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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

VOL. III.

TORONTO, JANUARY 15, 1890.

No. 17.

## The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

Terms:—One dollar and fifty cents per annum. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25.

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Rates of advertising will be sent on application.

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PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

T. G. WILSON,

General Manager.

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## Editorial Notes.

WE are sorry to be obliged to hold over the usual instalment of Primary Department papers till next issue. This department is, we observe, well appreciated by our American exchanges, many of which quote freely.

WE are sometimes asked if there are any Canadian journals devoted to music. We have received a copy of *The Musical Journal*, a very creditable monthly of twenty-four pages, edited by Mrs. Eva Rose York, and published by the Oxford Press, 23 Adelaide street east, Toronto.

INSPECTOR HUNT, of Brandon, Man., has issued a little four-page sheet, with cover, entitled, "Geography—What to Teach," and containing an outline of the subjects to be taken up in Geography, in each of the four standards of the Manitoba schools. The idea is a good one. The scheme presented will be very helpful to teachers, especially to the young and inexperienced.

"THE Wants and Woes of the Teacher" is a prolific theme. We are glad that our Mathematical Editor, in his treatment of it in the article which we have reproduced in this issue, has not allowed himself to drop into too lugubrious a tone, or to take an ultra pessimistic view. If there is much in the teacher's lot to depress and discourage, there is also much to cheer and stimulate. The material on which he operates is the noblest of all material, and the results of his work upon it are imperishable. All parts of the essay will repay perusal. Some of its practical suggestions for the improvement of the profession, deserve careful study and prompt action.

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

PROFESSOR RAND, of McMaster University, now in London, Eng., sends us the following statement, which he had just received from James Blaikie, Esq., of the Scotch Education Department:—"The extent to which the Elementary schools in Scotland have availed themselves of the provisions to make education entirely or partially free, is as follows:—Free up to standard III. inclusive, 3,054 schools out of 3,112; up to standard V. inclusive, 2,954; up to standard VI. inclusive, 768; free in all standards, 668. Only fifty-eight Government aided schools continue to charge fees through all the classes. Sixteen schools are yet under consideration. This is a fine showing as to the success of the Minute of the Scotch Education Department of August 26, 1889, which became operative in October last."

A FRIEND has shown us two compositions written by children in one of the Public Schools on prescribed subjects. Could any of our readers guess the subjects set, presumably for children of ten or twelve? The two before us are "The Constitutional Act" (of Canada) and "The Quebec Act." Teachers will have no difficulty in guessing at the kind of production forthcoming from such children on such themes. Probably these papers were handed in as an exercise in connection with the study of History. If so, the lack of judgment on the part of the teacher is less glaring. As exercises in composition proper they would serve as admirable illustrations of "how not to do it." The way to do it is, of course, to set the boys and girls to writing about something with which they are thoroughly familiar in daily life.

"THE fact is, nobody in the new school seemed to want to lick me, and there was no use in being bad." Such was the explanation of a refractory pupil, who after having acquired notoriety as an incorrigible, and even as a teacher-fighter, and having been expelled from several schools, had suddenly veered around to good conduct, and brought home an excellent report from a new school to which he had been sent. There is a wealth of philosophy in this. The worst punishment, as well as the most powerful corrective, that could be administered to many an "incorrigible" would be to make him feel that "no one wanted to lick him," but that every one wished to do him kindness. Such boys are often on the alert for evidences of ill-will. To give them no provocation, no word of distrust or dislike, nothing to resent, is to disarm them.

By some oversight we omitted in our last to refer to the opening, on December 19th, of the new Parkdale Collegiate Institute. This is one of the most perfectly equipped institutions of its kind. Opening addresses were delivered by the Minister of Education, Professor Ashley, Mr. John Squair, B.A., and Principal Embree; there were also some recitations, and singing by the Institute's glee club. That this Institute is bound to stand in the front rank, is evident from the make-up of its strong staff, which contains the following:—Messrs. L. E. Embree, M.A.; A. Carruthers, B.A.; F. H. Sykes, M.A.; G. A. Smith, B.A.; A. C. McKay, B.A.; Jas. Miller, John A. Wismer, B.A., and Miss Nellie Spence.

In our "Hints and Helps" will be found a paragraph on "Methods," from the *Wisconsin Journal of Education*, which contains, as we think, some important truth. We know that very many of our readers look naturally and properly to our columns for practical methods and suggestions. We do our best to supply these from all the sources within our reach. Few readers, we dare say, have any idea how difficult it is to procure articles and to make selections of this kind, which are adapted to be really helpful and beneficial. A dozen so-called "methods" may be rejected for one chosen, simply because the dozen seem to us either trivial or pernicious. We have faith in the common sense of Canadian teachers, and do our best to set before them common-sense methods and suggestions. Read the article referred to.

It is a mistake into which young teachers in these days are in some danger of falling to suppose that children do not like hard work, and to try, therefore, to make everything very easy for them. Our experience is that there is nothing which a child of average brightness enjoys better than a vigorous mental effort, provided only that victory is within his reach. Watch the boys on the playground. It is not the easy game, the short run, the low jump, that gives the most pleasure. On the contrary the more difficult the physical feat, the more eager will be the competition, and the happier the successful competitor. Just so it is in the class-room. There is a downright joy in mental effort, provided only that the thing seems worth doing, and fairly within the powers of those attempting to do it. To attempt to turn every lesson into a play, or to make it so easy that the child has no demand made upon the thinking powers, is to deprive it of all educational value, and to cheat the pupil out of the highest pleasure as well as profit, in the lesson.

At the recent High School Entrance Examination at Kingston, fifty-two out of sixty-one candidates sent up from the Public Schools were successful, and but one out of eight sent up by the Separate Schools. By way of explanation of the apparent inferiority of the Separate Schools as thus shown, it is said that the text-books used in the Separate Schools are different from those

used in the Public Schools, upon which the examinations are based. It is further alleged that the Separate Schools do not aim at preparing pupils for the High Schools; that those who occasionally go from them up to the Entrance Examinations do so at their own option and risk, and that few even of those who pass attend the High Schools, most of them entering the fifth classes in the Separate Schools. There is surely something very unwise about this. It is much to be regretted if the pupils of the Separate Schools are not encouraged to aspire to a High School course. It would be absurd to suppose that they can receive any advantages in the fifth forms of the Separate Schools at all comparable with those afforded by the High Schools. The Catholic ratepayers have been given special representation on High School Boards, on the assumption that they have the same interest in the management of these schools as other citizens. Is there any good reason why the same books, in the main, should not be used in the Separate as in the Public Schools? These questions are worthy of attention. If it be true, as implied, that the children of Separate School supporters are virtually shut up to the elementary education given in those schools, the fact must have a serious and most regrettable bearing upon the future of Canadian education and intelligence.

In a recent address delivered under the auspices of the Church of England Temperance Society, in Orillia, Inspector Morgan is reported as holding that school education should be physical as well as mental and moral. Physical education, he urged, should train the children for manual labor; mental training should fit them—boys and girls alike—for the practical business of life. This is sound and sensible and needs but to be stated to be generally admitted. As a matter of fact, how much training either physical or mental, adapted to fit boys and girls for the practical business of life, is now given in the ordinary Public Schools? Those who visit the homes of the poorer classes in the cities, find as a very common rule that the destitution and wretchedness are in direct ratio to the incapacity and shiftlessness of the parents. The fathers are either too lazy to work—and this laziness is largely a physical defect, which proper physical training and exercise in childhood would have cured,—or they are positively too untrained and awkward to be able to turn their hands to anything requiring a little manual dexterity. The abounding dirt and disorder bear witness to the incapacity of the mothers, who have never learned to cook or sew, or even to keep a room in decent order. And the swarming children are growing up, notwithstanding the schools, almost as shiftless and incapable physically as their parents. May we not believe that a day will soon come when a system of schools would be regarded as singularly incomplete and inefficient if it did not provide as carefully for the training of the hands for the ordinary industries upon which the comfort and respectability of

life so largely depend, as for that of the so-called mental powers. The educational fact is that all manual training stands so closely related to mental that it is impossible to draw a line between them.

### *Educational Thought.*

#### FAITHFUL AND TRUE.

MANY will read the following hymn with increased interest on knowing it is from the pen of Thomas Hughes, the author of the famous "Tom Brown's School Days." It is the only one he has ever published, and is very characteristic of the author. Our boys should learn it by heart.

O God of Truth, whose living word  
Upholds whatever hath breath,  
Look down on Thy creation, Lord,  
Enslaved by sin and death.

Set up Thy standard, Lord, that we,  
Who claim a heavenly birth,  
May march with Thee to smite the lies  
That vex Thy groaning earth.

Ah! would we join that blest array,  
And follow in the might  
Of Him, the Faithful and the True,  
In raiment clean and white?

We fight for truth, we fight for God,  
Poor slaves of lies and sin!  
He who would fight for Thee on earth,  
Must first be true within.

Then, God of Truth, for whom we long,  
Thou who wilt hear our prayer,  
Do Thine own battle in our hearts,  
And stay the falsehood there.

Still smite! still burn! till naught is left  
But God's own truth and love;  
Then, Lord, as morning dew come down,  
Rest on us from above.

Yea, come! then, tried as in the fire,  
From every lie set free,  
Thy perfect truth shall dwell in us,  
And we shall live in Thee.

"THE fruits of the earth do not more obviously require labor and cultivation to prepare them for our use and subsistence, than our faculties demand instruction and regulation in order to qualify us to become upright and valuable members of society, useful to others or happy in ourselves."

"THERE is no power of love so hard to get and keep as a kind voice. A kind hand is deaf and dumb. It may be rough in flesh and blood, yet do the work of a soft heart, and do it with a soft touch. But there is no one thing that love so much needs as a sweet voice to tell what it means and feels, and it is hard to get and keep it in the right tone. One must start in youth, be on the watch night and day, at work, at play, to get and keep a voice that shall speak, at all times, the thought of a kind heart. We would say to all the boys and girls: 'Use a kind voice at home.' Watch it day by day as a pearl of great price, for it will be worth to you in days to come more than the best pearls hid in the sea. A kind voice is a lark's song to hearth and home. It is to the heart what light is to the eye."

FINALLY, is the general atmosphere favorable to the growth of good? Is the voice of the teacher as low and musical as possible? Are the voices of the children trained to sweetness? Does such an air of serenity and well-being pervade the place, that even the nervous child feels its calming and controlling influence? What are his immediate surroundings? Do any of his neighbors annoy him? If he were nearer the blackboard, would the lesson seem more interesting? If it were not so hot, would his mind be clearer? If it were not so cold, would his body assume a repose conducive to thought? Are his temptations as few as they might be? And having answered these there still remain: Do you love the child? Have you faith in God? Have you asked that the mighty power of the One be exerted in behalf of the other?—*Miss Tiring, in Ohio Ed. Monthly.*

*Special Papers.***\*THE WANTS AND WOES OF THE TEACHER.**

To brood constantly over one's real or fancied ailments is a symptom of disease, a sure sign of a morbid condition of mind; to be forever dwelling on one's troubles and difficulties and vexations and disappointments is not an index of perfect health, but of mental dyspepsia. The thoroughly eupeptic man does not remember that he has a stomach, (except at meal times). My purpose in choosing this subject is not to excite that sickly, whining discontent that does not know what it wants, and constantly harbors the gloomy suspicion that the whole world has formed a conspiracy to do it wrong. I had much rather help "to cleanse the bosom of this perilous stuff," and remove from any diseased mind the hallucination that it is persecuted and down-trodden by its fellow-man. I had rather look upon my fellow-men with Tennyson as,

"Men the workers, men my brothers, ever reaping something new,  
That which they have done, but earnest of that which they shall do."

