evil. Art, and science, and literature, with religion, help to raise man, tend not to take us out of the world, but to preserve us from the evil."—*Sir John Lubbock.*

No scheme of education, however comprehensive and elaborate, can be of value unless animated by the warm human sympathy of the teacher. It is the teacher who takes the bare outlines and with tenderness and earnestness makes them effective. Children must be first appealed to through the heart—when their regard is won the battle is fought. When the regard—the love of his pupil—belongs to the teacher, the vexed problems of discipline are solved. The children will do right not for the sake of doing right, not through fear, but simply because by so doing they please the teacher. His approval and pleased smile is the reward. It takes a wonderful feeling of humanity, a deep sympathy and patience in a man to effect this condition. Some women have these conditions in unusual degree, while in others—both men and women—they are totally lacking. Such should never teach; they can only offer dry husks and stagnant waters.—*Central School Journal.*

HIS (Rev. Edward Thring's) theories, which he knew how to urge with an epigrammatic weight that never failed to carry conviction, and his practice, were standing protests against all the fallacies of education as it has been, and as it must be, more or less, until schoolmasters in general are allowed by public opinion to make practice agree with theory as it did at Uppingham. His main principle was simple enough—that every boy is good for something, and that education means to help him to find out what he is good for and to make the very best of him, without making the capacity of one boy the standard of another. The principle sounds almost too obvious for statement. And yet to put it into consistent practice would be to sweep away the very last relic of cram, to change test by examination out of all recognition, and to transform a public school from a place for polishing exceptionally clever boys into one for making the best of every boy individually, whatever might be the quantity or the quality of his brains. —*London Globe.*

Special Papers.

SECOND BOOK GEOGRAPHY.*

BY MISS SARA NOBLE, PARKDALE.

In considering this important subject I shall endeavor to make my remarks as practical and pointed as possible, for the market where the teacher buys his information on "How to Educate" seems at present to be glutted, so to speak, with theory—theory which often brings confusion and failure, instead of aid and success to the young and inexperienced teacher.

In our almost endless collection of voluminous text-books, in our excellent journals and periodicals, in our much vaunted and dearly beloved Normal Schools—aye, and even at our Teachers' Conventions, where the cream of the intellect of the community is collected, do we not too often hear, are we not too often told what we should accomplish instead of how we are to accomplish it? The object to be aimed at is everlastingly hung before us in the dim distance, while the (to us at least) insurmountable obstacles are left between, as dark as night and as difficult to overcome as a crooked politician.

In accordance with these views, then, imagine yourself to be placed before a newly-graduated Second Class, to give them their first lesson on the wonders of the earth's surface, the combined product of the works of God and man. What shall we say, where shall we begin? Begin just where the other teacher left off, whether that teacher be your chum in the next room, or the pupil's grandma or grandpa. If the four points of the compass be all the geography to be taught First Form pupils, then after a few minutes questioning, you, in all probability, arrive at the conclusion that you should have exchanged rooms with the First Form teacher when she was giving that particular part of her instruction. For by the time round-faced, curly-headed Tommy has gone through the excitement of a promotion, been wound up three flights of spiral stairs, passed through half a dozen halls and doors, and been placed in the north-east corner of the south-west room, his knowledge of topography will be badly mixed. Or, if the said innocent Tommy be a rosy rustic with well-ventilated nether garments dangerously suspended by a single brace, who has been told at home that over Thompson's barn is north and the gap in Wilson's bush south, he, too, may be somewhat hazy after having walked three miles to school and taken four near cuts over meandering cow paths to the little brick school on the second concession. Are you then to ask them to point northward? If you do they will likely point out of different windows. That won't do; so get the pupil to think, and ask him how he would find the north in a strange place out of doors. That's a sticker, but bright Tommy jerks up his hand, "Please ma'am, ask somebody!" You conclude Tommy is deserving of a question, so you ask him if he faces the setting sun and raises his left hand, which way will he point. He at once sees you are giving him a leader and answers promptly, "To the north, please." Thus you see how easy it is to find out how thoroughly your pupils have been grounded on the cardinal points in out-door geography.

Now the practical teacher hangs up her maps and proceeds with her questioning again. She soon finds that nearly all know that the top is north, some know that the bottom is south; but in the matter of right and left—east and west—they are sadly muddled. I said the practical teacher would act in this commonplace manner, but would the theoretical teacher? Oh, no! she would dismiss her room, and, with her innocent little brood in tow, tramp down stairs, to the consternation of her fellow teachers and chagrin of other pupils, and philosophically proceed to the midst of a farmer's field or the top of some neighboring hill, and there patiently wait for 12 of the clock. Then would she cause those forty cherub faces to be upturned to the noon-day sun (if he happens to be shining that day), and those chubby hands to point north, east, south and west, until each pupil imagined himself to be a mariner's compass. She would then spread out on the grass a map of that township in which she taught, and have Tommy dance about with both arms extended until he stood upon his own pa's farm, and search among his pretty little toes for the cross which marked his school house, and thus see the exact direction in which he travelled to get there.

Some teachers of long experience might suggest something about the impracticability of such a procedure.

One says she teaches geography in the afternoon, another takes dinner at twelve, and a third has seen the weather so outrageously unreasonable as to rain and storm on geography days. But the pushing, energetic teacher, full of snap, zeal and tact, will remain undaunted by any such trifles, will overcome all difficulties and succeed in furnishing her pupils with information and brains at once.

Let us now return to that humdrum practical old teacher. She will in all probability have her forty humming pupils each with an old ruler hacked in the middle, well chewed at both ends, with half the figures obliterated, measuring the length and breadth of their deeply carved and scratched old desks, drawing a picture of the same on the scale of one-half inch to the foot on their three by four slates, on which will be traced in faint blue wiggling lines, a shapeless caricature not unlike a gerrymandered constituency for a Dominion or Local election. Thus will they be groping, dimly groping for the principles on which are based the many illustrations showing townships and concessions, town lines and side roads, rivers and railroads, villages and towns, all crushingly depicted on a variegated county map.

How slow, how wearing to thus kill time, waiting and watching for the almost imperceptible progressive growth and development of this embryonic young imagination.

But is the bran new theoretical teacher going to wait among the clouds of fossilized old-fogyism for any such process? No; she hies off to her trustees and has them build her a tight and safe balloon with a strong and spacious wicker basket attached, into which she packs her precious young treasures, cuts her guy ropes, rushes up a few thousand feet, stops and behold! What a view! Those forty little faces look down upon one of the grandest panoramic pictures that ever met their gaze. There lies—spread out before them—their own real living rushing township, all seen at one glance. No hill or bush obscures the view of the straight and narrow road, the waving corn fields, the moving forest, the glittering pond and winding railway with its puffing iron horse, and a small stream winding through grasses on to the river with its boats, and the ragged truant boy catching trout on its banks. The mysteries of direction and relation are cleared before the young and struggling mind like mists before the morning sun. She now raises her delighted load, and the township gradually contracts and the county comes in view with all its sister counties nestled about; a few more thousand feet and our provinces are seen surrounded by rivers and lakes, with "Uncle Sam" stealing fish from their shores. She now descends to Mother Earth, hangs up her map and all is plain as a pike staff.

Let us again turn and see what Old Practicability has done. Why, she has actually spread out her maps over two desks, placed a boy at each corner to pull tightly, while the other pupils have gathered around, presenting an arrangement somewhat like an old-time quilting bee. She then goes to her desk, takes therefrom a small compass for the children to push about and slowly spell the names of the surrounding townships. She then hangs up maps while the pupils see that the top is north, right hand east, and left west. She drills on this and writes word "east" to right side of map on board, and word "west" to left of map on board.

We are to educate our pupils through the eye, if possible; if not, then through the imagination—a faculty which, together with memory, is early developed, much earlier than that of inductive reasoning. Thus a picture or a comparison will put a child in possession of a fact in a much shorter time than the most convincing and plainest course of reasoning would do it.

If direction and relative position be not yet plain, let teacher place her compass on a desk; have pupils bound that desk with regard to other desks, or, to vary the work, have one pupil take a low seat in the middle of the room, place compass on his head, have pupils stand around where each can see the needle, and have each give his direction from the seated pupil. Under favorable circumstances this might be transferred to the school grounds, the boundaries of which could be readily seen.

Our class is primed and ready. Where now shall we begin? With the township or with the continent? Should the geography of a county in minutiæ, or the geography of the world in general, be taught a second class, or should both be taught? And if so, which first? My answer is, teach both if possible; begin with the county. Teach it, but not in all its minutiæ; then the world generally. Return and finish the county. But why adopt this zig-zag course? Why not begin by drawing a map giving boundaries of the school room, school grounds, farm, town block, village, township, etc., until we end with the continent? Simply because it is not practicable. If you don't believe me, try it. Besides the teacher should always bear in mind that pupils are liable to leave school at any time, and that it is her duty as teacher to give them (while under her charge) such information as will broaden their ideas, arouse their curiosity and guide the imagination. Let us then consider whether an exact knowledge of the topography of one county out of forty-five, or a general idea of the land and water relations of the whole world, will be of more service to a man or a woman through life. The answer is evident. You say, give them the world; then why not begin with the world? Why begin with the county? Because the power that is required to comprehend the world, is much greater than that required to understand their own county, the mastery of which makes the mastery of the whole world easier. First, because the outline of the county is more regular; it can be properly represented on a plane surface; we are proceeding on the correct principle of "leading from the known to the unknown."

Now we are ready to proceed with our township. Shall we again hang up our county map and again begin the endless song?—for I believe that if half the maps in Ontario were destroyed and half the remainder turned into blackboards and *black globes*, geography would be much better taught than it is at present. A map should contain nothing but what we intend to teach at that particular time; hence our first map should show nothing but the outline of our own township, shaded, if you wish, and the surrounding townships in fainter lines, unshaded. Of course no such maps are furnished us, and we must draw them ourselves.

"But I can't draw." "Oh, yes, you can." Any teacher can draw a straight line if she has a long enough ruler. "But I haven't a long enough ruler." Well then, make a staunch friend of some bad boy by asking him to make you one, and smothering him with praises and thanks for the ugly thing he has brought you. The details of the township may be made the subject of a future drawing lesson, double lines representing the roads, and single ones the lots and farms, which may be neatly numbered in Arabic and concessions in Roman characters, while the marking of towns and villages will give practice in printing. A model map should be drawn on the board, some evening after four, which would serve for a whole term. But should the children be asked to learn the whole county like this? I should say not. A knowledge of the location of each post office in the county may be of use to an agent, a politician, or a school inspector, but to others it is of little moment. We generally know from a surer source, or take Tommy's advice and "ask somebody." Again, does it not seem silly to teach the piece of railway or river that crosses our township, without giving some idea of "whence it cometh and whither it goeth?"

Having completed our county geography as a preparatory step towards continent geography, let us now turn our attention to our continent. Shall we again hang up our map—a wonderful invention showing a convex surface on a plain one, but which to the pupil is nothing more than two blurred irregular masses suspended in a circle, the whole presenting an appearance not unlike the man in the moon during the last quarter. Shall we again resort to the blackboard? Yes, if you cannot do better. "But I can't draw" is again heard, and the rule Tommy gave me is of no use now. No, perhaps not, but the rule you gave Tommy will

(*Concluded on page 271.*)

*Read at the South York Teachers' Institute, Oct. 25, 1888, Parkdale County Model School, and published by request of said Institute.

English.

