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The Educational Journal.

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the quality. He has recently arranged the system of Leaving Examinations for the High Schools, in virtue of which all the Universities of Ontario accept a common matriculation. Under his administration the School of Practical Science has been put on as good a basis as any technological school on the continent. Art schools have been established, also a new Medical Faculty and a Department of Political Science in connection with the University.

Among other changes which have been wrought under his *regime* may be mentioned the establishment of Commercial Departments in the High Schools, the reorganization of Upper Canada College, and last, but by no means least, the establishment of a School of Pedagogy.

* Editorial Notes. *

THERE are said to be 10,862 school districts; 62,373 teachers, and 2,800,000 school children in Japan.

THE average salaries of male teachers in Ontario during 1889 was \$421; of female teachers \$296. A low average and an unjust discrimination.

IN his Budget speech, in the House of Commons on the 23rd ult., Mr. Goschen, Chancellor of the British Exchequer, estimated that for the ensuing year the Government would have a surplus of about two millions, all of which would be absorbed in establishing the scheme of free education to come into operation the first of September next. This apparently commits the Government to the introduction of a free-education Bill. The details of the measure will be awaited with great interest by both the friends and the opponents of free schools.

CORNELL University has recently added to its many departments the "Susan Linn Sage School of Philosophy," the Hon. Henry W. Sage having added to his magnificent gifts, aggregating already about \$1,250,000 to the University, a further sum of \$200,000 for the establishment of this new department. His object is to provide permanently at Cornell for philosophical instruction and investigation of the most varied kind and of the highest order. According to stipulation the trustees are bound for all time to supplement the proceeds of his endowment with large annual appropriations from the general funds of the University. Dr. Schurman, a Canadian, well known probably to some of our read-

Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES.....	369	EXAMINATION PAPERS—	
SPECIAL PAPERS—		North Hastings Uniform	
Arbor Day Exercise.....	370	Promotion and Review	
Composition.....	370	Examinations.....	375
ENGLISH—		EDITORIALS—	
Announcement.....	372	The Education of the	
Lessons in Rhetoric.....	372	Citizen.....	376
Second Reader.....	372	Free Schools and Liquor	
New Books on English.....	373	Drinking.....	377
HINTS AND HELPS—		PRIMARY DEPARTMENT—	
A School.....	373	A Few Points.....	378
A View.....	373	Drawing.....	378
MATHEMATICS—		BOOK NOTICES—	379
Solutions.....	374	ARBOR DAY SELECTIONS—	
SCHOOL-ROOM METHODS—		Early Spring.....	380
An Outline Lesson.....	374	Forest Song.....	380
		Arbor Day.....	380
		Bird Voices.....	380
		LIST OF EXAMINERS.....	380

THE HON. G. W. ROSS, Minister of Education for the Province of Ontario, was born September 18, 1841. His parents came from Scotland and settled in the County of Middlesex in 1833. The son was educated in the common schools of the time, and commenced to teach in 1857. In 1867 he retired from the teaching profession and commenced the publication of the *Strathroy Age*. He continued in journalism until 1871; first on the *Age*, and afterwards on the *Seaforth Expositor*. The latter paper he conducted in joint proprietorship with Mr. W. F. Luxton, now of the *Winnipeg Free Press*.

Mr. Ross attended the Toronto Normal School during the last session of 1869, taking the sessional course, and at the same time keeping up the editorial work on his paper. He was appointed Inspector of the Eastern Division of Lambton in 1871, and while Inspector, for several years published, jointly with Mr. McColl, of Strathroy, the *Ontario Teacher*, the first self-supporting educational paper of the Province. He continued Inspector of Lambton until 1877. During this period he was entrusted, in conjunction with the late J. M. Buchan, M.A., Principal of Upper Canada College, with the drafting of the regulations for the County Model Schools. He was appointed by the Hon. Mr. Crooks, then Minister of Education, to take charge of the organization and inspection of these schools, and continued to do this work to a greater or less extent until 1883. He was elected to the House of Commons in 1872, and survived the political cyclone of 1878 when the National Policy swept the country. He survived also the re-distribution of 1882.

He moved the first resolution in the House of Commons on the subject of Reciprocity, which was afterwards taken up with so much energy by the Liberal party.

Mr. Ross was sworn in as Minister of Education for Ontario, November 23, 1883. In 1885 he consolidated the High and Public Schools Acts and the Act respecting Mechanics' Institutes. In that year he also began negotiations for the federation of the Universities of Ontario, which have since led to the federation of Victoria University by the Act of 1887. In 1886 he consolidated the Separate Schools Act. In response to requests from the Protestant clergy, he afterwards caused to be prepared a series of Scripture Readings, which were introduced into nearly all the schools of the Province. He has also revised the whole system of text books, securing one text-book in each subject in the Public Schools, thus reducing the number from fifty-three to nineteen, and effecting, it is claimed, a cheapening of text-books generally. He pursued a similar policy in regard to text-books for High Schools, reducing the number and improving

ers, is Dean of the new school, and with him are associated seven Professors in the various branches of philosophical inquiry. One of these is Professor of Pedagogy.

WE are sorry to have no room for "Question Drawer" in this number, but a word or two in regard to this department of the paper may be in order. In the first place, we wish again to remind questioners of the editorial rule that the true name and address of the writer must be given, "not necessarily for publication, but as a guarantee of good faith." In the second place, those asking questions will save us a good deal of trouble if they will kindly observe our request that questions in mathematics be sent direct to the Mathematical Editor; questions in English, to the English Editor; and all general questions, simply to "Editor EDUCATIONAL JOURNAL." In answer to some inquiries, we may say that we hope to make arrangements for a Scientific Department at an early day, when questions on scientific subjects will be attended to. To the friend who, sending a number of questions, asks whether he is sending too many, or may send more, we reply that the Question Drawer is open and free so long as questions asked are *bona fide*, and prompted by real difficulties connected with educational work. Occasionally, questions seem to be "trumped up" for the mere sake of asking. (No reflection is meant on this young friend). Want of time and space may sometimes cause a little delay, but as many find the Question Drawer helpful, we will do our best to reply promptly and make it increasingly useful.

* Special Papers. *

* ARBOR DAY EXERCISE.

BY W. H. FLETCHER.

As Arbor Day approaches, teacher and pupils should have occasional talks about what should be done on that day. Inquiries should be made as to what kinds of trees would grow well in the school-yard, and the suitability of each kind discussed. The trees that grow in the surrounding woods will generally be found most suitable and, in the selection of these, care should be exercised to secure those that grow on soil as near as may be the same as that of the school-yard. It is also well to select trees that are growing in open places so that their future isolation may not be so great a change as if they had been taken from a well sheltered spot.

In addition to the common forest trees such as maple, beech, elm, oak, cherry, linden, poplar, cedar, pine, spruce with many others, it will be possible in many or most sections to have the pupils bring some few horse-chestnut, mountain ash, locust or weeping-willow trees, while, in every section, rose and lilac bushes may be had in abundance. The rose, however, is not so desirable as it is generally much blighted in the summer months.

Having arranged as to the kinds of trees to be planted, have the pupils ascertain as far as may be where these can be procured.

The day before the great day, for it should be a great day, state what tools will be needed to carry on the work of the morrow and arrange to have pupils bring such of these as they can get at home.

All roots may be severed about fifteen inches from the trunk, then the soil loosened by a spade until the tree can be lifted out. As few rootlets as possible should be broken off as it is largely on the preservation of these that successful transplanting depends.

A number of the boys should be detained in the yard to prepare places in which to plant the trees and, as the trees are brought in, each should be assigned to its proper place according to previous plans.

The teacher, or other competent person, should then proceed to prune off and trim the tops with a view to getting rid of superfluous branches and increasing their symmetry.

When nearly all the trees have come in, the work of planting may be commenced. But, before each tree is set up, the pupils who have brought it in should be asked to say to whom it is to be dedicated, and, as the tree rises, let three hearty cheers be given for the person honored. This contributes greatly to the enthusiasm and interest taken in the work.

Having completed this part we reach an important stage of the work, viz., that of planting the trees. The following directions, if pretty closely observed, will generally ensure success:—Arrange the roots and rootlets in natural positions, and about them throw in the finest soil, at the same time shaking the tree slightly to bring the soil and rootlets in close contact. If this

soil be very dry it is best to pour on a pail or half-pail of water which will have the desired effect. The remainder of the soil may then be shovelled on, enough being used to cover the highest root with two or three inches of earth. Do not place about the trunk thick, heavy sods, for these will prevent light showers of rain from penetrating to the roots, but see that the ground over the roots is pretty compact. About deciduous trees it will be found a good plan to place evergreen branches. These exclude the heat of the sun, retain moisture and do not turn off the rain.

Unless the season is a very dry one, transplanted trees will not need artificial watering. Should a long season of drought follow the setting out of the trees, and these show signs of succumbing, let them have a thorough watering once a week or every two weeks. This is much to be preferred to treating them to a sprinkle each day; in fact the latter practice is worse than useless.

But this last consideration has taken us past Arbor Day to which we must return and endeavor to answer a question which has doubtless been in the minds of many, viz., What have the girls been doing during this time in which the boys have been working so manfully? True, the girls have been almost wholly excluded from the exercises previously outlined, yet so far from being idle, they have probably been the more industrious laborers. Their duties have been just as carefully planned and provided for as those of the boys, and in accordance with arrangements here, you see several groups of bright faces bending over large evergreen letters which are being arranged to form suitable mottoes for particular parts of the school-room. Another company have in their hands a long line of evergreens prettily ornamented with tissue paper rosettes. This is to form an arch behind the teacher's desk. Several other girls are arranging pictures on the walls, some are suspending from the window-tops beautiful hanging-plants, while on the sills below rest many beautiful plants brought in in the morning. Outside are several circles of little maids, about as many miniature flower gardens. But here are some very happy children. They have wheeled in two pyramids of earth, and have paved these with small, round stones, except a small space on top of each in which a flower pot with its plant has been put. These stones have been white-washed and the hot sun has made them snowy white, and all the way from the gate to the school-door two parallel rows of pretty large stones have been placed and these have also received a white coat and look beautiful.

It would be a pleasure to enter more fully into details regarding the work of the girls and smaller boys, but perhaps enough has been said to indicate how they may be employed. If properly directed, or even with very little direction, they enter into the work with much enthusiasm and, as a result of their efforts, the remainder of the school year is rendered brighter and pleasanter for both teacher and pupils.

As to the utility of the boys' services, let Joseph Addison speak:—"I know of none more delightful in itself and beneficial to

the public than that of planting. There is something truly magnificent in this kind of amusement. It gives a nobler air to several parts of nature, it fills the earth with a variety of beautiful scenes and has something in it like creation. Nothing can be more delightful than to entertain ourselves with prospects of our own making, and to walk under those shades which our own industry has raised."

*COMPOSITION.

MISS M. WILSON.

THE power of composing is a double acquisition—it is the union of language and thought, and it is chiefly on account of this two-fold aspect that the subject is a difficult one with which to deal.

To teach language is not to teach knowledge, in the sense in which we usually understand knowledge. Language is the vehicle used in conveying knowledge, but while using the vehicle we are not expressly teaching its proper use. Though a large part of our language education is gained in this way, yet the indirect result is distinct from language teaching, properly so called.

On the other hand language is useless without thoughts to express, and so the attention is divided between the thought and its expression.

One of the fundamental principles of all teaching is that the attention must be concentrated on one thing at a time. Can this principle be applied in language exercises? In many of them it can. In the writing of essays, and compositions I think it cannot.