"Contentment with godliness is great gain," and above all things a teacher needs contentment, cheerful courage to do his work, a healthy mind in a sound body, and that comprehensive sympathy and liberal horizon which alone will enable him to make the best of the environment in which it has pleased God to place him.

But there is a noble discontent that I love to provoke in young and generous minds. It is the property of every brave and useful man; it is one of the hereditary possessions of the Anglo-Saxon race, "the race that knows no fear"; it is written indelibly on the darkest and the brightest pages of our national history. There is no special virtue, no commendable meekness, in avoiding a careful examination of our wants and woes, because we are afraid to look them in the face, and then either bear them with patience if we can find no remedy, or bid them resolute defiance if we can. Laziness and cowardice may prophecy smooth things, and counsel submission and compromise; but energy and courage more often lead to that noble discontent, the heritage of our race, which ends by making things better than it found them. If I could succeed in stirring up that kind of discontent among the teachers of this prosperous county I should feel satisfied that I had not spoken in vain.

Now the first woe of the teacher is isolation. He has plenty of company, but little society. From the very nature of his work among children the teacher is cut off from the society of his fellow-workers, which all men love. He is daily called upon to make large draughts upon his patience, energy and sympathy, without much opportunity of replenishing his store by contact with his equals or his superiors. In the bustle and activity of many occupations, men and women receive active stimulation from the sympathy of numbers; they gather comfort and animation and courage and cheerfulness from their comrades. But, in one sense, the teacher is

"Out of humanity's reach,  
He must finish his journey alone;  
Scarcely hear the sweet music of speech,  
And grow tired with the sound of his own."

Only a few times in a year can he hope to have appreciative eyes looking at his imperishable work, or to hear a sympathetic voice saying, "Well done, thou art in thy duty be out of it who may!" For the visits of principals, fellow-teachers, or inspectors, are events of rare occurrence, and these are nearly all the visitors that ever brighten the school-room by their presence and their words of good cheer.

It is this isolation, this absence of active sympathy, for which every vigorous mind hungers, that sends many a clever young teacher out of the school-room into the marts of business, the office of the lawyer, or the doctor, the agent, or of the insurance or railway company. There is generally

something in the bustle and activity of a crowd that supports itself. We may note as the result of our own observations, (1) That not more than one teacher in a thousand who leave the school-room ever return to it, and that one is not generally the finest specimen; (2) that the marked improvement in the physical health and animal spirits of those who have left the work of teaching is conspicuous. It is simply a plain fact that they grow rosier and fatter, and live easier lives, notwithstanding the longer hours of work, the fewer holidays, and the supposed excitements and worries and cares of business.

This is the first woe. Are there any appropriate counter-checks for this mental solitude of the teacher who spends his strength among young children, and associates chiefly with immature minds? Is there any antidote for this slow poison? any balm for this hurt? any medicine for a mind crying continually, "Solo, solo, solo"? I think I can mention several.

1. The monthly meeting of the township or town association of teachers, at which free discussion by every member is the rule. It must be a forsaken corner of the educational field where five progressive teachers cannot be found to lay the cornerstone of such a pleasant and profitable gathering. Five active members can soon attract twenty more to their fold, and render one another the most valuable service, both professional and social. One or two earnest men and women can easily plan a course of systematic institute work on the lines laid down by the department for professional reading. And the sympathy and intelligence and assistance of the educated men in the district can easily be enlisted in the work, and a great amount of good can be accomplished both for the teachers and for the public. My own experience is that no minister or doctor or banker or other educated person has ever refused to take the trouble of preparing and delivering a short address when I have respectfully invited his assistance. Well conducted meetings of this kind will raise the teacher in public esteem, and they will send back all the teachers full of enthusiasm to their lonely work, and as merry as giants filled with new wine.

2. Educational journals. It is the apparent narrowness of the horizon that produces this feeling of solitude, this mental cramp and weariness. Now, in reality the teachers of this Province are an army 8,000 or 9,000 strong, and the teachers of this continent are a host numbering nearly 400,000. Why should any soldier feel lonely in such a goodly company? True, we cannot often see one another's faces, nor hear the tones of one another's voices, but through the medium of the professional journals we can drink at the running stream of thought and catch the whispers of sympathy for which every heart naturally hungers.

The greatest journals of the kind in the world are published in our language and on this continent; we have several respectable papers devoted to education in Canada. Five dollars a year, or less, will place every teacher in the great, vigorous, healthy stream of educational thought and fill him with new ideas of the grandeur and dignity of his every day work. It is impossible to bathe regularly in this stream and not feel the healing of its waters. There is growth and development in the very contact of intellect, especially when reinforced by personal and professional interest. For my own part I would rather wear an old coat and a last year's hat than be cut off from communication with the great army of teachers whose officers and regiments reach from Nova Scotia to California. Such papers as *The American Teacher*, *The New York School Journal*, *The Boston Journal of Education*, *The Educational Times*, *The Pennsylvania School Journal*, and our own EDUCATIONAL JOURNAL, and *Educational Monthly* are any of them worth ten times the price of subscription to any teacher who has a conception of the magnitude of the work and the vast importance of education to the human race.

For my part I would rather be the humblest soldier in this noble army of noble men and women, battling with the ignorance of two great nations, than be the proprietor of the largest distillery in America. And I find rest and comfort and relaxation in the professional journals that tell of the labors and the triumphs of the educational battalions who are every year winning victories in "regions Cæsar never knew, None invincible as they."

These journals lift us from the narrow, sensible horizon of the lonely school-room to the great rational horizon of the civilized world; they cost very little and are worth very much.

3. Experiments in new methods of teaching, and careful scientific study of child development. This is what David Page called "scheming." An active intelligent interest in the work itself will relieve as nothing else can, the monotony and tedium of the school-room. "The proper study of mankind is man"; there is no other study so fascinating. Psychology, or the study of mind-growth, is the most human and the most humanizing study in the world, and there is no better field for the study of human nature than the school-room. Especially is this true for those who are so happy as to be in charge of the very youngest pupils. Here we find the rudimentary powers in course of rapid development, and can study as nowhere else, the phenomena of the senses and the intellect. Anyone who has gained a slight acquaintance with the principles of psychology will find perennial interest in studying the development of the language faculty, and particularly and perhaps most interesting of all to the intelligent observer, the evolution of that remarkable native power generally called "The Association of Ideas." Any teacher who devotes a little attention to the laws of memory and the laws of thought, and then sets to work to make practical applications of these laws in his every day work, will certainly find the alleged monotony of the teacher's work very much reduced. If his studies lead him to devise new methods of presenting his subjects, fresh and original applications of the ascertained principles of teaching and learning, he will, like every other scientific man, forget the labor and drudgery in the delight he experiences in performing successful experiments. He will find with the poet that

"Labor is bliss with a thought like this;  
Toil is his best repose."

The second woe of the teacher is poverty. I shall be compelled to touch this topic with a rapid and gentle hand, lest the recital of this great sorrow should overcome us with grief; for

"Not even the hardest of our foes could hear,  
Nor stern Ulysses tell without a tear."

In the presence of this audience it will be most prudent to pass lightly over the painful fact that the human race has never rewarded its teachers well, and has often treated them with scorn and cruelty. The greatest teacher that ever trod this earth was so poor that He once had to take the tribute money from the mouth of a fish, and at another time, when He was houseless by night, He was constrained to say, "Foxes have holes and birds of the air have nests, but the Son of Man has not where to lay His head." The most God-like intellect of Greece, that land of culture and intellect, was extinguished for time when Socrates, like Christ, was put to death on a false charge. Time would fail to tell how penury and persecution have been the common lot of the teachers of our race. On Galileo and Descartes and Milton and Froebel and thousands less illustrious, this woe has fallen. The teachers of the world have often been compelled to do their work and fulfil their great missions in circumstances of poverty and neglect. But they were "borne up bravely by the brave heart within"; they were the strongest souls of their generations; and though, like Milton, "tried at once by pain, danger, poverty, obloquy and blindness," they "saw with that inner eye, which no calamity could darken"; and they have left us the imperishable legacy of their great thoughts and their shining example.

The facts of the case in Ontario are very plain and simple. Skilful teaching commands less money than any other equally skilled labor in the market; and it commands a lower price in Ontario than in any of the States of the adjoining Union. Take any town of 1,500 to 3,000 inhabitants, and you will find agents, auctioneers, assignees, barbers, butchers, bankers, book-keepers, blacksmiths, cashiers, cabmen, milkmen, merchants, millers, salesmen, and so forth—through the whole alphabetical list of occupations—making more money than the principal of the public school. A good salesman or book-keeper will be receiving from \$600 to \$900 a year, where the principal of the public school with eight

(Continued on page 270.)

\* Read by Mr. Charles Clarkson, B.A., of the Seaforth Collegiate Institute, before the East Huron Teachers' Association at its last meeting. Published by request of the Teachers' Institute.

### Examination Papers.

#### UNIFORM AND PROMOTION EXAMINATION, UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARRY—NOV. 28 AND 29, 1889.

##### GEOGRAPHY—CLASS II.

1. What is a Continent? Give the names of the Continents.
  2. What is an island? Tell the names of four islands and in what bodies of water they are.
  3. What is an ocean? Write the names of the oceans.
  4. In what township is your school house? (If you live in an Incorporated Village, name the township of which it forms a part.) Draw a map of the township, showing the names of other townships lying beside it, and the names and positions of at least two villages in it.
  5. What is a gulf? Where is the Gulf of Mexico? The Gulf of St. Lawrence?
  6. In what county and province is the township or village in which you live?
  7. Write the names of three lakes. What is a lake?
- Values, 10 each, except No. 4, which is 15.

##### GEOGRAPHY—CLASS III.

1. What are the names (1) of the circles separating the Frigid from the Temperate Zones? (2) of those separating the Torrid from the Temperate Zones?
  2. Draw a map of your county, showing (1) the position and names of the adjacent counties; (2) that of the railways passing through it; (3) that of the townships with their villages correctly marked, and (4) that of the principal streams flowing through or alongside the county.
  3. Name in order the counties touching Lakes Erie and Ontario.
  4. What is a Territory? Province? County? Township? Concession?
  5. What is a City? Town? County Town? Village? School Section?
  6. What oceans wash the shores of Canada?
  7. In what direction do the Mackenzie, Fraser, St. Lawrence, Mississippi and Columbia rivers flow? Name the counties drained by each.
  8. What and where are the following: Burlington, Kingston, Detroit, Mexico, Muskoka, Niagara, Prescott, Ottawa, Washington, Montreal?
- Values, 10 each, except No. 2, which is 20. (Only seven questions to be attempted, of which No. 2 must be one.)

##### GEOGRAPHY—CLASS IV.

1. Name (a) the situation of a place on the globe having no longitude; (b) of one having no latitude; and (c) the latitude and longitude of the North Pole. Give reasons for your answers.
2. A ship laden with some of the natural and manufactured products of Canada, sailed to the West Indies. What would you suppose her cargo to consist of (1) in leaving; (2) returning?
3. Draw a map of the north-west part of Ontario, showing the position of Lakes of the Woods, Nipigon and Nipissing; of Port Arthur, Rat Portage, Sault Ste. Marie; Rainy, Albany and St. Mary's Rivers.
4. Name five rivers in Canada; the provinces or territories through which they pass, and the bodies of water into which they empty.
5. Give in order the names of the bodies of water sailed over by a ship in a voyage from Quebec to Calcutta.
6. What and where are the following: Samoa, Yokohama, Aden, Liverpool, Odessa, Smyrna, Fort McLeod, Alberta, Miquelon, Anticosti?
7. Name, with capital, the countries of Europe touching the seas forming its southern boundary.
8. What are the principal British possessions in Australasia, Asia and Africa?
9. Define ecliptic, equator, degree, meridian, tropic, horizon, tributary, capital, capitol, zenith.