All communications intended for this column should be sent to W. H. Huston, M.A., care of THE EDUCATIONAL JOURNAL, *Toronto, not later than the 5th of each month.*

GENERIC QUESTIONS ON THE LAY OF THE LAST MINSTREL.

M. F. LIBBY,
Mod. Lang. Master, Napanee H. S.

(CONCLUDED).

43. When is a poet concrete in method? When abstract?

44. Can verse be poetry if not in the concrete method?

45. Can poetry be *art* if the concrete method is not essential to it? (*i.e.*, from *your* point of view in relation to the meaning of "art."

46. Apply the foregone questions to the study of Scott and of others.

47. Is Scott careful of the emities of time and place?

48. What effects do poets strive to produce by alliterations? How do you judge whether metrical effects are accidental or designed?

49. (In III, 30, 2). What do you think of the metrical effect of the alliteration? (In III, 30, 1 and 3). What do you think of the imitative harmony? Do you judge by the ear, or by some spurious method? How does Scott's imitative harmony compare with Coleridge's, Poe's or Longfellow's, (not to come nearer Swinburne)? "The silken sad uncertain rustling of each purple curtain," and "sailing with soft silken sails."

50. Write a note on the metrical values of hissing sounds, liquid sounds, vowel sounds.

51. Criticize Scott's metaphors. Compare them with Shakespeare's and with Tennyson's in beauty, force, conciseness. What do you think of the similitudes in III, 25?

52. Compare the metaphor in the stanza above with Shelley's picture of sunrise in the cloud.

53. Are Scott's comparisons trite? Were they in 1805?

54. What constitute the elements of a dramatic situation?

55. Compare the Lay with the Iliad.

56. Is the Lay dramatic? What would you keep, what omit in dramatizing it? Do the cantos correspond to acts of a comedy?

57. By a wavy line make a diagram to show the rise and fall of dramatic interest in (1) The Lay, (2) The Merchant of Venice. Compare them. Study the Lay as a comedy.

58. What are the stock motives of comedy besides "fierce wars and faithful loves?" (*Vide* Prelude to *Faery Queen*, I, 9.) Has Scott used comedy motives?

59. Is there anything of the (Spenser, Bunyan, Milton, Dryden, Pope, Addison, Cowper, Dickens) English love of allegorizing in Scott?

60. What advantages has the epic over the drama?

61. What advantages has the drama over the epic?

62. What great quality of Scott's inclines him toward telling his story in the epic form?

63. In considering Scott's use of irregular metres in the Lay compare the poem with Wordsworth's great ode and with Christabel.

64. Compare III, XXVIII, with the second stanza of the Revenge, for the use of unexpected short lines; which artist has the true view of the question?

65. What is the general effect of Scott's use of anaphora?

66. Note and comment upon the final stanzas of cantos (not counting those in which the Minstrel appears), noting the dramatic elements.

67. Note the effect of Scott's tendancy to moralize or philosophize in first stanzas of cantos.

68. Note the effect of the tones of prelude stanzas as foretelling the dominant tones of the cantos.

69. Show how far the stanzas are *regular* stanz - paragraphs.

70. Does the Lay seem to foreshadow Scott's great exhibition of the novelists' powers? (Note: Dialogue,characterization,story-telling,description, plot-weaving, drmatic effect, etc., etc.,

71. In the last stanza of the Fourth Canto the poet makes the Minstrel simple and sensitive to praise. What is the personal character of the ideal poet? Do poets suffer from critics whom they can afford to dispise? If culture brings a new pain for every new pleasure what makes culture a desideratum? (*Vide* Tennyson's *Literary Squabbles.*)

72. Without pushing the thought too far, show that Scott's attitude to the poem is that he identifies himself with the Minstrel.

73. What seem to be the most meritorious qualities, the cardinal merits of Scott's heroes.

74. Show that Scott's military experience gave him false notions of war which prevade all his work.

75. Contrast Scott's estimate of the Feudal system with that of Burns and that of Carlyle.

76. Does Scott's estimate of the social revolution of his time show lack of historical grasp? What is the spectator's point in Scott's historical studies? Are his studies in right perspective, or false? Does his work as a fictionist justify him in making a fendal lordship seem the "summum bonum"?

77. How *true* to life and nature and history is the Lay? How true to art? Will it bear scrutiny? Is it to be read with a microscope or at a distance?

78. Illustrate Scott's marvellous power of differentiating language, manners and costumes for different times and places.

79. Write a short paper on the character of the Lady of Branksome.

80. Quote that fine bit of realism which describes the escape of Tinlinn, and contrast it with Scott's half-hearted handling of the incredible passages about the Dwarf.

81. Assign names to the several cantos.

82. Write from memory synoptic headings for the stanzas of the fifth canto.

83. Has humor a place in epic poetry? Why? Is there humor in the Lay? Illustrate.

84. Name the senses in the order of frequency, with which Scott appeals to them through the sensuous imagination. Write notes on his use of *color* and *natural sounds.*

85. Is the cultivation of the sensuous imagination the chief end of the study of poetry? Of all art? Can that end be best attained by studying with constant reference to the eye,ear,sense of heat,etc.

86. Every great author has pet words, phrases, thoughts, subjects; name some of Scott's *pets.*

87. Does the Lay always meet the demands of true poetry as defined by Poe and Theodore Watts; does it stir the emotions? Is it musical? Is it concrete in method? Can it be read without emotional exhaustion at the rate of one canto per sitting by an average reader? Does its perusal leave the reader in a state of spiritual elevation?

88. Classify the lessons of the Lay.

89. Trace the chain of emotions in the lay commenting on the judiciousness of the order in which Scott evokes them.

90. What is Scott's place in the poetical periods? Does he like Keats and Wordsworth influence the Tennysonian period? Has he any *technique* in poetical art? What are the elements of his well-nigh universal success?

91. What would Stedman think of him?

92. There is a widespread belief that Scott's influence in religious matter has been anti-catholic; is this belief well founded? What is his relation to the Oxford movement? Was he conscious of his ritualistic direction?

93. Compare the religious influence of Scott and Coleridge with that of Cardinal Newman.

94. What is the relation of slang to figurative speech?

95. Show by quotation that Scott ascribes unreal chivalrous sentiments to his moss-troopers.

96. What poetic motives had Scott in describing the mercenaries so fully or vividly?

97. Describe the approach and halt of the Southern forces (Canto IV) as if the passage had become a picture or panorama to you—mention the station-point, distance, horizon-line of this painting; is it a colored picture? (IV. 16, 17, 18, 19)

98. Show how the perspective conditions are changed for the next picture. (IV. 20.)

99. Show the appeals to the eye and the ear in the pictures and scenes described.

100. Compare the mutual advantages of a descriptive poem and a painting as art-mediums.

101. In studying the emotion of the Lay, distinguish clearly between the emotions of the characters and those of the reader or those of the author; insist upon this.

102. What is the poetic power of concrete vision (*Vide* D. E. Rossetti Enc. Brit. T. W.); classify the "bakers dozen" (Gosse) of English poets "of unassailed renown" on the basis of possession of vision. Is it possible that the poets' eye in a fine phrenzy rolling, can see as vividly what he imagines as we see what we dream? Has Scott this faculty? What kinds of poetry most need such gifts?

103. Was it possible for Scott to make the Lady of Branksome an ideal woman? Show that he does what he may to make her approach his ooneception of ideal womanhood without hurting her role.

104. Show by quotations that the diction and the thought of the Lay have been at times sacrificed to the exigencies of prosody.

105. It is asserted that rhyming helps Scott as a poet. Discuss this view. Compare the technical perfection of the Lay with that of the other great poems by Scott.

106. By what standard do you judge Scott's designonymization? Does he differentiate words nicely?

107. Does Scott understand the diction and syntax of passion?

108. Illustrate from the Lay the great truth that a study of physiology helps one to understand the art of a poet when he deals with the psychological states of his characters. ("Dark lightning flashed from Roderick's eye.")

109. The human heart has been compared to a harp that can give out music to the soul. The high sentiments of honor and religion are the treble chords, the homely loves and dislikes the middle octaves, and the dark and fierce passions the bass. On what chords can Scott play? With this thought in mind classify your "baker's dozen" again and find how many sweep the whole instrument. There are sounds we cannot hear, colors we can not see; are there poets who play too high and too low for us? Does Scott?

110. Why is a study of the great poets essential to a complete education?

111. Compare the Lady of Branksome in the parley with Portia in the court scene.

112. Are Scott's epithets sufficiently specific or too generic? He uses "high" sixty times or more in the poem; what can you deduce from his use of this word?

113. It is held that Scott is not a great moral force. Compare him as a moral teacher with Carlyle.

114. Was Scott's ambition as a citizen, a very high ambition? Compare it with that of Shakespeare. Which author seems to you to talk less cant, Scott or Carlyle? What is "a great man"? (*Vide* Carlyle's essay on "Sir Walter Scott." Which, S. or C., practises in the spirit of "silence" as you think? Which poets seems to you most symmetrical in their greatness? Which show the greatest unbalanced developments?

115. (Canto IV., 29.) Comments on variety of notes of emotion.

WE can never be too careful
What the seeds our hands shall sow;
Love from love is sure to ripen,
Hate from hate is sure to grow.
It is not the deed
A man does, but the way that he does it should plead
For the man's compensation in doing it.

Owen Meredith.

EDUCATION is the knowledge of how to use the whole of one's self. Men are often like knives with many blades; they know how to open one, and only one; all the rest are buried in the handle, and they are no better than they would have been if they had been made with but one blade. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes.—*Henry Ward Beecher.*

Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

TYPOGRAPHICAL ERRORS.

IN the first paragraph of last paper, the sentence, "*ray* which is a fourth below *doh*," should have been, "which is a fourth below SOH." In the modulator shown at the side the lower *soh* should have an octave mark at lower right-hand corner, thus s.

LESSON ON HALF PULSE CONTINUATIONS.

Prepare blackboard with two four-pulse measures, using one tone only ; | d : d ׀ d : d.d | d : d. d ׀ d :—‖

REVIEW.