When pupils have finished the public school course they should be able to express themselves with correctness and taste. They should have at their command a tolerably large vocabulary, with clear ideas of the exact meanings of the terms they use. They should have a knowledge of the various sentence forms, and how to change sentences from one form to another by way of giving variety of expression. To this we may add, that they should be able to discern the *good* in composition from the inferior, that they may imitate the best forms of expression and avoid those that are not so good.

The question then is: How can these ends be best attained?

First in regard to words. The pupils are adding to their vocabulary day by day from the conversation of those around them; and from the explanation of unfamiliar words that occur in the reading lessons, and from knowledge lessons generally. It is well to keep a list of new terms explained and as an exercise in language, let sentences be formed containing these words correctly used. This will help to impress on the pupils' minds the exact meaning conveyed by the new terms. Another method of enlarging their store of words is by the teaching of synonyms. There are in English more words that are nearly synonymous than in any other language, because we have two sets of derivatives, one from Latin, the other from Anglo-Saxon, which are nearly parallel in meaning. In teaching these synonyms, we should show, not only that they have the

* A paper read before the Waterloo Teachers' Association.

* A Paper read before the Peel Teacher's Association.

same general meaning, but also their different shades of meaning. Take for example, the words "blend" and "mix." Both mean to put substances together so that their parts become united in some way. But their particular meanings are different. Mixing two colors means making two colors one. The blending of two colors is the gradual merging of one into the other.

As with words so with sentence forms. They are best learned together with the ideas they express.

The teacher has before him a given sentence expressing a certain fact or thought. The pupils can be exercised in producing other sentence arrangements expressing the same idea. One of the simplest example of this kind of exercise is changing the voice of the verb, another is filling up the ellipses and omissions so common in our language, as in contracted-compound sentences.

The arrangement of words and clauses in sentences admits of many variations. Modifying words may either precede or follow the words modified, though there is usually one arrangement that is best for the particular case. Pupils should as soon as possible be led up to the point where they can choose the best arrangement and give a reason for their choice. As an aid to this the following tests may be applied:

- (1) Which construction is clearest?
- (2) Which is neatest?
- (3) Which is most harmonious?

In examining the structure of sentences, a knowledge of the elements of grammar is essential, more particularly that part of it which treats of the analysis of simple sentences into subject, predicate and modifiers, and that which distinguishes between simple, complex and compound sentences. Here the teacher has an opportunity for skilful work in developing the grammar lessons in such a manner as to pave the way for constructive exercises in composition and while carrying on the two subjects separately use one for giving an insight into the other.

Grammatical analysis does, without doubt, give an insight into the structure and nature of sentences, which is of the greatest benefit to the pupils, by enabling them to view the different elements of the sentence separately and to distinguish between complete and incomplete statements. It is well, occasionally, to have pupils subject their own sentences to analysis to see whether they will bear such close inspection or not.

But though analysis enables us to take a sentence to pieces and exhibit its modifying phrases and clauses in their true light as equivalents of nouns, adjectives and adverbs, it yet leaves out of view the right arrangement of sentences, by the proper distribution of these elements, and this has more to do with good composition than any other part of grammar.

In addition then to analysis we need to examine the *position* of the various modifiers and to arrange and re-arrange these, noting the effect on the sentence of each arrangement. Pupils will soon see that modifiers should be placed as close as possible to the words modified. This rule covers at least half of all that belongs to the arrangement

of sentences, and is besides very easy to apply.

But besides grammatical analysis exercises are also needed in dissecting sentences containing several modifiers into the separate statements implied in them. This, too, aids the pupils in perceiving the effect produced by each modifier, and the true relation between the modifiers and the main thought of the sentence.

From the combination of separate statements into simple sentences we pass to the formation of complex and compound sentences, and, side by side with these exercises in expansion, give exercises in contraction from compound to complex, and from complex to simple, showing how one exercise is just the reverse of the other.

In each of the different kinds of sentences the construction may be varied in many ways.

- (1) By changing the voice of the verb.
- (2) By changing from the declarative to the interrogative form.
- (3) By using an introductory word and placing the subject after the verb.
- (4) By changing from direct to indirect narration.
- (5) By changing the number of the subject.

These are a few of the most common ways of varying the construction of sentences.

In connection with each kind of sentence we should teach the rules of punctuation.

In examining sentences we should be sure that pupils recognize the main thought and the true relation that the different modifying words and phrases bear to it. Attention to this is absolutely necessary. If pupils are ever to write with clearness, they must be able to keep all parts of the sentence in connection with, and in proper relation to the main thought.

In regard to the writing of what are called "compositions," there is, among prominent educators, a variety of opinions. But, on one thing they all seem to be agreed, viz., that if such exercises are given, the matter should be supplied and the pupils left free to concentrate their undivided attention on the form of expression. But though the teacher may choose the subject, and choose as familiar a one as possible, though he may even give heads or outlines for the pupils to fill in, he cannot give the general treatment or modes of expression. The pupils must choose their own treatment according to the state of their knowledge; they must also choose their own expression which depends upon what they have to say. When a whole class is set to work on a given theme, though the subject may be one, the handling will be as varied as the individuals. How is a teacher to deal with the results? If he examines them at all he must take them one by one, and, in his criticisms, points will be brought up out of all order and connection, and without reference to the fitness of pupils to understand them.

It is next to impossible to conduct a class by means of criticisms on essays.

In favor of essay-writing it must be admitted that it compels the pupils to use and develop their own powers, such as they are at the time. It turns their resources to account, and occasionally surprises even

themselves with the result. They feel that they can do something, and are encouraged to go on exerting their capabilities. This is just the spirit we want to arouse in our pupils.

Again it puts in practice what has been already taught and in such a way as to show the effect of the teaching.

The chief difficulties that show themselves in actual composition, are apt to be in reference to the use of relatives and connective words generally. This can be dealt with partly by requiring that the sentences be made shorter than the pupils are apt to make them; partly by requiring that the elliptical parts of sentences be filled up; and partly by selecting a muddled sentence, and setting them to analyze it. This helps to show where the difficulty of the construction lies, and how, by a different arrangement, or by the use of two sentences instead of one, the thought may be more concisely expressed.

Again, if the subject be a familiar one—if it be one on which the pupils have something definite to say, they are reducing their thoughts to words, under much the same conditions as they will have to do in after life. To fit them for doing this is one of the chief aims in teaching the subject at all.

In connection with reviews—in almost all of the school subjects, if the review be a written one, the pupils are obliged to give ample evidence of their ability to use the varieties of sentence forms taught in the language exercises.

Here the teacher has a chance to see how far the rules are reduced to practice, while the thoughts of the pupils are engaged chiefly with the knowledge matter of the review; and this again is much the same condition as that under which pupils are placed in after life in regard to written exercises.

These are a few of the points in connection with written work; there are many others that might be noticed.

But, besides written work, the pupils should be able to express themselves orally better than most of them do. I will mention only one point in regard to this, and that is the benefit of demanding complete statements from the pupils when answering questions orally.

Another thing worthy of note is the correction of sentences. As a rule, the pupils make far more blunders in speaking than in writing. These, wherever they occur, should be corrected at the time, whether the reason can be given or not, for the pupils become more and more confirmed in their present habits of speech, the longer they are practiced.

It is no great matter to live lovingly with good-natured, humble and meek persons; but he who can do so with the forward, wilful, ignorant, peevish and perverse, hath true charity.—*Thomas à Kempis*.

USE OF BOOKS.—One great object of the school in our time is to teach the pupil how to use the book—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find, in this busy age, people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach.—*Hon. W. T. Harris*.

* English. *

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto, to whom communications respecting the English Department should be sent.

ANNOUNCEMENTS.

THE next issue of the JOURNAL will contain, in compliance with requests, a list of themes that will fairly cover the work prescribed for English essay in Primary and Junior Leaving Examinations of this year.

The Editor desires to publish in the remaining issues of the JOURNAL, during the present school year, a series of examination papers on the various subjects of the English course prescribed for 1891. Several of the leading teachers of the Province have already offered to co-operate in making up the series. We would ask aid from the profession generally for an object that will be, if well supported, of great advantage to teachers and pupils.

LESSONS IN RHETORIC.

BY J. E. WETHERELL, B.A.

(A) FIGURES OF EMPHASIS.

UNDER the influence of strong feeling, or with the design of expressing a thought in a striking manner, we employ many figurative modes of speech. Already have been mentioned some of these figures of emphasis and intensity, such as *antithesis*, *hyperbole*, *irony* and *epigram*. Other figures of this kind will now be noticed.

(1) When, instead of expressing a thought in the ordinary affirmative way, we use some abrupt, inverted or elliptical construction, the figure employed is called *Exclamation*. These examples will show how the literal passes into the figurative :

(a) Our brave countrymen have suffered a severe defeat.

(b) Alas! our brave countrymen have suffered a severe defeat.

(c) What a defeat have our brave countrymen suffered!

(2) When, instead of expressing a thought in the usual way, we ask a question, not to get information, but to arouse attention and to put the thought strongly, we employ the figure of *Interrogation*. The difference between a literal question and a figurative one will be easily seen :

(a) Who will assist me in this charitable work?

(b) Who can turn the stream of destiny?

(3) The figure of *Apostrophe* consists in a *turning away* from the regular course of the thought to address directly a person or thing spoken of. This term is also applied to any address to an absent person or thing, even if there is no *turning away* from the regular current of expression. When the object addressed is inanimate or an abstraction, this figure involves personification also. Thus we have four varieties of the figure :

(a) "Haply they think me old; but they shall find, alone and childless as I am, the blood of Hereward is in the veins of Cedric. Ah, Wilfred, Wilfred!" he exclaimed in a lower tone, "couldst thou have ruled thine unreasonable passion, thy father had not been left in his age like the solitary oak," etc.

(b) "Must we but weep o'er days more blest?
Must we but blush?—our fathers bled.
Earth! render back from out thy breast
A remnant of our Spartan dead!"

(c) "Milton! thou shouldst be living at this hour!"
—*Wordsworth's Sonnet on Milton.*

(d) "Eternal spirit of the chainless mind!
Brightest in dungeons, Liberty, thou art."
—*Byron's Sonnet on Chillon.*

(4) A figure allied to *Apostrophe* is *Vision*. In this figure the absent is vividly represented as if present :

"I see before me the gladiator lie;
He leans upon his hand—" etc.

(5) A very effective figure of emphasis is that by which a number of particulars are so arranged as to rise, step by step, in intensity. Various aspects of the figure of *Climax* claim attention :

(a) "It is an outrage to bind a Roman citizen; to scourge him as an atrocious crime; to put him

to death is almost a parricide; but to *crucify* him—what shall I call it?"

(b) "Good Jew—good beast—good earth-worm!" said the yeoman, losing patience.

(c) "What the Italian is to the Englishman, what the Hindoo is to the Italian, what the Bengalee is to other Hindoos, that was Nuncomar to other Bengalees."

(d) "Was it possible to induce the Governor of Bengal to let out to hire the irresistible energies of the imperial people, the skill against which the ablest chiefs of Hindostan were helpless as infants, the discipline which had so often triumphed over the frantic struggles of fanaticism and despair, the unconquerable British courage which is never so sedate and stubborn as towards the close of a doubtful and murderous day?"

The employment of climactic strength is, perhaps, the rhetorician's most valuable weapon. The effect of the figure is often enhanced, as in (d) above, by making the mechanism of expression suit the climax in thought, the rhythm becoming more sonorous and thus producing a *climax in sound* to harmonize with the character of the thought.

(6) The figure of *Aparithmesis*, an enumeration of particulars, is often employed for the sake of securing force :

(a) "Rocks, caves, lakes, fens, bogs, dens and shades of death"

(b) "Large promises, smooth excuses, elaborate tissues of circumstantial falsehood, chicanery, perjury, forgery, are the weapons of the people of the lower Ganges."