10. In going from your county to Toronto by one railway and returning from the same city by another railway, give in order the names of the counties travelled over in the round trip.

11. What is meant by prairie, steppe, pampas, savanna, tableland, plateau, desert?

(Only seven questions to be attempted, of which No. 3 must be one. Values, 10 each, except No. 3, which is 15. If more than seven questions be answered, the examiners will disregard all except the first seven answers.)

#### E. MIDDLESEX AND KENT PROMOTION AND REVIEW EXAMINATION—

NOVEMBER, 1889.

##### COMPOSITION.

3RD TO 4TH CLASS.

Time, 2 hours.

LIMIT OF WORK.—Capitals continued; punctuation marks: —, ;, : , ? , ! , " , " . Composition based on object lessons, pictures, local events, relation of stories, subject matter of reading lessons. Familiar letter writing. Simple business forms, such as accounts, promissory notes and receipts. Exercises to train in the correct uses of apostrophes, and of common words and phrases that are liable to be misused, such as: older and elder, healthy and wholesome, "there is" and "there are."

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

1. Write sentences, correctly using and showing the meaning of:

pale, pail;  
die, dye;  
by, buy;  
morn, mourn.

2. A Sabbath well spent brings a week of content and health for the toils of the morrow; but a Sabbath profaned, whatsoever may be gained, is a sure forerunner of sorrow.

(a) Arrange these words in a stanza of six lines.  
(b) Write a short composition (six or eight lines) taking the stanza as a text.

3. Mary White is returning from a visit in Michigan. She has just missed her train at Ypsilanti which would have taken her to her home in London this evening at 7 o'clock. She determines to telegraph the fact to her mother in London and to tell her that she will go on the next train by the M.C.R. to St. Thomas and stay there to-night, and that she wishes to be met at the Michigan Central Station in London at 7.30, Central time, in the morning.

Write the telegram in the fewest words possible, and reckon the cost at 50c. for the first ten words and 2c. per word if any over that number.

4. Albert Kelton bought goods of the White Brothers to the amount of \$150. On the 10th November, 1889, he paid cash \$50 and they accepted his note for the balance payable in six months without interest.

(a) Draw the note made by Albert Kelton.

(b) Write the receipt given by White Brothers.

5. Supposing you have the loan of Hans Andersen's Fairy Tales from your cousin, and you are returning it by mail, write a suitable letter to accompany the book.

Draw a diagram of the back of the envelope, natural size, and write the cousin's address on it.

6. Give the title of one of your favorite prose reading lessons. Tell why you like it so much.

#### HYGIENE AND TEMPERANCE.

3RD TO 4TH CLASS.

Time, 1½ hours.

LIMIT OF WORK.—Respiration, Circulation and Digestion.

1. (a) Why is oxygen necessary to the blood?  
(b) Where is the blood brought in contact with the oxygen it needs?

2. (a) What is meant by the ventilation of a school-room?  
(b) State three possible injurious results of re-

maintaining some time in an unventilated house where there are several persons.

(c) Give rules for ventilating a sleeping-room.

3. (a) What ill effects arise from neglect to take exercise?

(b) What special benefits result from calisthenics and drill?

(c) What may be the consequences of drinking impure water?

(d) Why is it desirable to regularly change the underclothing and bathe the skin?

4. (a) Name two of the many results injurious to health that frequently follow the habitual use of alcoholic drinks.

(b) How is the appetite for alcoholic drinks usually formed?

5. Of two watchmen exposed to the inclemency of the weather during a severe winter night, why is it that the one who has partaken a quantity of alcoholic liquor, even though not enough to intoxicate him, is in more danger of being frost-bitten or frozen than the other?

Count 60 marks a full paper; 12 minimum to pass.

#### DRAWING.

3RD TO 4TH CLASS.

Time, 1½ hours.

LIMIT OF WORK.—Kindergarten Drawing Course, Parts 1 and 2, and Canadian Drawing Course, Books 1, 2 and 3. Simple object drawing.

The ruler is not to be used in any question except No. 3.

1. (a) Draw a square 2 inches on the side.

(b) In the middle of (a) draw another square with sides parallel to the first 1 inch on the side.

(c) Draw the diagonal of the first square, lifting the pencil so that it will not make a mark while passing over the inner square.

(d) Mark off the two sides of the outer square adjacent to one end of the diagonal by dots about ¼ of an inch apart.

(e) From these dots draw oblique lines parallel to the diagonal, always raising the pencil when passing over the inner square.

(f) In the middle of the inner square make a small cross.

2. Draw from memory six croquet balls in two groups of three, a hoop and a mallet. Show rings on the block and handle of the mallet.

3. Using the ruler, lay off a ten-acre field 20 rods wide by 80 rods long into 20 equal lots, ten lots on each side, leaving a narrow lane open at both ends between the two rows of lots. (The teacher in examining this will use the ruler to see that the proportions are right.)

4. Draw a length of stove-pipe:

(a) Looking directly towards the end.

(b) Looking directly towards the middle of the side.

(c) Looking at the end when it is standing on the floor 3 or 4 yards from you.

(d) Draw four lengths of pipe and an elbow joined.

5. Illustrate by diagrams, neatly print the name on each:

(a) A right angled triangle.

(b) An oblong twice as long as wide.

(c) A radius of a circle.

Count 60 marks a full paper; 12 minimum to pass.

#### UNIVERSITY OF TORONTO — ANNUAL EXAMINATIONS, 1889.

##### JUNIOR MATRICULATION.

##### ALGEBRA.

PASS.

Examiners: { A. R. BAIN, M.A.  
W. H. BALLARD, M.A.  
J. MCGOWAN, B.A.

NOTE.—Candidates for University scholarships will take only those questions marked with an asterisk. All other candidates (whether for Pass or Honors, Second Class or First Class Certificates) must take the first three questions and any five of the remainder.

1. Prove

(1)  $(-a) \times (-b) = +ab$  ;

(2)  $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$  ;

$a^m \times a^n = a^{m+n}$

(3)  $a \times a = a$

2. Solve

(1)  $13x - 8y + 21z + 19 = 0,$   
 $19x + 6y + 14z + 7 = 0,$   
 $x + 24y + 35z + 13 = 0$  ;

(2)  $\frac{a}{x} + \frac{b}{y} = 5$   
 $\frac{b}{2x} - \frac{a}{3y} = \frac{3-a^2}{ab}$

\*3. Solve

(1)  $2x^2 - 3xy + y^2 = 1,$   
 $3x^2 - 5xy + 5y^2 = 3$  ;

(2)  $\frac{x}{x+3} + \frac{1}{\sqrt{x+3}} = \frac{6}{x}$

\*4. Factor

(1)  $(a+b+c)^4 + a^4 - (b+c)^4 + b^4 - (c+a)^4 + c^4 - (a+b)^4$  ;

(2)  $(x+yz)(y+zx)(z+xy) + (x^2-1)(y^2-1)(z^2-1)$ .

5. If

$\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$  ,

show that

$\frac{a}{b} = \frac{a+c+e}{b+d+f}$  .

State and prove the more general theorem of which this is a particular case.

If

$\frac{x}{a} = \frac{y}{b} = \frac{z}{c}$  ,

show that

$\frac{(x-y)(y-z)(z-x)}{(a-b)(b-c)(c-a)} = \frac{xyz}{abc}$  .

\*6. Employ Horner's method of division to divide

(1)  $12x^5 + 21x^4y - 20x^3y^2 - 86x^2y^3 + 85y^5$  by  $3x^2 - 5y^2$  ,

(2)  $1$  by  $1-x+x^2$  to six terms in the quotient, and write down the remainder.

Show that the next six terms may be obtained without actually dividing.

\*7. Find the value of

(1)  $(x-1)^4$  when  $x = \sqrt{-1}$  ;

(2)  $\frac{\sqrt{a+x} + \sqrt{a-x}}{\sqrt{a+x} - \sqrt{a-x}}$  when  $x = \frac{2ac}{1+c^2}$  .

\*8. Eliminate  $x$  and  $y$  from

$x(y+9) = 5(y+1),$

$(x+7)(y-1) = 0,$

$xy = m.$

\*9. Show that  $ax^2 + bx + c = a(x-p)(x-q)$  where  $p, q$  are the roots of the equation  $ax^2 + bx + c = 0$ .

One of the roots of the equation  $24x^3 - 46x + 29x = 6$ , is  $\frac{2}{3}$ , find the other two roots.

10. If

$\frac{x}{a-b-c} = \frac{y}{b-c-a} = \frac{z}{c-a-b}$

show that

$(b-c)x + (c-a)y + (a-b)z = 0$  ;

and that

$a(y-z) + b(z-x) + c(x-y) = 0.$

\*11. Solve the equations

$a = bz + cy,$

$b = cx + az,$

$c = ay + bx$  ;

and show that

$\frac{1-x^2}{a^2} = \frac{1-y^2}{b^2} = \frac{1-z^2}{c^2}$  .

\*12. A person borrows \$1000 for two years and discharges the debt by paying \$600 at the end of one year and \$600 at the end of two years. What rate per cent. per annum (compound) interest did he pay?

\*13. A square plot of ground is surrounded by a gravel walk of uniform width which covers 891 sq. ft. of ground. Outside this walk, at a uniform distance of half the length of the plot, is a second walk (of the same width as the first), which covers 1903 sq. ft. of ground. Find the size of the plot.

*Educational Meetings.*

WEST VICTORIA TEACHERS' ASSOCIATION.

THE semi-annual Convention of the teachers of West Victoria was held at Woodville on Friday, December 13, 1889. The Convention was opened by Mr. Morris, head master of Coboconk school.

Mr. Gilchrist read a paper on "Class Recitation," in which he discussed several methods of conducting recitations.

Mr. McMillan took the subject, "Home Work." He read a concise paper in which he advocated less home-work and more out-door exercise, particularly with pupils in junior classes. Interesting discussions followed. Mr. Hough, M.A., representing the EDUCATIONAL JOURNAL, was allowed a few minutes to present to the teachers the merits of that paper. Convention adjourned.

At 1.30 p.m. the teachers re-assembled to transact business. It was decided that the next Convention be held at Woodville. A resolution was passed that a nominal fee of 50 cents be charged each teacher wishing to subscribe for the EDUCATIONAL JOURNAL, and that the balance of each subscription be paid from the funds of the Association. Mr. Mosgrove read a nicely arranged paper on "Entrance Examinations," in which he strongly approved of the present system of holding these examinations semi-annually.

He clearly pointed out the necessity of assigning less history and fewer selections for literature. After an interesting discussion, Messrs. Beazin, Mosgrove, and McMillan were appointed to draft a resolution to be forwarded to the Minister of Education, recommending him to continue the semi-annual Entrance Examination, also, to limit the history to one or two periods, and to assign fewer selections for literature. Mr. McDougall was then asked to take his subject, "Experience of a teacher." He recited several cases of the thoroughly bad boy and bad girl with whom he had had to deal, how he disposed of them, and suggested other methods of treatment. An interesting discussion followed, after which the Rev. Mr. Martin gave a brief address on the "Duties of the Teacher." Inspector Beazin gave an excellent lecture on "Mythical Geography." He dealt with the primitive language, customs, religion, and forms of government of the ancients. He related many legends that are recorded of them, and brought his remarks to a close by showing the rapid advance made in astronomy, which tends to unravel the mysteries arising from superstition. Convention adjourned.

L. GILCHRIST, Secy.

SCIENCE TEACHERS' ASSOCIATION.

(Condensed from Daily Globe).

