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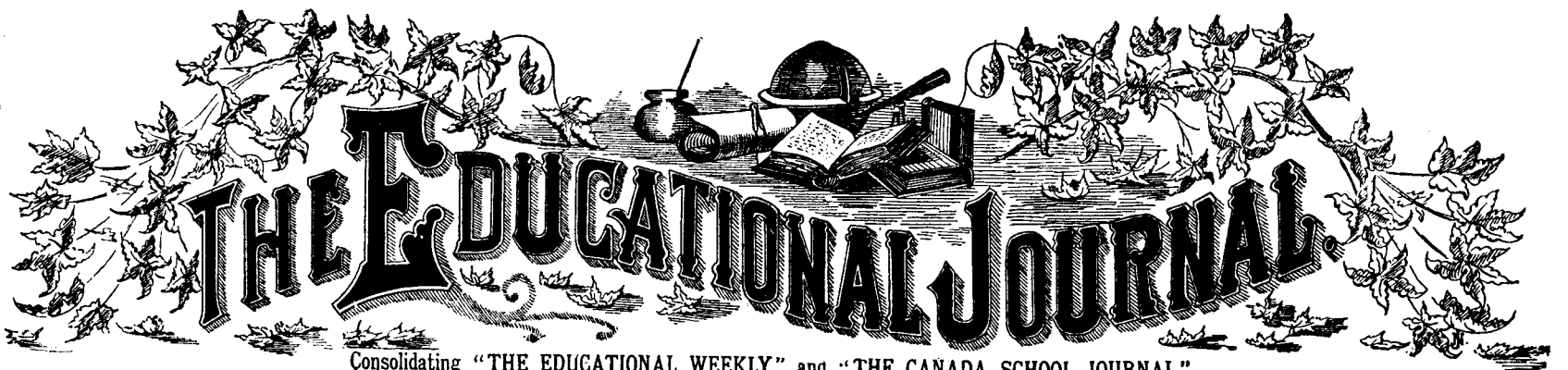
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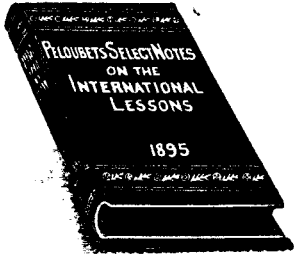
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No. 16.

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Editorial Notes.

WE NOTICE from a report of the East Grey Teachers' Association, which was held on the 1st and 2nd of Nov. last, that a resolution was adopted, after a warm discussion, to the effect that the Public School Leaving Examination should be abolished. We have not received a copy of the resolution for publication, as was ordered by the Association, probably through some oversight or miscarriage, but now publish it at this late date from the local report.

"EVERY morn is a fresh beginning." So in a larger sense is every New Year's Day. It is a most salutary impulse which prompts us at the beginning of a New Year, to rest a little, look back over the past to learn the lessons taught by its successes and failures, and form new resolves for the future. He is a dull pupil, indeed, in life's school, who does not thus profit by his own experiences. He is a most unpromising one who does not earnestly resolve, after every retrospect, to make the coming year the best in his life's history up to that date.

THE following extract from a business note just received is instructive along the line of the discussion which has been going on in our columns: "Kindly discontinue sending the JOURNAL to me. I have found it of great value to me during seven years of teaching, but am now leaving the profession which I love, but out of which I am crowded because of the unreasonable

drop in salaries this year." A teacher of seven years' experience, who loves the work, and who evidently would have preferred to remain in it, is just the kind of teacher that the country cannot afford to lose. He is, no doubt, but one of hundreds similarly crowded out of the profession because they cannot live by it.

THAT is a formidable list of resolutions which was passed by the teachers of the Haldimand Association. They are worthy of careful consideration, both by other teachers and by the Education Department. All of them may not command the approval of everyone, though we are told by the Secretary that all were passed unanimously by the teachers there present. Are the requirements for passing the Junior Leaving Examination too much to ask as the educational qualification of teachers who are to be entrusted with the elementary education of tens of thousands of the children of our country? Is twenty-one years really too high an age-limit to be fixed upon as a qualification for this responsible work? Is there any good reason why, when a teacher has once passed the requisite examinations and complied with all the other conditions and received a certificate, that certificate should not be valid during good behaviour? There is, it is true, considerable room for argument upon this point, as it is, no doubt, desirable to put all the pressure possible upon certain classes of teachers to keep them up to the mark. But if a teacher who has once succeeded in obtaining a certificate is too dull or too indolent to keep pace with the progress of the educational system of the country, there ought surely to be some better way of eliminating him from a work for which he is not worthy, than a re-examination. The trustees, or at any rate the inspectors, ought to be sharp enough to quickly find out such an one and quietly pass him by.

IT WOULD not be easy to over-rate the importance of inculcating thrift as one of the most desirable habits that can be formed by boys and girls of all classes. To this end the school savings bank, as operated in England and elsewhere, can scarcely fail to have an excellent effect, and it is well worth consideration by those interested in public education whether something of the same kind should not be

introduced in Canada. The following figures from the report of the Minister of Public Instruction for New South Wales, for 1893, show what is being done in this direction in one of our sister colonies. The report shows that 629 public school savings banks were in operation in the colony in 1893, an increase of ten over the preceding year. During the year £9,912 9s. 9d. was deposited, and £11,143 6s. 11d. was withdrawn, of which £2,725 2s. 11d. was transferred to the Government savings bank for deposit to the credit of the children's own accounts therein. The serious financial depression of last year was responsible for a considerable diminution in the amount of deposits, but the fact that the number of depositors remained as large as in previous years shows that the school savings banks have not lost anything in popular estimation and support. The banks have now been in operation in the colony for seven years, during which period their number has increased from 255 in 1887, to 629 in 1893. The aggregate deposits have been £77,576 15s. 11d. Of this sum, 62.7 per cent. has been withdrawn for the current use of depositors, £22,848 12s. 7d. has been transferred to the individual accounts of pupils in the government savings banks, and the balance remains in the school banks to the credit of depositors.

THE beginning of the year is a good time for the teacher, as well as every other person who has command of a little spare time and who means to be intelligent and well-informed, to lay out a course of reading for the year, or at least to choose a few books which he will make it his business to read thoroughly throughout the year. The selection of these out of the superabounding mass of good books which one would like to read is no easy task. The following advice from Thomas Carlyle contains sound wisdom and may be helpful to some of our readers:

"As to subjects for reading, I recommend in general all kinds of books that will give you real information about men, their works and ways, past and present. History is evidently the grand subject a teacher will take to. Never read any such book without a map beside you; endeavor to seek out every place the author names, and get a clear idea of the ground you are on; without this you can never understand him, much less remember him. Mark the dates of the chief events and epochs; write them; get them fixed into your memory—chronology and geography are the two lamps of history."

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

LITERATURE FOR YOUNG CHILDREN.

M. H. WATT.

NOTHING is more evident to a student of young children than their pleasure in a story. A child will cease play to hear of some animal or child, especially when the story is of a pleasant type or set in rhyme. A young boy of seven reads of "Two lit-tle girls who sang so well the rob-in closed his ears and flew a-way," and his small but select audience, aged two, listens open-mouthed to his loud recital. A little child of less than two has a book of ballads ornamented with small pictures, and before she speaks plainly has learnt to know a large number of ballads, to find the place of each, and waxes indignant if any jocular person varies her favorites by missing or inserting a word. These are types of many such cases, which could be cited by every reader who has been much with children. Every teacher knows the delight with which the promise to "read a story" is hailed. Good literature systematically read to a class has a formative influence not surpassed. The teacher can mould at will the taste of her class. We are sometimes asked what value is there in it to the child who has to earn his living early. Our utilitarian questioner is often of a severely mathematical turn of mind, one who calls arithmetic the "logic of the Public School." Granting him that Arithmetic is a power in training not to be denied, yet we must point out to him that the arithmetical faculty lies undeveloped for the first few years of childhood and we cannot wait for our training, we must begin with a faculty which is awake and active, and so we begin with stories. What an enormous appetite we find ready for such, is well known. And there is a training in observation, in weighing and balancing, in memory, in language, going on in the mind of the intelligent child that is very remarkable, as when a boy of three refused longer to listen to a story on account of the unsuitable garb of the "Prince"; considering "blue velvet, lace, and a beautiful gold brooch" very unmanly, he rose up saying, disgustedly, "Aw, that's too funny a picture," and played noisily to avoid hearing it. The terse observation and the evidence of his power to see mentally the "picture" of the "Prince" in his girlish dress, showed the child's powers to be good and his taste cultivated in the direction of the suitable. A child receives, therefore, a practical benefit from hearing stories, and it is of great value, especially in this age when everything is to result in power to obtain money, when the accomplishments that in older lands are acquired for themselves or for pleasure, in this land and in this age are so much stock-in-trade for their young possessor, who soon becomes aware of their market value. Believing in the influence of literature upon children even of tender years, it would be well for parents to be more careful in their selections of rhymes. What can be the influence, moral, æsthetic or grammatical of, say,

"Tom, Tom, the piper's son, stole a pig
And away he run,"

or such a gem as

"Taffy was a Welshman,
Taffy was a thief,
Taffy came to my house
And stole a piece of beef."

And as for the story of murder contained in "Blue-Beard," the less said the better. I have never perpetrated it since a little lad of about three, after hearing it with much less than the usual number of gruesome details, exclaimed with a strong shudder, "O, I don't like that story, it makes me feel afraid of tramps."

I regret that I have no list of books suited to

young children in our schools, but would gladly receive such a list from any reader, and am sure the editor would give it space in these columns. Such books on a teacher's desk, especially in an ungraded school, would be a great help, for a senior pupil could read quietly to the little ones when the teacher was too busy. The influence would be felt by the reader, whose expression in reading would improve with the endeavor to keep the meaning clear to her infantile audience.

And as for cruelty, there is nothing that will cure it more quickly than reading and telling stories about merciful deeds. A little "Band of Mercy" in a class has a wonderful effect. The children are on the lookout for subjects to tell about at the next meeting, and their observation is quickened. They form their minds into a habit of mercy, and by their telling of what they have seen or done their language and conversational powers are greatly strengthened. The "Band of Mercy," with perhaps such an addition as "Lily" or "Rosebud," may be simply a name so far as complexity of organization is concerned, but it is an attractive name and does much better for a Friday afternoon than "Language Lesson" or "Conversation Class." And the results will not be in the language only. The cruel boy, finding it unpopular or fearing the criticism of the "Band," will hide his cruelty or drop it altogether. And sharp indeed are their criticisms. "I think it dreadful for a Sunday-school teacher to wear birds upon her hat," said one damsel to me. My defence on the ground of thoughtlessness sounded very lame, as I hastily put my own head-gear under review. Such a frightful thing as vivisection would not be tolerated for one instant by such a class, and let me say, for the honor of Canadian teachers, that such a thing as dissecting even an insect has never come to my knowledge. If there is a teacher who would so outrage the tender sensibilities of children, that teacher should be at once removed from the position of educator, being totally unfit to train to purity and goodness.

The First Class should have lessons on some beautiful poems, such as:

"Lady Moon, Lady Moon, where are you roving?"

The teacher need not confine herself to the Reader, but selecting from anywhere, make an impression on the taste by having a stanza of a good poem memorized, or a paragraph talked about. One little poem, at least, in a month, would not be much, but would have a fine effect in the end. When the child gets to the Second Class the work should go on with even greater zeal, not allowed to slacken because the children are less 'cute and attractive than they were when little. Many children fall into dullness in this class, partly on this account, and partly because they have more "tables" and "definitions" put into them, and there is so much difficulty in making them hold the tables, etc., that there is not time or inclination for anything else. Literature cannot be too highly esteemed as a means of training the young, and no teacher who wants a good feeling in her class can despise the study of good, pure literature. Read "Black Beauty," or "Beautiful Joe," and your bad boys have vanished and mild, interested faces are to be seen in place of the hard, defiant grin so distressing to see on a young face. After a lesson on a suitable poem the interested child may be led to speak as you would not have believed possible if the teacher has tact to draw out his thoughts. It pays to take time for studying literature in junior classes.

CORRESPONDENCE.

SUBSCRIBER. 1. "What is the use or need to keep at my own cost this lazy steed?" "What," interrog. pronoun, neut., subj. of "is;" "keep" is the infinitive (i.e. the noun form) of the verb "keep," connected by the preposition "to" with the noun "use" (or) "need;" "my" possess. adj. to cost; "own" adj. mod. "cost."

2. Let him go feed upon the public ways;

I want him only for the holidays.

"Him" is the object of "let;" "let" is the imperative mood of the verb "let;" "go" is infinitive of verb "go," depending (adverbially) on the principal verb "let;" "feed" is infinitive, depending on "go;" "only" is an adverb limiting the adverbial phrase "for the holidays."

3. "Let me see him." is not different from (2).

4. "Between you and me he'll find he's made a big mistake," is correct but inelegant. The sentence is complex; the first phrase "between you and me," is a sort of absolute phrase. "This being said between . . .;" "he'll find" (principal clause) (that) he's made a big mistake (noun clause, object of "will find").

J. C. Addison did not make two divisions in the "Vision of Mirza." It was only the compiler of P. S. Reader who hit on the unhappy device.

L. F. 1. Of course the "Bugle Song," st. 3, is figurative. The echoes of the bugle roll from hill to hill, so the response of one heart to another heart will go on resounding, not, however, dying away like the bugle echoes, but growing stronger and stronger forever.