T.—You have already learned how to sing whole-pulse tones, half-pulse tones and prolonged tones, and to-day we will study some new combinations in rhythm. In this exercise, can you tell me how many tones we have which are only one pulse long ? C.—Four. T.—How many are two pulses long ? C.—One. T.—And how many pulses are divided into halves ? C.—Two. T.—Now tell me the time-names for each pulse as I point to it ? C.—*taa, taa, taa, taa-tai* taa *taa-tai taa-aa.* T.—You will now sing the time-names as I point. C—Sing as desired. T.—Now sing to laa while I beat time. C.—Sing as desired. T.—You can

(INTRODUCTION OF AA-TAI)

sing that correctly, and will now be able to tell whether I sing it without any mistake. (Sings it correctly to taa while pupils listen). Did I make any mistake ? C.—No. T.—Listen once more. Sings as before, prolonging third tone, half-way through fourth pulse. Did you notice any mistake ? C.—Yes. T.—In which pulse was the mistake made ? C.—The fourth pulse. T.—Did I sing both of the tones in the fourth pulse ? C.—No, you omitted the first one. T.—I did omit the first one, but, can you tell me whether I sang anything in its place ? C.—You continued the third tone into the fourth pulse. T.—Quite right. The time

(TIME NAME)

name for this rhythm is *taa-aa-tai.* Please sing it after me. (Gives pattern taa-aa-tai and class sing it repeatedly, in order to catch the effect of the new rhythm). T.—You can now sing that nicely and I think will be able to tell me how to write its notation. We will rub out the first note

(NOTATION)

in the fourth pulse. What sign do we use to express a continued tone ? C.—A dash. T.—Yes ; we usually have a long dash for the continuation through a full pulse, but as this tone has only to be continued through half a pulse we will use a short dash. (Writes ׀ d :—.d |). You will now see how we get the time-name for this rhythm. What is the time-name for the third pulse note ? C.—*Taa.* T.—For the continuation ? C.—*Aa.* T.—And for the last half of a pulse ? C.—*Tai.* (Writes from pupils' dictation ׀ d :—.d |). T.—
taa-aa-tai.
We will now practice singing this new rhythm in

(SINGING IN TUNE)

tune. (Rub out the d,s and substitute | d : r ׀ m :—.r | d : t,.t, ׀ d :——‖). In this exercise how often do you find *taa-aa-tai* ? C.—Once. T.—Please sing it to the time-names ; next sing to *laa* on one tone ; and now sing on *one tone* and *name* the syllables. In the latter pupils will probably fail. Some will sing *ray* at fourth beat instead of continuing *me.* This may be overcome by slightly accenting the continuation at fourth pulse, or by using *colored crayons as follows :—Teacher writes the *m* and the dash in *yellow*, and the *r* in *orange.* What is the color of *m* ? of the dash ? C.—Yellow. T.—If both are of the same *color*, does it not indicate that they should have the same *sound* ? C.—Yes ; they should be the same. T.—Is *r* of the same color as the others ? C.—No, it is orange. T.—Then if the color is changed we should certainly change the sound. Does the color change at the beginning of the pulse or at the middle ? C.—At the middle. T.—Then you must be careful not to sing *ray* at the beginning of the pulse, but to prolong *me* half way through, and then sing *ray.*

When this has been fairly well done, the exercise should be changed, placing *aa-tai* in various pulses for practice. After black-board practice, pupils will be prepared to sing from books, Exercises No. 50, and songs Nos. 59 and 66, on one tone and in tune. The Elementary rhythms, Nos. 7 to 9 on page 9, are intended to be sung as time exercises on one tone only.

*In the Toronto public schools experiments have been made in teaching with colored crayons and cards, which have proved of much benefit to the teachers. The system is not yet fully developed, but particulars will be given in a subsequent chapter.

In order to secure reliable information regarding the results of the Tonic-Solfa system as taught in Canadian schools, the subjoined set of questions have been sent to all teachers who have tested the system. As there are many such, whose address is not known to the writer, it has been impossible to send the questions by mail. As it is desirable to obtain the opinions of the greatest number, teachers will much oblige by forwarding answers, with any additional opinions *re* the working of the system, to the above address. Those sending answers will please give name and address.

1. Has the introduction of the T.S. system resulted in an increase of interest in music among your pupils ?

2. Have you been enabled to teach music more successfully since adopting this system ?

3. Do you find any element in the T.S. system which cannot be applied as an interpretation of the staff notation ?

4. Do you consider the use of the T.S. system calculated to aid the pupil to an intelligent appreciation of the staff ?

5. What is your opinion of the T.S. system as a means of mental training ?

6. Are you in favor of music-teaching being made general throughout the schools of the Province ?

7. Do you consider the T.S. system adapted to the school system of the Province ?

Signed. Address. School.

Educational Meetings.

ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION.

THE third annual meeting of the Modern Language Association of Ontario was held week before last at the Canadian Institute, in this city. There was a fair attendance of members and the meetings were generally interesting. A number of valuable papers and addresses were presented and discussed.

The proceedings began by an address from the hon. president, Sir Daniel Wilson, LL.D., on "History as Embodied in Language." This address was not written ; hence we have been unable to procure a copy, as we had hoped to do, for publication. The following synopsis condensed from the report in the daily *Mail*, will be interesting and instructive to our readers.

After some introductory remarks the speaker said :—

It was important to master the Anglo-Saxon as being the root of the English language. It was strange to find that even so late as Alfred the Great the language was at a very early stage of development. The verb was of the simplest kind, with a present tense and a very imperfect past tense, and with nothing approaching to the nicer details of Latin and Greek. At that time there was no need for niceties. The Anglo-Saxon people were a silent people. Even the rhetoric of Anglo-Saxon was very rudimentary, as was to be seen in the Hymn of the Holy Rood, one of the most interesting of Saxon-Anglican remains. It was very interesting to investigate the formation of the language at that early stage, and it was strange to find that the Saxons, who came over to Britain in open boats, and who, whatever they were not, were mariners, got their words descriptive of shipping from the nations from whom they successively acquired different parts of the art of shipbuilding.

After the Saxon came the intruding Norman, bringing with him the ruder form into which the Latin had degenerated, and England under her Norman masters spoke what ultimately came to be French. Then after a long lapse of time came the restoration of English, and the Acts of Parliament in the time of the Plantagenets were copied in English once more. English had broken down even as the language of Cicero had broken down, till Dante found it a degraded thing, and purified it into the purity that was found in his Divina Comedia.

Referring to auxiliary Anglo-Saxon verbs, President Wilson drew attention to the discreditable slovenliness of Canadians with regard to some of them. Frequently a student came to him and said : "Will I take such and such subjects in my examination ?" His reply generally was that it depended entirely upon himself. If he had said : "Shall I take such and such subjects, etc.," he would have been intelligible. German scholars admired the fulness of the inflections of our verbs. In conclusion, President Wilson drew a parallel between the Anglo-Saxon verbs of the time of Alfred and those of the Huron Indians. The latter, the verbs of a savage race, had a far greater number of inflections than those of the people of England under Alfred, who, though primitive, were undoubtedly civilized. The reason of this was that among the Huron Indians much stress was placed on oratory and rhetoric, while the Anglo-Saxons were a people who did much but did not talk about it.

As we hope to procure and publish from time to time a number of the papers referred to below, we give here merely the subjects and the names of the authors :

Mr. F. H. Sykes, M.A., read an interesting paper on "the German Gymnasium," in which he compared German methods of instruction with ours.

Mr. W. Tytler, B.A., read an elaborate and exhaustive essay entitled, "A Critique of Bain's 'How to Teach English.'"

At the evening session the President, Mr. J. Seath, B.A., gave an address on the "Relation of Languages to Culture in Ontario." This will appear in the next number of the JOURNAL.

Mr. D. R. Keys, B.A., read a paper on "The Influence of the Scandinavian Languages on English."

At the second days session the chair was taken by Mr. W. H. VanderSmissen, M.A.. A Paper was read by Mr. J. McGillivray, Ph. D. (Leips,) on "The Position of Romance Philology in the Continental Universities,"

The meeting then proceeded to the election of officers for the ensuing year with the following results :—Hon. President, Mr. Goldwin Smith ; President, Mr. Embree ; Vice-President, Mr. J. MacGillivray, Ph. D. (Leips.); Secretary-Treasurer, Mr. J. Squair. Council—Messrs. W. H. Fraser, F. A. Sykes, W. H. Huston, D. R. Keys, W. Tytler, W. H. VanderSmissen, J. Leath, and S. M. Hunter.

At the afternoon meeting, Mr. Seath in the chair, the report of a special committee which had been appointed was unanimously adopted. The important recommendations which constituted that report will be found given in full and commented on in our editorial pages.

Miss H. Charles, B.A., then read her paper on "Elementary Teaching of French and German."

W. J. Squair, B.A., read a paper on "The Proper Character of Examinations in French and English."

It was resolved on the motion of Mr. F. H. Sykes, seconded by Mr. A. W. Wright, "that this association, disapproving of the character of the French grammar paper of the third-class examination of the last few years, would like to see the departmental character of such examinations brought into accord with that of the pass for matriculation."

At the evening session Mr. W. Houston, M.A., read a paper on "Written Examinations in English."

Mr. W. H. VanderSmissen, M.A., read a paper on "Applied Phonetics."

At the Friday morning session the exercises consisted of papers by Mr. W. H. Huston, M.A., on "What Should be Attempted in a Course of English in our High Schools," and by Professor Reynar, Victoria University on "Culture and Literature."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1888.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { JOHN SEATH, B.A. / M. J. KELLY, M.D., LL.B.

NOTE.—All candidates will take questions 1, 2, and 3, and any two of the remaining four. A maximum of 5 marks may be allowed for neatness.

1. Classify, as far as possible, the words in the following extract, as (1) names, (2) words that assert (or state), (3) words that modify (or qualify), and (4) words that connect:—

O, young Lochinvar is come out of the west!
Through all the wide Border his steed was the best;
And save his good broad-sword he weapons had none.

2. In the ranks of the *Austrian* you found him;
He *died with* his face to you *all;*
Yet bury him *here* where *around* him
You honor your bravest *that fall.*

(1) Classify, and give the relation of the clauses.

(2) Analyze the first two clauses.

(3) Parse the words in italics.

3. Correct, where necessary, any four of the following sentences, giving in each case the reason for the correction:—

(*a*) It wasn't them that did it; it was I only.

(*b*) Not only was the school-house burnt, but the contents too.

(*c*) Neither the one nor the other was the man to do the work.

(*d*) Without you understand the relations of the words, you cant read good, I dont think.

(*e*) He could easily have swam across, if the river had been froze.

(*f*) I and my brother ran towards home, shouting fire, in our overcoats.

4. Explain the meaning of each of the terms: "phrase," "mood," "conjugation," "personal pronoun," "subordinating conjunction"; illustrating by examples taken from the sentence in question two above.

5. Name the different classes of nouns, and classify the words in the following list that may be used as nouns:

Prayer-book, group, piety, pity, sleeping, prophetess, grandeur, one, noun, hereafter.

6. Explain the meaning of the term "inflection," and the grammatical value of the inflections in the following:

Hand's, hands', were, greater, greatly, sought, seeks, seeking, seek.

7. (1) State the mood and the tense of each of the verbs in the following sentences; and

(2) Distinguish the meanings of the sentences in each of the two sets of sentences:

(*a*) *I found him; I have found him; I had found him; I did find him.*

(*b*) *I may go; May I go? May I go!*

LITERATURE.

Examiners: { J. E. HODGSON, M.A. / W. H. BALLARD, M.A.

NOTE.—A maximum of five marks may be allowed for neatness.

I.

Beside yon straggling fence that skirts the way,
With blossomed furze *unprofitably gay,*
There, in his *noisy mansion, skilled to rule,*
The village master taught his little school.
A man severe he was, and stern to view;
I knew him well, and every truant knew.
Well had the *boding* tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed, with *counterfeited glee*
At all his jokes, for many a joke had he;
Full well the *busy whisper,* circling round,
Conveyed the dismal tidings when he frowned.
Yet he was kind, or, if severe in aught,
The love he bore to learning was in fault.
The village all declared how much he knew—
'Twas certain he could write, and cipher too;
Lands he could measure, *terms and tides presage,*
And even *the story ran*—that he could guage;
In arguing, too, the parson *owned his skill,*
For even though vanquished, he could argue still;
While words of *learned length* and thundering sound
Amazed the gazing rustics ranged around;
And still they gazed, and still the wonder grew,
That one small head could carry all he knew.
But past is all his fame. The very spot
Where many a time he triumphed, is forgot.

1. Explain the meaning of the portions printed in italics.

2. (*a*) Give in your own words the sense of lines 7-12.

(*b*) "*learned to trace.*" How had they learned? "*Full well they laughed.*" Why did they laugh with "*counterfeited*" glee? Why were the tidings "*dismal*"?

3. What characteristics of the master are brought out in the first twelve lines and the last fourteen lines respectively?

