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The Educational Journal.

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

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J. E. WELLS, M.A. - - - - - Editor.
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Editorial Notes.

WE are requested to announce that the examination in Botany for second class candidates will be of the same practical character as that required of first class candidates last year. Each candidate will be required to describe some flowering plant to be submitted to him by the presiding examiner.

TEACHERS see to it that, if possible, every member of your local Board of Education becomes a subscriber to the EDUCATIONAL JOURNAL. Every one of them should read it. It will be found one of the most efficient agents in enlarging their views and liberalizing their action in all matters relating to equipment of schools, remuneration of teachers, and the advancement of the work.

WE are requested to announce that a summer school of music for teachers will be held in the Education Department building during the first two weeks of August. Mr. Holt, of Boston, has been engaged, and will be assisted by several other musicians. The school is provided by the Minister of Education, and will be free to school teachers. A circular will soon be issued. Fuller information will be given in next issue.

WILL the secretaries of the various Teachers' Associations, or Institutes, which offer a bonus to members subscribing for an educational paper, by way of reducing the cost of subscription, do us the favor to inform the Business Manager of the JOURNAL of the amount of the bonus offered, its conditions, etc. An immediate compliance with this request will lay us under obligation. We wish to publish the facts for the information of all concerned.

REPLYING to a question, we stated in Question Drawer of the JOURNAL of April 15th, that no paper would be set on Drawing at the entrance examination in July, and that the submission of Book IV. or V. of the Drawing Course was all that would be required. We now learn that we were wrong. A paper will be set on Drawing in addition to the work in the prescribed Drawing Book. We regret the misapprehension, and trust that any who may be relying upon that statement will note this correction. We are usually careful to consult good authority on all such matters, and do not know how the mistake could have arisen.

AMONG Beaconsfield's epigrams is one to the effect that youth is a blunder, manhood a strug-

gle, and old age a disappointment. Referring to this, the Rev. Dr. Cole, in addressing the graduating class of Dalhousie College the other day, said well that the secret of true success in life is the having a true ideal of life. For the want of such an ideal; in other words of a clearly conceived and worthy aim, multitudes fail miserably. This truth holds with full force in regard to teachers. The teacher with a low aim, an indistinct aim, or no aim at all, is predestined to failure. Paint for us the ideal teacher and the ideal school which you set before you, to be your working model in the school-room and the inspiration and aspiration of your thoughtful hours, and we will undertake to predict, with tolerable accuracy, the kind and measure of your success.

"THE question of State aid to University Colleges is becoming the great educational question of the day." So says the *Educational Times* (Eng.) The *Times* is of opinion that the cause of education and the best interests of the race will be served by an extension of such aid in larger measure. We are strongly inclined to the opposite view. The immense endowments that are necessary to an efficient modern university are putting it out of the power of the State to support such institutions on any adequate or extended scale, without imposing a burden upon the people which they will not be long found either able or willing to bear. On the other hand the resources of voluntarism are unlimited, and all observation goes to show that when the field is left clear the liberality of wealthy philanthropists will be found to rise to the level of the highest occasion.

THE well-worn quotation, "The boy is father to the man," has a fresh and striking illustration in the case of Steele who made the attempt to murder in cold blood a bank cashier in Nova Scotia, a few weeks ago. The local newspapers tell us that the would-be murderer was noted from his earliest years for the cruel bent of his disposition. The torture of animals was a favorite pastime. Even as a child he was known to take delight in making a cat run over a hot stove. The incident has an instructive moral for parents and teachers. Any predisposition towards cruelty to animals, such as too frequently appears in children, should be most anxiously checked and counteracted. It is sadly true that of all the evil propensities of human nature

"None sooner shoots,
If unrestrained, into luxuriant growth,
Than cruelty, most devilish of them all."

The memorizing and recitation of appropriate

passages from Cowper, Wordsworth, Burns, and other poets, breathing the spirit of mercy and pity towards all the brute creation, is one excellent means of impressing the susceptible child-mind.

In an extract quoted in "Hints and Helps," the writer says that she has sometimes asked two or three of the pupils to notice and report to her privately certain facts in regard to the language and conduct of fellow-pupils, which it was essential to the best interests of all concerned that she should know. The writer adds a caution against permitting the children so reporting to feel that they are acting as spies. But is not that exactly what they are doing? This raises one of the most difficult, as well as most important, questions in school government, and, we might add in family, civil, and every other kind of government. We do not wish to dogmatize in the matter, but we very much doubt the wisdom and moral propriety of encouraging such private reporting. It is underhanded. It can scarcely fail to be injurious to true manliness, or womanliness, in the pupils so reporting. The readiness with which many children—and the trait is too common in children of a larger growth—will seek to ingratiate themselves with their teachers by such means, and the evident delight they will take in retailing the sins of their schoolmates is one of sad but suggestive import. Is there not some more excellent way of dealing with the very grave evil against which this system was directed?

NEAR of kin to the custom of secret reporting by pupils touched upon in another paragraph, is that of "tattling" generally. Every teacher knows what the school-boy code of honor is in regard to "telling." Many an innocent one will bear almost any punishment himself rather than betray a guilty school-mate, even when he may have no sympathy with the crime that has been committed. What is the right thing to do in such a case? This has often confronted us as one of the most perplexing problems in school government. Should the innocent witness be forced to bear testimony? We doubt it. The question is one of honor and of conscience with him, though often of misjudged honor and misguided conscience. Still it can hardly be right to compel a boy to do what he believes to be wrong. The key to the solution, or any such approach to a solution as we have been able to make, is found in the fact that the school-boy code of honor is at fault in the matter. His notion that it is a sacred duty "not to tell" upon his comrade has its origin in that old, deplorable, view in which teachers and pupils are thought of as in a state of chronic antagonism, a view which is, it may be hoped, rapidly becoming obsolete. Let all right-minded pupils be brought to feel that their interests and aims are identical with those of the teacher; that all gross violations of school-law are injuries done, not to the teacher, but to the school in which teacher and pupil are alike interested, and the chief source of the difficulty will be removed.

Notes on Entrance Literature.

THE CHANGELING—JAMES RUSSELL LOWELL.

THE author of this poem occupies a very high place amongst the literary men of the age, and it may be questioned whether full justice has yet been done to the wit, versatility, polish and graceful ease of his writings. It is worth while to call the attention of the pupils studying this extract to one fact which is strikingly illustrated in his works. We refer to the close kinship of humor and pathos. It is by no means unusual to find these two qualities highly developed in the same writer, but it is none the less remarkable. Fancy is evidently a child of the heart quite as much as of the head. The man or woman who is quick to see the funny or ludicrous side of things has often, perhaps we might say usually, quite as keen a sense of the pathetic. The name of Dickens will, of course, at once suggest itself as a conspicuous illustration of our meaning. Lowell is a scarcely less distinguished example. The teacher might do well to illustrate this point by a comparison of some passages from any of his abounding humorous or satirical poems, with the resigned melancholy which pervades "The Changeling," like a deep sad undertone.

The first, second, and third point in the study of such an extract is to lead the pupils into clear perceptions of the meaning, and thus into full sympathy with the feeling or spirit of the author. This should be done, not so much by way of explanation or comment on the part of the teacher, as of suggestive questioning. Let the teacher and class sit down to read and study the poem together, assuming of course, that the pupils have previously done what they could in the way of preparation. In order to derive the full amount of benefit, ample time is required—a commodity which is, unfortunately, but too likely to be scarce in the school-room. One can only do the best that circumstances will permit. But it would be found both interesting and profitable if the teacher could go carefully and patiently through the stanzas with his class, encouraging the pupils to express opinions and ask questions, and leading and stimulating their thoughts by some such queries as the following, giving them in each case ample time to think before replying:—

First stanza.—How was the little daughter to lead the father "gently backward;" was it by her life, or her death, or both combined? What is meant by "the force of nature," and in what way did it operate to produce the effect? Was it simply through his fatherly love, teaching him to be patient with the weakness and waywardness of the infant, or was it this fatherly love as afterwards acted upon by grief and remorse wrought by bereavement? In a word, is there any reference in this stanza to the taking away of the child, or only to its influence while present?

Second Stanza.—Let different children try to

develop the exact meaning of the third and fourth lines. How many of them seem to have noticed and to be able to appreciate the simile in the last two lines? If a suitable brook is in the vicinity, encourage them to go at a suitable time to study the picture; if the teacher could go with them, so much the better. It would be a worthy mission to awaken their minds to keener perceptions of natural beauties, especially such as escape careless observation. See also whether they appreciate the poetic force and truthfulness, in their connection, of such words as *lingered, gleamed, wavy, golden, shadows, sun-gilt, ripples, yellow*, etc.

Third stanza.—What is meant by the smile leaping from lips to eyelids? Is this the order of nature? Does not the smile of the child oftener begin with the eyelids and linger last on the lips? Do the pupils see the truth and beauty of "dimpled her wholly over," "her outstretched hands smiled also," "sending sun through her veins?" Was the mother living or dead?

Fourth and fifth stanzas.—Some explanations will here probably be found necessary, with reference to the Zingari (*Zing-gar e*), the Italian name for gypsies—their wandering habits—their occasional stealing of children—the old superstitious notion that fairies sometimes substituted their own elves for infants in their cradles, etc. Very likely some pupils may object to the description of angels as "wandering," as "Zingari" or gypsies, or to the use of the word "steal" as applied to them. Give them full credit for the force of the suggestion. It will do them no harm to exercise the critical faculty, and there is no literary heresy in suggesting that even Lowell's taste may not be faultless. Probably all will like better the second idea, that of loosening the hampering strings, opening the cage door, and letting the imprisoned bird fly away. What do the *strings*, the *cage*, the *wings*, respectively represent, as applied to "The Changeling"?

The remaining stanzas are even fuller of beautiful fancy and suggestive metaphor. We have not space to go through them in order, nor is it necessary. Our aim is simply to suggest a method. The teacher will, of course, be careful to see that each boy and girl has a clear idea of what the *changeling* really is—the idealized, spiritualized, image of the child, which the father's fond fancy sees in the cradle of his lost one. They will then appreciate to some extent the feeling of awe which makes the father feel "as weak as a violet, alone 'neath the awful sky," and be prepared to learn the lesson of trust which the simile of the violet suggests to him. A similar lesson was learned by Mungo Park, the celebrated African traveller, who once found himself alone, fatigued, and famishing in the depth of an African forest, and was about to give himself up to despair and death, when, as he says, the extraordinary beauty of a small moss irresistibly caught his eye. With it came the thought that He who had planted, watered and brought to perfection this little plant in the midst of the desert, "where no eye sees it," could not be indifferent to the sufferings of a being formed in His own image. He was roused to fresh hope and effort, assured that help was at hand, and was not disappointed. Can the pupils recall any other passages in which similar lessons are conveyed?

THE DEPARTMENT OF EDUCATION,
ONTARIO.

HISTORICAL RETROSPECT.

J. GEORGE HODGINS, M.A., LL.D., DEPUTY
MINISTER OF EDUCATION, ONTARIO.

(Second Paper.)

IN 1846, Dr. Ryerson, after a year's tour in Europe and the United States, presented an elaborate report to the Legislature in which he sketched the comprehensive scheme of education which he proposed to carry out under the sanction of the Legislature. He was assisted in this work by an able council of representative men, who were appointed in 1846. The members of this first council were as follows:—

Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools; Right Rev. Michael Power, D.D., R. C. Bishop of Toronto; Rev. Henry James Grassett, M.A., Rector of Toronto; Hon. Samuel Beaty Harrison, Q.C., Judge County of York; Joseph Curran Morrison, Q.C., M.P.P.; Hugh Scobie, Esq., Editor of the *British Colonist*; James Scott Howard, Esq., Treasurer, County of York.

Dr. Ryerson proposed to Bishop Strachan that he should represent the Church of England on the new board. The Bishop was quite pleased, and so expressed himself. He declined, however, on the ground that he feared his appointment might embarrass rather than aid in the promotion of the new scheme of education, and suggested that Rev. H. J. Grasett be appointed in his place. He also gave friendly advice to Dr. Ryerson to be careful not to recommend a personal enemy for appointment on the board.

Two more members were added in 1850, viz.—Rev. John Jennings, D.D., Presbyterian minister; Rev. Adam Lillie, D.D., Congregational minister. None of the gentlemen named survive; but, in their day, they rendered effective service to the country as members of the first Council of Public Instruction.

Rev. Dr. Ryerson's report and the draft of bill accompanying it were, as has been seen, assailed as impracticable, and as quite too comprehensive in character for this country. Besides, his reference to the compact and systematized plan adopted in Prussia was seized upon as an indication of his covert design to introduce a baleful system of "Prussian despotism." His commendation of free schools was denounced as an attempt to legalize an outrageous robbery of one citizen for the benefit of another, and as a war against property.

At this crisis we were fortunate in having as Governor General the Earl of Elgin, and Kincardine. This distinguished statesman, who afterwards filled the highest post in the civil service of Great Britain—that of Governor-General of India—reached Canada at a most critical transitional period in our history. Few can recall the incidents of those days without a feeling of admiration for the fearlessness, tact, and ability, with which he discharged the delicate and difficult duties of his high office.