A MEETING of those interested in scientific culture and training was held in the Canadian Institute building, January 2nd and 3rd, to consider the question of organizing a Science Teachers' Association for Ontario. The chair was occupied by Mr. F. W. Merchant, M.A., who briefly explained the objects of the meeting. A draft of constitution was discussed and adopted, the model being that of the Modern Language Association. The officers elected for the ensuing year were: Hon. President, Prof. Ramsay Wright; President, Mr. F. W. Merchant; Vice-President, Mr. H. B. Spotton; Secretary, Mr. N. Burns; Councillors, Messrs. Ellis, Oliver, Turner, Lennox and Mackenzie. It was resolved that the meetings of the Association be held annually during the Christmas holidays.

In the evening Mr. H. B. Spotton, B.A., delivered an address on Science in its relation to the Junior Matriculation examination. He explained that the Board of Arts, in connection with the University, had a sub-committee which had taken charge of science, and the unanimous opinion of that committee was that science should be introduced into the curriculum of the Junior Matriculation examination. There was no difference of opinion amongst the Professors of Science at the University upon the desirability of having subjects introduced, if the schools were in a position to undertake the work. He had no hesitation in saying that they were in a position to undertake it.

While the Senate had consented to the proposal to make science one of the subjects of the examination, several members objected, on the ground that it had been an optional subject on the curriculum for several years, and no one had availed himself of it. The answer to that was that the subject being optional and no marks given for it, candidates for honors would not hamper themselves with a work that would militate against the success of their honor examination. Mr. Spotton dwelt at considerable length upon the advantage that would accrue to the students from making science a part of their preliminary training, remarking that they would leave the University all the better for it, and that it would entail no additional work upon the schools. An interesting discussion followed the delivery of the address.

The newly constituted High School Teachers' Science Association convened on Friday in the Biological Hall in connection with Toronto University, this hall having been placed at their disposal by the Senate of the University. Mr. F. W. Merchant, the President-elect, occupied the chair in the morning, and Mr. H. B. Spotton presided in the afternoon. They first took up the present condition of science in Public and High Schools, and after some discussion, Mr. Spotton moved, and Mr. Turner, of Barrie, seconded the following resolution:—

"That this meeting, representing the science teachers of the Province, heartily endorses the action of the Senate of the University in making science subjects obligatory."

It was then moved by Mr. Ellis, and seconded by Mr. Lennox:

"That in the opinion of this Association it would be advisable that an honor course in science should be arranged extending through the four years' course of the University, and that an honor course at matriculation, consisting of Biology, Chemistry, pass Physics, French, German, English History and a paper on Drawing, would also be advisable."

Mr. Turner moved, and Mr. Oliver seconded: "That in the opinion of this Association it is desirable that two papers should be set in Chemistry and Physics, the candidates to be allowed an option, and that the papers in Physics should be of such a character as to encourage the teaching of science in schools."

Mr. Turner then read his paper on the part occupied by text-books in inculcating true scientific methods in the primary and secondary schools of the Province. He argued strongly for a larger number of experiments in connection with this department of High School work. Physics, he thought, should be the first subject taught in High Schools conducting a scientific branch of studies. Biology and botany were not at all unimportant. In the afternoon Mr. Ellis read a paper in which he advocated a much earlier beginning of the science course in connection with the different universities of the Province.

Mr. A. P. Knight read a carefully prepared paper on "Technical Education." He defined education to be instruction in science and art applicable to all the walks of life. Mr. J. J. Mackenzie read a paper on "The Study of Cryptogamic Plants in High Schools," which was also a valuable addition to the programme of the day. The proceedings of the Association were brought to a close by Mr. William Burns, who delivered a short lecture on the value of a training in Natural Science to teachers. The Association will, no doubt, advance the scientific part of the curriculum provided for High Schools.

The following gentlemen were present at the Association:—J. E. Hodgson, M.A., Toronto; J. Seath, B.A., Toronto; Thos. Kirkland, M.A., Toronto Normal School; J. I. Mackenzie, B.A., Toronto University; A. C. McRay, B.A., Toronto C.I.; N. McEachren, B.A., Toronto C.I.; A. P. Knight, M.A., Kingston C.I.; J. A. McMillan, B.A., Owen Sound C.I.; C. A. Waldron, B.A., Whitby C.I.; W. H. Stevens, B.A., Lindsay C.I.; J. R. Hamilton, B.A., Collingwood C.I.; W. S. Ellis, B.A., B.Sc., Cobourg C.I.; H. B. Spotton, M.A., Barrie C.I.; F. W. Merchant, M.A., Stratford C.I.; J. B. Turner, B.A., Hamilton C.I.; E. L. Hill, B.A., Guelph C.I.; W. Oliver, B.A., Brantford C.I.; T. H. Lennox, B.A., Woodstock C.I.; W. Burns, B.A., St. Catharines C.I.; A. A. Knox, B.A., Chatham C.I.

BE not afraid of enthusiasm; you need it; you can do nothing effectually without it.—*Guizot.*

## Elocutionary Department.

### ELOCUTIONARY STUDIES OF SELECTIONS IN THE SCHOOL READERS.

BY RICHARD LEWIS.

TENNYSON'S ballad of "Lady Clare" is selected for the following elocutionary hints and suggestions. The notes on this or any other selection are not intended to be complete and exhaustive. They are simply suggestive as aids to teachers and pupils who aim at the truthful and dramatic expression of high class literature as represented in a large number of the selections in the school readers.

LADY CLARE, FOURTH READER, P. 128.

The moral lesson pervading this ballad is the best index to its true expression. It shows that a high sense of honor is not the gift of birth or lineage, but the result of moral culture, associations and habits; and that a pure and rightly trained mind will be loyal to duty at the sacrifice of every other desire. This high quality marks the character of Lady Clare, standing in bright and striking contrast with that of the old nurse, her mother. She sees nothing wrong in falsehood; she only fears detection. Her character is the fruit of training, not of lineage. She has lived the life of a feudal serf, whose only defence against wrong and cruelty was deception. Lady Clare is of the same race, but from infancy she has exercised the freedom of high birth, and been trained in habits of truth and chivalric honor. The poem is a noble vindication of human nature in contrast with the accidents of birth; a refutation of the common proverb that "blood will tell." This high sense of honor makes her strong in the determination to "know if there be any faith in man;" and Lord Ronald, inspired by the same high regard for honor, laughs to scorn the distinctions of birth; he loves her and weds her for her "own true worth."

\* \* \* \*

V. 4.—Here the dramatic element appears. The nurse enters with fear and caution, burdened with a secret which she dreads to reveal, yet unable to conceal her selfish joy that her daughter is to wed a lord. Her voice is low, hesitating, tremulous with age and excitement. L. C. answers with warmth, but dignity; em. "cousin" and "weds."

V. 7.—Read with tremor in L. P., but with expression of triumph in the success of her fraud; em. "dièd," p. em. truth; p. em. "buried hér," p; l. 4, read with expression of glee, as if expecting praise from L. C. for such a clever trick; for her moral sense of wrong has not yet been awakened by the rebuke of her daughter.

V. 18.—In reading this verse we must conceive the contending feelings of L. C.—her natural pride aroused, expecting repulse, even contempt when the truth is told, and the ruin of hope and love which must follow the confession. Read the verse with person erect and assumed calmness, while the voice, expressing these emotions, trembles with the excitement of the struggle. L. 1, give "villáge máid" an emphasis resenting the insult, for after all, she is now but "a village maid"; l. 3, em. with feeling of bitterness, "beggár bórñ"; note that "bórñ has a special emphasis,—she is not only a beggar now but was born one; l. 4, em. "nòt" and "Làdy Clàre"; these inflections best express the determination to tell the worst, etc.

Explanations of abbreviations:—L. P. or H. P. low or high pitch; em., emphasis, p., pause; L. C., Lady Clare.

THE BAREFOOT BOY, FOURTH READER, P. 43.

The expression of this poem, excepting that of the last stanza, is lively and joyous. The quality of voice should be generally expulsive, radical stress, leaping and dashing along with almost irrepressible buoyancy, for the reader must be in full sympathy with the supreme abandonment of the moment, so naturally pictured.

V. 2.—The fault likely to mark the reading of this verse will be that of naming each new object in a similarity of tone, pitch and inflection. This may be prevented by awakening a vivid conception of each object named: the "wild bee, the tenants of the wood," etc., and eliciting appropriate expression, characteristic of such object, its aspects and actions.

Thus the "wild bee's chase" suggests liveliness and swiftness; the "wild flowers" awaken memories of perfume and beauty and require effusive tones. Again, the "black wasps cunning ways" suggest something to be concealed and an aspect of secrecy, while the "hornet's architectural plans" demand an expression of mock admiration which a higher P. and more swelling and pompous tones will realize. The last six lines change in expression. They present the poet's meditations on the child's joys, fervid but more serious. The last line is warmly exclamatory with swelling em. on "blessing" and "boy."

V. 3.—The warmth of genuine admiration of the enjoyments of boyhood must be expressed in full swelling forces of voice through the entire verse. A mock importance must be given to the simple objects named; while, "like a regal tent," and the similes of the next two lines are magnified into glorious pictures; l. 9, em. "music" with poise; in l. 10 read "pied frog's orchèstra, as if describing an oratorio of one of the great masters, with pompous exaggeration; l. 13, em. "monàrch" with swell of the voice; em. "pomp, joy," and p., and read "barefoot boy," as inflected.

V. 4.—The expression is one of earnest sympathy, marked by tremor, and passing into solemn tenderness, which reaches its climax in the last two lines. "Ah"; as a rule interjections of this kind are audible sighs, passing without pause into the next words; em. "know."

Abbreviations:—By the term "poise" is understood the vocal action of dwelling longer, but with due expression on the word indicated.

## English Department.

All communications intended for this column should be sent to the Editor of the EDUCATIONAL JOURNAL, Front St. West, Toronto.

### ENTRANCE LITERATURE.

THE VISION OF MIRZA.—FIRST READING.

Page 63.

*Grand Cairo.*—This city is called in Arabic by a name which means "The Victorious Capital." It is situated in Egypt, on a sandy plain on the right bank of the Nile, and near its delta or branching mouths.

*Oriental.*—Eastern, from a Latin word which means *rising*. The word, therefore, properly denotes the countries towards the rising sun. It is opposed to *occidental*, western, or towards the setting sun.

*Mirza.*—This word is a contraction of *Emir Zadah*, "son of the prince." It is a common title of honor among the Persians.

*Manuscript.*—The pupil will bear in mind that this vision, or allegory, is written by Addison as if translated from an Oriental manuscript, consequently all the religious customs and modes of thought are those of a Mohammedan.

Page 64.

*On the fifth day.*—The months were originally made to correspond exactly with the revolutions of the moon around the earth, by which they were measured. Thus the time of the Eastern nations was divided into *moons*, our lunar months.

*After having washed myself.*—The Mohammedan prayers are always preceded by purification, or washing; either the total immersion of the body as a special religious ceremony, or a partial washing, which must include hands, face, ears and feet, and must be performed immediately before the prayer.

*Bagdad.*—This city is situated on both sides of the River Tigris. A few years ago its population was estimated at 60,000. It is a favorite residence of a certain sect of the Mohammedans.

*Vanity.*—In what sense is this word here used? What meaning does it now more commonly convey? Can you trace the connection between the two ideas?

*Habit.*—The dress or costume.

*Genius.*—A good or evil spirit, supposed by the ancients to have charge over particular places, things or persons.

*Made himself visible.*—The Genius of the place,

being a spirit, was usually supposed to be invisible; but here appears to view in the garb of a shepherd.

Page 65.

*The highest pinnacle.*—This is evidently suggested by certain passages of Scripture. Can you refer to them?