4. Point out the emphatic words in lines 6, 8, 10, 12, 18.

5. Describe in your own words the "village preacher."

II.

Quote *one* of the following:—
The Bells of Shandon.
Ring Out, Wild Bells.
Lead, Kindly Light.

III.

He then took his aim with some *deliberation,* and the multitude *awaited the event in breathless silence.* The archer *vindicated their opinion of his skill;* his arrow split the willow rod against which it was aimed. *A jubilee of acclamations* followed; and even Prince John, in admiration of Locksley's skill, lost his dislike to his *person.* "These twenty *nobles,*" he said, "which, with the bugle, thou hast fairly won, are thine own; we will make them fifty, if thou wilt *take service* with us as a *yeoman* of our body-guard, and be near to our person. For never did so strong a hand bend a bow, or so true an eye direct a shaft."

1. Explain the italicized portions.

2. Relate the incidents which led to the trial of skill referred to above.

3. Why does Prince John say "*our* body-guard" and "*our* person," rather than "*my* body-guard" and "*my* person"?

4. What was Prince John's object in making the apparently generous offer to Locksley?

5. Who was Locksley?

6. What is the subject of this paragraph?

ARITHMETIC.

Examiners: { W. H. BALLARD, M.A. / J. E. HODGSON, M.A.

NOTE.—Only six questions are to be attempted. A maximum of 5 marks may be allowed for neatness.

1. Write down neatly the following statement of six weeks' cash receipts; add the amounts vertically and horizontally, and prove the correctness of the work by adding your results:—

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Total.
1st.	$29 87	31 47	33 35	35 00	26 16	48 17	
2nd.	27 38	30 05	28 39	34 83	27 67	49 99	
3rd.	19 96	29 70	29 98	36 10	25 49	47 30	
4th.	23 19	32 73	31 80	37 91	27 84	50 00	
5th.	17 84	31 19	27 36	35 55	28 10	53 94	
6th.	12 09	26 07	24 09	31 87	29 15	57 77	
Total.							

(*No marks will be allowed for this question unless all the work is correctly done.*)

2. If you buy 3 lbs. of butter at 28 cents a lb., 5 lbs. of tea at 56 cents a lb., 6 bars of soap at 17 cents a bar, 12 gals. of oil at 27 cents a gal., and 3 oranges at 40 cents a doz., and the merchant throws off 10 cents for each dollar's worth purchased, how much change would you get out of a $10 bill?

3. Divide $82.60 among 27 men and 37 boys, so that each man may have three times as much as each boy.

4. Find the interest on $387.56 from March 18th to November 19th, at 6 per cent. per annum.

5. A bushel of potatoes weighs 60 lbs. If a grocer buys a ton of potatoes for $15, and sells them at 15 cents a peck, how much per cent. will he gain?

6. A barn 80 ft. long and 60 ft. wide is built on a plot of ground 308 ft. long and 204 ft. wide. The rest of the plot is covered with cordwood to a depth of 8 ft. How many cords of wood are there?

7. The interest on $870 for 4 yrs. 6 mos. is $274.05; how much will $1,000 amount to in 3 mos. at the same rate?

8. A lot 11 rods long and 9 rods wide has a fence built round it. Outside the lot at a distance of 2 ft. from the fence a sidewalk 4 ft. wide is built; how many square yards of ground does the sidewalk cover?

GEOGRAPHY.

Examiners: { J. E. HODGSON, M.A. / W. H. BALLARD, M.A.

NOTE.—Not more than five questions are to be attempted. A maximum of 5 marks may be added for neatness.

1. Define:—Isthmus, plateau, desert, sea, cataract, delta, water-shed, road-stead, first meridian.

Give an example of each, and state where it is situated.

2. Draw an outline map of Ontario, marking the position of Ottawa, Pembroke, Collingwood, Kincardine, Sarnia, Port Dover, Niagara Falls. Trace a railway route from each of four of these places to Toronto.

3. Give the water boundaries of (*a*) Ontario, (*b*) The Dominion.

4. Where, and for what noted, are:—Liverpool, Woolwich, Sheffield, Edinburgh, Versailles, Belfast, Calais, Melbourne, Chicago, Boston, Pittsburg, Portland?

5. Draw an outline map of British North America, marking the position of the capital of each division.

6. Name the principal varieties of the following products found in Ontario, and mention the districts in which they abound:—Grain, fruit, fish, minerals.

7. Show how the situation of the following cities affects their commercial importance:—Toronto, Montreal, New Orleans, San Francisco, Bristol.

HISTORY.

Examiners: { JOHN SEATH, B.A. / M. J. KELLY, M.D., LL.B.

NOTE.—Only four of the questions in English History are to be attempted; and only two of those in Canadian History. A maximum of five marks may be allowed for neatness.

I.—ENGLISH HISTORY.

1. Give an account of the customs and mode of Government of the Anglo-Saxons.

2. What led to the Norman Conquest of Britain; What changes did William the Conqueror make in England during his reign?

3. Give a brief account of four very important events in the reign of the Tudors, showing why each of them is important.

4. The two chapters in your text-book that deal with the history of England since the reign of George III. are entitled respectively "An Epoch of Reform" and "Growth of Democracy." By means of two illustrations in each case, show that these are suitable titles.

5. Give an account of the Peasants' War and of the Seven Years' War.

6. "The Revolution of 1688 marks the close of

the long struggle between the Crown and the Parliament. With it the 'New Monarchy' ends."

(*a*) Explain two of the most important events in the history of "the long struggle."

(*b*) What is meant by the "New Monarchy"? What system of Government did it displace, and how did it come to displace it?

7. Write explanatory notes on any four of the following:

Constitution of Clarendon, the Long Parliament, the Gunpowder Plot, the Act of Settlement, the Bill of Rights, the Declaration of Rights, Party Government.

8. Give an account of any two great writers or statesmen in each of the following:

(1) The reigns of the Georges. (2) The reign of Queen Victoria.

II.—CANADIAN HISTORY.

1. Narrate the principal events connected with the discovery of Canada.

2. Explain the causes and the results of the Canadian rebellions of 1837—1838.

3. Write explanatory notes on any four of the following:

The Company of the Hundred Associates, the Constitutional Act, Seignorial Tenure, Red River Rebellion, North-West Rebellion.

Question Drawer.

How long are teachers holding Second-class Non-Professional Certificates required to attend Normal School to obtain professional certificates? —W. M.

[One session of four or five months.]

Is a French journal edited in this country? If so, what is its address?—SUBSCRIBER.

[There are many French newspapers published in Quebec. If "Subscriber" means an educational journal, there is one published in Quebec, at the Laval Normal School.]

PLEASE give in your paper a good recipe for painting a blackboard, and oblige.—A SUBSCRIBER.

[We published a recipe a few months since, but cannot now refer to the date. Perhaps some of our readers can help "Subscriber" from experience. We presume some of the liquid slates prepared for the purpose are best. They can be had, with directions, through dealers in school supplies.]

1. WHAT is the authorized text book on the subject, *Agriculture*, to be used in the public schools, or is there such a book published?—J. J. R.

[No text-book has as yet been authorized. One is, we learn, in preparation, but will not be ready before midsummer. Pending the authorization of a text-book no questions will be set on the subject.]

PLEASE give me an example or two of *precis writing*; also, please give pronunciation of word, *recis*.—X.

[Pronounced *prā-se'*. We have not space for a fair specimen of an official or commercial *precis*. See Hunter's Introduction, or some other text-book.]

2. GIVE a list of eight or ten of the principal colleges in the U. S. Tell what the income of each is, and from what source this income is derived.—J. J. R.

NAME.	INCOME IN 1884-5.	SOURCE.
Johns Hopkins University	$233,497	Endowment and Fees.
Harvard	812,016	Endowment and Fees and State appropriation.
Univer. of Michigan	108,289	Endowment and Fees.
Madison	32,025	do.
Cornell	193,927	do.
Columbia	342,051	do.
Pennsylvania	102,873	Endowment and Fees, and State appropriation.
Yale	162,755	Endowment and Fees.

There are many others of considerable importance, while the name of the smaller colleges is legion.

CAN the holder of a Third-class Professional Certificate, having taught more than one year, take a First-class Professional?—W. W.

[Not until he has taken the Second-class Professional, and passed the First-class Non-Professional examinations.]

For Friday Afternoon.

NATIONAL ODE.

BY J. C. HODGINS, LL.D.

OUR country, ever free,
Toast we our love to thee,
Thou art, shall ever be,
Sacred to liberty.

Our holy natal land,
Firm shall we ever stand,
From ocean strand to strand
Leagued in a fervid band.

Thine Britain's glorious past,
Fame that shall deathless last,
Through the dark eddying vast,
Hold it secure and fast!

Thine Teuton fame and fire,
Might that no toil can tire,
Quenchless in high desire,
Ever to Heaven aspire.

Thine Gallic warmth and heart—
Oh! let it not depart!
This buy ye in no mart,
'Tis of thy nobler part.

Thine the soft courtesy
Of sunny Italy;
Thine her great history;
Thine not her misery.

Thine Aryan energy;
Thine Gothic fealty;
Child of the old and free,
Work out thy destiny.

May no rude shock of war
Ever thy freedom mar,
Ever thy visage scar—
Scatter thy gifts afar.

Sound, sound a welcome call!
Open thine arms to all!
Here let all fetters fall,
Be they on king or thrall.

From the rank fetid air
Of crowded street and square,
From war's loud trumpet blare
Welcome each wanderer!

Hither let exile come
And lay his exile down:
Once o'er thy line of foam
He need no longer roam.

Thou art the blessed land
Where peace and order stand
In an unsullied band,
Bearing love's glowing brand.

First in the fyles of time,
Wing, wing thy flight sublime,
Leave far all wrong and crime—
Herald the golden chime—
Usher the better time.

—*The Empire.*

AT EVENING-TIME.

BY THE REV. A. S. GUMBART.

It was evening,
That evening of the week
When labor ceases,
And makes ready to usher in
The calm, the peaceful day of rest.
Streaming from factory, shop and mart
The weary toilers of the week,
Some strong and merry, yet others
Pale and thin and sad,
Sought each the fire-side they loved the best,
Or must, perforce, endure.
Among them all was one whose look
Betokened four-score years of age.
His lagging feet, weary with the journey of the day,
Bore him but slowly to his humble home.
No kindly voice was heard to bid him welcome,
No loving hand to help the weary frame,
Ma e weaker still by hunger.
For he was poor and old and friendless,
Yet did he not complain,
But, kneeling down beside his cot, he prayed.
The moon did cast her silvery beams
Upon his face now wet with tears.
Thus kneeling, with uplifted face, he spake,
And as he spake his face grew wondrous sweet.
'Twas old and wrinkled, deep-marked by many a care,
And yet 'twas sweet to look upon,
For its beauty was the beauty of holiness.
With reverence, yet with filial confidence he prayed:
"My Father, thou hast not forgotten
Thy poor child, although when the sharp tooth
Of hunger bites, I sometimes feel
As if the word of David was in error
When he said that he had never seen
The children of the righteous begging bread.
And yet I know, though Thou hast tarried long,
Yet wilt Thou come laden with plenty.
It may be long; but Thou wilt surely come!"

And then, as if waiting for some messenger
To come, who still might tarry;
His head sank down upon his hands, clasped before him.
A cloud veiled the light of the moon,
And as its light went out
The old man fell asleep.
Once in the darkness as the clock in some
Neighboring church struck three, the old man started.
Yet did he not awake, but murmured
As if holding converse with some friend afar:
"Yet hast Thou not come, my Father? I complain not!
Yet wilt Thou come, though Thou dost tarry long."