When Lord Elgin arrived (in 1847) and removed to Toronto in 1849, after the burning of the Parliament House at Montreal, educational affairs were at a low ebb. The subject of education had only then (in Dr. Ryerson's hands) begun to attract serious public attention. It was, however, in an adverse direction. In the advanced form in which it was presented by Dr. Ryerson, it was unpopular; it involved taxation and other duties and burthens. He nevertheless sought in every practical way to overcome this opposition. His pen and personal effort were freely used. The first circular to municipal councils—prepared by him—was issued by the new Provincial Board of Education in August, 1846. This he followed up by one from himself addressed to county councils, in which he explained fully and at length the scope and objects of the new scheme of popular education. This was done under three heads:—1. That it was "based upon the principles of our common Christianity." 2. That "upon the duty of educating the youth of our country there exists but one opinion, and, therefore, there should be but one party." 3. That "the system of elementary education is public, not private."

Another agency Dr. Ryerson sought to employ to aid the Department in its great work. And by it he hoped to educate and rightly influence public opinion in favor of the new departure then in progress. The plan he proposed to the Government in 1846, to authorize the issue, under his direction, of a departmental journal of education, "to be devoted," among other things, to the exposition of every part of our school system," then new to the people, . . . "and to the discussion of the various means of promoting the efficiency of the schools." This the Government felt unwilling at the time to do. He, therefore, undertook the expense and responsibility of the publication himself in January, 1848. And it was not until years had demonstrated the practical value and success of the proposed agency that the expense of the publication was provided for by an annual vote of the Legislature. For the last twenty-five years of its existence—it ceased in June, 1877—the writer of this "Retrospect" was its sole editor, and, as such, was gratified to find not only that it was highly appreciated in, but also outside of, our own country. In a letter from Hon. Henry Barnard, LL.D., first United States Commissioner of Education, and a veteran editor himself, he said:—"It is a monument of intelligent and practical editorship."

A third agency which Dr. Ryerson successfully employed to aid the Department was that of personally holding county school conventions. In explaining this project to the Government in 1846, he said:—

"I propose . . . to visit and employ one or two days in school discourse and deliberation with the Superintendent, Visitors, Trustees and Teachers in each of the several Districts of Upper Canada. I know of no means so effectual to remove prejudice, to create unanimity of

views and feelings, and to excite a general interest in the cause of popular education," etc.

This project was concurred in by the Government, on condition that the expense of the proposed nearly three months' visitation "should not exceed £75."

Thus was inaugurated, in 1846, a series of county school conventions which, at intervals of about five years each, were held all over the country. The early ones involved travelling in all kinds of weather and in all kinds of conveyances, so as to keep engagements made weeks before. They were, however, of immense service to the Department in removing prejudice, settling difficulties and solving doubts as to the practicability of plans proposed for improving the condition of the schools and raising the intellectual and social status of the teacher.

The third series of conventions, held in 1858-9, resulted in the passage of a measure in 1860, making valuable improvements in our school system. But many more important changes in the law which were then proposed, had to be abandoned, owing to a strong opposition developed in certain quarters. It was gratifying, however, to their proposer to know that the added experience of ten years demonstrated their wisdom, and that they were substantially embodied in the school legislation of 1871.

The fifth and last series of conventions was held in 1869, and on the results of the consultations and deliberations of these conventions, Dr. Ryerson framed that crowning measure of his administration, which received the sanction of the Legislature in 1871—twenty-one years after the first great departure in school legislation—that of 1850. The history and circumstances of that important legislation (of 1850) formed a new era in the proceedings and action of the Executive Government on educational matters. They were brought face to face with the fact that they had permitted a School Act to pass both Houses in 1849 and to receive the royal assent, which, on Dr. Ryerson's report and appeal to them, was never permitted to go into operation, but was virtually set aside by Order in Council.

J. GEORGE HODGINS.

READ advertisement of Kentucky University Commercial College, in another column. Full particulars can be had by writing to its president, Wilbur R. Smith, Lexington, Ky.

AT the recent meeting of the Oxford Teachers' Institute, Mr. McDiarmid, of Ingersoll, in a paper on Reading, specified the following as some of the chief faults in teaching that subject:—1. The mere telling of the words. 2. Attempting to read before the thought of the author is mastered. 3. Mere memorizing of meanings. Many of the brightest pupils are ruined by this practice. 4. The development of drawing. The teacher is more in fault in this respect than he gets blame for. 5. Carelessness in assigning lessons, or too much assigning of lessons. In the latter case it is desirable that great care should be exercised. It will not do to deprive the pupil of the pleasure he receives from the discovery of facts. But we must not leave in his way difficulties that are insurmountable. The danger of following too closely the particular methods of the teacher at the expense of the individuality of the pupil was also pointed out and dwelt upon.

FORTY YEARS' PROGRESS.

THE accompanying cut may not be new to all our readers, having been engraved for the pamphlet on the "School System of Ontario," published last year by the Education Department. We feel warranted, nevertheless, by the intensely interesting contrasts suggested, in reproducing it in the EDUCATIONAL JOURNAL, which, by the courtesy of the Department, we are enabled to do.

Two facts of special importance are happily emphasized in the illustration. The first is the remarkable development of the educational system of Ontario. From the log cabin in the foreground, which is, no doubt, a fair representative of the average country school-house of forty years ago, to the public school, or collegiate institute building, such as are to be found in many of our towns and villages today, is a long stride. In 1843 there were only 2,610 public schools in Ontario; in 1885 there were 5,395. During the same period the number of pupils in attendance rose from 97,576 to 472,845. The total expenditure in connection with these schools in 1843 was \$236,229; in 1885 about four millions of dollars. Within the period named two Normal schools have been established, and fifty-one county model schools organized. The high schools may be regarded as having virtually come into existence within the last forty years, though the origin of the eight district grammar schools, out of which they have been developed, dates back to 1807. Only twenty years ago there were but 24 high schools in the Province. In 1885 there were 107, with a total attendance of 14,250 pupils, and an aggregate expenditure of \$429,762. Of these schools 18 have risen to the rank of collegiate institutes, with an average staff of 7 masters each. Of the other high schools 58 have three or more masters, and 49 two masters.

In 1885 there were also in operation 218 Roman Catholic Separate Schools, employing 453 teachers, having in attendance 27,590 pupils, and representing a total expenditure of \$204,531. Ten years before there were but 167 separate

schools, with 25,294 pupils, and costing \$101,493.

The other fact of special interest illustrated by the cut is the unity and completeness of the system. The various grades of educational institutions are so many connected staircases, reaching from the lowest form of the primary school to the highest degree in the gift of the

of Education. As, however, the "Federation Act," passed at the late session of the Legislature, makes some important changes in the constitution of the provincial University, and its relation to other institutions, a brief statement of the most important of these changes will be of present interest. The new Bill provides that "there shall be established in the University of

Toronto a teaching faculty in the following subjects, viz.: Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry (Pure and Applied), Zoology, Botany, Physiology, History, Ethnology and comparative Philology, History of Philosophy, Logic and Metaphysics, Education, Spanish and Italian, Political Science (including Political Economy, Jurisprudence, and Constitutional law), Engineering, and such other Sciences, Arts, and branches of knowledge, including a teaching faculty in Medicine and in Law, as the Senate may from time to time determine, unless otherwise prohibited by this Act."

It is further provided that "the curriculum in Arts of the University, shall include the subjects of Biblical Greek, Biblical Literature, Christian Ethics, Apologetics, the Evidences of Natural and Revealed Religion, and Church History, but any provision for examination and instruction in the same shall be left to the voluntary action of the federating Universities and Colleges, and provision shall be made by a system of options to prevent such subjects being made compulsory upon any candidate for a degree."

In a subsequent section, dealing with University College, it is "enacted that there shall be established in the said University College a teaching faculty consisting of a professor, lecturer, and fellow, in each of the following subjects, viz.: Greek, Latin, French, German and English, and a professor and lecturer in Oriental Languages, and a professor of Moral Philosophy, and Ancient History shall be taught in connection with Greek and Latin."



University. The gradations are regular, systematic, and as easy of ascent as is compatible with the thoroughness which is an indispensable condition of genuine culture.

In other columns of the JOURNAL will be found epitomized items of special interest in relation to numbers in attendance, number of teachers, salaries, etc., in the public and high schools, and collegiate institutes, as these facts are summarized in the last report of the Minister

School-Room Methods.

For the EDUCATIONAL JOURNAL.

WRITING EXERCISES.

IV

EACH exercise should be placed on the black-board and explained to the class. You will always find some pupils who do not practice according to directions. The teachers should not only give the explanations, but should also set a good copy before the student; but pupils like to see how the writing is executed besides hearing it explained. If the pupil is not sitting in the correct position it will certainly be hard to master the exercises; the feet may not be resting on the floor; the body may be against the desk; considerable weight may be thrown on the right arm. The student should sit upright with the head inclined slightly forward. No wonder writing seems a tiresome exercise, the pupils themselves make it so by assuming incorrect positions. On making the exercise be sure that the arm is resting on the muscle; take hold of the hand of the pupil and guide the pen in making an exercise. Do not leave the desk until the pupil thoroughly understands the movement you wish him to practice. Go on to the next desk and you will find that the paper is not straight in front of the student and possibly he may be moving his fingers. See that the paper is in correct position and also ask him to keep his fingers quiet—the more the fingers move, the sooner the writing becomes tiresome. Writing is very easy if performed in the right manner, but it is not an easy task if made by the old, "worn-out," finger movement. Practice with the muscular movement and writing will then be so easy and so simple that you will readily discard all former movements. The reader might ask, what about whole arm movement? Well, for a business style of handwriting this movement is useless. I believe in it however and use it but do not teach it, for business writing. It would never do for a pupil to raise his elbow each time he had to make a capital, he would lose too much time. Well, from the oval exercise which is made by swinging the pen to the left, you might show them that with the same movement, you make the capital letter O, then give them this capital for an exercise and show them how the letter should be made; also from the exercise which is made by the pen swinging to the right. Show them that from this exercise you can make the loop or reversed oval and ask them to name the letters in which this principle is used. Next you might give them the left oval made in spiral form and show them that it is simply the capital O, made many times. No shading in these exercises, should be allowed, nor should the arm slide on the desk. Next give them the reverse of this, making the ovals of the same height and about eight or ten in number. The following exercise is a very easy one and will be making the small letter o. Explain to them that although this is a small letter they must not use their fingers in forming it and ask them to make their pen slide from left to right. Now remember the fingers which rest on the paper must slide just as much as the pen, if they do not, the hand will immediately be cramped. Make four letters before raising the pen and have them about one half inch apart. A straight line should be formed by the sliding of the pen and will be parallel to the base line. Following this take the small letter a, tell them how it should be formed and allow them to make four before raising the pen. With regard to the last two exercises, do not allow them to execute them too rapidly; speed is all right in its place but never sacrifice form for speed. What about analysis of letters? Well we will come to that further on, I would rather have a pupil write well than know how to write well. We will bring an analysis up in some of the following lessons. Now teachers as a rule talk too much. Explain all that is necessary, then go to the desk of each pupil and see that they make the exercises correctly. Do not speak harshly to them because they are not making the exercise very well, probably your own is not as well as it should be. Ask them to compare it with the copy and find out the faults and rectify them, and if their exercises are made as well as yours acknowledge it, and they will feel proud that they have made at least one exercise as perfect as the copy. W. J. ELLIOTT.
Central Business College, Stratford.

AUTHOR EXERCISE.

LANSING HIGH SCHOOL, MARCH, 25, 1887.

PROGRAMME.

MUSIC.

Essay—The Life and Genius of Shakespeare.

Essay—Shakespeare and the English Drama.

Essay—Sources of the Plot of the Merchant of Venice.

Readings from the Merchant of Venice.

Narration—Act II, scene 1; act II, scenes 3 and 4; act III, scene 1; act III, scene 2; act III, scene 3; act III, scene 4.

Music.

In the readings, parts were assigned different pupils, and the whole of Act I. was thus presented. The pupils having memorized their parts perfectly. In the narrations, the story was told, and a few of the finer or more striking passages recited. Six different pupils thus took part. In the last reading Act IV. was given entire; the characters of Portio and Nerissa being given by two pupils who had not taken part in the first Act. Thus twenty-one pupils assisted in the exercises, and as far as speaking is concerned, we believe that this plan is preferable to the regular declamation or recitation plan. Care should be taken to impress upon pupils the fact that all such exercises owe much of their effect to the clear enunciation and articulation of the speakers. It should not be assumed that the audience are as familiar with the production as are the actors. The subjects for essays given above are of such a nature that the high school pupil would necessarily depend largely upon the thought of other writers for his material. We would therefore suggest that in addition to these subjects, short essays be prepared on subjects like these: "Tell what you think of the treatment of Shylock." "In what different instances is the beauty of true friendship shown?" "Describe Portia." "What can we learn of the customs and manners of a people in this play?" An essay of 100 words containing original thoughts, is worth a basketful of collated criticisms. Finally we commend the plan as given in the programme above, and rejoice to know that it is being tried in many of our schools.—*The Moderator.*

UNIQUE SPELLING LESSON.

