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The Educational Journal.

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

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

WE are glad to receive evidence that our English Department is heartily appreciated by teachers, and that the prominence we are giving to English in the JOURNAL is approved. The papers we are presenting on Entrance Literature will, we are sure, prove valuable, not only by reason of their own excellence, but because of the variety in modes of treatment which results from having them prepared by so many different teachers.

It is proposed in the State of New York that the sale of cigarettes to boys under sixteen should be prohibited by law. The idea is a good one, and the prohibition should include tobacco in every form. The tobacco habit is as injurious as it is disgusting, and boys should be kept, as far as possible, from contracting it until at least they have sense enough to judge for themselves, whether it is worth while to saturate their systems with narcotic poison.

CULTURE is the law of earth. This word "culture" is shunned by many as having taint of a certain affectation of mental superiority upon it. But it is too good a word to be given up to the service of affectation. We know not how it may be in other worlds, or with higher orders of intelligences, but in this world, and with the human family, some course of education, some process of faithful, toilsome, persistent culture, is the condition of all excellence and of all growth.

WE are much encouraged by the expressions of approval we are constantly receiving from our patrons. There is no better stimulus to increased exertion than the assurance that our labors are not in vain; that the paper is helping teachers in their work and so promoting the cause of public education. The hearty and spontaneous endorsement of the Oxford Teachers' Institute is particularly gratifying. We shall do our best to make the paper still more deserving of such encomiums. Excelsior!

THE Oxford Institute was fortunate in having the presence and help of Mr. Ford, whose experience and ability they seem to have wisely utilized to the fullest extent. His lecture on "Scientific Temperance" must have been especially helpful to many teachers, seeing that the subject is but newly introduced into the public

school course. Mr. Ford's hearty and unprejudiced endorsement of the Ontario Temperance Text Book, which he pronounced the best he had ever seen, is a valuable testimony, and will give increased confidence in the merits of the work.

BEING educated is simply learning to think. What, after all, is the sum and substance, the alpha and omega of all true education? Is it not thinking-power? This it is that marks the difference between one man or woman and another, so far as education is concerned. Why is it that one man's or woman's opinions carry with them so much more weight than those of another? It depends, as we all know, upon the kind of man or woman behind the opinion. If there is behind it a mind which has learned to think—to look on both sides, or rather on all sides of a question, the inside included, the opinion is of value, not otherwise. The question is not, has the individual been through college or university, but has he learned to think?

THE Philadelphia Social Science Association will shortly publish a monograph by Professor E. J. James of the University of Pennsylvania, entitled, "Chairs of Pedagogics in our Colleges and Universities." The author discusses at some length the place and functions of the Science and Art of Education as university disciplines. "In this view," he says "the necessity of some kind of professional training for the vocation of teacher is made very plain by the low level of pedagogical skill prevailing in our secondary schools and colleges. After an examination of what is done to supply this training in Germany, England, and our own country, Professor James offers an elaborate plea in favor of the establishment of pedagogical professorships and seminaries in our colleges and universities as the only means adequate to the desired end."

It almost seems as if the women were bound to beat whenever they find an opportunity for competition. The latest case is that of Miss E. B. Pearson, a student in the Harvard "Annex" for women, which has no official connection with the university. Miss Pearson wrote a historical essay for an "Annex" prize. The Harvard professors who acted as judges were the same who award larger prizes on similar subjects to members of the university. Miss Pearson's essay got mixed in with the men's dissertations, and as she used only the initial of her first

name the judges mistook her sex and awarded her \$100, the maximum amount allowed. On discovering the error, Miss Pearson's essay was remanded to the proper feminine class, and awarded the \$30 offered by the "Annex," while the best man received the \$100. Fancy his feelings.

QUITE a breeze has been set in motion in educational circles in Ontario, in consequence of the suspension by the Faculty of Victoria University of two students, who were the editors of *Acta Victoriana*, the college journal. Their offence was, according to the published accounts, the publication of a sharp criticism of the examinations given in a branch of the Department of Natural Science in that institution. Judging simply from the accounts given to the public, we should have no hesitation in saying that the Faculty have committed a wrong as well as a blunder. Liberty of criticism cannot be refused to college students any more than to other writers for the press. It must, however, be borne in mind that the public have, as yet, but one side of the story. If we knew the whole history it is possible that our judgment might have to be suspended or reversed.

We are glad to publish "An-Eighteen-year-old-Teacher's" defence of the juniors in the profession. There may be a better way of accomplishing the reform, which all admit to be desirable, than raising the age limit. We wish, therefore, to present both sides, or rather all sides of the question. We like the ring of enthusiasm in our correspondent's letter, and regard it as an earnest of his success. But we may remind him of the old saw that the exception proves the rule. We may also express our very serious doubt as to whether many enter the profession of law or medicine under twenty-one years of age. Moreover, it must be borne in mind that those professions do not bear either to the Government or the public the same relations as the teaching profession, and that both of them are (as we think they ought not to be) made close corporations by law.

A WRITER argues in favor of the voice, as opposed to the bell, as an instrument for commanding attention in the schoolroom. Much depends, we should say, upon the kind of voice, and this depends upon the kind of man or woman behind it. The human voice is a wonderfully expressive instrument. There is in its tones and inflections an indescribable something which reveals to the shrewd urchin's ear exactly what amount of mind and will-power underlies it. It is not necessarily the loud, nor the high pitched, nor the threatening tone which carries weight, but the modulation which is born of conscious strength and quiet determination. The only way to attain this quality of voice is to cultivate the mental and moral qualities of

which it is the natural expression. All blustering scolding, shouting, and threatening are the outcome and confession of weakness on the part of the teacher, and are soon so understood and estimated.

REV. PRINCIPAL BURNS, of Hamilton, made a good suggestion a few weeks ago, to the effect that time and place should be found in the schools for instructing the young in the elementary duties of citizenship and the workings of our municipal institutions, even if some of the time now used or wasted over such subjects as technical grammar had to be appropriated for the purpose. For a people eminently self-ruling the ignorance often met with in grown-up persons in regard to our own system of government, is amazing and humiliating. Boys, and girls too, should be early taught to think of such matters. They should not go forth, even from the public schools, without some tolerably clear notions of our forms of government, Dominion, Provincial, and Municipal. They should carry with them some knowledge of the duties of good citizens to the State, and to one another in all the relations of civic and social life. Much information of this kind could easily be brought within the range of a child's comprehension. The study could be made an excellent educational instrument as well as a practical preparation for future usefulness. Above all the child-mind should be imbued with a horror of whatever is dishonorable and degrading in the political life of the day.

A GREAT deal of attention has of late been bestowed upon the question "What shall I read?" and one distinguished worker after another has come forward to tell us about the books that have helped him. The trouble here is the embarrassment of riches. There are so many books even in our own language that are good and that one feels he ought to read, that one is in danger of becoming bewildered and discouraged and failing to read anything properly. To those in such a plight it may be helpful to remember that after all, within the wide range of books that are books, it matters less what we read than how we read. The main point is does the author stimulate thought? Does he manifest and inspire zeal for truth, for pure, unadulterated truth? It is good to be able to agree with our book, to feel that it is leading us into the truth, but often, from the point of view of mental and moral profit, it may be almost, or quite, as stimulating to read a clever author who keeps us constantly on the warpath, criticising his reasoning, quarrelling with his assumptions and rejecting his conclusions. It has been said by the friends of a certain great thinker that it was almost painful to watch him read, the marks of intense mental activity and conflict which he kept up were so apparent in his face and gesture. We repeat, it is important what we read, but far more important how we read.

Educational Thought.

It is as important how children learn as what they learn.—*Dr. Mayo.*

THE intellect is perfected not by knowledge, but by activity.—*Aristotle.*

"THE great thing to be minded in education is, what habits you settle."—*Locke.*

SINCE the moral effect of reward depends on its being recognized as the fruit of virtuous exertion, school rewards can only have such effect when they are conferred not on the ground of absolute attainment, which is largely determined by natural superiority, but on that of individual progress.—*Sully.*

"YOUTH is but the painted shell within which, continually growing, lives that wondrous thing the spirit of a man, biding its moment of apparition, earlier in some than in others. . . . They to whom a boy comes asking, Who am I, and what am I to be? had need of ever so much care. Each word in answer may prove to the after-life what each finger touch of the artist is to the clay he is modeling."—*Gen. Lew Wallace in Ben-Hur.*

IF modern education has any distinguishing principle, it is that its business is to train, enlarge, and invigorate the man in all parts of him, the integral sense of his faculties. It will be a step forward when it is fairly acknowledged that even with the knowledge or understanding faculty, the foremost object is to perfect it as an instrument for service, rather than to stimulate or stock it as a recipient of information.—*F. D. Huntington.*

THE best teacher never ceases to be a student. She not only keeps herself familiar with the subjects which she teaches and the latest contributions of thought concerning them, but she also constantly studies the best mode of teaching them. Without becoming an empiric, she examines each new method of instruction, and endeavors to extract from it whatever will enrich or improve her work. But she does not become the slave of one inflexible method.—*Supt. Bradley.*

"THE image which is stamped upon our coin is not more enduring than the impression which books make upon the mind. Whether it be poetry or history, fiction or science, literature for children should be written by authors whose English is a well of undefiled purity; whose imagination is chaste and sweet as the summer air; whose thoughts are the noble offspring of great feelings. Good books are good ministers; they speak with pleasant voices to willing ears, and they alone are worthy to minister at the altar within the sacred temple of home."—*Henry Sabin.*

THE mistake of all but the wisest parents consists in putting off to a period more or less too late, the moment of beginning to teach their children obedience. If this be not commenced at the first possible moment, there is no better reason why it should be begun at any other, except it will be harder every hour it is postponed. The spiritual loss and injury caused to the child by their waiting till they fancy him fit to reason with, is immense; yet there is nothing in which those who have the right to insist on obedience are more cowardly than this. The dawn of reason will doubtless help to develop obedience, but obedience is yet more necessary to the development of reason. To require of a child only what he can understand the reason of, is simply to help him to make himself his own god. If parents, through weakness or indifference, fail to teach their children obedience in the years preceding school life, the best training of the wisest teachers can never fully supply the deficiency. It is common to talk about the work of the school in making good citizens. The school can aid in the work, but the homes of a country determine the character of the citizens.—*Geo. McDonald.*

He who does one fault at first,
And lies to hide it, makes it two.—*Watts.*

A GOOD deal of what we are pleased to call our goodness is only another name for methods of behaving that we have had drilled into us till they have become habits.—*Rev. Dr. Parkhurst, in the Forum.*

Special Papers.