Thus slumbered he, yet no one came in answer
To his call, or to relieve his waiting.

The first pale beams of the early sun
Cast their warm light upon the sleeping watcher,
Still kneeling as he fell asleep, with head resting
Upon his hands clasped upon the cot before him.

The Day of Rest had come, that day
On which the Lord of Life did break
The fetters of the tomb, and vanquished death.
'Twas then the old man lifted up his head.
Like a flood of glory from the Throne
The sun did shed its light upon his face;
As much sweeter now, as the sun is grander than the moon.
Was it a vision of the heavenly land he saw?
Or was it He whom he called Father?
For as he looked a smile did help to make
The glory brighter and the face the sweeter.
It was a smile of satisfaction, a look of recognition.

"So Thou hast come, my Father,' he said with trembling voice,
A voice that trembled not with fear, but joy.
"Though Thou hast tarried long, yet hast Thou come
Laden with plenty. Take now thy child!
No more shall hunger bite, nor hurrying throngs
Jostle the weary frame,
For in my Father's house are neither tears,
Nor hunger, nor weariness, nor pain!
Clothed in immortal youth, I'll walk with Him
Who gave His life to wipe away all tears.

And feed the hungry soul?
My Father, for this day Thy child has waited long,
But Thou has come laden with plenty."
And so they found him kneeling. "Dead!" they said,
But he had gone with Father to a better home,
"A house not made with hands, eternal in the heavens."

—*Christian Inquirer.*

Howe'er it be it seems to me
'Tis only noble to be good;
Kind hearts are more than coronets,
And simple faith than Norman blood.

—*Tennyson.*

BUSINESS NOTICES.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for $5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

WE offer, p 273, a chance for clubbing with this paper, whereby our subscribers may secure certain desirable publications below the ordinary prices. We also offer certain premiums as an inducement for new subscriptions or prompt payment of old ones. We have taxed our generosity pretty severely in some of these expensive offers, but we do it for the general good of the cause, of course. Please give the announcement a careful perusal and write early.

Now that the season for holding Conventions has returned, we desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

TEACHERS' INSTITUTES.

North Hastings—Jan. 24 and 25.
South Hastings—Jan. 31 and Feb. 1.

Mr. Inspector Tilley will attend both of the above meetings, and will, in each case, deliver a lecture on the evening of the first day.

Editorial.

TORONTO, JANUARY 15, 1889.

MODERN LANGUAGE TRAINING.

THE report submitted by a Special Committee of the Modern Language Association of Ontario at its recent meeting and unanimously adopted, contained the following recommendations touching the course in modern languages in Toronto University:

1. That in view of the importance of modern languages in modern culture, (*a*) a higher examination value be assigned at matriculation to each of the subjects in the department; (*b*) that there be two honour modern language departments at graduation, viz., a department of Teutonic languages, and a department of Romance languages; (*c*) that history and ethnology as honour subjects be removed from the Department of Modern Languages; (*d*) that at junior matriculation either French or German be obligatory on all candidates.

2. That, in view of the facilities now afforded by the High schools, a higher pass standard be enforced at matriculation and subsequent examinations in the Department of Modern Languages.

"3. That English be required of candidates in all courses in the first and second years at least."

With the general tenor of these recommendations, most thoughtful educators who realize how low is the standard prescribed for modern languages, especially in the pass course, in the Provincial University will, we think, heartily agree. We are not sure that it is desirable that either French or German should be obligatory on all candidates at junior matriculation. We are inclined to think that in view of the multifarious branches of study competing for the attention of the young men desirous of a liberal education it may be possible to arrange a course which will meet all the essential conditions of undergraduate training without embracing either of those languages, desirable as they undoubtedly are. But we are well assured that where these languages constitute a part of the course, much higher comparative values should be assigned to them than those they at present have. If worthy of a place in the curriculum they are worthy of being thoroughly studied and every encouragement should be given to such study. And surely no one can doubt that whether regarded as instruments of culture or avenues to learning, the best results can be attained only by giving them a prominence fully equal to that accorded to any other subject. In this connection too much emphasis cannot be placed upon the view expressed, we think, by Mr. Seath, that the true goal of all right study of language as part of an academic course, is easy access to the literature of that language. Not simply acquaintance with the grammar of the language, or with the history of its literature, or with biographies and critical estimates of its great writers, but the ability to read, appreciate and enjoy the literature itself, is the measure of the student's profit. Tried by such a test it is to be feared that much of the study of languages, both ancient and modern, in all our colleges, would be found sadly defective.

But while we recognize in each of the recommendations of the society, with the exception above indicated, a needed and salutary reform, we should like to lay upon the last of the series a ten-fold emphasis. To say that every University student who proposes to proceed to a degree—and if he does not expect to complete the course the argument holds *a fortiori*—should be required to take English during at least the first two years of his course, seems so like an axiom that the wonder is that any argument or recommendation should be necessary. We should, indeed, not hesitate to go much further than the association has gone, and say that the reading of the English classics should be continuous throughout the whole course, and obligatory upon every student. Nothing less than this can secure to the average student that knowledge of his own language, and of the unique and imperishable literature embalmed in it, without which no one whose native tongue is English, should be entitled to rank as an educated man. This literature, from the days of Alfred to those of Victoria, should surely form the staple intellectual diet of every Canadian student. With an intelligent acquaintance with the best that has been written in his mother tongue, no one, no matter how meagre his knowledge of mathematics or of other languages, dead or living, can be denied a place amongst men of culture. Without it no degree of expertness in all the other subjects of the University curriculum—though such a case is well-nigh inconceivable—could fairly entitle him to such a position.

After such an avowal of creed we fear we may be set down by our correspondent "Educationist" as one of the specialists whose extravagances he deprecates. We can, however, fully sympathize with "Educationist" in his anxiety lest the educational pendulum in receding from one extreme may swing to another. Most readers who have paid attention to the subject will agree with him that Mathematics did, our correspondent would not, we judge—permit us to say *does*—hold a position of undue prominence in our schools and colleges. He will, we think, agree with us in deeming that the tendency to specialization which has for some time past prevailed in the University of Toronto, is excessive, and not in the interests of broad scholarship. The point of difference, if there is one, would be that we claim for the English language and literature an exceptional position in the schools and colleges of English-speaking peoples. Hence we hail the action of the Modern Language Association in this respect, as a move in the right direction, and wish it abundant success. We some years ago expressed the conviction, which further observation and thought have but tended to confirm, that the school and college of the future in English-speaking countries will have English as the back-bone of its whole curriculum, giving to it the preëminence which was for so many generations usurped by Latin in the British public schools and universities. Then and not till then, may we hope to see a genuine revival of the taste for good reading, and a deluge of bankruptcy sweeping away the purveyors of the debilitating trash which is doing so much to convert us into a race of mental dyspeptics.

THE LAW OF MINE AND THINE.

"THE beginning is half the whole," is a maxim as old as Hesiod. "Oppose the beginnings of evil," is another ancient condensation of the wisdom of many, which is approved by the experience of all ages. The great practical value of these and similar maxims arises out of the fact that "the child is father to the man," and that not only the habits formed, but the notions and principles accepted in childhood, are pretty sure to be perpetuated in after life. The untruthful boy may, by virtue of some great change, become a truthful man, the tricky boy an honorable man, the idle boy an industrious man, and so forth, but the chances are very heavily against such transformations. Hence the words of the ancient philosopher, who, when asked by a friend what he should teach his boys, replied, "Teach them those things you would have them practice when they become men," are perennially wise.

The following which we take from the *National Normal Exponent*, of Cincinnati, deals with these principles in one of their special and most important applications so effectively that we commend it to the thoughtful consideration of every teacher:

A sacred regard for property should form the anxious and constant theme of school instruc-

tion. Ideas as to *mine* and *thine* are all too lax in this country. The schools are responsible for this, more or less. The care which the teacher manifests for the school property has great influence. The faithful protection of each pupil's articles in the school-room should be exercised. Freedom with the materials in the desk of an absent pupil should be conscientiously forbidden. The careless handling and marking of borrowed books should be pronounced against. The faithful and prompt return of borrowed property should be thoroughly inculcated. One who has much property to care for knows too well the thoughtlessness, the actual dishonesty which prevails as to unwarranted appropriation by many people of that which belongs to others. Not only the common honesty which prevents one touching what does not belong to him, needs to be persistently taught, but that brotherly regard which will inform a neighbor of the fence broken down and which will put it up if damage is imminent; or which will take up lost stock and hold it until called for; or which will promptly tell a grocer if his goods are being stolen; should be taught and illustrated in season and out of season. This is Civics."

A FIRST PRINCIPLE IN EDUCATION.

OUR correspondent "Inquirer" carries us back to a first principle in education which is too often lost sight of in these days. That principle is that the work and duty of education proper–that is of "training up the child in the way that he should go"—rest primarily not upon the State but upon the parent. We have often dwelt upon this as a fundamental truth. In the tendency to lose sight of it exists one of the greatest dangers of our time. To such an extent is this tendency devoloping itself that it is now openly maintained by some intelligent people in the United States—we do not know whether such opinions are held in Canada—that all citizens should be compelled to send their children to the public schools. Thus it is openly proposed that a people who justly boast of their liberty and intelligence, are voluntarily to put upon themselves the shackles of a Spartan despotism, and reiterate in a modern nation the monstrous and mischievous fallacy that the people exist for the State, rather than the State for the people. But we have no fear that any such theory will prevail. The Christian fathers and mothers of America understand too well their rights and duties in regard to the training of their children.

We cannot quite agree with our correspondent in so far as he seems to censure the State as having usurped the functions of the parent. Rather has it stepped in to supply the parent's lack. If every parent was able and willing to provide for the proper education of his own children, physically, mentally and morally, there would simply be nothing for the State to do in the matter. It would have no right to interfere. The education imparted would be free from the sameness which results from the mechanical routine of a fixed system, opportunity would be afforded for consulting the individualities of mind and character, and the State would have the benefit of a much fuller development of the various powers and capacities of its citizens. But the State is compelled in self-defence to decree that all children within its limits shall receive a certain minimum of education considered necessary to intelligent citizenship. Finding that many parents cannot, and many more will not, voluntarily secure this for their children, the State undertakes to supply the deficiency, by providing a system of public schools and aiding in their support. This gives it the right of control. Hence arises the prevalent but errorenous notion that education is properly a political instead of a parental function. Should the happy day ever come when all parents are alive to their duties in the matter and able to perform them, the work will pass back from the hands of the rulers into those of the parents, to whom it belongs by the law of nature, with the happiest results. But that will not take place, we fear, till the millennium.

"Inquirer" well shows the difficulty, not to say impossibility, of the effective performance of the great work of *moral* training, by the State. We quite agree with him that religion is the only basis of effective moral training, and that the State cannot teach religion. Hence arises the great educational difficulty of the age.