A TEACHER recently gave fifty words such as a grocer's boy would be called upon to use in taking orders, a housewife or servant girl in giving the same. They were written upon the board in columns, then copied by the children, and the dictionary consulted by each pupil to see if there were different spellings allowed for any word, and to discover the best meaning of the word. After the spelling of the words had been learned, each pupil made store orders, or made charges on memoranda, until he had used in these ways every one of the fifty words. This tested their knowledge of the meaning, the spelling, the method of measuring, and a reasonable price. This exercise, lasting two or three days, was one of the most interesting the school had ever had, and that it was one of the most profitable goes without saying. But the Lewis School, Roxbury, is in the habit of having exercises interesting, profitable, and varied.—*New England Journal of Education.*

A LANGUAGE LESSON.

(FROM "CHARLIE," N. B.)

CHANGE the italicised words to others of opposite meaning, and those in small capitals to others of same meaning.

1. Discharge the young man.
2. Never ATTEMPT self-praise.
3. The SITUATION is secure.
4. DISLodge the impudent RASCAL.
5. INFORM one how to cheer him.
6. EXALT the broad principle.
7. Do not GIVE PUZZLING questions.
8. The JUST JUDGMENT is rendered.
9. RECTIFY your mistakes.
10. Avoid the DIFFICULT WAY.
11. The weather is intolerable.
12. The TEACHING encouraged rebellion.

For Friday Afternoon.

WEATHER SONG.

BY ANNA B. BADLAM.

WHAT do little rain-drops say,
On a summer's day,
On a summer's day?

"We've come to cheer the drooping flowers,
To cool the air with gentle showers,
This summer's day,
This summer's day."

What does the wind, as he whistles away,
On an autumn day,
On an autumn day?

He shakes the apples from all the trees,
He covers the ground with rustling leaves,
On an autumn day,
On an autumn day.

What do the airy snow-flakes gay,
On a winter's day,
On a winter's day?

Floating, falling, soft and light,
They wrap the earth in a blanket white,
On a winter's day,
On a winter's day.

What does the silvery moon so bright,
On a winter's night,
On a winter's night?

Sending its beams on the earth below,
It shows the traveler where to go,
On a winter's night,
On a winter's night.

What seem the twinkling stars to say,
Tho' far away,
Tho' far away.

"We are God's countless beacon-lights,
We'll guide you in the silent nights,
Tho' far away,
Tho' far away.

What does Jack Frost, with noiseless tread,
When you've gone to bed,
When you've gone to bed?

He covers the panes with pictures white,
For you to see in the morning light,
As you lie in bed,
As you lie in bed.

What will he do on a winter's day,
If you're out at play,
If you're out at play?

He'll nip your fingers, toes, and nose,
He'll make your cheeks as red as a rose,
If you're out at play,
If you're out at play.

What do the rosy sun's bright rays,
On warm spring days,
On warm spring days?

They melt the snow from each drifted heap,
They wake the flowers from winter sleep,
On warm spring days,
On warm spring days.

THE London *Academy* says that the middle-Latin word "bigamus," which we translate "bigamous," should have been "digamus," and that "this blunder has been imitated in the present learned century in the formation of the word 'bicycle,' a hybrid substitute for 'dicycle.'"

"AH! what's this?" exclaimed the intelligent compositor: "Sermons in stones, books in the running brooks? That can't be right. I have it! He means 'Sermons in books, stones in the running brooks.' That's sense." And that is how the writer found it. And yet he was not happy.

Literature and Science.

For the EDUCATIONAL JOURNAL.

ENCHANTMENT.

"O! gift of God! A perfect day."

—Longfellow.

FROM greening nook, and budding grove,
The winds of April come
To linger round the open door
Whence leaps the school-room hum.
The sunshine filters through the space
In chequered floods of gold;
While daringly a robin calls,
"Tis Spring! Behold! Behold!"

And golden heads, and heads of brown
From tasks are turned away
To listen to the robin's song,
To watch the sunbeams play,
To scent the sweets the south winds bring
From fabled, spicy bowers;
While moved by necromantic spell
Fly fast the heedless hours.

So on the teacher's wearied brain
Soft falls the soothing stir,
And hopes long hidden from the light
Call now sweet words to her.
Once more she stands, a glad some girl,
In love with gladsome Spring,
Heart-thrilled, as any Orpheus charmed,
To hear the robin sing.

O perfect day! with breath of balm,
Lie on their hearts awhile.
Thy scent, thy sunshine, and thy song
Are ripples of God's smile.
Mayhaps they shall not always know
When God has deigned to bless;
So often lies through Sorrow's vale
The path to Happiness.

EMILY MCMANUS.

LEFT-HANDEDNESS.

DR. DANIEL WILSON, President of the Royal Society of Canada, has lately contributed a paper to the *Proceedings* of that Society on the subject of left-handedness, to which he has managed to give an unexpected and very practical interest, affecting all who have children or who are concerned in their education. The author had written previously on this subject, but not with such full and effective treatment. He reviews the various causes to which the general preference of the right hand has been ascribed, and also those to which the occasional cases of left-handedness are attributed, and finds them mostly unsatisfactory. He shows clearly that the preferential use of the right hand is not to be ascribed entirely to early training. On the contrary, in many instances where parents have tied up the left hand of a child to overcome the persistent preference for its use, the attempt has proved futile. He concludes that the general practice is probably due to the superior development of the left lobe of the brain, which, as is well known, is connected with the right side of the body. This view, as he shows, was originally suggested by the eminent anatomist, Professor Gratiolet. The author adopts and maintains it with much force, and adds the correlative view that "left-handedness is due to an exceptional development of the right hemisphere of the brain."

A careful review of the evidence gives strong reason for believing that what is now the cause of the preference for the right hand was originally an effect. Neither the apes nor any others of the lower animals show a similar inclination for the special use of the right limbs. It is a purely human attribute, and probably arose gradually from the use, by the earliest races of men, of the right arm in fighting, while the left arm was reserved to cover the left side of the body, where wounds, as their experience showed, were most dangerous. Those who neglected this precaution would be most likely to be killed; and hence, in the lapse of time, the natural survival would make

the human race, in general, "right-handed," with occasional reversions, of course, by "atavism," to the left-handed, or more properly, the ambidextrous condition. The more frequent and energetic use of the right limbs would, of course, react upon the brain, and bring about the excessive development of the left lobe, such as now generally obtains.

The conclusions from this course of reasoning are very important. Through the effect of the irregular and abnormal development which has descended to us from our bellicose ancestors, one lobe of our brains and one side of our bodies are left in a neglected and weakened condition. The evidence which Dr. Wilson produces of the injury resulting from this cause is very striking. In the majority of cases the defect, though it cannot be wholly overcome, may be in great part cured by early training, which will strengthen at once both the body and the mind. "Whenever," he writes, "the early and persistent cultivation of the full use of both hands has been accomplished, the result is greater efficiency without any corresponding awkwardness or defect. In certain arts and professions both hands are necessarily called into play. The skilful surgeon finds an enormous advantage in being able to transfer his instrument from one hand to the other. The dentist has to multiply instruments to make up for the lack of such acquired power. The fencer who can transfer his weapon to the left hand places his adversary at a disadvantage. The lumberer finds it indispensable in the operations of his woodcraft, to learn to chop timber right and left handed; and the carpenter may be frequently seen using the saw and hammer in either hand, and thereby not only resting his arm, but greatly facilitating his work. In all the fine arts the mastery of both hands is advantageous. The sculptor, the carver, the draughtsman, the engraver, and cameo cutter, each has recourse at times to the left hand for special manipulative dexterity; the pianist depends little less on the left hand than on the right; and as for the organist, with the numerous pedals and stops of the modern grand organ, a quadrumanous musician would still find reason to envy the ampler scope which a Briareus could command."

In view of these facts, it is evident that few more important subjects can be offered for the consideration of educators than that which is presented in this impressive essay.—*Science*.

THE GREEN SEA OF THE CORAL ISLANDS.

PROF. W. K. BROOKS, who accompanied the scientific expedition sent to the Bahamas by the John Hopkins University, writes as follows in a letter to a Baltimore newspaper:—Our pilot steered us safely through the crooked inlet between Whale Key and No-Name Key into the inner sound. Here we saw for the first time that intensely green sea which has been so frequently mentioned by voyagers among coral islands. This vivid color soon became more familiar, but never lost its novelty, and it still holds its place as the most brilliant and characteristic feature of this highly colored landscape. The water is so perfectly pure and clear that small objects, like shells and starfish, are visible on the pure white coral sand at a depth of fifty or sixty feet, and the sunlight which is reflected from the white bottom gives to the water a vivid green lustre which is totally unlike anything in our familiar conception of water. The whole surface of the sound seemed to be illuminated by an intense green phosphorescent light, and it looked more like the surface of a gigantic polished crystal of beryl than water. The sky was perfectly clear and cloudless, and overhead it was of a deep-blue color, but near the horizon the blue was so completely eclipsed by the vivid green of the water that the complementary color was brought out and the blue was changed to a lurid pink as intense as that of a November sunset. The white foam which drifted by the vessel on the green water appeared as red as carmine, and I afterwards found in a voyage through the sounds in a white schooner that the sides of the vessel seemed to have a thin coat of rose-colored paint when seen over the rail against the brilliant green.—*The Swiss Cross*.

Current Thought.

THE benefit of a college education is to show the boy its little avail.—*Emerson*.

THE cultivated man is not the man who has mastered truth, but the man who has been mastered by it.—*Diman*.

JUST this, we must insist, is both religion and education; the soul thrown open loyally, hospitably, to all truth of fact and beauty and right, from heaven above and from the earth beneath.—*Dr. Ecob*.

NO teacher is at all equipped for independent work who does not own *the whole of* (not a partnership interest in) a Bible, an unabridged dictionary, and an educational paper. They are just as indispensable as a hat, an umbrella, a coat, and shoes. What would you think of a teacher who lived by borrowing a coat.—*Teachers' Institute*.

ALL reading should stimulate thought. Reflection should follow reading. We urge our pupils to think, and train them to think logically. Educational journals should set us to thinking. One drop of reading to two of reflection is an excellent recipe. Educational papers should be read with discrimination. Let the reader consider well what he reads, and appropriate only the true. Let him remember that he is the judge before whom what he reads is on trial. Let him be open to conviction, but weigh carefully every thought, and accept only the good. He must not try every plan or method suggested in educational papers. Some of them are wild fancies. But let him immediately appropriate whatever he finds to be useful to him and make it his own. Oftentimes a hint from others solves troublesome problems. Educational journals are filled with helpful hints.—*E. E. White, LL.D.*

"THE cultivated man is the man in whose soul the love of truth is the sovereign principle; whose inner citadel of reason and desire is garrisoned with all noble and just and rational convictions; whose feet are swift to run in the pathway of gracious and magnanimous acts. Mr. Bright has sneered at culture as a little smattering of Latin and less Greek. It is not this, nor is it all the knowledge of Latin and Greek possessed by Porson or Bentley, or all the knowledge of the physical sciences possessed by Oersted or Faraday. It is measured, not by any variety or extent of acquisition; it is in the man. All intellectual acquisition is tributary to it; all the faculties do its behests; yet these are all but

"The shapes the masking spirit wears."

Culture sucks the sweetness from all laws, from all civilization. Not mind alone, but will, emotion, sensibility, are the material with which it works. It combines them all in prolific alliance. It bears its fruit in the indestructible harvest of sweet and beautiful souls. In this sense culture is its own end. It is all sufficing and final. To possess it is to realize the chief good of life.—*Diman*.

"MOZELEY declares that 'the renovation of the educating power of Great Britain was begun by the remarkable alliance of Education and Religion, under the influence of Arnold and his co-laborers. What did Arnold do? He did not simply attach religion to the school by the slender nexus of voluntary attendance upon morning prayers, by a little set pious lecture on Sunday afternoons, by sending broadcast over the land for fine sermons. No, he was himself a great, living, reverent, believing, prayerful soul, and that which was life to him was solidly impacted into the very body of all the teaching. Yes, rather it was the indwelling, illuminating, spirit of all the teaching. This, I hold is the only teaching of religion in our institutions of higher learning which will secure that high and gracious culture, that enlarging, rectifying, empowering, sweetening of the whole man, which will send him into the world 'full of grace and truth.' If our institutions of learning are manned by godless teachers, whose sole or chief commendation is that they have acquired a little smartness as specialists in some department, we shall continue to send out men whose education consists of quantity of intellectual acquisition instead of quality of manhood."—*Dr. Ecob*.

Hints and Helps.

"ENGLISH AS SHE IS TAUGHT."