*THE VALUE OF GRAMMAR AS A PUBLIC SCHOOL STUDY.

BY EDWARD TROUGHT.

PERHAPS there is nothing that we as teachers are reminded of so often as that "This is a practical age," that the time of an ordinary individual who has to make his living in the world is too limited to admit of theory, that the work of the school-room is to fit the young for the actual business of life. Now, so far there is little room for difference of opinion. But when it is further contended that the school-room is the place to fit the individual for making a living in the world, the place for turning out teachers, bookkeepers, clerks, designers, and mechanics, then it is time to pause. If this were the work of the school-room what would be its value? What is the value of a mere teacher, a mere bookkeeper, a mere clerk, or a mere mechanic? You can estimate his value exactly if you know how skilled he is in his work, and the market value of his labor. He's a very honest fellow, no doubt, but is the world any the better through him? Is he fitted to do his duty as a citizen? Has his mind an elevating influence upon the minds of those who associate with him? After all he is a very selfish individual. His whole life including his school life has been spent in preparation for getting, and in getting, a living for himself.

We find then that the direct object of the school is not to fit the individual for making his living in the world if what is meant by that is that all his studies should be in the line of what he intends to be in after life. It is rather the place for development, for education.

Now I presume it is to meet the various requirements of this education that the numerous studies on our school programme are intended. And here is where the difficulty arises. There are so many, many subjects that seem so very, very important, that the difficulty is in choosing.

A few years ago the three R's were nearly all that was taught in the Public Schools. Of late the cry has been that our school programme is overcrowded. This cry always begins with the public, is echoed by the teachers, is considered by our educational legislators, and is duly followed by the adding of another subject to the programme. Two or three years ago the cry was so strong that the programme was threatened with a systematic weeding-out process, when just then a most alarming state of affairs was discovered. The very training necessary to all in after life—from the boy destined to hold the plough to the one destined to execute the finest design—the training of the hand and eye, and of the hand to work with the eye, was being altogether neglected. It is needless to say that this defect was remedied. Drawing was placed upon the public school curriculum. Still more recently another new subject has been added, and has been made compulsory, the study of text-book temperance.

Just now there is peace, but our unfortunate programme is threatened with more assaults. A few days ago I read an account of a meeting of agriculturalists. At this meeting it was contended by a college professor that agriculture is the most important industry of this country, that therefore no subject is so worthy of study as the study of agriculture, that it ought to be made compulsory in all the schools, and that formal grammar, and geography names might be crowded out to make room for it. Then at a meeting of the Ministerial Association, in Toronto, a day or two ago, a resolution was passed requesting the Minister of Education to place "Religious Instruction, to be given by the teacher," upon the programme, one speaker remarking that it might be taken up instead of some of the subjects which are being over-taught.

It is impossible to tell how many more subjects will be crowded into the programme, but the time must come before long when it will be subjected to keen scrutiny, and the value of every subject will be estimated. Whether the proper test will be put or not we cannot say, but upon that test some subjects will be rejected and some retained.

* Read before the Peel County Teachers' Association.

Perhaps there is no subject that has been so often assailed of late as the subject of grammar—"Formal Grammar," as it is called, and in this paper I purpose to consider its value as a public school study.

It has been often said that those who associate with educated people speak correctly even if they have never studied grammar, and are totally ignorant of its principles. Therefore the study of grammar is of no use. All that is required is that a few of the principles of good usage should be taken up for the benefit of those who have not the privilege of moving in educated circles. Well, if the whole aim and scope of this subject is to teach us to speak without making mistakes in grammar, the study has not been assailed one moment too soon.

It is a pedagogical truism that every good lesson should have two aims, one the imparting of information, the other the development of the mind, and these two aims point to the two tests which should be applied in estimating the value of a subject. First.—Does the study of the subject furnish knowledge that will be practically useful to the pupil in after life? Secondly.—Has the study an educative value? Now let us apply these tests to the study of grammar.

In the first place, in examining the structure of language the pupil may deduce rules for correct speaking and writing. Associating with educated people may enable one to speak correctly, but not to write correctly. Many instances are recorded of people who have been ready, brilliant, and correct in conversation, but who could not pen even an ordinary letter without displaying gross ignorance. The spelling of inflected forms, the closing of each sentence, the use of capitals, are treated upon in this subject. Another instructive value that grammar has is, it often enables the pupil to find the meaning of a difficult passage whether in poetry or in prose. He is taught to arrange sentences after a certain method, to strip them of their rhetorical or poetic dress, to test the words, phrases, and clauses, by placing those related, as closely together as possible, so that he may find their proper position in his arrangement. By these means he arrives at the bare meaning. It is true he may have lost some of the electrical power of the rhetoric or poetry, but he is surely in a better position for feeling these when he turns to the original than he was before. To sum up then, the study of grammar has an instructive value in assisting the pupil to speak and to write correctly, and in assisting him to understand what he reads.

In considering the educative value of grammar we notice that this study, though by no means abstract, is farther removed from the concrete than any study with which the pupil will be yet acquainted. He has to turn in upon himself, as it were, to observe the effects of language upon his own mind. The study of grammar thus leads up to intellectual independence.

In the second place it leads the mind up to classification according to reason. Perhaps it may not have struck some of us how much of our intellectual activity is made up of classifying. Yet we may almost say that classification is synonymous with intellectual activity. Now grammar leads the pupil to reason and to classify. For instance he gets the idea of name-word and he has to find out by reasoning whether a word used is a name or not before he can put it into his class. He gets no assistance from his senses. The word may be the same in form in two different sentences, but not the same for purposes of classification. If he finds that a word is a name-word in a peculiar instance, he places it in the noun class no matter what it was in any previous instance. If the word is used to make a statement about something he places it in the verb class no matter what it was in any previous instance. His powers of classification are further developed in considering phrases and clauses where he sees combinations of words used as a single word, and consequently coming under one of his word classes. To sum up the educative value of grammar as a study then—It develops the more subtle intellectual powers of reasoning, and secondly, it develops the powers of detecting similarities by reasoning, for the purpose of classification.

Politeness promotes beauty in him who possesses it and happiness in those about him.—H. W. Beecher.

Question Drawer.

1. WHAT are the statutory holidays for Ontario?
2. What fee do candidates, who write on Latin only, have to pay? (In second-class certificates.)—D. A.

[1. New Year's Day, Christmas day, Good Friday, Easter Monday, Queen's Birthday, Dominion Day.]

[2. Two dollars.]

What is the reason that in rural schools the midsummer vacation does not exceed six weeks, and the noon recess one hour; while in villages, towns and cities these terms are eight weeks, and one and a half hours, respectively? There is also a like difference at Christmas time. Now, this looks to me unfair; because, as a rule, the boy or girl in the country works as hard or harder than the boy or girl in the village, town, or city, and they are, also, just as fond of holidays. Likewise with respect to the teacher; his work is, since the rural school is generally "ungraded," harder than that of his more favored friends in the village, town or city.—A SUBSCRIBER WHO WOULD LIKE TO KNOW THE REASON.

[Probably the chief reason is that the high schools are generally situated in the towns and villages, and the policy in regard to holidays is regulated by their requirements. Another reason is, no doubt, that the farmers and other country people are the strongest sticklers for short holidays.]

1. Would you please say how often it is best for the holder of a bank deposit receipt to send it to the bank for the calculation and endorsement of accrued interest thereon?
2. In doing so (returning it to bank) must the holder endorse it on the back?—G. H. B.

[1. That is a matter for the bank to determine. The banks have their own regulations, which would, we should suppose, be generally specified on the deposit receipt itself. They do not ordinarily, we think, add interest oftener than once a year.

2. It must be endorsed if the holder wants to draw it, not otherwise.]

Please inform me as to the law regarding the payment of teacher's salary, when the school has been closed a short time on account of sickness in the section, the teacher herself not being sick.—J. C.

[See answer to first question in Question Drawer, March 15th.]

Kindly let me know, through your valuable paper, if there is any agency in Toronto or any other Canadian city for procuring teachers and supplying information of places vacant to public school music, drawing teachers, etc.—A SUBSCRIBER.

[We know of none.]

1. What else besides Precise-Writing has been added this year to the curriculum for third-class candidates?
2. Will third-class, as well as second-class candidates, be examined in *Industrial Design Drawing* this coming summer?
3. Will it be necessary, or even advisable, for third-class candidates to study "High School Physics" (authorized edition), or will Huxley and Balfour Stewart's Science Primers suffice to cover the course for third-class certificates?—C. B.

[1. Nothing, we think. Send to Education Department for a copy of Regulations respecting the course for teachers' certificates, which will give you full information.

2. Only third class candidates take drawing.
3. Physics has to be taken along with Botany, unless Latin, French or German is substituted. You can best answer your own question by comparing the requirements (Sec. 13, page 2, Regula-

(Continued on p. 368)

English.

All communications intended for this column should be sent to W. E. Huston, M.A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

NOTE.—Owing to the pressure on the column, the editor is compelled to omit his usual paper, as well as answers to several questions forwarded to him. He trusts that his correspondents will not be inconvenienced by waiting for the next issue, in which he hopes to be able to find space for the omitted answers.

TO A SKYLARK.

WILLIAM WORDSWORTH (1770-1850.)

By E. A. Hardy, University College ('88), Toronto.

IN assigning this poem for the next lesson, ask the scholars to look up the meaning of these words: *ethereal, minstrel, aspire, quivering, vision, prompted, thrill, privacy, harmony, instinct, soar, kindred.*

Then, in taking up the lesson in class, have it read through twice, and further, read each stanza carefully, making every word understood.

Have the pupils bring in a paraphrase of the poem and ask them to memorize, at least, the first stanza and encourage them in memorizing all of it; for a good many boys and girls find memory-work very hard and need a little sympathy from the teacher in order to derive any benefit or satisfaction from it.

Bring out the force of:—

1ST STANZA,—*ethereal minstrel, pilgrim of the sky, while—aspire.*

2ND STANZA,—*love-prompted strain, thrills—plain, the last two lines.*

3RD STANZA,—*a privacy thine, with instinct more divine, the last two lines.*

Ask the class to find any other poems in their Reader similar to this one. They will soon find Hogg's and Shelley's. Read to them, or have them read, a few stanzas from each one of these.