*Rises out of a thick mist.*—This beautiful conception of the relation of time to the eternity which precedes, and the eternity which follows it, is set forth so clearly that the pupil by a little thought can make the picture his own. The leading features of the vision might be easily sketched on a large blackboard, and with good effect in helping the pupils both to understand and to remember. Their interest in the lesson would be greatly increased by such a representation of the tide, the bridge with its hundred arches, and the enshrouding mists at either end.

Page 66.

*At first of a thousand arches.*—According to the commonly received interpretation of Scripture, the length of human life before the flood bore about the same proportion to 1,000 that it now does to 100 years; that is, its average duration was about ten times greater than at present.

*A black cloud.*—Let the pupil exercise his reflective powers in discovering what is symbolized by the black cloud at either end of the bridge, and also by the concealed trap doors. It will be found an interesting exercise to let each draw up a list of such doors as he may be able to think of, and label them with their respective names, as accidents, various diseases, etc.

*They grew thinner, etc.*—This, of course, refers to the well-known fact that the mortality of the human family is much greater in infancy and childhood and in old age, than in middle life. But let the children think out the meaning for themselves if they can.

There are a good many long, though not very difficult, words in the lesson. It is suggested that the pupil be asked first to explain their meanings from the connection in which they stand, which is the natural method of learning the use of words. Then such exercises as the following will be of good service in fixing both forms and meanings in the memory, and as a practice in definition, which is very useful as involving both exact thinking and correct use of language. In other words, it will be a good exercise in thinking and in expression.

I.

Define as accurately as you can the meanings of the following words, giving derivations when you can:—Manuscript, devotions, summit, melodious, raptures, prodigious, soliloquy, consummation, hobbling.

II.

Write sentences containing each of the following words at least twice. The sentences must be such as to show that the pupil understands the meaning of the word. Where the words have two or more distinct meanings or uses, each should be illustrated:—Meditation, entertainment, contemplation, inexpressibly, impressions, transporting, apprehension, innumerable, arches, compassion, affability.

III.

Give synonyms for as many of the words in the two foregoing lists as you can.

IV.

Mark carefully the pronunciation of each of the following words. A dash over a vowel indicates the long sound; an upturned curve, the short sound; and a vertical stroke inclining to the left, the chief accent, thus—côn-tém-plate. Doubtful sounds may be indicated by euphonic spelling, thus—(kî-ro):—Manuscript, vision, airing, melodious, musician, subdued, soliloquies, prodigious, leisurely.

N.B.—Careful explanation by the teacher will be needed for a time, in order to teach the pupil to indicate pronunciation accurately by the written signs. Of course oral instructions and exercises should be freely used. We would suggest that the teacher take especial pains to correct the very common corruption of the sound of long *u* into that of *oo*, in such words as *subdued*.

## ABUSED WORDS.

THE following, which we find in one of the dailies, contains so many good hints on the use and abuse of words that we commend it to the careful study of our readers. We are sorry to be unable to give the author's name, for the writer deserves thanks :

I was awakened in the middle of the night by a disturbance in the library. It did not seem to be the noise of burglars. It was more like the murmuring sound of many tongues engaged in spirited debate. I listened closely and concluded it must be some sort of a discussion being held by the words in my big unabridged dictionary. Creeping softly to the door, I stood and listened. "I don't care," said the little word Of; "I may not be very big, but that is no reason why everybody should take advantage of me. I am the most mercilessly overworked word in the whole dictionary, and there is no earthly reason for it, either. People say they 'consider of' and 'approve of' and 'accept of' and 'admit of' all sorts of things. Then they say 'all of us,' and 'both of them,' and 'first of all,' and tell about 'looking out of' the window, or cutting a piece of bread 'off of' the loaf, until I am utterly tired out."

"Pshaw!" said the word Up, "I am not much bigger than you and I do twice as much work, and a good deal of it needlessly, too. People 'wake up' in the morning and 'get up' and 'shake up' their beds and 'dress up' and 'wash up' and 'draw up' to the table, and 'eat up' and 'drink up' their breakfast. Then they 'jump up' from the table and 'hurry up' to 'go up' to the corner, where the street car driver 'pulls up' his horses and the passengers 'ascend up' the steps and 'go up' into the front seats and the conductor 'takes up' the tickets. All this is done even before people 'get up' town and 'take up' their day's work. From that time until they 'put up' their books and 'shut up' their offices I do more work than any two words in this book; and even after business hours I am worked until people 'lock up' their houses and 'go up' to bed and 'cover themselves up' and 'shut up' their eyes for the night. It would take a week to tell what I have to 'put up' with in a day, and I am a good deal 'worked up' over it."

"I agree that both Up and Of are very much overworked," said the word Stated, but I think I myself deserve a little sympathy. I am doing not only my own legitimate work, but also that which ought to be done by my friend Said. Nobody 'says' anything now-a-days; he always 'states' it."

"Yes," chipped in the funny little word Pun, "these are very 'stately' times."

Some of the words laughed at this, but Humor said: "Pun is a simpleton."

"No," answered Wit; "he is a fellow of duplicities."

"He makes me tired," said Slang.

Then the discussion was resumed.

"I do a great deal of needless work," said the word But. "People say they have no doubt, 'but that' it will rain, and that they shouldn't wonder 'but what' it would snow, until I don't know 'but' I shall strike."

"What I have most to complain about," said the word As, "is that I am forced to associate so much with the word Equally. Only yesterday a man said he could 'see equally as well as' another man. I don't see what business Equally had in that sentence."

"Well," retorted Equally, "men every day say something is 'equally as good,' as something else, and I don't see what business As has in that sentence."

"I think," said Propriety, "you two should be divorced by mutual consent."

There was a fluttering sound and a clamor of voices.

"We, too, ought to be granted divorce," was the substance of what they said; and among the voices I recognized those of the following named couples: Cover Over, Enter In, From Thence, Go Fetch, Have Got, Latter End, Continue On, Converse Together, New Beginner, Return Back, Rise Up, Sink Down, They Both, Try And, More Perfect, Seldom Ever, Almost Never, Feel Badly, United Together, Two First, An One, Over Again, Repeat Again, and many others.

When quietude had been restored, the word

Rest said:—"You words all talk of being overworked, as if that were the worst thing that could happen to a fellow, but I tell you it is much worse to be cut out of your own work. Now, look at me. Here I am ready and willing to perform my part in the speech of the day, but almost everybody passes by me and employs my awkward friend Balance. It is the commonest thing in the world to hear people say they will pay the 'balance' of a debt or will sleep the 'balance' of the night."

"I suffer considerably from this same kind of neglect," said the word Deem. "Nobody ever 'deems' a thing beautiful any more; it is always 'considered' beautiful, when in fact it is not considered at all."

"True," said Irritate, "and people talk of being 'aggravated' when they ought instead to give me work."

"And me," said Propose, "look at me. I get hardly anything to do because people are always 'proposing' to do this or that when no idea of a proposition is involved. Why, I read the other day of a man who had 'proposed' to murder another when really he had never said a word about it to a living being. Of course he only purposed to commit the murder."

"It is my turn," said the word Among. "I should like to protest against Mr. Between doing my work. The idea of people saying a man divided an orange 'between' his three children! It humiliates me."

"It is no worse," said the word Fewer, "than to have people say there were 'less' men in one army than in another."

"No," added More Than, "and no worse than to have people say there were 'over' 100,000 men."

"It seems to me," said the word Likely, "that nobody has more reason for complaint than I have. My friend Liable is doing nearly all my work. They say that a man is 'liable' to be sick, or 'liable' to be out of town, when the question of liability does not enter into the matter at all."

"You're no worse off than I am," said the little word So; "that fellow Such is doing all my work. People say there never was 'such' a glorious country as this, when, of course, they mean there never was 'so' glorious a country elsewhere."

I saw that there was likely to be no end to this discussion, since half the words in the dictionary were making efforts to put in their complaints, so I returned to my couch; and I will leave it to any person who has read this account to say whether I had not already heard enough to make me or anybody else sleepy.

## Book Reviews, Notices, Etc.

*School Hygiene; or the Laws of Health in Relation to School Life.* By Arthur Newsholme, M.D. Boston, Mass.: D. C. Heath & Co.

The importance of the subject discussed in this work is happily coming to be generally recognized, and is sure to receive increasing attention. The author, Dr. Newsholme, is Diplomate in Public Health, in the University of London. His various responsible offices in connection with the care of the public health in schools and colleges leave no doubt as to his peculiar qualifications for dealing with the subject. The first part of the book covers a wide range of subjects, such as sites, construction, furniture, lighting, ventilating and warming school buildings. The second part deals with scholars, and treats of mental and muscular exercises, diet and dress of children, age and sex in relation to school work, disease, accidents, etc.

*Enunciation and Articulation.* By Ella M. Boyce Superintendent of Schools, Bradford, Penn. Boston, U.S.A.: Ginn & Company.

"A practical Manual for teachers and schools." It deals practically with a subject which demands and will receive more attention than it has yet done.

*Ten Dialogues in Rhyme for Primary Schools.* By Alice Turner and Gertrude Smith. Price 15 cents. Eastern Education Bureau, 50 Bloomfield Street, Boston.

These original dialogues will be much enjoyed by the little ones. They are arranged, some for three scholars, some for five, and a few for a larger number.

*Moffatt's How to Prepare Notes of Lessons, With Directions and Specimen Notes on every subject.* By T. J. Livesey, author of "How to Teach Reading," "How to Teach Arithmetic," "How to Teach Grammar," etc. London: Moffatt & Paige, 28 Warwick Lane, Paternoster Row.

The above from the title page indicates the character of this work. It will be seen that it is admirably practical. The Lessons are carefully prepared and cover a wide range. It can hardly fail to be most helpful in its suggestiveness, especially to the young teacher. It would be well if every one had a copy, not to be slavishly followed, but to be used as a mine of useful hints and helps.

*Literary Landmarks.* A Guide to Good Reading for Young People and Teachers' Assistant. By Mary E. Burt. Boston and New York: Houghton, Mifflin and Company.

This little work embodies, the author tells us, the result of twenty years' work in the school room. She has tried to make the work so broad that it may meet the needs of every class of readers, broad enough to answer all questions asked her in the many letters she receives asking advice in the selection of books for school and home libraries. She has tried also to make it an exposition of a more profitable use of books in the school room than the cramming system of education recognizes. So far as we can judge by a cursory examination she has in a good measure succeeded. The book contains many excellent and serviceable hints.

*Common School Song Reader.* W. S. Tilden, Teacher of Music in the State Normal School, Framingham, Mass. Boston, U.S.A.: Ginn & Company.

This is, as its name implies, a music reader for schools of mixed grades. It contains first lessons in singing and reading music, with exercises and songs in one, two and three parts, with directions to teachers. It cannot fail to serve an admirable purpose.

*Manual of Empirical Psychology as an Inductive Science.* A Text-book for High Schools and Colleges. By Dr. Gustav Adolf Lindner, Professor in the University of Prague. Boston: D. C. Heath & Co.

The volume before us is the authorized translation of the above well known work, by Chas. De Garnio, Ph. D. (Halle), Professor of Modern Languages in Illinois State Normal University, Normal, Ill. It is a neat and well printed volume, well adapted for its purpose.

*Passages for Practice in Translation at Sight.* By John Williams White, Ph.D., Professor of Greek in Harvard University. Boston, U.S.A.: Ginn & Company.

This is Part IV. of a series, of which the other three volumes are yet to appear. It contains one hundred and fifty extracts from the Classic Greek, in poetry, history and philosophy. Each extract is preface with a brief note, descriptive of its general purport. There is no better test of proficiency in the study of language than sight translation. This volume provides a valuable aid to practice.

*Hand-Book of Pronunciation and Phonetic Analysis.* By John H. Bechtel. The Penn Publishing Company, Philadelphia, U.S.

