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The Educational Journal

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year
in Advance.

TORONTO, JULY 15, 1896.

Vol. X
No. 7

Editorial Notes.

As will be seen, we have again departed freely from the usual routine in this closing number of the school year, in order to give as much variety and freshness as possible during the days sacred to rest and recreation. We shall, however, come down to business, the special business for which the paper exists, in September. Look out for some new and important features and announcements then. We may add just here that the book-premium plan, which has been adopted with so much success during the last six months, will be continued. Look out for some specially good offers after the holidays.

NOTWITHSTANDING that, as has been said, we have departed widely from our usual make-up in this number, we wish to call the attention of teachers to one specially valuable feature of it. The Entrance and Public School Leaving Department will be found to contain, as promised, all the question papers set for the candidates in those departments at the recent Departmental Examinations. Very many teachers will, we are sure, be very glad to have these given so promptly, and in so compact a form. Every teacher should take especial pains to preserve this number, so as to have these at hand for reference throughout the coming year. Hitherto we have been frequently asked for these question papers during the year, when we were unable to supply them. Here they are, in orderly arrangement, and all within the two covers of this one number.

OUR subscribers and other friends will please remember that THE JOURNAL is not published during August. With this number, therefore, we make our retiring bow and enter upon our brief vacation. In so doing we wish to thank our patrons most heartily for their generous support and their many kind words of approval during the past and previous years, and to solicit the continuance of their favors dur-

ing the new year upon which we shall enter the first of September. They may rest assured that the minds of all connected with the production and management of the paper are full of projects and purposes for its improvement, along the same lines which have made it so acceptable to practical teachers in the past. Nor shall we be found to be old fogies so far as the adoption of any new and valuable features, adapted to render it still more acceptable and helpful in the future, are concerned. Continue to supply us liberally with the sinews of war, by prompt renewals of subscriptions, and then "come down" on us if we fail to keep our promises.

EVERY teacher who has to do with language-work of any grade should make a special study of punctuation. The judicious use of commas and semi-colons has much to do with making clear, or the opposite, the meaning which the writer wishes to convey. True, there is no authoritative or infallible law governing the use of these marks. In fact, the usage of the best writers differs widely, some using the various marks much more freely than others. There is at present a tendency, which is, on the whole, healthy, though it often carries writers and printers too far, to reduce the number of marks used within the smallest possible limits. All that is needed, in ordinary cases, is to know the proper force and use of each mark, and to punctuate always according to sense, that is, to aim simply at making the meaning as plain as possible. In case of doubt it is usually better to "give conscience the benefit of the doubt," and use no mark. Too few is generally better than too many.

THEY err greatly who think that the insertion of punctuation marks in writing is simply a mechanical process, and that it is, therefore, a waste of time, educational-ly, to have the pupil pay much attention to the matter. On the contrary, we regard it as a valuable educational exercise. It compels the pupil to think, to

analyze, to strive to master the exact meaning, and the finer shades of meaning in the sentences, whether original or selected. The *London Printing News* recently gave the following amusing illustration, which it ascribes to a German paper, though it seems to have what the boys call a "chestnutty" flavor, of the effect of a careless use of commas in a bit of description. The illustration is worth quoting, and may be worth keeping for occasional use in the class-room: "Next to him Prince Bismarck walked in on his head, the well-known military cap on his feet, large, but well-polished top boots on his forehead, a dark cloud in his hand, the inevitable walking cane in his eye, a menacing glance in gloomy silence."

OUR readers will, we are sure, read with a good deal of interest the graphic sketch of the mode of establishing a school in Kansas a few years ago, which we reprint from the *New York Independent*. The building and outfit seem to have been remarkably primitive, yet it is quite within the bounds of possibility that a future President of the United States may have come from such a school. By the way, are there not among the older readers of this paper some who could, out of the storehouses of their own memories, bring forth personal observations and experiences that would be equally quaint and interesting to hundreds who are now doing their work in costly and well-appointed educational palaces? Some of us may have taught, some may have been taught, if not within walls and under roofs of prairie sod, at least within log walls, with very primitive furnishings. Most of us, probably, know something from experience, observation, or tradition of the "little red schoolhouse," now so famous on the other side of the boundary as the symbol or emblem of a love of education which is no less characteristic of Canadians than of Americans. Who will send us a few Canadian sketches of the pioneer methods of laying educational foundations?

STARTING A SCHOOL IN WESTERN KANSAS.

BY VOLIN E. FURMAN.

At the time of which I write—in 1884—nearly everything here was just starting. Farms were being opened up, towns laid out, churches organized, and school districts formed. In order to understand the disadvantages under which the farmers of the West have to labor to give their children even the rudiments of an education, it is necessary to have some knowledge of the country in which they live, of the way in which it is settled, and of the character of the people who have settled it.

Much of Kansas is what is called a "rolling prairie." The land lies in low, parallel ridges, something like a wooden washboard, only, of course, not so regular, being a natural formation. These ridges are from one-half to a mile wide, separated from each other by what we here call draws. They are also known by the names of ravine, canyon, slue, and pocket. They resemble nothing in the East, that I can think of, so much as the bed of some small mountain brook, if the same were perfectly dry and had no trees or brush growing near it. The prairie is covered with buffalo grass. This never grows more than two or three inches high, cannot be mowed, and dies early in the autumn. Cattle grazing on it will keep in good condition all the winter if there is not too much snow.

Starting from the top of one of the ridges before mentioned, and going toward a draw, we should travel over this grass, soft as a carpet, down a slope so gentle as to be hardly noticeable, for a half mile or more. The descent is not more than ten or fifteen feet to the mile, just enough for good drainage.

But now, within a few rods of the draw, the ground suddenly gets rough and uneven, the buffalo grass gives way to a coarse, wiry kind, which grows to a height of eighteen inches, and is called bunch grass, from its habit of growing in bunches. The descent here is much steeper, probably three feet to the rod. This continues for about five rods, when we should come to a bank that is from four to eight feet straight down. This bank is broken in places, with here and there a place where a wagon could be driven up. Climbing down the bank, we should find ourselves in the nearly flat bottom of the draw; this is from four to eight rods wide, and is covered with blue stem grass. This grass grows two feet high, and is the only grass that we have that can be put up for hay. Numerous smaller draws—feeders, we call them—run into this from each side, like the branches of a creek; but they are all very short, seldom over a quarter of a mile in length, while the draws are often six to ten miles long and run to the nearest creek.

The land has nearly all been settled under the Homestead, Timber Culture, and Pre-emption rights. Any person over twenty-one years of age may use any two of these rights. Each right entitles him to one hundred and sixty acres of land; therefore, every man who wishes it can get a half section, three hundred and twenty acres.

The Government has had the land surveyed in tracts one mile square, called sections, and each section is easily divided into quarter sections of one hundred and sixty acres. A man is not obliged to take his land in a square field of one hundred and sixty acres, but may take it in four square fields of forty acres—provided these forties (as they are called) are subdivisions of the section and join each other. This leads to a great deal of picking of land by the first settlers. The ridges, which are splendid farm land, are all taken, while the draws, which are only good for hay, are left as Government land for many years. Another thing that tends to keep the country thinly settled is the amount of land which may, with a little management, be owned by one man.

A bachelor, for example, settles here with his unmarried sister and their mother. The man takes a homestead and timber claim, has his sister and mother do the same, and then he buys two deeded claims. There are only three in the family, yet they own two sections, one thousand two hundred and eighty acres. Of course, with their house in the centre of this, neighbors are not very near them.

The people who settle here are of every nationality, and nearly every color. They come from every State in the Union and every country of

Europe; yet we soon learn one another's ways, and it would be hard to find a place where better feeling exists among neighbors. We have this common bond of sympathy; we are poor and have all come here to make homes.

But my short description has somehow grown into a long one; and I will now proceed to tell you about how our first school was started.

After getting our house up and a crop of sod-corn in, one of the first things we felt in need of was a school. But our nearest neighbor was over a mile to the west of us, the next nearest a little further to the south, and no others nearer than the creek, six miles away; so we were compelled to wait one—two—three long years while the country was being slowly settled.

As, one by one, the sod-houses are built around us we visit each, and as we get acquainted talk of the time when we can start a school.

There must be fifteen persons of school age, from five to twenty-one years, in the district to be formed, and it is for this we have been waiting. At last there are enough scholars, and we may try to start a school.

To be sure, we have to include in the number the eighteen and twenty year-old wives of two of the newly married men; but this is often done. The first thing we do is to write a petition to the county superintendent, stating that we have the required number of scholars, and asking that our congressional township be set apart as a school district. This makes a very large district—six miles square; but there were several of that size formed in this county and, since then, divided into about four districts.

The next thing we do is to take the petition to the county superintendent, who sets off the district as we wish it, gives it its number (26) and prepares and hands us five notices of the first district meeting. The law requires that these should be posted in five public places in the district. We do not post them on fences, trees, stumps, and stone walls, as is done in the east, because we have none of these things. The way we do is to get a board, saw it into blocks, paste the notices on the blocks, and then nail to the block a short stick that can be driven into the ground. They look like signboards, but are not so high. The notice states that "on the fifteenth day of August, 1884, the first district meeting of school district No. 26 will be held at the home of Mr. Otis Breece, for the purpose of electing school officers and transacting such other business as shall be necessary."

The fifteenth is a bright, sunny day, with the wind blowing—a sample of nearly all Kansas days.

Promptly at two o'clock we are at the home of Mr. Breece. He lives in a dugout; just a hole dug in the bank of the draw, and the top covered with poles, sod, and dirt. On the outside we see only a door and window in the straight bank of the draw. But once inside, what a transformation! It is not a dirt hole that confronts us now, but a very clean and nicely furnished room. The dirt walls are covered with a coat of plaster, the dirt roof with a white muslin sheet stretched from wall to wall, and the dirt floor has given place, in one-half of the room, to a board floor, and the rest is hidden by a carpet. We notice that the room contains a cabinet organ, something very unusual here.

We are greeted very pleasantly by Mr. and Mrs. Breece, and sit down to wait for the rest. But the others are far from being prompt, and it is two hours later before they are all here.

One by one they drop in, seating themselves on the doorstep to be in the bright, warm sunshine, while others are perched on the woodpile, the corn-crib, and the housetop. At four o'clock Mr. Breece becomes impatient, goes to the door, and calls out: "Boys, 'tain't no use to wait any longer. Come into the house and let's git to work." The call is instantly obeyed, and the little 14x20 dugout is nearly full; yet there are only ten men present, but most of them have brought their families. The women have a vote in all school business, and they seem even more interested than the men.

When we are all seated on the bed, benches, upturned pails and chairs, Mr. Breece again addresses us: "Boys," says he, "there is two or three more that ought to be here; but we can't wait any longer. We've got to git to biz. The first thing to do is to elect a chairman. Who will you have?"

Mr. Anderson is soon elected—a wise choice. "Now, whom will you have for director?" says Mr. Anderson, as soon as he is given the chair.

This district meeting is no formal affair. A perfect babel of voices follows this question.

One says: "Mr. Breece, you are the man"; another: "Mr. Brown, can't you act as director?"; and another: "Mr. Deitz, that means you."

As each man's name is called, he loudly protests that he is not the man for the place. But at last a vote is called for, and Nicholas Deitz is elected.

"Old Nick," as he is familiarly known to us, loudly objects in words like these: "Me know noding about schools in dis country. Me no got any chil'ens to send. Me no can write goot. Me not want him one bit."

But it is of no use. We all know that "Nick" is well educated in the German, and we can trust him to get along with the English in some way. Having talked to "Nick" until he consents to accept the office, Mr. Anderson offers him the chair; but he will not so soon assume the duties of his office, and Mr. Anderson was prevailed on to "stick to it until dis meetin' vas outd."

Mr. Anderson is next elected clerk, Mr. Rinckenberg, treasurer.

The next thing in order, the chairman announces, is to select a site for the schoolhouse. This is soon settled. Several of those living near the centre of the district offer to give two acres of land for the playgrounds if we will build the schoolhouse on their land. The vote places it on Mr. Votopka's farm.

Then follows a long discussion about how and when to build. Of course the house would have to be built of sod; but there were many different opinions as to its size and when we could build it.

"It is finally settled that the house shall be 14 x 22 feet, with two windows on a side, and the roof covered with poles and sod. The following Monday we are all to be on hand at the place selected, and begin the house."

"Now," says Mr. Anderson, "we come to the part which will tell how much you really want a school. You know we shall have to have money to buy the windows and doors, and lumber for seats. Besides, we must pay the teacher out of our own pockets, for three months, before we can draw any money from the State or levy a school tax. Now we have all got to come down fine with our 'tens' and 'fives,' or it is no use to go one step further. I have a paper here, and you can each one write down what you will give. Then we can tell if it is any use to go on. Of course you have only to pay part of it until the teacher is to be paid. I have started it with fifteen dollars. Now, boys, fill it up, quick."

In a very short time names were down to the amount of eighty dollars.

It was next decided that the school shall begin the fifteenth of the following month.

A few other little things are attended to, and then the chairman announces that the meeting is closed. It is nearly sunset as we again come out into the open air; but we have spent an enjoyable afternoon, and are well pleased with the work done.

Monday morning is another fine day, but it will be scorching hot by noon. We harness the horses, hitch to the lumber wagon, throw off the wagon-box and place three long two-inch boards in its place; throw on the breaking plow, spade, hoe, a rope, and a jug of water, and are off to help build the schoolhouse.

The spot selected is on the top of a ridge where the ground is perfectly level. This time we are not the first ones on the ground. As we near the place we can see several teams hitched to wagons, and a number of men standing around, idle, evidently waiting for someone to take the lead and set them to work.

But here comes Mr. Anderson, and, as at the school meeting, we may look to him to make things go as they should; he at once sets a man to breaking the sod where the house is to stand. The buffalo grass is so soft and velvety it seems a pity to have it all removed from what is to be the floor of the house; but it would soon wear out, leaving only the roots, and these would bother in sweeping. So we think it best to take off the sod to the depth of three inches, thus leaving for a floor the dirt entirely below the grass roots. This will pack hard, if kept wet at first, and is not very dirty, if it is dirt. While part of the men remove the sod and stake out the house the required size, we will go out to where the others are preparing the sod to build with.

We notice, first, two rows of short stakes about

three rods apart and two feet apart in the row. As we go nearer we see that there are ropes stretched from one row of stakes to the other, close on the ground. A number of men are at work along these ropes. With their spades they cut the sod close to the ropes, to a depth of three inches, then pull their spades straight out, so that when they are through there is but a faint mark to show what has been done. This done, we are ready to hitch on to the breaking plow and plow our sod. For those who have never seen a breaking plow, I will attempt a very brief description.