2. Caldon Low, that is, Caldon Hill.

3. The situation in the *Road to the Trenches* represents, let us say, soldiers in the Crimean War at the siege of Sebastopol. A party is advancing to relieve the soldiers on duty in the trenches, when one of the number drops from the line. He begs (stanza 1) to be left, while the others go forward to their duty, asking that the soldiers returning from the trenches should pick him up as they passed. His comrades agree to this, but he dies before the soldiers who have been relieved can find him.

M. M. B. 1. Nouns have no inflection for person; pronouns have a so-called inflection for person, which, however, is false, for the difference of *I* and *him* and *he* is not a difference made by inflection but a difference of root. There is a rule that the verb agrees with its subject in person and number, but there are only a few scattered relics of its observance in English. We see the observance in "I write," as against "he writes," "they write," but it is no longer true with "I, he, we, you, they, wrote."

2. In "the parent looked at the child," parent is a noun of common gender, that is, it may be used to signify either mother or father. Of course it could not be neuter; are mothers and fathers of no sex?

3. Lā'bel.

4. "When four o'clock came they were soon at their play." The sentence is complex. "Were" is modified by three adverbial modifiers: (1) the adverb "soon;" (2) the adverbial phrase (place) "at their play;" (3) the subordinate adverbial clause "when four o'clock came."

M. C. The expression "I am going to go," meaning "I intend to go," is good English, and is grammatically correct.

SUBSCRIBER. The expression "I have made fully eight," does not imply "more than eight," but simply that the number of eight has been attained. There might be nine or ten, etc., but all that "fully eight" means is that there are certainly *eight full units and not less*.

THOU WORKEST NEVER ALONE.

Go make thy garden fair as thou canst,
Thou workest never alone
Perchance he whose plot is next to thine
Will see it and mend its own.

— Robert Collyer.

THE Copp, Clark Co., Ltd., have just issued two new books of Arithmetical Problems, compiled by Mr. W. N. Cuthbert. The Problems are widely graded for use from the first-class up to Entrance and Public School Leaving classes, and by their use teachers will be saved much valuable time which otherwise must be devoted to originating or hunting up new problems.

Hints and Helps.

HER METHOD.

A YOUNG teacher who has had great success with a class of "ragamuffins" in the worst quarter of a large city, was asked at a school teachers' meeting to tell something of the method by which she had transformed the lawless street urchins into respectable little citizens in so many cases.

"I haven't any method, really," said the young woman, modestly. "It is only that I try to make the boys like me, and I say 'don't' just as seldom as I possibly can in my work with them. They had learned to lie, steal, and fight, but truth, honesty, and courtesy were unknown terms. So I began by telling them a story every morning about some boy who had done a brave, honest, or kind thing, and held him up for their admiration. And after a while I asked them to 'save up' good things they had seen or done to tell at these morning talks. Their eagerness about it and their pride when I was pleased with their little incidents, showed me they were being helped.

"There was just one boy who seemed to me hopeless. He was apparently indifferent to everything; sat for weeks, during the morning talks, with a stolid expression on his face, and never contributed anything to the conversation.

"I had begun to feel really discouraged about him, when one morning he raised his hand as soon as it was time for the talk to begin.

"Well, Jim, what is it you have to tell us," I asked encouragingly.

"Man's hat blew off as I was comin' to school. I ran and picked it up for him," he jerked out, in evident embarrassment at finding all eyes fastened on him.

"And what did the man say?" I asked, hoping that a 'thank you,' had rewarded his first attempt in the right direction.

"You young scamp, you'd have made off with that if I hadn't kept my eye on you!" said the boy in the same jerky fashion.

"And what did you do then?" I asked in fear and trembling.

"Didn't do nothin', but just come along to school," said the boy soberly. "I reckoned he didn't know no better; prob'ly he hadn't had no such teachin' as I've got," and he lapsed into silence with an air of perfect satisfaction.

"I think he had a pretty severe rebuff, but he has told a great many pleasant things since that day, so you see he was not disheartened.

"Some people would say, I know, that I ought to tell them how bad stealing and lying and fighting are; and yet as long as they will listen to me while I say 'Do be honest, do be truthful, do be kind,' I shall not keep the other things before their minds."

The young teacher sat down as modestly as she had risen. It was unanimously voted that whatever might be said for other methods, hers — which she did not even call a method — had commended itself.

—*Youth's Companion.*

MANAGING THE BAD BOY.

GIVE the bad boy a chance to reform. Show him at the beginning of the term that you believe in him and trust him, no matter what evil reports you may have heard concerning him.

Take him into your confidence and, above all, give him something to do for you; sooner or later, you will find that you have "managed" him, without his suspecting it in the least.

Miss T. received a message in school one day calling her to another teacher's room.

Turning to the "bad boy" she said:

"Joe, you may take charge of the room while I am absent."

With an amusing assumption of dignity, he marched up to the desk and took charge.

Entering the room noiselessly on returning, she found the room in perfect order, and Joe took his seat with the air of one who has per-

formed his duty well, as she dismissed him with a "Thank you, Joe, you have done well."

Another afternoon a boy had finished his work before the rest of the class, and he was not one of the kind that will occupy their spare time with something useful of their own accord. So, seeing him idle, she addressed him.

"Willie, I have some copying here that I haven't time to do myself. You can write nicely, will you do it for me?"

Of course he would and did, working away a long time quite patiently. And he did it nicely, too. The best of it was, the rest of the boys thought he was highly honored and besieged her for "copying" to do.

—*Educational News.*

INTERESTING GEOGRAPHICAL COMPARISONS.

ASIA is more than four times as large as Europe, and considerably larger than North and South America together.

The United States and Europe are almost equal in area.

British India is more than half as large as the United States.

Canada is nearly equal in area to the United States, including Alaska.

Ireland and India are about the same size.

You could take enough land from Texas to make England, Ireland, Scotland, Belgium, the Netherlands, Switzerland and Denmark, and still have enough left to make Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont, Delaware, New Jersey, Maryland, and Indiana.

The island of Cuba, and Tennessee, are equal in area.

If all the people of the United States and Canada were placed in Texas, the number of persons to the square mile would be fewer than at present in China.

Colorado is as large as New York, Pennsylvania, and New Jersey together.

It would take ten states as large as Massachusetts to make a state as large as Kansas.

Corea is about the size of Minnesota.

—*Educational Gazette.*

CAUSES OF DULNESS.

"QUIET OBSERVER" of the *Pittsburg Commercial Gazette*, says:—

"Much of the dulness of children, in the matter of learning, is due to a diseased condition of the tissues in the head, and not to a poor quality of brain matter, as is usually supposed.

"Every one knows, by actual experience, that a cold in the head, even if it is only slight, affects the memory, creates more or less dulness of apprehension, and a disinclination to engage in any sort of mental work.

"Suppose, then, that a boy is in a chronic condition of this kind. Will he not be chronically dull?"

"A careful study of the pupils in any school will show that nearly all the dull ones breathe through the mouth on account of a partial obstruction of the nasal passages, are troubled with colds, earache, sore throat, quinsy, or such affections as result from congestion or disease of the soft tissues in the nose or pharynx."

THINK QUESTIONS.

CHILDREN should be taught to observe everyday phenomena and to look for their underlying principles. Let a few questions about an ordinary lamp for instance, serve as a starter. Why those little round holes in the burner? What happens when a piece of light paper is held above the lamp? What makes the air rise? Give the pupils some days to find out the why.

Follow these with other questions allied to them. When the door of a warm room is opened on a cold day, where does the cold air come in and the warm air go out? When a fire burns briskly, what causes the draft? Why does the wheelwright heat the tire before placing it on the wheel? Let the children test by experiment.

Make haste slowly. At last the principle, that heat is usually an expansive force is discovered.

Did you ever think how many doors of understanding is unlocked by this little key? The child who has mastered the principle and who has a goodly number of illustrations at hand, does not have serious difficulty when he comes to study ventilation, winds, ocean currents, the steam engine, the thermometer and a hundred other simple things.

We append a few questions that may be used as similar starters.

Where does the snow melt first — on the upper surface or next to the earth? Why does the snow disappear from around the base of trees? Place three pieces of cloth on the snow some cold, bright morning. Have one black, one white, and one brown. What happens during the day? What shapes have snow flakes? Why do some winter days seem much colder than they really are? How do a cat's teeth differ from those of a cow? Why? How do a cat's eyes differ from your own? Do the stars move in the heavens? In what direction? Do they all move?

Some of these may be systematically followed by others, while a few of them are best used to arouse an investigating spirit. If a question cannot be answered by the children, let it remain with them. Years may elapse before the answer is found; but the solution will bring a greater sense of achievement when it does come. We wrong the child when we rob him of the joy of discovery and the sense of achievement. — *Educational News.*

EIGHTEEN NEVERS.

Never repeat a pupil's answer.
Never be a visionary educator.
Never suppress mental activity.
Never be a reckless adventurer.
Never be a crooked conservative.
Never set yourself up as faultless.
Never let a child mull over work.
Never fret about a little mischief.
Never try to make things too easy.
Never fear to work a class earnestly.
Never put a premium upon stupidity.
Never leave a class with too little work.
Never try to reform everything at once.
Never attempt the impossible with children.
Never speak without the attention of the class.
Never do what your pupils can do for themselves.

Never keep a bright pupil idle because of dull ones.

Never keep children going over and over the same work. — *American Teacher.*

THE SONG SPARROW.

WHEN ploughmen ridge the steamy brown,
And yearning meadows sprout to green,
And all the spires and towers of town
Blent soft with wavering mists are seen;
When quickening woods in freshening hue
With bursting buds begin to swell,
When airs caress and May is new,
Oh, then my sky bird sings so well!

Because the blood-roots flock in white,
And blossomed branches scent the air,
And mounds with trillium flags are dight,
And dells with violets dim and rare;
Because such velvet leaves unclose,
And new-born rills all chiming ring,
And blue the sun-kissed river flows,
My timid bird is forced to sing.

A joyful flourish lilted clear —
Four notes — then fails the frolic song,
And memories of a vanished year
The wistful cadences prolong:
"A vanished year — O heart too sore —
I cannot sing," thus ends the lay;
Long silence, then awakes once more
His song ecstatic of the May!

THE above very beautiful lines by Mr. E. W. Thompson of *The Youths' Companion*, and formerly of Toronto, have been going the rounds of the United States press from St. Paul to New Orleans. They are entitled "The Song Sparrow," but the mood and cadence in them suggest to me that the author is thinking of the vesper sparrow, whose note is somewhat different from that of the song sparrow and is much richer and more poetic. — *L., in Exchange.*

The Educational Journal

PUBLISHED SEMI-MONTHLY.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
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J. E. WELLS, M.A., EDITOR AND PROPRIETOR

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TORONTO.

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THE POOLE PRINTING CO., LTD.,
52 FRONT ST. WEST,
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Editorials.

TORONTO, JANUARY 1, 1894.

THE OLD YEAR.

IN wishing our readers a happy New Year, it is natural to turn our eyes to the period measured by the movement of the earth through its elliptical orbit which is just completed, and ask what it has added to the world's history. The year has not, certainly, been without its remarkable events. Foremost amongst these will be, by general consent, the great Eastern war, which, it may be hoped, is now drawing near its close. This struggle, notwithstanding that the destruction of human life has been great, has been more like a march-over for Japan than a war. The resistance of the Chinese has been feeble beyond all expectation. Those who keep their eyes open to what is going on in the world may not have been greatly surprised at the military skill and the ready use and mastery of the most effective modern ships, and weapons, and tactics, which have given to the Japanese forces so easy a series of victories. For a score or more of years past these remarkable people have been studying and adopting Western ideas and methods, with a readiness and an aptness which are, probably, unexampled in history. To this fact they owe their

victorious career since the outbreak of the war, a war which was too evidently provoked by them only when, after years of preparation, they had everything in readiness. The most deplorable thing in the conduct of the war, so far as they are concerned, is the relapse into savagery which marked the taking of Port Arthur, and changed the military victory into a cruel and revolting butchery. There is no longer, we suppose, any reasonable doubt that the capture of the place was followed by a butcherly massacre of thousands of unarmed Chinese, without respect to age or sex. This event suggests that the civilization of Japan is, after all, as yet only a veneer, liable at any moment to be broken through, with the effect of revealing the coarse fibre of barbarism beneath. This only can be said by way of palliation, that the discovery on every hand of horribly mutilated bodies of compatriots who had fallen into the hands of the Chinese, was a provocation of terrible strength.

The event has revealed a weakness, a lack of cohesion and solidarity, and a cowardice, among the vast hordes which make up the almost innumerable population of China, which has been an astonishment to the world. That which makes the event of world-wide interest and importance is the probability, amounting almost to a moral certainty, that the result will be the upbreak of the great Chinese Empire, which has for so many centuries showed an almost impregnable front to all the forces of civilization and Christianity. It would be easy to speculate in regard to the way in which this change is most likely to come, but we have not room for what would be, after all, but a series of more or less probable conjectures, all depending largely upon the course, as yet unpredictable, which the Japanese may take in the hour of their triumph. The events of the coming year in this great Eastern world will furnish a most attractive study for all who are interested in history, whether as teachers or students.