(B) FIGURES OF AMPLIFICATION, CONDENSATION AND REPETITION.

We now come to a class of figures based on the *number of words* employed to express the thought.

The following examples will illustrate the *figures of amplification* :

(1) I am very much perplexed and puzzled to know which is the safer and more secure way of dealing with the question.

(2) "Give ample room, and verge enough
The characters of hell to trace."

(3) "The Acadian peasants descended down from the church to the shore."

(4) "Circling time moves round in an eternal sphere."

(5) "Nine times the space that measures day and night

To mortal men, he with his horrid crew
Lay vanquished."

(6) "The only thing we ever heard breathed against his personal character is the suggestion that his love of joyous intercourse with friends sometimes led him to drink too much."

Here we have three modes of amplification: (a) *Tautology* is the repetition of the same sense in the same grammatical situation; (b) *Pleonasm* consists in the employment of redundant words not in the same grammatical place; (c) *Periphrasis* or *circumlocution* is a diffuse or roundabout mode of expression.

When diffuseness has no clear justification it is a source of weakness. It is permissible, however, (a) for clearness, (b) for force, (c) for poetic embellishment.

Next come the *figures of condensation* :

(1) "They beat with their oars the hoary sea," if expressed in full, would be, "They beat the sea with their oars and made it hoary." Thus the word "hoary" is used by anticipating the result. The figure is styled *prolepsis*.

(2) Where the same word has two references quite different the figure is called *zeugma*. The same device has also the designation of the *condensed sentence*. Very different effects are produced by this form of structure, but it is largely used for comic purposes :

(a) Some killed partridges, others time only.

(b) "Not far withdrawn from these Michael the fiddler was placed, with the gayest of hearts and of waistcoats."

(c) A country crowded with rebels and with anarchy.

(d) Behind him rose a shadow and a shriek.

There are many *figures of repetition*. Only a few of the most important can be illustrated here :

(1) *Anaphora* repeats words at the beginning of successive clauses :

"And still the gale went shrieking on,
And still the wrecking fury grew;
And still the woman worn and wan
Those gates of Death went through."

(2) *Epiphora* repeats words at the end of successive clauses :

"All the sycophants were ready to lie for him, to forge for him, to pander for him, to poison for him."

(3) *Epizeuxis* immediately repeats the same word or words :

"Cold, cold it was—oh, it was cold!
The bitter cold made watching vain."

(4) *Anadiplosis* repeats at the beginning of a new clause the word or words terminating the preceding clause :

"He retained his virtue amid all his troubles, troubles which no prudence could foresee or prevent."

(5) *Epanadiplosis* uses the same word or words at the beginning and at the end of a sentence :

"Morn glads the East; the buds are wet with morn."

(6) *Polysyndeton* repeats conjunctions :

"Even at this day, valor, and self-respect, and a chivalrous feeling rare among Asiatics, and a bitter remembrance of the great crime of England, distinguish that noble Afghan race."

Mention of the opposite of this last figure may conveniently be made here. *Asyndeton* omits connectives, as—"That thou givest them they gather: thou openest thine hand, they are filled with good: thou hidest thy face, they are troubled; thou takest away their breath, they die."

An examination into the effects produced by the figures of repetition will show that they nearly always contribute to energy or vividness of expression.

The treatment of figures of speech must now be concluded with a few examples of the *figure of collocation*. When the normal order of words is departed from for the sake of emphasis, or indeed for whatever reason, we have the figure, *hyperbaton* :

(a) "Blew, blew the gale; they did not hear."

(b) "Cold is Cadwallo's tongue
That hushed the stormy main."

(c) Home they brought her warrior dead.

SECOND READER.

"THE CHILDREN'S HOUR."*

BY MISS BELLA M'INROY.

THE object of teaching literature to a Second Class should be, (1) To seek to develop the thinking powers of the child; (2) So to train him that he will be able to express his thoughts in proper language; (3) To cultivate a taste for the pure and beautiful in literature, and (4) To impart knowledge.

Keeping these four points in our mind let us proceed with the lesson.

Before asking the pupils to open readers, or even letting them know what lesson I was about to teach, I should place before them the picture of an ancient castle, and converse with them about its deep moat, drawbridge, high walls, strong gate, towers, turrets and dungeon. I should not leave this until the class had a fair knowledge of a castle, its dungeon, etc. It might be well here to speak of the necessity for such strongholds in those times when the land was infested by banditti, and every man had to protect himself.

It would brighten the interest and deepen the impression on the child's mind as well as pave the way for a better understanding of the lesson, if the teacher were now to relate some story she may have read of an attack on such a castle by a band of robbers. If she be not able to recall one then let her draw on her imagination, and become the author as well as the relator. Perhaps one she invents herself would be much more suitable than one she has read of, as she would be able to weave in the main points of the lesson so as to make them clear to the child's mind. For instance, she might dwell on the plotting and planning of the robbers as to the best time and manner of attacking the castle, so as to catch the occupants off their guard, and so take them by surprise. Then she might speak of their manner of entering the castle. As the gates were

* A paper read before the W. Middlesex Teachers' Association, and published by request.

closed and barred they must seek some other way of entrance, perhaps by scaling the wall. Speak now of the struggle between the inmates and the robbers, ending in the defeat of the latter and their imprisonment in the dungeon.

Having spent one day at this part I should the next day ask the pupils to open readers and study the engraving. The occupants of the room will be noted first. As these are the characters of our lesson we should spend a few minutes chatting about them, speaking of their relationship, etc. Then notice the room. Some bright eye in the class will detect the shelves of books half hidden by the drapery. This will give them an idea as to what the room is used for, so we get its name—the study—from which the children have been excluded during the day. Next, draw their attention to the lighted lamps as well as the gleams of light from the windows where the curtains have not yet been drawn. It is evident it is not clear daylight, else the lamps would not be lighted, and the gleams of daylight from the windows show that it is not night. Thus we get the time—between the dark and the daylight—or the twilight.

We turn now to the lesson proper. I would say nothing about the author, unless perhaps, to get his name.

I should take the lesson up, word by word, phrase by phrase, line by line, and in many cases I should not hesitate to ask the pupils to reproduce a whole stanza in their own words.

The teacher reads aloud the first stanza. We notice the word "lower" in the second line. We notice the pronunciation, get its meaning, give another word spelled similarly but pronounced differently.

"Comes a pause in the day's occupations."—We have already spoken of the study, and what the father has been doing. They know that he has ceased his work for a time when twilight falls so that we easily elicit from the class the meaning of "occupations" and "pause." It might be well to speculate how the children have spent the day, what their occupations have been. Ask for another word pronounced the same as "pause" but spelled differently. Have the clear use of both in sentences that your pupils construct.

"That is known as the 'Children's Hour.'"—A few minutes might be pleasantly spent here in finding out: Why called Children's Hour? How this hour was spent. Some in the class will suggest stories, others games. This gives us an opportunity to speak of interesting as well as profitable games for rainy days when the children cannot play out of doors.

In the second stanza call attention to the quiet movements of the children, "the patter of little feet," also the "voices, soft and sweet." Impress on them the grace of quiet movements and soft, low tones.

"Descending the broad hall-stair."—Give the word that would be used if they were going up the stair.

"A whisper and then a silence."—The silence is not because they are afraid of disturbing their father at his work, as they know he is ready to receive them, but because of the mischievous desire to rush in on him and surprise him. This plotting and planning of theirs is betrayed by their merry eyes.

"By three doors left unguarded they enter my castle wall."—By skilful questioning lead the class to see that the castle must be his study and the castle wall the wall of the study. "Three doors left unguarded," are evidently three doors left unlocked or unbolted, leading into his study, each entered by one of the banditti. Then trace the resemblance between his study and a castle. It is the room where he has been shut up all day and the doors locked to keep out the children. In other words, it is his stronghold from which his children are excluded during the day.

"They climb up into my turret."—"Turret is a name applied to a small tower attached to and forming part of another tower. It is usually occupied as a staircase, hence the use of the word 'climb.' Here, no doubt, the poet means his lap, into which his children climb o'er the arms and back of his chair.

"They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine."

Tell the class that Rhine is the name of a river and Bingen a tower on its banks. Then relate the

story here referred to. Once upon a time when there was famine and sore distress in the land, a Bishop shut himself up in his castle where he had stored the food his flock was compelled to sacrifice. Here he lived on for a while heedless of the cries of the starving people at his gates, till at last, becoming weary of their incessant murmurs, he ordered them to be shut up in a barn not far from the castle. Still their cries could be heard, and then he ordered his men to set fire to the barn. Whilst it was burning he laughed in fiendish glee, exclaiming, "Hear the rats squeal!" And almost immediately his castle was besieged by an army of rats, who swarmed every room until the poor Bishop, finding no rest day or night, built himself a tower on a rock out in the middle of the Rhine. He ate one meal, his supper, in peace, and thinking he should have one good night's rest, he ordered his attendants not to disturb him until morning. Going to the window of his bedroom, he opened it to take one last look at the mainland. As he looked he fancied the river all alive, and soon, to his horror, he saw the rats clambering up the sides of his tower. He closed the window hastily to keep them out, but one large rat succeeded in getting his head in, and as the window closed on his neck he made such a gurgling, horrible noise that the now frenzied Bishop dropped the window and fled to his bed. The rats swarmed in through the now open window, and when his servants sought his room in the morning they found no trace of the unfortunate Bishop. "The rats had completely devoured him."

So just as the rats surrounded the Bishop, would not let him escape, and finally devoured him, the children surround their father, keep him from getting away, and almost devour him with kisses.

"The blue-eyed banditti" are the three children, called such from their manner of entering his castle and their raid on him.

"Because you have scaled the wall."—The wall here I think means the wall of his study, which he speaks of in the 5th stanza, although here he represents the banditti as *scaling* the wall, and in the 5th as *entering* by means of the three doors. His meaning evidently is that although the robbers have managed to get into his castle, yet still he is a match for them, and as he tells us in the next stanza, he will put them down into the dungeon.

"Old moustache" is from the French. *Vieille moustache* (i.e., old moustache), is a familiar term in French for a soldier who has grown old in the service, or who has been long engaged in military operations.

"I have you fast in my fortress," or in his stronghold; that is his study.

"Put you down into the dungeon in the round-tower of my heart." "Round-tower" and "heart" are synonymous. And just as the robbers, if they were captived, were put down into the dungeon of the tower, the deepest, securest and most central place in that tower, so the father says he will put his children down into the dungeon of his heart, that is the deepest place in his heart, the securest place in his affections, his inmost or very heart of hearts.

"And there will I keep you forever,
Till the walls shall crumble to ruin,
And moulder in dust away."

"Walls" in this stanza refers to his body or that which encloses his heart. As the captured robbers might be kept in the dungeon till the walls of the castle should crumble to ruin, so the poet says his children will occupy the first place in his affections until his body shall crumble to ruin and moulder in dust away, or until death comes, when his soul shall wing its way to its everlasting rest, and his body return to the dust from whence it came.

NEW BOOKS ON ENGLISH.

SHAKESPEARE'S *Hamlet*. Edited, with Introduction and Notes, by K. Deighton. Introduction, pp. vii.-xxxii.; text, 1-121; notes, 122-292. Price 2s. 6d. Messrs. Macmillan & Co.

The tragedy of the human mind, as *Hamlet* may be called, cannot be too often published, or too often edited, with whatever different light fresh minds can throw on it. Of school editions of the play, Mr. Deighton's is the most exhaustive yet published. The Introduction deals with the text and date of the play, the source of the plot, the question of Hamlet's sanity. The Notes are full

and accurate, leaving, so far as we can judge, no matter of difficulty without discussion. The volume is well printed, and in its grey linen cover, with blue lettering, is attractive in appearance.