Examine the metre a little. Compare the lines of this poem with the other two selections of Wordsworth's given in the Reader and also with the other poems that are studied this year. This will furnish a good opportunity to acquaint the scholars with the meaning of *foot, verse* and *stanza*. Ask them to write down a few lines and to mark off the syllables or feet: as, e.g.,

"Dost tho' u | despi'se | the ear'th | where car'es | abou'nd.

If the pupils can gain some idea of the rhythm of English verse by a few simple exercises like the one here suggested, it will be of great value to them. They must acquire it some time in their school career and if a good start is made, the work of the teachers in upper forms becomes much lighter, and their own pleasure in reading English much greater. This remark applies to other portions of the work of mastering English poetry and prose. A teacher should inculcate a love for English literature for its own sake, not because it furnishes material for parsing and analysis (although those are sometimes necessary to a complete understanding) but because of the beauty contained in it. A taste for literature thus implanted and fostered by a skilful teacher will be the source of good mental training and much pleasure in after life. To this end and also for the reason given in the next paragraph the teacher might place before his scholars some of the selections mentioned below.

On page 185 of the Reader is a short sketch of Wordsworth. Note particularly: "He wrote poetry upon humble subjects, etc. His language is remarkably simple, etc.; he thought the language of poetry should be that 'really used by men.' He was an enthusiastic lover of nature. His poems are marked by simplicity, naturalness and tender pathos." Since these remarks have been made for the benefit of fourth class pupils, it will not be out of place to apply them. Test them by this poem on the Skylark. How great a number of the words in it are those used in every-day life? To get a still better idea of his poetical language and his truth to nature read to the class some selections from his poems: "To a Butterfly," his other poem, "To a Skylark," "The Kitten and the Falling Leaves," "The Cuckoo,"

For the convenience of some who may not be able easily to procure these poems, a few selections are here quoted:

TO A BUTTERFLY.

I've watched you now a full half-hour,
Self-poised upon that yellow flower;
And, little butterfly! indeed
I know not if you sleep or feed.
How motionless!—and not frozen seas
More motionless! and then
What joy awaits you when the breeze
Hath found you out among the trees
And calls you forth again.

TO A SKY-LARK.

Up with me! up with me into the clouds!
For thy song lark, is strong;
Up with me, up with me into the clouds,
Singing, singing,
With all the heavens above the ringing
Lift me, guide me till I find
That spot which seems so to thy mind!

THE KITTEN AND THE FALLING LEAVES.

See the kitten on the wall,
Sporting with the leaves that fall,
Withered leaves—one—two—and three—
From the lofty elder tree!
—But the kitten how she starts,
Crouches, stretches, paws and darts
First at one, and then its fellow,
Just as light and just as yellow
There are many now,—now one—
Now they stop, and there are none—
What intensesness of desire
In her upward eye of fire!

TO THE CUCKOO.

O blithe new-comer! I have heard
I hear thee and rejoice;
O cuckoo! shall I call the bird,
Or but a wandering voice?
While I am lying on the grass
Thy loud note strikes my ear
From hill to hill it seems to pass
At once far off and near.

This course of treating the lesson, including the reading of these selections and the testing of them by the remarks made on p. 185 of the Reader, ought to make this lesson interesting, and do something to make the pupil desirous of reading English literature for the sake of the beauties of thought and language contained. If any teacher should be incited in any way by this paper, to make a study of the beautiful works of the great poet, whose "Skylark" is here treated, the writer will feel that the object of this paper has been accomplished.

QUESTIONS AND ANSWERS.

I. Let him go feed upon the public way. Explain the grammatical relation of "him," "go," and "feed."

II. Paraphrase the fourth paragraph in the Gulf Stream; page 131 F.R.

III. (a.) Is the eleventh paragraph of *The Gulf Stream* constructed with due attention to unity, continuity, and statement of the subject?

(b.) What is the subject of the eleventh paragraph? M.O.

THE BARD, PAGE III H.S.R.

IV. Give meaning of first four lines of II. 1. "Weave the warp, etc."

V. Page 113. Explain: (a.) "Amazement... solitude behind." (b.) "Gilded vessel." (c.) "Youth on the prow, and Pleasure at the helm." (d.) "Whirlwind's sway."

VI. What is the subject of last stanza?

VII. Burke, page 147. (a.) How does the first paragraph conform to the rules of the paragraph?

(b.) What is the subject of paragraph on page 153?

VIII. What is the subject of paragraph on page 87? J.H.T.

ANSWERS.

I. Originally *him* was the indirect object of *let, go* being the direct object. Grammarians favor this mode of treatment in dealing with the expression, or accept either of the following:—

(a.) Consider the whole expression as a verbal phrase equivalent to an imperative in the third per-

son; (b.) Consider *him* as the indirect subject of the infinitive *go*, the expression being, in this sense, the equivalent of "let that he should go," i.e., "permit his going."

II. Animal life is, in the ocean, as much affected by climate as it is on land. The pearl and the whale were formed by the same hand that created the lily and the sparrow. The inhabitants of land and of water alike perform a predestined work in the economy of nature. This being so, we may infer that the sea itself, its currents and its inhabitants, have duties and offices to perform. The student of the ocean and its phenomena must, therefore, look upon it as a part of the exquisite machinery by which God harmonizes the apparently conflicting elements of nature, and as a means of revelation of existing order and design.

III. (a.) There appears to be a lack of connection between the first sentence and the remainder of the paragraph. The sentence, however, emphasizes the main idea of the paragraph, which would be improved by having the second sentence slightly changed and placed at the beginning, and by the introduction of the first sentence (changed so as to emphasize the fact that the warm water is at the surface) as explanatory to the sentence, "There is everywhere. . . . earth's crust."

(b.) The beautiful arrangement by which the heat of the Gulf Stream is preserved for the benefit of European countries.

IV. The spirit bards are supposed to have the power to look into the future, perhaps even to influence future events, and are summoned by their living companion of the tuneful art to weave into a gloomy picture—a winding sheet—the gloomy destinies of Edward's house.

The following from Gray's *The Fatal Sisters* will perhaps help to an understanding of these lines:

"Now the storm begins to lower,
(Haste, the loom of Hell prepare,)
Iron sleet of arrowy shower
Hurtles in the darken'd air.

Glittering lances are the loom,
Where the dusky warp we strain,
Weaving many a soldier's doom,
Orkney's woe and Randver's bane.

See the grisly torture grow!
('Tis of human entrails made)
And the weights that play below,
Each a gasping warrior's head.

Shafts for shuttles dipp'd in gore,
Shoot the trembling cords along,
Sword, that once a monarch bore,
Keep the tissue close and strong.

Horror covers all the heath,
Clouds of carnage blot the sun.
Sisters, weave the web of death,
Sisters, cease, the work is done."

V. (a.) These lines allude to the amazement and flight that preceded the English under the Black Prince on their march through France; and also to the destruction of life and property that was evident when the English army had passed by.

(b.) Alluding to the display and pomp of the court in the early years of Richard II.

(c.) A figurative expression referring to the dangers that awaited Richard at the end of his reign.

(d.) A poetical statement of the fact that at the court the affairs of the State were principally conducted by young men, and for the sake of pleasure.

VI. The literary glory of England under the Tudor and Stewart, or Welsh, poets, and the ultimate triumph of the slaughtered bards over Edward.

VII. (a.) The paragraph seems to be constructed in accordance with those principles that would naturally, and perhaps unconsciously guide a good thinker. The first sentence makes a statement that is explained and exemplified by what follows. This will be seen if the reader remembers that it is throughout implied that the statements referring to Burke's pension are not applicable to Bedford's. It might at first appear that the latter portion of the paragraph—beginning with "both descriptions"—has little bearing on what precedes. But it is evident, on reflection, that while the first sentence of this part of the paragraph might quite properly form the close of a paragraph, yet for the sake of

definiteness and for the purpose of enforcing the contrast between the two pensions the sentences that follow it are especially valuable. The object of the last sentence of all is somewhat hard to discover, but as the paragraph is not given in full it is not reasonable to criticize it unfavorably, especially as the sentence, if the words "invalid," and "desolate," are emphasized, brings out the main idea of the paragraph.

To state the matter in technical language: There is but one subject, *i.e.*, the *unity* of the paragraph is preserved. The first sentence states the subject of the paragraph, (the law of *initial theme*), the thought is developed consecutively (the law of *continuity*), the subordinate and illustrative statements do not attract undue attention, (the law of *proportion*); every sentence has an intimate connection with its predecessor (the law of *method*); sentences having the same office are similarly constructed (the law of *parallel construction*). The chief fault of the paragraph is—but see the explanation of this above—its weak ending, *i.e.*, the law of *climax* is not observed.

(b.) The contrast between the conduct towards French—the foes of England—of Burke and of the first pensioner of the house of Bedford.

VIII. *The love of country as a principle of action exemplified in the glorious case of Regulus.*

Educational Meetings.

OXFORD TEACHERS.

THE SEMI-ANNUAL MEETING AT TILSONBURG.
(Condensed from *Sentinel-Review*.)

THE opening session of the Teachers' Convention was held yesterday afternoon in the basement of the Methodist church, Tilsonburg.

The Rev. Mr. Mitchell was present and opened the meeting, after which the president of the convention, Mr. J. P. Archibald, dismissed the matter of the chairman's address in a few words and called upon the secretary, A. D. Griffin, B.A., for minutes of the Ingersoll meeting. They were read and adopted.

A circular from the Ottawa convention urging that country delegates be appointed to attend the Provincial Association, was read, and two or three members spoke in favor of the appointment. At the suggestion of the president a committee was appointed, consisting of Messrs. Hunter, Reavely and Wilson, to consider the idea and report to the convention.

D. H. Hunter, B.A., rose to ask for an expression of opinion as to the value of the EDUCATIONAL JOURNAL. After several brief speeches a resolution was adopted by which the Institute expressed its recognition of the value to teachers of this excellent educational paper.

There followed a discussion of the question "How to regulate the supply." In an earnest manner, Mr. W. J. Sipprell advocated legislation to prevent persons under twenty-one years of age acting as teachers. The abolition of the third class certificates, and lengthening the term of attendance at model schools were other methods proposed.

Messrs. Griffin, Reavely, Sipprell, and Copland were appointed a committee to voice the sentiments of the Institute on this subject.

Mr. H. H. Ford, of Detroit, late Inspector of Institutes, Michigan, then came forward and in a few words won the interest of his audience in his subject, "Object Lessons." He spoke of the natural difference in minds, and urged the cultivation, especially, of the observing faculties. He admitted that an ability to observe well is one of the best outfits a man can have. The aim of Object Lessons he explained to be the establishment of relations. He held discerning power to be a test of culture and refinement of mind. Urged on teachers to do one thing at a time—a rapid *resumé* is desirable. It is well to select Object Lessons to serve as foundations to the study of science.