The death of the late Czar of all the Russias is another of the important historical events of the year, which may yet prove to have been fraught with tremendous consequences in the history of the world. So far as his modes of government were concerned there was little to evoke admiration in the life of the great autocrat, or to cause great sorrow at his demise. But the very fact of his absolutism is that which gives the coming to him of the "inevitable hour" so much historical importance. The death of a constitutional monarch matters little in comparison, for the monarch's personality in that case is of comparatively slight importance. He

dies, his successor takes his place; the people shout, "The king is dead; long live the king!" and all things go on as before. But when the questions of peace or war in Europe, and of comparative freedom, or severer despotism and persecution, of the millions who inhabit the great Russian Empire in Europe and Asia, turn upon the character and disposition of the man who succeeds the dead, the matter becomes one of immense historical importance. Whatever were the faults of the late Czar as a ruler, and they were many, there seems to be no doubt that he was honestly in favor of peace, and that to his autocratic will in this regard is owing, in a large measure, the immunity the world has had from the great European war which has been so long predicted. Thus far the conduct of the young czar has given good reason to hope that not only will he pursue the peace-loving policy of his father, but that he may materially improve on his father's methods at home. Already his fearless appearance in public, his reduction of his body-guard, his clemency to many political prisoners, and other indications have given some ground for the hope that he may gradually introduce reforms in the direction of constitutional liberty, such as might, in the course of a generation, work a peaceful revolution throughout the Empire. This, however, remains to be seen. He has not yet, so far as we are aware, shown any disposition to put a stop to the fearful persecutions under which all dissenters from the State Church, especially the brave Stundists, have been groaning.

We have taken up so much space with these two great events of 1894 that we have left no space for reference to many matters of minor importance in the records of the year. The great financial stringency which has pressed so heavily upon the people, especially in the United States and Canada, is still upon us, and the cry of "Hard times" is yet heard in every direction. The cruelties and barbarities perpetrated upon the unhappy Armenians by Turkish soldiers, have again aroused all Europe and America, and especially all England, against the "unspeakable Turk," who has so often proved himself unfit to rule over Christian communities. The atrocities are to be investigated by representatives of Great Britain and other European powers, acting under treaty rights, and it is probable that the Sultan will be held to strict account. Many hope that the result will be the freeing of Armenia from Turkish control, which is believed to be the only thing which will effect a permanent reform. Turkey is too weak to resist any terms which may be imposed by the treaty powers. Should

such a thing be attempted, the happy outcome might be the overthrow of this obnoxious despotism, to the great advantage of the world.

There have been some events of some importance in our own country, such as the Intercolonial Conference at Ottawa during the year, but these will be fresh in the minds of our readers. The last sad change, which deprived Canada in a moment of her Premier, is being mournfully celebrated as we write, and it is probable that the last imposing funeral services may be going on at Ottawa while this paper is in the hands of its readers.

HIGH HONORS FOR A TEACHER.

RUSSIA is hardly the country to which one would instinctively turn for an example of the due honoring of the position and work of a teacher, yet if the following account of the honors paid to a faithful governess in the capital of Russia may be relied on, it proves that the late Czar and his family knew and publicly recognized the debt owed to the beloved instructor of their youth. The story has been current for some time and we have seen no contradiction. We quote it as given in the *Sunday-School Times*:—

"It is not always the place that seems most prominent that proves to be the most influential. This is as true of the higher circles in life as of the lower. There were ladies of honor in the imperial court of Russia in the days of the recently deceased Czar, but no one of these was held in such love and reverence in life, or had such honors paid to her memory at her death, as a simple English governess won from those whom she had taught in faithfulness and affection. Young Alexander and his brothers were taught and loved by her in their youth, and they loved and honored her to the last. She died at the Winter Palace in St. Petersburg a few weeks before the late Tsar was taken seriously ill. He and his brothers—the Grand Dukes—attended her funeral. With their own hands they bore her coffin from the death chamber to the hearse, and then they reverently followed that hearse on foot from the palace to the English cemetery, a distance of nearly two miles. When the body was lowered into the grave, the Tsar of the Russias shed tears of sorrow. Was not that high honor for one of an humble station? Yet any faithful teacher may win correspondent honor by being faithful and loving and true. There are kings and priests in God's sight in many a school, and under many a teacher who has no thought of winning high honor. And whoever is faithful in any sphere may be held in esteem on earth and in heaven because of such faithfulness."

The incident is suggestive of the good old time—good, that is, in certain respects—when the relation between teacher and pupils was often one of close personal

attachment, kept up in one way or another all through life. One of the evils connected with the public school systems of the day is that pupils pass from under the hand of one teacher so swiftly and in such numbers that there is seldom opportunity for cementing those personal ties which have so often in the past beautified the lives of both teacher and pupil.

A QUESTION OF MOTIVES.

"LOVE is not more ruined by being associated with avarice than is learning by being associated with mark-getting." This dictum, uttered by Mr. Balfour, the Head of the Education Department of Scotland, sets up a high, possibly an impracticable, standard for motives to be used in the school-room. It is, nevertheless, the right standard, and should be the goal of every true teacher. Until a pupil or student has learned to love study and learning for their own sakes he is not on the royal highway. No teacher should be content, or regard success as achieved, until he sees his pupils take their study as they do their food, because they are hungry, and enjoy it. But what is to be done when the highest motive is found to be inoperative? Some minds have been so long neglected, some have formed so sluggish habits, that a long process of training is necessary before they can be brought to work naturally, or to enjoy the learning for its own sake. It has always seemed to us that it is the teacher's duty to bring to bear in each case, as far as possible, the highest motive which can be made effective for the time being, always working up towards the higher. A motive is not necessarily bad because it is not the highest. Though marks and standards and other natural rewards are not the ideal aims to be set before learners, they may be the best that can at present be made effective. Many a boy or girl who has begun to work in earnest for the sake of taking a high rank in the class, has ended by becoming an enthusiastic student and lover of learning. In this connection, it always seems to us that anything in the shape of reward for well-doing is both a better and a more effective incentive than anything in the shape of punishment for short-coming, just as hope is a higher inspiration to duty than fear. Many teachers, we are persuaded, make grievous mistakes just at this point. They devise all sorts of penalties for those who fail, instead of seeking opportunities for saying a word of encouragement or praise. The consequence is that study becomes associated in the child-mind with pains and penalties and tears, hence an irksome and hateful thing.

COURTESY TO PUPILS.

THE following, from an article in the *Contemporary Review*, contains an important and truthful suggestion, and is quite in line with what is being from time to time urged in our columns:

"If courtesy to parents is a duty, it is not less a duty to pupils. Everybody knows how Luther's schoolmaster, the famous Trebonius, used to take off his hat when he entered his school-room. 'I uncover my head,' he would say, 'to honor the consuls, chancellors, doctors, masters, who shall proceed from this school.' Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true. A master's success has sometimes been imperilled by so slight a matter as the mistake of not returning boys' salutes in the streets, for courtesy begets courtesy—it is a passport to popularity. The way in which things are done is often more important than the things themselves. One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude and to seem to be unjust, for a sense of speculation arises when a master is apt to be late. If he is generally four minutes late, the boys will count the chance of his being one minute later, and the result will be disappointment, disaster, and then dislike."

Just after we had made the foregoing ready for the printer our eyes fell upon the following from the *Journal of Education*, an English publication. The illustration fits in so well that we append it. The *Journal* says:

"A correspondent writes as follows: 'A few days ago I was collecting exercises in my class-room. One of my pupils, a well-mannered lad, threw his paper carelessly along the desk toward me, without thinking. I made a scarcely perceptible pause; he felt my look, picked up the exercise and handed it to me. After a brief inspection I, noting some trifling omission, tossed it rather contemptuously back, with a curt command for correction. The moral of the incident struck me at once. I had been, momentarily, annoyed by the boy's want of respect, and an instant after I gave him a striking object-lesson in rudeness.' We insert this note because it seems to us quite possible, as our correspondent suggests, that the bad manners, or even impertinences which trouble the irritable and over-wrought master, may be, in point of fact, only the result of his behavior to the boys."

THE attainment of thinking-power is the true end of all culture. "As a man thinketh in his heart so is he," is true of a man's mental as of his moral character. What every one of us needs to fit him for the duties of life is a trained power of clean and independent thinking, which may be turned in any direction, or applied to any subject which the occasion may bring before him.

Special Papers.

*ENGLISH GRAMMAR.

BY C. V. CORLISS, PRINCIPAL NORWICH PUBLIC SCHOOL.
(Continued from last number).

What, after all, fixes the definition of a grammatical term? Is it not fixed just as the definition of any other word is settled? Does not the usage of the best authors and speakers fix the meaning of every word in the language? Is it not a sensible method to let a child's notion of a term become clear by hearing the term used? If he can define it he does not need the definition; though it may be useful as an exercise in precision to define it—but this may be said of any term used in the language. If he cannot define it, surely all the correct definitions in Christendom will not serve to stock his mind with ideas. If he, however, has the right ideas, you help him here, as in all true teaching, to express them.

By being corrected when he misapplies a term, he will learn in the most natural way the qualities included and those excluded by the term. It requires long and careful training usually to become acquainted with these. What one of us, teachers, could give a definition of "sentence" that would accord strictly with good usage? If the definition, "A sentence is the expression of a thought," be accepted, where do compound sentences, and sentences with compound predicates, and imperative sentences, come in?

What folly to spend half-an-hour one day in teaching a definition of sentences, and then to spend as much more time on some future day in trying to convince the person taught that the definition must be wrong since the case under consideration is not included.

I would then recommend keeping the beginner at the selection of subject and predicate for a very long time—say, some months.

Will the child weary of this? That depends on the teacher. If Grammar is divorced from Literature he will. If you say "Pick out the subjects and predicates from so many lines," he will; but if you constantly guide him in their selection in difficult cases by asking him, not "What is the subject?" but, "What is spoken of?" "What or who is enquired about?" "What is said of it?" "What inquiry is made regarding it?" and if you always help him in seeing by suitable guide questions, you can interest him as long as new sentences and new forms of sentence arise. No matter how long, how involved, how intricately mixed, the sentences may be, do not let the literature lesson end until subject and predicate are clear. If you fail here, depend upon it you have failed there.

What a firm basis this gives for future Grammar teaching! How easy to handle the difficulties of any sentence as soon as its subject and predicate are clear—not merely seen and discriminated as day and night! What assistance this would render to reading, particularly with regard to pause. Did you ever reflect that, in reading, all you glean from an author is contained in the predicates of the sentences he employs? He may be able to give us a new thought, but he cannot succeed unless we know what is contained in his subject. We proceed from the known—the subject, to the related unknown—the predicate, and thus we become self-taught by reading. To so train a child that he intuitively sees subject and predicate in reading, and is not satisfied until these are found, is to place a power in his hands that shall last as long as he continues to read or hear: it is to make him at once, and for all time, an intelligent reader and listener. Do not hesitate then to be persistent, yes desperately in earnest here.

Subject, predicate, and sentence once well under way—what next?

Let us pause and take stock of the known so that we may proceed to the related unknown.

(1) The child has now a clear and definite acquaintance with sentence; (2) also with subject; (3) with predicate. More, he has (4) the best possible acquaintance with simple and compound sentences. A compound sentence presents to him no more difficulty than a simple sentence. Further: (5) He has met with all kinds and combinations of subjects and predicates; sentences with simple subject and compound predicate; sentences with compound subject and simple predicate; inverted sentences; all sorts of sentences have been met with. He has never once thought of difficulty. He is always conscious of what is spoken of and what is said of it, therefore of the expression of each; and difficulties arising from odd forms of sentence do not occur to his mind. Besides all this, (6) the connective has come into prominence; and the conjunction is the first part of speech he is acquainted with. He sees its use but never once thinks of classifying it. How can he classify with only one species? He simply observes its use and passes on. You do not commit the tremendous error in logic of teaching conjunction yet as a notion. There can be no classification or need of it till acquaintance is made with other groups of words.

What next? I am much mistaken if the child has not already discovered bare subject and needs only the name. If he has never noticed this, do not waste valuable time in vague questioning, but simply point out the bare subject in a specimen or two after he has divided them into subject and predicate. He will be very anxious to test other subjects in this respect. A few days practice at this will probably suffice to make him quite proficient in selecting bare subject. He will quickly discover that the bare subject has almost as great variety as the sentence. Now it is simply a word, next, a phrase, then, a whole clause. Of course you do not burden him with these names; it would be false logic since they imply a classification as in the case of the conjunction. He is enriched by the observation and lays it up for future use.

Follow this by bare predicate, taken up in a similar way. A few days' practice will bring into view most of its features. He will have no tendency to call a copula a bare predicate. It is no more a bare predicate than the "s" at the end of "runs" is bare predicate in the sentence "Jack runs." Again, if he meets with such a sentence as "Some medicine makes a man sick," the bare predicate is really "makes sick." The bare predicate must be a predicate. To be a predicate it must predicate. But "makes" does not predicate, it merely effects a predication. The two words "makes sick" predicate. He must be made to feel that the bare predicate really predicates, but in the most general way.

While practice continues up to this point, I think I should next introduce the *Object*. Point out a specimen or two; help him to consider it by an easy question or so, and set him off in his exercise with this new feature in mind. Don't try here any more than before, to develop the notion of *Object* from one, two, or half-a-dozen examples. When he presents a wrong word, the correction will arouse his curiosity. If he is puzzled, an easy question will guide him.

During the time that analysis continues up to this point, you and he, some day, perform an experiment. Experimenting, if properly done, always begets interest. What teacher of science does not, at some stage, perform experiments?

From one of the selections he has analyzed you write only the Bare Subject, Bare Predicate and *Object* on the board.

Then the child is allowed to introduce one part after another and watch and note the results carefully. Don't hurry him on to tell you all about modifying. In his note-book he writes down all the results of his observations from the experiments, just as he will do later on in the laboratory. Let him experiment

repeatedly, carefully, always noting results. You always assist him in seeing—never tell. He is safer than he would be in the laboratory, so you may trust him to be alone sometimes.