AN Ontario teacher sends us the following:—

I was so amused with Mark Twain's examples of curious answers made by pupils in the public schools, that I thought it would be a good plan to distribute the questions in the Language Lesson on page 28 in the last issue of your journal to my scholars. The following is the result:—

- One who cultivates the soil—ague.
 A person who carries parcels, etc., for hire—carrion-bird.
 A person skilled in healing diseases—(mas.) dock-weeder, (fem.) dou-the-dress.
 A person skilled in healing bodily injuries—sirlain; butcher.
 One who is an eloquent speaker—oracle.
 One skilful in (1) painting, (2) sculpture, or (3) music—(1) painstaker, (2) scullion, (3) murrain, (1, 2 and 3) arsenal.
 A writer of books—automaton.
 One who studies about plants—botcher.
 One who studies about animals—animalcule.
 One who studies about stars—aspirant; asterisk.
 One who studies the formation of the earth—terrier; earth-worm.
 One who studies fossil remains—archaic-angel.
 A cultivator of flowers—(mas.) florin, (fem.) floss.
 A man who sells fruits—frugal-liver.
 One who takes care of horses—ostrich.
 One who draws plans for buildings—the planner of the building—Noah's archives.
 A mechanic who builds mills—millionaire.
 One who drives a team—team-stir; cart-her.
 One who has charge of money in banks—cash-floor; tell-tale.
 One who makes barrels—barytone; barrister.
 One who constructs or manages engines—enigma.
 One who measures land—survivor.
 One who practices athletic exercises—atlas.
 One who writes history—hitch-story-in.
 A soldier armed with a (1) breastplate—(2) chest-protector; (1) solder; (1 and 2) armada, bearherd.
 One who cures diseases of the teeth—denizen; L. D. S. (Leave Dis-Ease.)
 One who sets printers' type—(mas.) come-puzzle-him; (fem.) come-puzzle-her.
 An officer of the peace—just-for-pay.
 A female who tends sheep—she-herds-us.
 One who performs on the stage—(mas.) accoutre; (fem.) acoustics.

HINTS TO YOUNG TEACHERS.

BY SOLOMON SIAS, A. M., PRINCIPAL SCHOHARIE ACADEMY.

1. *Distinguish between tattling and the proper reporting of disobedience.* Every school has pupils who are ever running to the teacher to tell of some trivial thing some one has done, and who frequently make a pretty large story of it. What these pupils think to gain by thus running to the teacher I never could make out, and I question if they have any motive save to be telling something. Do not encourage the habit, nor even allow it. Don't make the school house a place in which to learn how to gossip. These pupils unless taught better and restrained will grow up to be veritable busy-bodies, prying into other folk's business and telling all they know and more besides; men and women whose presence is more dreaded than an enemy's—who never see things correctly, and are still less able to report correctly.

Don't be the sitting hen to hatch these eggs of gossip.

On the other hand there are acts of disobedience the teacher should know, yet is unable to see. Low and immoral words spoken in the absence of the teacher, debasing acts or suggestions which will taint the guileless and corrupt the innocent should be severely punished. All such things should be reported, not in their grossness but with that native delicacy of manner the yet uncorrupted know. Profanity, vulgarity, and the like, will very seldom occur in the presence of the teacher yet they are of alarming and corrupting frequency out of his sight and hearing. Suspecting their presence I have sometimes asked two or three

of my pupils to notice and report to me privately all offenders. I am able to deal with the offenders without their knowing the source of my information.

Be very careful however in such manner of working not to cultivate a spying spirit in those you employ, nor to allow them to feel they are your spies; rather let them feel they are your helpers to purify the school.

2. *Keep your eyes and ears open.* Do not sit down at ease to act only on what is reported to you; be on the alert yourself—so nearly ubiquitous that you will seem to be everywhere at once, noticing everything. Your own eyes and ears are what you must depend upon; and you must cultivate their use so you will not need to stand and gaze or listen for any appreciable length of time in order to find out what is going on.

A noted wizard once was in the habit of passing rapidly by a window, and then trying to tell or write down all he saw exhibited in it. In a short time he acquired the ability to notice nearly everything however rapidly he passed by. The teacher should acquire a similar art to know all that is taking place in the schoolroom, or if out on the play ground to see everything at once.

One time on the play ground I suddenly jumped aside to dodge a foot ball that was coming directly behind me. One of the boys seeing the act cried out—"I believe the Prof's got eyes in the back of his head." I merely suspected the danger from the sudden shiver of a little girl as she thought I was going to be hit.

If you keep your eyes and ears open a very slight act will frequently tell you what has been done or what was intended to be done.

One day a boy came up to my desk, and as he passed near the stove in returning to his seat made a slight motion as of throwing. The pepper however failed to reach the stove. I said nothing, did not apparently notice the act, and went on hearing the class that was reciting. After the class was dismissed I stated to the school that once when I was a boy attending school a mischievous boy put some pepper on the stove to annoy the teacher and pupils, and to-day a boy attempted to repeat that old worn-out trick. I was caustic in my remarks about repeating old pranks. I called no name, made no personal allusion, and no one knew whom I meant. After school he came, apologized, and was ever after a good, obedient, and studious boy.—*School Bulletin.*

MISS GREENE'S WAY.

BY MISS IDA M. GARDNER, PROVIDENCE, R. I.

WHEN the bell rang for recess, Christie and Arnold presented themselves at Miss Greene's desk. With drooping heads and flushed countenances from which the smiles had not wholly departed, they managed to say, in a shame-faced manner,—

"Miss Allen sent us to you."

"Sent you to me?" asked Miss Greene, in a grave, surprised tone. Lowering her voice, she added, "For what?"

The smiles had all gone now. "For laughing in the class."

"Had Miss Allen asked you not to laugh?"

"Yes'm."

"And you refused to grant her request?"

"Yes'm." The heads were lower now.

"What would you think, boys, of a gentleman who refused to grant a lady's request, provided the request was a proper one?"

A long pause. Silence was a very effective weapon in Miss Greene's hands. She never hurried her pupils for an answer, when conscience was working within. Still, the boys knew she was waiting for an answer. At last Christie ventured to speak.

"Shouldn't think he was very gentlemanly."

"You did not think of that, I presume, when you refused to grant Miss Allen's request."

Another silence.

"Boys, I am ashamed of you!"

The little faces were very serious now. The amusing incident was forgotten. Toes squirmed in shoes in a way toes have when boys feel uncomfortable. At last Arnold looked up, with an earnest, troubled, look on his dear face.

"What can we do about it, Miss Greene?"

"What ought you to do about it? What would any gentleman, who had offended a lady, do?"

After some thought, Christie answered:

"He'd say, 'Scuse me.'" Arnold added, "He'd 'pologize."

"Yes, he would, and he ought to; that is, if he did not intend to offend again. If he did, it would be adding insult to injury."

"May we 'pologize to Miss Allen?"

"Certainly you may, if you do not intend to offend her again. That is just what a gentleman would do; and I know, boys, that down deep in your hearts you mean to be gentlemen."

The quick, glad look of relief from their shame passed over both faces.

"But, boys,"—Miss Greene's voice was very impressive in those firm, low tones,— "boys, remember this: either you must govern yourselves, or I must do it for you. If you can take care of yourselves, I would so much rather you would; but if you cannot, then I must."

The lesson was not soon forgotten, and Miss Allen never again had occasion to send those boys to the principal. If ever they began to grow restless, she had only to say quietly, "Boys, must I send you to Miss Greene?"

The assistants in Miss Greene's building used to say, "I do not know how she does it, but the goodness that comes to a boy after he has been to Miss Greene always seems to come to stay."

Months after the incident described above, Arnold gave, unconsciously, the clew to Miss Greene's success with her boys. His little brother George was fractious and giving his mother much trouble. The following dialogue was reported by the mother:

"George, I wish you went to Miss Greene's school!"

"Why?"

"Cause then you'd have to mind!"

"What'd she do to me if I didn't?"

"Do! She wouldn't do anything, but she'd make you feel as if you must!"—*The American Teacher.*

WHAT TO DO DURING RECESS.

BY W. A. S.

WHAT do you do at recess? Do you fret and worry over the dull pupils who are kept in to make up their lessons? May be you stand guard over those you have kept in for some school-room disorder. In either case you seem to have forgotten the objects of recess. You need rest just as much as your pupils need it. Go out into the pure air with them and refresh yourself. In the case of the writer, it happens that he cannot play with the pupils, but he always feels better after having spent his recess in looking at them play. Some teachers read a book or newspaper at recess, and frequently they become so much interested in reading that which is foreign to the school-room that the time runs over two or three minutes. This is wrong, and no thoughtful, conscientious teacher will be guilty of it. In our country schools, where "play-time" is from 12 m. till 2 p.m., one might read, if that which is read bears directly on his profession. If your school is crowded, you may be forced to remain indoors at recess to put on the blackboard some kind of work for the children; but even this is to be avoided, if possible, for nothing helps the teacher as much as a ten minutes' rest in the pure air.

And again, even your presence upon or near the playground acts as a first-rate preventive of fights, bad language, &c. Nearly all of the many kinds of disorder begin at recess, and grow and grow until they seriously affect the successful running of the school. Many a teacher has to punish boys for a fight that never would have occurred if he had been on or about the play-ground at recess. Prevent, rather than punish, is a good rule for a teacher. I spend all recess with my pupils, and find that they seem to forget my presence until they are on the point of getting into a quarrel. As a rule, if I walk near, they stop, soon forget all about it, and presently are back at play again. Many teachers have much to say about "studying the dispositions" of each pupil, and yet they never watch the children at play, where they can learn more about them than anywhere else.

If a teacher reads this who is in the habit of spending recess indoors, I hope he will try my plan for a month. I know he will feel better and teach with more life. Raise the windows, open the doors and leave the school-room at recess.—*The North Carolina Teacher.*

TORONTO, MAY 16TH, 1887.

SPECIAL NOTICE.

A considerable number of subscribers are on the lists for both the "Educational Weekly" and the "Canada School Journal." Their accounts with the two papers will be combined, and a proper date ascertained by an average of the credits in the two cases. A subscriber found to be a dollar behind for one paper and a dollar in advance for the other, would thus be held as being paid to date. And a subscriber found to be a dollar in advance on both of the papers, would receive a credit on the new paper as being two dollars in advance. And so on in the various cases. The two papers and all their interests having come under one proprietorship, this is the only rule which can be applied.

Subscribers for the "Canada School Journal," paid in advance, will receive the new paper for the term for which they are so paid in advance. Subscribers for the "Educational Weekly," paid in advance at the rate of two dollars a year, will receive the new paper for a commuted term one-fourth longer than the balance of time for which they are so paid.

Subscribers for either paper alone, who may be in arrears, will be required to pay up their liabilities to date, and to pay in advance for the new paper for whatever term they order it. By no other method can we introduce the cash system. And for the introduction and maintenance of that system—the only safeguard to the success and efficiency of such a publication—we ask the assistance of all our friends of the teaching profession.

THE PUBLISHERS.

ORGANIZATION.

PROBABLY the question of more importance than any other now before the teachers of Ontario is that of organization. In this age, and under existing social and political conditions, organization is well nigh indispensable in every business and profession. One of the most serious defects, as it seems to us, in the working of the somewhat ponderous educational machinery of Ontario is that the teachers of the Province do not, either as individuals, or as a body, have enough influence in determining the course of school legislation, the shaping of regulations, the choice of text-books, and the arrangement of the curricula and school programmes. The only way—certainly the most feasible and ready way,—of remedying this deficiency, is to form themselves into some compact and energetic organization. Two plans for the attainment of this object are now before the profession, the proposed College of Preceptors, and the Educational Society. The latter is, we believe, already operating to some extent, with what effect can scarcely be determined, until at least the first annual report shall have been presented. In any case, this association can scarcely be said to be a rival of the larger organization projected. There is probably room for both, as their aims and methods are alike distinct. The "College of Preceptors," as the larger and more ambitious scheme, challenges the earnest attention of every teacher in the Province. Every wide-awake teacher should make himself familiar with the scheme in all its features and bearings, and be prepared to give it, either personally, or by means of delegates to the provincial meeting, intelligent support or intelligent opposition.

We should like to have the scheme fully and fairly discussed in the columns of the JOURNAL. Such discussion is needed. Many teachers are still, we believe, undecided in regard to its merits, and scarcely know whether to support or oppose. We are glad to give our readers in this

issue a first article upon the subject. It so happens that this esteemed contributor ranges himself in opposition. The objections he urges are certainly not without force. Will not some of the advocates of the college take up the gauntlet, and give us, in the same logical, dispassionate style, the strong points in favor of the scheme, and the answer of its promoters to the objections urged? We shall be glad to make room for one or more such articles.

The proposed college is, to some extent at least, modelled after the English College of Preceptors. Its prototype, which stands high in public esteem in the mother country, recently removed from humbler quarters to a new and spacious building in Bloomsbury-square. The migration and opening of the new building commemorated the fortieth year of the college. The Prince and Princess of Wales came down to open the new house, and to wish well to the great educational work which the college has done and is doing. We have before us a long and interesting article in connection with the event from the London *Times*. We are sorry that want of space prevents our quoting more than a few sentences. The *Times* opens by remarking that:

"The College of Preceptors is an excellent institution, which has had to contend since its birth with an unfortunate name. Had it been called the College of Schoolmasters, or simply of Teachers, people would have understood and respected it; but as it is, the College can hardly escape from the common censure that a teacher who calls himself a preceptor must be a prig."