The lay is a flat piece of steel twelve or fourteen inches wide, and one-half of an inch thick. This runs under the ground about three inches, and it is joined on the left, or land side, by another piece of steel that stands straight up and cuts from the top down to the lay. These are kept as sharp as a knife, and whittle the sod off like so much soap, there being not even a gravel stone in any of our soil. As the plow starts in, we see the use of cutting the sod sideways with the spades. The furrow is turned over in pieces two feet long, which do not crack in the least.

We now have the sod ready to build with. Each sod is two feet long, fourteen inches wide, and three inches thick. The men begin at once to load these. The wagons all have their boxes off, like our own. We will now step over to the house and help lay the sod. A line stretched tight on four stakes marks the inside of the house. Against this line we lay the ends of the sods, the grass side down. This gives us a wall two feet thick, which we lay all the way around, except in front, where we leave a place for the door.

The sods are quite tough, and we handle them almost like brick, throwing them from the wagons and catching them from the walls. But their corners sometimes break off, or chunks fall out, and, after each course of sod is laid, the holes made by the falling out of these chunks and corners are stuffed full of sod or dirt. This we call "wadding." After this comes the "trimming." This is going over the top of the wall with a hoe and scraping all the little hills into the hollows. When thus levelled up, the wall is ready for the next row of sods. This is placed just like the last one, only that it is started so that each sod covers the crack of the sods under it, like laying bricks. This way of laying sod is called "cording." There are many other ways; but this is considered the best, as it stands well and can be laid up the quickest.

Ah! Here are a couple of men who are old hands at the business. Don't be alarmed, my friend; they are not going to take off their clothes, if it is hot. They have learned by experience that the best way to keep the dirt from rolling down their trousers and into their boots is to bring with them an extra shirt, as long a one as they can get, and wear it over their clothes. And these men are putting on their shirts, not taking them off. I wager you that by to-morrow every man here will come out to work in this costume. Slowly the building goes up, three inches to a layer, then a short stop to "wad in" and "trim"; then another layer of three inches. It is hot, dusty work. The wind always blows in Kansas, and as the sods dry the dust gets thicker and thicker. Our eyes, ears, noses, and mouths are full, and the men around us look like negroes. We make a great many trips to the jug in the wagon.

Noon at last, and we may have a rest, and how hungry we are! We separate in two parties, half going to Mr. Votopka's and half to Mr. Deitz's. These two men live nearest the schoolhouse and have kindly offered to furnish dinner for the crowd, as long as the house is building, in order to get us back to work as soon as possible. We have a good dinner, and, after a short rest, we go back to the house. The afternoon is like the forenoon, only hotter and dustier. How slow the time goes! Will it ever be night? But at last we can stop work and go home, too tired even to dig the dirt out of our eyes and ears, but rejoicing in the fact that the walls are up four feet. The next day we lay the walls up nearly three feet more. As the walls get higher we have to go slower, on account of the extra work of throwing the sod up. Wednesday we place poles over the openings left for windows and door, and build the walls on top of them. The end walls are built two feet higher in the centre than the side walls, and the ridge-log is to be placed from centre to centre of these end walls. By night the walls are done. "That about winds

it up," says one, as we quit work; but those who have been here long know better, and it is a common saying that "a house is only half done when the walls are done."

Thursday is spent in getting the roof on. Part of our company were detached the first day and sent to the timber on the creek, six miles away, to buy the ridge-log and rafters, and cut willows for the roof. They have done their duty faithfully, and we now have all the material on the ground.

The ridge log (a straight tree twenty-six feet long, with the bark peeled off) is dragged along the side of the house. Poles are placed from the top of the walls to the log, ropes are fastened to the walls and then placed under the log and passed back to the men on the wall. Some of the men remain on the ground. "Now ready?" "All together!" "Pull!" "Push!" and the log rolls slowly up to its place. Next we place the rafters from the ridge-log to the side walls, laying them about ten inches apart. The rafters are small poles, three to six inches through and peeled like the ridge-log, to prevent worms working in them. Then we cover the roof with small willows, laying them sideways to the rafters.

On these we place our first layer of sod, laying them very closely, with the grass side down. Then we cover this with another layer, this time with the grass side up, being careful to lay each sod so that it covers the cracks in the first layer. After this we throw fine dirt all over the grassy top of the house. The grass holds the dirt from blowing away, and the first rain will wash it into the cracks in our last course of sods. Now the roof is done. So is the day. Friday, two of us go back with the carpenter to help finish up. The door and windows are put in, then we spade off the corners that are left in the two-foot wall at both sides of the door and windows, leaving them nicely rounded.

Next the walls are trimmed down smooth with the spade, so that they may be easily plastered. All the dirt we have made is then thrown out-of-doors. In the meantime the carpenter has made a dozen straight-backed pine desks. We help him carry them in, and our work is done.

School District No. 26 now has a schoolhouse. It has taken eight or ten men four days to build it—days that could hardly be spared from the farm; but we have resisted the desire to hurry, and our work is well done.

There is still much more to do—the walls need plastering, the roof should be covered inside with muslin, and a blackboard should be made. But all these must wait until next winter, because we lack both time and money, and the first teacher must do without them.

"I hear that the director has hired our teacher. He has gone two days to find one; but found her at last, way down on the Sappa, somewhere. I didn't hear her name; but I'm going up, the fifteenth, and see that everything starts right, we've worked so hard for it. Won't you come along?"

So half-past eight of September 15th, 1884, finds us again at the schoolhouse. A lumber wagon soon drives in with the teacher. One glance convinces us that, though young, she is no novice, and will be equal to the situation.

After glancing at the room and removing a few raps, she proceeds—with our help, of course—to take from the wagon a small stand, a bell, a chair, and a rubber blackboard. The latter she unrolls and takes to the further end of the room. The children come straggling in—one, two, and three at a time. She greets each one cheerily, and shows them where to sit. At ten minutes of nine they are all in, just a dozen. Soon the bell rings and all are silent, while the teacher, in a clear, low tone, reads a chapter from the Bible. The scholars are then asked to rise and repeat the Lord's Prayer.

It is very awkwardly done; but then this is the first time these children have all been together.

The enrolling was quickly accomplished; but, when it came to forming classes, I don't see how she managed, for there were but three books alike in the whole school. Every set of books had come from a different state. However, classes were formed, and each scholar set to work, and we came away well pleased with the way we had started our school.—*N. Y. Independent.*

Duty walks with bowed head, as if always tired; faith has a way of looking up, and it sees things duty never sees.

For Friday Afternoon.

THE COMING MAN.

A pair of very chubby legs,
Encased in scarlet hose;
A pair of little stubby boots,
With rather doubtful toes;
A little kilt, a little coat,
Cut as a mother can;
And lo! before us stands, in state,
The future's "coming man."

His eyes, perchance, will read the stars,
And search their unknown ways;
Perchance the human heart and soul
Will open at their gaze;
Perchance their keen and flashing glance
Will be a nation's light—
Those eyes that now are wistful bent
On some "big fellow's kite."

The brow where mighty thoughts do dwell
In solemn, secret state;
Where fierce Ambition's restless strength
Shall war with future fate;
Where Science now from hidden caves
New treasures shall outpour—
'Tis knit now with a troubled doubt,
"Are two or three cents more?"

The lips that in the coming years
Will plead, or pray, or teach;
Whose whispered words on lightning flash
From world to world may reach;
That, sternly grave, may speak command,
Or, smiling, win control,
Are coaxing now for gingerbread
With all a baby's soul!

Those hands—those busy little hands—
So sticky, small, and brown;
Those hands whose only mission seems
To tear all order down—
Who knows what hidden strength may lie
Within thy future grasp,
Though now 'tis but a taffy stick
In sturdy hold they clasp!

Ah! blessings on those little hands,
Whose work is yet undone;
And blessings on those little feet,
Whose race is yet unrun;
And blessings on the little brain,
That has not learned to plan;
Whate'er the future holds in store,
God bless "the coming man!"

—*Presbyterian.*

THE BOY.

When you hear a fearful racket,
Like a miniature cyclone,
With some sounds so strange that surely
Their like was never known,
While the mother listens calmly,
Even with a smiling face,
You may know that it is nothing
But the boy about the place.

When there's famine in the cupboard
And the milk pail soon runs dry,
And you can't keep pies or cookies,
No matter how you try;
When you vainly seek for apples
That have gone and left no trace,
Hard times is not the trouble—
There's a boy about the place.

When there's sawdust on the carpet
And some shavings on the beds,
When the rugs are tossed in corners
And your chairs stand on their heads,
While, if a tool you're needing, you
All round the house must race,
You may know he's making something,
Is the boy about the place.

When the house is full of sunshine
On the darkest kind of day,
And you have to laugh at seeing
Some outlandish, boyish play,
And when eyes so bright and loving
Oft are raised to meet your face,
You will pray, I know, "God bless him,
Bless our boy about the place."

—*Pacific Coast Endeavorer.*

The Educational Journal

SEMI-MONTHLY.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACH-
ING PROFESSION IN CANADA.

PUBLISHED BY THE

Educational Journal Publishing Company,
11½ RICHMOND ST. W., TORONTO.

J. E. WELLS, M.A., EDITOR.

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Editorials.

RELIGIOUS TEACHING IN THE SCHOOLS.

THE question of religious instruction in the Public Schools is just now, and is likely to be for many days to come, one of the most difficult of all the public problems which the Government and Parliament of Great Britain have to solve. There are also just now many indications that the problem has not yet been conclusively solved in Canada. We do not now have in mind specially the Manitoba difficulty, which is of a somewhat peculiar nature, and requires special treatment. The promise of the new Government, and the hope of its supporters, is that a way out of the difficulty, fairly satisfactory to all moderate and reasonable men, may be found, without coercive action on the part of the Dominion, or resistance, passive or active, on the part of the province more immediately concerned. Whether that hope is, or is not, to be realized, time will tell.

No serious-minded or thoughtful parent can doubt that it is most desirable that training in the fundamental principles of

religion should, as far as possible, go hand in hand with what we call secular training, in the education of the child. The difficulties are mainly practical. They are the outgrowth of the connection of our schools with the State, and are due partly to the fact that the religious population of the State is broken up into a large number of churches or denominations, differing more or less widely in creed and practice, and partly to the fact that not all the population of the State, in other words, not all of those who rightly enjoy the full privileges of citizenship in a free state, are religious at all, in the sense in which Christians understand the word, while many of those who are not religious would object strenuously, as they would have a perfect right to do—as many are now doing in England—to having any of the dogmas which constitute the creeds of the churches instilled into the minds of their children during their years of immaturity. There is also another considerable and influential class composed of persons who are strictly and zealously religious, who no less strenuously object to religious instruction in State schools, on the ground that true and healthful religious instruction can be given only by those who are themselves individually and sincerely religious; that the State, *i.e.*, the Government of the day, is not necessarily composed of such individuals; and that, if it were, it has no adequate means, without trenching upon the domain of conscience which is outside its sphere, of ascertaining that those whom it admits by certificate to the ranks of the teaching profession are thus fitted by personal religious experience to impart religious instruction.

The objections to religious teaching in the Public or State school are so clearly and forcibly summarized in a letter which recently appeared in the London (Eng.) *Chronicle*, that we cannot do better than print it for the information of those who may be studying the question, as a brief but fair presentation of the argument on one side of the question. The writer is Mr. George Russell, who avows himself a member of the Established Church:

"Everyone who believes in religion must, I imagine, wish children to be religiously brought up. The ideal condition of things would be where the whole State consisted of Christian men, and, professing the same religion, brought up all its children therein. But this is Utopia. As a matter of fact, we have in England today upwards of a hundred forms of religion, and this makes any national system of religious education, in my judgment, impossible. For example, I am a firm believer in the spiritual claims and the doctrinal system of the Church of Eng-

land; but I think it unjust, and therefore I do not wish, to teach Baptismal Regeneration with money taken from Baptists and Independents; nor, on the other hand, do I wish the infallibility of the Pope to be taught with money taken from me. But many of our Nonconformist friends say that although we are split up into a hundred sects we can all unite in teaching children 'Undenominational' or 'Unsectarian,' or 'Undogmatic' religion. But is this possible? If, laying aside all questions of Church government, sacraments, ministry, and the like, we teach children that Jesus Christ is their Saviour, we touch at once the most vital and also the most controversial of dogmas. If we teach them that there is a God, we touch the foundation of all dogmas. If we go on to teach that God is our Father, that He sees what we do, and will treat us accordingly, we plunge at every step deeper and deeper into dogma. For myself, the Christian religion, with its fundamental dogma that Christ is God, is as vital air, and I am more certain that I believe in it and trust it than that I have hands and feet. But I do not think it just, and therefore I do not wish, to teach the Godhead of Christ with money taken from the Jews. I do not wish to teach the doctrine of the Holy Trinity with money taken from Unitarians. I do not wish to teach the existence of God and a future life with money taken from Atheists and Agnostics. And if, in order to be 'Unsectarian,' 'Undenominational,' and 'Undogmatic,' we abstain from teaching any of these things, what is left? What has become of that 'Unsectarian religion' which we were all to agree in teaching, and which the State was to offer to its children as their guide in life and death? All that is left is a bare system of morality; and morality, deprived of its authority in the revealed will of God, may be many things, but is assuredly not religion."

The arguments in favor of religious instruction in the schools, provided such instruction can be given without violating any sound principle of government, or interfering with any right of conscience, are so familiar and so obvious that it seems unnecessary to take space for a formal summary of them here.

To many who may be struggling with these conflicting views, and finding it hard to reach a clear opinion on either the one side or the other, another question is pretty sure to present itself. Do not these formidable difficulties arise chiefly from the assumption that the education of the young is primarily a function of the State? Is not this a mistaken assumption? Most persons will, we think, admit on reflection that education in all its forms is primarily and naturally the function of the parent. The interest of the State in this matter is merely secondary and derived. It grows out of its natural right of self-protection. The pros-

perity, the very existence of a democratic state, depends upon the intelligence of its self-governing citizens. If a large proportion of these are allowed to grow up in ignorance, that ignorance becomes a source of weakness and instability, a menace, in fact, to the well-being of the whole people. Intelligent statesmen have long ago perceived that a certain minimum of universal education, and of the intelligence education brings, is a *sine qua non* to democratic rule. If the whole body of parents in a state could be trusted to educate their own children, even up to the minimum required to assure the development of a reasonable intelligence, all would be well. The matter could safely and rightly be left to the free action of the citizens, and governments would be free from all the perplexities and embarrassments arising in connection with systems of State education. But, as we all know, this cannot be done. A large proportion of the citizens of any modern free state are too poor to provide even a minimum of education for their children, or too ignorant to train them themselves. Multitudes of others are too indolent, or too careless, or too vicious. Thus government legislation and aid become indispensable, in the best interests of all concerned.