SCOTT'S *Lay of the Last Minstrel*. Cantos IV.-VI.

Edited, with Introduction and Notes, by G. H. Stuart, M.A., and E. H. Elliot, B.A., of Presidency College, Madras. Introduction, pp. xx.; text, 45-101; notes, 102-197. Price, 1s. 3d. London: Messrs. Macmillan & Co.

This edition follows closely in the lines of the earlier volume by the same editors, which contained the first three cantos. The volume is, excepting the paging, well printed. The annotations have been made by judicious scholars, with a simplicity and fullness of detail that leave nothing to be desired.

* Hints and Helps. *

A SCHOOL.

BEEB.

"A MAN may have fifty boys and girls before him reading, spelling, etc.; but it is not a school. It is a school when all are moulded into a compact body."

The teacher with the pupils, but not the school, may be pardoned for thinking hard thoughts of teaching. "Drudgery" may not be an inappropriate term for his exertions; but ere long he must make the painful discovery that his labor is detrimental to all that is best and noblest in his pupils and himself.

Conscience must be appeased, and, in order to do this, his tactics must be altered. He reviews his troop and finds it in a most disorganized state. There is disunion everywhere. Orders are obeyed unwillingly, and, when possible, there is wholesale shirking. With kind but firm words he rallies his little band; and, with an earnest zeal that cannot fail to impress the pupils, he sketches his plan. They are all together to attack one foe, which, as portrayed by their leader, arouses in the little soldiers their enmity. Hand in hand they combat the evil. "Union is strength," and they triumph. Common aims and common feelings are the beginning of the molding process. The teacher is attracted by the undreamed of beauties he discovers in the natures of his children, and the children, almost unconsciously, draw closer to the teacher.

And to hasten the fashioning of the pupils into a school, the lessons and the games come forward and say, "We are here to help," and very potent helpers they prove. Their influence increases as quickly as the teacher learns how to employ them. Marching, singing and calisthenics, happy combinations of work and play, cannot be too strongly recommended as assistants.

"In patience wait, O teacher, wait."

Yes, but it must be work and wait; and the teacher shall experience the joy of teaching "a school."

A VIEW.

BEEB.

WE do most and gain most when we study more the excellencies than the defects of our pupils, though we must never be blind to the latter if we wish good to triumph over ill.

What teacher is there who has not often and often looked over her room when all were busily employed, or when all were looking expectantly towards her, awaiting directions, or prepared for dismissal, and recognized with a feeling akin to joy her work?

What can be more beautiful than the rows of lithe, active forms, bright-eyed and alert, with a strange mixture of mischief and wit?

What sweetly solemn thoughts their speaking faces have whispered to the teacher, and she has turned away stronger and more determined that the coming years of trial and strife shall see her pupils bear them in the fray, true men and women!

THE next time you get discouraged, just try encouraging some one else, and see if it will not cheer you.—*Anon.*

Mathematics.

All communications intended for this department should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

SOLUTIONS.

THE following solutions by ALEX. H. D. ROSS, M.A., of Almonte High School, of the problems published in this column in July, 1890, leave only *Beta, Eta and Mu* unsolved. We have hopes that some of our correspondents will tackle these three also and send in solutions.

N.B.—Papers written on both sides are escorted to the EDITOR'S BLACK PIGEON HOLE by the papers that omit to give problems in full as well as the references to their sources. No flowers, funeral private.

GAMMA.—Let x = No. of minute spaces second hand has to revolve through, then $\frac{x}{60}$ is number of spaces minute hand moves through in x sec. and $\frac{x}{720}$ for hour hand. Then must

$$(i) \left(\frac{30}{1} + \frac{x}{60}\right) - \left(\frac{45}{2} + \frac{x}{720}\right) = \frac{1}{2} \left\{ \left(\frac{30}{1} + \frac{x}{60}\right) - \frac{x}{1} \right\}$$

$$\therefore 2 \left(7\frac{1}{2} + \frac{11x}{720}\right) = 30 - \frac{59x}{60}, \text{ whence } x = 14\frac{5}{8}$$

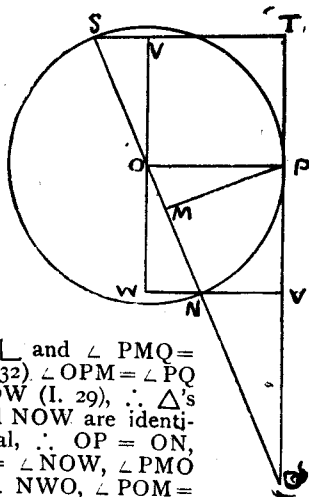
sec. is time before minute-hand is twice as far from second hand as from hour hand.

In second case

$$\frac{x}{1} - \left(\frac{45}{2} + \frac{x}{720}\right) = \frac{1}{2} \left\{ \left(\frac{30}{1} + \frac{x}{60}\right) - \left(\frac{45}{2} + \frac{x}{720}\right) \right\}$$

$$\therefore \frac{719x}{720} - \frac{x}{30} - \frac{x}{360} = \frac{45}{2} + \frac{60}{1} - \frac{45}{1} \therefore x = 387\frac{1}{4} \text{ sec.}$$

EPSILON.—Let SON be any diameter of the circle and ST, OP, NV the \perp 's on any tangent to the circle. Produce SN to meet TPV in Q. Draw PM \perp SN, and VOW // tangent TQ. Since



$\angle OPQ = \perp$ and $\angle PMQ = \perp$, $\therefore \angle OPM = \angle PMQ$
 $\angle O = \angle NOW$ (I. 29), $\therefore \triangle$'s POM and NOW are identically equal, $\therefore OP = ON$, $\angle OPM = \angle NOW$, $\angle PMO = \perp = \angle NWO$, $\angle POM = \angle ONW$. Hence $OM = WN = SV$, $\therefore \triangle OWN = \triangle SOV$. Let $OP = r$ and $WN = x$ and we have $ST = r + x$; $OP = r$, $PM = \sqrt{r^2 - x^2}$; $NV = r - x$.

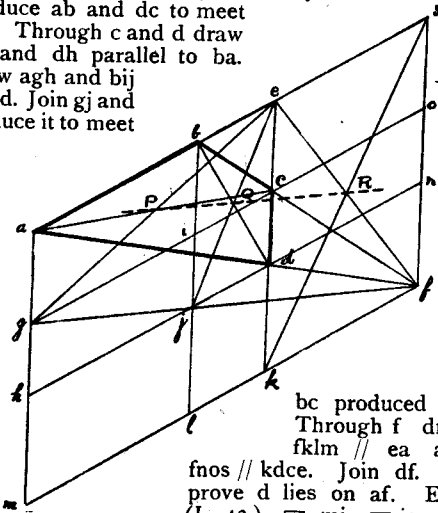
Hence $PM^2 = r^2 - x^2 = (r+x)(r-x) = ST \cdot NV$, that is, PM is a geometric mean between ST and NV or $\frac{NV}{PM} = \frac{PM}{ST}$. I cannot discover any other proportion, except where when $x = 0$, when we have the ratio $\frac{r-x}{r} = \frac{\sqrt{r^2 - x^2}}{r+x}$, i.e., when the diameter is parallel to the tangent all the \perp 's are equal. If $x = r$ we have $\frac{0}{r} = \frac{0}{2r}$, but this won't tell us anything about the ratio. In the limit, i.e., when SN becomes almost \perp TQ we have

$$\frac{OP}{ST} = \frac{1}{2}, \text{ but says nothing about } \frac{NV}{PM}$$

ZETA.—Since $1^3 = 1$; $2^3 = 8$; $3^3 = 27$; $4^3 = 64$; $5^3 = 125$; $6^3 = 216$; $7^3 = 343$; $8^3 = 512$; $9^3 = 729$; the cube root of a perfect cube less than a million can be found by inspection, \therefore there cannot be

more than two digits in it. The ten's digit is determined by the highest cube not greater than the number given by the three left-hand digits; if the perfect cube end in 7 the unit's figure is 3; if in 8 it is 2; if in 2 it is 8, etc., etc.

THETA.—The proof already published is quite satisfactory to those who are familiar with Descartes' method of applying algebra to geometry. But it can be proved synthetically as follows—
 Produce ab and dc to meet in e. Through c and d draw cg, and dh parallel to ba. Draw agh and bij // ecd. Join gj and produce it to meet



bc produced in. Through f draw fklm // ea and fnos // kdce. Join df. To prove d lies on af. Euc. (I. 43.) $\square mj = \square jo = \square jc + \square cn$ and $\square sc = \square cl = \square cj + \square jk$.

Hence $\square md = \square ds$ and $\therefore d$ is on diagonal af. Thus gj, ad, bc are concurrent at f. Since the diagonals of a \square bisect one another it is plain that $ap = pc$, $ep = pg$; $bq = qd$, $eq = qj$; $er = rf$. Hence pq is // gj and qr is // jf. But gjf is a right line, $\therefore p, q, r$ are collinear, but they are the middle points of the three diagonals of the quadrilateral abcd. Hence the middle points of the diagonals of a quadrilateral are collinear.

IOTA.—Assume $a = 1 = x$
 $b = 2 = y$
 $c = 3 = z$ and the = n

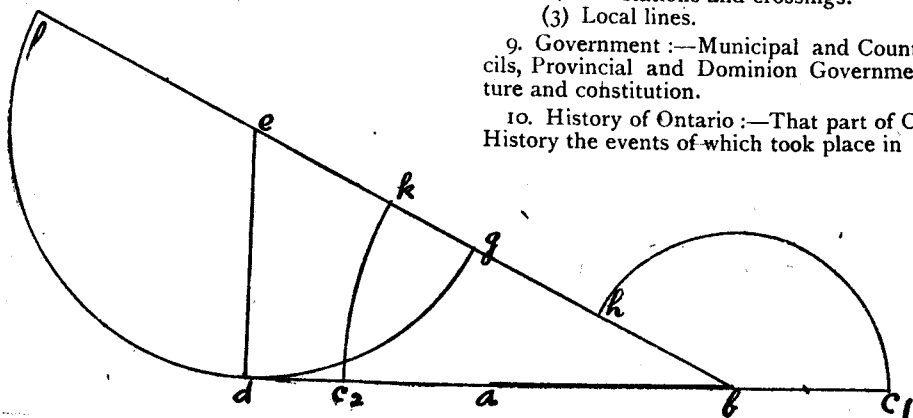
(i) $(a^3 + b^3 + c^3)xyz + (x^3 + y^3 + z^3)abc + 3abcxyz + (a^2b + b^2c + c^2a)(x^2y + y^2z + z^2x) + (a^2c + b^2a + c^2b)(x^2z + y^2x + z^2y)$ becomes
 $= (36)6 + (36)6 + 3(6)(6) + (23)(23) + (25)(25) = 1694 = (14)(11)(11)$. This shows $(a+b)$ is not a factor, and $\therefore (b+c)$ and $(c+a)$ are not, as the expression is cyclo-symmetric. In like manner $(x+y)$, $(y+z)$, $(z+x)$ are not factors. $(a+b+c)$ is not a factor and $(x+y+z)$ is not a factor. Now $ax + by + cz = 14$; $a^2 + b^2 + c^2 = 14$; $x^2 + y^2 + z^2 = 14$; $bx + cy + az = 11$, $cx + ay + bz = 11$, but if we take $ax + by + cz$ and the last two we at once get $(za^3)xyz + (zx^3)abc + 3abcxyz + z(a^2x^2)(by + cz)$ which are the type terms of the first = n.