This little work contains 5,000 words, clearly pronounced, according to the highest authorities. The author has been engaged for fifteen years in teaching Orthoëpy, and has, therefore, had exceptional opportunities for discovering and securing words most liable to be mispronounced. Cloth, 50 cents.

LOOK not so much on other men's faults as on thine own.—*Molinos.*

USE thy youth so that thou may'st have comfort to remember it when it has forsaken thee.—*Sir Walter Raleigh.*

MORE than half the difficulties of the world would be allayed or removed by the exhibition of good temper.—*Sir Arthur Helps.*

CHILDREN are God's apostles, day by day Sent forth to preach of love, and hope, and peace.

—*Lowell.*



## BUSINESS NOTICES.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

THE holiday season is, in many cases, the season also for removals and accepting new positions. We trust that no teacher who now gets the JOURNAL, and who changes his location, will forget the formality of notifying us, so that the necessary change may be made in the address. This should be attended to in any case, even if the visits of the paper are no longer desired. Otherwise, under our present rule of not cutting off a teacher's name unless he wishes it, the paper will continue to go to his old address at his risk. A post card is sufficient for all purposes of notification; and this courtesy may save both the subscriber and the publishers much unpleasantness at a later period. It is rather a severe punishment, when our sole offence is that of trusting a subscriber, to be told that the party left the locality months ago, and knows nothing about the paper. A notification in all cases of removal is suggested under every form of business rule. We hope that every teacher who removes may feel that he needs his paper as much in his new location as he did in the old.

## TEACHERS' CONVENTIONS.

NORTH HASTINGS, at Madoc, Jan. 30 and 31.

*Editorial.*

TORONTO, JANUARY 15, 1890.

## "SCHOOL WORK AND PLAY."

OUR subscribers and friends will please take notice that we cannot supply any more copies of the bound volume of *School Work and Play*. The large edition is entirely exhausted. Be good enough, therefore, not to include this publication in future orders.

## THOSE LEAVING EXAMINATIONS.

PERHAPS the most important educational question just now under consideration in Ontario is that of the proposed substitution of a High School "Leaving" examination for the present junior matriculation of the Universities. We refer, of course, to matters coming wholly within the jurisdiction of the Provincial authorities. Some members of the Senate of Toronto University are said to be by no means disposed to look with favor upon the proposal. This is very natural and easily understood. The powers of the Senate are already seriously curtailed by the fact that the management and policy of the University, including the very important matter of appointments to the staff, are so largely in the hands of the Educational Department of the Government. In fact, the members of the Senate, as such, might easily find ground for claiming that their powers are not even now commensurate with their responsibilities. Under these circumstances, to hand over to the Department the work of determining the fitness of candidates for admission to the undergraduate courses of the University might seem very like surrendering an important part of their chief duties and prerogatives, viz.: those connected

with the examination of students and awarding of standings, degrees and other academic honors.

On the other hand, several considerations of weight make in favor of the proposed change. In the first place, it would be decidedly helpful to the High Schools, simplifying their work as feeders of the Universities, giving them an independent standing and dignity as secondary colleges, and, above all, increasing, very materially, the inducements to pupils to complete the High School courses. This latter, and to our thinking, most desirable end, would be but partially gained unless the High School courses and Leaving examinations were so arranged and conducted as to make the diplomas awarded of direct and tangible value to the various classes of pupils, constituting, no doubt, the large majority, to whom the High School course is the end of school education, and its diploma the certificate of preparation for some useful pursuit or industry.

So far as the Universities are concerned, it seems clear to us, as we have before said, and notwithstanding the foregoing admissions in regard to the Senate of the Provincial University, that the examination of candidates for matriculation is really no part of their proper work. They should be glad to be relieved of the unnecessary burden, if they could be assured that the fitness of candidates to enter upon the undergraduate courses could be as satisfactorily ascertained by other means.

Whether the examinations conducted under the direction of the Education Department could be relied on as affording the requisite guarantee of fitness, we shall not undertake to say. But if not, why not? In this connection, however, we should like to repeat what we have often said, viz., that the value of the High School diploma as a guarantee of proficiency, would be much greater both for University and for other purposes, if its bestowal did not depend simply upon the result of a single final examination, but equally upon the record kept by the masters during the High School course. We should like much to hear from High School masters upon this point.

## THE QUEEN'S ENGLISH.

IT has long been evident that no proficiency in either the rules of grammar or the science of language, will suffice to prevent the most atrocious murdering of the Queen's English by school children. The forces of early education and daily habit are too strong. Nothing but practice, practice, practice, in correct speaking can eradicate this tendency to relapse into the accustomed solecisms and barbarisms of free speech. Hence, every teacher should find some time for free and easy conversation with the pupils, with a view to aid them in forming habits of correct expression.

It would be vain, for a long time, to criticise every error. Tact, too, is required to save the pupils from such embarrassment under criticism as will either close their mouths, or lead to the use of stiff and stilted phrases. But the teacher who has, or will take the pains to

acquire, the power of talking freely with pupils, and leading them to talk freely with him and with each other, may do more in a month in helping them to form habits of correct speech than can be done by the study of books and systems in a year. The grosser errors in diction may either be pointed out pleasantly in passing, and better expressions substituted, or they may be jotted down in a list for reference at the close of the exercise. The main point is to lead to the habit of self-criticism. The young person who is conscious of shortcomings and really ambitious to speak correctly, will pretty surely make progress towards that end. Only let the impression be fixed that the thing is of importance, that it is really worth while to speak one's native language with some degree of purity, and improvement will follow as a matter of course.

Nor is it the blunders in pronunciation, or in syntactical structure alone, which require attention. Much can be done by a judicious teacher towards correcting the defects in tone and in accent, and the tendency to the flattening of vowel sounds, which are so characteristic of us provincials. Many wrong voice inflections need only to be pointed out to make their absurdity manifest. Should the teacher undertaking this work find it in any case necessary to apply the proverb, "Physician, heal thyself," he will share the profit with his pupils. We have, on the whole, the noblest, most capacious and flexible language the world has ever produced, and the members of the teaching profession owe it to themselves, their employers and their country, to do what they can to preserve it in its purity. As members of a learned profession and one closely allied with the study of literature and language, they may fairly be expected to be themselves exemplars in the use of good English.

## THE CASE OF MR. BISSONNETTE.

IN the JOURNAL of Oct. 15th we gave some account of the action of the Dundas High School Board in this case, and expressed our opinion, based upon the published record of proceedings, that Mr. Bissonnette had been treated with great harshness and injustice. That opinion is fully confirmed by subsequent events. That the Board itself is conscious of the great wrong done by it, through the action forced upon it by a bare majority, is strikingly evident in the fact that, after having three months since accepted the report of a committee finding Mr. Bissonnette "unworthy of the position he held as Headmaster of the Dundas High School," that same Board did, on the 26th ult., pass a resolution expressing its "appreciation of his services," testifying to his "faithful performance of all duties pertaining to his office," and "confidently recommending him to any position he may be called on to fill."

If anything further was needed to prove that Mr. Bissonnette's dismissal was the outcome of personal spite, and that he had and still has the esteem and confidence of the people of Dundas, it is abundantly supplied in the report, which we find

in the Dundas *True Banner* of the 1st. inst., of a public meeting held in that town on the 30th ult. This meeting the *True Banner* describes as "one of the most representative, as regards the standing and influence of the people," that has been held for a long time. The list of citizens present, containing the names of many of the most highly respectable and influential clergymen and laymen of the town, fully confirms this view. The newly elected Mayor of the town occupied the chair, and two hundred ladies and gentlemen were present. The object of the meeting was "to express approbation of Mr. Bissonnette's course as High School teacher, despite the action of the Board of Education, and present to him a tangible proof of the esteem in which he is held by the people of Dundas." That expression was given in a number of speeches, and in a beautifully engrossed address, all testifying in strong terms to his efficiency as a teacher, his high character as a Christian gentleman, and the esteem in which he was held by his fellow-townsmen, while the "tangible proof" took the shape of a purse containing \$300 in gold.

It thus appears that Mr. Bissonnette leaves the town of Dundas in excellent standing, and is fully entitled to the confidence of the profession, and of any Board or locality in which his services may be needed. As we before said, we have no personal acquaintance with him, or any of the parties immediately concerned. We have had no communication from him, but in view of the publicity that has been given to the affair, and the peculiar harshness and unfairness of the Board's action, we deem it but right that the fact of his full justification should be made known through the columns of a paper devoted to the interests of the teaching profession.

### Literary Notes.

*Our Little Men and Women* for January has, in addition to its many attractions for the little ones, two full page portraits, finely executed, the one representing "The Holy Child of Bethlehem and His Mother," from the painting by Ernest Zimmerman; the other, "The Sons of the Artist Rubens," from the painting by Rubens himself.

*Treasure-Trove* for January has its usual interesting variety of contents, suited to the tastes of readers at almost all stages and ages. Its "Prize Stories by Coming Authors" is a page of special interest and value for schools. It presents each month a picture which is to serve as the basis for a story or a description for which a prize is given. The better stories are published. This is an excellent method for cultivating in the young both imagination and power of expression.

*The Popular Science Monthly* is giving increased attention to live topics of the day. Its January number contains, besides many other articles of interest, an essay on "Public Schools as affecting Crime and Vice," by Benjamin Reece, who brings figures to show that as illiteracy has been diminished, crime has actually increased, and concludes that some effective teaching of morality should be included in our system of education. We doubt if his reason-

ing will be accepted as valid, however his concluding recommendation may be approved. Herbert Spencer has recently defined his position on the nationalizing of land in a controversy with Prof. Huxley, Sir Louis Mallet, and others. This correspondence is now printed in the *Monthly* under the title "Letters on the Land Question."

### Question Drawer.

Is a letter from a Board of Trustees, accepting an application, binding?—**QUERIST.**

[Generally speaking we should say, Yes. But it would be impossible to say in a given case, without seeing the terms of application and acceptance. A misrepresentation in the application, or some unfulfilled condition expressed or implied, might modify the case.]

1. CAN a person obtain a Second Class teacher's certificate (non-professional) by taking Latin instead of Physics and Botany?

2. If so, may the holder enter college without further examination?—**TEACHER.**

[1. Yes. 2. In order to matriculate in the University the candidate must pass the University examinations. If the proposed scheme of "Leaving" examinations be carried out, the whole arrangement will be changed.]

A VILLAGE school board meet for re-engagement of a teacher, the chairman votes, which, by the statutes negatives the motion. Under those circumstances what must the board do?—**INQUIRER.**

[You have not made the matter clear. If there was a tie and the chairman's vote was given in the negative, the motion was, of course, lost. If the meaning is that the chairman, not knowing the statute, voted illegally when there was not a tie, if his vote turned the scale the proceedings are void, and the matter will have to be dealt with anew. If any interest is at stake you had better write to the Department and get an official decision.]

1. CAN one teach by passing the 1st year University examination?

2. What certificate and what grade would above count as?

3. What is the highest position as teacher one could hold with the above.—**"INQUISITIVE."**

[Passing the First Year examination would not of itself count as a certificate or entitle you to each. There are other conditions, which we have not space to explain. Write to the Education Department for a copy of the Regulations.]

WHAT is the plural of goose, a tailor's iron, also Daddy-long-legs?—**TEACHER.**

[Geese. The name is derived from a fancied resemblance to the neck of the fowl, and has properly the same form of plural.]

A certain P. S. teacher whose salary exceeds \$400 is assessed for his salary, and his name is on the voter's list. Has he a vote at the annual school meeting? He claims that he has, as the School Act says any P. S. supporter has a vote, as he is a supporter of the Government and the Government helps to support the school.—**T. T. B.**

[If his name is on the voter's list furnished the trustees in accordance with Sect. 99 of the School Act, and not on the Separate School list, we see no reason to question his right to vote. We do not understand what is meant by the last sentence, or what that has to do with the case. The only question is: Is he a qualified voter, and not a supporter of Separate Schools.]