The School Times, of Winnipeg, has in its December number an article on the subject which, amidst some remarks with which we cannot agree, and others whose drift we do not very clearly perceive, contains some good practical hints. The writer says:

"The influences of the school-room should all be elevating and humanizing, but this can be obtained only by selecting teachers of such a character that they will exert such influences. Every teacher has a great influence of some kind over his pupils and such influences must be co-existent with the relation of teacher and pupil, and the people are free to choose only such teachers as will elevate their pupils by their association with them. No rules of conduct can be laid down for the guidance of teachers in this respect. The influence of man over man is too subtle to be thus hemmed in. But positive moral teaching is quite another thing. It is very easy to define the scope of it and when defined it is not difficult to teach the principles of morality, nor yet to fairly estimate the value of the teaching to the pupil. But when moral teaching has become definite in its scope and aim, and is of value to the pupil and to the teacher, it loses its value as a platform subject, it has become realization and it requires no flights of oratory to indicate what it will accomplish; it is then an actuality. It is definite, plain moral teaching we require in the schools, the ecstatic variety is not good, it is without practical value. We would like to see a definite place given to moral teaching in our schools and work prescribed for the teacher to do."

We do not pretend to understand the difference between "plain moral teaching" and "the ecstatic variety."

Nor are we convinced that it is so very "easy to define the scope" of positive moral teaching, or to "teach the principles of morality." We have little faith in the practical value of any moral rules or principles which do not rest upon fundamental truths. In other words it is of the essence of moral training that it be backed up by motives which appeal effectively to the moral nature. If this be the "ecstatic variety," then that is the variety which the child nature needs. The child needs instruction in right and wrong, no doubt, but it is in the very nature of *moral* training, that it must address itself primarily to the will, the heart, and the conscience, not merely to the intellect. Otherwise it is useless for practical purposes.

But whatever may be the meaning of our contemporary in these and other parts of the well-written article, the first half of the first paragraph we have quoted puts well a valuable truth. It contains, in our opinion, the gist of the whole matter. Of course, nothing the school teacher can do can exempt the parent and the religious teacher from their solemn obligations. But the question of what can be done in the way of true moral training in the school, depends entirely, in our view, upon the character of the teacher. And as the *School Times* well says, "the people are free to choose only such teachers as will elevate the pupils by their association with them." The people of necessity delegate the choosing of teachers to school boards, or trustees. On these devolves a most serious responsibility. If only all such boards would make the moral and religious character of the teacher their first and highest consideration, and refuse to engage any, in any capacity, except those whom they have reason to believe will elevate their pupils by their constant example and influence, the problem of moral instruction in the schools would be speedily solved.

Literary Notes.

ST. NICHOLAS for January comes as usual full-freighted with stores for the delectation of the children and youth. The charmingly illustrated legend of the Pigmies which occupies several of its first pages, will be a source of delight to all its young readers. One often wonders how the variety of fresh and entertaining matter for children can be so well sustained from month to month and year to year.

THE *Atlantic Monthly* for January is to hand, with the promised portrait of the poet Whittier, one of its earliest and most distinguished contributors, and with its usual complement of thoughtful, well-written and scholarly articles, on topics of living interest. With a large class of readers of cultivated taste, the *Atlantic* will continue to take first rank so long as it maintains the literary excellence by which its articles have from the first been marked.

WE welcome the first number of the *Popular Science Monthly* for the New Year. While the *Monthly* sometimes contains articles from whose reasonings and teachings we dissent, the high ability and dispassionate straightforwardness by which its contributions are almost invariably marked, make it an exchange which we should be very sorry to lose. It is always instructive, suggestive and stimulating, while its distinctly scientific character and mode of treatment of most of the subjects with which it deals render it, in a measure, unique among the magazines.

HUMAN perfection is the grand aim of all well directed education. The teacher should have ever present the ideal man whose perfection he would realize in the children committed to his care, as the sculptor would realize the pure forms of his imagination on the rough marble that lies unchiseled before him.—*North Carolina Teacher.*

Hints and Helps.

MY SELF-EXAMINATION.

BY E. L. T., TENNESSEE.

AT the close of my school each day I spend a few moments questioning myself. I do not do this in a morbid way at all, but simply because it is something like the report of a committee on the whole. I want to see if I can report progress to myself. As some teacher may be benefited by knowing a few of the questions I ask myself, I will give them. I want to say right here that I do not ask all of them at once. I may not question myself on more than one, but I assure them I do that pretty thoroughly.

Are my pupils getting morally stronger from their contact with me?

What educational principle have I made more thoroughly my own, to-day?

Have I been a *real teacher* to-day?

Am I looking at my work from the standpoint of parent as well as teacher?

Are my pupils learning to think, and are they acquiring stronger mental power, or am I simply teaching words, the husks of wisdom?

Do I feel to-day, more than yesterday, the true end of education?—*South-western Journal of Education.*

DO YOU PRONOUNCE THESE WORDS CORRECTLY?

BY ALLEN DALE.

ARE you sure you pronounce correctly the names of places, etc., which you daily use in your geography lesson? Teachers have been known to pronounce a word incorrectly for years, having heard it wrongly at first, and ever after repeating it to successive classes, until corrected either by a chance looking at its correct pronunciation or by some one who knew how the word should be properly sounded. Nearly all geographies have a pronouncing vocabulary, and this should be consulted in all cases of doubt. A list of words commonly mispronounced is appended. Look them up and see if you have been in error regarding any of them:

Adriatic	Hawaii	Pesth
Alberquerque	Hayti	Pompeii
Azov	Helena	Quito
Azores	Hoang-Ho	Reading
Balmoral	Iowa	Saco
Barbadoes	Limoges	Said
Brindisi	Lisle	Salonica
Cabul	Menai	Samoa
Cairo	Mersey	San Jose
Caucasus	Meuse	San Juan
Cayenne	Moscow	Sault Ste. Marie
Cheyenne	Natal	Seattle
Crimea	Napaul	Tucson
Curacoa	Nice	Venezuela
Fayal	Nismes	Vosges
Greenwich	Orleans	Yosemite.
Hainan	Pernambuco	

—*American Teacher.*

MY EXPERIENCE IN NUMBER WORK.

LAST week while giving a lesson in Number Work I found that pupils who were "new comers" in my room were faulty in answering. I pursued various methods of oral drill and found that the combinations as far as thirty-six were deeply impressed upon their minds. Over and over I drilled them on quick and *quickest* work, and I felt safe in saying that they were "perfect." I then tried a problem, not a practical problem in the true sense, but a problem of reasoning. It was this—"In each of two rooms there were two bird cages; in each cage there were four birds. How many birds in all? Out of twenty-seven pupils I found but two who could give an answer; these were incorrect. Since the children were all "new" in my room I felt free from the responsibility, but determined to find where the fault lay. I thought, as I often have, and now much more firmly think, that the mischief lay in the child's failing to see the mind picture. So I repeated the problem step by step, after first requesting the children to close their eyes, and to "see" in their minds each step of this problem. Their word imaginations quickly came to their assistance; I instanced, first, my school-room and one of the others. They "saw" that; then the cages; they "saw" those; then the birds, then altogether. I then called for the answer to the problem and every hand went up. This continued and it was simply wonderful how much more readily and thoroughly they answered me. Possibly this hint may help some other puzzled teacher to solve that query—how shall we develop most readily and thoroughly the child's reasoning faculties?—*Marie Kays, in Popular Educator.*

MISTAKES IN TEACHING.

1. *That the mind is like a block of marble.*—Addison wrote very beautifully on this idea. He represents the teacher as a sculptor, operating on a rough block of marble, with chisel in hand, and bringing forth a beautiful angel statue. The poetic fancy that the angel lay concealed in the block, to be hewn out and polished by the sculptor's hand, will do well enough when we deal with inanimate objects, but it will never do to compare the child's mind with it. The child is not like the marble, a mass of matter, but it is a living, moving, actively engaged being, from the moment it enters the world, and must be treated as such.

2. *That the mind is like a plant.*—A plant has life, it grows, it changes, it develops, but it is vegetable life, vegetable growth, vegetable development. Do not commit the blunder of treating your child as if it were a vegetable. It has a head, but not a cabbage head. It has a heart, but not like a plant. It has an immortal mind, a no less immortal body, and above all, an immortal soul. "I paint for eternity," Zenxis said. You are rearing, training, educating that which shall live through all life and extend throughout all extent. Remember this, and make no mistake.

3. *That the mind of the pupil, as you receive him into school, is like a blank sheet of paper.*—Six years, the most important of all of life, of the child's existence have already passed, when you receive him into school. He has in these six years gained more knowledge and formed more character than any twelve years of subsequent life will furnish him. As such, therefore, you receive him. Here your work begins, and it may have to be the undoing of what has been done. Most active, often stringent measures must be resorted to, to give to mind and character that bias which shall result in present and everlasting good. Here the teacher acts a most important part; he becomes a factor in the making of the child, whose influence shall reach out for weal or woe far into everlasting ages. Make no mistake in the child as you receive him.—*National Educator.*

Correspondence.

THE ENGLISH HOBBY.

THE recent meeting of the Modern Languages Association gave an opportunity for the specialists in English, French and German, to urge the claims of their department upon the attention of the university authorities, and on the general public. Mr. Seath gave prominence to the fact that subjects like English, French and German were undervalued at the University examinations, too much importance being attached to classics and mathematics. This view of the question is partially correct. It is, however, the view of a specialist urging the claims of one department of education, regardless of the claims of others. Just now we are plagued with educational reformers and their nostrums. There is nothing from psychology to manual training, from agriculture to temperance that is not sought to be introduced into our public and high schools. Every man with a hobby that gets into official position, uses that position to forward his cause. When we had a high school inspector of mathematical tendencies, mathematics were given the first place. Now we have English and sciences represented in the Inspectorate, and what follows. Mathematics are discouraged for the advantage of English and the rudiments of the natural sciences. The abuse that Mr. Seath complains of—that of under-valuing English, French and German in the university examinations—certainly does not exist in connection with the Education Department Examinations. On the contrary, English, chemistry and botany are grossly overvalued—so much so that it can be explained on no other ground except that there is a fixed determination to discourage mathematical studies, and draw H.S. students into English and science. Let any one compare the marks given to each of the subjects, English grammar, English literature, chemistry and botany, with the marks given to algebra, and then estimate the amount of work necessary to master each of these, and he will be struck with the unfairness and absurdity of the present Departmental regulations. Of course, such an arbitrary valuation of the importance of these branches, is very soon felt. It is my experience that mathematical studies are becoming more and more neglected—that the standard of excellence is being rapidly lowered in our high schools—and that if this English and science hobby is ridden at this rate five years more, the mathematical status of our high schools and universities will rapidly decline. Perhaps this is what is wanted; but for me I cannot greet such a state of affairs with "a light heart." I am not disposed to overrate mathematics, or underrate English and science—all I ask is that our system of education should be developed with due regard to the time and abilities of our students, and that lop-sidedness should be shunned as an abomination and a deformity.

EDUCATIONIST.

WHAT IS WRONG?

IN your issue of December 15th, you ask, in reference to American public school systems. "What is wrong?" Your article thereon set me, and doubtless many others, thinking. I do not pretend to give a definite, but I wish to suggest a possible, answer. Professor Laurie, in his "Rise and Constitution of Universities," says:

"In the greatest days of Greece, education was widespread, but it was not organized. With the empire came organization in this as in every other department of social life, and organization meant buildings, endowments and privileges. It is a curious, but, I think, indisputable fact that from the time education became an object of solicitude to the civil power, genuine philosophic ardor and literary productivity began to decline, and a marked and steady decay of the scientific spirit was visible."