Hence $ax + by + cz$
 $bx + cy + az$
 $cx + ay + bz$ are factors of (i).

KAPPA.—Here if x be the length of the given line and y the length of the produced part, we must have $(x+y)y = x^2$ or $y^2 + xy - x^2 = 0$, which gives

$$y_1 = \frac{x(\sqrt{5} - 1)}{2} \text{ and } y_2 = \frac{-x(\sqrt{5} + 1)}{2}, \text{ which}$$

shows there are two solutions to the problem. The interpretation of y_1 and y_2 is that one line is measured in the direction ab, the other in the direction ba. In fact, I believe we teachers should pay more



attention to the direction in which the lines run when we are instructing classes in elementary geometry. Clearly bring out the idea that ab means the line is measured in a direction opposite to that in which ba is measured.

By the way, I'd like to shake hands with the man who advocates the adoption of some good work on Modern Geometry in our schools and colleges, instead of Euclid's clumsy text-book. It's simply atrocious to make pupils adopt Euclid's style of reasoning and long-windedness. To return to our construction. Produce ba to d so $ad = ba$. At d erect a line $de = ab$ and $\perp db$. Join be and produce it to f, so $ef = ba$. From eb cut off $eg = ab$. Bisect bg in h and bf in k. In eb produced take c_1 so $bc_1 = bh$. In ba produced take c_2 so $bc_2 = bk$. Now

$$bc_1 = bh = \frac{bg}{2} = \frac{be - ge}{2} = \frac{ab\sqrt{5} - ab}{2} = \frac{x(\sqrt{5} - 1)}{2} = y_1$$

$$bc_2 = bk = \frac{bf}{2} = \frac{be + ef}{2} = \frac{ba(\sqrt{5} + 1)}{2} = \frac{-x(\sqrt{5} + 1)}{2} = y_2$$

Since a quadratic equation cannot have more than two roots, it appears we have the only possible solution to the problem.

School-Room Methods.

AN OUTLINE LESSON.

BY JAMES GRANT, BEAVERTON.

PROVINCE OF ONTARIO.

1. Physical—
 1. Province of Canada, position in the zones, extent, and boundaries in detail.
 2. Mountains and slopes.
 3. Lakes—boundary and interior.
 4. Rivers—boundary rivers, and those flowing into the coast waters.
 5. Islands—in the coast waters.
 6. Surface :—
 - (a) Forests.
 - (b) Minerals.
 - (c) Soil.
 7. Climate and moisture.
 8. Drawing of an outline map locating all the above.
- II. Commercial and Political—
 1. Counties :—
 - (a) Along each of the boundary waters.
 - (b) Inland counties.
 2. Districts—where situated.
 3. Productions—of each county and district
 4. Chief towns and capital of each.
 5. Cities of Ontario—location and importance, with their commercial advantages.
 6. Seaports—along the boundary waters, with articles shipped.
 7. Bridges, canals, industries, education, inhabitants (number and origin).
 8. Railways :—
 - (1) G.T.R. System—main and branch lines, stations and crossings.
 - (2) C.P.R. System—main and branch lines, stations and crossings.
 - (3) Local lines.
 9. Government :—Municipal and County Councils, Provincial and Dominion Governments—nature and constitution.
 10. History of Ontario :—That part of Canadian History the events of which took place in Ontario

Examination Papers.

NORTH HASTINGS UNIFORM PROMOTION AND REVIEW EXAMINATIONS, APRIL, 1891.

GRAMMAR.

THIRD CLASS.

Insist upon neat, legible writing and sentence answers. Deduct one mark for each error in spelling.

Values—8, 8, 3, 5, 6, 6, 10, 2, 2, 6, 3, 10, 4, 6, 2, 5, 5, 9.

1. (a) Define the following: Demonstrative pronoun, compound sentence, subordinating conjunction, common noun.

(b) Use each properly in a sentence, underlining the example.

2. Still the farmer sat in his easy chair,
While close to his heaving breast
The moistened brow and the cheek so fair
Of his sweet grandchild were pressed.

(a) To what class of sentences does this belong? Give reason.

(b) Analyze "While—pressed." State kind, subject, subject-modifiers, predicate, predicate-modifiers.

(c) What are the phrases in the clause?

(d) What is the function (or grammatical value) of each?

(e) Indicate the words whose function is to modify the meaning of the nouns, and the nouns which they modify.

(f) What word modifies the meaning of a noun, and at the same time acts as a substitute for another noun? Name the nouns referred to.

(g) What word modifies the meaning of another modifier?

(h) What is the function of *while*? of *to* and of?

(i) Name the classes into which all adjectives are divided.

(j) Classify the adjectives in the sentence, giving reasons for your classification.

3. Write the following, using the right word:

(a) He must have (came or come) after we had (gone or went) home.

(b) It wasn't Tom (who or which) (did or done) it for I (seen or saw) his hat laying in the hall.

(c) The velvet on her dress looks very (prettily or pretty).

4. (a) Name the different class of pronouns.

(b) Give an example of each used in a sentence.

5. (a) Use in sentences each of these words as a noun and as a verb: light, charge, taste.

(b) In the same way use each of these as a noun and as an adjective: dark, iron, Madoc.

HISTORY.

To be awarded full marks, answers must be in complete sentences correctly written. Deduct a mark for every error in spelling.

Values—12, 10, 5, 14, 7, 13, 10, 4.

1. Describe Township Council under the following heads:

(a) Number of members in each.

(b) When and how elected.

(c) Their duties.

(d) The official name of chairman.

(e) His duties.

2. (a) What was the cause of the war of 1812? What part did General Brock take in it?

3. What part of N. America did French Canada include?

4. Name the chief event in Canadian History associated with these names respectively: Cartier, Champlain, La Salle, Lord Durham, Papineau, Egerton Ryerson, Tecumseh.

5. (a) What is meant by the term *Seigniorial tenure*? (b) When was it abolished?

6. (a) What is meant by a Reciprocity Treaty? (b) Reciprocity in Natural Products? (c) Unrestricted Reciprocity?

7. What were the chief features of the Constitutional Act of 1791?

8. What kind of Government existed in Canada between 1760 and 1774?

FOR TEACHERS AND EXAMINERS.—Give marks for neatness and penmanship, and deduct marks for spelling only as directed on each question paper.

ARITHMETIC.

SECOND CLASS.

Full work required. No value to be given for answers without work. From 0 to 25 per cent. may be given for solution in which the method is correct but the answer incorrect. From 0 to 5 marks may be given for neatness and penmanship.

Values—12, 12, 10, 10, 12, 12, 10, 12, 10.

1. Define the following terms accurately: Arabic Notation, Concrete Number, Multiplication, Quotient.

2. How many times must 133 be added to 70 times 87 to give twenty-six thousand one hundred and seventy-three?

3. Multiply 320479 by 897604 and prove the correctness of the result by division. (No value for inaccurate work.)

4. How many bushels of wheat, at 95 cents a bushel, can be bought for 152 bushels of oats at 40 cents a bushel?

5. Divide 3794607 by 24, by factors, and write after each line its name.

6. To how many men could you pay \$87 each, after paying 31 men \$9 each, if you had \$801 at first?

7. A person bought 225 acres of land for \$25,300 and sold it again at \$116 per acre; did he gain or lose by the transaction, and how much?

8. John Butler bought from James Jones the following articles: 14 pounds of sugar at 8 cents, 15 pounds of tea at 35 cents, 16 pounds of soap at 6 cents, 19 pounds of rice at 6 cents, and a number of smaller articles which cost \$4.27. In payment he gave a ten-dollar bill and a five-dollar bill. How much should be returned to him?

9. Find the value of $97659 + 30479 - 26914 - 9436 + 8761 - 14719 - 789 + 47$.

GEOGRAPHY.

To all the questions, except the first, give sentence-answers.

Values—27, 8, 10, 6, 10, 2, 6, 6.

1. Draw (a) a map of the County of Hastings, showing (b) the townships, (c) the chief streams and lakes, and (d) the chief occupation of the people of each township.

2. Trace the course of a railway tie "driven" (a) from Salmon lake to the Bay of Quinte; (b) from the eastern part of Lake to the Bay.

3. (a) What is a canal? Name a canal which lies partly in this county. (b) For what purpose was it built?

4. (a) In what continent do you live? (b) What continent lies west of it? (c) What one lies south-east of it?

5. Using your ruler, draw a plan of the floor of your school-room, using a scale of six feet to the inch and assuming its dimensions to be 30 feet and 24 feet. Indicate the position of the teacher's and pupils' desks, and write on the proper boundary the words north, south, east, west.

6. Which hemisphere contains the greater quantity of water?

7. (a) Name a tree from which our farmers get an article of food used by all. (a) Name one from a part of which a substance is taken which is used in the manufacture of clothing for the feet.

8. Name the principle uses of each of the following products: Wheat, barley, oats, tamarac trees.

FOR TEACHERS AND EXAMINERS.—Give marks for neatness and penmanship, and deduct marks for spelling only as directed on each question paper.

LITERATURE.

TO THE TEACHER.—Nos. 1, 2 and 3 are to be disposed of before the pupils are allowed to open their Readers. When they have had sufficient time to answer those, their answer-papers should be folded, endorsed and handed to the teacher. They should, then, open their Readers and answer the remaining questions.

Insist upon neat, legible writing and sentence-answers. Deduct one mark for each error in spelling.

Values—5, 4, 8, 46, 45, 4.

1. Write Thackeray's answer to the question, What is it to be a gentleman?

2. Write the last stanza of Tennyson's cradle song, "Sweet and Low."

3. One of the stanzas of "Abide with Me" tells us that life is short, that its pleasures are dull, that its honors do not last, that nothing in the world is unchangeable or lasting. Write the stanza.

4. Open Readers at page 121.

(a) When the farmer looked at his cherry tree did it have *fruit* or the *promise of fruit*? (b) What word enables you to answer the question? (c) Read the poem carefully, and then write a full description of the scarecrow. (d) What stanza describes the cherries in autumn? (e) Three stages, or steps, in the growth of the fruit are referred to in the poem; what are they? (f) What did the robins mean by their *prospects*? (g) What is meant by *blighting prospects*? (h) What made the birds form the opinion that the scarecrow was *harmless*? *comical*? *tough*? (i) What six names are given, in the poem, to the scarecrow? (j) What made the nest in the scarecrow so secure from discovery?

5. Page 144; Lesson L.

(a) Who told the story of the drop of water? (b) To whom? (c) What difference between the life of the convolvulus and that of the drop of water made the former question the latter about the world? (d) The flower asked the drop where it came from and whither it was going; answer these questions. (e) Name the page, paragraph and sentence in which the answers are given. (f) What name is given to drops of water like this was at its birth? (g) Of what are the last paragraph on page 147 and the first three on page 148 a description? (h) What name is given on page 148 to a mill-race?

6. Write a "golden thought" ("a beautiful thought clothed in fitting words"), not in your Reader, that you have learned since the first of March.

Count 100 marks a full paper.

N.B.—Teachers are urged to deal with the botanical lessons in the Second and Third Readers during the spring, summer and autumn months.

THERE'S many a trouble
Would break like a bubble,
And into the waters of Lethe depart,
Did we not rehearse it,
And tenderly nurse it,
And give it a permanent place in the heart.

There's many a sorrow
Would vanish to-morrow,
Were we but willing to furnish the wings;
But sadly intruding
And quietly brooding,
It hatches out all sorts of horrible things.

—Tinsley's Magazine.

INVIOABLE fidelity, good humor and complacency of temper, outlive all the charm of a fine face and make the decay of it invisible.—Steele.

AN education that will fit men and women for practical life, if it means anything, means to insure for them such a symmetrical development that under all circumstances they may find resources within themselves to cope with every problem which life may offer them for solution.—Margaret Morris, Cincinnati.