Why may not the Government, then, confine its interference with the education of the young simply to the work of providing education for those of its youth whose circumstances are such that they cannot procure it otherwise? That might, in effect, be the result under the existing systems, for our legislators would never think of interfering with the natural right of parents to educate their own children at their own expense, in any way and to any extent they please, provided only that the education be given. True, such a working of our systems would be undesirable, because it would have the effect of dividing the children of the nation into two classes, one of which would be stamped with a degree of odium as the recipients of public charity in the way of free education, whereas under the present working, the Public Schools being used by children of all classes, except, perhaps, the very wealthy, no such notion is associated with them. But this very fact intensifies the difficulty with which we are dealing.

We have attempted simply to point out the main conditions of the problem, without attempting to point out the way to the acceptable solution, if, indeed, there is any such solution. The question is one of the very highest importance, and the difficulties are of the gravest character from the very

fact that they have to do with religion and the rights of conscience—matters in regard to which there is less room for compromise than in any other.

MRS. HARRIET BEECHER STOWE.

“IT may be said,” says *The Outlook*, “that Mrs. Stowe was born to write ‘Uncle Tom’s Cabin.’” Certainly, if we may believe that such a thing as inspiration still exists on the earth, it is not hard to believe that she was inspired to write it. Be that as it may, she did write it, and it is one of the most wonderful books ever written. The purpose for which it was written was accomplished. Negro slavery in the United States is long since dead, though many evils wrought through its baleful influence still live, and the nation still reaps the bitter fruits of her great sin. Meanwhile, the gifted and good woman, after having lived to see her book read by almost every intelligent man and woman in the English-speaking world, and by very many who use one or other of the more than twenty other languages into which it has been translated, has now died at a good old age, with the knowledge that it still has a wide circulation and sale, and that new editions of it are still coming fresh from the press. A book that has such a history, and produces such results, must have something of inspiration in it. Verily Mrs. Stowe had her reward in the knowledge of the good accomplished. If among the readers of *THE JOURNAL* there should, by any strange chance, be one who has never read “Uncle Tom’s Cabin,” our advice to such a one is that he or she do not allow this vacation to pass without having procured a copy of it and experienced the thrill which the author’s genius is sure to impart. Having read it, preserve it carefully till next school session, and be sure to read chosen extracts to your pupils on Friday afternoons.

PUNISHMENT vs. DISCIPLINE.

WE give elsewhere an extract from a somewhat distinguished educational writer on the subject of “Punishments.” The extract consists of a series of “Don’ts,” every one of which is worthy of being observed. Those whose ambition is to learn to do well will generally, we dare say, be rather impatient of the advice which consists merely of negatives. Yet it is quite conceivable that in many instances the “Don’ts” are quite as necessary and useful at the outset as the “Do’s.” To “cease to do evil” must

necessarily precede the “learning to do well.” Many, however, will feel disposed to say, “Never mind the ‘Don’ts’; give us the ‘Do’s.’” But in our opinion the advice given is open to criticism on the ground of its incompleteness and indefiniteness touching the idea of punishment which underlies it. We seriously question whether the word “punishment” is not a misnomer in this case. We doubt whether the teacher has anything to do with punishment. Punishment is pain or penalty inflicted for past wrongdoing. What has the teacher to do with that? His duty is, we hold, simply to prevent repetition of offences. What he should seek is to obtain sureties that the annoyance, or wrongdoing, shall not be repeated. The first requisite to this is to bring about such a state of mind and will in the offender that he will not desire to repeat it. Whether this or anything like this is the normal result of the so-called “punishments” about which so much is said, let the thoughtful observer judge. To our thinking, one of the soundest and best test-questions, with regard to any given act of discipline—and discipline must, of course, be maintained—is, What is the temporary or permanent effect of the treatment adopted in the direction of bringing about such a state of mind and will in the pupil as will take away the wish or inclination to repeat the offence? No discipline which does not conduce to this end can be salutary or permanently effective. In other words, the thing to be chiefly aimed at in all discipline is to change the will of the offender, not momentarily, through fear, but permanently, through the action of mind and heart and conscience—in a word, the moral nature. We give this, of course, simply as a theory of discipline, not denying or doubting that cases will arise in which the appeal must be made to the deterrent motive of *fear* of some kind.

TEACHERS are fairly expected to be among the most intelligent members of the community, and all intelligent citizens are now studying the great new questions which are agitating the nations of the world. Among the greatest, in view of the tremendous interests involved, is the “silver question” in the United States. Do you know just what the silver question is? If not, be sure to learn without delay. An American educationist of high standing who passed through the city the other day told us of the explanation which he overheard one man giving to another. It was to this effect: “Be jabers, I am going to vote for the silver! It’s a grand thing. It’s ‘sixteen to one, you know! You just take one gold dollar to the Government, and you get sixteen silver ones in the place of it!’”

High School Entrance and P. S. Leaving Department

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With the assistance of several
special contributors.

THIS Department covers **four pages** each issue, and is devoted wholly to High School Entrance and Public School Leaving work. It is supplied in separate form at 25 cents a year, or in quantities to EDUCATIONAL JOURNAL subscribers at

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CORRECTION OF SENTENCES.

It has been contended by some that the correction of sentences is not a suitable class exercise, since it brings before the pupils incorrect forms, which may be impressed on the memory instead of the corrected form; and, in support of this contention, an attempt is made to draw a parallel between this exercise and the correction of errors in spelling. A consideration, however, of these two classes of exercises will show that there is a wide difference between them in regard to their possible evil effects. Erroneous spelling is largely due to correctly seeing wrong forms, or to carelessly seeing right forms, while errors in construction and vocabulary arise from correctly hearing wrong sentences, or carelessly hearing sentences that are correct. It would not be common-sense teaching to place words incorrectly spelled before pupils in order to impress the correct form. The great probability is that the incorrect rather than the correct form would be remembered. "So, also, it would be equally unwise to have pupils *hear* the incorrect sentence read; but the danger can be avoided by having pupils first criticize the sentence, give grammatical reasons, then make the correction. The sentence should be read only in the corrected form.

Teachers cannot safely avoid this exercise, because examiners have given, and, in all probability, will continue to give, exercises in the correction of sentences.

Criticize and correct the following sentences, where necessary:

- (1) Being exceedingly fond of birds, an aviary is always to be found in the grounds.
- (2) His career was cut short in the youth of his popularity, having been killed in a duel.

- (3) Being early killed, I sent a party in search of his body.
- (4) I heard of him running away.
- (5) The greatest variety of forms, with the least meaning in them, were its excellences.
- (6) It is true that Scotch and English parentage are two different things.
- (7) This is one of the very best treatises on money and coins that has ever been published.
- (8) These parks were always kept lighted and the expense thereof defrayed by a special tax.
- (9) Each of the girls went up into their separate rooms to rest and calm themselves.
- (10) It was want of imagination, I suppose, that ailed them.

ANNUAL EXAMINATIONS OF THE EDUCATION DEPARTMENT, ONTARIO.

1896.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners—J. J. CRAIG, B.A., W. ALEXANDER.

1. Write in full the subordinate clauses in the following, giving the kind and the relation of each:

As I looked more attentively, I saw several of the passengers dropping through the bridge into the great tide that flowed underneath it; and upon further examination perceived there were innumerable trap doors that lay concealed in the bridge.
2. Analyze fully the following sentence and parse the italicized words:

Failing in this they set themselves, after their custom on such occasions, to building a rude fort of their own in the neighboring forest.
3. (a) Define *case, voice, participle*, illustrating each definition by an example from the passage in question 1.

(b) Give the past indicative, second person singular of *go, write, defy, be*.

(c) Give the principal parts of *swell, dare, shorn, and spit*.
4. Correct where necessary, giving reasons for any changes you may make:

(a) Which of the boys left your books laying on the desk.

(b) The paper was one of the easiest which has ever been given.

(c) It is not him whom you thought it was.

(d) Don't he know who he is speaking to.
5. (a) What classes of words are inflected?

(b) Define inflection.

(c) Point out and give the force of the inflections that are found in the passage for analysis in question 2.

Values—12, 12, 18, 12, 6, 8, 12, 20.

GEOGRAPHY.

Examiners—J. J. CRAIG, B.A., D. ROBB.

1. (a) What is the greatest latitude on the earth's surface? The greatest longitude?

(b) Why is it warmer in summer than in winter?

(c) Why has Patagonia winter when Ontario has summer?

- (a) What causes the sun to appear to rise in the east and set in the west?
2. (a) Draw an outline of the Atlantic coast of North America.

(b) Locate on it:

 - (i) Capes:—Sable, Hatteras, Race.
 - (ii) Bays:—Fundy, Chesapeake, Delaware.
 - (iii) Rivers:—Hudson, Potomac, James.
 - (iv) Cities:—Halifax, Boston, Charleston.
3. (a) Name in order the bodies of water through which a ship would sail in going from Yokohama to Glasgow?

(b) Name three articles of commerce that would probably form the cargo.
4. In what countries do we find the following natural productions in greatest abundance:—Wool, indigo, cork, silk, tobacco, coffee, opium, quicksilver, sulphur, ivory?
5. Give the exact position of and some interesting fact about:—Seoul, Coomassie, Pretoria, Armenia, Caraccas, Cuba, Corsica, Honolulu.
6. (a) Name the principal natural products of the different provinces of Canada.

(b) Name the chief foreign countries with which Canadian commerce is carried on.

Values—4, 3, 4, 4, 18, 7, 3, 10, 8, 14.

COMPOSITION.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

1. Write a Composition of at least *thirty* lines, taking for your subject any one of the following:
 - (a) The Founders of Upper Canada.
 - (b) Making Maple Sugar.
 - (c) The Little Midshipman.
 - (d) The Ocean.
 - (e) The Prairies.
2. (a) Write a letter to a friend in Montreal, explaining your plans for spending the summer vacation.

(b) Write the address for your letter within a ruled space the size of an ordinary envelope.

Values—50, 45, 5.

DICTATION.

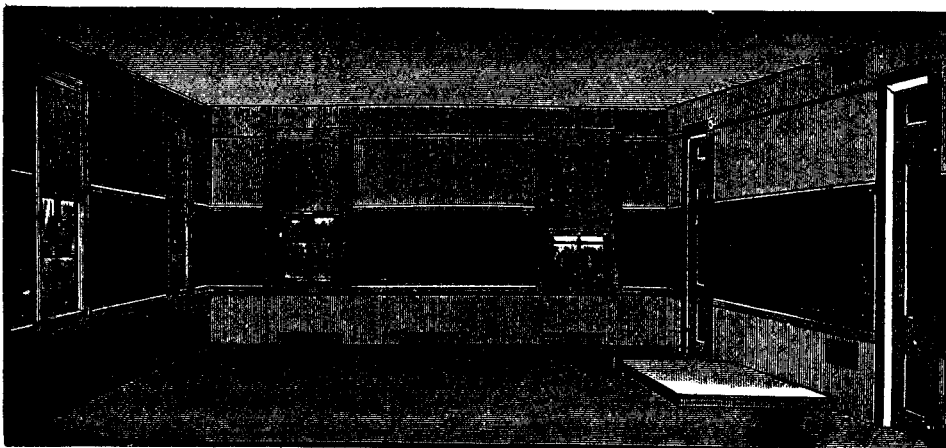
Examiners—W. ALEXANDER, D. ROBB.

NOTE.—The Presiding Examiner shall read each sentence three times—the first time, to enable the candidate to collect the sense; the second, slowly, to enable the candidate to write the words; and the third, for review.

1. Before the Declaration of Independence, the United Empire Loyalists and the party of independence were both confessedly British subjects, professing allegiance to the same sovereign and constitution of government, and avowing their adherence to the rights of British subjects, but differing from each other as to the extent of those rights in contradistinction to the constitutional rights of the Crown and those of the people.

2. He had also formed a very exaggerated notion of their wealth, and his feeble and uncultivated mind was incapable of perceiving that the riches of Calcutta, had they been even greater than he imagined, would not compensate him for what he must lose if the European trade should be driven by his violence to some other quarter.

3. Every occurrence in nature is preceded by other occurrences which are its causes and succeeded by others which are its effects.



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ARITHMETIC.

Examiners—D. ROBB, W. ALEXANDER.

NOTE.—No marks are to be given for question 8 unless all the addends are correctly written down and the work absolutely correct.

1. How many boxes, each holding $\frac{3}{4}$ of a quart, will be required to hold 12 bushels, 3 pecks, 1 gallon, 2 quarts of strawberries?

2. (a) Reduce to its simplest form :

$$\frac{1-\frac{3}{4} \text{ of } \frac{2}{3} \times \frac{3}{4} + \frac{5}{8} \div \frac{6}{7}}{1-\frac{1}{3} \times \frac{1}{5} \div \frac{1}{8}}$$

(b) Simplify the following without reducing to vulgar fractions: $.0476 \times 42 \div .014$.

3. \$1000. Toronto, Jan. 8th, 1894.

One year after date, I promise to pay Gilroy and Wiseman, or order, one thousand dollars with interest at six per cent. Value received.

JOHN WILSON.

This note was paid in full on Jan. 25th, 1895. Find the amount.

4. At \$15 per M. board measure, what will be the cost of 2-inch plank for a 4-foot sidewalk half a mile long?

5. A man earns \$280 in 2 $\frac{1}{2}$ months. If he spend in 4 $\frac{1}{2}$ months what he earn in 3 $\frac{1}{2}$ months, how much will he save in a year?

6. An apple buyer paid \$198 for 126 barrels of apples, consisting of Northern Spies and Wagners, there being $\frac{2}{3}$ as many Northern Spies as Wagners, and the Spies costing 25 cents per barrel more than the Wagners. Find the cost of each kind per barrel.

7. On Monday a grain dealer bought 932 bushels of oats at 21 cents per bushel; on Tuesday 680 bushels at 20 cents; Wednesday, 836 bushels at 20 cents; Thursday, 675 bushels at 21 cents. Friday, 765 bushels at 22 cents; Saturday, 751 bushels at 22 cents. He then sold the entire week's purchase at 2 cents per bushel above the average cost per bushel. Find:

- (a) The average cost per bushel.
- (b) His whole gain.
- (c) His gain per cent.

8. Find the sum of the following numbers:

- (i) Nine millions, five hundred and three,
- (ii) Eight hundred thousand and four,
- (iii) Five hundred and seventy millions and two,
- (iv) Three hundred and fifty-three thousand,
- (v) Two thousand and four,
- (vi) Fifty-eight thousand and fifty-eight,
- (vii) Four millions, fifty thousand, three hundred and nine,
- (viii) Three hundred and six millions, forty thousand and ten.