In our public school systems, education is not merely an object of solicitude to the civil power; it is a function of the government to the exclusion of voluntary agencies as such, so that each system is as much under state control as is the post-office system. Is this compatible with the best education? Certainly, as regards moral education, if morality has an essential relation with belief in a future life; or, supposing that be questioned, if the morality of the people of Canada has an essential relation with their beliefs in a hereafter and in God, then it is hard to see how a government can do anything effective to make its school system an instrument of moral education. Politicians will not interfere or meddle with religious differences—it is not desirable that they should; but then the moral life of our people is so connected with religion that any attempt at effective moral instruction in the public schools would endanger any government. In any case, politicians are not the people one would choose as guides where morality is concerned. Their aim is the promotion of material prosperity. Again, there can be no lasting improvement which is not accomplished in accordance with the laws of nature, and when I think of the natural relation of parent to child, and the consequent duties which devolve upon the parent to educate that child, and the civilizing moral influence which the efforts to educate that child would have upon that parent, and the tie of gratitude which would thence bind the child to the parent, it seems to me a contravention of nature that the State should step in between the two, take the duties of the parent on itself, loosen the family tie, and teach by implication that fathers and mothers are not fit guardians of their children. In a word, my answer is that the "wrong" you seek is to be found in the fact that the State has monopolized the work of educating the people, and that said State is not capable of doing well what it thus undertook to do.

INQUIRER.

SECOND BOOK GEOGRAPHY.

(*Continued from page 263*).

help you, viz.: Do the best you can. After having introduced a printed globe and having explained that it shows the shape of the earth and proportion of land and water, then draw a plain rectangle showing all the land and water that such a rectangle would hide from view if suspended at the proper focus between us and the world: that is, the top corner should show a portion of Europe and Asia, while the bottom corners would reach toward Australia on one hand and Africa on the other. Shade the land, islands and all, and leave the water unshaded. Put in no names at first, nor anything else to blur the effect of your picture. If you get one idea into Tommy's head at once you are doing well. Names too often, especially in geography, crowd out ideas instead of conveying them. This map, too, should be drawn on a spare blackboard and kept for the term, adding rivers, mountains, lakes, etc., as your instruction proceeds, until the whole is complete. Then, and not until then, would I fill in the names.

Now for the definitions. How are they to be taught? I would proceed somewhat as follows: Begin with a river; they have all seen one. Ask them to tell you what it is; and if their minds have not been previously puzzled by—to them at least—senseless verbiage, they will answer you in such a manner as will show that they have correct ideas, at any rate, whether they have the ability to express them or not. Now take the poorest definition you have heard and let the class criticize it if they can; if not, a few hints from you will put them on the right track. Go over half a dozen answers, then have all try again. Keep on until some bright urchin gets the correct answer and the rest very nearly so. Then have said urchin step out in your place and dictate the definition slowly, for he is sure to go too fast, as he is a little proud and desperately in earnest. The correct definition thus drawn from the pupils should be written on the blackboard and in their books, while the teacher walks around and sees that all do it neatly and properly. They should then get it "off by heart," and repeat it exactly first thing when they come forward to the next geography lesson. As many as time will permit should repeat it aloud, while the others sit like loaded cannon ready to fire on him who stumbles on a single word or syllable.

The teacher has no right to allow information, so laboriously obtained, to slip from the memory through neglect to fix it there by frequent repetition.

We might next take an island, and if they have not seen one and you happen to teach in the country, take class out into the school-yard. If it be not block-paved, you will likely find a chance to show them one on a small scale. From my experience of country school-grounds, you could find ample opportunity, especially after a rain storm, to teach island, cape, isthmus, strait, channel, peninsula and river. However, if you are so fortunate as to teach in town, then ask Tommy if he thinks his pa would lend you his old checker-board, and gain the confidence of the worst boy in the room by asking him to fill the waste paper basket with sand at recess. On seeing these, their curiosity and interest will be aroused for this lesson, at least. Place the board, covered with sand, where all can see it. Isolate a portion of the sand, surround it with water or with the bare board representing water, ask them if they can think of this piece of land as being large enough to have trees growing on it, large enough for a farm, a village, or both. From this have pupils form a proper definition of island. I would proceed similarly to teach several other definitions.

But a teacher says, "Look what time you have spent." Well, that's what we are in school for—to spend time *judiciously*. "But you have spent a whole lesson on one definition." Well, what odds; spend three lessons, if necessary. "But you will never get over the work for the next examination of the Head Master or visit of the Inspector." Well, suppose I don't. "But they'll ask questions farther over." Let them ask; they'll get no answer, therefore cannot judge of your teaching. "But my pupils won't pass if I go so slowly." Yes, they will; it is the intelligent pupils who pass. Cram, added to stupidity and ignorance, won't pass pupils, at least not nowadays, when we have such intelligent Inspectors and Head Masters.

But is the blackboard the best thing to teach second-class geography from? No, every teacher should have in her room a large black globe, as black and as large as possible, with nothing marked on it except what she puts on it herself. It should, of course, be suspended on an oblique axis attached to a heavy bottom stand. On this she should draw the continents of the world, paying more attention to relative size and position than to correct details. She will be apt to do this, anyway. Then teach pupils from this globe the boundaries not only of the continents, but of the oceans. "The trustees won't get such a globe." They will if you pester them sufficiently, just to get rid of you, if for nothing else. More requisite information can be given a beginner from such a globe in one hour than with circular maps and Mercator's projections in six months. Turn America to them, they have seen the western hemisphere, half a turn and they see the eastern. Present the North Pole, they have the northern, reverse it and they see the southern hemisphere.

Cause of day and night may be made clear by having a large, well-lighted Chinese lantern or lamp for the sun, and blinds pulled down so as to add to the effect.

But are the boundaries of continents, oceans, together with definitions, all the geography to be taught a second-class? Is there nothing to further excite the imagination or form food for future thought more than these dry facts? Let the teacher take the globe, and as she spins it around before them, representing daily motion, she can, with candle or lamp to take the place of the sun, have pupils understand why there is cold around the poles and extreme heat around the centre; while the happy mean exists between these extremes. Don't draw circles yet having long technical names, thus dividing the earth's surface into arbitrary zones and giving children the idea that an abrupt change would be felt in passing from one zone to another, but show there is a constant change of climate in every quarter of the globe. Explain to them how the hot belt is continually oscillating, traveling northward for six months, and then southward, producing changes known as summer and winter.

Now, all children have seen and felt the extremes of these two seasons, hence it is easy for the teacher to draw upon their imagination, and vividly depict the desolate and dreary wastes of snow, and ice-bound seas, and howling winds that sweep over boundless plains of glaciers, thousands of feet in thickness, slowly creeping to the moving ocean, there to break off in icebergs, to be swept by polar currents to the warm waters of the tropical seas. No life, animal or vegetable can exist on such a shore. Not even the fur-protected white bear, nor the fat-protected seal or whale, is found here. Then turn to the other extreme, and we have the fertile Amazon basin, with its load of vegetation and animals, reptiles and beautiful birds.

Then it is easy to make them understand how animal life depends upon vegetable life. How the fat of the whale or seal would melt in the torrid zone, and the elephant would starve in a northern clime. In short, how the earth is inhabited by all varieties of living things, each adapted to the peculiar circumstances and conditions with which a beneficent God has surrounded it, while man, the most intelligent of all animals, has made each of the brute creation contribute its quantum to his necessities, comforts and luxuries.

A GOOD EDUCATION.

"To read the English language well, to write with dispatch a neat legible hand, and be master of the first rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology, and all other ologies and osophies are ostentatious rubbish."—*Edward Everett.*

School-Room Methods.

EXERCISE IN ARTICULATION.

PRACTICE in uttering difficult combinations is excellent, and young people take much interest in trying such as the following. They rival the famous Peter Piper's peck of pickled peppers.

Gaze on the gay, gray brigade.
The sea ceaseth, and it sufficeth us.
Say, should such a shapely sash shabby stitches show?
Strange strategic statistics.
Cassel's solicitor shyly slashes a sloe.
Give Grimes Jim's great gilt gig-whip.
Sarah in a shawl shovels soft snow slowly.
She sells sea shells.
A cup of coffee in a copper coffee cup.
Smith's spirit-flask split Philip's sixth sister's fifth squirrel's skull.
The Leith police dismisseth us.
Mr. Fisk wished to whisk whiskey.—*Wisconsin Journal of Education.*

EXERCISES FOR THE LANGUAGE CLASS.

Which of the italicised forms should be used? Why?

Will (*shall*) you regret leaving Chicago?
She says that she *will* (*shall*) be sixteen soon.
We have decided that we *will* (*shall*) not return the material.
Will (*shall*) I be allowed to go?
We thought he *would* (*should*) have a new trial.
If you did so you *would* (*should*) be punished.
What *would* (*should*) we do without you.

Which is better? Why?

It tastes quite *strong* (*strongly*) of wintergreen.
He felt very *bad* (*badly*) at being beaten.
They lived *happy* (*happily*) as ever.
The piano sounds *different* (*differently*) from mine.
The roses smell *sweet* (*sweetly*).

Fill out the blanks with "would" or "should."

He did better than I —— have done, I presume if you —— ask him he —— do so. Though I —— die yet I —— not accept. I —— be sorry to see him injured.

—*Central School Journal.*

LANGUAGE LESSONS.

1. Write the names of:
   (1) Ten kinds of vegetables.
   (2) Five kinds of grain.
   (2) Eight kinds of metal.
   (4) Ten wild animals.
   (5) Five kinds of fish.
2. Write ten words, each one ending in *ing*.
3. Write the following adjectives in a column, and after each write a word meaning the opposite.

thick,	late,	deep,
soft,	wide,	sharp,
cool,	fast,	even,
right,	smooth,	large,
high,	old,	broad.

4. Change these sentences to express *past* time:
   (1) I lay the book on the desk.
   (5) We lie down to sleep.
   (3) The mason lays the bricks.
   (4) The cows lie in the shade.
   (5) The old man lies on the floor.

—*South-western Journal of Education.*

HOW I TEACH ELEMENTARY GEOGRAPHY.

BY M. A. R. Y.

PERHAPS some of my experience in teaching this subject will be of benefit to others. In my grade, I was not required to teach Primary Geography, but took it up as a help to both oral and written language lessons, and to give some thought new to the children. We had a small moulding-board, but no sand, and no way or where to get moulding sand. One of the children said that she knew where there was fine sand, and so I had her bring some, and found I could use it very nicely. The first form of land studied was a hill, after that a mountain, and all its parts. Then all the forms of land.

School-Room Methods.

(*Continued.*)

In any geography lesson, when I teach a new subject, the idea is always presented first either by moulding, drawing on the board, or bringing out the idea by using the children's imagination. After the children have gained the idea, if they cannot give it a name, I tell, and in either case have the name written on the board, and then copied by the children.

We have taken up the forms of land, and part ot the forms of water. I find the points must have drill, to be remembered, and, perhaps, some of the different ways I have used will help some one.

1. I moulded forms in sand, children watched and wrote name and definition for what I had made.

2. Take journeys.

3. Have picture on the board of all the forms. Ask child to find a certain form there, and tell definition. Also ask child to pick out a form, tell what it is and give definition.

4. I had children take slates, while I went to the board. I began to draw a hill, then a valley, etc., putting in a part of the forms of land we had had. Then I drew a river, making islands, peninsulas and capes. On one of the islands I made a house. All the time I was drawing, the children were following me on their slates. After finishing drawing, each child selected a form from his slate, and told me a definition. Try it and see if your children are not delighted ; mine were.

5. Have the names of the forms on the board. Each child select one, and then tell the first and last word of the one he has taken. The one who can guess it must tell the word, the definition, and also give his word in the same way, and so on.