He quickly finds that some elements when introduced have an affinity for his compound and readily combine. Others do not combine; e.g., suppose the following sentence is met with in a selection: "The boy on the hill, who is flying a kite, shot four crows with his gun yesterday."

(1) Boy shot crows.

(2) *The* boy shot crows—"the" combines.

(3) The boy shot crows *with his gun*. "With his gun" combines.

(4) } The boy shot crows *on the fence*.

 } The boy *on the fence* shot crows.

"On the fence," combines. It makes some difference where it is placed. In second position it indicates a particular boy, in the first it indicates particular crows.

(5) The boy *on the* shot crows. "On the" does not combine, etc. A great variety of exercise may be got from a single example. Simply keep him interested in experimenting and noting results carefully. He will glean several important conclusions from the experiments if properly performed. Here are some:

(1) Some groups of words when introduced readily combine or are sentence-elements. (2) Some groups do not readily combine and are thus not sentence-elements. (3) This fixes his attention on certain grammatical units, words, phrases, and clauses as combining units. (4) Some units on combination change the meaning of the subject, others of the predicate, still others, of the object, while a few change the meaning of now subject, next predicate, then object, according to position. (5) Some units limit the meaning of the part they modify, others merely describe. (6) Some units when introduced modify the predicate as to time, others as to place, etc.

Under your careful direction perhaps other results may be obtained, but these are the more important ones.

Do you think all this too much to be arrived at from a single set of experiments? Give it a fair trial and note the results carefully is all I ask.

How vaguely children use the word "modify." Some even think that every word in the sentence "modifies." How can they be conscious of modification if they have not at least two instances? How do you know whether a certain coat modifies your appearance or not? You simply compare yourself with it on, with yourself with another coat on, or with no coat on. So here.

See that the child gets long and careful drill in ascertaining what modifies, what it modifies, how it modifies, by experiment. Don't be afraid to take ample time. The importance of this work cannot be emphasized too greatly. Drill, drill, drill carefully, intelligently, with variety in device but never in purpose, until the sentence when read falls naturally, intuitively, into its units in the child's mind.

Of what far-reaching importance is this in Reading and Literature! I believe our main difficulties in teaching reading will disappear when we stop teaching it; when we begin training in the intuitive recognition of sentence-units. Fill a child with the thought of a passage by careful training in the literature of it. Train him in practical grammar until sentence elements are immediately recognized, and, if I mistake not, he will read with both intelligence and intelligibility. You have now but to add vocal culture—to train him in the control of the vocal muscles, a purely physical matter.

Our next step in grammar is the discrimination of word, phrase, and clause. The child already knows these as units; he recognizes them readily. He has only to classify them on the basis of implied statement or no implied statement. The clause (dependent) is analyzed as the independent clause was. The process is continued as indicated above until the ultimate sentence—units—words—are reached. Each

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Will fully answer the purpose.

I am much pleased with the book, and am of the opinion that it will fully answer the purpose with which it was written, viz., to help senior students in our public schools. I also think that it can be used with great advantage in lower forms of our High Schools, in fact it has already been a great help to me in my own work.—W. F. SKYMOOR, B.A., *Math. Master, Chatham Coll. Inst.*

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An invaluable aid.

I have fully examined the book and believe it to be an invaluable aid to all candidates preparing for the Entrance or Primary Examinations. The hints to solutions are short but clear, as might be expected from one acquainted with the most approved methods of solution. Mr. Clarkson deserves the thanks of many teachers whose time is limited, and of many students in need of such a work to direct their studies.—W. W. JARDINE, *H.M., H.S., Beamsville.*

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word is thus seen to have a specific sentence-function. These are then grouped into classes on the basis of likeness and difference in sentence-function. Thus the parts of speech are arrived at and are truly seen to be "parts of speech," not parts of scraps, not isolated words.

Clauses and phrases may now be reconsidered on the same basis as words were. They also drop readily into groups corresponding to the "Parts of Speech." Just here allow me to add that it depends on the order in which you present the subject whether a certain group of words is to be called a phrasal adverb or an adverb phrase, a clause adjective or an adjective clause. The main point is to drill so thoroughly at every step that no difficulty is experienced in recognizing the thing taught here, there and everywhere. When the known becomes thus clear, study becomes pleasure; the mind finds no difficulty in grasping the new; the power of apperception is at the highest.

Having then carried the analysis as far as words, it becomes important to begin the study of the forms of words. The further step is a perfectly natural one. The method continues the same. You continue the analysis. You experiment.

But I have already said enough to more than weary you and must omit the subject of inflection and further classification of words, or at least postpone it for a further paper. You know the method. If time allowed I should simply apply the method to this department—etymology.

No doubt, many are working along this line—a few, exclusively; some, occasionally. May I express the hope that none are not using it at all.

In the study of any science there is at the beginning the stage at which the learner may be said to have simply the "stock of common knowledge" in his possession. As he progresses, his "common knowledge" becomes daily more accurate and he passes through what may be termed the stage of "natural history."

Daily growing more and more accurate and rigid in his mode of thought, more and more careful and logical in drawing conclusions, he at last reaches the "scientific stage." Now he reasons with cold precision. The only warmth he feels is of an intellectual nature. Conclusions are long tentative before they are finally accepted. Hypotheses are long held as such before they have any weight as theories.

Terms that long ago in the "stage of common knowledge," were so vague, and that later on in the "stage of natural history," were partially clear, he now grasps with the fulness of significance that belongs alone to the "scientist." He now sees them in all their logical relations. He becomes acquainted with the best usage of the terms employed. He defines.

What folly it would have been for him, while he was possessed of but "common knowledge," or while he was but a "natural historian," to waste his time in useless quibbles over definitions! Of vastly greater importance was it for him to become thoroughly mastered of the phenomena dealt with in his science; to become acquainted with the terms employed, by hearing them used in their proper connections; and finally to become exact in observing rather than in defining.

In conclusion, let me add that the only true method of teaching any or all the subjects is the scientific method—that which is founded on exact, systematic and continued observation of a certain set of phenomena. Let us never lose grasp of the great fact that nature is one. Her manifestations are what we call natural phenomena. These are her language. We divide them into groups for convenience. Their sum total is but one whole of expression. This is the expression of what we call *Truth*. The various groups, which, for convenience, we are obliged to distinguish, should always be clearly felt to issue from the one common source, nature.

The study of the various branches, compre-

hending each its respective group of phenomena, should produce in the mind a consciousness of the right relations in man and nature, practical, scientific and moral. To quote the words of another: "This complex set of relations should be unified by creating that self-consciousness and self-knowledge, which, in the Socratic sense, is the foundation of *virtue*."

"Virtue in its highest form is *freedom*."

"Thus all education should aim at developing in the child intellectual independence, the power of self-control in all his physical and emotional activities, and that ethical freedom which is the result of an intelligent submission to universal law. This is the making of the perfect man."

In a system of education having this as its aim, true grammar has a place.

Mathematics.

All communications intended for this department should be written on one side of the sheet only and should be addressed to the Editor, C. Clarkson, B.A., Seaforth, Ont.

CORRESPONDENCE.

J. R. and G. B., two pupils of TEACHER, sent correct solutions of Nos. 96 and 97. TEACHER sends a problem which appears below. He asks:—"Can problems similar to No. 27, page 146 of the Pub. Sch. Arith. be worked without using the principle of alligation?" No reply, reference only; life is short. Perhaps some friend who is familiar with the book will kindly answer.

FRANK ARMSTRONG, Iroquois, sent solutions to No. 96, 97 and 99 of the November issue. Alas, he wrote on both sides of the paper, and his work had to be copied over or else consigned to the dreadful all-consuming waste paper basket!

J. E. HARRISON, Sylvan, Ont., sent solutions to 94, 96, 97, 99, 100.

W. BICKELL, Branchton, solved 94, 95, 96, 97, 98, 99, 100, 101.

J. S. THOMAS, Waterloo, sent the most carefully written solutions of Nos. 94 to 101 inclusive. We print them below. Many thanks!

F. C. GILLIS, Oakwood, solved 97, 98, 99, 100, 101. Thank you!

JAS. P. MCNAMARA, Silsburg, solved 95, 96, 97, 98, 99, 101, concisely and neatly.

A JUNIOR, Blenheim, sends a problem which is No. 100 with different figures. See the three solutions given in this issue.

REMARK.—The letters received by the MATHEMATICAL EDITOR convince him that in Ontario and Manitoba, and in many of the States there are numerous experienced teachers who are thoroughly imbued with the *true professional spirit*, who are not only willing but are anxious to do all the good they can to all the people they can and in as many ways as they can. Many letters express a lofty sense of duty and a peculiar kind of joy in the thought that the writers may be in some way enabled through the friendly medium of the JOURNAL to help other teachers in their arduous and lonely work. The very name of TEACHER seems to them dear and even sacred, and they evidently look upon the teacher's mission as one of the most important in the world. So be it ever, and increasingly so. Now the EDITOR ventures respectfully to suggest that every subscriber of the JOURNAL should send a postal card—at least one—to some other fellow-teacher with the "glad New Year" and endeavor to find out and to mitigate some of the difficulties that beset him. Is there trouble anywhere? Are the conditions of the environment bad and the "co-efficient of friction" enormous? Are the studies difficult and the teacher at his wits' end? Is the pressure severe and the task heavy? How sweet and cheering will be a few words of kind encouragement, and a little practical help—even on a post card! Brethren and sisters, let us all try this little practical joke just for

once and see if it will not increase the sum total of our own happiness. Select some name from this column, and try to imagine the delightful stimulus that will be given to that faithful worker by the simultaneous receipt of a hundred postal cards from all parts of the country. Why, it will be a miracle of success and will help wonderfully to knit us together into one great brotherhood with one purpose and one heart. We are a mighty army; let us establish communications, and help one another and we shall in that way most effectively help ourselves. Division, isolation, jealousy—these are our curses; union, collectivism, mutual help—these are the greatest blessings that can come to the greatest profession—one only excepted.

R. M. ROBSON, Bryanston, sent solutions of Nos. 94, 95, 96, 97, 98, 99, 100 and 101. Very good.

R. L., Singhampton, solved 96, 97, 98, 100, 101, and sent a problem which appears below.

A. J. M., Port Maitland, solved 94, 95, 96, 97, 98, 99, 100 and 101.

J. A. McLEOD, Dunvegan, solved 96, 97, 98, 99.

W. VAN DUSEN sent problems which appear below.

F. W. ARMSTRONG, Castleton, solved 96, 100, 101.

G. H. G., Essex, asks the question:—"Will you please tell me the best supplementary book in Arithmetic that I can place in the hands of my Pub. Sch. Leaving Class?"

REPLY.—This question has been asked by several other correspondents. We know of only one book that has been specially prepared for this work, viz., *Problems in Arithmetic*: Toronto, 1893.

MR. W. N. CUTHBET, Verschoyles, sends solutions to P. S. L. Arithmetic which appear below. We hope he will reap advantage from the JOURNAL.

SOLUTIONS.

No. 94. Let P equal payment.
Then $P(104^4 + 104^3 + 104^2 + 104)$
 $= 120(104^3 + 104^2 + 104 + 1)$
 $= P(4.41632) = 120\left(\frac{104^4 - 1}{104 - 1}\right)$
 $= P \times 4.41632 = 120 \times 4.24650$
 $P = 120 \times 4.24650 \div 4.41632$
 $= \$115.3856.$

No. 95. Face of Mortgage and Interest
 $= (4000 + 320) + (4000 + 160) = 8480.$
The Present Worth = $P(104)^2 = 8480.$
 $P = 8480 \div 1.0816$
 $= \$7840.2367.$

No. 96. The area of the flower bed is one-half the number of square yards in a circle whose radius is $(12 - 2)$ yds.
That is $10^2 \times \frac{1}{2} \times \frac{1}{2} = 157\frac{1}{2}$ sq. yds.

No. 97. The remainder is $\frac{1}{4}$ of 80 acres = 20 acres
 $\frac{2}{3}$ of 80 = 48.
The difference between 80 times the price per acre and 48 times the price per acre equals 20×60 dollars, or 32 times the price per acre = 1200.
Price per acre = $1200 \div 32 = \$37.50.$
Price of farm is $\$37.50 \times 80 = \$3000.$

No. 98. Let x = cost.
Then $\frac{x}{100}(x) = \frac{x^2}{100}$ = gain.
 $x = 171 - \frac{x^2}{100}$
 $x^2 + 100x = 17100$
 $x = 90.$

No. 99. A = $4(104^2 + 104)$
 $= 4 \times 2.1286.$
 $= 8.4864$ rate per cent.

No. 100. If c, s, g , represent the numbers of cattle, sheep and geese, respectively, we have the equations:

$$c + s + g = 100; \quad 10c + s + \frac{1}{2}g = 100.$$

Two equations for three unknowns, which shows that the problem is indeterminate and may have no solution, or may have an unlimited number of solutions.

Multiply the second equation through by 6 and subtract the first, and we have

$$59c + 5s = 500, \text{ or } 11c + \frac{1}{2}s = 100.$$

Now from the "natur of critters" purchased, c and s must be whole numbers, hence $11c + s$ must be a whole number, and as 100 is also a whole number, $\frac{1}{2}s$ must be an integer.

If we put $c = 1, 2, 3, 4, 5$, etc., we find that 5 is the only value that gives a solution.

If we take $c = 5$, there are 95 sheep and geese, and the number of geese is some multiple of 6, and the numbers that satisfy the conditions of the problem are

$$c = 5, s = 41 \text{ and } g = 54,$$

that is 5 cows, 41 sheep and 54 geese.