EVENING SESSION.

The evening session of the Institute was held in the music hall, which was well filled. Mr. Ford had been announced to lecture on "Scientific

Temperance," but, in addition to the lecture an elaborate programme was prepared.

The meeting was presided over by Dr. Sinclair, Chairman of the H. S. Board, who addressed the meeting in a very pleasing way.

After a chorus by a band of public school pupils, and a song by little Miss Borland, His Worship Mayor Hare read an address of welcome to the Institute on the occasion of its first meeting in Tilsonburg.

The lecture by Mr. Ford, which followed, was a careful explanation of the nature of alcohol and its effect on the brain and other parts of the body.

The lecture was illustrated by Dr. Kellogg's colored charts, which show the effects of intemperance in a way that convinces one of its evils as no array of figures can.

In urging the necessity of teaching temperance in the public schools, Mr. Ford quoted a maxim of German educationists—"Whatsoever you wish in the character of the nation you must put into the public schools." He paid a high compliment to the Ontario text-book on temperance, describing it as superior to any he had ever seen on this subject.

The remainder of the programme consisted chiefly of choruses and drill by the pupils, and an address by the Rev. M. McGregor, chairman of the P. S. Board.

THURSDAY MORNING.

The first business on the programme was the election of officers, which resulted as follows:—President, Mr. J. H. Wilson, Tilsonburg; vice-president, Mr. Hogarth, Norwich; secretary-treasurer, Mr. A. D. Griffin, Woodstock; committee of management, Misses Laidlaw and Lund, and Messrs. D. H. Hunter, A. B. Miller, and Taylor.

After the new president was installed in the chair the committee appointed on Wednesday to draft resolutions brought in their reports which were adopted as follows:—

"Resolved, That this Association recommend that third class certificates be withheld until the candidates have reached the age of twenty-one, and such candidates shall have spent a full term in a training school not more than a year previous to application for a certificate; also, that the period of training in the Model Schools be extended to six months, and that Psychology be one of the subjects at such course."

"Resolved, That in the opinion of this Association more importance would attach to the deliberations of the Provincial Association if it were made to represent more fully the views of all the teachers of Ontario, by the sending of delegates from each of the local associations to advocate at the general meeting the views of the associations so represented; that we fully concur with any efforts made by other associations to increase in this way the prestige of the profession; and that one or more delegates be elected at this meeting to represent the Institute at the next meeting of the Provincial Association."

In accordance with the latter resolution Messrs. Hunter and Wilson were appointed delegates to represent the Institute at the next meeting of the Provincial Association.

Mr. Barnes, inspector of Lambton, addressed the meeting briefly. He agreed with the resolution passed to regulate the supply. He did not believe in "legal infants" of seventeen or eighteen years of age being allowed to take charge of a school-room.

The Rev. Mr. Mitchell, B.A., and the Rev. Mr. McGregor, M.A., of Tilsonburg, were elected honorary members of the Institute, after which it was decided to hold the next meeting at Woodstock.

Mr. Ford spoke on "Reading as an Intellectual Matter." He referred first to the necessity of distinct utterance. He regarded home-reading circles as an effective safeguard for boys. The necessity of training is obvious, and the first steps are taken in the public schools. The foundation is properly made by analysis of the sounds of letters. As a profitable exercise transpose the letters of a word and analyze the sound of the letters in their new relations, as in the words "eat—tea." Learn to read to the sense throughout. It is advisable to practise reading aloud to one's self to educate the ear. The beginnings of intellectual reading are made at school. The child should be

taught to read to the imagination so that after the reading of a description he has a picture in his mind that he can reproduce for another. There should be absorption of attention while reading—memory and imagination alike awake.

In reference to verbal memory as unnecessary although desirable, he spoke of the late Rev. Henry Ward Beecher, whose verbal memory was so bad that he could not trust himself to recite the few words of the Lord's Prayer. We should read not only for pleasure, but for information and illustration, and should cultivate a ready memory. In conclusion he extolled the English method of reading as compared with the more superficial American way, an Englishman's reading being hard study. "Read with pen in hand."

AFTERNOON SESSION.

The afternoon hour was taken up by Mr. Ford in an address on "Geography." "The earth is the body of mankind, and man is the soul of the earth," was the text he set himself in beginning. He referred to the importance of geography, being the foundation of all sciences. While in the study of arithmetic and grammar, we can begin with the unit, in geography the unit must be built up to. He looked forward to the day when much of the time now spent at school in the acquisition of useless geographical facts shall be more profitably employed, and geography like history, left to each one's private reading. He indicated methods of interesting the smallest children in the subject, by showing that the children themselves are geographical facts, in so far as they are units of population. The teacher should use the pupil's own position for obtaining the cardinal points and teaching relative direction. No study requires more incessant and watchful care in the correction of errors. In teaching older pupils, explain and illustrate the influences affecting or altering political boundaries. Train them to form a geographical habit. Pay special attention to the teaching of higher geography where it links on to history. Show in what way man is subject to his surroundings.

These are but a few of the points touched upon in an address bristling with stimulating suggestions for object and information lessons.

A vote of thanks to Mr. Ford was passed, and a resolution acknowledging the uniform kindness and courtesy of the people of Tilsonburg towards the members of the convention, and the Institute adjourned.

WE want to avail ourselves of the pressure of theistic motives, not for the sake of keeping the children out of hell by and by, but for the sake of keeping hell out of the children now.—*Rev. Dr. Parkhurst, in The Forum.*

THE French word *valet* has also lost a great deal. It was once written *vasslet*, a diminutive form of *vassal*, *vassallet*. It was applied, during the feudal days, to any young warrior, any young vassal, whose duty it was to follow his chief and assist him with his services. The son of a king might have been called a *vasslet* or *valet*; but now, hardly!—*Fortunes of Words.*

Villian has been an unfortunate word. It was in Latin *villanus*, the inhabitant of the *villa*, the country man. Subsequently it assumed the meaning of rustic (which is from *rus*, the country), and its downward course once begun, could not be stopped. Thus it came to mean ill-bred, ill-natured, just as rough came to mean rascal, rogue, black-guard.—*Fortunes of Words.*

THE population of the earth is estimated by M. Lévasseur, the French geographer, at 1,483 millions. Most of the languages spoken by mankind are almost unknown, save in an unsatisfactory way. The language spoken by the greatest number is undoubtedly Chinese which in the opinion of Professor Kirchhoff, of Halle, is spoken by more than 400 millions. Next to it he places Hindu, spoken by more than 100 millions. Possibly English comes next, being spoken, in Professor Kirchhoff's estimate, by approximately 100 millions. Russian is spoken by more than seventy millions, German by nearly sixty millions, Spanish by nearly fifty millions, French as well as Italian by less.—*The Beacon.*

Examination Papers.

COUNTY OF WELLINGTON PROMOTION EXAMINATIONS.

GRAMMAR.

Time, one hour and forty minutes.

1. Name the parts of speech that are inflected. What are the uses of interjections, conjunctions, adjectives and verbs?
2. Write in the form of a table: Both numbers of woman, piano, chief, child, vases; both genders of queen, goose, hero, emperor, lass; and the Poss. Sing. and Poss. Plural of lady, girl, men, sheep.
3. Name the kinds of pronouns. Give two examples of each. Why are pronouns used?
4. Name the different kinds of sentences; define and give an example of each kind.
5. Write sentences using the verbs saw, seen, did, done, lie, lay, froze, frozen.
6. Parse: "The flames that lit the battle's wreck Shone round him o'er the dead."
7. Analyze the above extract, giving noun part and verb part.
8. Correct: It was him that come in last. I'm so dry. The lesson is somewheres about them two pages. The rose smells sweetly. Everybody are kind to her and I. She sung very fine.

GEOGRAPHY.

Time, one hour and twenty minutes.

1. Define school section, railroad, concession, isthmus, sea, city, and latitude.
 2. Draw a map of Western Ontario as far east as western boundary of York and eastern boundary of Simcoe county. Mark on it three cities, two lines of railway, and five principal towns.
 3. Give the exact location of each of following, and tell what they are: Woodstock, Galt, Brampton, Seaforth, Collingwood, Sarnia, and Cornwall.
 4. What and where are: Port Moody, Calgary, New Glasgow, Rimouski, Tormentine, Traverse, Dalhousie, Bathurst, and Shepody.
 5. Name the States of Union bordering on Atlantic Ocean, and give the capital of each.
 6. Through what waters would you pass in sailing from Goderich to Belleville? Name some of important towns or cities you would pass.
 7. Give the river slopes of North America. Name six of the principal rivers of North America.
- Total, eighty marks.

ENGLISH LITERATURE.

1. In the lesson on "The Wreck of the Hesperus," what do you understand by schooner, skipper, helm, veering, brine, fogbell, breakers?
 2. What in the same lesson is meant by her eyes being blue "as the fairy flax"; her cheeks being "like the dawn of day"; and by her bosom being "white as the hawthorn buds?"
 3. Give a short sketch of the lesson on "The Emperor and the Major."
 4. What in the same lesson is the meaning of the following words and phrases:—Habited, high rank, air of dignity, familiarity; furiously, thought fit to assume, pompous, Field-Marshal, petty.
- Total, seventy-two marks.

CANADIAN HISTORY.

Time, one hour and twenty minutes.

1. When and by whom was America discovered, and why was the continent called America?
2. Why were the early inhabitants of America called Indians?
3. Name the different European nations engaged in exploring America; tell the names of the leaders of the expeditions sent out, and what was accomplished by each of these men?
4. With what nation did Iroquois Indians ally themselves, and why with this nation?
5. France was governed for a time by a "Royal Government." Tell what you know about this government.

6. State the principal grounds of dispute between the French and English colonists in North America.

7. What treaty made Canada a British province? Give date and some of the provisions of this treaty.

8. Tell what you know about the United Empire Loyalists.

9. Write what you can about the attack on Canada by the Americans during the struggle for independence of the American colonies.

10. Write notes on Robt. De La Salle, George Washington, Braddock, and Montcalm.

Total, 100 marks.

DURHAM PROMOTION EXAMINATIONS.

MARCH, 29, 1888.

ARITHMETIC.

SECOND CLASS.