GIVE pronunciation of Cobequid.—**M. M.**

[The word is probably Indian. We know no rule to govern its pronunciation, and it is not given in any dictionary so far as we are aware. We think the local pronunciation is *Cob-e-cut* or *Cob-e-chud* but that is probably a corruption. *Cob-e-kwid* or *Cob-e-kid*, would, we fancy, be permissible. Perhaps some reader can enlighten us.]

WHAT would be the best form to use in explaining the following question:—A mile contains 63,360 inches. How many steps of 20 inches each will George have to make to walk a mile?—**KITTY.**

[Elicit from the pupils, by questioning, that the number of steps will be the number of times 20 inches are contained in 63,360 inches, or the number 20 in the number 63,360. If the children do not, after a little patient thought, see it clearly, it will be because of the bewildering effect of the large number. Measure or assume the length of the school room in feet, have them reduce this to inches, and find how many steps of 20 inches would be made in passing from one end to the other. Illustrate by a line divided into steps or spaces on the blackboard. The dullest child may thus easily be led to understand the process and, once the principle is clear, to pass from the smaller to the larger number and perform the division.]

1. UNDER the Constitutional Act of 1791, was there a Governor-General of the two provinces as well as a Lieutenant-Governor of each province?

2. Are the taxes for the support of the Church in the Province of Quebec levied by the State? If not, how are they levied?

3. Parse "as" and "usual" in, "Whether Midas slept as usual that night the story does not say."

4. What is the meaning of "fairy" in Longfellow's "Wreck of the Hesperus," "Blue were her eyes as the fairy flax," and in Tennyson's "Brook," "With many a fairy foreland set, With willow weed and mallow."

[1. No. The Governors of the Provinces were appointed by the Crown. The two Provinces were quite distinct. 2. The tithe, one-twenty-sixth part of the ordinary produce of the soil, grass excepted, is legally established, and may be collected by legal process. There is a special assessment for building or repairing churches, parsonages or churchyards, which is levied by the *Fabrique* or ecclesiastical organization of the parish. This is also collectable through the magistrates or courts. 3. "As", relative adverb modifying "slept." "Usual" adjective, qualifying some expression implied. Slept as it was usual for him to sleep. 4. "Fairy flax," is the name of a little flowering plant common in English meadows. Some Editors have "lairy-flax," perhaps another name for the same plant. In "fairy foreland" fairy is probably used simply as a diminutive. The fairies were a tiny people, so a fairy foreland or promontory is a tiny one, such as would be seen jutting out into a brook.]

1. WHAT are the names of the Departments of the Dominion and the Ontario Governments?

2. Name all the county officials of a county in which we find a city, a town, and a village. Tell how each county official gets his office, and also how he is paid.

[1. The Dominion: Justice, Railways and Canals, Public Works, Interior, Secretary of State, Marine and Fisheries, Militia and Defence, Finance, Customs, Inland Revenue, Postmaster-General, Agriculture, Mounted Police and Indian Affairs. Ontario: Attorney-General, Crown Lands, Public Works, Secretary, Treasurer, Education, Agriculture. 2. County officials: Warden, elected by the County Council annually; Clerk and Treasurer, appointed by the County Council during good behavior. The County Council is made up of the reeves and deputy-reeves of townships, towns and villages. Cities are not represented in the County Council. Each city and town has a mayor and council, and each village and township a reeve and council, in both cases elected annually. The councillors in cities are called aldermen.]

WILL candidates for third class certificates (non-professional) be examined in Euclid at the mid-summer examinations in 1890?—**SUBSCRIBER.**

[Yes. Geometry (Books I, II, III., with easy deductions), is in the list of subjects prescribed.]

WHAT are the cities of Canada? Our text-books do not distinguish the cities in some of the Provinces from the chief towns.—**G. A. M.**

Halifax, St. John, Fredericton, Quebec, Montreal, St. Hyacinthe, Three Rivers, Ottawa, Kingston, Belleville, Toronto, Hamilton, Brantford, St. Catharines, London, St. Thomas, Stratford, Guelph, Winnipeg, Victoria.

*Special Papers.*

## THE WANTS AND WOES OF THE TEACHER.

*(Continued from page 263.)*

or twelve departments receives from \$500 to \$700. A commercial traveller is paid from \$1,200 to \$2,000 a year and expenses, and some of them also sell on commission and make \$1,000 more. But in this Province there are only three or four public school teachers whose salaries reach \$1,200, and the principal of the largest public school in the Dominion does not receive quite \$1,500, and only one High School teacher receives over \$2,000. The facts are stern and simple. If any man or woman becomes a teacher, there will be little temptation to serve Mammon, and I do not believe that any true teacher, alive or dead, ever remained in the school-room for the sake of making money. And this reminds us of the hundreds of our fellow-teachers who every year leave our ranks for other walks in life, where their energy and ability command better remuneration at less sacrifice of health and labor.

Well, how shall we treat this woe, this chronic woe? Before I touch on this point I think I had better perhaps request reporters and strangers to retire, for in some cases they have circulated reports that conventions of teachers are chiefly occupied in devising ways and means to raise the salaries of teachers.

Now in the first place let us reflect that the salaries of teachers are slowly but surely improving. Twenty-five years ago \$800 was about the salary of a head-master in a High School; at present it is between \$1,100 and \$1,200. A teacher with a First-Class Normal School certificate could at that time get about \$400 to \$600; now he can get \$700 to \$1,000. The principal of a certain Grammar School in 1866 received about \$1,000, the second master \$800, and the third \$500; the same school now pays \$2,350, \$1,500, and \$1,200, and this case is typical of what has happened all over the Province. I spent my first year in the school-room for the sum of \$250; now, my pupils can go out and get \$350 to \$450 with no higher qualification than I had to begin with. Matters have decidedly improved in twenty years; how can we help to make them improve more rapidly in the next ten years?

1. First of all by drawing closer together. Individually, in our scattered homes, we do not wield vast influence in the community. United in our County and Provincial Associations the influence of teachers counts for a good deal. It would be very easy to prove this by referring to our past history, and to the history of the legal, the medical, and the dental associations. If all the teachers in this Province were as solidly united as the millers, or the printers, or the oil men, salaries would perceptibly advance. But on what ground can we combine? As I am here treading on very delicate ground, I shall merely mention two or three things which the teachers could certainly obtain by united action throughout the Province:

(a) The total abolition of permits in any form whatever.

(b) The extension of Third-Class Certificates to five years' service.

(c) The extension of the Model School sessions to a full year, with a real examination at the end.

(d) The doubling or trebling of the Normal School staffs, and the extension of the course to a full year before a life certificate is granted on an examination that would command respect.

(e) By the formation of Teachers' Leagues, with paid officers, to protect the interests of the profession, in the same way as the interests of the doctor and the dentist are protected, *e.g.*, the detection and punishment of those who obtain certificates or situations by fraud—a common offence.

(f) Election of teachers to city, town, township and county councils and to Parliament. The small experience we have had shows that no better men can be elected. The Minister of Education, ex-Principal Cockburn, Mr. Harcourt, Mr. Derroche, and others, are a credit to the teaching profession. Whoever helps to draw teachers together and secures united action to elevate their general status is working successfully towards increasing the average salary of teachers.

2. By cultivating in every possible manner the professional spirit of the teachers. I shall simply mention one or two methods.

(a) Town and township institutes. The public will think more of our professional services when we show practically that we think something of our profession.

(b) Educational columns in local papers. The public will esteem our services more highly when we educate them through the press to understand the difference between teaching and "hearing lessons." A new generation is arising of native Canadians whose ideal of a teacher is not drawn from British or foreign schools. Through the press we can consolidate the public opinion of this native element and make it effective in the improvement of our schools and the increase of our salaries. But I leave this woe to mention another less painful.

The third woe of the teacher is the yearly engagement. This is in reality only a single wave of the ocean of restlessness and change that covers every part of this vast continent. It may indeed be fairly questioned whether it is a woe to the multitude of teachers who are merely occupying the teacher's desk for a few years, until they can equip themselves for some more lucrative employment. But very few will deny, I think, that the incessant change of teachers is a very serious detriment to the schools of this country, and therefore reflexively an injury to the general status of teachers. As long as the average teacher is looked upon by the public eye as a bird of passage, here to-day, elsewhere tomorrow, so long will the remuneration of teaching be lower than it is in permanent and consolidated professions; so long will a third-class division court lawyer make a better income than a school principal who has greater natural ability, and has undergone longer and more severe training for his special work.

This is a fundamental problem in education, and I shall not attempt to offer my own solution of a difficulty that has hitherto baffled the skill of the greatest educational thinkers on both sides of the Atlantic. Perhaps an approximate solution is the only one possible; and I am glad to be able to refer you to the history of the last forty years in Canada and the United States, to prove that such a solution is slowly, but surely, getting itself worked out as the years roll past. Probably none of the present generation will live to see the prizes of the teaching profession so largely increased that the best intellectual blood of the country will make teaching its life-work. But it is satisfactory to compare the present with the past, and to observe that schools are now open the year through, that the teacher does not board round, and that for a longer or shorter period of service the very flower and blossom of Canadian youth engage in teaching. The progress already made in this direction is earnest of better things yet to come, when every school will have attached to it a decent residence and a neat garden and orchard. When we consider the enormous sums already spent in providing good school houses, apparatus, libraries, etc., we may fairly conjecture that the stream of progress will continue into the twentieth century, and that, by and by, equally ample provision will be made for a permanent staff of highly-trained teachers. One day it will dawn upon the public mind that public money cannot be better spent than in making reasonable provision for married teachers, and thus checking the great exodus, which carries annually out of the school-room about 1,000 of the best teachers just when they have acquired mature teaching power and are becoming skilful and valuable in their profession. There are unmistakable signs of this coming day in the High Schools. The number of changes in the staffs of the larger schools is growing sensibly less every year, and the highest Honor men in the Universities are looking forward in greater numbers to the teaching profession as their life-work. The principals of public schools, who have proved themselves master workmen, also retain their positions much longer on the average than formerly, especially in our cities and larger towns, and trustees show more reluctance in making the sweeping annual changes that were once the rule rather than the exception. On a general survey from the time Dr. Ryerson was appointed Chief Superintendent, to the present year, enormous progress

has been made towards permanency, and the survey strengthens our faith that the future will see the teacher, in all the older and more wealthy parts of Canada, placed in circumstances of comfort and security that will go very far towards inducing him to give up his ancient, hereditary tendency to rove about the country.

I have now mentioned some of the wants and woes of our lot. There are others that might easily be enumerated, but I am sure I have already taxed your patience sufficiently.

I have tried to state some questions that are worthy of careful study, both by teachers and by statesmen. I have endeavored to point out several things that can be made better than they now exist, and I hope I have avoided a gloomy and hopeless picture of the future.