After a few words by way of explanation of, and apology for, the name, and a brief sketch of the history of the college, the *Times* goes on to say:

"Nothing could be better than the design of the college as embodied in its charter. It was founded 'for the purpose of promoting sound learning, and advancing the interests of education, especially among the middle classes' by two methods—by 'affording facilities to the teacher for acquiring a knowledge of his profession,' and by examining him as to his acquirements and fitness. With the delightfully haphazard system on which we proceed in this country, we assume, in the case of the higher and secondary teaching, that any one who has received a good general education can make a good teacher. We do not recognize, or rather a few of our enlightened head masters and mistresses are only just beginning to recognize, that education is a fine art, which has to be learned like any other, and that because a man has learned Latin and Greek very well, it does not follow that he will therefore be able to teach them. This truth is admitted in the charter of the College of Preceptors, and so far as guarantees are taken by the college as to the teachers' fitness for their work, it is doing specially good service. In all its examinations for diplomas it makes 'the Theory and Practice of Education' an obligatory subject; and it has anticipated the Universities in appointing a professor to lecture upon it. But more extensive than this branch of the work of the college is its system of examination of schools, which has now reached a very high development. These examinations of pupils, which seem to be regarded as an off-shoot, rather than a part of the original plan, were

started in 1854, four years before the University Local Examinations, and two years before those of the Society of Arts. They are now attended by no less than 15,000 students, boys and girls; and the official statement goes so far as to declare that 'about 3,800 schools, public and private, are now brought under the influence of the College examinations.' It must not be supposed that the influence is very powerfully exerted in the case of the majority of these schools; if it were, English middle-class education would be a different thing from what it is. But that any sort of check and control should be exerted over them, is something. Certainly the check ought to be considerable, if we are to judge by the list of examiners, which is almost as long and formidable as that of the London University itself, and which contains a number of first-rate names."

Contributors' Department.

THE PHILOSOPHY OF ELOCUTION.

II.

THE more simplified we can render the art of elocution the better for the student. Of course theory at best is cold. Nothing can take the place of the earnest, honest, soul-inspiring teacher. We can, however, make application of principles and thereby give life and significance to our work. Elocution in its broadest sense means the effective expression of thought and sentiment by voice and gesture. The elocutionist should be able to inspire his hearers with thoughts and emotions similar to his own, by making them see as it were, the workings of his own mind in the language by which he expresses them. This he can do only by a perfect adaptation of the language which he uses to the thoughts and sentiments which he would express. The first step towards the attainment of this power or ability is the study of nature; for as the creator has placed in our minds ideas of *proportion, symmetry, order, etc.*, on which our appreciation of beauty depends, and at the same time established certain relations, in accordance with these ideas, between thought and emotion, so has he placed in man an instinctive inclination to use language suited to the expression of emotion, of whatever character it may be, whenever that emotion is excited by a real and present cause. Thus, while we actually gaze on suffering or distress—while a suffering or sorrow-stricken friend is actually before us and his visible presence excites pity or commiseration in us—the quality, pitch, movement, etc., of our voice, together with the posture and movement of the body, will naturally correspond perfectly with our inward sentiments; and any one seeing or hearing us under such circumstances would recognize at once the genuineness of our emotions from their outward expression, and similar emotions will be excited in him by sympathy. This is *nature*. It is then to sentiment and emotion we must look for a study of nature. Take for instance the pathetic element—an element found in every human being—from the rough miner "from whose hands are dropped the card of listless leisure to hear the tale anew"

to the heart embowered in the wealth and splendor of queenly form. Down deep in our hearts is the chord of pathos ready to respond to the touch of sorrow. The mother who beholds the flames envelop her helpless child needs no elocutionist to teach her the minor key—nor the glide of the semitone. Her voice responds to her heart and her heart is clad in wailing sorrow. It must not be forgotten that elocution has a subjective origin; that it originates within the soul and not without it. The finest voice and most graceful action are meaningless—*vox et praeterea nihil*—if devoid of soul power. *It is on this line of nature that all correct reading should and must be taught.* Do not mistake me when I say that nature *is* and *is not* the guide in reading. To copy—to imitate indiscriminately the form of voice and articulation we hear daily around us—would be simply absurd, such not being models of nature but habits, acquired habits, which we will call *second nature*. Beware then of the false interpretation of nature in its relation to the study of elocution. Correct expressions must be *natural* to be valuable and it is natural only when it reflects the workings of the soul.

THOMAS O'HAGAN.

"THE COLLEGE OF PRECEPTORS."

I AM sure that the general feeling of teachers will be one of gratitude to Mr. Dickson for elaborating so carefully a scheme which looks toward the general improvement of the teacher's condition and the elevation of our whole educational work. The object is a great and worthy one; to the scheme itself we owe the most careful consideration.

It would ill become one to dogmatise on the merits of such a project at so early a stage in the discussion. A service will be rendered if one is able to bring forward any considerations that may help toward the final solution. As I understand it, the gist of the scheme is that the teachers of the Province be formed into an organization, the voting power of which shall virtually control the educational work. In other words the immediate object is not any change in the present educational methods and agencies, but simply the virtual transfer of the control to the first and second-class teachers. I say *virtual* for the Minister of Education would still be retained, though his powers are left to conjecture. I desire at the outset very frankly to express my own opinion of this proposal. It is certainly plausible and offers some advantages to the majority of the permanent teachers, and yet I fear that on the whole it would be other than a blessing, that whilst remedying some evils it would create others more serious. At the same time the discussion of the question may help us toward the goal we all alike desire to reach. Let us glance at its supposed advantages. "The teachers social standing will be bettered." I am not so sure of that. Social standing in this country unfortunately depends mainly upon wealth, and it is not clear to me that salaries

will be materially affected by this scheme. Any attempt at improvement in this direction will be almost sure to clash, in popular opinion at least, with another of the supposed advantages—the protection to the public.

It is probable that the present management will move forward in this direction as rapidly as popular feeling will permit. On the other hand there can be little doubt that the backing of such a large and compact body would, by its influence on public sentiment, make it more difficult than it is for ignorant and officious trustees to cause the teacher annoyance and loss. It would thus foster a spirit of independence and *esprit de corps*. It is also advisable that the wisdom of the profession should have the chief influence in regulating its work. But we must not forget that this may be the case to-day. We are never likely to have a Minister of Education who will not be glad to avail himself of the suggestions of those who are most conversant with his problems. I confess that with one or two exceptions the advantages are not as obvious to me as they are to Mr. Dickson. On the other hand there are objections that to me seem weighty.

The position of the proposed college is represented as analogous to that of the Law Society, and, I suppose too, to that of the College of Physicians and Surgeons. It is not obvious that such institutions are blessings to the people at large. Such bodies act selfishly rather than philanthropically, become ultra-conservative and often prove the greatest obstacles to progress. The College of Preceptors would have every opportunity of achieving pre-eminence in this respect. As has been hinted above the probability of any material raising of the standard would not be very great. There would consequently be little more inducement than at present on that score for men of real ability to remain in the profession. The actual control would rest with the second class teachers. Regulations would issue chiefly from that plane and would conserve the interests of that class. The more cultured members of the college might be progressive but their efforts for advancement would be seriously crippled by the necessity of moving the whole body. The "Coming Slavery," the tyranny of democracy, which Spencer predicts, might be their unhappy experience, and the ultimate result would be that the brighter spirits

"Who knew the seasons when to take
Occasion by the hand, and make
The bounds of freedom wider yet."

would be driven out and the profession reduced to a natural inferiority.

And then I am afraid of the indefiniteness in which the present proposal leaves the matter of the training of teachers. We are told that the society is to be "an examining, not a teaching body." Just what the relation of the Normal and Model schools to the society is to be we are not told. I presume they are to come in some way under its control. The tendency would be, I suspect, to emphasize an evil already begun—to make a course in some training-school obligatory

on all would-be teachers. Now I am clearly of opinion that our Model Schools are doing a needed work; their pupils are, as a rule, immature, and the few weeks they spend in the Model are profitably spent. On the work of the Normal I am not so clear. They are too much like petted duplicates of the high schools and seem admirably adapted to shut out from teaching those aspiring natures that look forward to a life of intellectual freedom. But the idea of subjecting our university men to a similar course is thoroughly repugnant to one's feelings. If after completing his extended course with such opportunities for observing the methods of different teachers, the graduate cannot intelligently grapple with the teacher's tasks, it must be because he is so seriously lacking in native teaching power that it would be useless to attempt to develop it. It may be said that the extra course would detect that fact and so protect the public from his incompetency. But the trouble is that the very thing we seek to discover eludes our ordinary methods, and the peculiar talent which secured the university parchment will also secure the certificate. At the same time one can heartily approve of the founding of a chair of education with a strong course in psychology and the principles of Education, and favor the prescription of that course for all who would teach. To the extra course, however, I demur, and chiefly because the whole thing tends to cramp individualism and to make more and more rigid the machine system under which we groan to-day. I used to deem it a redeeming feature about our high schools that university men introduced into them a certain freedom and unconventionalism which tended to counteract the deadening effect of the public school system. The Intermediate and Teacher's Examinations have sadly restricted that freedom, and to force our university men through a special training school would be, I fear, to quench the last spark of liberty. I have dwelt on this because I conceive that it is an evil which the very constitution of the proposed society would be likely to increase. By all means let us foster a healthy public sentiment anent the transcendent importance of the teacher's work. For that very reason let us avoid the blighting uniformity of the machine system. Let the great brotherhood of teachers seek to secure the freest play for each one's God-given individuality. Then let each in the exercise of that freedom strive patiently and lovingly, with a quiet but quenchless enthusiasm, to awaken the student's slumbering energies, to set free his captive powers and give *himself* control. So shall the men and women of the future years feel for the teachers of to-day, the love and reverence which still enshrine Arnold in the hearts of Rugby's sons—a love and reverence that will gratefully accord the profession a standing and a dignity which it can not otherwise attain.

J. H. FARMER.

DEAN HOWSON as all the world knows, was joint author with Dr. Conybeare of the invaluable "Life and Epistles of Saint Paul." It was very sharp in Dr. Thompson, after hearing Dean Howson preach, to say, "I never realized before what an able man Dr. Conybeare is."

Educational Notes and News.

A CHINAMAN took the prize for English composition at Yale.

THERE are seven schools for the education of the deaf in Canada.

HARVARD graduates 240 men this year; the largest class in its history.

IN 1880 there were 93,000 illiterates in Massachusetts, while now there are 121,000.

THE highest salary paid to a public school teacher in Ontario in 1876 was \$1,000, in 1885 \$1,200.

GEORGIA chartered, built, and conducted the first female college in the world. So says an exchange.

THE average salary paid male teachers in the province in 1876 was \$385, and female teachers \$260; in 1885 male teachers \$427, female \$281.

MR. J. A. TANNER, M.A., Model School examiner for the County of Victoria, has been appointed headmaster of the Listowel High School.

SINCE 1876 there has been an increase in the revenue from legislative grants in Ontario of \$14,463, and from municipal assessments of \$333,386.

SIXTY-ONE of our high school headmasters are graduates of Toronto; 20 of Victoria; 11 of Queens; 7 of Trinity, 2 of Albert, and 4 of British Universities.

THE Point Edward School Board appoints two of its members each month a "visiting committee," whose duty it is to visit and inspect the schools, and report at the next meeting of the board.

MR. L. FREDERICK, formerly a resident of Glencoe, has been elected School Inspector in Alcona County, Michigan, by a good majority over a well-known solicitor.

MISS CASE has resigned her position as teacher in the Wingham Public School. She goes to accept a more lucrative position as teacher in the public school in Saginaw City, Michigan.

MISS LUND, teacher in Belleville High School, and formerly of Woodstock, has resigned to go to Tokio, Japan, to teach in a college located under the Methodist Woman's Missionary Society.

THERE are twenty persons whose gifts to colleges in this country aggregate over \$23,000,000. Three of these—Stephen Girard, Johns Hopkins, Asa Packer—gave over \$14,000,000.—*N. Y. Journal of Education.*

IN 1876 there were in Ontario 6,185 public school teachers, of whom 2780 were males, and 3405 females. The Government reports brought down this session show that there were in 1885, 7,218 teachers, 2,744 males and 4,474 females.

AN interesting episode in connection with the recent convocation of Dalhousie College, Halifax, was the laying of the corner stone of the new college building. The ceremony was performed by Sir William Young, LL.D., in the presence of a large and enthusiastic assembly.

A GIFT of \$25,000 to aid in building swimming baths for the Harvard Gymnasium has been made by a special student, V. H. R. Carey, of New York. The bath will be 100 feet by 60, and will contain 1,000 lockers, also a racket court for tennis. The annex will be of brick, costing about \$75,000.

THE universities of Austria, like those of Germany, have now the largest attendance in their history, namely, a total of 13,000. Vienna has 5,007, Gray has 1,215, Innsbruck has 863, the German University of Prague has 1,496, the Czech University of Prague has 2,035, Krukau has 1,138, Lemberg has 1,101, Czernowitz has 245.

AT the recent convocation of Dalhousie College, Halifax, fourteen students received the degree of Bachelor of Arts; one that of Bachelor of Letters; twelve that of Bachelor of Laws; and two that of Master of Arts. The names of over sixty students are given in the general pass list. They are about evenly distributed over the four years of the course.

AT the recent convocation of McGill University, an appeal was made by the Dean of the Faculty of Applied Science for a building, coupled with a promise made by Mr. Burland, one of the graduates of that faculty, of apparatus to the value of \$4,000, on condition that a building similar to the Peter Redpath Museum should be built within three years for the accommodation of the Faculty.

THE Montreal *Witness* says that it has become known that the Dean of the Faculty of Applied Science of McGill University, under whom that department has greatly developed, having now over sixty students, against eight ten years ago, has recently declined an invitation to take the President's chair in one of the great State Universities in the West, and that he has similarly flattering offers from England.