1. If in the Third Reader there are 9427 words; in the Grammar, 7879 words; in the History, 6329 words, how many words are there in the Grammar and History combined more than there are in the Third Reader?
2. What is the value of the wheels on five wagons, three gigs, and two dozen wheelbarrows, if each wheel is worth exactly three dollars?
3. If I should buy 769 barrels of flour, @ \$9 a barrel, and pay down \$999, how much would I still owe for the flour?
4. Find the result of $(398265 - 319871) \div (2063 \times 2)$.
5. Jane's hen has 17 chickens; Mary's six hens have each the same number and together they have seven times as many as Jane's all but 11. How many chickens has each of Mary's hens?
6. A man bought two farms, one containing 196 acres, @ \$76 an acre, the other containing 97 acres, @ \$87 an acre. How much did the two cost him?
7. Find the total value of
20 apples at 5 apples for 2 cents.
1 dozen pears at 2 pears for 5 cents.
14 quarts milk at 5 cents a quart.
8. (a) Write in Roman Notation 341 and 1694.
(b) Wright in figures, eight hundred and four thousand and forty; also seven thousand and nine.

JUNIOR III TO SENIOR III.

1. DEFINE:—Subtrahend, Number, and Divisor.
2. A man died in 1873 aged 44; his son died in 1872 aged 17. How old was the father when the son was born?
3. I bought three horses for \$697. For the first I paid \$137, for the second \$29 more than for the first. Find the cost of the third.
4. A mechanic earns \$50 a month, but his expenses are \$37 a month. How long will it take him to pay for a farm of 91 acres @ \$91 an acre.
5. (a) Write in figures CDI., CMXLIX., ten thousand one hundred and ten; (b) Express in words $1\frac{1}{2}$ cwt., 3014131, MDLIX.
6. If 90 men build a wall in 12 days, how many men could build it in 15 days?
7. (1) How many seconds in the year 1888? (2) How many cwt. in 304827 ounces?
8. In a school-room there are 5 rows of desks with two seats for each desk. There are 57 pupils in the school and all the seats but 13 are thus occupied. How many desks are there in a row?

SENIOR III. TO JUNIOR IV.

1. Take 9999 inches from 99 miles. Give ans. in inches.
2. How many seconds are there from 24 min. past six in the morning until 15 min. 45 sec. past 4 in the afternoon?
3. John took out $\frac{3}{8}$ of the money in a certain purse, and his brother took out \$6 from the same purse, and there still remained in the purse \$39. How many dollars did the purse contain at first?
4. Simplify (1) 38 bus. 3 pk. 3 qts. \times 49. (2) 19 miles, 2 fur. 3 per. 1 ft. \div 6.
5. Find the G.C.M. of 6852 and 5954.

6. A person owns $\frac{3}{8}$ of a ship, and sells $\frac{3}{8}$ of his share for \$1260. What is the value of the ship?

7. Find the amount of the following bill:—12 yards of Tweed at \$2.85; 16 yards of silk at \$2.12 $\frac{1}{2}$; 12 $\frac{1}{2}$ yards of flannel at 50 cents; 42 yards shirting at 16 $\frac{1}{2}$ cents; 20 $\frac{1}{4}$ yards of Scotch Plaid at 60 cents.

8. Reduce 130757 in. to miles, and from the result subtract 1 m. 3 fur. 23 per. 1 yd. 11 in.

JUNIOR IV. TO SENIOR IV.

1. If a road is 4 rods wide, how many miles of it will make ten acres.
2. After spending \$10 less than three-fifths of my money, I had \$15 more than three-tenths of it left; how much had I at first?
3. Divide 2380 between A and B so that $\frac{3}{8}$ of A's share will be $\frac{3}{4}$ of B's.
4. If 3 turkeys and 5 geese cost \$4.57, and 2 turkeys and 7 geese cost \$3.30, what is the price of 22 Turkeys?
5. A person loaned \$580 for two months and 13 days at 9% per annum; what interest did he receive?
6. It costs \$96.25 to carpet a room 22 ft. 6 in. long, with carpet 27 in. wide at \$1.75 a yard; find the width of the room.
7. A traveller sets out from Toronto to Brampton and travels uniformly at the rate of 3 miles an hour, and returns at the rate of 4 miles an hour; he was an hour and a half longer in going than returning; find the distance from Toronto to Brampton.
8. How much water must be mixed with 600 gallons wine, at \$2.50 a gallon, in order to make the mixture worth \$2 per gallon?

GEOGRAPHY.

SECOND CLASS.

1. Define:—Lake, Rivulet, Isthmus, Road.
2. Name:—(1) The continents touched by the Indian Ocean; (2) The oceans which touch Asia.
3. (1) Give the boundaries of the township in which you live; (2) state the direction of your school section from Newcastle.
4. What and where are the following places:—Madagascar, Mediterranean, Mississippi and Sandwich.
5. Give:—(a) four rivers in North America; (b) three islands in the Atlantic Ocean; (c) any two mountain chains, with situation.
6. Draw an outline map of Durham County and South Monaghan; (a) mark the position of any town or village in which a high school is situated; (b) indicate the course of the railways that pass through the county.

JUNIOR III. TO SENIOR III.

1. Define:—harbor, bay, strait, canal.
2. What land is separated by the following straits:—Behring, Gibraltar, Belle Isle, and Magellan.
3. Name the boundary lakes, with the connecting rivers, between Canada and the United States.
4. Through what waters would a vessel pass in going from Hamilton to Halifax.
5. What and where are:—Hudson, Ottawa, Michigan, Nelson, Cuba, Juan de Fuca, Farewell, and St. Elias?
6. Draw a map of North America, with capes, rivers, etc., of the eastern coast, neatly printed in their proper places.

SENIOR III. TO JUNIOR IV.

1. Explain the terms, Tropic, Inlet, Isthmus, and Beach.
2. Outline the coast of South America from Panama to Cape Horn, showing capes, rivers, etc., neatly printed in their proper places.
3. What portions of Canada are noted for the following products, respectively:—Wheat, apples, peaches, pine, coal, iron, salt, copper?
4. In what direction do the following rivers flow, and where do they empty:—Grand, Nelson, Fraser, Tornea, Orinoco, Rhine, Obi, and Richilieu?

5. Describe a coasting journey from Collingwood to Hamilton, naming the bodies of water you would sail through, and the towns and rivers you would pass.

6. (a) What causes the change of seasons? (b) Why does the sun appear to rise in the east?

JUNIOR IV. TO SENIOR IV.

1. Draw a map showing the relative position of Lake Superior, Georgian Bay, and Lake Huron; and mark the position of Duluth, Goderich, Manitoulin, French, Port Arthur, Rat Portage, Owen Sound, Saugeen, Nottawasaga and Penetanguishene.

2. (a) Name the Zones; (b) give the breadth in degrees and boundary lines of each. (c) Account for the formation of dew, winds, icebergs and fogs.

3. What, where, and for what noted, are the following:—Sheffield, Glasgow, Magdalene, Malta, Fort William, Cork, Cronstadt and Corunna?

4. Make a list of the principal rivers of Ontario, telling into what body of water each flows.

5. Give the principal islands in the Baltic Sea, the lakes in Sweden, the mountains of France, and the rivers of Russia.

6. Tell where the following rivers rise, where they empty, the mountains that determine their course, and at least three cities or towns on each:—Danube, Amazon, Mississippi and St. Lawrence.

HISTORY.

1. What are the duties of the Governor-General of the Dominion?

2. Sketch the "Riel Rebellion."

3. (1) Name the Provinces of the Dominion that have but one Legislative Assembly; (2) what is meant by the Executive Council? (3) how many members in the Executive Council of Ontario?

4. (1) What name is given to the Government where the people govern the country? (2) name any countries where the people do not govern; (3) show that in Canada the people do govern the country.

5. Write notes on any four of the following:—U.E. Loyalists, Quebec Act, Constitutional Act, Clergy Reserve, Edward Blake, Sir John A. Macdonald.

Correspondence.

HOW TO REGULATE THE SUPPLY.

BEING a teacher and consequently interested in the advancement of the teaching profession I take the liberty of making a few remarks with regard to this all-important subject. That the teaching profession is crowded at present is an indisputable fact, but so are the other professions. We don't hear any talk of raising the age at which a person may commence the practice of law or medicine, in order to lessen the supply of lawyers or doctors, and why should we any more raise the age at which teachers may enter the profession than we should raise the age at which persons may become doctors or lawyers, the object, viz., lessening the supply, being the same in both cases.

We know that in all employments the best men will command the best salaries. If the School Boards consider that the old teachers' services are the better, they will employ them notwithstanding a few dollars difference in salary which they will have to pay them more than to younger ones.

There is, therefore, no danger of the old teachers whose services are really valuable being driven out of the profession if they ask salaries proportionate to the value of their services, and the quicker those old teachers who are merely keeping school and taking their money are driven out of the profession by the vigorous, energetic, and growing teachers under twenty-one, the better it will be for all parties concerned.

According to Mr. Baldwin ("Art of School Management," American edition, page 133) the best disciplined schools are often in the hands of teachers under twenty-one. Further, I believe

it to be the duty of the principal of the Model School to report whether a person is competent to manage a school, to the Board of Examiners, whose duty it is to grant certificates only to such as are competent to manage a school. Hence inability of teachers under twenty-one to manage a school should not cause the age of entering the teaching profession to be raised.

As a means of regulating the supply, I would suggest that no person be allowed to enter the Model Schools but those who have passed their non-professional Second Class Examinations after they were eighteen years of age, thus having Third Class certificates as a mark of literary attainments; and giving the holder no power to teach. This, as was shown in a recent letter by Mr. Wallis, would lessen the number of teachers materially, and give the province a set of teachers of higher literary attainments, with their knowledge fresh in their minds and ready to be imparted to others.

AN EIGHTEEN-YEAR-OLD TEACHER.

DUTTON, April 8, 1888.

For Friday Afternoon.

GEMS FOR MEMORIZING.

THE man who's in debt is too often a slave,
Though his heart may be honest and true:
Can he hold up his head and look honest and brave
When a note he can't pay becomes due?

DARE to do right! dare to be true!
The failing of others can never save you.

THE Lord is my shepherd; I shall not want;
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.

—Psalms.

HE that avoideth not small faults, by little and little falleth into greater.—*Thomas à Kempis.*

STAND by your conscience, your honor, your faith;
Stand like a hero, and battle till death.—*Wilson.*

HE that is slow to anger is better than the mighty;
and he that ruleth his spirit than he that taketh a city.—*Proverbs.*

Do noble deeds—not dream them all day long—*C. Kingsley.*

THE advantage of living does not consist in length of days, but in the right employment of them.—*Montaigne.*

MAN is as much made for education, as the earth for cultivation.—*B. Sears.*

A MERRY HEART.