Give the result in both figures and words.

Values—12, 12, 12, 12, 12, 16, 12.

DRAWING.

Examiners—D. ROBB, J. J. CRAIG, B.A.

NOTE.—Rulers not to be used.

1. Draw a doorway with a panel door partly opened outward. The drawing to be four inches high, and of proportionate width.

2. Draw a common water pail lying on its side on the ground below your line of vision, with the bottom turned towards you.

3. Draw a square the side of which is three inches long. Draw diagonals. Then divide the square into nine equal squares by means of horizontal and vertical lines; and draw as large a circle as possible in each of the small squares having no diagonals; and finally join the centres of these circles by means of six straight lines.

Values—9, 8, 8.

HISTORY.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

NOTE.—Candidates will take any two questions in British History and any four in Canadian.

I. British History.

- 1. (a) What is meant by Party Government?
- (b) When did this system of government begin in England?
- (c) By what names were the political parties first known?

(d) What Party is in power in England to-day, and who is Premier?

2. (a) What was the cause of the war of the Spanish Succession?

(b) Give an account of the part taken by England in it.

(c) By what treaty was the war ended?

(d) What territories did England acquire by this treaty?

3. Give an account of the Jacobite rebellions.

4. Write notes on The National Debt, The Reformation, The Restoration, The Revolution, The Convention Parliament?

Values—15, 15, 15, 15.

II. Canadian History.

1. (a) Give an account of The Discovery of Canada.

(b) Who was the real founder of the Colony of New France, or Canada?

(c) Give an account of his services in exploring and colonizing the country.

2. (a) What were the chief provisions of The Act of Union between Upper and Lower Canada?

(b) Where did the First Parliament meet after the Union?

3. (a) When was The Municipal Act for Upper Canada passed?

(b) What powers and privileges were conferred by it?

4. Write notes on Ashburton Treaty, Clergy Reserves, Washington Treaty.

5. Explain the causes of the War of 1812, and give an account of the principal events.

Values—12, 12, 12, 12, 12.

LITERATURE.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

I.

The spirits of your fathers

Shall start from every wave!
For the deck it was their field of fame,
And Ocean was their grave;
Where Blake and mighty Nelson fell,
Your manly hearts shall glow,
As ye sweep through the deep,
While the stormy winds do blow;
While the battle rages loud and long,
And the stormy winds do blow.

Britannia needs no bulwark,
 No towers along the steep;
 Her march is o'er the mountain waves,
 Her home is on the deep.
With thunders from her native oak,
 She quells the floods below;
 As they roar on the shore
 When the stormy winds do blow;
 When the battle rages loud and long,
 And the stormy winds do blow.

The meteor flag of England
Shall yet terrific burn;
Till danger's troubled night depart,
 And the star of peace return.
 Then, then, ye ocean warriors!
 Our song and feast shall flow
 To the fame of your name
 When the storm has ceased to blow;
 When the fiery fight is heard no more,
 And the storm has ceased to blow!

- 1. Whom is the poet addressing?
 - 2. How does the poet seek to arouse the enthusiasm of those addressed?
 - 3. What historical events called forth this patriotic song?
 - 4. Give fully, in your own words, the meaning of lines 11—14.
 - 5. Explain the meaning of the italicized portions.
- Values—2, 5, 3, 5, 20.

II.

The battalions formed on the narrow beach at the foot of the winding path; and, as soon as completed, each ascended the cliff, when they again formed on the plains above.

The boats plied busily; company after company was quickly landed, and as soon as the men touched the shore they swarmed up the steep ascent with ready alacrity. When morning broke, the whole disposable force of Wolfe's army stood in

firm array upon the tableland above the cove. Only one gun, however, could be carried up the hill; and even that was not placed in position without incredible difficulty.

Meanwhile Montcalm had been completely deceived by the demonstrations of the fleet below the town. It was daybreak before the tidings reached him that the English had possession of the plains of Abraham.

Montcalm was already *worsted as a general*; it was still left him, however, to fight as a soldier. His order of battle was steadily and promptly made. He commanded the centre column in person. His total force engaged was 7,520, besides Indians; of these, however, not more than one-half were regular troops. Wolfe's "field state" showed a force of only 4,828 of all ranks; but every man was a trained soldier.

- 1. Tell, in your own words, how Wolfe captured Quebec.
 - 2. Give the meaning of the italicized portions.
 - 3. "The contending armies were nearly equal in military strength, if not in numbers." Explain the meaning.
 - 4. Give antonyms (words opposite in meaning) for the following words found in the lesson: Veterans, emigrants, regulars, lamentation, embark.
- Values—7, 18, 5, 5.

III.

Breathes there a man with soul so dead
 Who never to himself hath said,
 This is my own, my native land!
 Whose heart hath ne'er within him burn'd,
 As home his footsteps he hath turn'd
 From wand'ring on a foreign strand?
 If such there breathe, go, mark him well;
 For him no minstrel raptures swell;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim;
 Despite those titles, power, and pelf,
 The wretch concentred all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down
 To the vile dust, from whence he sprung,
 Unwept, unhonour'd, and unsung.

Give, in your own words, the meaning of this extract.
 Value—18.

IV.

Quote one of the following:

- (a) The first four, or the last four, stanzas of "The Bells of Shandon."
 - (b) The first two, or the last two, stanzas of "To Mary in Heaven."
 - (c) The first three, or the last three, stanzas of "Before Sedan."
- Value—12.

WRITING.

Examiners—D. ROBB, W. ALEXANDER.

- 1. Write the entire alphabet:
 (a) in capital letters; (b) in small letters.
- 2. Copy out carefully:
 When all the world is young, lad,
 And all the trees are green;
 And every goose a swan, lad,
 And every lass a queen;
 Then hey for boot and horse, lad,
 And round the world away;
 Young blood must have its course, lad,
 And every dog his day.

Values—2, 13.

PHYSIOLOGY AND TEMPERANCE.

Examiners—J. J. CRAIG, B.A., D. ROBB.

- 1. (a) Explain what is meant by each of the following terms: digestion, absorption, secretion.
 (b) Of what use is the gastric juice, and what kinds of food are only slightly affected by it?
- 2. (a) Describe the functions of the blood.
 (b) Give the effects of alcohol on the heart.
- 3. (a) On what chemical union does the heat of the body depend?
 (b) How is animal warmth equalized?
 (c) State fully the differences between exhaled and ordinary air.

4. (a) What organs are most directly affected by the use of tobacco?

(b) Why should the young especially not use it?

(c) Give other than physiological reasons against the use of tobacco.

Values—9, 8, 10, 8, 4, 8, 6, 8, 6.

READING.

Examiners—J. J. CRAIG, B.A., W. ALEXANDER.

In the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection, and Pause. They shall also satisfy themselves by an examination on the meaning of the reading selection, that the candidate reads *intelligently* as well as intelligibly. Twenty lines, at least, should be read by each candidate.

Selections.

Lesson L., "The Prairies."

Lesson LXX., "A Christmas Carol."

Lesson XCVII., "The Sublimity of God."

PUBLIC SCHOOL LEAVING.

ENGLISH GRAMMAR AND RHETORIC.

Examiners—J. J. CRAIG, B.A., W. ALEXANDER.

1. And now I sit and muse on *what* may be,
And in my vision see, or seem to see,
Through floating vapors *interfused* with light,
Shapes indeterminate, that gleam and fade,
As shadows passing into deeper shade
Sink and elude the sight.

(a) Analyze the above stanza, writing in full the subordinate clauses, and showing their grammatical functions and relations.

(b) Parse the italicized words.

2. The plague of locusts, one of the most awful visitations to which the countries included in the Roman empire were exposed, extended from the Atlantic to Ethiopia, from Arabia to India, and from the Nile and Red Sea to Greece and the north of Asia Minor. Instances are recorded in history of clouds of the devastating insects crossing the Black Sea to Poland, and the Mediterranean to Lombardy. It is as numerous in its species as it is wide in its range of territory.

(a) Select the adjective phrases, and give the relation of each.

(b) Show, in each case, which is preferable, and discriminate between the meaning of: "awful visitations," line 1, and "dreadful visits"; "devastating," line 6, and "ravaging"; "range," line 9, and "extent."

(c) State, with reasons, which of the following is preferable:

"The plague . . . Asia Minor," lines 1-5, or "The plague of locusts extended over many of the countries in the Roman Empire."

"It is . . . territory," lines 7-8, or "It is also numerous in its species."

3. Distinguish the different uses of "but" in the following:

(a) All *but* one have fled.

(b) He is *but* a landscape painter
And a village maiden she.

(c) O *but* she will love him truly.

(d) Break, break, break

At the foot of thy crags, O Sea,
But the tender grace of a day that is
dead

Will never come back to me.

(e) There is no fireside, howso'er defended,

But has one vacant chair.

4. Distinguish clearly, giving examples, the four functions of verbal forms in "ing."

5. (a) Form derivatives by suffixes and prefixes from each of the following: Sleep, speak, long, house.

(b) Give the suffix and literal meaning of: Granule, hamlet, bullock, Charlie.

(c) What is the difference between *ly* as a suffix forming an adjective, and forming an adverb?

6. What is meant by "Apposition," "Nominative Absolute," and "Predicate Nominative" in Grammar? Write a sentence illustrating the correct use of each of these.

7. Give the value and the relation of each of the italicized parts.

(a) The way *they did it*.

(b) He was told *to cut wood*.

(c) His object was *to pass the examination*.

(d) They spoke of *each other's* loss.

(e) He had no idea *that you were back*.

8. Criticize:

(a) They that honor me I will honor.

(b) Let us make a covenant I and thou.

(c) There was racing and chasing on Cannobie Lea.

(d) Whom say ye that I am?

(e) The crowd was dispersing to their homes.

(f) The ends of a divine and human legislator are vastly different.

Values—12, 9, 10, 12, 12, 10, 12, 8, 8, 4, 14, 15, 24.

GEOGRAPHY.

Examiners—J. J. CRAIG, B.A., D. ROBB.

1. (a) What are the causes of variations in length of days and nights throughout the year?

(b) Where is this variation greatest and where least?

(c) Over what part of the earth is the sun vertical on the 21st December?

(d) Give the causes of the different seasons?

2. (a) Describe the great water basins of North America?

(b) Name six of the most important commercial cities of North America, and show how the position of each city contributes to its commercial importance?

3. Draw lines indicating:

(a) The coast line of Europe from North Cape to the Dardanelles.

(b) The coast line of Ontario from the mouth of the French River to the City of Kingston.

4. (a) Name the principal countries that would be included in British Imperial Federation, and the great commercial highways by means of which commerce is now carried on amongst these.

(b) What special advantages would a fast Canadian Atlantic line of steamers afford to Canada?

5. (a) At what places in Ontario are the following manufactures chiefly carried on: Paper, soap, salt, woollens, cottons, buttons?

(b) Name one of the chief exports from each of the following ports: Odessa, Buenos Ayres, Trieste, Quebec, San Francisco, Malaya, Smyrna, Hammerfest.

6. (a) In what country and on what body of water is each of the following places: Acre, Archangel, Bangkok, Blenheim, Brisbane, Delhi, Lyons, Utrecht.

(b) Mention an interesting fact concerning each.

Values—5, 3, 3, 5, 8, 9, 9, 9, 8, 4, 9, 12, 8, 8.

ENGLISH COMPOSITION.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

Write a composition of about sixty lines on *one* of the following subjects, taking the topics given as an outline:

1. A Picnic—Topics:

(a) Preparations.

(b) Arrival at the grounds.

(c) Description of the grounds.

(d) The games engaged in.

(e) The refreshments.

(f) The breaking up of the picnic and the return home.

2. A Thunderstorm—Topics:

(a) How I came to see the storm.

(b) The appearance of the clouds.

(c) The storm begins.

(d) The storm at its height.

(e) The effects of the storm.

(f) The next day.

3. A letter to a friend, telling how you usually spend the day—Topics:

(a) When I usually rise.

(b) What I do before breakfast.

(c) The hurry to school.

(d) The routine of lessons.

(e) Some amusing or sensational incident.

(f) Sports engaged in.

(g) Home lessons.

Value—100.

ARITHMETIC AND MENSURATION.

Examiners—D. ROBB, W. ALEXANDER.

1. Find the *product* of the *sum* and *difference* of

$$\frac{.5 - .6i}{.25 + 1.305} \quad \text{and} \quad \frac{\frac{1}{2} - \frac{1}{n} + \frac{2}{3}}{3\frac{1}{5} - 1\frac{9}{10}}$$

2. (a) Find the square root of 1.1 correct to three places of decimals.

(b) Find the cube root of 1953125.

3. Find the alteration in income occasioned by shifting \$5000 stock from the 3 per cents at 86 $\frac{3}{8}$ to the 4 per cents at 114 $\frac{1}{8}$; the brokerage being $\frac{1}{8}$ % on each transaction.

4. A cheese factory shipped 30,000 lbs. of cheese to Liverpool, which a commission merchant sold for 46s. 8d. per cwt. (cwt. = 112). Find how many cents per lb. were realized on the cheese, the commission being 1% and freight, insurance, etc., amounting to \$86.25. (£1 = \$4.86 $\frac{3}{8}$.)

5. A and B each lend \$5000 for three years, one at 4 $\frac{1}{2}$ %, simple interest; the other at 4%, compound interest. Find the amount of interest each receives.

6. Find the entire cost of enclosing a square field containing 10 acres by means of a wire fence when the wire costs 60 cents per rod, the posts, which are set 10 feet apart, 8 cents each, and the work 40 cents per rod.

7. \$1098. Toronto, Jan. 14th, 1896.

One hundred days after date we promise to pay Wm. Jameson, or order, one thousand and ninety-eight dollars, with interest at eight per cent.

HODGENS BROS.

Find the proceeds of this note when discounted at a bank on March 12th, 1896, at 10 per cent. (year = 366 days).

8. Find the perimeter of a right-angled triangle whose area is 270 square feet, and the base 15 feet. Values—25, 25, 25, 25, 25, 25, 25.

DRAWING.

Examiners—D. ROBB, J. J. CRAIG, B.A.

1. Make a drawing of your left fist and wrist, with the fingers turned towards you.

2. Draw a cup and saucer, with the cup sitting in the saucer and the handle towards you. Place an ornamental band around the outside of the cup and also around the inside of the saucer, using the maple leaf in your design.

3. Draw, in perspective, the outline of a common oblong table, with square legs of uniform thickness, observed a short distance to your left and below the line of sight. Leave in the perspective lines which govern the drawing of the end, the side, and the position of the feet upon the floor. Values—8, 8, 9.