BUILD a little fence of trust
Around to-day:
Fill the space with loving work,
And therein stay.
Look not through the sheltering bars
Upon to-morrow:
God will help thee bear what comes
Of joy or sorrow. —Mrs. M. F. Butts.

THERE is a perennial nobleness and even sacredness in work. Were he never so benighted, forgetful of his high calling, there is always hope of a man that actually and earnestly works; in idleness alone is there perpetual despair.—Carlyle.

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Will Secretaries of Associations, or Public School Inspectors, have the kindness to forward us programmes of their meetings for announcement as above. Also, will Secretaries please send an epitome of such proceedings as are of general educational interest, for publication in the JOURNAL.

✻ Editorials. ✻

TORONTO, MAY 1, 1891.

THE EDUCATION OF THE CITIZEN.

UNIVERSITY extension is the practical expression of an idea which is working itself out and is bound to work itself out more and more fully as the years go on, in various forms of development, determined in their earlier stages by varying circumstances and traditions. As a writer in the N.Y. *Independent* says: "It is not, as superficial observers may deem, primarily and principally a movement for the extension of knowledge, but rather for lifting the body politic to a plane where all may view the problems of their common destiny in the light of the accumulated experience of the race. This is the people's era, and true to their mission the universities offer the torch of wisdom to the hand that bears the sceptre." Little by little the idea which was but a few generations since the dream of the poet, is becoming a fact accomplished, or in process of accomplishment. This idea is that high mental culture, or developed brain power, which was formerly deemed

the birthright monopoly of the few, is really meant by nature to be the possession of the many, the heritage of the race.

Strangely enough, this idea is finding so far its freest expression and most practical and rapid realization in aristocratic England, where learning and culture have so long been regarded as the exclusive prerogative of the rich and noble. The manner in which opportunities for the highest mental culture are being brought within the reach, not as yet perhaps of the masses, but at least of the many, by means of the University extension work, has not long since been described in these pages. A remarkable and most hopeful outgrowth of the same idea is shewn in the "Toynbee Halls" and "Oxford Houses" which are springing up in some of the poorest districts of East London. These, it is true, are more directly the outcome of the practical religious spirit which is becoming so characteristic of the day, but in this respect they hardly differ from other great educational movements save in being more direct rather than remote fruits of the Christ-spirit which really supplies the inspiration and the motive-forces of nearly all the philanthropic agencies that are now doing so much to stem the mighty currents of evil in every land. As the writer above quoted, says:

Through Toynbee Hall the work of the School Board and that of the University are affiliated. The "residents" of Toynbee who have come from Oxford and Cambridge to live the Christ-life among the lowly, the destitute and the despairing, follow the paths which the Board have mapped out; in turn, they foster the work of the Board by all the social, intellectual and spiritual influences which they bring to bear upon the people. The relation is made more direct and intimate through the work of the university men with pupil teachers. The minds of these apprentices are stimulated by the contact—their spirits are elevated and their sympathies quickened. Nor is this all. University men are naturally physical-culture enthusiasts and increase their influence by means of boating, cricket clubs and the like. The recent appointment of members of the Hall upon the Board staff of School Managers completes the circuit from University to school.

But more directly to the point before us, and more interesting, perhaps, to our readers, are the accounts of the efforts of the "residents" in these Halls, to come into close relations with working-men.

This is largely accomplished through the medium of clubs which are almost countless in East London and represent every class of laborers and almost every possible shade of enlightenment and of political feeling. The "Residents" not only attend these clubs but maintain various conferences in their own house. Prominent among these is the "Thursday Smoking Conference." From October to June,

with short breaks at Christmas and Easter, the Lecture Hall is filled on that evening of the week with an audience drawn together by the interest in political and social debate. The particular subject depends upon the times. Last winter at the critical moment when Trade Unionism and Strikes were uppermost in every mind, a conference on the utility of strikes proved an immense attraction. The debaters were principally workingmen, and the "Residents" got a view of practical economics that will not be forgotten when they come, as some inevitably will, into the national Tribune.

One cannot help thinking that if more of the national leaders, statesmen, scholars and educators could attend such schools and come into contact with such debaters, they would gain many new and useful ideas. Meanwhile, we have here the educational *gymnasium* in its very best form, doing a work for the education of the workingmen that no course of college lectures could ever do, even were they accessible to these horny-handed thinkers.

In the United States and Canada the theory of universal education has not prejudices of tradition and caste to contend with to the same extent as in England. Yet, singularly enough, our universities and colleges have been run on lines which are practically quite as exclusive as those which so long restricted the spheres of the great universities of the Old World. Though the former have freely admitted, without distinction of class, all who were in a position to meet their conditions as to matriculation and residence, they have generally been content to confine their educational opportunities and energies to the few who could comply with those conditions. The idea of carrying these opportunities and energies beyond their narrow class-rooms to the needy multitudes without, seems scarcely to have occurred to them till suggested by the action of these English brethren. Even yet the number of those which are doing any work worth mentioning outside of their own walls is comparatively small. The greater number, including our own Provincial Institution, cling to the old customs and ideals. But a radical change is impending. A few have already waked up to the consciousness that their mission is vastly broader and higher than they have hitherto supposed, that they owe it to themselves and to their founders to become living centres, giving inspiration and direction to manifold agencies for the higher education of the people, and thus having henceforth, in all their operations, no less regard for the mental condition and educational needs of the many without, than for those of the few within their walls. There is reason to hope that the great Chicago University now being organized, may become a worthy pioneer in this new educational enterprise.

One of its friends and promoters the other day embodied this view in a speech in which he made an eloquent and earnest plea that the University should, from the first, be brought into close and vital connection with the laboring classes, and that they should be encouraged to study when and where they can, and, on passing examinations as rigid as those of students in the college halls, be given an equally good degree. It is not, however, sufficient that young men and women of all classes—those engaged in manual labor included—should be encouraged to study when and where they can. Classes should be formed at as many centres as possible, and competent instructors, not necessarily members of the University staffs, appointed to arrange and direct the studies, so that time may be used to the best advantage. Nor should the question be made simply one of *degrees*. In fact, it is highly probable that, by departing freely from the old courses for degrees, and following for any number of terms from one upwards, special lines of study and investigation suited to the capacities and wants of students, much more true and useful educational work can be done, than by holding to the special courses. Degrees are well enough for those who have time and means at their disposal, but even in such cases we doubt whether there is not often a great waste of time and energy in proceeding to them. Let certificates of work done and proficiency reached be given freely at all stages, but let not either the degree, or the old idea of "thoroughness" in some set course, be any longer made a fetich, at whose altar the possibilities and hopes of the many are to be sacrificed.

As there seems little hope that Toronto University will, in the near future, undertake extension work on a liberal scale, a fine opportunity is afforded for the voluntary institutions to give additional evidence that they have reason for being by taking a bold lead in this noble work. Which will grasp the honor of being first in the field?

FREE SCHOOLS AND LIQUOR DRINKING.

IT is humiliating to think that so much of the National Revenues of so-called Christian countries is the product of a tax upon the lower appetites, not to say vices, of the people. In making his financial statement the other day in the British Commons, Chancellor Goschen said that £900,000 of the surplus for the current year arose from the internal revenue duty on alcoholic spirits. Tobacco had given an increase of £456,000, and beer an increase of £375,000. There had been during the year an increase in consumption of 18,000,000 gallons of home-

made spirits. In India, as was brought out in the debate on Mr. Pease's annual motion for the abolition of the infamous opium traffic, nearly £5,000,000 are derived annually by the Indian Government from the manufacture of opium, of which it has a monopoly in one part of India, and from the "transit" tax which it imposes upon the opium manufactured by the native Indian princes, which has to be transported through its territory in order to reach the seaports. In connection with the great increase in the national drink bill, it must be also a humiliating fact that the grant for free education is mixed up with the drink question, a considerable portion of the grant being derived from the duties on the sale of intoxicating drink. As matters are arranged, or about to be arranged, any diminution in the amount received from licenses will diminish the grant for the payment of school fees. This would be a most unfortunate, we had almost said degrading state of things to be perpetuated. It is to be hoped that the Bill providing for free education, which the Government is shortly to introduce, may make some more satisfactory and permanent provision for the education of the children of the nation, a provision not in any sense depending on the sale of drink.

Apart from this question the establishment of free primary education in the Mother Country, which is about as far as the present Government is likely to go, will be another great step in advance. The measure will be beset with difficulties, chief among which will be those arising out of the question of local or popular control. This, in its turn, is closely connected with the relation of denominational, or Church schools, to the public or board system. The Government Bill will be looked for with anxiety and subjected to close scrutiny by all parties.

THE *Toronto Mail* makes the following interesting comparison between the educational methods of Ontario and Quebec, drawn from the Reports which have just been issued by the educational departments of both: "The Quebec Legislature grants \$406,000 out of the provincial funds to schools, while Ontario gives but \$276,000. On the other hand, the school taxes of Quebec collected through the municipalities aggregate only \$815,000, while those collected in Ontario reach the enormous sum of \$3,342,436. In addition to the revenue from the Legislature and from the municipalities, the Quebec schools receive school fees, whereas, in Ontario education is free. As the school age in Quebec is from four to seventeen years, while that of Ontario is from five to twenty-one, it is impossible to make comparisons of the relative attendance

or of the values set by the people of the respective provinces upon education for their children."

"HE might doubtless have been a greater man had he been less good." So says the *London Journal of Education*, in its glowing tribute to the memory of the late Mr. Robert Herbert Quick, whose death is so much deplored in educational circles, both in Great Britain and in America. What finer eulogium eulogy could be pronounced upon any man than is conveyed in that brief sentence? It suggests a whole chapter of the praises due to a thoroughly unselfish and devoted life—the rare life of a man who "preferred to put in the way of others that success which he might often have retained for himself," "one who," the *Journal* says, "never thought, spoke, or acted, save as was noble in the eyes of men and, we humbly trust, right in the sight of God." Whatever may be true of the many, such a life as that was worth living. Probably many of our readers are more or less familiar with some of Mr. Quick's writings. "His *Educational Reformers*," says the *Journal of Education*, "is one of the indispensable books in the library of any teacher who desires to get beyond the limits of his own day and community."

IT cannot be too constantly borne in mind or too often reiterated, that the true measure of mental development is not what is learned but what is understood. The old days have, it may be hoped, gone for ever, when children were required to memorize great quantities of dry rules, definitions and formulas, which conveyed no distinct ideas to their understandings, and which they were, in some cases, not even expected to comprehend till some future day, when, as their powers approached maturity, the hidden meaning might dawn upon them. The writer has very vivid recollections of school work of this kind. There can be no doubt that such methods have been responsible for the life-long dislike to books and study of many a pupil who might, under a more intelligent master, have become a well-educated and useful member of society. Training, not cramming, and thinking, not memorizing, are the proper functions of master and pupil, respectively. One feels like apologizing for repeatedly re-stating principles which have been so often stated and are now so familiar, not to say hackneyed, but facts and incidents occasionally come to light which show that they are still needed in some quarters.

I COUNT this thing to be grandly true:
That a noble deed is a step towards God—
Lifting the soul from the common clod
To a purer air and a broader view. —Holland.

Primary Department.

A FEW POINTS.

ARNOLD ALCOTT.

A TEACHER cannot hide herself behind her own inefficiency. Pleasure comes from mastery of an art. There is too much civilization to-day, there are too many educational papers and journals, for any one to have the least shadow of an excuse for being behindhand.

Perhaps a few suggestions may be helpful.

Don't worry. We are no better than our ideals and we should always keep so growing and progressing that our ideals may be higher every year. A perfectly satisfied teacher is not a success.