Solution II., by J. E. H., Sylvan.

Cows at 100c. each cost above average 900c.

Sheep at 100c. each average price is 100c.

Geese at 16 $\frac{2}{3}$ c. each cost below average 83 $\frac{1}{3}$ c.

$$900c. \div 83\frac{1}{3}c. = 10\frac{2}{3} \text{ times.}$$

\therefore for every cow he must get 10 $\frac{2}{3}$ geese, or to get rid of the fraction multiply through by 3.

Then for every 5 cows he gets 54 geese.

$$5 \text{ cows} + 54 \text{ geese} = 59$$

$$100 - 59 = 41 \text{ sheep.}$$

Proof—

$$5 \text{ cows cost } \$50,$$

$$54 \text{ geese cost } \$9,$$

$$41 \text{ sheep cost } \$41.$$

$$100 \text{ animals cost } \$100.$$

Solution III., by F. W. A., Castleton.

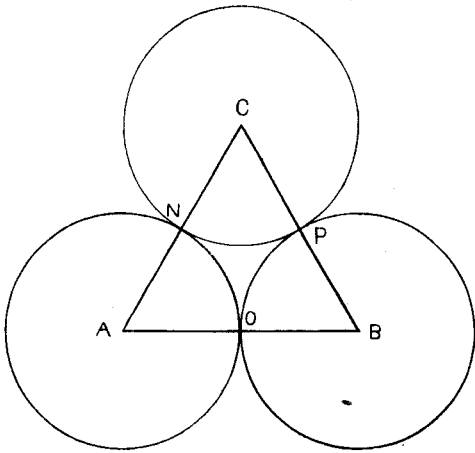
Cost. Av. P. Above. Below.

Cow \$10 \$1 \$9 5

Sheep \$1 \$1 41

Geese 16 $\frac{2}{3}$ c. \$1 \$ $\frac{83}{3}$ 54

N. B.—The last column is not very clearly derived.—EDITOR.



No. 101. Join centres of three circles, forming the equilateral triangle ABC. These lines will pass through the points of contact (Euclid III. 12). The angles at B, A and C are angles of 60°, each being one-third of two right angles, \therefore each sector is $\frac{1}{6}$ of the area of a circle.

Area of the three sectors is $\frac{1}{2}$ area of a circle.

$$= \pi r^2 \times \frac{1}{2} = 2\pi^2 \times 20^2 \times \frac{1}{2} = 4400$$

$$= 628.571428 \text{ sq. rods.}$$

Area of equilateral triangle is

$$\frac{1}{2} \times 3 \times \frac{b^2}{4} = .43301275^2$$

$$= .4330127 \times 40^2$$

$$= 692.82032 \text{ sq. rods.}$$

The difference between these two areas is the area of NOP, the space enclosed by the circles, viz., 64.248892 sq. rods.

PROBLEMS FOR SOLUTION.

No. 1.—By R. L.—A farmer sold 100 geese and turkeys, receiving for the geese 75 cents each, and for the turkeys \$1.25 each, and for all \$104; find the number of each.

No. 2.—By TEACHER.—Three towns A, B, and C, are in the form of a right angled triangle. B is situated at the right angle; and roads join the towns. A person leaves B for A and after going a certain distance goes over to the road between A and C, by the shortest way. He then finds that he is 3 miles from A and 7 from B. He goes on to A and finds that he has travelled farther by $\frac{1}{4}$ of the distance between B and A than he would have travelled if he had travelled straight through from B to A. Find distance between B and A and B and C?

Sent by W. V. D., Manitoba.

No. 3. Construct a triangle whose angles will be as Nos. 1 : 4 : 7.

No. 4. Divide a line into two parts so that rectangle contained by the two parts will be (a) maximum, (b) $\frac{1}{2}$ maximum.

No. 5. Describe a circle to pass through two given points and touch a given straight line.

No. 6. Let diameter (BA) of a circle be produced to P so that AP = radius. Through A draw tangent AED, and from P draw PEC touching circle at C and meeting former tangent AED at D. Join BC and produce it to meet AED at D. Then will triangle DEC be equilateral.

No. 7. In a given circle describe a triangle whose angles will be as numbers 2 : 5 : 8.

No. 8. If any point be taken in the base of an isosceles triangle, the rectangle contained by the segments of the base = difference of square on side of triangle and square on line joining the point taken in base to vertex of triangle.

No. 9. Give factors of $ax^2 + bx + c$ and reduce \sqrt{a} and \sqrt{b} to surds of the same order.

No. 10. Simplify
$$a \left(\frac{-n}{m} \right)^{-\frac{n}{m}}$$

Examination Papers.

PUBLIC SCHOOL LEAVING, 1894.

ARITHMETIC AND MENSURATION.

1. Resolve 16335 and 18018 into their prime factors and from inspection of these write the prime factors of their (a) L. C. M. and (b) G. C. M.

2. Express in the form of a vulgar fraction the average of $\frac{3}{8}, \frac{1}{1\frac{1}{2}}, .7, .4\frac{1}{2}$, and $.486\frac{1}{3}$.

3. A man bought a bankrupt stock at 60c. on the \$ of the invoice price, which was \$4840. He sold half of it at 10% advance on invoice price, half the remainder at 20% below invoice price and the balance at 50% of invoice price. His expenses were 10% of his investment. Find his loss or gain (a) in money and (b) in rate per cent.

4. A storekeeper on the 1st of March, 1894, bought goods amounting, at catalogue prices, to \$840, on which he was allowed successive discounts of 33 $\frac{1}{3}$ per cent. and 5 per cent. The account is payable in 60 days, after which time interest is to be charged at 7 per cent, per annum. On the 1st June, 1894, he paid \$100. How much is due on the 1st of July, 1894?

5. A farmer bought 80 acres on the 1st of Dec., '93, for \$3600, payable one-third cash, one-fourth on the 1st of February, '94, and the balance on the 1st of June, '94. Find the equated time for the payment if made in one sum.

6. M invested money in 3 per cent. consolidated stock at 95 and an equal sum in factory stock at 190 paying an annual dividend of 7 per cent. From the latter he received ten dollars a year more than from the former. How many fifty-dollar shares of factory stock did he purchase?

7. A circular cistern is to contain 66 barrels and to be 6 feet deep. Find the diameter of the excavation, allowing for a brick lining 5

inches thick. [NOTE.—1 brl. = 31 $\frac{1}{2}$ gal.; 1 cu. ft. = 24 $\frac{3}{4}$ quarts.]

8. In a granary there are four bins, each 10 ft. long and 5 ft. wide; how high must they be boarded in front to be capable of holding 860 bushels? [See note after No. 7.]

9. Find the number of cubic feet in a hewn log, 12 inches square at one end and 9 $\frac{1}{2}$ inches square at the other, its length being 27 feet.

SOLUTIONS.

BY W. N. CUTHBERT, PRINCIPAL PUB. SCH., VERSCHOYLE.

1. Prime factors of 16335 = 3, 3, 5, 11, 11. Prime factors of 18018 = 2, 3, 3, 7, 11, 13. Now the L.C.M. of these two must consist of the *smallest (least)* selection of prime factors which contains the factors of each given number, or 3, 3, 3, 5, 11, 11, (to contain first number—16335); and in addition the factors

{ 2, 7, 13, (to contain second number—18018); or the factors (3, 3, 3, 5, 11, 11.) and

2, 7, 13, which placed in order of magnitude = 2, 3, 3, 3, 5, 7, 11, 11, 13 (= 2972970) L.C.M.

The G.C.M. of these numbers must consist of the *greatest* selection of factors common to these numbers, or 3, 3, 11 (= 99) G.C.M.

{ (a) 2, 3, 3, 3, 5, 7, 11, 11, 13 = prime factors of L.C.M. } Ans.

{ (b) 3, 3, 11 = prime factors of G.C.M. }

2. Average = $(\frac{3}{8} + \frac{1}{1\frac{1}{2}} + .7 + .4\frac{1}{2} + .486\frac{1}{3}) \div 5$
 $= (\frac{3}{8} + \frac{2}{3} + .7 + .4\frac{1}{2} + \frac{486}{1000}) \div 5$
 $= \frac{3000}{8000} \div 5$
 $= \frac{3000}{40000}$
 $= \frac{3}{400}$ Ans.

3. Invoice price = \$4840; therefore cost price = $\frac{60}{100}$ of \$4840 = \$2904.

But expenses = 10% of investment = $\frac{10}{100}$ of \$2904 = \$290.40; therefore total cost = \$2904 + \$290.40 = \$3194.40.

Now, half the bankrupt stock, or $\frac{1}{2}$ of \$4840, sold at 10% advance on invoice price; therefore it sold for $\frac{110}{100}$ of \$2420 = \$2662.

And half remainder of stock sold at 20% discount; therefore it sold for $\frac{80}{100}$ of \$1210 = \$968.

Also remainder of stock sold at 50% of invoice price; therefore it sold for $\frac{50}{100}$ of \$1210 = \$605

\therefore total receipts = \$2662 + \$968 + \$605 = \$4235.

Now, gain = \$4235 - \$3194.40 = \$1040.60 in money; but this gain is realized on \$3194.40

\therefore on \$100 the gain would be $32\frac{2}{3}\%$, or $32\frac{2}{3}\%$.
 \therefore (a) $32\frac{2}{3}\%$.
 \therefore (b) $32\frac{2}{3}\%$. } Ans.

4. Goods bought March 1st, 1894. Catalogue price = \$840, and discounts off 33 $\frac{1}{3}$ % and 5%, with balance due in 60 days (or April 30th, 1894) = $\frac{66\frac{2}{3}}{100}$ of \$840 = \$532, due in 60

days. But June 1st, 1894, \$100 is paid. Now \$532 at 7% from April 30th, till June 1st, '94, or one month = [(7% of \$532) \div 12] = \$3.103 + .. interest.

\therefore \$532 + \$3.103 + .. = \$535.103 + .. due June 1st, '94.

\therefore \$535.103 + .. - \$100 (paid), leaves \$435.103 + .. still due.

Now, \$435.103 + .. at 7% from from June 1st till July 1st, '94, or one month, = [(7% of \$435.103 + ..) \div 12]

= \$2.538 + .. interest.
 \therefore amount due on July 1st, 1894,

is \$435.103 + .. + \$2.538 + .. = \$437.641 + .. Ans.

5. Sum invested \$360. Focal date Dec. 0, '93.

Sums.	Terms.	Use of \$1 for.
\$1,200	x 0 days	= 0 days.
\$ 900	x 63 "	= 56,700 "
\$1,500	x 183 "	= 274,500 "
\$3,600	x (P) "	= 331,200 "

\therefore 331,200 days \div 3,600 = 92 days.
 \therefore 92 days from focal date, Dec. 0, 1893, or March 2nd, 1894. Ans.

6. Suppose M to invest \$95 cash in each kind of stock, since the consolidated stock is at 95, and he invests the same sum in each kind.

∴ \$95 cash invested in con. stock brings \$3 dividend (income).

But \$190 cash invested in fac. stock brings \$7 dividend (income).

∴ \$1 cash invested in fac. stock brings $\frac{7}{190}$ dividend (income).

And \$95 cash invested in fac. stock brings $95 \times \frac{7}{190}$ dividend (income) = \$3.50.

∴ difference in M's annual income from each investment is \$3.50 - \$3.00, or 50 cents.

∴ \$1 diff. on \$95 invested in fac. stock.

\$10 diff. on $10 \times \frac{1}{190} \times \95 invested in fac. stock. = \$1.900

Now \$190 cash invested got \$100 fac. stock. ∴ \$1,900 " " would get \$1,000 fac. stock, or 20 fifty-dollar shares. Ans.

7. $24\frac{2}{3}$ qts. = 1 cub. ft. space

∴ 1 qt. = $\frac{1}{24\frac{2}{3}}$ " "

∴ $(31\frac{1}{3} \times 4)$ qts. (1 bbl.) = $31\frac{1}{3} \times 4 \times \frac{1}{24\frac{2}{3}}$ cub.

ft. space.

∴ 1 bbl. = 5 cub. ft. space

And 66 bbls. = 66×5 cub. ft. space = 330 cub. ft. space.

But depth is 6 ft.

∴ area of surface of opening of cistern = $330 \text{ cu. ft.} \div 6 = 55 \text{ sq. ft.}$

But the area of a circle = $3\frac{1}{2}(r)^2$

∴ $3\frac{1}{2}(r)^2 = 55 \text{ sq. ft.}$

∴ $r^2 = \frac{55}{3\frac{1}{2}}$ of 55 sq. ft.

∴ $r = \sqrt{\frac{55}{3\frac{1}{2}}}$ of 55 sq. ft.

∴ $2r = 2 \sqrt{\frac{55}{3\frac{1}{2}}}$ of 55 sq. ft.

∴ dia. = $2 \sqrt{\frac{55}{3\frac{1}{2}}}$ sq. ft.

∴ dia. = $\sqrt{4 \times \frac{55}{3\frac{1}{2}}}$ sq. ft. or $\sqrt{70}$ sq. ft. = 8.366 + . . ft., dia. of opening of cistern.

But brick lining adds 10 inches (5 in. + 5 in.) or $\frac{5}{8}$ ft. (.833 + . . ft.) to this, for the diameter of the excavation.

∴ Dia. of excavation = 8.366 + . . ft. + .833 + . . ft. = 9.20 + . . ft. Ans.

8. (Note to 7th. — $24\frac{2}{3}$ qts. = 1 cub. ft.)