Many other ways to drill, no doubt you have thought of, and probably some like mine. In my drill I have tried to gain two points :

1. To reproduce the form.
2. To force the child to give attention, that is, to do the work he must give attention.

But I have not spoken of any way I use it for written language work. Our lesson yesterday was a talk on the ocean. When the time came for a language lesson, I had these topics on the board.

THE OCEAN.

1. How large ?
2. Kind of water.
3. Two things that grow in it.
4. What used for ?
5. How many have ever seen it ? etc.

This is only an illustration of the way I use the forms of land and water for language.—*Popular Educater.*

STICKS AND SPLINTS.

BY ELLA M. HERSLEY.

In the illustration of addition and substraction with youngest pupils, let the children take a quantity of splints and tie them into bunches of ten. Then have them tie some of the bunches of ten into bunches of one hundred. Rubber bands, such as you get at the drug store, are more convenient for this purpose than strings. With the splints in bunches, the children are ready for work.

Before teaching addition, let them practice placing the splints, as an exercise in notation. Thus for 678 they will take 6 bunches of hundreds, 7 of tens, and 8 splints.

564=5 bunches of hundreds, 6 of tens, and 4 splints.

328=3 bunches of hundreds, 2 of tens, and 8 splints.

Tell them to take 2 hundreds, 2 tens, 4 ones.
1 hundred, 4 tens, 2 ones.
3 hundreds, 1 ten, 2 ones.

6 hundreds, 7 tens, 8 ones.

Adding the ones, they have 8 ones ; adding the tens, they have seven tens ; adding the hundreds, they have 6 hundreds. The result is 678.

Tell them to take 7 hundreds, 2 tens, 8 ones.
4 hundreds, 3 tens, 6 ones.
5 hundreds, 8 tens, 7 ones.

1 thousand, 7 hundreds, 5 tens, 1 splint.

Adding the ones they find they have 21 splints. They make 2 bunches of ten and place them with the tens, leaving the one splint by itself. Adding the tens, they have 15 bunches of ten. Ten of these they fasten together for a hundred bunch and put it with the hundreds, and place the 5 bunches of ten next the one splint. Adding the hundreds, they have 17 hundreds, ten of which they fasten together for a thousand bunch, placing it at the left of the 7 hundreds. The result is 1 thousand bunch, 7 hundreds, 5 tens, and 1 splint.

The use of the splints in subtraction, without reduction, is so simple as to need no explanation. In substraction, with reduction, as $\begin{array}{r}532\\148\\\hline 384\end{array}$, place 5 bundles of hundreds, 3 of tens, and 2 splints in a row ; underneath place 1 bundle of hundreds, 4 of tens, and 8 splints. As they cannot take 8 splints from 2 splints, they take a ten bundle from the uprow, untie it and place the 10 splints with the 2 splints, making 12 splints. Taking 8 from 12, they have 4 splints left ; 4 tens from 2 tens they cannot take ; so they take a hundreds bunch from the upper row, untie it, and add it to the 2 tens, making 12 tens ; 4 tens from 12 tens leave 8 tens ; 1 hundred from 4 hundreds leaves 3 hundreds. The result is 3 bunches of hundreds, 8 of tens, and 4 splints.—*The American Teacher.*

NUMBER DRILL WITH LITTLE PEOPLE.

In mental exercises do not give numbers too large nor too rapidly for *all* children to compute. Begin the exercises each day with very simple numbers. Remember that the dull pupils must be coaxed to mental activity, and not until they have done work satisfactory to themselves and encouraging to you should you give lively work. Before the exercise closes give something so lively that no one can follow it, if possible ; but a single combination of this unapproachable character should be induiged in at any exercise. Here are sample gradations :—

$2+3+4+2=?$
$5+4+3+6=?$
$8+4-5\times2+6\div2=?$
$7\times4+3-4\div9\times20+3\div7=?$
$7\times8+2\div3-10\div3\times5+3\frac{1}{3}\div4\times3+6\div7=?$

The object of this gradation of exercises is to give the dull pupils courage, to get them in working order, and then after they have done some work as well as the best drop them off gradually until you drop even the most brilliant, if possible. The liveliest combinations are for the special good of the brilliant, just as the moderate are for the special benefit of the dull.

With blackboard examples for slate work the same general gradation is to be followed.—*The American Teacher.*

CHOOSE THE RIGHT WORD.

1. He told Henry (too, to, two) get (two, too, to) apples (to, too, two).

2 (Some, sum) birds (flue, flew) (hear, here) and (their, there) among the trees.

3. A mink has finer (fir, fur) (than, then) a cat.

4. The cobbler (sews, sows) shoes, and the farmer (sows, sews) grain.

5. The storm has (quiet, quite) ceased, and the wind is (quite, quiet) again.

6. Not a man has (past, passed) here during the (past, passed) week.

7. We (missed, mist) the train.

8. Good (board, bored) can be secured for three dollars.

9. He will have the (meat, meet) when we (meet, meat) him.

10. Why don't you (were, wear, ware) the old coat ?—*Popular Educator.*

SUBJECTS FOR LETTERS.

1. An answer to an advertisement for a clerk or a teacher. State your qualifications and experience, and the salary which you expect. Give references.

2. Write to your father, supposing him to be away from home. Tell him all the home news.

3. A vacation letter, describing the place where you are supposed to be visiting and the persons whom you meet. Tell what you do and think.

4. A series of short letters from a boy or girl away at boarding school. These may take the form of a diary for one week, if you choose.

5. A letter purporting to be from a grandfather or grandmother to their grand-children, giving some account of " the days when I was young."

6. Describe a real or an imaginary voyage across the Atlantic.

7. Write letters from various interesting places : for example, Rome, Venice, Athens, Jerusalem, Alaska, Brazil, Nineveh, India, China, Mexico.

8. Give an account of a visit to the poet Whittier.

9. Write an account of a visit to " Sunnyside " and the grave of Irving.

10. Write about a visit to Cambridge, to the homes of Lowell and Longfellow, the site of Holmes' birth-place, Harvard College, the Washington Elm, Longfellow's grave, etc.

11. A visit to Concord, to the haunts of Hawthorne, Emerson, and Thoreau.

12. A visit to the White Mountains ; the Great Stone Face ; the Willey House, etc.

13. Write a letter to a little child, in such language as a child would understand.

14. A letter purporting to be from a dog or a cat to his master or mistress.—*N. Y. School Journal.*

Miscellany.

BLOW, WIND, BLOW !

Now the snow is on the groud,
And the frost is on the glass ;
Now the brook in ice is bound
And the great storms rise and pass.
Bring the thick, gray cloud ;
Toss the flakes of snow ;
Let your voice be hoarse and loud,
And blow, wind, blow !

When our day in school is done,
Out we come with you to play.
You are rough, but full of fun,
And we boys have learned your way.
All your cuffs and slaps
Mean no harm, we know ;
Try to snatch our coats and caps,
And blow, wind, blow !

You have sent the flowers to bed ;
Cut the leaves from off the trees ;
From your blast the birds have fled ;
Now you do what you may please.
Yes ; but by and by
Spring will come, we know.
Spread your clouds, then, wide and high,
And blow, wind, blow !

—*Eudora S. Bumstead, in St. Nicholas.*

TEACHERS !

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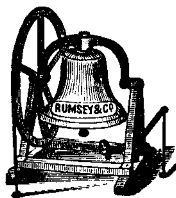

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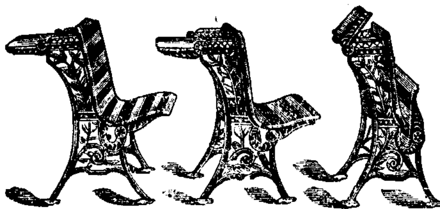

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ENTRANCE EXAMINATIONS

TO

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THE next Entrance Examination to High Schools and Collegiate Institutes will be held on December 19th, 20th, and 21st, 1888.

The following is the limit of studies in the various subjects :—

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader :—

DECEMBER, 1888.

1. The Face against the Pane ....pp. 74— 76
2. From "The Deserted Village." .... " 80— 83
3. The Battle of Bannockburn........................ " 84— 90
4. Lady Clare .... " 128—130
5. The Gulf Stream .... " 131—136
6. Scene from "Ivanhoe." .... " 164—168
7. She was a Phantom of Delight........................ " 188
8. The Demon of the Deep........................ " 266—271
9. The Forsaken Merman........................ " 298—302

JULY, 1889.

1. Clouds, Rains, and Rivers........................pp. 54— 58
2. The Death of the Flowers........................ " 67— 69
3. From "The Deserted Village."........................ " 80— 83
4. The Battle of Bannockburn........................ " 84— 90
5. Flow Gently, Sweet Afton........................ " 98
6. Resignation .... " 105—106
7. Lead, Kindly Light........................ " 145
8. Dora........................ " 137—142
9. Scene from "Ivanhoe"........................ " 164—168
10. She was a Phantom of Delight........................ " 188
11. The He itage........................ " 212—213
12. Song of the River........................ " 221
13. Landing of the Pilgrims .... " 229—230
14. Edinburgh after Flodden. .... " 277—28
15. National Morality........................ " 295—29

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following select ons :—

1. The Short Extracts........................(List given on page 8.)
2. I'll Find a Way or Make It........................pp. 22
3. The Bells of Shandon........................ " 51— 52
4. To Mary in Heaven .... " 97— 98
5. Ring Out Wild Bells........................ " 121—122
6. Lady Clare .... " 128—130
7. Lead, Kindly Light........................ " 145
8. Before Sedan........................ " 199
9. The Three Fishers........................ " 220
10. Riding Together........................ " 231—232
11. Edinburgh aft r Flodden........................ " 277—281
12. The Forsaken Merman........................ " 298—302

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

Geography—The form and motions of the earth. The chief definitions as contained in the authorized text-book : divisions of the land and the water ; circles on the globe ; political divisions ; natural phenomena. Maps of America, Europe, Asia and Africa, Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

Grammar.—The sentence : its different forms. Words : their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sent nces. The natu e and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises :—Changing the voice (or, conjugation) of the verb ; expanding a word or phrase into a clause ; contracting a clause into a word or phrase ; changing from direct into indirect narration, or the converse ; transposition ; changing the form of a sentence ; expansion of given heads or hints into a composition ; the contraction of passages ; paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

History.—Outlines of English history ; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

Arithmetic.—Numeration and notation ; the elementary rules ; greatest common measure and least common multiple, reduction ; the compound rul s ; vulgar and decimal fractions ; elementary percentage and interest.

Writing.—T er formation of the small and the capita letters. The p l be expected to write neatly and legibly.

Drawing.—Drawing Book, No. 5, of the Drawing Course for Public Schools.

Agriculture.—A paper on this subject will be set at the Entrance Examination in July, 1889; but the subject will be an optional one, and any marks made thereon will be counted as a bonus.

TIME-TABLE OF THE EXAMINATION, DECEMBER, 1888.

FIRST DAY.

1.30 to 3.30 p.m........................Literature.
3 40 to 4.10 p.m........................Writing.

SECOND DAY.

9.00 to 11.00 a.m........................Arithmetic.
11.05 a m. to 12.15 p.m........................Drawing.
1.15 to 3.15 p.m........................Composition.
3.25 to 4.00 p.m........................Dictation.

THIRD DAY.

9.00 to 11.00 a.m........................Grammar.
11.15 a.m. to 12.30 p.m........................Geography.
2.00 to 3.30 p.m........................History.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

TORONTO, July, 1888.

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