Don't speak loudly. You owe it to your own constitution to speak in a low tone; also to your class, for they cannot listen attentively to a loud, noisy teacher. A low, clear voice has more power in preserving order in a school-room than perhaps any other single agency which we could mention.

Don't go into your school-room with a *defensive* expression. Pupils are acute readers of the look, the manner, and the attitude of the teacher. It is not wise to begin fortifying before necessity demands.

Don't be hum-drum. Give variety in everything. Let me give you two calisthenic exercises which may be new to you.

EXERCISE I.

1. Extend arms to fullest extent right and left, palms towards the floor.

2. Turn body from waist toward the left, without moving the feet, which are firmly braced, heels together.

3. Turn body to right.

Then repeat 2 and 3 alternately a number of times.

4. When turning let the pupils imitate the wind blowing softly in the trees by sounding "sh." A little story representing fairies in the trees will awaken in the soul a sweet revelation of outward truth. This exercise aids the digestive organs.

EXERCISE II.—*Steam-Engine.*

1. Raise hands in a vertical position, touching the chest, palms outward, and elbows touching sides.

2. Extend smartly forward in a horizontal position, palms towards the floor.

3. Bring back to position in 1.

4. Repeat 2 and 3 several times.

Imitate the machinery by performing exercise with force, also by making the puffing sound of "ch."

On command "Steady" resume first position; then on command 4 take position of attention, hands dropped at the sides.

But, to return to our suggestions:—

Don't get out of patience:—The teacher should neglect no one in the class. There are those whom we are apt to neglect, who should receive our special attention, I refer to the dull pupils. Never lose interest in those whom the Creator has ordained to go through life slowly, and with difficulty. Encourage and develop the less vigorous minds by your kindness. In the whole

of Nature development and activity are handmaidens. We cannot have the former without having the latter.

In the physical world there is the constant action of gravitation and of cohesion. In man, the constant circulation of the blood renews the animal system. In the moral and mental life man is amenable to this universal law. **TO BE STRONG HE MUST BE ACTIVE.**

Nature utilizes every instinct. To prepare him for the exertions of later life the little child exercises himself unconsciously in play. Truly "the child is father of the man."

Fröbel sees in the little child's love for running, wrestling, and exercising his muscles, the first stage of human society when all men were hunters and warriors. In the child's delight in making "mud pies" and in planting his little garden, he traces the transition from the wandering life of the fighters to that of the husbandmen interested in tilling the ground, and in agriculture, and so on through different phases, until we reach the cultured civilization of to-day.

The most philosophical truths lie back of that which seems most trivial. Why are the nursery songs and rhymes, the games and the stories which we learned, the same which are given to little ones to-day in many countries. There must be some depth of meaning and significance in the story of Red Riding Hood, in Cinderella, in Robinson Crusoe, and in the Arabian Nights, or else they would have perished long ago. This folk-lore embraces the ideas of love in the family, of growth in animal and plant life, of natural phenomena, such as the seasons, climates, etc. These traditions teach that "nothing useless is, or low; each thing in its place is best." The Divine is the source of all truth and loveliness.

"Everywhere the gate of Beauty
Fresh across the pathway swings,
As we follow truth or duty
Inward to the heart of things,
And we enter, foolish mortals,
Thinking now the heart to find,
There to gaze on vaster portals!
Still the glory lies behind."

DRAWING.

RHODA LEE.

"WHAT is your 'hobby' this term, Miss B——?" was the question addressed to a neighbor of mine, at a recent school convention, and I must admit I was not a little surprised when the answer came—"Drawing." "Drawing!" echoed two or three primary teachers, "What are you doing?" As we were all anxious to hear of anything new and good, we immediately drew up our chairs and proceeded to cross-question Miss B——. (It was intermission: therefore, "talking-time;" so do not accuse us of disregard for rules). A few of the suggestions offered, I purpose giving you to enlarge upon, but just let me say by the way, that it always delights me to hear of any one having a specialty—carrying any one subject as near to perfection as it is possible. If a "hobby" were made of every department of the work, we should be very near the perfect school; but any one branch being given special thought and extra care will

do much towards raising the whole standard as, unconsciously and unobservedly, it will reflect upon and brighten other dark spots, and finally illuminate the whole.

A great many First Book classes work under difficulties in being furnished with settees, and it is certainly a trouble to keep the ordinary sized drawing book from falling off the little desks and, therefore, until the children become familiarized with the work, it is wise to use the slates. Of course, at this stage, almost all the drawing should be done in squares, and so it is necessary to scratch blocks about three-eighths of an inch square on one side of the slate. A horse-shoe nail makes a good and a lasting mark, although it is possible to manufacture a time-saving apparatus that will make a number of lines at once. An endless number of designs may be made in these blocks.

But, while slate-drawing may be good and useful, providing interesting employment at the seats, it should only be preparatory to work done with paper and pencil, and this should be commenced as soon as possible. Special pencils should be kept for drawing, and distributed for that purpose only.

Some teachers of the little ones find it better to give only one sheet of the ruled paper at a time, while others prefer the complete book. I do not see anything to prevent each child having a book of his own and keeping it neat and clean, provided they are collected and kept by the teacher when not in use.

One little plan I have found to be a great incentive to neat and careful work: When drawing your squares on the blackboard for the regular drawing lesson, make a few extra ones and leave them untouched. When the lesson is over, examine the books, and allow the one who has been most accurate and careful in his work to place the design on the board, and let it remain, if possible, until the next lesson. This will be considered a great honor and one worth working for.

Another idea that has been successfully carried out is that the teacher keep a book of her own, and each week allow two or three scholars to take it home and copy in a drawing. Of course choice is again made of those who are taking most care in their work.

Original work should be encouraged, and a page or two reserved for these drawings, designed first on the slates. Exhibition of the books through the session, and at the close of the term, will encourage the children. Drawing is a rather strong habit-former. Careful teaching will make it a former and strengthener of good habits.

SPRING-TIME TALKS.

The months of April and May bring so many good thoughts for the primary teacher that it is difficult to know just where to begin to talk about them. Morning talks and "story-time" are sure to be delightful, as teacher and pupils alike cannot but be interested in the ever-wonderful works of spring.

To introduce the subject of spring in your morning talks, tell Æsop's story of the argument between the North Wind and the Sun, as to which could first take off the traveller's cloak. The cold wind blew, and

stormed and blustered, but succeeded only in making the way-farer draw his cloak more closely about him; but when the wind gave up trying, and the air grew still, out came the sun with its cheery warmth, and soon the wrap was over the old man's arm, and the sun had conquered.

The coming of the birds will be a lasting topic, and the habits of the crows and robins in particular will interest the children. A little talk about the different kinds of nests might be followed by learning as a class recitation the verses in the Second Reader: "Who Stole the Bird's Nest?" an excellent gymnastic in expression. Some of the beautiful bird-songs contained in Mrs. Hubbard's kindergarten song-book should be taught in connection with this; "The Merry Brown Thrush," "In the Branches of a Tree," etc.

Some wet morning when a persistent rain debars you from external sunshine, and you are trying to counteract the dismal and depressing influence, arouse some lively interest in the pattering drops by a talk about the rain. Get the children to tell you their own ideas about it and where it comes from. Sprinkle some water on the floor or, better still, wet a handkerchief and hang it up to dry, and so develop the idea of *evaporation*. If you then tell in a spirited manner Hans Anderson's story of what the old Magician Cribbley Crabbley saw when he looked at a drop of water through a microscope, you will have succeeded in creating considerable interest in the rain drops. The following verses for a rainy day are very pretty when accompanied by a few suitable motions:—

To the great brown house where the flowerets live,
Came the rain with its tap! tap! tap!
And whispered: "Violet, Snowdrop and Rose,
Your pretty eyes you must now unclose
From your long, long winter's nap!"
Said the rain with its tap! tap! tap!

From the doors they peeped with a timid grace,
Just to answer this tap! tap! tap!
The snow-drop bowed with a sweet "good-day,"
Then all came nodding their heads so gay,
And they said: "We have had our nap;
Thank you, rain, for your tap! tap! tap!"

Book Notices, etc.

Lessons in Astronomy. By Charles A. Young, Ph.D., L.L.D., Professor of Astronomy, Princeton: Ginn & Company, Boston.

This work supplies a much felt want—many of our teachers desire more information on this subject, especially for their teaching of the Astronomical portion of our Physical Geography. In this volume the principles of Astronomy are explained, without being burdened with Mathematical details, and can thus be easily utilized in any explanations teachers may be required to give in this subject.

Notes on School Management. By George Collins, Borough Road Training College. Sixth edition: Moffatt & Paige, London; pp. 212, 2s. 6d.

This is not nearly so valuable a book as "School Method," by T. J. Gladman, B.A., formerly master of the Borough Road Training College, but it gives a clear idea of English ideals of primary education and supplies a good deal of information about English schools. Most Canadian teachers would be interested in reading the book, chiefly to mark the distance between our own and transatlantic ideals. A similar book might be of great service in our County Model Schools.

Webster's International Dictionary. G. & C. Merriam & Co., Springfield, Mass.

This is an age of great dictionaries. The many-volumed works now published, or in process of publication, in Great Britain and the United States, afford ample and tempting store-houses of information for those who can indulge in expensive editions, such as were inaccessible to former generations. But for all the ordinary uses for which a dictionary is wanted by teachers and students and by professional and business men, who have neither money to spare for several costly volumes, nor time to consult elaborate articles, commend us to Webster's new *International*. We have examined it with great satisfaction. Its main vocabulary is sufficiently comprehensive for all practical purposes, and embodies about all the new words, and the additional knowledge about words, which have been accumulated within the past twenty-five years. The spelling, the syllabication, the pronunciation, the etymology, the definitions, the illustrations, have been in the case of every word reconsidered, and every change or addition or omission made which profound learning, consultation of the latest authorities, and trained skill suggested as both practical and necessary. So we are assured by the publishers, and so we have every reason to believe from such examination as we have been able to give the work. The vast bodies of material contained in its preliminary part and in its appendix furnish stores of information on almost every subject of inquiry in any way related to the uses of such a work, which render the book, we believe, unique, and constitute, in our eyes, one of its chief claims to take rank above all its rivals for the ordinary purposes of the study and the school-room. As the result of cursory examination, we can readily accept the statement of the publishers that within the ten years that this new work was in progress, and before the first copy was printed, more than three hundred thousand dollars was expended in editing, illustrating, typesetting and electrotyping. If we were now engaged in teaching, in a school of any grade, we should regard a copy of this work as a first *desideratum*, and should not rest until we had one or more in the school-room as well as in our study.

Principles of Political Economy. By Arthur Latham Perry, LL.D. Published by Charles Scribner's Sons, New York.

A great impetus has been given of late years to the study of political economy owing to the prominence of the tariff issue in politics as well as to the growing importance and urgency of the social problem. Prof. Perry's work, which comprises 600 pages, is a valuable addition to the rapidly increasing literature of the subject. It is specially useful to beginners and those unfamiliar with the terminology of the science, owing to the simplicity of its style, and its avoidance of the cumbrous and confusing phraseology affected by many writers. Its great merit is its clearness—as it is a book that can be understood by any reader of ordinary intelligence. The inductive method is employed and the book abounds in fresh and forcible illustrations drawn from every day experiences and the current facts of commerce and legislation. While the author's methods are largely novel his views are, in the main, those of the orthodox exponents of the science, and he does not regard with favor the newer doctrines as to the foundation principles of men's social and industrial relations which have latterly met with wide spread acceptance. The book is a worthy successor to the author's "Elements of Political Economy," published twenty-five years ago, which met with an appreciative reception and established Prof. Perry's reputation as an original and powerful writer on the subject.