HISTORY.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

1. Give an account of three great naval victories gained by Nelson.

2. (a) When were the Parliaments of Scotland and England united?

(b) Give particulars of the Union.

(c) When did the Irish Parliament cease to exist?

(d) What English statesman brought about the Union of the Irish and English Parliaments?

(e) What representation have Scotland and Ireland in the British Parliament at the present time?

3. Give an account of the measures enacted during the reign of George IV. that had the effect of rapidly developing the resources and the commerce of Britain.

4. Mention important provisions of laws associated with the following persons: Wilberforce, Cobden, O'Connell.

5. (a) What are taxes?

(b) From what sources does the Dominion Government chiefly derive its revenue?

(c) How does the Government of Ontario obtain a revenue?

(d) How do the municipalities of Ontario obtain their revenue?

6. What changes were made in the Canadian Constitution, (a) by the "Constitutional Act" of 1791, (b) by the "Act of Union," 1841, (c) by the "British North America Act," 1867.
7. Explain the Canadian Federal System of Government.
- Values—15, 15, 15, 15, 16, 15, 9.

BOOK-KEEPING AND PENMANSHIP.

Examiners—D. ROBB, W. ALEXANDER.

NOTE.—A maximum of twenty marks will be allowed for penmanship and neatness. This award will be based upon the character of the writing and neatness of the entire paper on this subject put in by the candidate.

All the transactions mentioned below are to be considered as an account, except where otherwise specified.

1. Work out the following set, using Day Book, Cash Book, Bill Book, and Ledger, and close all the Ledger Accounts :

Place of Examination, 1896.

Jan. 1st. I bought out the plant and goodwill of C. Tedford's blacksmith shop for \$300, paying him \$100 cash and giving him my note, endorsed by P. Johnson, for the balance, payable at the Mo'sons Bank here in three months without interest. I also rented the shop from C. Tedford at \$10 per month.

" 2nd. Removed 4 horse shoes @ 10c. each, set 3 new shoes @ 25c. each, and repaired a cutter, \$1.25, for L. Turnbull. The cash receipts to-day were \$3.25.

" 3rd. Set 4 new shoes @ 25c. each, and made a set of gate hinges, @ 75c., for R. Beattie. The cash receipts to-day were \$2.50.

" 4th. Bought of Harland Bros., coal and iron as per invoice \$25.75. The cash receipts to-day were \$3.75.

" 6th. Ironed a cutter for Harland Bros., \$8.25 ; and set 7 new shoes @ 25c. each for L. Turnbull. The cash receipts to-day were \$2.25. Hired a horse and cutter from L. Turnbull, \$1.25.

" 7th. Repaired a cutter, \$2.25, and a cooking range, 75c., for R. Beattie. The cash receipts to-day were \$1.75.

" 8th. The cash receipts to-day were \$5.75.

" 9th. R. Beattie gave me his check, payable to my order on the Molsons Bank here, for the amount of his account. The cash receipts to-day were \$4.85.

" 10th. Removed 7 shoes @ 10c. each and set 1 new shoe @ 25c. for L. Turnbull ; and bought of him old iron at 75c. The cash receipts to-day were \$4.25.

" 11th. L. Turnbull gave me an order on Harland Bros. for the amount of his account. The cash receipts to-day were \$2.75.

" 15th. Sold the plant and goodwill of the shop to W. Seeley for \$350, receiving \$200 cash and his note for \$150 payable in two months. Paid C. Tedford half a month's rent, and he agreed to accept W. Seeley as tenant in my stead.

2. (a) Write out the note in the above question given to C. Tedford.
- (b) Write out the check given by R. Beattie on Jan. 9th.
- (c) Make out in full L. Turnbull's account, and receipt it in accordance with the entry made Jan. 11th.

Values—50, 10, 10, 10.

ALGEBRA AND EUCLID.

Examiners—D. ROBB, W. ALEXANDER.

1. (a) Remove the brackets from the following expression and combine the like terms

$$[2x - y - \{3x + 2y - (y - x)\}] - [y(x - y) - x\{y + z\}]$$
- (b) Find the value of $abc + bcd + cda + bda$, when $a = 1$, $b = 2$, $c = 3$, and $d = 0$.
- (c) Find the quotient when $(x - y)^5$ is divided by $(x - y)^2$.

2. Factor :
 (a) $x^4 - y^4$.
 (b) $35x^2 - 8xy - 3y^2$.
3. Solve the equations :
 (a) $(x + 1)^2 + (x + 2)^2 = (x - 1)^2 + (x + 3)^2$.
 (b) $\frac{8}{5}(x - \frac{1}{5}) - \frac{7}{5}(\frac{1}{5} - x) = 4\frac{3}{5}$.
4. A boy is one-third the age of his father, and has a brother one-sixth of his own age ; the ages of all three amount to 75 years. Find the age of each.

5. Give Euclid's definition of a circle, of an equilateral triangle, and of a parallelogram.

6. (a) The angles at the base of an isosceles triangle are equal ; and if the equal sides be produced, the angles on the other side of the base shall also be equal.

(b) Apply this proposition to prove that an equilateral triangle has three equal angles.

7. The angles which one straight line makes with another on one side of it are together equal to two right angles.

8. To make a triangle the sides of which shall be equal to three given straight lines, any two of which are greater than the third.

Values—5, 5, 5, 5, 25, 25, 15, 25, 5, 15, 15.

PHYSIOLOGY AND TEMPERANCE.

Examiners—J. J. CRAIG, B.A., D. ROBB.

1. (a) Describe fully the duties of the skin, and explain why it is necessary to keep the skin clean.
 (b) How does alcohol affect the skin ?

2. Name the digestive organs and describe the functions of any two of the most important.

3. (a) To which system does the liver properly belong ?
 (b) State another system with which it is connected. Describe fully its functions with regard to both systems.

(c) Give the effects of alcohol on the liver.

4. (a) Name and describe the classes of nerves.
 (b) Into how many stages are the effects produced by alcohol on the nervous system divided ?

(c) Describe briefly each of these stages.

Values—10, 5, 20, 3, 3, 8, 6, 7, 4, 9.

ENGLISH POETICAL LITERATURE.

Examiners—W. ALEXANDER, J. J. CRAIG, B.A.

A.

Again the tossing boughs shut out the scene,
 Again the drifting vapors intervene,
 And the moon's pallid disk is hidden quite ;
 And now I see the table wider grown,
As round a pebble into water thrown
Dilates a ring of light.

I see the table wider grown,
 I see it *garlanded with guests,*
As if fair Ariadne's crown
Out of the sky had fallen down ;
 Maidens within whose tender breasts
 A thousand restless hopes and fears,
 Forth reaching to the coming years,
 Flutter awhile, then quiet lie,
 Like timid birds that fain would fly,
 But do not dare to leave their nests ;—
 And youths who, in their strength elate,
Challenge the van and front of fate,
 Eager as champions to be
 In the *divine knight-errantry*
Of youth that travels sea and land
 Seeking adventures, or pursues,
 Through cities and through solitudes
 Frequented by the lyric Muse,
The phantom with the beckoning hand,
 That still allures and still eludes.
 O sweet illusions of the brain !
O sudden thrills of fire and frost !
 The world is bright while ye remain,
 And dark and dead when ye are lost !

1. Give, in your own words, an appropriate title for the poem from which the extract is taken.
2. State clearly the points of resemblance in the comparisons made in lines 11-16.
3. "I see the table wider grown." Why is this line repeated ?
4. Give concisely the meaning of the italicized parts.

B.

Thou wear'st upon thy forehead clear
 The freedom of a mountaineer :
 A face with gladness overspread !
 Soft smiles, by human kindness bred !
 And seemliness complete that sways
 Thy courtesies, about thee plays ;
 With no restraint, but such as springs
 From quick and eager visitings
 Of thoughts that lie beyond the reach
 Of thy few words of English speech :
 A bondage sweetly brook'd, a strife
 That gives thy gestures grace and life !
 So have I, not unmov'd in mind,
 Seen birds of tempest-loving kind,
 Thus beating up against the wind.

1. Give, in your own words, the description of the Highland Girl as contained in the first six lines of the extract.
2. "With no restraint but such as springs," etc. What was the restraint ?
3. Explain *bondage* and *strife*, line 11, and the simile, line 13-15.

C.

He who would start and rise
 Before the crowing cocks,—
 No more he lifts his eyes,
 Whoever knocks.

He who *before the stars*
 Would call the cattle home,—
 They wait about the bars
 For him to come.

Him, at whose *hearty calls*
The farmstead woke again,
 The horses in their stalls
 Expect in vain.

Busy, and blithe, and bold,
He labored for the morrow ;
 The plow his hand would hold
 Rusts in the furrow.

His fields he had to leave,
 His orchards cool and dim ;
The clods he used to cleave
Now cover him.

But the green growing things
Lean kindly to his sleep ;
 White roots and wandering strings—
 Closer they creep.

Because he loved them long
 And with them bore his part,
Tenderly now they throng
About his heart.

1. Give an appropriate title for this poem.
2. What is the connection in thought between the two parts of stanza six.
3. (a) What poetic device do you notice in line 13 ?
 (b) Point out two other cases of the same kind in the poem.
4. Enumerate, in order, the duties of a farmer's life as touched on in this poem.
5. Explain the italicized parts.

D.

Write the story of the "Revenge," introducing appropriate quotations.

Values—5, 12, 6, 30, 15, 5, 12, 5, 5, 3, 3, 6, 18, 25.

READING.

Examiners—J. J. CRAIG, B.A., W. ALEXANDER.

NOTE.—The Examiners are requested to pay special attention to distinction of enunciation, and naturalness of expression ; and, by asking questions, to determine whether the candidate has read intelligently or not.

Twenty-five lines at least are to be read from each of two of the following selections, one in prose and one in poetry.

Selections.

- Lesson XXX., "The Trial by Combat."
 Lesson XLVII., "A Parental Ode to My Son."
 Lesson LXXXI., "The Revenge."

Special Papers.

BEST TEACHER IN THE COUNTY.

BY C. M. DRAKE.

This, notwithstanding the very suggestive title, is neither an autobiography nor an interview with any of you. It is simply a character sketch of a teacher I know, who has certain ways of doing things, and of saying things, to which I wish to call your attention. I call him the Best Teacher in the county, because he was so introduced to me by his school trustee, and when a school trustee thinks that well of a teacher, far be it from me to say nay. This Best Teacher was a smart boy, but he was not caught young enough to be normalized. He ran "Bronco" for twelve years, and then he resolved to get an education. An assorted education is an excellent thing for most people to have. It may come to us from the hand of the pedagogue, the fist of the pupil, or the tongue of some pert girl. But the common idea of an education is one of books, and for several years this boy studied books with a perseverance worthy of a better cause. He passed an examination, and came out in the knee-breeches of a primary certificate. He kept on growing, and donned the cassimeres of a grammar school; and now he is clothed with the broadcloth of a brand new high school certificate, which may be a little baggy at the knees. But he assures every one that "It just knocks the spots out of those musty old life diplomas," such as some of us are so unfortunate as to possess.

As the Best Teacher is a self-made man, he never forgets that the job is well done. Neither does he want us to forget it. He feels that every one must be interested in his life and his experiences. And he is kind enough never to get weary of telling them for our edification. Envious people say he is fond of blowing his own trumpet. It may be so, but it is necessary that a teacher's trumpet should be frequently sounded, and who so able to blow it as the owner? As the Spanish say, "Who has a mouth let him not say to another, 'Blow!' " "Speak weel' o' my lad, speak ill' o' my lad, but aye keep a speakin' o' my lad." Our Best Teacher does not think he is properly appreciated by others, and I hardly know why he is not accepted at his own valuation. For want of a better reason, we will lay it to the silver depreciation. All bad things are now laid to that, you know.

Being a so much better teacher than we, it is natural that he should regard us as comparative failures. That we might forgive, but not his speaking so frequently about it. It may be, in the struggle for existence, that the failure of a fellow-teacher is of benefit to us, but it is not pleasant to walk to success over the sick and wounded. To help our own reputation, it is often much more desirable to follow a very poor teacher than a good one. Therefore the teachers who preceded our Best Teacher were always exceedingly poor. If they were young, they lacked experience; if they were old, they moved in antiquated ruts. If they taught reading well, they neglected arithmetic; and if they were bright in their studies, they failed in government. It is really curious that so few teachers leave their schools in what the next teacher calls "good shape." But then, if we did not continually improve upon our predecessors, we should be making no progress. Of course our Best Teacher always left his school like a watch, fresh from the maker's hands, cleaned and oiled, and warranted to run all day smoothly, if you don't open the works and alter the regulator.

You can hardly realize the strength of condemnation he puts into his favorite phrase, "That is not my way of teaching." There is only one good way of teaching, and he has filed a caveat on that. Sometimes he praises other teachers, though he generally does it with a—"but,"—and as he is pretty hard-headed, his butt is often the most forcible part of the affair. Unlike most of us teachers, he teaches mainly with regard to the examinations. If a thing cuts no figure in an examination, it is not worth bothering about. And he makes a success of his examinations. His ninth grade pupils pass through their ordeal as successfully as a calf-bound edition of "Chase's Ready Receipts." Their education comes out like a fine case of measles. They receive their valuable

diplomas as just dues, and the gratified parents are told that that they can now see that it does not pay to hire these ordinary teachers. He leaves them to make the slight necessary logical inference that it does pay to hire him.

He believes in rushing pupils. "What is the use," he says, "of keeping a pupil a year or two on a grade, when he can do it up in five months? My class took both the eighth and ninth grades this year, and passed them well." He did not say which grade they took first, and I suppose it does not matter. He has never taught a high school, but he knows that two years are more than enough to complete a high school course. Says he, "I did it myself in less than that time and without a teacher." I suppose in a year or two more he will graduate from his university and write a lot of letters after his name. He never pleads ignorance. The nearest he comes to it is when he says, "I have not freshened myself up on that topic." There are no books published better than those in his private library. They are all selected from the catalogues of the Normal Schools, and his school desk will hardly hold them all. And if some of the books are not so fresh as they might be, he is quite fresh enough to make up for that. He teaches advanced pupils much better than he does primary ones. He takes more pride in them, gives them more time, and has even been accused of neglecting his little ones. When I once remarked that I preferred teaching the first grade to any other, he looked at me with such astonishment that I have hardly quit blushing yet.