"LAUGH and the world laughs with you,
Weep, and you weep alone;
For this brave old earth must borrow its mirth,
It has troubles enough of its own.

"Sing, and the hills will answer,
Sigh, it is lost on the air;
The echoes bound to a joyful sound,
But shrink from voicing care.

"Rejoice and men will seek you,
Grieve, and they turn and go;
They wait full measure for all your pleasure
But do not want your woe."

LITTLE FOES OF LITTLE BOYS.

"By and by" is a very bad boy;
Shun him at once and forever;
For they who travel with "By and by,"
Soon come to the house of "Never."

"I can't" is a mean little coward;
A boy that is half of a man;
Set on him a plucky wee terrier
That the world knows and honors—"I can."

"No use in trying,"—nonsense I say,
Keep trying until you succeed;
But if you should meet "I forgot," by the way,
He's a cheat and you'd better take heed.

"Don't care," and "No matter," boys, they're a pair,
And whenever you see the poor dolts,
Say "Yes, we do care," and it would be "great matter,"
If our lives should be spoiled by such faults.

—Selected.

INTIMATIONS OF IMMORTALITY.

"OUR birth is but a sleep and a forgetting;
The soul that rises with us, our life's star,
Hath had elsewhere its setting,
And cometh from afar;
Not in entire forgetfulness
Nor yet in utter nakedness,
But trailing clouds of glory, do we come
From God who is our home.
Heaven lies about us in our infancy.
Shades of the prison-house begin to close
Upon the growing boy;
But he holds the light and whence it flows,
He sees it in his joy.
The youth who daily further from the East
Must travel, still is Nature's priest,
And, by the vision splendid,
Is on his way attended.
At length the man perceives it die away
And fade into the light of common day.

"Earth fills her lap with pleasures of her own,
Yearnings she hath of her own natural kind,
And even with something of a mother's mind,
And no unworthy aim,
The homely nurse doth all she can
To make her foster-child, her inmate man,
Forget the glories he hath known,
And that imperial palace whence he came.

"Hence, in a season of calm weather,
Though inland far we be,
Our souls have sight of that immortal sea
That brought us hither,—
Can in a moment travel thither
And see the children sporting on the shore
And hear the mighty waters rolling evermore."
—*Wordsworth.*

HIS MOTHER'S BOY.

A MOTHER once owned just a common-place boy,
A shock-headed boy,
A freckle-faced boy,
But thought he was handsome, and said so with joy;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

His nose, one could see, was not Grecian, but pug,
And turned up quite snug,
Like the nose of a jug;
But she said it was "piquant," and gave him a hug;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know,

His eyes were quite small, and he blinked in the sun;
But she said it was done
As a mere piece of fun,
And gave an expression of wit to her son;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

The carrotty love-locks that covered his head
She never called red,
But auburn instead;
"The color the old masters painted," she said;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

Now, boys, when your mothers talk so, let it pass;
Don't look in the glass,
Like a vain, silly lass,
But go tend the baby, pick chips, weed the grass,
Be as good as you're pretty, you know,
Quite so—
As good as you're pretty, you know.
—*Ellen V. Talbot, in St. Nicholas.*

TEACHING AND TELLING.

THE true teacher knows where to draw the inestimable line of division between teaching and telling. It may be stated in a few words:—Tell a pupil those points in a subject of study which are clearly beyond the scope of his reason or observation; but from that point onward, bearing in mind always the foundation principle that *he is to be taught to think*, throw him upon his self-activity.
—*H. F. Harrington.*

BUSINESS NOTICES.

THE first Friday in May is Arbor Day. We hope to hear of its being universally and enthusiastically observed. Enlist your pupils in the work of beautifying the school grounds. Our next number will be a special Arbor Day number.

WE desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found on a departmental list. Moreover, as this list contains only the names of Inspectors in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon that list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

THE half-yearly meeting of the Welland County Teachers' Association will be held in the Public School Building, Niagara Falls, on Thursday and Friday, the 19th and 20th April. M. W. Bridgman, president; M. P. McMaster, secretary.

On the same dates the second annual meeting of the South York Teachers' Institute will be held in the Assembly Rooms of the Parkdale County Model School. Inspector Fotheringham, president; J. A. Wismer, secretary.

Also on the same dates the meeting of the Elgin Association.

On Thursday and Friday, the 26th and 27th April, the Chatham District Teachers' Association will meet in the Central School, Chatham. J. D. Christie, president; E. Abram, secretary.

On the same dates the meeting of the Haldimand Association will take place at Caledonia, and that of the Wentworth Association at Dundas.

The meetings of the Welland and Haldimand Associations will be attended by Dr. McLellan; the S. York, and Chatham Associations by J. J. Tilley, Esq. An interesting programme is prepared for each.

No programmes of the Elgin, Wentworth, or Haldimand meetings have been received.

Editorial.

TORONTO, APRIL 16, 1888.

WHAT SHALL BE TAUGHT?

No educational question is being more earnestly discussed, in these days of earnest discussion, than the question "What Shall Our Public Schools Teach?" The spirit of scepticism which has been in the air for a quarter of a century past seems to have just now settled down upon the schools and educational systems

in which we have so long prided ourselves. There is no escape. These have in their turn to undergo the crucial tests to which the scientific and practical tendencies of the day demand that every institution, no matter how ancient or venerable, shall be subjected.

It is evident that the answer to the question, What shall the schools teach, depends upon the answer to the previous question, What is the primary object of the teaching in the schools? Is it to impart useful knowledge, or to strengthen and develop the mental faculties? In other words is learning, or discipline, the chief end to be kept in view? Every teacher, worthy of the title, must have a theory of his own on this matter, and that theory will greatly influence, if it does not completely mould, all his methods of teaching. Now if it were so arranged in the order of nature that we were obliged to choose absolutely between the two things, we should have little hesitation in making the choice. If it could be shewn that the studies which are best fitted to train and enlarge the mental faculties, were precisely the subjects bearing least relation to practical life, and so conveying the least useful information, while, on the other hand, the subjects which have a direct bearing upon the future occupations of the pupils, and supply them with information which they can turn to account in active life, were worthless for mental cultivation, that is for true educational purposes, we should feel obliged to choose the former. We could not do otherwise. The business of the schools is to educate. To give them up to processes which have no educational value, would be to change their whole nature and purpose, and to make them mere shops for teaching trades and professions. As a result there would be no such thing as public education. There could then be no progress. The masses would go forth to their bread-and-butter pursuits with untrained minds, and would do their daily tasks as unintelligent animals. Take even the highest view of the proposition and suppose that the end to be kept in view in the schools is not education but learning, and a very similar result is reached.

We should simply be turning out a generation of dogmatists. The student who was taught to neglect processes and fix his eye upon results; to cram his memory with propositions, and conclusions, and generalizations, and accept them as knowledge and truth, would be as useless and unprogressive in the world of thought, as the working man, trained on such principles, in the world of knowledge. We have the highest authority, supported by the concurrent testimony of all earnest searchers after truth, for believing that the greatest sum of human knowledge is but as a group of insignificant atoms beside the towering mountains of human ignorance. The jittle pebbles of the known we scrape together so laboriously and prize so highly, are gathered on a narrow strand bordering the illimitable ocean of a great unknown. In view of the great sum of things he would like to know, which lie

beyond his reach in the infinite gloom, the wisest philosopher is but

"An infant crying in the night
An infant crying for the light,
And with no language but a cry."

The point we are striving to make was put very clearly and forcibly by Mr. Gladstone, in an address delivered some years ago at Liverpool. Referring to the popular cry for so-called practical education, he strenuously denied that "the main object of education is to stock one's mind with knowledge, as a shop is stocked with goods," or that "the wants of life can be met just like the wants of customers." "Doubtless," said he, "one of the purposes of education is thus to furnish materials for future employment, but this is its lower, not its higher purpose. The fabric of the shop takes no benefit, though it may take damage, from the wares it receives, but the greatest and best use of the information which is imparted into the mind is to improve the mind itself."

But admit all this and what follows? Whither are we being led? Bread must be earned. Practical work must be done. In all departments of human activity men must have a stock of information, of stored-up knowledge, at their hands ready for use. However incomplete and unsatisfactory from the philosophical point of view, in its relation to the actual needs of everyday life, this information, this knowledge, is absolutely indispensable. Men must appropriate and use and profit by the experience and the knowledge gained by those who have gone before them. To neglect to do so, to refuse to accept anything from the past, to attempt to learn everything by one's own efforts, would be the height of folly and absurdity. It would render any progress of the race impossible, since it is the condition of all progress that each generation starts where the previous one left off, using its accumulated gains as stepping stones to still higher advancement.

Moreover, the hard conditions of actual life are such that the great majority are forced to begin the battle at a very early age. The average parent cannot afford to send his sons or daughters for years to school or college, and afterwards commence to train them for the duties of actual life. If a choice has to be made between education, and useful knowledge and skill, stern necessity will compel, in the great majority of cases, to choose the latter. If the schools can give no preparation for the practical work of life, the people will have to do without the schools, and seek elsewhere the preparation which is absolutely indispensable for life-work.

Here then is our problem: How shall it be solved? We have, of course, purposely exaggerated the two views in order to make the distinction and contrast more apparent. But such a problem has always existed, and the educator has felt himself forced, to a greater or less degree, to choose between the horns of a dilemma.

But does such a dilemma really present itself

in the nature of things, or is it rather the outcome of mistaken pedagogical methods? May not the two apparently conflicting theories be completely reconciled and merged in one? May not both great educational ends be attained at one and the same time and by means of one and the same process? This is the present day problem. We believe the question may be answered in the affirmative, that the problem can be solved, is being solved by the better views and processes which are being adopted. How this is being done we will try to show in another number.

METHODS OF TEACHING.

We give in full the concluding portion of the essay in *The Week*, the first part of which was discussed in our last issue:—

We believe that this matter of the number and variety of the subjects taught in elementary schools needs immediate consideration, and that the sooner the number is reduced the better it will be for the masters and scholars, and for the cause of education. But we must pass on to another aspect of the subject which is of no less importance—the manner of communicating instruction in our schools and colleges. On this point we must make our meaning quite clear. The errors which we shall venture to point out exist. We know that they exist. To what extent they prevail we have no means of knowing. Whoever is free from them is liable to no portion of the criticism which we here venture to offer. That others are so liable we know, and we shall therefore proceed to offer our criticism.