The four bins hold (together) 860 bushels.

∴ Each holds 860 bushels $\div 4 = 215$ bushels.

Now $24\frac{2}{3}$ qts. = 1 cub. ft.

∴ 1 qt. = $\frac{1}{24\frac{2}{3}}$ c. ft.

32 qts. (1 bushel) = $32 \times \frac{1}{24\frac{2}{3}}$ c. ft.

And 215 bushels = $215 \times 32 \times \frac{1}{24\frac{2}{3}}$ c. ft. = $\frac{215 \times 32}{24\frac{2}{3}}$ c. ft.

But 215 bushels = 1 bin.

∴ 1 bin = $\frac{215 \times 32}{24\frac{2}{3}}$ c. ft.

But the bin is 10 ft. long by 5 ft. wide; therefore it is $\frac{215 \times 32}{10 \times 5} = 5\frac{2}{3}$ ft. deep. Ans.

9. Average thickness of squared stick is (12 inches + 9 inches) $\div 2 = 21\frac{1}{2}$ inches $\div 2 = 10\frac{3}{4}$ inches.

∴ cubical contents of stick = $(27 \times 12) \times 10\frac{3}{4} \times 10\frac{3}{4}$ cubic inches

= $\frac{27 \times 12 \times 10\frac{3}{4} \times 10\frac{3}{4}}{1728}$ cubic feet.

= $22\frac{179}{1024}$ cubic feet. Ans.

UNIFORM AND PROMOTION EXAMINATION, NOV. 29TH AND 30TH, 1894.

UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARRY.

COMPOSITION — CLASS II.

1. Form sentences containing the following words used correctly: — Hale, hail; hall, haul; gilt, guilt; fare, fair; gate, gait; feet, feat; fore, four; foul, fowl; hear, here; ewe, you.

2. Write a description of a maple tree, naming its parts and describing their uses to the tree or to man.

3. Form sentences, each containing one of the

following words:— Mother, father, uncle, teacher, postmaster, farmer, merchant, sailor, mason, carpenter.

Values—1, 30; 2, 30; 3, 15. 5 marks may be allowed for neatness.

CLASS III.

1. Write a description of the beaver, containing about twenty lines.

2. Form sentences each containing a pair of the following words:— Barn, stable; stall, manger; wagon, cart; door, gate; plough, harrow; reaper, mower; wheat, barley; beets, carrots; hay, straw; butter, cheese.

3. Correct the following, giving reasons:

(a) Which of these two shops is the handsomest?

(b) Perhaps there is more meaning in them words than you suspect.

(c) When I asked the man, which of the women had stolen the clothes, he said it was her.

(d) I shall never see him no more.

(e) He spoke of the tedious road that laid before us.

4. Form sentences containing the following phrases:— Give up, make out, put by, put off, put down, put on, take up, fall upon, live in, live on.

Values—1, 2, 3, 4, 20 each; 2, 15. 5 marks may be allowed for neatness.

CLASS IV.

1. Write an account of the Battle of Bannockburn, containing about thirty lines.

2. Write a letter, containing about thirty lines, to a friend in the British Islands, giving a description of Ontario, its climate, productions and municipal institutions.

3. Form sentences containing the following words used properly:— Access, excess; deference, difference; eruption, irruption; dissent, descent, decent; principal, principle; idle, idyl; whither, whether.

Values—1 and 2, 30 each; 3, 15. 5 marks may be allowed for neatness.

HISTORY — CLASS IV.

1. Briefly sketch the history of England from the Roman Conquest to 1066.

2. Write notes about any two of the following:—

(a) Federal System.

(b) Great Charter.

(c) Wars of the Roses.

(d) Indian Mutiny.

(e) Habeas Corpus Act.

(f) Repeal of the Corn Laws.

3. Give the names of the Sovereigns of England, from the Roman Conquest, and the date of accession of the last two.

4. Give a brief account of any two of the following:—

(a) North American Indians.

(b) Early European Settlements in North America.

(c) Champlain.

(d) Company of One Hundred Associates.

5. What is meant by—

(1) The Quebec Act.

(2) The Constitutional Act of 1791.

(3) The British North America Act.

Values—15 each. 5 marks may be allowed for neatness.

GEOGRAPHY — CLASS II.

1. What is a mountain? a canal? an isthmus? a desert? a lake? a county town? Name one of each.

2. In your readers the names of the countries in which cotton and coffee grow, are given. Give their names and those of the continents in which they are.

3. Make a map of your country, showing the positions and names of (1) its townships, (2) chief town (if any) and principal villages, (3) railways, (4) rivers and (5) boundaries.

4. Name two oceans which separate America from Europe and two which separate America from Asia. What sea lies north of Africa? north of South America? north-east of Asia? east of the British Isles?

5. What continents and oceans are in the Eastern Hemisphere? in the Northern Hemisphere?

Values—15 each. 5 marks may be given for neatness.

CLASS III.

1. Define sea, island, mountain, bay, gulf, peninsula, cape, isthmus, river, and political division.

2. Show on your paper, an example of each of these (No. 1) by means of a map of that portion

of North America and adjoining waters, lying immediately south of the United States.

3. Draw a map of the most Eastern portion of Ontario, showing (1) the position and names of six counties, (2) their boundaries, (3) county towns, (4) principal villages, (5) rivers, (6) railways.

4. Where are the following rivers and into what bodies of water do they empty? Mackenzie, Fraser, Orinoco, Amazon, Mississippi, St. Lawrence, Ottawa, Columbia, Rio de la Plata, Saskatchewan.

5. Make an outline map showing (1) the four great lakes forming part of the boundary between the United States and Canada, (2) cities situated on their borders, (3) rivers and canals connecting them, (4) position and name of one river flowing into each.

Values—15 each. 5 marks may be awarded for neatness.

CLASS IV.

Marks will be allowed for answers to only five of the questions.

1. What is meant by plane of the earth's orbit? plateau? source of a river? confluence? delta? physical features? the face of a country? coastline?

2. In what month and about what day of the month are (a) the days longest in Canada? (b) in Australia? Why? Explain by means of a diagram.

3. Latitude can never be greater than 90 degrees and longitude than 180 degrees. Why? A place through which the meridian of Greenwich passes, is situated on the equator. What is its latitude and longitude? Give reasons for your answer. What is the latitude and longitude of South Pole?

4. Make an outline map of Europe showing (a) the countries bordering on the Mediterranean Sea, (b) its seas, (c) principal rivers, (d) chief mountain ranges, (e) capitals, (f) physical boundaries.

5. What and where is Corea? Seoul? Japan? Tokio? Pekin? What is the most direct route from Montreal to Japan?

What is meant by Standard Time? Eastern Time? Central Time? Mountain Time? Pacific Time?

Values—15 each. 5 marks may be allowed for neatness.

Question Drawer.

READER.—(1) Windsor is, we think, the last town that was incorporated as a city in Ontario.

(2) Arizona and New Mexico, are, we believe, the only organized territories now remaining in the United States. The Indian Territory and Alaska are unorganized.

(3) Latin can be very well studied privately by means of such preparatory books as those of Harkness, or that now authorized for the High Schools of Ontario. A reading knowledge of French may be gained in the same way, but the ability to converse in French can scarcely be acquired without the aid of a competent teacher.

(4) The notes on the Entrance and Public School Leaving Literature will be continued from time to time in the JOURNAL, if desired by teachers. Of course we can publish them but slowly and we have had the impression that most teachers prefer to supply themselves with some of the published books containing these notes.

M. H. D.—(1) Muskoka and Parry Sound are now counties.

(2) An estuary is the widening of a river at its mouth. Where instead of widening out into one large funnel-shaped mouth, the river is divided so as to reach the sea by two or more different passages, it is called a delta.

MANY teachers throughout the country, who have been helped by the use of White's Practical Problems, will be glad to know that Mr. White has compiled another little volume of Arithmetical Exercises. It is called "Progressive Problems in Arithmetic" and is intended for Fourth Classes in the Public School and candidates for entrance to High Schools and Collegiate Institutes. The Copp, Clark Co., Ltd., will publish it early in January.

Primary Department.

THE INFLUENCE OF THE SCHOOL-ROOM.

RHODA LEE.

WHEN we consider the number of waking hours that are spent by teachers and pupils in the school-room we cannot fail to have our thoughts directed to the external influences there at work. That children are born imitators and reflectors of their surroundings, we who are constantly with them have abundant proof. We do not hear so much now-a-days about the "plastic clay" and the "impressionable wax" but we need to hear more of the extent of the school-room influences. Do they extend to the home? They certainly do. Habits, good or bad, when formed, are not to be put away with the slates and pencils until morning. They cling to the personality as nothing else does. In regard to graded schools we are told occasionally that very little influence of any kind can be brought to bear on a class in one term. I cannot agree to this. Twenty-five hours a week spent within the four walls of school must have some effect upon the character of the child. If the influence is all in the upward direction, the change from one class to another, although entailing a change of method, does not mean an eradication of good seed sown. Of course the teacher who has the children with her for three or four years finds greater scope and larger opportunities, but not more responsibility than one who can exert her influence for four or six months only.

The beginning of the year is a good time for the forming of resolutions. I wish that some, regarding care for the school surroundings, might here and now be recorded.

One of the first requisites is cleanliness. We take it for granted that sweeping and scrubbing are properly attended to by the caretaker or janitor. Dusting, unfortunately, is rarely so satisfactory, and I always found that a few minutes before opening time could be spent very profitably in looking after this and in arranging chalk brushes and other material likely to be required where they would be most convenient.

The teacher's table should always be tidy and arranged with taste. The bright pen-wiper, dainty ink-bottle and pen stand, with perhaps a favorite picture, are just as desirable on the school-desk as at home.

Much importance should also be attached to the teacher's appearance. In a certain district well known to many of us, an enthusiastic young trustee, who knew but little of the cost of dress, brought before the board a motion to the effect that the lady teachers should be instructed to dress well and make frequent change in their costume. The indignation aroused by the "uncalled-for interference" was practically merged in a demand for an increase of salary that the wishes of the gentleman might be properly attended to. But although this suggestion was received with the greatest derision, the idea at the bottom of it was in the right direction. Our salaries may not admit of any extravagance in dress but at the same time it is the duty of every teacher to make

her appearance as pleasing and attractive as possible, and be likewise a model of neatness and good taste. What is necessary to this end everyone knows. Example is stronger, infinitely stronger than precept, with the little folks. A little boy being asked what made the scholars in his class so polite to their teacher and each other, replied by saying, "Oh, Miss H—— walks round so softly and speaks to me—I can't tell you just how—but we all feel nice and polite." I cannot explain "how" either, but the power of a good example, though unseen, is nevertheless without limitation.

Let us next turn to the walls and room generally. Neatness, good-taste, attractiveness and usefulness, are points we need to consider in choosing decorations. Pictures, blackboard drawings, calendars and flags are among the most suitable for the walls. The *Art Amateur* and *The Interchange* make special offers of colored studies of animals, marines, fruit, flowers, etc.,—eight or ten for a dollar. These we can always depend upon as being good prints and well adapted for the school-room. They can be ordered through any book-seller.

A few plants add greatly to the home-like appearance of the room, and if fires are kept up throughout the week they can be very easily managed. A plan which interests the children greatly is to have the plants started at home and brought to school when ready to flower. Hyacinths, tulips, crocuses and other spring flowers may be cultivated in this way.

Suitable mottoes and verses containing good and helpful thoughts are often an inspiration to both children and teacher. These may be written or printed on the blackboard, but should be changed occasionally.

Cards and specimens of paper work should have their place in scrap books and boxes for the purpose. Do not litter the blackboard ledges and walls with them!

Make careful selection of the advertisements and calendars that may be brought by the children, and discard all whose teaching may be doubtful. Do not fall into the habit of supposing that anything bright and attractive will do.

Remember that the appearance of a room has a direct moral force and may either aid or hinder very materially.

One other fact I would remind my readers of is that the children are always our most willing assistants. Insure their co-operation and you will have no difficulty in improving the appearance of your school-room, no matter how hopeless the task may at first seem.

IF A BODY FINDS A LESSON.

Tune: "Coming Thro' the Rye."

If a body finds a lesson
Rather hard and dry,
If nobody comes to show him,
Need a body cry?
If he's little time to study
Should he stop and sigh?
Ere he says: "I cannot get it,"
Ought he not to try?

If a body scans a lesson
With a steady eye,
All its hardness he will conquer,—
Conquer bye and bye.
Then how neatly he'll recite it,
Face not all awry,
Ne'er again he'll say: "I cannot!"
But will go and try.

Correspondence.

RESOLUTIONS ADOPTED BY HALDIMAND TEACHERS.

At the late meeting of the Haldimand Teachers' Association, the following resolutions were unanimously adopted:

The Committee on Resolutions presented their report as follows:—Resolved

(a) That in the opinion of this Association, the standard of non-professional examination for the lowest grade of Public School Teachers' Certificate should be at least equivalent to that of the present Junior Leaving Examination;

(b) That the age limit for taking the professional examination should be raised to twenty-one years;

(c) That Teachers' Certificates of all grades should be valid for life on good conduct;

(d) That the non-professional part of the examination should be taken in two parts, the divisions of work being along the same lines as the Junior Matriculation Examination.

2. That the Regulations of the Education Department admitting holders of Public School Leaving certificates to Form II. of the High Schools be rescinded.

3. That the present Entrance Examination should be retained, but the percentage required for pass should be raised to forty per cent. on each subject, and sixty per cent. on the total.