AT a recent meeting of the Windsor School Board the chairman called attention to the crowded condition of the schools. Miss Gibson's school in the third ward, he said, had a seating capacity for only 60, while the attendance was often over 90, in consequence of which, it was explained that often the pupils had to "double up," whatever that expression may mean. The question of building a high school is being discussed.

JAPAN has now 3,017,088 pupils in its 78 normal, 29,254 grammar and high schools, and its elementary schools. Teachers must be at least 18 years of age, and they are re-examined every seven years at most to see that they are keeping up with the progress of the times. To elevate the profession successful teachers are titled, or have their rank promoted. In the year 1882, of the 8,200 new books published in Japan, 2,000 were on educational subjects.

AT a recent meeting of the Toronto Separate School Board, the estimates were passed for the ensuing year including \$24,991.21 for salaries, and \$12,300 for new school buildings and repairs. The latter sum is to be expended as follows: repairs and improvements in the De la Salle buildings, \$800; a four-room school in the north-east part of the city, \$6,000; a four-room school on the corner of Queen and Sackville streets, \$5,000; architects fees, \$500.

AT the recent convocation of Queen's University the prize essayists were announced as follows: The Sir David McPherson prize, for the best essay on the influence of the British in India, J. G. Dunlop; the prize for the best Latin composition, \$10, W. A. Logie, of Hamilton; the Governor-General's prize for winning the most distinction in the Arts course, Jas. Rattray, of Kingston, with H. S. Folger, of Kingston, as a close and almost equal second.

A SPECIAL correspondent at the exhibition wrote as follows concerning the art exhibit from the Education Department: "The people of Ontario are to be congratulated on the excellence of their industrial drawings, etc., which have contributed to show visitors at the Exhibition the industry, zeal, and perseverance of the working classes of the Dominion in obtaining practical knowledge, invaluable to them in their daily life, and in rendering them intelligent and self-reliant citizens."

AT the meeting of the Oxford Teachers Institute two or three weeks since the following resolution was passed: "Moved by A. W. Beavely, B.A., seconded by J. H. Wilson, and resolved, that this Teachers' Institute, recognizing the value of an educational journal representing the interests of the teaching profession, and giving valuable information on current topics connected therewith, hereby records its approval of the enterprise of the Grip Publishing Co., represented by Mr. Bengough."

THE attendance at the Seaforth High School has gone up with a bound during the present half year, as shown by the amount of fees collected. For the corresponding half of 1885 the amount collected was \$446; last year it was \$623 75, and for the present half year will reach somewhat more than \$820. The staff of five teachers is severely taxed to cover the courses of study for First A, First C, University Matriculation, and Second and Third Class certificates. The material for the new wing is on the ground, and the contractors have engaged to have it ready early in the autumn session.

AT the recent convocation of Queen's University, Kingston, the following statement of the objects to which the funds now being solicited for that institution are to be appropriated, was made in the report: Endowment of the principalship, \$50,000; endowment of chairs of physics, mineralogy, chemistry and modern languages, (\$33,000 each) \$100,000; new Science Hall, \$10,000; assistant professorships in English, philosophy, and biography, (\$13,000 each) \$40,000; tutorships in mathematics, French, German, and chemistry (\$2,500 each) \$10,000; endowment for the Theological Department, \$50,000; total, \$260,000.

AT the Oxford Teachers' Institute a few weeks since, Mr. Archibald of Beachville, said that at his school, every Friday afternoon was devoted to the reading of newspapers and magazines. Every scholar is supposed to read from a paper or magazine, but not from one to which he previously had access. The school subscribed for thirteen magazines, of the best current literature suitable for classes in the school. The teacher also read passages which he had selected through the week, and which were calculated to inculcate moral qualities and encourage self-development. The system, although it met with considerable opposition at first, had triumphed over all difficulties, and was now not only working well, but was self-sustaining.

ON Saturday, April 31st, the art examinations were taken by upwards of 2,600 candidates representing the Art Schools, Mechanics' Institutes, Collegiate Institutes, Ladies Colleges, etc., in different parts of the Province. The list of examination papers sent out from the Education Department is as follows: Primary drawing—2,200, freehand drawing from flat examples; 2,100, practical geometry; 1,900, linear perspective; 1,950, model drawing; 2,000, primary, or blackboard drawing. Advanced drawing—150, shading from flat examples; 100, outline drawing from the round; 145, shading from the round; 130, drawing from flowers, etc.; 100, ornamental design. Mechanical drawing—65, projective and descriptive geometry; 50, machine drawing; 45, building construction; 75, industrial design; 55, advanced perspective.

MAJOR CLARKE, who has gone to some thousands of dollars expense in drilling and dressing 250 of the pupils of the (Guelph) city schools, gave an exhibition of their drilling in the rink last evening, which was crowded to the doors, and one of the most delightful entertainments given. A large space was left in the centre of the floor, where the class exhibited a thorough mastery of the science of calisthenics. The marching and club swinging by the young ladies was perfect. The other leading feature was the military drilling of 50 boys in Highland costume, accompanied by a juvenile fife and drum band, all of whom were similarly dressed. Certainly the boys know well how to handle the sword and rifle, as their drill last evening evinced, and it may be stated that there is not a company of our Canadian volunteer force that can beat them. During the evening Miss Guthrie, daughter of D. Guthrie, M. P., presented the corps with colors from the ladies of Guelph, and Lieut.-Col. Macdonald, Mayor of the city, inspected the company.—*Globe.*

REFERRING to the system of manual training known as the Nass system, a contemporary says: The Nass system looks beyond the mere acquisition of manual dexterity, and aims at harmonious physical, mental and moral development. Its supporters urge that it cultivates a love of work in the children, inspires respect for the rougher kinds of work, cultivates spontaneous activity, habituates to order, accuracy and neatness, accustoms to attention and perseverance, develops physical strength, acts as a counterpoise to prolonged sitting, trains the eye, cultivates the sense of form, and leads the child to the conception of harmony and beauty. Of course these results are achieved only by the application of scientific method. The fundamental principle in working is that of proceeding from the known to the unknown, and from the easy to the difficult, from the simple to the complex; the reward gained is the actual product of the pupils' own industry, for each retains the fruit of his labors; and nothing short of the nearest approach possible to perfection in product is tolerated.

Book Reviews, Notices, Etc.

OUR EXCHANGES.

THE *Forum* for May contains an article from Andrew D. White, the first president of Cornell University, in which the writer weighs the beneficial influences of college secret societies against their alleged injurious effects, and makes a strong plea in favor of the liberty of the students. The question is hotly debated at present by college faculties, and Mr. White's article is therefore timely.

MR. JOHN BURROUGHS opens the May *Popular Science Monthly* with an article on "The Natural versus the Supernatural," and other articles of interest also appear in this number, amongst them one by Professor Edmund J. James, of the University of Pennsylvania, on the recent progress of the movement for substituting the more live and practical studies of nature and modern literature for compulsory Greek in our college and university courses.

BOOK REVIEWS.

Book-keeping, by Double and Single Entry with an appendix on Precise-writing and Indexing. Designed for self-instruction and for use in Schools and Colleges. McKay & Wood: Business College, Kingston, Ont.

This little work has come into the market very opportunely, we have had inquiries for such a work and have hitherto not known what answer to give. The want is now supplied, and this work, which is adapted expressly for the preparation of candidates for civil service and teacher's examinations, will, we see no reason to doubt, prove satisfactory and find a ready sale.

A Conversational Grammar of the German Language with comprehensive reference-pages for use in translation and composition, and notes on the history and etymology of German, by Otto Christian Naf, B.A., London Univ., late German Master at Giggleswick School: Rivingtons, Waterloo Place, London, 1887.

This is a comprehensive, and, we should judge, excellent, grammar for constant use in translation and composition. Amongst the features which are new the "Reference-Pages" distributed throughout the book seem worthy of special notice. These pages contain grammar lessons, examples, and exercises designed not only for study in course, but to facilitate easy and constant reference, until they have become thoroughly familiar. The whole work is subdivided into six Terms. Though it does not claim to be a complete guide to all the intricacies of the German language it seems certainly to reach "its modest aim of introducing the pupil, in a rational manner, to the broad facts of the German idiom, and thus to lay a safe foundation, upon which an ultimate sound knowledge may be built up by means of diligent study of the German authors, and, if possible, actual intercourse with the people itself."

Primary Lessons in Language Composition. By W. H. Maxwell, M.A.

Short Studies in English.

These beautifully bound and illustrated little works are from the press of A. S. Barnes & Co., New York and Chicago. Both are constructed in accordance with the latest and popular methods of inducting the little ones into the knowledge and use of their mother tongue. The marginal and half-page pictures are full of meaning and suggestion for the active minds of children, and the accompanying questions can scarcely fail to draw out their powers of description to the fullest extent. The composition models, with and without blanks to be filled, the variety of useful forms and rules, with abounding oral and written exercises; the lists of descriptive terms and hints in connection with the representation of animals and plants, etc., etc., are valuable features. There may be some question amongst teachers as to the extent to which such helps are really aids in the work, but there can scarcely be any, by those who have seen the books in question, as to their great excellence and beauty. We are inclined to think they

surpass, both in mechanical execution and in choice and arrangement of matter, any books in the same line which have fallen under our notice.

English as She is Taught. Genuine Answers to Examination Questions in our Public Schools, Collected by Caroline B. Le Row.

We are indebted to W. J. Gage & Co. for a copy of this unique little book, but Mark Twain has already made the public so familiar with its rarities, served up in his own inimitable style, that fuller description is unnecessary. As the author observes in the preface the greatest compliment that could be paid to a writer would be the assumption that the material contained in it was the product of the writers ingenuity, and no teacher will see any reason to doubt the assertion that "every line is just what it purports to be, *bona fide* answers to questions asked in the public schools." It is not, in fact, improbable that any teacher or examiner of large experience, who had taken the trouble to jot down and classify all the curious answers that have passed through his hands, would be able to supply almost as curious a collection.

The book is, as we have before said in another connection, full of suggestion for teachers. But by no means follows, as the title and many superficial criticisms would seem to imply, that it is proof of some terrible defects or absurdities in our methods of teaching. If pupils knew everything the teacher would be superfluous. It is one of the recommendations of the written examination that it helps the teacher to find out what the pupil does and does not understand. The strange misconceptions and misty ideas as to the meanings of words are not the result of the examination. It only brings them to light. Then, again, it must be borne in mind that these are the exceptional blunders of the few. Possibly every confused guess quoted in the book may have been offset by a dozen or fifty correct answers.

A Short History of the Canadian People, by Geo. Bryce, M.A., LL.D., Professor in Manitoba College, Winnipeg. London: Sampson, Low, Marston, Searle and Rivington. Toronto: W. J. Gage & Company.

The multiplication of books dealing with the history of Canada, or with portions and phases of its past history, is, in itself, an encouraging sign of the times. In the face of the interesting facts brought to light by such works, it is no longer in order to sneer at Canada as having no history. Though but a colony she has passed through many of the stages by which nations rise to freedom and greatness. She has had her pioneers, her loyalists, her rebels, and her patriots. For the freedom her people to-day enjoy, they are as much indebted to the struggles and sufferings of early days, as are nations like Great Britain or the United States to those of their heroic ancestors. Those who are bringing to the knowledge of the men of this generation the doings of the Canadians of earlier days, are performing an excellent service and deserve well of their countrymen.

Professor Bryce's book, is, in some respects, the most noteworthy of those which have, up to this time, appeared. The author has done well that, instead of making his work a "drum and trumpet history," or a "mere record of faction fights," he has aimed at giving a true picture of the early settlement of the country, its gradual development, and especially at following in their struggles, hardships, and successes, the sturdy immigrants who laid the foundations of our present strength and comfort in the primeval wilderness.

We are sorry that for want of time we have as yet been unable to do more than sample the volume at certain points of special interest. We are therefore scarcely qualified to pronounce an opinion as to the degree in which the author has succeeded in attaining his high ideal of what a modern history should be. The style is, in the main, fresh and vigorous, and though many events are necessarily dismissed rather more briefly than comports with our idea of their relative importance, we are inclined to think the work as a whole, the best in conception, matter and arrangement that has yet been given us. We may find occasion to refer to it again. The mechanical features of the book are neat and pleasing, and we predict for it a ready sale. Every teacher of Canadian history should have it.

LITERARY NOTES.

A NEW novel from the pen of Sydney Luska is promised by Cassell & Company at an early day. It is entitled "The Yoke of the Thorah," and is the story of a young Hebrew painter's love for a Christian maiden. The scene is laid in New York. Mr. Luska's friends consider this his best work.

MISS HELEN GRAY CONE and Miss Jeanette L. Gilder have been for some time past at work upon a book that promises to be interesting. It is in two volumes, and is called, "Pen Portraits of Literary Women," These portraits are drawn by the women themselves, and by their contemporaries. With two exceptions, George Sands and Harriet Beecher Stowe, they are those of English literary women, from Hannah Moore to George Eliot.

MRS. MARY A. LIVERMORE addressed the Bryant Literary Society of Brooklyn last month on the subject of "Superfluous Women." Her object was to show that there are no such things, there being now 227 avocations open to women as against 7 at the beginning of the century. She spoke for nearly an hour and a half, and was attentively listened to throughout. The Bryant Society, before which this lecture was delivered, on the occasion of the ninth meeting of its ninth season, is one of the literary coteries in the neighbourhood of New York. Two years ago it numbered 597 members; for the past year it has numbered 1,000, that being the seating capacity of the hall where its reunions are held. The Society's objects are "the cultivation of literary taste, the discussion of questions of the day, the entertainment of its friends, and the general improvement of the mind."