When our Best Teacher gets out of a school—for, strange to say, the trustees do sometimes get tired of him—he applies for quite a number of schools, so that he will be sure of getting one or more. That to apply for a school in any way binds the applicant, he does not believe. Owing to his new certificate and unlimited brag, and a very strong letter of recommendation from the district that did not want him any longer, he was elected to three different schools last July. Even so smart a man as he could not teach in three schools at once, as they were not connected by telephone, and so two sets of trustees were not pleased. That applying for several schools creates a seeming abundance of teachers, tends to lower wages, prevents many from the assurance of employment until the last moment, besides lowering the self-respect of the teacher, does not seem to be fully understood, nor does it seem to be comprehended how wrong it is for a teacher to apply for a school where he does not know the teacher there will not be re-employed for another term.

I do not like this elbowing of other teachers aside to make room for ourselves. We are likely to get out at the elbows doing it. "The thongs you cut from other men's leather may yet lash your own back."

Our Best Teacher does not believe in institutes. He thinks they may benefit the young and inexperienced, but he says, "All this talk about psychology and apperception doesn't help me to teach John the multiplication table." Yet, when I said that sometimes Radway's Ready Relief was better medicine than either of these, he did not seem to understand clearly what I meant. Of course I did not mean that it was better pills than the multiplication table. Proper doses of multiplication, given according to the Grube system, will always be good for the patient.

Our Best Teacher has a supreme contempt for a teacher who gets stuck on an example. It used to be his boast that he never got stuck on an example. He had been through three arithmetics, two algebras and a geometry, and, like the ostrich in the song, "He knows it all." "Do you know," said he to me, "that three of our teachers got floored at the last examination on an example about a right-angled triangle? I can't imagine myself unable to do a little simple problem about a right-angled triangle." "Let me give you a little problem," said I. "The base of a right-angled triangle is any odd number and the other two sides are whole numbers. What is the area?" "I never heard of such an example," said he. "I do not believe it can be worked." "Yes, it can," I replied. "Pythagoras did that little example more than 2,400 years ago, and it is one of the test problems that have been used to catch school teachers ever since. It is quite easy, but I don't believe you can do it." And, sure enough, he didn't. It is sometimes necessary to sit down even on our best teachers.

I have sketched this somewhat unlovely portrait of a teacher to put before you, in a plain way, the

need of a higher ethical standard for some of us teachers. The best teacher is not he who can pass the finest examinations in the most studies. It is not he who feels jealous of the success of others, who seeks to crowd out those who stand in his way. It may not be the one whose name you hear the most frequently mentioned; who gets the highest wages; or even he who writes essays for the benefit of other teachers. But it is he who can bring the very best out of every child he comes in contact with; who can lessen inherited evils; whose love for humanity is not bounded by age, sex, or color; the one you would be most glad to have your children resemble; this one, be he young or old, man or woman, in the town or the country, this one is the best teacher in the county; and be very sure that what he thinks of us is the very best that we can deserve. In such a teacher's heart is no room for envy, or jealousy, no place for aught but that love and charity which one teacher should always try to have for every other teacher, especially those who write essays.—*Penn. School Journal.*

LIBERAL VS. PRACTICAL EDUCATION.

At the last Edinburgh graduation, Professor Prothero made an excellent speech on the character and value of a liberal education. He pointed out that professional education generally ceased to be liberal in proportion as it became practical. "The special instruction which fitted a student for the church, the bar, medicine, and education, in so far as it was limited or specialized in its aim—in so far as it conduced to success and distinction in a certain walk of life—was not liberal. He did not say that professional education was better or worse than liberal, but it was not the same." The distinction is often lost sight of in this exceptionally practical age. If it were not for the rapid development of our universities, side by side with the exclusively technical and scientific institutions, we might well despond over the future of liberal education and the decay of the humanities. Not that the scientific and the technical are of necessity divorced from liberal culture, for, as Mr. Prothero says, the mind that has habitually fed upon what is worthiest in science and literature acquires a combined firmness and sensitiveness, a grasp and subtlety, a decision and a delicacy of touch, which are the mental equivalents of vigorous bodily health. "The furniture of the cultivated mind was not facts, not what we called learning, but rather the ideas which were the deposit of facts well pondered; its peculiar characteristic was that mental courtesy and polish which sprang from intimacy with the great works of the intellect in all time. This was the ripest fruit of a liberal education; a university was the garden where it ought most easily to grow." The humanity born of facts may be riper and more wholesome than the humanity born of imagination; but the first kind is not born at all until the facts have crystallized into ideas.—*The Educational Times.*

DREAMS AND THEIR MYSTERIES.

BY ELIZABETH BISLAND.

Life-long familiarity with the astonishing phenomena of sleep, with the trooping phantoms inhabiting the dusk realms of slumber, has so dulled wonder at the mystery of our double existence of the dark that night after night, with calm incuriousness, we open the door into that ghostly underworld, and hold insane revels with fantastic spectres, weep burning tears for empty griefs, babble with foolish laughter at witless jests, stain our souls with useless crime, or fly with freezing blood from the grasp of an unnamed dread; and, with the morning, saunter serenely back from these wild adventures into the warm precincts of the cheerful day, unmoved, unstartled, and forgetting.

Prove that you have the hypnotic power to make a man feel pain or pleasure without material cause, that you can force him to believe himself a soldier, say, or a woman, or that he is three feet high, or two persons at once, and he will gape upon this occult mastery with awe and wild surprise—he who every twenty-four hours of his life, with no more magic potion than healthy fatigue, with no greater wonder-working weapon than a pillow, may create for himself phantasmal delusions beside which all mesmeric suggestions are but the flattest of dull commonplace.

The naïve egotism of superstition, which saw in the majestic movements of the solar system only prognostications concerning its own bean crop, could discern nothing more in this dream-world than the efforts of the supernatural powers to communicate (in their usual shuffling, incompetent fashion) the events of the future to man—that sole centre and concern of the universe. The modern revolt from this childishness has swung the pendulum of interest so far up the other curve of the arc that there prevails a foolish fear of attaching any meaning or importance whatever to the strange experiences of sleep, and an unscientific avoidance of the whole topic which is no less superstitious and puerile. The consequence of which foolish revulsion has been that one of the most curious functions of the brain is still, in a period of universal investigation, left unexamined and unexplained. Some dabbling there has been in the matter, but so far no tenable explanation has been offered of those strange illusions of sleep with which all mankind is familiar. The results up to this time of this dabbling are, for the most part, of little more value than the contents of the greasy, well-thumbed dream-books that formed the only and dearly beloved library of eighteenth century milkmaids and apprentices. The greater portion of such labor as has been bestowed on the subject has been mainly directed toward efforts to prove the extreme rapidity with which the dream passes through the mind, and that it is some trivial outward cause, at the moment of rousing from slumber, such as a noise, a light, or the like, which wakes the brain to this miraculous celerity of imaginative creation. The general conviction that dreams occur only at the instant of awakening shows how little real attention has been bestowed upon the matter, since the most casual observation of "the dog that hunts in dreams" would show that he may be chasing the wild deer and following the roe in the gray Kingdom of Seeming without breaking his slumbers. He will start, and twitch, and give tongue after the phantom quarry he dreams himself pursuing, and yet continue his sleep without an interval. But, given the truth of any one of these assertions, still the heart of the mystery has not yet been plucked out, since it is not explained why a noise or a gleam of light—such as the senses are quite familiar with in waking consciousness—should, at the moment of rousing, cause the brain to create with inconceivable rapidity a series of phantasmagoria in order to explain to itself the familiar phenomena of light or sound.

Dr. Friedrich Scholz, director of the insane asylum at Bremen, in his recent volume upon "Sleep and Dreams," gives an example of this rapid effort of the brain to deal with the sensations felt by the sleeping body: "I dreamed of the Reign of Terror, saw scenes of blood and murder, appeared before the Revolutionary Tribunal, saw Robespierre, Marat, Fouquier-Tinville, all the personages of that time of horrors, argued with them, was finally, after a number of occurrences, condemned to death, was carried to the place of execution on a cart through enormous masses of people, ascended the scaffold, was bound by the executioner to the board. The knife fell, and I felt my head severed from my body. Thereupon I awoke and found that a loosened rod of the bed had fallen on my neck like the knife of the guillotine, and this had happened, my mother assured me, at the very moment when I awoke."

That the mind should, merely because of the body's sleep, be able to create a whole scene of a terrible drama with a rapidity impossible when all the functions are awake and active is incredible. The only function of the brain capable of this lightning-like swiftness of vision is *memory*. To create requires a certain effort and consumes a certain period of time, but a scene once beheld, an adventure once experienced and vividly impressed upon the memory, can be recalled in its minutest detail in a lapse of time not reckonable by any of our methods.

That the sensitive plate of the brain never loses any clear picture once received has been proved over and over again, beyond the possibility of a doubt. The picture, the sensation, may be overlaid and hidden for long periods beneath the heaps of useless lumber that the days and years accumulate in the mind's storehouse, but need, or accident, or a similarity of circumstance, will restore the forgotten possession, oftentimes with startling effect. There is a well-authenticated instance of a

girl who, during an attack of febrile delirium, spoke in a language that no one about her could understand, and which was finally discovered to be Welsh. The patient, both before and after her illness, knew but a single word of the language. No one could explain the matter until finally it was found that she had been born in Wales, and as a child had learned the language, but had afterwards entirely forgotten it.

It is commonly known, too, how in the struggle of the body against death by water the memory, stirred to furious effort also, reproduces all her stores at once, possibly in a frantic endeavor to find some experience which may be of use in this crisis.

It is broadly asserted by many that the memory retains each and every experience which life has presented for its contemplation, but this is hardly true. It makes, to a certain extent, a choice, and chooses oftentimes with apparent caprice. To demonstrate the truth of this, let one endeavor to recall the first impression retained by his childish mind, and it usually proves to be something extremely trivial. A lady, interrogated as to this, declared her first clear memory was a sense of the comfort to her tired little two-year-old body of the clean linen sheets of the bed at the end of a most perilous and adventurous journey, of whose startling incidents her memory had preserved nothing. Again, this capricious faculty will seize upon some few high lights in a vivid picture and reject all the unimportant details. As a rule, however, it is the profound stirrings of the emotions which wakes the memory to activity. A woman never forgets her first lover. A man to the end of his life can recall his first triumph, or his most imminent danger, and a trifle will often, after the lapse of half a century, fill the eye with tears, make the cheek to burn, or the heart to beat with the power of the long-passed emotion, preserved living and fresh by the memory.

That the memory uses in sleep the material it has gathered during the day, and during the whole life, no dreamer will deny; but here, again, it is capricious; some parts of the day's—the life's—experiences are used, others rejected. Added to these natural and explainable possessions of the memory are a mass of curious, conflicting, tangled thoughts, which are foreign to our whole experience of existence, and which, when confused with our own memories, make of our nights a wild jumble of useless and foolish pictures. If it be true that it is by some outward impression upon the senses that dreams are evoked, that it is the endeavors of the somnolent mind to explain to itself the meaning of a noise, a light, a blow, which creates that delusion we call dreams, then it is not upon the stores of our own memories alone that the brain draws for material, since the falling rod awoke in the mind of Dr. Scholz's dreamer a picture of the French revolution, which he had never seen, and different in detail and vividness from any picture his reading had furnished.

Heredity is an overworked jade, too often driven in double harness with a hobby, but the link between generation and generation is so strong and so close that none may lightly tell all the strands of which it is woven, nor from whence were spun the threads that tie us to the past. It is very certain, despite the theories of Weismann, that the acquired characteristics of the parent may be transmitted to the child. The boy whose father walked the quarter-deck is, nine times out of ten, as certain to head for salt water as a seagull born in a hen's nest. The victim of ill-fortune and prisoner of despair who breaks the jail of life to escape fate's malice leaves a dark tendency in the blood of his offspring, which again and again proves the terrible power of an inherited weakness. Women who lose their minds or become clouded in thought at childbirth—though they come of a stock of *mens sana*—transmit the blight of insanity to their sons and daughters both; and not only consumptive weakness and the appetite for drink are acquired in a lifetime and then handed on for generations, but preferences, talents, manners, personal likeness—all may be the wretched burden or happy gift handed down to the son by the father. Who, then, may say without fear of contradiction that the memories of passions and emotions that stirred those dead hearts to their centre may not be a part of our inheritance? The setting, the connection, is gone, but the memory of the emotion remains. Such and such nerves have quivered violently for such or such a cause—the mem-

ory stores and transmits the impression, and a similar incident sets them tingling again, though two generations lie between.

Certainly animals possess very distinctly these inherited memories. A young horse never before beyond the paddock and stables will fall into a very passion of fear when a serpent crosses his path, or when driven upon a ferry to cross deep swift water. He is entirely unfamiliar with the nature of the danger, but at some period one of his kind has sweated and throbbed in hideous peril, and the memory remains after the lapse of a hundred years. He, no more than ourselves, can recall all the surrounding circumstances of that peril, but the threatening aspect of a similar danger brings memory forward with a rush to use her stored warning. When the migrating bird finds its way without difficulty, untaught and unaccompanied, to the South it has never seen, we call its guiding principle instinct—but what is the definition of the word instinct? No man can give it. It but removes the difficulty one more step backward. Call this instinct an inherited memory and the matter becomes clear at once. Such memories, it is plain, are more definite with the animals than with us; but so are many of their faculties, hearing, smell, and sight.

Everyone has felt many times in his life a sense of familiarity with incidents that have had no place in his own experience, and has found it impossible to offer any explanation for the feeling. Coming suddenly around a turn of a hill upon a fair and unknown landscape, his heart may bound with a keen sense of recognition of its unfamiliar outlines. In the midst of a tingling scene of emotion, a sensation of the whole incident being a mere dull repetition will rob it of its joy or pain. A sentence begun by a friend is recognized as trite and old before it is half done, though it refers to matters new to the hearer. A sound, a perfume, a sensation, will awaken feelings having no connection with the occasion.

A visitor for the first time to a tropical country was charmed with the excessive novelty of everything about him; but suddenly one evening, being carried home in his chair by the coolie bearers, a flood of recognition poured over him like the waves of the sea, and for a few minutes the illusion was so strong as to leave him breathless with astonishment. He had the sense of having often done this before. The warm night, the padding of the bare feet in the dusk, the hot smell of leaves, were all an old trite experience. For days he struggled with that tormenting sense, with which we are all familiar, of being unable to recall a something, a name, that is perfectly well known—is "on the tip of the tongue," as one says—but all in vain; and in time the recognition grew fainter and more elusive with each effort to grasp it, until it slipped forever away into darkness. If such experiences as these are not inherited memories what are they?

With sleep, the will becomes dormant. Waking, it guards and governs; chooses what we shall do and be and think; stands sentinel over the mind and rejects all comers with which it is not familiar. Unless the thought comes from within the known borders of the body's own life, the will will have none of it. But overtaken by fatigue, and sinking into slumber with the night, his domain is left fenceless and unpatrolled, for with the will goes his troop of watchmen, judgment, logic, deliberation, ethics; and memory, ungoverned, and uncontrolled, holds a feast of misrule. The barrier between past and present melts away; all his ancestors are merged into the individual; the events of the day are inextricably tangled with those of two centuries since, and this motley play of time is called a dream.