4. That Trustee Boards in rural sections should consist of at least five members.

5. That the Legislative Grant to Public Schools should be materially increased.

6. That County Boards of Examiners for Entrance to High Schools be established in order to secure uniformity in the examinations.

7. That a book of classified problems should be authorized to supplement the present Public School Arithmetic.

8. (a) That the name of this Association should be changed to the Haldimand Educational Association.

(b) That it be divided into four sections: (1) Literary; (2) Pedagogical; (3) Biological; (4) Archaeological.

(c) That six branch associations be established, one at each of the following places: Cayuga, Caledonia, Dunnville, Hagersville, Jarvis and Selkirk.

(d) That the officers of these branch associations be as follows:

Cayuga—Chairman—L. Kinnear, M.A., Secretary—T. E. A. Stanley, B.A.

Caledonia—Chairman—J. R. Street, M.A., Secretary—R. Thompson.

Dunnville—Chairman—J. B. Cooke, B.A., Secretary—Miss Henderson.

Hagersville—Chairman—J. McNichol, B.A., Secretary—J. H. Foreman.

Jarvis—Chairman—W. Hammond, Secretary—Miss Williamson.

Selkirk—Chairman—D. Duff, Secretary—Miss S. Hicks.

(e) That the several chairmen of the branch associations, together with the President and Secretary of the H. E. A. form the executive committee.

9. That the officers of the H. E. A. for the coming year be as follows: President—Mr. R. Thompson; Vice-Pres.—Miss M. Williamson; Secretary and Treasurer—Mr. Clarke Moses, I.P.S.; Auditors—Teacher S. S. 1 Oneida, and Teacher S. S. 2 Seneca.

10. That the committee to prepare the promotion examinations be as follows: J. H. Foreman, R. Thompson, Wm. Bicknell, Miss Kate Verth, Miss Bella Moir.

11. That the delegates to the O. E. A. be as follows: Clarke Moses, I.P.S., L. Kinnear, M.A., Wm. Hammond, J. B. Kaiser.

C. MOSES, Secretary.

THERE are few things more noticeable than the efforts teachers are making to know more about teaching. Send postal for Teachers' Helps, a catalogue of 400 Books and Aids for Teachers, to E. L. Kellogg & Co., of New York. To anyone answering this advertisement, and sending 10 cents, a copy of Lang's "Comenius" will be sent with the catalogue.

School-Room Methods.

READING.

No. 4.

BY LITERATUS.

WHEN those who are now in the sere and yellow, or approaching it, were at school, they were taught the letters, and to spell words and pronounce them. Introduced in this way, they became tolerable readers in three or four years. The names given to some of the consonants were not in accord with philosophic principles, and presented obstacles in the way of the learner somewhat difficult to surmount. In order to tide over these difficulties the Word or Look-and-Say method was introduced. To still further improve our educational system, the Phonic plan was imported. Look-and-Say and Phonic are now the rage, as witness the last Report of the Public School Inspectors to the Minister of Education. Nothing like Look-and-Say and Phonics. The case stands about thus: To make fair readers required four years by the Alphabetic plan, six years by the Word and Alphabetic combined, and eight years by the Look-and-Say and Phonic combined. The results being thus unsatisfactory, the *Educational Philosophers* are now advocating the Sentence plan. Nothing less than the Sentence will do to begin with. Perhaps after a while we shall have advocates of beginning with the Solar System and working down.

Had all the letters of our alphabet been properly named, the Word or Look-and-Say plan, the Phonic plan, and the Sentence plan, would, in all probability, never have been heard of, or if heard of, would have been confined to the pseudo-educationists who devised them. They would never have become the baneful retarding force on our educational system, which they unfortunately are.

The letter *h* begins about three and six-tenths per cent. of the words in our language. The name commonly given to it is *aitch*. This name contains its function in so disguised a form as to be useless to the learner in determining the pronunciation of a word in which the letter occurs. A perfect name is got by adding to it, following the analogy in *b*, *d*, *p* and *v*. Call it *he*, and spell and pronounce the following words from the First Book, Ontario Reader:—First Part—hat, had, ham, has, hand, hang, hard, hark; he, hen, hem, her, here, hear; hit, hid, him, hip, hill, his; hop, hod, hog; hut, hum, hums, hub, hubs, hung. Second Part—harm, harp, Harry, hammers, having, hair, hairs, hated, happening; head, held, herd, help, helps, hers, hens, heat, heap, heal, here's, heard, heart, hearts, hearty, heaven, heavenly, herself, Herbert, headstrong, heart-griefs; hint, hits, hide, hind, hills, hidden, himeslf; hoe, home, hope, hold, holds, horn, horns, horse, hoped, holes, holiday; hue, hunt, hump, hulk, hurry, hunted.

HOW TO GET EXPRESSION.

"How shall I get expression in reading?" is a question often asked. The means attempted are many. "Read as you would talk," the teacher says, forgetting that the child talks ordinarily with teeth close together and no visible opening between the lips. "Let your voice fall at a period," commands another, and straightway the lesson becomes to the child a search for periods and an effort to remember the rule. The solution of the problem will never be reached in these ways.

What do you desire? Expression—expression of thought. The child is to give you the thought which he finds hidden in the sentence. What first? He must get it. What next? He must desire to give it and realize that he is giving it. He should do this as naturally as he

would toss a ball to you. You must question as naturally as if asking him to toss the ball. But keep your mind and his on the ball, the thought. Avoid doing anything to direct the attention of the child away from the thought, to his inflection, his pronunciation, his attitude, his manner. Hold to the thought now and take another time for these items, when they can be first. It matters little whether the lesson is in the first grade or eighth, the fashion of it is the same. Little Kate reads word by word the sentence, "Mary wore her new brown dress to school yesterday." Her voice is low and timid because she is not sure of her power. "Read again, Kate; tell me what Mary wore to school yesterday." "Yes, and now tell me where she wore her new dress. And now tell me when she wore it. Perhaps Mary has two new dresses. Tell me which one she wore to school." By this time Kate has forgotten to be shy, and she has a message to deliver in answer to your questions. "Now tell Jennie what Mary wore yesterday. Tell Paul. Tell me again." If instead, the teacher should say, "Emphasize brown, or yesterday, or new," or "Make these words strong," the child thinks of the words and emphasis, not the thought. And she does less thinking, by far, than when questioned as above. The more she thinks, the better her expression will be, because she has more thought to express. The words now represent ideas to her.—From *Waymarks for Teachers*, by Sarah L. Arnold.

GEOGRAPHY TOPICS.

For those teachers who have never prepared for themselves an outline, and who are liable, for various reasons, to make use of those in books, the following topics are given. In any grade of schools the teacher will have no difficulty in hearing a lesson studied by these topics, and a country which has been "searched over" under directions of these topics is pretty well known by the students.

Lessons should be given out entirely by the topics, giving two or more, as the importance and the extent of the subject may require. For review purposes the topics are most valuable and time-saving.

1. Boundaries.
2. Latitude.
3. Longitude.
4. Zones.
5. Area.
6. Surface.
7. Mountains.
8. Peaks.
9. Plains.
10. Islands.
11. Peninsula.
12. Capes.
13. Isthmus.
14. Bodies.
15. Rivers.
16. Soil.
17. Climate.
18. Currents.
19. Winds.
20. Race.
21. Population.
22. State of society.
23. Capital.
24. Chief towns.
25. Government.
26. Agricultural productions.
27. Manufactured productions.
28. Commerce.
29. Mining.
30. Exports.
31. Imports.
32. Religion.
33. Education.
34. Language.
35. Manners and customs.
36. Literature, science and art.
37. Journeys.
38. Brief history.
39. Striking characteristics of country.

—Goldthwait's Geographical Magazine.

BORROWING IN SUBTRACTION.

THAT day I was tired and cross, and had kept a little boy from one of the beginning classes after school, because he had failed to get his examples. Miss Preston asked if she might speak with Henry, and I gave her an ungracious "Certainly." She ignored my manner, and sitting down at Henry's desk, talked with him something like the following:

Miss Preston—Are your examples very hard to-day?

Henry—They are not very hard, I guess, for the other boys all had them.

Miss P.—Do you understand them?

H.—No, ma'am; not when I have to take 8 from 3. I can do the other kind well enough, taking 8 from 8, and such, but I don't see how I can take 8 from 3.

Miss P.—Ah, yes. I see your trouble. Now please hand me that tin cup by the water-pail. I thank you. I want a drink from it, but I see it is empty. What shall I do? I am very thirsty, but I cannot drink from an empty cup nor from one that has only *three drops* in it, for I need much more to quench my thirst.

H. (with animation)—Why, I can get some for you from the pail.

Miss P.—But suppose the pail is empty?

H.—Why, then I would go to the faucet down in the basement and get a pailful.

Miss P.—Just so. Now let us see if we cannot do the same by your example. You can't take 8 from 3; but perhaps we can go to the pail and fill our cup. Ah, no. Our next figure is a cipher. Our pail is empty. What shall we do? Go to the faucet, of course, fill our pail and come back. Beyond our cipher stands a 4 on purpose for us to use. Now, if I take one of these hundreds, how many tens is it worth?

H.—Why, ten tens.

Miss P.—Good. Now instead of the cipher we have 10. We can fill the cup from the pail. So now we will take one of these tens (equal to ten units) and add it to the ten units we already have, giving us 13 units. Now you can take 8 from 13?

H.—Oh, yes; it leaves 5. Why, isn't that funny, begging from some one with a pocketful.

Miss P.—Just so. Now you have 3 to take away from 9 where your cipher stood.

H.—And it leaves six!

Miss P.—Now here is our 4, with a 2 below it. What will you do?

H.—Why (after some meditation) 4 gave away part of his.

Miss P.—Yes. How much has he left.

H.—Why, 3, so we can say "2 from 3."

Miss P.—Do you think you "see through" it now?

H.—(With great enthusiasm), Why, yes, ma'am. I can't help getting my examples now.

Which was true. And I couldn't help catching the fire, nor have I been able to keep out of it since. When we came to fractions she showed me how to illustrate the value of numerator and denominator by *things visible*; apples, oranges, etc., until the facts were so plain I began to think I had never before half comprehended them myself.—From "Preston Papers."

ARITHMETIC.

A LETTER from the father of a thirteen-year-old boy was recently published in a daily paper in a large city. The burden of his cry was that his boy was not well taught in arithmetic. He said, in substance, that the boy could perform the fundamental operations with rapidity and accuracy, with both integral and fractional numbers; but that when confronted with a practical problem he did not know what to do; that he would multiply when he ought to divide, or *vice versa*, as frequently as he would do the right thing; that he could readily multiply by 5, but had not the remotest idea why so doing is equivalent to dividing by 2; and this in a city somewhat famous for its methods and results in teaching arithmetic.

Have not all teachers more or less experienced the troubles described by this father? Probably so. Here is one method of training pupils to study problems with a view of determining what to do in solving them, and the order in which the successive operations shall be performed. Place the problem before the class, either on the board or in the book. Suppose it to be the following.

"Mr. Fairfield sold 476 lbs. of beef at \$4 75 per cwt.; and 9,878 lbs. of hay at \$12.25 per ton. He took in part payment \$34.83 worth of sugar at 9 cts. per pound, and received a note for the balance. How many pounds of sugar did he get? What was the face of the note?"

Ask pupils to read the problem carefully, and then to write upon the slate the name of the first operation to be performed in solving it—or what must be done first; then, what must be done next; and so on until the successive steps of the solution have been specified. When the

pupil's slate is done, each slate should have upon it something like the following, for the preceding problem :

1. Multiply.
2. Multiply.
3. Add.
4. Subtract. (Ans. to second question.)
5. Divide. (Ans. to first question.)

Of course the order of 4 and 5 may be changed without affecting the value of the pupil's work. When it is the boy's habit to study each problem carefully for the purpose of determining what to do, there will be less reason for complaint about results. In other words, the ever fruitful reason for failures in solving problems is found in a failure on the part of the pupils to read the problems, *i. e.*, to grasp the thought. Teach pupils to read problems and they will readily solve them, provided, of course, that they are proficient in the fundamental operations.—*"H," in Intelligence.*

Teachers' Miscellany.

THE SUPERVISOR OF DRAWING.

THE following, which we clip from *Art Education*, has so many hints that will apply equally well to any principal or teacher that we must quote it :

"Nothing you can do will so quickly destroy the confidence of both teacher and pupils as to forget. You say, 'When I come again I will tell you about that.' They remember your flip-pant promise and wait for the telling. 'Next time I come I shall ask you how many round leaves you have found.' And they work like bees and await the approval which never comes because you forget. To keep your lightest promise to children is a sacred duty. You are their only supervisor of drawing; they expect and have the right to be treated, in this respect at least, as though they were your only school."

"The ideal supervisor knows this, and, being fallible, keeps a note-book. He visits a dozen schools a day. One teacher has lost an outline, another wants the number of a reference book in the public library, another needs drawing paper. The class is to collect objects like cubes. I am to ask to see them. This class has promised to learn the memory gem I gave this morning. That one is to learn something about the pyramids, this one about Raphael. John Smith in Miss Richards' room is to be praised next time if he has clean hands. Praise Stanley Adams, but rarely; he is spoiled with praise already."

"The supervisor with such a note-book has presently a most enviable reputation. His memory is the eighth wonder of the teachers' world. He is complimented. He has done his simple duty, that is all; but in the doing he has been thrice blessed and prospered according to the sure workings of an eternal law."

HE HAS THE SPIRIT OF CHRIST.