AS we expected, already at intervals Mark Twain's *Century* article devoted to the ridiculous sayings of children (living in the Nutmeg State presumably) is brought into the witness box to show that the teaching in the schools is sadly inefficient. We have known a clergyman to pull up his beans when they first appeared, thinking that they had come up the wrong end foremost, and again plant them inverted. Was it the fault of the theological school from which he graduated? We have seen a lawyer placed behind the bars of a prison for violating the law. Were the professors in the law school to blame? We have seen doctors who were gluttons and wine-bibbers, and their days were cut short by their intemperance. Whose the fault? Surely not the medical schools which educated them. Why hold the schools, public or private, responsible for the stupidity of childhood? *Popular Educator.*

T. B. PETERSON & BROTHERS, Philadelphia, Pa., have just published an exact and faithful copy of Munkacsy's great picture, "Christ Before Pilate," which has just been sold for over one hundred thousand dollars, in a fine steel plate engraving, done in line and stipple, measuring 21x28 inches. The original picture was painted five years ago by the great Hungarian artist, Munkacsy. The subject is treated with unflinching realism. The scene is in the "Judgment Hall," and the hour "early in the morning." Pilate is sitting at the right on his judgment seat, his head bent in a questioning attitude, with Christ standing before him, a heavenly submission is on his face, while around the Governor's exalted seat the priests are gathered, and the High Priest Caiaphas is in the act of accusing Christ and demanding His death, "for announcing himself as the Son of God." One conspicuous figure among the mob, is that of a Jew shouting with them, "crucify him," with uplifted arms, in the dense mob which throngs the palace and presses upon the Roman soldiers, one of whom is holding the crowd back with his spear. Below the place where Pilate sits are the accusing priests and other Judæans. The whole picture touches the popular heart in a way that is simply wonderful. It is, the publishers claim, the greatest and most impressive and religious picture ever painted. A copy will be sold or mailed to any one, to any address, post-paid, on remitting One Dollar to the Publishers, T. B. Peterson & Brothers, Philadelphia, Pa.

EDUCATION should be regarded as capital invested for the future, from which a profit may be derived in subsequent life. It pays an annual income without expense for insurance, repairs, or taxes. A good education is a more lasting resource than riches.—*Horace Mann.*

Mathematics.

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

1. ON each side of a square whose side is 10 inches, describe a semi-circle inwardly. Find the area of the four leaf-shaped lunes formed by the intersections of the semi-circles.

Square—two opp. semicircles = two curvilinear wedges,

∴ twice this distance = the four curvilinear wedges.

Square—four wedges = four leaves = $\frac{1}{2}a^2\pi - a^2$, when a = side of square.

= $100(\frac{1}{2}\pi - 1) = 100 \times \frac{1}{2} = 57\frac{1}{2}$ nearly. Otherwise:

4 semicircles = 2 inscribed circles = circumscribed circle.

∴ 4 semicircles - square = circumscribed circle - square = the four leaves = $100(\frac{1}{2}\pi - 1)$ as before.

2. Inscribe a square in a given semi-circle.

Let E O F be the diameter of the given $\frac{1}{2}$ circle. From E draw EH perpendicular and = EF; join H with the centre O, cutting the curve in D; then D is the corner of the square. Draw DC parallel to EF, drop perp's, etc. The proof is simple.

3. Solve $x^2 - yz = a^2$; $y^2 - zx = b^2$; $z^2 - xy = c^2$.

Given (1) $x^2 - yz = a^2$, (2) $y^2 - zx = b^2$, (3) $z^2 - xy = c^2$. The ordinary solution: Multiply (1) by y, (2) by z, (3) by x and add. Again multiply (1) by z, (2) by x, (3) by y and add. From the two results eliminate z, and we get $y - x = (b^4 - a^2c^2) \div (a^4 - b^2c^2) = w$, say ∴ $y = wx$. Again multiply (1) by x, and (2) by y and thus eliminate z, and $x^3 - y^3 = a^2x - b^2y$. In this substitute $y = wx$ and $x^2 = (a^2 - wb^3) \div (1 - w^2)$. (B.)

Or $x = (a^4 - b^2c^2) \div \sqrt{(a^6 + b^6 + c^6 - 3a^2b^2c^2)}$ by substituting in b the value of w as found above. But this last operation is laborious.

Solution by the Editor.

Then $A^3 + B^3 + C^3 - 3ABC$ gives $(x^2 - yz)^3 + \text{etc.} - 3(x^2 - yz)(yz - zx)(z^2 - xy) = a^6 + b^6 + c^6 - 3a^2b^2c^2$ i.e. $(x^3 + y^3 + z^3 - 3xyz)^2 = a^6 + b^6 + c^6 - 3a^2b^2c^2$ (D) Also

$A^2 - BC = x(x^3 + y^3 + z^3 - 3xyz) = a^4 - b^2c^2$
∴ $x^2(x^3 + y^3 + z^3 - 3xyz)^2 = (a^4 - b^2c^2)^2$ (E.)

Now D ÷ E gives $x^2 = (a^4 - b^2c^2)^2 \div (a^6 + b^6 + c^6 - 3a^2b^2c^2)$

∴ x = as before. In this solution all the multiplications and divisions can be done by symmetry, and require very little labor.

4. A parcel of light gold having been counted was found to contain 9 more coins than were expected from the weight of the parcel. It was also found that 21 of these coins weighed as much as 20 true coins. Find, by arithmetic, the number of coins in the parcel.

Each light coin weighs $\frac{3}{4}$ of a true coin; $\frac{1}{4}$ less weight will require $\frac{4}{3}$ more coins. ∴ 9 coins = $\frac{4}{3}$ of number, or number = 189. See McLellan's Mental Arithmetic, Part II., pp, 14, 96, etc.

5. Prove the following practical rule: To inscribe a regular pentagon in a given circle; also a regular decagon—Take A the centre of the circle; draw GAF and HAK, two diameters at right angles; bisect AK in L and join LG; on LH take LM = LG; join GM. Then GM is = the side of a pentagon, and AM = side of a decagon.

This depends on the following: (side of pentagon)² = (side of hexagon)² + (side of decagon)², all the figures being inscribed in the same circle; see Thompson's Euclid, p. 245. The following is the solution by the algebraic method: Take a semi-circle whose diameter is AOE. In OA let OB = length of the side of a regular inscribed decagon, then

$$OB^2 = r(r - OB), \text{ whence } OB + \frac{r}{2} = \sqrt{r^2 + \frac{r^2}{4}} = k \text{ say.}$$

We see then that k is the hypotenuse of a right-angled triangle whose legs are r and $\frac{1}{2}r$. Hence draw lines as given in the problem to construct the triangle.

6. In a square whose side is 2 inches inscribe another square; in this inscribed square inscribe a third; and so on forever. Find the limit of the sum of all these squares.

It is easily shown that the inscribed square = $\frac{1}{2}$ the outer square. Hence if a = area of 1st square, we have the series

$a + \frac{1}{2}a + \frac{1}{4}a + \text{etc. ad. inf.}$ — an infinite geometric series whose limit = $a \div (1 - \frac{1}{2}) = 2a$. Result required = 8 square inches.

7. Two sides of a rectangle measured in inches appear to be 11.87 inches and 9.95 inches, but measurements are known to be correct only within $\frac{1}{100}$ th of an

inch each way. Show that the area computed from their product cannot be relied upon beyond the integral part.

$11.87 \times 9.95 = 118.1065$. But 11.87 may be anything from $11.87 + \frac{1}{100}$ to $11.87 - \frac{1}{100}$ inclusive, i.e. 11.8725 to 11.8675,

And 9.95 may vary from 9.9525 to 9.9475 inclusive.

Hence the area may vary from 11.8725×9.9525 , or 118.16105625 to 11.8675×9.9475 , or 118.05195625.

Thus the product cannot be relied on beyond the integral part, 118.

8. A pound of tea and 3 pounds of sugar cost 6 shillings. But when tea has risen 10% and sugar 50% they cost 7 shillings. What would have been the cost if tea had risen 50% and sugar 10%? (By arithmetic.)

9. The fore wheel of a carriage makes 6 revolutions more than the hind wheel in going 120 yards. Increase the circumference of each by one yard, and the fore wheel will make only four more revolutions than the hind wheel in the same space. Find by arithmetic the circumference of each wheel.

$$10. \text{ Given } x \div (b+c) + y \div (c-a) = a+b$$

$$y \div (c+a) + z \div (a-b) = b+c$$

$$z \div (a+b) + x \div (b-c) = c+a$$

Find x, y and z.

11. If $a^2 + b^2 + c^2 = ab + bc + ca$, prove that $a = b = c$.

Proposed by D. Bergey, New Dundee—arithmetical solutions desired.

(1). The distance of the centres of two circles whose diameters are each 50 is equal to 30; find area of space inclosed by their circumference.

(2) A person having a frustrum of a cone 12 inches high, and the diameter of the ends 5 and 3 inches respectively, wishes to know the diameters of a frustrum of the same altitude that would contain 3666 cubic inches, and have its diameters in the same proportion as those of the smaller one.

(3) A man paid \$240 for a certain number of sheep, of which he kept 15, and sold the remainder for \$216, gaining 40 cents each on those he sold. Find number of sheep bought.

ARITHMETIC.

1. A sold to B a lot of tea which cost him \$1,000; B sold it to C, who disposed of it for \$1259.71 $\frac{1}{2}$; if each of the three merchants gained the same rate per cent., find the prices at which A and B sold the tea.

2. I held two notes, each due in 2 years, the aggregate face value of which was \$1,020. One was discounted at 5% bank discount, and the other at 5% true discount. The total proceeds was \$923. What was the face value of each?

3. An agent sold wheat at 4% commission and invested the proceeds, less his double commission, in sugar. He received 2% commission on the actual sum invested, and his whole commission was \$63. Find the cost of the sugar?

4. Three numbers between 30 and 140 have 12 for their H.C.F., and 2772 for their L.C.M. Find the numbers.

5. A hired a house for one year for \$300; at the end of 4 months he takes in B as a partner, and at the end of 8 months he takes in C. At the end of the year what rent must each pay?

6. A merchant marks his goods so that he may allow a discount of 4% and still make a profit of 15%. Find the marked price of cloth that cost him \$2.88 a yard.

7 For what sum must a house worth \$900 be insured at 2% so that in case it is burned, the owner may receive both its value, premium paid, and \$80 besides? J.H.T

IN the autumn of 1830, a travelling book-pedlar, who afterwards became the head of a well-known firm, came to the door of a log-cabin on a farm in eastern Illinois, and asked for a night's lodging. The good wife was hospitable, but perplexed. "We can feed your beast, but we cannot lodge you, unless you are willing to sleep with the hired man," said she. "Let's have a look at him, first," said the pedlar. The woman pointed to the side of the house, where a lank, six-foot man, in ragged but clean clothes, was stretched on the grass, reading a book. "He'll do," said the stranger. "A man who reads a book as hard as that fellow seems to, has got too much else to think of besides my watch and small change." The hired man was Abraham Lincoln; and when he was President, the two men met in Washington, and laughed together over the story of their earlier meeting.

Examination Papers.

OWEN SOUND COLLEGIATE INSTITUTE MONTHLY EXAMINATIONS.

PHYSICS.

1. DEFINE motion. What motion has the matter composing a book lying on a table?

2. Define momentum.

Lay a piece of paper on the smooth surface of a board and let both drop. They reach the ground together; but if separated and dropped simultaneously, the board reaches the ground first. Explain.

3. Define force. If two boats just alike are connected by a rope, and two men, one in each boat, pull on the rope, at what point between them will they meet? At what point if only one man pulls? Why?

4. Define gravity. If the earth were a homogeneous sphere, and a hole extended from surface to surface through the centre, and the hole were a vacuum, and a ball should drop into it, when would it first stop? Where would it have its maximum velocity? How long would it move?

5. Define weight. Upon what does the weight of a body depend?

6. "Fluids transmit pressure in every direction, while solids transmit it usually only in the direction in which the force acts." Why? Give an experimental verification.

7. Give the properties of a gas which distinguish it from a liquid.

A beaker partially filled with water on the surface of which floats a cork, is placed under the receiver of an air pump and the air exhausted. Will the cork sink in the water or rise? Explain.

8. Describe an experiment you have performed at your home and state the lesson derived from it.

DRAWING.

1. In a circle, $r\frac{1}{2}$ inches in radius, inscribe a regular pentagon.

2. Three upright posts are placed so that the distance from the first to the third is $\frac{1}{2}$ the distance of the second from the third, and the distance from the first to the second is $\frac{2}{3}$ of the distance between the second and third. Show the position of a fourth post which will be equidistant from the other three, the distance between the first and third being 1 inch.

3. A string is stretched tightly around a cylinder one foot in diameter, and a rod $1\frac{1}{2}$ feet distant from, and parallel to, its axis; show the point where the string first touches the surface of the cylinder. Scale $\frac{1}{8}$.