A man going back but to his great grandparents has already fourteen direct progenitors and is heir of such strange or striking episodes of their fourteen lives as were sufficiently deeply impressed upon their memories as to be transmittable. This, alone, is enough, one would think, to provide all the nights with material for the queer kaleidoscopic jumbling of leavings with which the nimble mind diverts itself while its sluggish comrade snores, turning over the leaves of its old picture book alone in the dark; but there is no reason to believe that there is a limit to these inheritances.

One dreamer relates that the most vivid sensation her night memory holds is of finding herself standing alone, high up in a vast arena. It is open to the sky and the night is falling swiftly and warm. Everyone has gone but herself, but there is a tremu-

lous sensation in her mind, as of very recent excitement, noise, and tumult. She is waiting for someone who is coming through the arched door on the left, and she rises to go. She feels the rough coolness of the stone beneath her hand as she helps herself to rise, and upon her throat and bosom she has a sensation of the light wool of her garment. It has the vivid familiarity of a personal and perfectly natural experience—so strong that, waking, she retains as keen a sense of it as if it were a happening of yesterday. This dreamer, whose night visions are many and of great vividness, remembers many more dreams of this type—momentary flashes of sensation of the trivial things about her, such as all persons have felt in their waking lives, only that the things about her in her dreams are totally unfamiliar to her waking brain. In one of these she is emerging from the back door of a small white house—intensely white in the glare of a fierce sun. The house seems square and flat-topped, built of stone, and with no windows visible here in the rear. It opens on a narrow street of similar residences. A man is with her, dressed in a long black robe and wearing a curious black head-dress. He is reproaching her and remonstrating violently concerning her indifference in regard to religious matters. She looks away—annoyed and bored by his vehemence—and the whole picture vanishes. It was as clear, as natural and familiar, as her own waking life, while it lasted.

The narrow street of white houses seemed the only possible form for a street—she had no consciousness of anything different or more modern. The man's eager, stern face, with the heavy beard and the high head-dress, looked in no way strange or unfamiliar. With that double consciousness with which we are all familiar when awake she watched the movement of his lips and the wagging of his beard as he talked, full of a sense of distaste, and thought, while listening to his flow of clear words, "How tiresome these religious men are!"

Another dreamer—again a woman—was aware of standing in the dark, sword in hand (she seemed to be a man and the seeming was not strange to her), listening with furious pulses to a confusion of clashing blades and stamping of feet. Under the surface of passionate excitement the deeper subconsciousness said: "All is lost! The conspiracy is a failure!" She was aware of a cool bravado which recognized the uselessness of attempting escape. The dice had been thrown—they had turned up wrong, that was all. Yet so vigorous and so courageous was the heart of this man that he was still buoyantly unafraid. There was a rush of bodies by him: the door swung back against him, crushing him to the wall, and a few moments later, under guard, he was passing through a long, low corridor of stone. The torches showed the groined arch above him, and, a cell being unlocked, for the first time he felt afraid. Inside was a big bear with a collar about its neck, and two villainous-faced mountebanks sat surlily upon the floor. The man was very much afraid at the thought of such companions, for his hands were tied and he had no sword—yet he reasoned jovially with his guards, not wishing to show his real terror. After some protests, his sword was returned to him and he stepped inside, again cheerfully confident. The door clanged to behind him, and the dream faded. All the conditions of the dream, the change of sex, the strange clothes and faces, the arched corridor, the men with the bear, seemed to the senses of the sleeping woman perfectly natural. They were quite commonplace and of course. For the most part, however, her dreams are the fantastic hodge-podge common to dreamers, such as might result from the unsorted, unclassified memories of a thousand persons flung down in a heap together and grasped without choice. One curious fact she has noted is that though she is a wide and omnivorous reader, she has never had a dream or impression in sleep which might not have been part of the experience of some one of European or American ancestry. She is an ardent reader of travel and adventure, but never has she imagined herself in Africa, nor have the landscapes of her dreams been other than European or American.

Mr. Howells, in "True I Talk of Dreams," added confirmation on this point by saying that he had never been able to discover a dreamer who had seen in his dreams a dragon or any such beast of impossible proportions.

It suggests itself—*en passant*—that dragons and other such "fearful wild fowl" are not uncommon in the cataclysmic visions of delirium, but perhaps

the potency of fever, of drugs, of alcohol, or of mania may open up deeps of memory, of primordial memory, that are closed to the milder magic of sleep. The subtle poison in the grape may gnaw through the walls of Time and give the memory sight of those terrible days when we wallowed—nameless shapes—in the primeval slime. Who knows whether Alexander the Great, crowning himself with the gold of Bedlam's straws, may not be only forgetful of the years that gaped between him and his kingly Macedonian ancestor? Ah, Horatio! does your philosophy plumb all the mysteries of life and of heredity?

Another interesting fact, in this connection, elicited by extensive and persistent inquiry, is that those who come of a class who have led narrow and uneventful lives for generations dream but little, and that dully and without much sensation; while the children of adventurous and travelled ancestors—men and women whose passions have been profoundly stirred—have their nights filled with the movement "of old forgotten far-off things and battles long ago." Again, inquiry has elicited the fact that many persons, while hovering on the borders of sleep, but still vaguely conscious, are accustomed to see pictures of all manner of disconnected things—many of them scenes or faces which have never had part in their waking life—drifting slowly across the darkness of the closed lid like the pictures of a magic lantern across a sheet stretched to receive them, and these, by indiscernible gradations, lead the sleeper away into the land of dreams, the dim treasure-house of memory and the past.

If a dream is a memory, then the stories of their momentary duration are easily credible. The falling rod upon the sleeper's neck might recall, as by a lightning flash, some scene in the Red Terror in which his ancestor participated—an ancestor so nearly allied, perhaps, to the victim suffering under the knife as to know all the agonies vicariously, and leave the tragedy bitten into his memory and his blood forever.

When the words heredity or instinct are contemplated in their broad sense they mean no more than inherited memory. The experiences of many generations teach the animal its proper food and methods of defence. The fittest survive because they have inherited most clearly the memories of the best means of securing nourishment and escaping enemies. The marvellous facility gradually acquired by artisans who for generations practise a similar craft is but the direct transmission of the brain's treasures.

In sleep the brain is peculiarly active in certain directions, not being distracted by the multitude of impressions constantly conveyed to it by the five senses, and experiments with hypnotic sleepers prove that some of its functions become in sleep abnormally acute and vigorous. Why not the function of memory? The possessions which during the waking hours were useless, and, therefore, rejected by the will, surge up again, vivid and potent, and troop before the perception unsummoned, motley and fantastic; serving no purpose more apparent than do the idle, disconnected recollections of one's waking moments of dreaminess—and yet it may hap, withal, that the tireless brain, forever turning over and over its heirlooms in the night, is seeking here an inspiration or there a memory to be used in that fierce and complex struggle called Life.—*The North American Review.*

Teachers' Miscellany.

HELEN KELLER.

BY CHARLES D. WARNER.

The story of Helen Keller is too well known to need repetition here. My own excuse for increasing the publicity of it, which she and her judicious friends have never sought, is the exceedingly interesting mental and moral problems involved in it. A child of great apparent promise and most winning qualities, she became deaf, dumb, and blind at the age of nineteen months. Thenceforward, till her seventh year, the soul within her was sealed up from any of the common modes of communication with the world. It could only faintly express itself, and there seemed no way that knowledge could reach it. What was it during that silent period? Was it stagnant, or was it growing? If it was taking in no impressions,

usually reckoned necessary to education, was it expanding by what used to be called "innate ideas"? When her teacher, with infinite patience, tact, and skill, at length established communication with her, she found a mind of uncommon quality, so rare that in its rapid subsequent development one is tempted to apply the epithet of genius to it. It was sound, sweet, responsive to a wonderful degree. The perceptions, if I may use that word, were wonderfully acute; the memory was extraordinary; in short, there was discovered a mind of uncommon quality. Was it really a blank that the teacher had to work on, or was there a mind in process of developing, independent of contact with other minds? The development or the growth was very rapid. Helen Keller is now fifteen, and better educated in literature and languages, with greater activity of thought, more vivacity, quickness of appreciation, and greater facility of happy expression of her thoughts, than most girls her superiors in years. Considering her limited facilities for acquiring information, the result is very puzzling from a merely materialistic point of view.

Another train of thought is suggested by her character and disposition. She is what her infancy promised. Great amiability and sweetness of disposition have been preserved in her intellectual development, and I believe that she is the purest-minded human being ever in existence. She has never known or thought any evil. She does not suspect it in others. The world to her is what her own mind is. She has not even learned that exhibition upon which so many pride themselves, of "righteous indignation." Some time ago, when a policeman shot dead her dog, a dearly loved daily companion, she found in her forgiving heart no condemnation for the man; she only said, "If he had only known what a good dog he was, he would not have shot him." It was said of old time, "Lord, forgive them: they know not what they do." Of course, the question will arise whether, if Helen Keller had not been guarded from the knowledge of evil, she would have been what she is to-day. But I cannot but fancy that there was in her a radical predisposition to goodness.

I said that Helen is what her infancy promised. This point needs further explanation. Up to the time, at the age of nineteen months, when illness left her deaf, dumb, and blind, she was a most amiable, tractable child, not only winning and lovely, but with apparently an even, sweet temper and an unselfish disposition. From that date until in her seventh year, when Miss Sullivan found means to communicate with her, she had been isolated from the world. She could only express herself as an animal might. She could only be influenced by physical means—there was no way of telling her what to do or what not to do but by laying hands on her. She could make signs if she were hungry or thirsty. Her soul was absolutely shut in from influence or expression. In this condition she began to be more and more like a caged bird, beating its wings and bruising itself against the bars, to its physical injury. When Miss Sullivan took her it was almost impossible to control her. The fiery spirit within exhibited itself in outward violent temper. How could it be otherwise in what must have been an internal rage at the want of ability to make herself understood? But from the day that communication was established with her all was changed. She apprehended at once the means of communication, and was docile and controllable, only eager to learn more. And then she became again what she had promised to be in infancy, sweet-tempered, loving, and gentle. All the investiture of the years of seclusion fell off her as if it had been an ill-fitting garment. And never since for an hour, for a moment, has she been impatient or variable in temper, never otherwise than amiable and unselfish, and always happy.

And this opens the way to what, after all, is the radical question in this case—the educational question. In all her education Helen has been put into communication with the best minds, with the best literature. She has known no other. Her mind has neither been made effeminate by the weak and silly literature, nor has it been vitiated by that which is suggestive of baseness. In consequence, her mind is not only vigorous, but it is pure. She is in love with noble things, with noble thoughts, and with the characters of noble men and women. It is not a possible condition for most of us in the world, but, nevertheless, the experiment of her education is very suggestive. If children in the family and in the public schools

were fed with only the best literature, if their minds were treated with as much care in regard to the things sown in them as our wheat fields, what a result we should have! It is not possible to guard any normal person from the knowledge of evil and from the thoughts of a disordered world, but it is possible to encourage the growth in education of love for the noblest literature, for that which is pure and stimulating. And this result we shall have some time, when education is taken out of politics, out of the hands of persons who are untrained in psychology or pedagogy, and committed to those who are experts in dealing with the vital problem of the character of the generations to succeed us. Any one who converses with Helen Keller will find that her high training in the best literature has not destroyed her power of discrimination, her ability to make quick deductions and distinctions. On one occasion she repeated for me Longfellow's "Psalm of Life" with proper emphasis. She has learned to talk so as to articulate words with fair distinctness. In order to test her loyalty to Longfellow, who is one of her heroes, as Bishop Brooks also is, I asked her if it had never occurred to her that the "sands" in the poem was a poor material upon which to leave enduring footprints. "No," she said, "I have never thought of that; but the waves tumbling in on the seashore do obliterate the marks on the sand." And then her face lighted up with imaginative comprehension, and she added, "Perhaps it is different with the sands of time." Such a mind as that, in time, can be trusted to make acquaintance with any literature, for it will be equipped for judgment.—*Harper's Magazine.*

Hints and Helps.

INJUDICIOUS PUNISHMENTS.

The number of injudicious punishments is very great. All of them ought to be avoided under all circumstances. The following may be named as the most prominent:

1. Scolding.—This is never a proper punishment. Indeed, a scolding teacher soon loses the respect of his pupils. The less the teacher scolds and the less he threatens, the greater the number of friends he will have among the students, and the easier will he find the discipline. When threats are made they should be executed without fail. Both scolding and threats soon lose all force except to irritate a class and make it noisy and disrespectful.

2. Ridicule.—The teacher has no right to ridicule either the defects or the mistakes of a child. Such conduct makes a teacher deserving of all the contempt that pupils can heap upon him. It is the teacher's business to encourage, not to discourage—to help to correct mistakes and train the pupils, instead of making sport of them. Sarcastic remarks with reference to a pupil's ability, calling him a dunce, a numskull, an ignoramus, or other equally offensive names, is contemptible conduct in the teacher.

3. Confinement.—Solitary confinement in a cell is among the most severe of prison punishments, and it is applied only to hardened criminals. Shutting a child in a closet, putting him in the coal cellar, and like punishments, are no less cruel. To a child of vivid fancy or nervous organization serious injury may be wrought by a punishment of this kind. Solitary confinement is not only injudicious as a school punishment, but it is also unwise.

4. Personal Indignities.—Among personal indignities may be mentioned all those annoying punishments which, though not severe in themselves, serve to irritate a child, such as pulling the ears, snapping the head, pulling the hair, compelling the child to wear a dunce-cap, and the like. All of them are improper.

5. Personal Torture.—All kinds of torture are improper punishments. Many of the old-fashioned punishments were little less than barbarous. Such punishments as compelling a child to stand on one foot, hold a book at arm's length, kneel on the sharp edge of a piece of wood, walk barefooted on peas, hold a nail in the floor without bending a knee, etc., ought to belong to the dark ages.

6. Performance of Tasks for Misconduct.—No pupil should ever be asked to study a lesson for misconduct. There is no connection between the

two, and a love for learning is not instilled in this way. The boy who is required to write two hundred words after school as a punishment for pinching his neighbor or whispering in school does not see the relation of the punishment to the offense, and he must come to regard his teacher in the true light, as being tyrannical or ignorant of the art of school discipline.

7. Degradation of the Offender.—No pupil has ever been reformed by degrading him. One of the chief ends of punishment is reformation, but this end is directly defeated by attempting to visit on the pupil a punishment which will degrade him either in the eyes of his associates or in his own estimation. His self-respect must be cultivated, not destroyed. Teachers who subject pupils to degrading punishments are inhuman in their nature, and they should not be employed in any school.