"We read pedagogical literature, but overlook the best; we delight in model lessons, but forget those of Him who taught as one having authority; we call Him the Great Teacher, but study His methods least. This supervisor of drawing has the four reports of this supreme teacher's work and studies them. He has read there, 'Ye know that they who are recognized as rulers over the Gentiles lord it over them, and their great ones exercise authority over them. But it shall not be so among you; but whosoever will be great among you shall be your minister, and whosoever of you will be chiefest shall be servant of all.' He believes this and lives to help. His first question as he enters the schoolroom is, 'What can I do this morning to help you most?' He has no false dignity to sustain, no fame to acquire, no political game to win. He admits that he is not omniscient and grants that the regular teachers may know something and can teach him something. He does not grumble about his small salary, nor calculate when he has done his money's worth. His one ambition is to do his triumphant best every time and all the time."

"No teacher ever appeals for his help in vain. He will stay after school to explain that difficult lesson to her a third time if she is old and dull, or even come and give the lesson himself. His sympathy goes out for the discouraged, for the faithful who try and fail, for the overworked saint with seventy babies and no assistant. He puts himself in the teacher's place and is gener-

ous with a love that 'hopeth all things, endureth all things, thinketh no evil, never faileth.'

Forgetting self for others — losing his own life he presently finds it. He did not attempt to impress the teachers with his superior wisdom; now they think him the wisest of the wise. He did not try to lord it over them; now they will work till dark for him. He had no reputation to make; now his praises are sung by every teacher wherever she goes. He wonders about these things until he remembers that it says in the Third Report :

"Give and it will be given you; good measure, pressed down, SHAKEN TOGETHER, RUNNING OVER, will they give into your bosom. For with what measure ye mete, it will be measured to you again."

A spotless character, a thorough knowledge of one subject, a persistent faithfulness, a determination to help — these four are not beyond the reach of the humblest of us.

"So near is grandeur to our dust.

So near is God to man,
When Duty whispers low 'Thou must,'
The youth replies 'I can.'"

KEEPING IN.

MANY teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that it is the only way to punish the first, to get knowledge into the second, and to cause the third to be punctual. It is done conscientiously; it is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan?

To this it may be answered distinctly, no. The teacher has been there long enough, and so has the pupil. Only now and then should the teacher and pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises — this voluntary. Only in the first case is it to be involuntary.

But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable.

But the objection against "Keeping in" is that it fails in its object. When it is done as a punishment, the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use that method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.

—N. Y. School Journal.

RULES FOR THE SCHOOL ROOM.

SUPR. MOWRY, of the Salem Mass. schools, has issued cards to his teachers containing, among others, the following excellent practical suggestions on school government :

1. Prevention of the wrong doing is better than punishing the wrong done.
2. Never charge a pupil with a misdemeanor on mere suspicion; never at all unless you have positive proof, an absolute demonstration, that he is the guilty one.
3. Exercise great care in taking a stand, that you may have no occasion to retreat.
4. Fault-finding is not calculated to cure a fault.
5. Distrust in the teacher breeds deceit in the pupil. Therefore, always trust your pupils.
6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils.
7. Obedience won is far better and easier than obedience compelled.
8. A child properly employed is easily controlled.
9. A school not properly controlled is a school of little progress or profit.
10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, SARCASM.

CIRCUMLOCUTION.

I CANNOT help thinking that the prevalence of circumlocution methods in all departments of school work is in no small degree owing to the crude ideas of the weaker brethren among the evangelists of the newer education. Their fundamental maxim seems to be: *Develop strength by making things easier.* In the attempt to make things easy, mental pabulum is atomized and administered in homeopathic doses to passive minds; questions on trite or trivial matters are multiplied till the monotony-point — which is far worse than the fatigue point — is reached or passed, and the long-suffering children are all but goaded to the cry of Israel: "Our souls loatheth this manna." Witness the infinitesimal doses prescribed in model number lessons, etc. Witness the mob of questions which the young teacher is recommended to ask upon three or four lines of a common reading lesson. Witness the trivial "development" questions suggested for the evolution of ideas which are always in the child's mind — assuming that he has a mind. Witness the countless "stories" which excite fictitious interest, and "illustrations" which darken presentation: "The fish-bone sound, followed by the little lamb sound, followed by grandpa's watch sound, form the vocalized expression of the word cat!"

—J. A. McLellan in *Pub. School Journal.*

"THE AUTOCRAT."

[Oliver Wendell Holmes. Born 1809. Died Oct. 7, 1864.]

"The last leaf!" can it be true,
We have turned it and on you,
Friend of all?
That the years at last have power?
That's life's foliage and its flower
Fade and fall?

Was there one who ever took
From its shelf, by chance, a book
Penned by you,
But was fast your friend for life,
With one refuge from its strife
Safe and true?

Even gentle Elia's self
Might be proud to share that she f,
Leaf to leaf,
With a soul of kindred sort,
Who could bind strong sense and sport
In one sheaf.

From that Boston breakfast table,
Wit and wisdom, fun and fable,
Radiated
Through all English-speaking places.
When were Science and the Graces
So well mated?

Of sweet singers the most sane,
Of keen wits the most humane,
Wide, yet clear,
Like the blue, above us bent,
Giving sense and sentiment
Each its sphere.

With a manly breadth of soul,
And a fancy quaint and droll;
Ripe and mellow,
With a verile power of "hit,"
Finished scholar, poet, wit,
And good fellow!

Sturdy patriot, and yet
True world's citizen! Regret
Dims our eyes
As we turn each well-thumbed leaf;
Yet a glory 'midst our grief
Will arise.

Years your spirit could not tame,
And they will not dim your fame;
England joys
In your songs, all strength and ease.
And the "dreams" you "wrote to please
Gray-haired boys."

And of such were you not one?
Age chilled not your fire of fun.
Heart alive
Makes a boy of a gray bard,
Though his years be, "by the card,"
Eighty-five!

—London Punch.

Literary Notes.

THE complete novel in the January issue of LIPPINCOTT'S is "The Waifs of Fighting Rocks," by Captain Charles McIlvaine. The scene is laid in the mountains of West Virginia. "By Telephone," a stirring newspaper story by Francis C. Regal, shows how a plucky reporter defeated a conspiracy and brought the criminals to justice. "A Question of Responsibility," by Imogen Clark, deals with delicacy vs. life-saving in a lodging-house. The other stories belong to Christmas. These are "Mrs. Santa Claus," by Marjorie Richardson; "A Prodigal Friend," by S. Elgar Benet, and "Mrs. Risley's Christmas Dinner," by Ella Higginson. "Christmas Customs and Superstitions" are collected by Elizabeth Ferguson Seat. Edgar Fawcett recalls "New Year's Days in Old New York," and Edith Duff "Empress Josephine's Happy Day," ninety years ago. In "The Ducks of the Chesapeake" Calvin Dill Wilson tells all about the canvas-back before he is shot and after. Gilbert Parker offers a study of "Gilbert Beerbohm Tree," the actor. F. M. B., in "With the Autocrat," recalls some notable private utterances of Dr. Holmes, and M. Kauffmann discusses "Socialist Novels." The poetry of the number is by M. S. Paden, Alice Brown, Kathleen R. Wheeler, and Susie M. Best.

Littell's Living Age for 1895. The success of this sterling periodical is owing to the fact that it enables one, with a small outlay of time and money, to keep pace with the best thought and literature of the day. Hence its importance to every American reader. It has always stood at the head of its class, both in the quality and quantity of the reading furnished; and in fact it affords, of itself, so thorough and complete a compendium of what is of immediate interest or permanent value in the literary world as to render it an invaluable economizer of time, labor and money. In the multitude of periodicals of the present time,—quarterlies, monthlies and weeklies,—such a publication has become almost a necessity to every person or family desiring to keep well informed in the best literature of the day. For 1895, an extraordinary offer is made to all new subscribers; and reduced clubbing rates with other periodicals are also given by which a subscriber may at a remarkably small cost obtain the cream of both home and foreign literature. Those selecting their periodicals for the new year, would do well to examine the prospectus. In no other way that we know of can a subscriber be put in possession of the best which the current literature of the world affords, so cheaply or conveniently. *Littell & Co.*, Boston, are the publishers.

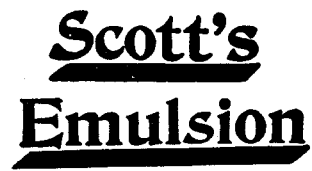
THE enterprise of the publishers of *The Youth's Companion*, Boston, Mass., has steadily advanced the paper year by year, keeping it always in the front rank of the best periodicals. It fills today as no other publication the popular demand for a practical family paper, one that is equally valued and enjoyed by old and young, and free from all objectionable features. The best writers of all lands are engaged to write for its columns. Among the famous contributors for the volume for 1895 are two daughters of Queen Victoria; Mr. Gladstone, the most eminent living statesman, who has for the third time written an article expressly for *The Companion*; Sir Edwin Arnold, W. Clark Russell, Charles Dickens, Frank R. Stockton, J. T. Trowbridge, Mark Twain, Cy Warman, the famous locomotive engineer, and more than a hundred other writers who are known the

world over. *The Companion* appeals to all, whether in the home, in professional or business life, to the educator and laborer in every department of work. Its sound, practical editorials, deal frankly, fairly and concisely with the questions of the day. Every utterance may be accepted without reserve. Full prospectus and specimen copies sent free on application. New subscribers will receive *The Companion* free to 1895 if they subscribe at once, sending \$1.75, the year's subscription price. It comes every week, finely illustrated.

FOLLOWING are a few samples of the contents of the January *Forum*: "Are Our Moral Standards Shifting?" an article calling attention to some of the interesting and significant changes in the attitude of the public mind on many important subjects, by Professor Albert Bushnell Hart, of Harvard; "The Humiliating Report of the Strike Commission," by Mr. H. P. Robinson, editor of the "Railway Age," who criticises the Report very severely; "The Anatomy of a Tenement Street," by Alvan F. Sanborn, who describes, after careful and continued observations and residence in a typical tenement street, the daily life, customs, habits, and the morals of its inhabitants—an article of profound sociological interest; "The Proper Training and the Future of the Indians," by Maj. J. W. Powell; "To Ancient Greek through Modern? No!" by Professor Paul Shorey, of Chicago University, who replies to Mr. Genadius's article in the October *Forum* on "Teaching Greek as a Living Language"; "Dickens's Place in Literature," being article No. V. in Frederic Harrison's series on the Great Victorian Writers; "A New Aid to Education," by Wm. R. Eastman, describing the methods and practical working of the new system of loaning books through travelling libraries lately put into successful operation by the Library of the University of the State of New York; "Woman's Wisest Policy," by Mrs. Spencer Trask—an article of special interest to women, etc. There are fifteen articles in all, of timely interest.

Anæmic Women

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OFFICIAL CALENDAR OF THE Educational Department

- January:
- NEW YEAS'S DAY (Tuesday.)
By-laws for establishing and withdrawal of union of municipalities for High School purposes take effect. [H. S. Act, sec. 7 (1) (2).] (Not before 1st January.)
Trustees' annual reports to Inspectors, due. [P. S. Act, sec. 40 (13).] (On or before 1st January.)
By-law establishing Township Boards takes effect. [P. S. Act, sec. 54.] (On 1st January.)
 - Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 102 (3); S. S. Act, sec. 31 (3).] (1st Wednesday in January, day following if a holiday.)
 - High Schools second term and Public and Separate Schools open. [H. S. Act, sec. 42; P. S. Act, sec. 173 (1) (2); S. S. Act, sec. 79 (1).] (3rd day of January.)
 - Truant Officers' report to Department, due. (Not later than 5th January.)
 - Clerk of municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47, (1).] (Before 2nd Wednesday in January.)
 - Annual Reports of Boards in cities and towns, to Department, due. [P. S. Act, sec. 107 (12).] (Before 15th January.)
Names and addresses of Separate School Trustees and Teachers to be sent to Department. [S. S. Act, sec. 28 (12).] (Before 15th January.)
Annual Report of High School Boards to Department, due. [H. S. Act, sec. 14 (12).] (Before 15th January.)
Names and addresses of Public School Trustees and Teachers to be sent to Township Clerk and Inspector. [P. S. Act, sec. 40 (10).] (Before 15th January.)
 - Application for Legislative apportionment for inspection of Public Schools in cities and towns separated from the county, to Department, due. (15th January.)
Annual Report of Kindergarten attendance, to Department, due. (Not later than 15th January.)
Annual Report of Separate Schools, to Department, due. [S. S. Act, sec. 28 (18); 32 (9).] (On or before 15th January.)
Minutes of R. C. S. S. Trustees' annual meeting, to Department, due. (Due with Annual Report.)
Provincial Normal Schools open (First Session). (3rd Tuesday in January.)
 - First meeting of Public School Boards in cities, towns, and incorporated villages. P. S. Act, sec. 106 (1).] (3rd Wednesday in January.)
Appointment of High School Trustees by Public School Boards. [H. S. Act, sec. 12; P. S. Act, sec. 106 (1).] (3rd Wednesday in January.)
 - Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 12; Mun. Act, sec. 223.] (3rd Monday in January.)
 - Appointment of High School Trustees by County Councils. [H. S. Act, sec. 12; Mun. Act, sec. 223.] (4th Tuesday in January.)

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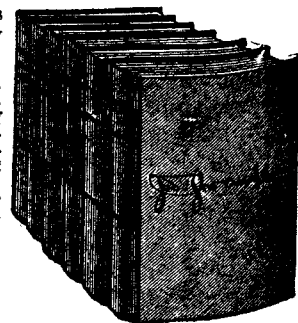
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