Livy Books I. and II. Edited, with introduction and notes, by J. B. Greenough: Ginn & Company, Boston.

This last edition to the "College Series of Latin Authors," is the best edition in English of the first two books of Livy. Its aim is to induce the student to read Livy in Latin, translating into English as little as possible. To this end, grammatical and historical details are kept in a subordinate position, while attention is continually drawn to the Latin march of ideas and to points in arrangement. This method, however, is susceptible of much

greater development with advantage to Latin composition as well. The notes also, on mere verbal arrangement, have at times a rather perfunctory air. It would almost appear, on p. 99, that the editor said, "Go to, let us make a note on *gesturos*." For what of *iere* in the next line? The grammatical notes are a fine example of accurate, though reticent, scholarship. In Livy's preface I. §., *perscripserim* presents a difficulty on which the reference to the Allen & Greenough grammar, § 307, c., has no bearing. In the enumeration of peculiarities of Livy's style, there is an important omission in the absolute use of the perfect participle *e.g., auspicato*. On p. xvi. a little too much is made of the idiom in p., which is perhaps more common in Cicero, *e.g.,* Cat. III., c. 7, § 16. Compare too such expressions in Caesar as *siccitates paludum*. If the book were furnished with a more copious introduction, with something of the flavor of living literature, it would relieve it of a certain dry-as-dust appearance—the really weak point in the whole of this valuable series. As it is, many books of this series, though models of scholarship, must fail to compete with some inferior editions.

Physical Laboratory Manual and Note Book. By Alfred P. Gage, Ph.D.: Ginn & Company, Boston.

One great difficulty in the teaching of Physics in our schools is the order and arrangement of illustrative experiments. Dr. Gage has minimized this difficulty by the publication of his work. In it he gives 206 sections of graduated experiments, ranging over the whole course of Experimental Physics, as found in his text book. We commend its use to all our teachers of Physics. Another good feature is the leaving one side of every folio blank for the reception of the teacher's own notes and remarks on the experiments made, thus avoiding chance of loss of the ordinary note book; this manual should certainly accompany the text book of Physics—wherever it is used.

Hygienic Philosophy. A Text-Book for the use of Schools. By D. F. Lincoln, M.D.: Ginn & Company, Boston.

In our opinion the true principles of temperance are best taught by a full understanding of the bodily functions. This text book presents us with a clear idea of these in as untechnical language as possible in such a subject. Any teacher who has studied this work carefully will find the teaching of temperance, not only not a burden, but a pleasure. We are certain that the knowledge gained by the pupils will be of great profit all through life, giving them far clearer ideas of the hygienic principles by which health may be retained, and disease avoided. The study of some such work in our Public and High Schools ought to be made compulsory.

Word by Word. By J. H. Stickney: Ginn & Company, Boston.

The editor of the practical, well-planned readers so largely used in many American cities, is the author of this original and comprehensive spelling book. It is the aim of the author to have spelling taught in a rational and interesting way. The study of words in ordinary use, such as come within the range of general school work, is deemed of more importance than the lists of words, conspicuous for their length only, so frequently found in books of this kind. The good features of the work are numerous and worthy of note, particularly the fact of there being a special teacher's edition, in which leaves are inserted to aid in planning the work and making the study of the words intelligent and interesting.

Old Mortality. By Sir Walter Scott, Bart. Complete with Notes and Glossary, by D. H. M. Boston: Ginn & Co.

This volume will make a welcome addition to the excellent series of "Classics for Children," in course of publication by this enterprising firm. Scott's unquestioned and unquestionable claim to a prominent place in this series of English Classics, has already been recognized by the publication of several of his productions. "Old Mortality" makes a neat volume of about 500 pages. The notes are not copious but supply necessary information and the Glossary of unusual terms will be a great convenience and help to the young reader.

Arbor Day Selections.

EARLY SPRING.

ONCE more the Heavenly power makes all things
new,
And domes the red ploughed hills
With loving blue ;
The blackbirds have their wills,
The throshles too ;
Opens a door in heaven from skies of glass.
A Jacob's ladder falls
On greening grass,
And o'er the mountain walls
Young angels pass ;
Before them fleets the shower, and burst the buds,
And shine the level lands,
And flash the floods ;
The stars are from their hands
Flung through the woods.
The woods, with living airs, how softly fanned,
Light airs from where the deep,
All down the sand
Is breathing in his sleep,
Heard by the land.
O follow, leaping blood, the season's lure !
O heart, look down and up,
Serene, secure,
Warm as the crocus bud
Like snowdrops pure !
Past, future glimpse and fade through some slight
spell,
A gleam through yonder vale,
Some far blue fell,
And sympathies how frail,
In sound and smell.
Till at thy chuckled note, thou twinkling bird,
The fairy fancies range,
And lightly stirred,
Sing little bells of change
From word to word.
For now the Heavenly power makes all things
new
And thaws the cold, and fills
The flower with dew,
The blackbirds have their wills,
The poets too.

—Tennyson.

FOREST SONG.

I.

A SONG for the beautiful trees,
A song for the forest grand,
The garden of God's own hand,
The pride of His centuries.
Hurrah ! for the kingly oak,
For the maple, the sylvan queen,
For the lords of the emerald cloak,
For the ladies in living green.

II

For the beautiful trees a song,
The peers of a glorious realm,
The linden, the ash, and the elm,
The poplar stately and strong.
Hurrah ! for the beech-tree trim,
For the hickory stanch at core,
For the locust thorny and grim,
For the silvery sycamore.

III.

A song for the palm, and the pine,
And for every tree that grows,
From the desolate zone of snows
To the zone of the burning line.
Hurrah ! for the warders proud
Of the mountain side and vale,
That challenge the thunder cloud,
And buffet the stormy gale.

IV.

A song for the forest aisled
With its Gothic roof sublime,
The solemn temple of time,
Where man becometh a child,
As he listens the anthem roll
Of the wind in the solitude,
The hymn that telleth his soul
That God is the voice of the wood.

V.

So long as the rivers flow,
So long as the mountains rise,
May the forests sing to the skies,
And shelter the earth below.
Hurrah ! for the beautiful trees !
Hurrah for the forest grand,
The pride of His centuries,
The Garden of God's own hand.

—W. H. Venable.

ARBOR DAY.

PLANT in the spring-time the beautiful trees,
So that in future each soft summer breeze,
Whispering through tree-tops may call to our mind,
Days of our childhood then left far behind.

Days when we learned to be faithful and true ;
Days when we yearned our life's future to view ;
Days when the good seemed so easy to do ;
Days when life's cares were so light and so few.

Of in the present are we made to know
What was done for us in years long ago,
How others sowed in the vast fields of thought,
And, to us, harvests from their work is brought.

And, as we read in some tree's welcome shade,
Of the works of earth's wise men, which never can
fade,
Thanks would we waft on the soft summer breeze,
Both to planters of thought and to planters of trees.

Then should we think, in our heritage grand,
We, too, belong to that glorious band,
Who, in word or in thought, or in deed something do
To advance this old world somewhat on to the new.

As in the past men did plant for to-day,
So will we plant in this beautiful May,
Trees that in future shall others shade cool,
Thoughts that shall ripen for earth's future school.

—Anonymous.

BIRD VOICES.

THE robin came from the thicket
With the living flame on his breast ;
He sat on the tree just planted
And sang, " Here I'll build my nest !
For the happy children below me
Look up and laugh and shout,
To see the branches swaying
And the scented blossoms come out."

The bluejay flew from the cedar
When she heard the marching tread
Of the fittle folks on the green sward
With the clear sky overhead.

"What are those people doing?"
Said the tiny brown-gowned wren ;
"And why do they drag the saplings,
From the hillside and the glen?"

"I know !" said the wee gray owl,
As he peered from his hole in the oak ;
And the white dove stopped her cooing
And thus to the birdies spoke :
"Man plants the trees for shelter
From rain, and the blazing sun,
And sits 'neath the shade at evening,
When the hard day's work is done."

And the merry groups of children
Toss back their curling hair,
And dance 'neath the soft green branches
For life is gay and fair.
Oh, the birds, the bees and leaflets,
The spring-time and the May !
The blossoms, the song and sunshine,
That come with Arbor Day.

—Minnie T. Hatch, in Forest Festival.

"THE groves were God's first temples,
Ere man learned
To hew the shaft, and lay the architrave
And spread the roof above them—ere he framed
The lofty vault, to gather and roll back
The round of anthems, in the darkling wood,
Amidst the cool and silence, he knelt down
And offered to the Mightiest, solemn thanks
And supplications."

—Bryant.

LEAVING AND MATRICULATION
EXAMINATIONS.

THE following is a list of the Examiners and Associate Examiners for High School Leaving and University Matriculation Examinations, appointed by the joint Board of Representatives of the University of Toronto and the Education Department, for the current year :

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OFFICIAL CALENDAR

— OF THE —

EDUCATION

DEPARTMENT

FOR MAY.

May:

1. ARBOR DAY.
Examinations for First Class Certificates, Grades A and B, at the University of Toronto begin. Notice by candidates for the Entrance Examinations to Inspector, due.
By-laws to alter school boundaries —last day for passing. [P.S. Act, sec. 81 (3).]
Legislative grant apportioned by Department. [P.S. Act, sec. 136.]
3. Inspectors to report to Department number of papers required for the Entrance Examinations.
7. Return by Township Clerk of School Accounts to County Clerk, due. [P.S. Act, sec. 127.]
24. QUEEN'S BIRTHDAY (Sunday).
Notice by candidates for the High School, Primary, Leaving and University Matriculation (pass and honor) Examinations to Inspectors, due.
25. Notice of the same by Inspectors to Department, due.

ANNUAL EXAMINATIONS, 1891.

May:

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8. Examinations at Normal Schools begin.
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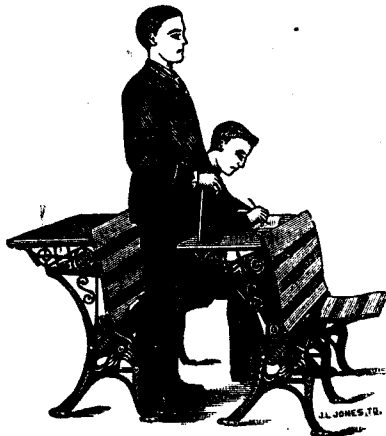
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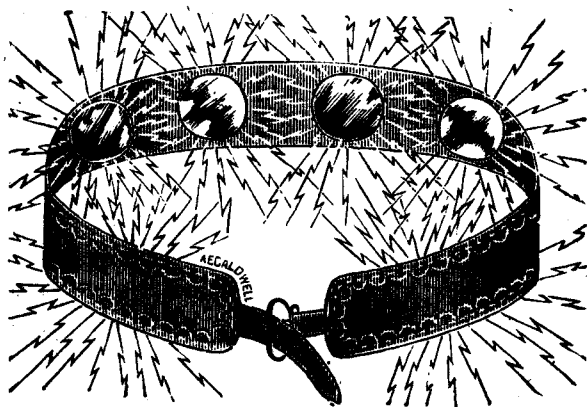
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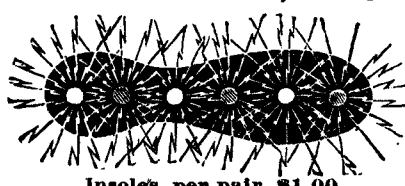


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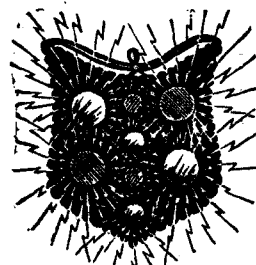
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