In the imparting of instruction in our upper schools, colleges and universities, a prodigious amount of mere cramming is going on. Young men are stuffed for examinations; they are not educated for study and for life. They are made stupid rather than bright; they are made superficial and vain rather than thoughtful and humble; and Bacon warned us long ago, that the kingdom of knowledge can be entered only as the kingdom of heaven is entered—by our becoming as little children.

And how is this done? In various ways. But one principal method is the plan adopted by some teachers and lecturers of dictating nearly from beginning to end of their lecture. No matter what the subject may be—chemistry, philosophy, history, theology, or anything else—the unfortunate student has to bend over his note-book for a mortal hour, and then another, and then another, writing laboriously the sentences dictated by his teacher. There is hardly any opportunity of exercising thought on the subject of the lecture. He must just put down what he is told, and some time before the examination he must get it up; when the examination is over he may dismiss it from his mind, for he has nothing left. There was no reflection, it was simply a matter of cramming, and the work is done!

Very often it would be quite easy to save the student a great part of this mere mechanical routine by recommending to him a good text-book, which could in most cases easily be found, and which would contain a great deal more than the lecturer could possibly dictate, and would be quite as easy to "get up." But here again the miserable system is carried on. The lecturer will not give his victim liberty; he must guide him through the book; and so he sets to work and writes out or cribs an analysis of the work prescribed, and the unfortunate student

has to write out, day after day, the meagre sketch of a book which might be interesting to him if he were allowed to read it.

Let us not be misunderstood. Analysis is often useful; but for most of the books that in any way need to be studied by such helps good analyses are already provided. And, at any rate, this is not the work of the teacher. His work is to excite an interest in the subject of study, to throw light upon the argument of the book, to criticise statements of fact, arguments, and illustrations, to teach his pupils to take a living interest in their work, and not merely to regard it as a thing to be got through in order that they may pass an examination and gain a degree or a prize. If the time now spent in this mechanical labor were given to explanatory or illuminative lecturing on a good text-book, and to examining at the beginning of every lecture on the subject of the previous one, we might have a good deal more teaching and a good deal less of cramming.

Yet there are cases in which dictation is necessary and useful. The method, for example, adopted by many German professors, of dictating a clear outline of their lecture, which the student can take away with him and fill up afterwards, as he pleases, is an excellent one. In this case, the portions dictated are merely the starting points for exposition and illustration; and any ordinary student who is attentive will easily be able, by the aid of his notes and the exercise of his memory, to recite nearly the whole of what he has heard. Nothing can be better than this system where it can be applied. The memory is exercised and strengthened, but not the memory alone. The reasoning powers are brought into play, and the whole intelligence is stimulated, illuminated, moulded. At least we are certain that this will be the judgment of all who have had experience of the two methods. Who will help our teachers to adopt the more excellent way?

THE READING HABIT.

ONE of the illustrated papers had, a few years ago, a cartoon representing an infant in the cradle. One hand grasps a bowie knife and the other a revolver, a shot-gun lies across the cradle and its crevices are full of other knives and pistols. A tube in the babe's mouth shows that its nourishment is drawn from a huge bottle labelled, "Dime Novels," "Bloody Ben," "Ike, the Indian Killer." Fed on such stimulants, its hair fitly stands on end and its features show a savage ferocity.

Such a picture is but an exaggeration of the tendencies of the time amongst the classes, far too large, of boys who revel in the vile literature of which the above named are specimens. The American press teems with the abomination and the mails are all too busy in bringing it in to defile the youths of Canada. Few offences against morality, against everything that is pure and good, equal in turpitude that of the man who, for lucre, distils or circulates this poison for the young imagination. Perhaps there is no way in which the teacher can confer more real and lasting benefits upon the young under his influence, and so upon his country and generation, than by doing his best to foster a taste for good reading in the minds of his pupils. It is the hunger of the imagination—and the imagination like the stomach of youth is always hungry—

which prompts it to accept such food, in the absence of better. Let the healthful pabulum be provided, let the cravings of fancy be fed temperately with healthful food, pure but stimulating, and it will soon learn to loathe the garbage. It is, perhaps, better that child or adult should read almost anything than nothing. A taste for even very inferior literature will often save a strong, restless nature from worse temptation. But there is great danger that many of the coming generation are growing up omnivorous readers, and yet without taste for anything better than the dime or society novel. The reaction in favor of English literature in the schools and colleges is one of the most hopeful signs of the times. If the teacher can succeed in creating or fostering in the young mind a taste for good reading, in any department of the wide field of English books and periodicals, his work will not have been in vain, even if little else has been accomplished. His influence will live. It will be perpetuated in and throughout the lives of his pupils. But no teacher can beget in his pupils a healthful enthusiasm in any pursuit without being to some extent himself an enthusiast in it. Does he himself know and enjoy a good book? If he does not his work should begin at home. No one who does not know something by personal intercourse about the best writers in the language, who cannot appreciate a pure style and recognize a fine or lofty thought, is fit to be a teacher of youth. We know there are hundreds of our public school teachers who are well read in the English classics and in the current literature of the day. But there is great reason to fear that there are other hundreds who seldom open a thought compelling book outside the schoolroom. Such cannot begin too soon to form better tastes and habits, with a view both to self-improvement and to increased fitness for the high duties of their profession. The man, or woman, whatever the occupation or position in life, who cannot enjoy the companionship of a first-class magazine, or book, in leisure hours, is shut off from one of the best and highest sources of pleasure within the reach of our poor humanity. By all means let all our teachers both be themselves lovers of good literature and make it their study to cultivate a similar taste and capacity in the minds of all their pupils.

Book Reviews, Notices, Etc.

Shakespeare's "Merchant of Venice" and "Julius Caesar." London: Moffatt & Paige.

These two volumes are certainly what they profess to be: students' helps. They contain many valuable features, and the notes are so arranged that the study of the plays may include Literature, Composition, Grammar, History, and Philology.

"Securing and Retaining Attention" and "Mistakes in Teaching." By J. L. Hughes, Inspector of schools, Toronto. New York and Chicago: E. L. Kellogg & Co.

These are two excellent books. The advice is practical, and the conclusions, one and all, are the result of the experience of an active, energetic, enthusiastic, and wide awake educationist. We cordially recommend the two books to Ontario teachers.

School-Room Methods.

CORRECTION.

In "School-Room Methods," p. 315, the examples worked out in "An Exercise in Decimals" are misprinted, whether through my own error or not I do not know. I will repeat the part I refer to:—In division of decimals, I always leave the points in their own proper places, and denote the "point removed" by a comma, thus:—

$$\begin{array}{r} 4,00)02.3428 \\ \underline{.00\ 5857} \end{array} \qquad \begin{array}{r} 7,000)4,263.56 \\ \underline{.60908} \end{array}$$

This method of using points shows not only what is to be done, but also how it is done; besides, errors in placing the decimal point in the quotient are more easily detected, and avoided.

The reduction to decimals of such vulgar fractions as $\frac{1}{100}$, $\frac{1}{2000}$, $\frac{1}{10000}$, etc., may readily be done by the above method.

$$\begin{array}{r} 4,000)017.00 \\ \underline{.00425} \end{array} \qquad \begin{array}{r} 2,0000)0016. \\ \underline{.0008} \end{array}$$

W. S. HOWELL.

SOMBRA, March 8, 1888.

MENTAL ARITHMETIC.

1. A SCHOOL slate measures 10 inches long by $7\frac{1}{2}$ inches wide, inside the frame. How much writing surface does it contain?
2. Paper that measures 8 inches by 5 inches is called commercial note paper. How much surface does a sheet of commercial note paper contain?
3. If it cost \$1 to saw a cord of wood into three pieces, what, at the same rate, will it cost to saw it into four pieces?
4. Iron rails cost \$1 a foot; what will one mile of railroad track cost?
5. If half of what I receive for my watch is gain, what is my gain per cent.?
6. What per cent. of $\frac{1}{2}$ is $\frac{1}{3}$?
7. If my coffee cup holds $\frac{3}{4}$ of a gill, how many cups in one gallon?
8. What will one mile of wire cost at three cents a yard?
9. What will it cost to plaster a room 30 feet long by 20 feet wide by 10 feet high, at 10 cents per square foot, no allowance being made for doors and windows?
10. What will it cost to paint a front-yard fence 60 feet long and 3 feet high at 25 cents per square yard?—Forster Grammar School, Somerville, Mass.

SET OR SIT ?

MISS JENNIE THORNLEY CLARKE.

THE President of a female college in South Carolina once asked me, in all seriousness, "Do hens set or sit in Georgia?" When I replied, "We set the hens and they sit," he expressed a good deal of scepticism as to the results of such a proceeding. Let us consider a few forms of both verbs, and then, if am wrong, I hope somebody will set me right, after which I will sit corrected.

We may feel reasonably sure that pupils will make correct use of irregular verbs when they are perfectly familiar with the principal parts, and able to distinguish, at a thought, the transitive from the intransitive. Familiarity with the principal parts will save us from hearing the past participle do duty as the past tense, and vice versa. Distinguishing the transitive from the intransitive will prevent confusion of such similar verbs as lie and lay, rise and raise, set and sit.

Write upon the blackboard and upon the tablet of memory:—

Present.	Past.	Past Par.
Set.	Set.	Set.
Sit.	Sat.	Sat.

Emphasize the fact that the three forms of the first are identical; that it means to place; and that, with this meaning, it is always transitive. The second never takes the form of the first, and is always intransitive. Now let us use them:

He sets the vase on the table. I set it on the mantel, and have set it there before. I sit at a desk, sat there yesterday, and have sat there for months. The box sits wherever I set it. It sat where I set it yesterday, and has always sat just where I

have set it. I have set a chair at the window; will you sit there? The inkstand was set upon the table. Who set it there? Sit down. Set the lamp on the table. How long have you sat there? Have you set the chairs in place? Where does it sit? Who sits in it?

The intransitive verb *set* is seldom used except in the senses—to decline, to congeal, and to move in a certain direction. These must be pointed out and illustrated: The heavenly bodies set when they pass below the horizon; liquids set when they harden into solids; the current sets towards the west.

After all, eternal vigilance is the price that must be paid for pure English, and pupils cannot be drilled too much or too often in the use of all the irregular verbs in common use.—*Southwestern Journal of Education.*

NUMBER WORK.