4. A ball $\frac{1}{2}$ inch in radius is dropped into a hollow cone the angle of which is 45° . Show the position of the ball in the cone.

5. Draw, an eclipse, the transverse axis of which is 3 inches and conjugate, $1\frac{1}{4}$ inches.

In the following questions, make the plan $\frac{1}{4}$ inch to the foot, distance of spectator 12 feet, height 5 feet.

6. A solid block 5 feet long, 3 feet wide and 2 feet thick, lies on one of its largest faces with the longest edges perpendicular to the picture plane; near corner 3 feet to the left and 2 feet back from the picture plane.

7. A block 5 feet square and 1 foot thick, lies with one of its square faces on the ground plane; near corner 3 feet to the right and 2 feet back. Centrally on the top of this stands a cube 3 feet edges. The top of the cube is the base of a pyramid 3 feet high.

8. On a point 6 feet to the left and 4 feet back, rests a square 4 feet side with one diagonal perpendicular to the ground plane and the other perpendicular to the picture plane.

9. A cone 8 feet high, radius of base 3 feet, centre of base 5 feet to the right and 4 feet within.

10. A cross stands with the near corner of the base of the shaft 5 feet to the right and 4 feet back;

its arms being perpendicular to the picture plane. The shaft and arms are 2 feet square; the shaft is 7 feet high to the bottom of the arm, and each arm is 4 feet long. The top of the arms are 4 feet from the top of the shaft.

11. An octagonal prism 9 feet long stands with its axis vertical, 5 feet to the left and 6 feet within. The side of the octagon is 2 feet.

12. Show a flight of 4 steps, each step 8 feet long, 1 foot wide and 9 inches high. The near corner of the lowest step is 3 feet to the right and 2 feet within, and the long edges of the steps recede to the left at an angle of 45°.

BOOK-KEEPING.

1. Define Legal Tender, Indorsed in blank, Assignment, Garnishee, Guarantee, Surety, Warranty, Contraband Trade, Manifest and Notary Public.

2. What is meant by equating an account? Apply in the following account:—

Dr. WM. SMITH, Cr.
Jan. 1—To Mdse, \$650 00 Mar. 1—By Cash, \$800.00
Feb. 15— “ 550.00 “ 15— “ 200.00

3. Explain fully how you would change from Single entry to Double, and vice versa.

4. Journalize, giving journal entry for each person interested:

(a) A borrows from B \$500 on his note at 3 mos., the note to cover principal and interest at 6 per cent.

(b) A borrows from the bank \$1,459 on his note at 3 mos., to cover principal and interest.

(c) A draft which B gave C on D, was protested for non-acceptance, and returned to B who paid the face of the draft, \$300, and protest charges \$1.50 per cheque.

(d) A note against N, which M had discounted at the bank, was protested for non-payment. The bank charged M with the face of the note, \$400, and protest charges, \$1.50.

(e) O redeems his note \$500 in favor of P by paying cash \$250 and giving a new note at 3 mos. for \$280.

5. Strike off a Balance Sheet from the following Ledger footings and inventories:—

Account.	Dr.	Cr.
Stock.....		21,500 00
Cash.....	10,041 60..	3,542 66
Mdse.....	8,450 00..	2,750 00
Bills Receivable	3,800 00..	400 00
Real Estate....	8,175 00..	96 00
J. Jones.....	750 00..	2,500 00
Bills Payable...	1,200 00..	2,400 00
Interest.....	10 96	
J. Walters.....	580 00..	900 00
Expense.....	80 00	
Commission....		48 90
Loss and Gain..	1,050 00	

THIRD CLASS.—ENGLISH LITERATURE.

I. (a) In the allegory of the "Golden Scales" did the author carry out in every direction the aim he set before himself in the publication of the *Spectator*? Give full but concise reasons for your answer.

(b) Show why it is called an "allegory."

II. (a) "But the hopes of having him for a son-in-law, in some measure blinded us to all his imperfections. It must be owned that my wife laid a thousand schemes to entrap him; or, to speak it more tenderly, used every art to magnify the merit of her daughter."

1.—"His imperfections." Whose? What were they? Make quotations which reflect them.

2.—"A thousand schemes." Sketch the character of those you remember.

3.—"To speak it more tenderly." What does this correction betray as to the real opinions of the speaker?

4.—What traits of character of Mr. and Mrs. Primrose, commendable or otherwise, do these lines convey?

(b) What probably led Goldsmith to write a work of fiction of such a unique domestic character? Would such an origin be likely to lend to it the realistic force it possesses? Develop fully your answers.

III.—What, silent still? and silent all?
Ah! no;—the voices of the dead
Sound like a distant torrent's fall,
And answer, "Let one living head,
But one, arise,—we come, we come!"
'Tis but the living who are dumb.

1.—What, previous to this stanza, called forth the questions of line 1.

2.—"The voices of the dead." Any particular ones? If so, whom?

3.—"Like a distant torrent's fall." Show the appropriateness and force of this simile, by bringing out in detail the points of comparison.

4.—What is implied in the answer of the voices as to the great want of the Greeks? What would result if the want were supplied?

5.—In what sense is the last line true?

6.—Is not the keynote of the poem struck in this stanza? What is it?

7.—Describe the versification of the poem, and mark the metre of lines 3 and 6.

IV.—(a) Sketch the circumstances which led to the writing of the Ode,—"The Isles of Greece."

(b) Trace in detail the distinguishing traits of Byron's character, and the influences which moulded it. Has his character impressed itself with any exceptional force on his poetry? V.—Express the following in carefully-worded paraphrases:—

- (a) "Eternal summer gilds them yet,
But all, except their sun, is set,
- (b) "On thy voiceless shore,
The heroic lay is tuneless now,
The heroic bosom beats no more!
And must thy lyre, so long divine,
Degenerate into hands like mine?"
- (c) "Go—but the circle of eternal change,
Which is the life of nature, shall restore
With sounds and scents from all thy mighty range,
Thee to thy birthplace of the deep once more."
- (d) "In native swords and native ranks
The only hope of courage dwells;
But Turkish force, and Latin fraud,
Would break your shield however broad."
- (e) "And languishing to hear thy grateful sound,
Lies the vast inland stretched beyond the sight,
Go forth into the gathering shade; go forth!
God's blessing breathed upon the fainting earth!"

VI.—(a) Is the Ode, "To the Evening Wind," a characteristic poem of Bryant's? Give reasons for your answer.

(b) "Go,—rock the little wood bird in its nest,
Curl the still waters, bright with stars, and rouse
The wide old wood, from his majestic rest,
Summoning from the innumerable boughs
The strange deep harmonies that haunt his breast;
Pleasant shall be thy way, where meekly bows
The shutting flower, and darkling waters pass,
And where the o'er shadowing branches sweep the grass."

1.—Rewrite in prose order, expressing in non-figurative language all noteworthy figurative expressions.

2.—Mark the metre of lines 4, 6 and 8.

(c) Make quotations from this Ode to sustain the statement that Bryant is "the representative American poet of gentle fancy and kindly sympathy."

Correspondence.

LENNOX AND ADDINGTON.

To the Editor of the EDUCATIONAL JOURNAL.

NAPANEE, April 20th, 1887.

SIR,—In your answer to question 4 in Question Drawer in the last issue of ED. JOURNAL, you convey the idea that there is one county named Lennox and another named Addington, and that these two counties are united with one county town, the same as Durham and Northumberland.

This is not the case. Our county is called "the County of Lennox and Addington." See map of Ontario in Lovell's Advanced Geography, in which the county was correctly designated, at my suggestion.

Inconvenience and vexatious delays have frequently arisen from an improper designation of the county, in preparing title deeds and other legal documents, owing to lack of correct knowledge of the fact I have mentioned. Yours, etc.,
JAS. BOWERMAN.

Question Drawer.

Will you please publish as soon as possible the time-table of the First Class C and A and B Examinations?—D. McE.

[Write to the Secretary of the Education Department for a copy of time-tables. We have scarcely room to publish them in the JOURNAL.]

1. Is it necessary that a candidate writing for Second Class Certificate, but wishing to go as far as possible in the Junior Matriculation, to send an application to the Registrar this year, or will it be soon enough next year at May Examination?

2. May the candidate take the Pass Course this year, and when writing for Senior Matriculation take Honor Course?

3. Is it necessary to write in Toronto this year to be classed among the Toronto students next year?—TEACHER.

[1. One month before date of examination is all the notice required. 2. Yes. 3. No.]

1. What is the best "Dictionary of Synonyms" published, where can it be obtained, and what is its price?

2. Give the names of the best works on the proper use of words. (I have Ayres' "Verbalist" and "Orthoëpist"; Dalgleish's "English Composition," and I have seen Trench's "Study of Words" and Abbott's "How to Parse.")

[1. Crabb's "Synonyms," and Smith's "Synonyms Discriminated" are the best of which we know. 2. Hodgson's "Errors in the use of English," published by David Douglas, Edinburgh, is a good work. Long's "Slips of Tongue and Pen," a new Canadian book, contains within a small compass much useful information. Any of the above can, no doubt, be procured through your local bookseller, or any Toronto firm.]

1. I hold a Second Class Non-Professional with Latin, can I get Matriculation by passing in Greek?

2. When will I have to write?

3. What books are on for Junior Matriculation this year in Greek?

4. Will there be a paper set in Greek translation only, or will there also be one in Greek grammar?—W. G. H.

[Write to the Registrar of the University, who will give official information on all these points.]

1. In working out questions in mensuration that may appear on the Arithmetic Paper, will Third Class candidates be allowed to solve the problems by Algebra?

2. Is the "New Arithmetic," published by Eaton, Gibson & Co., of Buffalo, consistent with Canadian law? I refer to that part relating to commercial paper, pages 144 to 148 inclusive.—C. B.

[1. We should suppose not, but the question can be answered authoritatively only by the Examiners, who will, no doubt, have some rule to cover the case. 2. We have not seen the book, and do not know. Perhaps some reader may be able to say.]

Is there a summer class for the study of First-Class work, held at any of our Canadian High Schools during the summer holidays?—ARCHER.
[We know of none.]

ANSWERS TO QUESTIONS IN NO. 2.

"Civil Service Précis," containing full Instructions as to Indexing and Précis Writing, with Recent Examination Papers"; price 3/6; and "Digesting Returns into Summaries"; price 1/3; both by Robert Johnston, and published by Messrs. Longman & Co., will be found to answer question in ED. JOURNAL of April 15th. There may be better works, but these are very good.—J. A. H.

[See also advertisement of McKay & Wood, Kingston Business College, on page 33 of EDUCATIONAL JOURNAL No. 2.—ED.]

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**THOMSON'S SEASONS,
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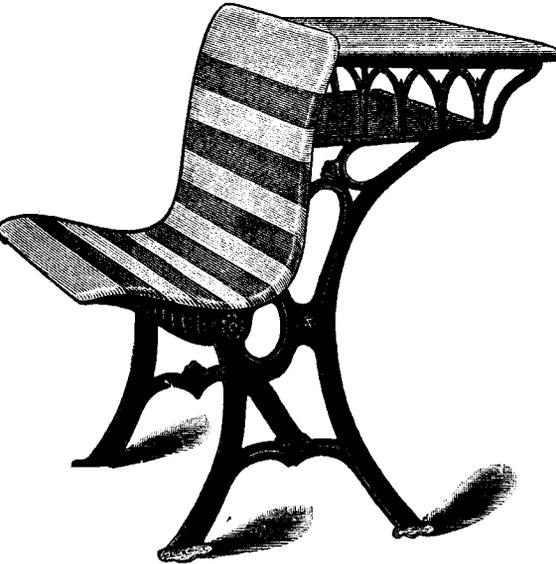
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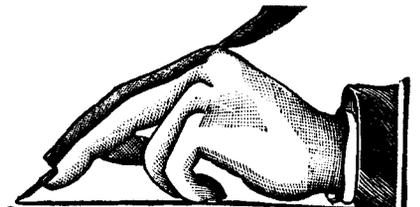
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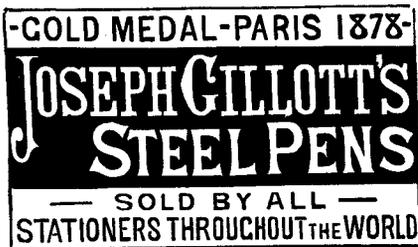
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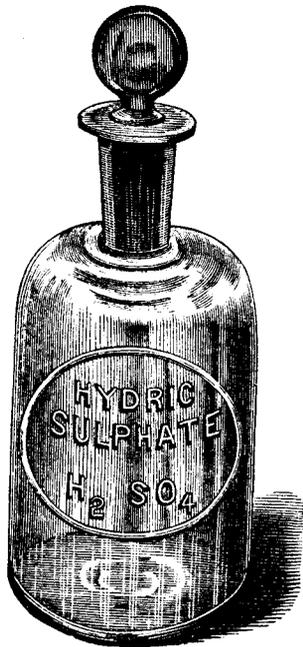
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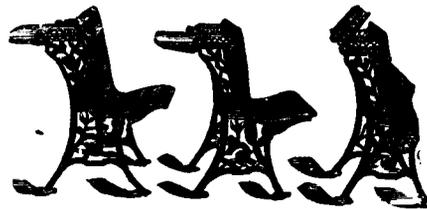
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