8. Worrying a Pupil.—The teacher has no right to worry his pupil by irritating or vexatious talk. The kind of grumbling in which some teachers indulge hardly rises to the dignity of scolding. It is rather of the nature of fault-finding. If the child makes a mistake, the teacher is sure to complain. If he is guilty of some trivial offence, the teacher has an unkind remark to thrust at him. His conduct toward the pupil has a constant tendency to vex the child, and make him feel that the teacher glories in his mistakes and shortcomings.

9. Vindictive Punishments.—Here, again, the teacher forgets the objects of punishment. The aim of punishment is not to gratify one's ill-temper or revenge, and the teacher must not punish in a spirit of this kind. It is safe, therefore, to say that he should never punish when angry, because all angry punishment is more or less vindictive.

10. Cruel Punishments.—All punishments that exceed the limits of moderation must be avoided. The statutes of most States make cruelty of punishment a penal offence for which the teacher may be indicted. But cruel punishments do harm also by lessening the respect of both pupils and patrons for the teacher and his methods of government.

CAUTIONS.

Do not make threats of punishment in advance. Adapt the punishment to the offence.

Do not try to make pupils learn by whipping for unlearned lessons.

Never inflict a punishment which is likely to make a pupil feel he ought to resent it.

Seek to use the minimum of punishment.

Be patient with the shortcomings of your pupils.

Do your utmost to prevent faults, so as to avoid the necessity of punishment.

Punish only for wilful misconduct.

Do not reprove those who try but fail.

Do not expect perfect order in the schoolroom; children are children.—*Raub's School Management.*

School-Room Methods

A HANDFUL OF FLAXSEED.

M. A. WATT.

One morning we discovered among our treasures a small package of flaxseed, which we threw into a pot of earth standing on the school window-sill. It germinated, and we became interested in the rapid growth of the airy stalks. At Easter, Vera C. took it home, and when it was brought back it had grown like "Jack's bean-stalk," or "Jonah's gourd." By the beginning of June the stalks took on a graceful bend which suggested flowers; and, sure enough, there appeared, one morning, a blue flower, which drew forth a quotation from Hans Christian Andersen's "The Flax": "A pretty little blue flower, as delicate as the wings of a moth, or more so."

Shortly afterwards we began to consider what lesson we should illustrate in our drawing-books, and "The Flax" secured the largest share of interest, the graceful stalks swaying in the window having their due influence. Original drawings were allowed, resulting, generally, in more or less successful representations of the flower-pot as they saw it. Presently it dawned upon us that it was a very unusual thing to see flax growing in a flower-pot, and that such an illustration of the lesson might bring us into ridicule with those who did

not understand the circumstances of the case. A talk ensued about the usual habitat of the flax, and it came out that flax is never cut down, as hay and oats are, but is pulled up by the roots. Why is this done? The flax is valuable for its fibres, and (here we pulled up one precious stalk), as the root is long, the fibres are so much the better for the increased length. Also, the toughness of the fibre would cause much trouble in cutting. Here came a petition to be allowed to draw the stalk we were holding. This being granted, a further stock of information was laid in; the leaves were found to be alternate; the stem was seen to be very slight, in spite of its strength; the root was seen to be slightly waving in its line; and the margin of the leaf was found to be entire, and its shape very like a willow-leaf. Drawings were corrected under these points; then we found out that our illustration would be very meagre if we stopped at one stalk. We looked at the lesson illustrations, we decided to let the class think it over, and gave time to look at magazines and papers to get an idea of how illustrators work.

When we again came to our drawing time we were full of descriptions of what we had seen in the meantime. We had also cuttings from papers to examine. This time we decided on the first part of our illustration. This was to be a frame three inches by two inches, behind which we grouped three graceful stalks, the roots appearing on the lower left, and the upper ends, with their gracefully bending tops, showing above and towards the right of the top of the frame. The frame was a mere outline, having a heavier gray line on the right and upper side to give definiteness and locality. Inside the frame were to be drawn certain simple objects, without shading, which would explain the lesson of "The Flax."

Then we practised the frame drawing from a sheet cut to allow the stalks to appear, as we have said above, discovering that, though very simple, it was by no means easy to obtain the grace and lightness of the flax. But when we had it arranged in our books (placed a little below the centre of the page to secure a certain effect which we thought we had noticed, both in nature and in art, of the horizon line being lower than midway), pride was shown and books were held off to be looked at in a manner that evinced pleasure at the simple result.

Now, we read "The Flax," with which we were very familiar, and made suggestions for inside the frame. Had we been studying shading, we might have taken some which we were obliged to reject, such as: Workers pulling the flax; or, a flax-mill, with the various processes being carried on; or, a mill for making up the thread into cloth; or, a girl, watering-pot in hand, bleaching the linen, while the clergyman's wife looked on and approved. After an attempt at the last one (in which the linen seemed to stand on its edge in a very stiff manner or ran up hill very suddenly), we found that our success would lie in trying what we were able to accomplish well. So we drew two cylinders (we had previously studied this), and modified them into a pair of cuffs, adding a collar above them. We drew an outline of a child's apron. A square became a handkerchief, in which we inserted a needle and thread. A book was drawn; its title, printed neatly upon it, explained the illustration, "The Flax." A sheet of note paper, with the tiniest of invitations imitated in waving lines upon it, was arranged in one corner. But our great attempt was an outline of a spinning-wheel. A small wheel was on exhibition in a window not far away, and it was suggested that it would "be so nice if we could have a spinning-wheel anyway, if we couldn't have a loom." Two lads ventured to offer to draw it, and went forth to try it. They returned with very fair results, which were, however, very severely criticized next day by some girls. They were requested to bring in their ideas on paper. This was also done. What the shopkeeper thought of the sudden interest in his window was not known, but, judging by the criticisms, most of the class visited it. We learned also of there being other spinning-wheels in other shops, some different kinds being found further down town.

We finished drawing the wheel, and then practised the grouping. Some put in a fireplace, where, Hans Christian Andersen tells us, the paper was burned. When all was done, though the result was but a poor, simple little drawing, many lessons had been received through it, which may yet produce fruit in greater and larger works.

Primary Department.

A FEW HINTS ON PRIMARY READING.

Reading, properly considered, will include many things. Among these, two things hold an important place, viz., the broadening of the mind by the acquisition of new ideas, and the culture of the voice. While each should receive due attention, the former should be of greater consideration. The child should be led to express his own thoughts and the thoughts of others.

The "thought-method" should be employed in teaching reading. Objects should be used, at first, to lead the pupil to talk. Short sentences about the object should be written on the blackboard for the child to read naturally, as he would talk. This process should continue for two or three months. Allow the pupils to use a pointer, but be sure not to let them point out each word separately, but read the sentence as they would speak it.

Charts and blackboards should be used as aids. After the pupils have a sufficient vocabulary of words which they quickly recognize at sight, the primer should be commenced.

From the first use of the book the teacher should require the pupil to hold himself and the book in proper position.

Require full, clear tones, and distinct articulation.

New words should be carefully pronounced, and their meaning understood.

Phonic spelling should frequently accompany the reading lesson.

By skilful questions lead the pupil to know the thought, that he may express it naturally and easily.

Sometimes there should be silent study of the lesson, and the pupils be required to reproduce, either orally or in writing, what they have read.

Perhaps there is no branch of the school work where greater improvement is apparent within the last five years than in the matter of primary grades. Vastly more is accomplished, and with decidedly better results, than by former methods. Pedagogical laws are now obeyed perhaps more fully in the reading exercises than in the arithmetic, geography, or grammar teaching. By the use of objects first, then the names given orally, then the making of sentences, that is, the saying of something about the objects, then the writing of these sentences on the blackboard, and finally the reading of them, or the recalling of them at sight—all this paves the way for the further development of the art of reading, and leads by a more persuasive path to the pleasures and the uses of the printed page.

I have known, in a large city, a class of fifty little children five or six years of age, gathered from the average poor and middle-class people, placed in charge of a skilful teacher who pursued the plan outlined above, who in one year read through fourteen first readers, and at the end of the year they could read with ease and in an intelligent manner any easy reading,

and could understand the meaning of what was read.—*William A. Mowry, Hyde Park, Mass., in Public School Journal.*

BE HONEST AND TRUE.

Be honest and true,
Oh, eyes that are blue!
In all that you say
And all that you do;
If evil you'd shun,
And good you'd pursue,
If friends you'd have many
And foes you'd have few,
Be honest and true
In all that you say
And all that you do,
Oh, eyes that are blue!

Be honest and true,
Oh, eyes that are gray!
In all that you do
And all that you say
At home or abroad,
At work or at play,
As you laugh with your friend
Or run by the way.
Be honest and true
By night and by day,
In all that you do
And all that you say,
Oh, eyes that are gray!

Be honest and true,
Oh, eyes that are brown!
On sincerity smile,
On falsity frown,
All goodness exalt,
All meanness put down,
As you muse by the fire
Or roam through the town.
Remember that honor
Is manhood's chief crown,
And wear it as yours,
Oh, eyes that are brown!

Be honest and true,
Oh, eyes of each hue!
Brown, black, gray, and blue,
In all that you do.
Oh, eyes in which mothers
Look down with delight,
That sparkle with joy,
With things good and bright!
Do never a thing
You would hide from their sight!
Stand up for the right
Like a chivalrous knight:
For the conqueror still,
When the battle is through,
Is he who has ever
Been loyal and true.
Make the victory sure,
Oh, eyes of each hue!

—*Juvenile Gems.*

PRIMARY READING.

Children cannot read until they are perfectly familiar with small words and can recognize them at sight. If it be attempted before this is accomplished, the reading is slow, laborious, and dull.

Many of our poor readers in the upper grades are so from a slovenly habit that comes from lack of proper drill. The bright boy or girl will soon learn to recognize words, but the slow ones must have the right kind of drill and plenty of it.

Every child who enters school has a vocabulary of from two to three hundred words. The first few years of his school life the teacher merely teaches him the written and printed forms of words he already knows.

A good plan is to make a list of words given the pupil from chart, board, or book, and run over them every day. Tell

the children you want them to make a new spelling-book, and you want all the words they can think of. Begin, for instance, with *a-t*. Write it, see it, spell it, and sound it. Tell them to make another word from this putting some letter before *at*. Write *a-t* the first one, then add the letter given you. Someone suggests *c*; write *c* and you have *cat*. Again write *a-t*, and ask for another letter. This time someone will give *r*, then you have *r-at*. Proceed in this way until you have *at*, *cat*, *rat*, *fat*, *mat*, *Nat*, *vat*, *bat*, *sat*, *tat*. Then take *a-n* and proceed in the same manner, leaving your list on board or chart. You now have *an*, *can*, *ran*, *man*, *fan*, *Dan*, *tan*, *yan*, *van*. Take *i-n*, and you will produce *in*, *tin*, *fin*, *bin*, *win*, *din*, *kin*, *sin*, etc. After several lists have been made, make phrases, such as: *a cat*, *a rat*, *a mat*, *a fan*. You can carry this out indefinitely. Use three words, as, *a man ran*, *a cat ran*, *a fat rat ran at a man*, etc., etc. The children will enjoy the work. If you have no pictures, draw something to represent the word. No matter if the drawing is crude, children are as often amused and pleased with these crude drawings as with the more perfect ones.

For pupils who have words with two or three syllables, separate the words into parts, as *sing-ing*, *bring-ing*, *pre-tend-ing*, *com-mand-ing*. Always have a list of words in view. When there is lassitude in the number class, call for a list of words; or, when there is a minute or two between classes, turn the attention to some one of these lists. If lists consist of words of two syllables, as *ring-ing*, *sing-ing*, *bring-ing*, *wing-ing*, *fling-ing*, *cling-ing*, pronounce first part of each word, as *sing*, *ring*, etc. Then pronounce the last part; put them together and pronounce. This makes an excellent drill, and one that tells in the end.—*The Teachers' Outlook.*

TWO MAIDENS.

I know a winsome little maid,
So fair to see—
Her face is like a dainty flower.
So lovingly
She looks upon this world of ours,
And all who pass,
That sweet content makes beautiful
My little lass.

I know another maiden well,
She might be fair—
Her cheek is like a rose-leaf soft,
Like gold her hair.
But ah! her face is marred by frowns,
Her eyes by tears,
For none can please. I dread to think
Of coming years.

Would you, dear, grow to beauty rare
In thought and deed?
Then learn the lesson these two teach
To those who heed;
And in your heart, as life begins,
Give this truth place:
'Tis only lovely thoughts can make
A lovely face.

—*Gertrude Morton Cannon, in St. Nicholas.*

THERE is nothing more frightful than for a teacher to know on'y what his scholars are intended to know.—*Gæthe.*

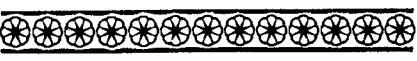
Those who desire to be thoroughly posted on the great issues now before the people of the United States cannot do better than to read the July *Arena*. The question which undoubtedly takes precedence over all other questions at the present time is the money question. This subject is exhaustively dealt with. The editor, Mr. B. O. Flower, in addition to some stirring editorials, contributes two remarkably strong papers to the controversy, one of which embodies the views of such prominent and authoritative thinkers as the noted financier and banker, Jay Cooke, Wm. P. St. John, president of the Mercantile National Bank of New York, and Judge Walter Clark, LL.D., of the Supreme Bench of North Carolina. H. F. Bartine, in a closely reasoned and well-written paper, replies to a recent article in *The Forum*, by M. Paul Leroy Beaulieu, in favor of gold monometallism. Mr. Bartine makes a strong case for the white metal, and refutes M. Beaulieu's arguments in a clear and logical manner that is calculated to bring conviction to unprejudiced minds. Other economic and social problems are discussed by live thinkers in this number of the *Arena*.

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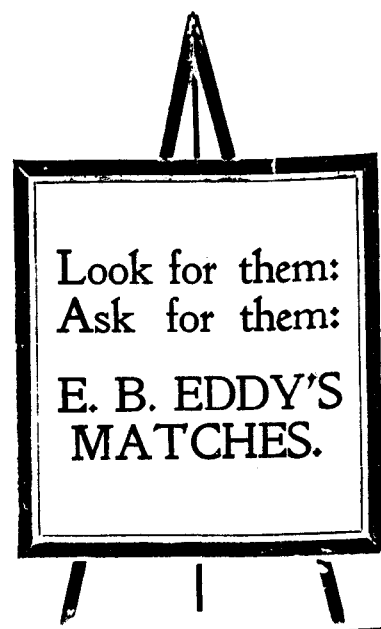
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