I shall conclude with a short quotation from Carlyle, which indicates clearly the true spirit of the teacher, hoping that it may cheer some of my fellow-workers as it has often cheered me:

"Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life purpose; he has found it and will follow it . . . Work is of a religious nature; work is of a brave nature, which it is the aim of all religion to be. . . . In all true work there is something of divineness. Labor, wide as the earth, has its summit in Heaven. Sweat of the brow; and up from that to sweat of the brain, sweat of the heart; up to that 'agony of bloody sweat which men have called divine!' . . . Who art thou that complainest of thy life-toil? Complain not. Look up, my wearied brother; see thy fellow-workmen then, in God's eternity; surviving there, they alone surviving; sacred band of immortals, celestial bodyguard of the empire of mankind . . . Thou, too, shalt return home in honor; to thy far, distant home, in honor; doubt it not—if in the battle thou keep thy shield! . . . The 'wages' of every noble work do lie in heaven, or else nowhere . . . My brother, the brave man has to give his life away. Give it, I advise thee—thou dost not expect to sell thy life in any adequate manner? Thou wilt never sell thy life, or any part of thy life, in a satisfactory manner. Give it, like a royal heart; let the price be nothing; thou hast then, in a certain sense, got all for it! . . . No man has worked, or can work, except religiously . . . All men, if they work not as in the Great Taskmaster's eye, will work wrong, will work unhappily for themselves and you . . . The latest Gospel in this world is, know thy work and do it . . . Know what thou canst work at, and work at it like a Hercules!"

*Hints and Helps.*

## THE SECRET OF A HAPPY SCHOOL.

THIS is in the teacher first. Surroundings have a great deal to do with happiness, but the springs of joy and contentment are not there; they are of deeper origin. A king on his throne may be the most unhappy man in his kingdom. All the gold in the world cannot make a school happy if the teacher is miserable within. Teachers are continually talking about permanence, good and prompt pay, encouragement, exemption from examinations, etc., as though these things would bring peace. But they are mistaken. We have an incident in mind. The principal of a certain school was an excellent scholar, a good disciplinarian, and received \$3,500 a year. He had the unanimous support of his board and the confidence of his patrons and assistant teachers, but he was not a happy man. Somehow he cast a chill upon all he met. No one could tell why or how it was, but it came to be felt wherever he went. He was cold, not warm; repellent, not attractive. Children did not take kindly to him. They did not exactly dislike him, but they didn't like him. He was considered to be distant, reserved and hard to get at; yet no one could lay anything to his charge. The result was that his school was not happy. It wasn't exactly miserable, but there was not a joyousness about it that there ought to have been. This principal remained in this school ten years, and then resigned. When he went little stir was made. His patrons were not exactly sorry, neither were they exactly glad. Everybody said he was a just man, but people didn't



### For Friday Afternoon.

A BROTHER mán, fold to thy heart | thy bròther ;  
Where *pity* dwélls, the peace of God | is there ;  
To worship rightly | is to love each other,  
Each smíle | a hymn, each kindly déed | a *pràyer*.

Follow | with reverent steps | the great exámple,  
Of *Him* | whose holy work | was | *doing good*.  
So shall the wide *earth* | seem our *Father's* ténple.  
Each loving *life* | a psálm of gratitude.

Then shall all *sháckles* | *fall*; the stormy clangór  
Of wild, *war* music | o'er the earth | shall *cease* ;  
*Love* | shall tread out | the baleful fire of *angér*  
And | in its ashes | plant the tree of *peáce*.  
—WHITTIER.

Stanza 1.—Read with gentle warmth. The latter half of each line should be read more slowly in deeper tone and with increased fervor. Stanza 2.—Very similar to Stanza 1, but the latter part of each will be improved in force by a slight elevation of pitch. Stanza 3, the reference to war and hatred must be with greater expulsive force, and the reference to love and peace require more effusive, but not less warm expression.

### THE TALE OF THE TERRIBLE FIRE.

I WILL tell you the tale of the terrible fire :  
It springs from the earth—it is dreadful and dire.

In the dark  
Wintry sky,  
See the spark  
Upward fly ;  
See it grow  
In its frame—  
See it glow  
Into flame !

See it burning and blazing ;  
See it spring into life  
With a vigor amazing—  
How it longs for the strife !  
Hear the noise and the rattle—  
How it swells, how it grows,  
Like the crash of a battle,  
Like the clash of the foes !

See it rushing and rising and roaring,  
See it trying to touch a tall star :  
It seems in the sky to be soaring  
Like a flag of fierce flame from afar.  
See it turning and burning and braving—  
See it streaming and gleaming and red !  
Ah ! the smoke in the air now is waving  
Like a winding sheet of dull lead.

Hear it laugh with wild glee at each futile endeavor  
To quench or to quell its exuberant force :  
It is flaming and free and fantastic forever ;  
It delights and exults with no pang of remorse,  
With no pain, with but passion—mad passion—it  
quivers

With its pennon of scarlet, the bloodiest hue,  
With its gleaming streams and its roaring rivers,  
It dares to do all things that flame dares to do.

How it darts, how it dances and dashes,  
As though it had taken for aim,  
To reduce all the world into ashes  
And to fling all the stars into flame !  
It is glittering and glowing and glaring—  
And raging it rings its own knell ;  
It is showing its wonderful daring—  
It is turning the sky into hell !

How it lazily lingers  
With its swell and its fall ;  
With its fiery fingers  
Weirdly weaving a pall ;  
With its horrible hisses,  
Like the wind in a storm ;  
With its blistering kisses,  
On face and on form !

Of its flashes  
Bereft,  
Only ashes  
Are left ;  
Till it cries  
Tell its doom  
And it dies  
In the gloom.

I have told you the tale of the terrible fire :  
It has sung its last song to its luminous lyre—  
It has sung its last song, it has breathed its last  
breath,  
It has lived without life, it has died without death.  
—From *Appletons' Journal*.

### Teachers' Miscellany.

#### TEACHING PUBLIC SCHOOL.

FORTY little urchins  
Coming through the door,  
Pushing, crowding, making  
A tremendous roar.  
"You must keep more quiet,  
Can't you mind the rule?"  
Bless me, this is pleasant,  
Teaching public school.

Forty little pilgrims  
On their road to fame !  
If they fail to reach it,  
Who will be to blame ?  
High and lowly stations—  
Brought together here—  
On a common level  
Meet from year to year.

Dirty little faces,  
Loving little hearts,  
Eyes so full of mischief,  
Skilled in all its arts.  
"That's a precious darling !"  
"What are you about ?"  
Half a dozen asking,  
"Please may I go out ?"

Anxious parent drops in  
Merely to inquire,  
Why her olive branches  
Do not shoot up higher.  
Spelling, reading, thumping  
Those who break the rule,  
Bless me, this is pleasant,  
Teaching public school.

#### STANDARDS OF LIFE.

MANY have read the poem of Mrs. Hemans, "The boy stood on the burning deck." In fact it has been read so much that like the poem of "Mary and her little lamb," it has disappeared from the readers. That little poem, however, reveals to us that deep down in the hearts of children, there are nobler standards of living than we are apt to think. Children are moved by certain influences that lie within them. The motives to good conduct must be frequently awakened ; they are slumbering, and strange as it may appear, there is often a more earnest desire to do right, and to do well, in the child, than the parents and teachers will give him credit for. The reason why they do not live up to these standards which are within them, is sometimes ignorance, and sometimes shame, and sometimes want of opportunity. Like older persons they drift, their associates possibly are a class of children that drag them down ; like them, they fall from their high estate. Their consciences are continually warning them, but there is none to sustain them in the effort which they would make.

One of the strongest motives before the child is the expectancy of the teacher. The teacher expects him to do well. A teacher once on seeing a young man do some trick, remarked to him, "I did not suppose you would do that, I had thought you were above such things." How differently this remark would affect a pupil from this one, which is so often made, "I expected you would do just that I have been watching you for some time ; now I know you."

To awaken the motive for right-doing in a child is very important, and to be able to keep that motive before the child requires skill and heart. If it is expected of us that we will do some great thing, or some good thing, or some kind thing, or some helpful thing, it is a powerful motive to us ; we feel we have the trust and confidence of those about us—it is a strong motive to us. We do not want to

lose this confidence and trust. Here is a large field for thought for the teacher. If the child believes that the teacher has unlimited confidence in his ability, and if the teacher does not try that confidence, that child, although very young, will do things that may seem at times remarkable, and are remarkable.

It is a great thing to know what is to be said to one who has done wrong, who has yielded to the temptation of whispering, or even a lie. Shall the child be called up and lectured upon the sin of Ananias and Sapphira? and be told, as has been done in many cases, that the lake of fire and brimstone is to receive him? Suppose, on the other hand, that the teacher admits the wrong doing, but holds out the hope that it will not occur again, and believes that it will not occur again, and shows his belief in it ; if the child feels that, although he has slipped, he can get upon his feet again, it is a motive for future well doing.

Somewhere and somehow there is a standard set up by the pupil in his mind, of what he is to be ; this is often erected during the early years. One who sets up a standard is said to have a *character*. The teacher has much to do with this. How well we can now look back upon our struggles to have the teacher know that we tried to do right in order to have his commendation !—*School Journal*.

#### EXCESSIVE HELPS IN EDUCATION.

It is evident that the intellectual training of the school which does not help the pupil to help himself is pernicious and destructive of the very ends for which the school exists. This pernicious effect is a constant tendency in education, flowing from the mistaken idea that it is quantity and not quality of learning which is to be arrived at by instruction. To get over the course of study rapidly seems to be a very desirable thing to some teachers, and to many parents and children. The majority of teachers have learned that such progress is all delusion ; that the true progress is the mastery by the pupil of his branch of study, by a clear comprehension of all the steps. From this comes power of analysis—the ability to divide a difficult subject and attack it in each of its details in proper order. Victory is sure to come if we can detach the forces of the enemy from the main body, and defeat them one by one. The good teacher looks solely to the quality of the knowledge, and by this increases the pupil's self-help. The poor teacher helps the pupil by doing his work for him instead of stimulating him to do it for himself. He gives the pupils ready-made information, and saves him the trouble of finding it out from books and experiments. He pours in his oral instruction to save the pupil from the necessity of hard study.—*Dr. Wm. T. Harris, in Education*.

#### ROBERT BROWNING.

IN the last number of the *New York Independent*, Elizabeth Stuart Phelps represents the spirit of Robert Browning as uttering the following protest against being buried in Westminster Abbey, apart from his wife :—

#### POET AND LOVER.

Nay,—let the soul go its own way upon  
Its last desire ; mine to the uttermost  
Do ye fulfill Thus shall it be. Obey.  
Within the crypt where England calls her great  
Greatest, and names her dearest yet more dear  
Unto the prayers than to the pride of men,  
Let Shakespeare, loving lightly, rest content.  
Leave Milton, desolate in home and tomb.  
Leave placid Wordsworth to his sylvan dream.

For me, I do aspire more highly than  
The grandest lonely ghost in Westminster.

"Where the heart is, let the grave be, also."

"Soul of my soul !" I "show thee," and "die last."  
Behold, I am awearied, and would sleep.  
No place for me, where was no place for *Her*.  
Poets and sages chosen of all time !  
Ye to your glory go,—I to my wife.

He that hath knowledge spareth his words.—  
*Bible*.

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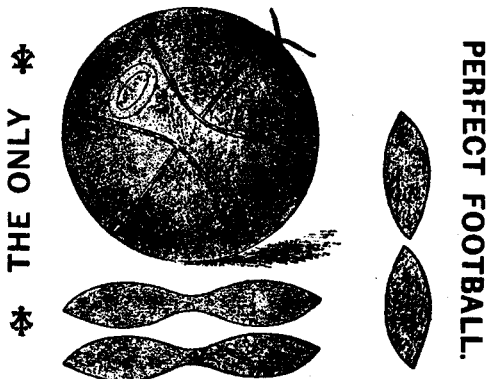
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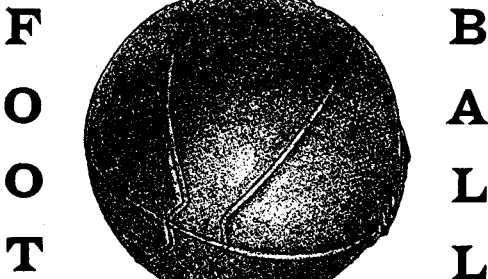
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