BY CORA WOODWARD FOSTER.

LITTLE children, with bright fresh faces from mother's care, have come to the teacher. They want first of all to be interested. The teacher is to give a number lesson this morning. She calls a class of a dozen up to the low table in front of the room. They bring their slates and pencils. Let us step in and see what the lesson is:

Teacher—"I am going to tell you a number story this morning, and first you may try to count up to ten for me."

After this has been done she says:

"Show me ten fingers."

Now she lays on the table some colored sticks.

"You may each pick up four."

This is quickly done.

"I will make the number four on the board, and you may try to copy it," says the teacher.

Some of the children will easily make this figure, but others find it more difficult. These need a little help, which is readily given.

"Put the pencils down now," says the teacher after half-a-dozen fours have been made. "We will now see the parts of four. You may separate your sticks as I do mine. Take three in the right hand and one in the left, now what makes four?"

John, a bright little boy, raises his hand,

"Three and one."

"Let us all repeat together then, three and one are four."

Teacher—"Now take one in the right hand three in the left, what makes four this time?"

Annie—"One and three are four."

Teacher—"Take two in each hand."

Bessie—"Two and two are four."

Teacher—"You may give me your sticks now, and I will give you each four beads."

After this has been done, the beads are separated in the same way as the sticks.

Teacher—"Let us think of four now. I wonder who can make four straight lines on the board."

Every hand is raised, and each one hopes he will be selected. Alice is chosen, and puts the marks down. Then each child is told to hold up four fingers. After that they are sent to their seats by fours. For busy work the number is to be written on the slates. The teacher now draws on the board four arrows, four stars, four circles, and four squares.

The children copy on their slates as well as they can, while another division is at the table.—*The Schoolteacher.*

A LESSON IN ARITHMETIC.

THE purpose of this recitation was to teach the class how to multiply one fraction by another, and show the reason.

The teacher began, as was his custom, by a series of review questions, rapidly uttered, and as rapidly answered by the class, thus:—

Q. What is a fraction?

A. An expression that denotes one or more of the equal parts of a unit.

Q. How many numbers are involved?

A. Two; the number showing how many equal parts there are, and the number showing how many of these are taken.

Q. What are these numbers called?

A. The first is called the denominator, and the second the numerator.

Q. Suppose that I increase the numerator?

A. You will increase the fraction.

Q. How much?

A. Just as many times as you increase the numerator.

Q. How can I diminish the fraction?

A. By decreasing the numerator or increasing the denominator.

Q. Suppose that I decrease the numerator?

A. You will make the fraction smaller.

Q. Why is this?

A. Because you have taken a less number of parts.

Q. Why does multiplying the denominator decrease the fraction?

A. Because it increases the number of equal parts into which the unit is divided, and, therefore, makes each part smaller.

Q. Suppose that I wish to multiply a fraction?

A. You must either multiply the numerator or divide the denominator.

Q. How shall I divide a fraction?

A. Either divide the numerator or multiply the denominator.

Q. What are we to learn about to-day?

A. How to multiply one fraction by another.

Q. Give me a problem.

A. Multiply $\frac{2}{3}$ by $\frac{3}{4}$.

Q. Suppose I multiply $\frac{2}{3}$ by 3, what is the result?

A. It is 2.

Q. How do you know that?

A. I divided the denominator by 3, which multiplied the fraction by 3.

Q. 2 is what, then?

A. It is the product of $\frac{2}{3}$ by 3.

Q. How much too large is this multiplier?

A. It is 4 times as large as it should be.

Q. What about the product 2, then?

A. It is too large.

Q. If my multiplier is four times as large as it should be, what will you say of this product 2?

A. It is four times as large as it should be.

Q. Good. What is the true product, then?

A. It is $\frac{1}{2}$ of 2.

Q. Which is—?

A. $\frac{1}{2}$.

Q. Then the product of $\frac{2}{3}$ by $\frac{3}{4}$ is—?

A. $\frac{1}{2}$.

Q. Let us look over this now and see what I have done. What did I do first?

A. You multiplied $\frac{2}{3}$ by 3.

Q. Yes. That is, by the numerator of the multiplier. What did I do next?

A. You divided that product by 4.

Q. Which is—?

A. The denominator of the multiplier.

Q. How, then, did I multiply $\frac{2}{3}$ by $\frac{3}{4}$?

A. By multiplying $\frac{2}{3}$ by the numerator of the multiplier, and dividing this product by the denominator of the multiplier.

Q. Good. Now we will take that for our rule.

The above is almost an exact statement of the process by which the teacher presented this new step to the pupils. They were so familiar with all the processes that went before this, and which the teacher had been careful to call up in his rapid review, that the moment the teacher suggested by his question each step to be taken, the pupils saw it without any serious difficulty. The trouble with children is to see the end from the beginning, or the beginning from the end. They find it difficult to see the different steps of a process as parts of one and the same process. Hence the necessity of requiring them to make a statement of a process in the form of a rule, after they have gone through the steps under the lead of the teacher.—*Illinois School Journal.*

PRIMARY WORK.

BY JASAW.

NEARLY all primary pupils, after getting a smattering of the letters, may be taught phonetic spelling very readily. They spell words by knowing the sounds of the letters. Long before they can tell what the words are by sight, they can spell them by sound. A few months ago the writer had a class, none of whom could tell "fox" from "box" or "log" from "dog" on the card, but could spell all words of this description. Now, I found that, when I came to teach them these words by Look-

and-Say method, it was comparatively easy, and not only did they know the word, but could spell it, and as many variations of it as was necessary. The exercises after might consist in spelling as follows, for example:—Pat, pet, pit, pot, put. Then change the last consonant, as pan, pen, pin, pod, pun, etc. Then change the first consonant, e.g., hat, get, hit, hot, hut, etc. Then add "s" to each, or put the words into as many variations as the alphabet will allow, which amounts to about twenty. Then place a digram on the board, as "og," and place the letters of the alphabet one after another before it, that will combine with it, getting the pupils to spell and pronounce each one as you change the first consonant. These exercises primary pupils enjoy, if not continued to weary them.

Hints and Helps.

THE ART OF THINKING.

TRAIN pupils to think for themselves. Encourage independent thought by asking for opinions on subjects upon which they have opinions. Do not, we beg of you, try to get statesmanlike opinions upon Columbus, or Lief Ericson, Jefferson, or Adams, Clay, or Jackson, but do get them to tell you just what they think and why they think as they do upon every-day topics, such as:—

Playing ball, skating, coasting, and tobogganing.
Playing checkers, dominoes, and backgammon.
Guessing riddles, conundrums, and enigmas.
How to spend a dime, nickel, or penny to advantage.

How to spend an evening or a holiday most pleasantly.

How to make friends and how to keep them.
How to get along with a jealous friend.
What to do with an envious acquaintance.
What to do when we are abused.
What to do with a deceitful fellow.
What to do with ourselves if we are envious.
What to do if jealous, or hateful.
How to overcome a habit of lying.
How to treat a mean enemy.
How to enjoy doing chores.
How to make mother happy.
What to do if we are naturally careless.

There are a hundred other questions about which the teacher can easily get the children to think keenly and talk fluently or write readily.—*Journal of Education.*

GEIKIE'S GENERAL PRINCIPLES OF GEOGRAPHY.

THE teacher must be full of the subject, so full that he will not run dry, must take a living interest in it and speak in no uncertain tones, out of his fulness.

In dealing with young minds, we must see through young eyes, as well as through our own.

Encourage the pupil to make inferences for himself.

To begin to teach geography with formal lessons on the shape of the earth, parallels, meridians, equator, poles, and the rest, is to start at the wrong end.

An altogether inordinate value is set upon textbooks. They ought merely to furnish the texts for fuller work.

To read nature through the spectacles of books, without looking through the glasses of observation, is a hurtful habit which is only too apt to weaken our mental vision and to prevent us from seeing clearly and intelligently what passes before our eyes.

The study of geography ought to begin at home, and from a basis of actual personal experience should advance to the consideration of other countries and of the earth as a whole.

Begin by laying the foundations broadly. Adequate geographical conceptions are best gained by observations made on the home locality.

Elementary notions of size and distance are effectively taught by causing the pupil to make actual measurements.

In town, illustrations of political geography predominate; in the country, those of physical geography.

In most lessons the system of question and answer must be followed.—*The Teaching of Geography.*

TACT.

SCENE I.—An ordinary country school of average size. The teacher in charge is a man. A visitor in one of the back seats. Recitation of advanced arithmetic class. The teacher hears a desk creak. He stops the recitation and suspiciously eyes a distant corner of the room where some boys are sitting. Noise ceases. Recitation proceeds. Noise heard again. Teacher stops and glares at the same corner, and finally hisses out, "Somebody is making a noise back there, and I am going to find out who it is." He then proceeds to question each boy in the group. Boys deny any knowledge of it. Recitation proceeds. Noise again. Teacher lays down his book, and angrily strides back to the corner. Boys deny again. Visitor gets nervous and doesn't dare to move for fear the creaking will be located with his desk. Again the recitation proceeds, and again does the creaking occur, and again does the teacher declare that he is going to "find out who is making that noise," but he doesn't.

At the noon recess it is found out that some big girls seated near the boys were the guilty parties, and had enjoyed the annoyance of the teacher very much.

SCENE II.—An ordinary country school of average size and surrounded by average circumstances. Recitation in English Grammar is being heard. The teacher in charge is a lady. Teacher hears some one muttering to himself. She says nothing, but notices all pupils whose lips are moving. Settles on two. Calls one of them by a motion of the hand. Muttering still goes on—not the right one. Whispers to the one called up, that she would like a pail of fresh water, ready for the noon recess. She then sends part of class to the board to diagram a sentence, and while the class are thus employed, calls up the other boy by motion of the hand. Teacher in low tone requests him not to study out loud. The boy is surprised that he is discovered. Perhaps he was not conscious of the offense. He returns to his seat in pleasant humor and is more careful. Neither the class nor the school has noticed what was done.

QUERY.—Which teacher had tact?—*Indiana School Journal.*

Educational Notes and News.

THE McGill University has a larger number of students than ever before in its history.

THE amount subscribed to the Endowment Fund of Knox College to date is \$207,583. Of this sum \$165,235 have been paid.

THE Education Department has published an index to the New Scripture Readings, which anyone may doubtless obtain on application. It is in pamphlet form, fourteen pages.

AT the closing exercises of Knox College, Toronto, Rev. Principal Grant stated that all the scholarships awarded this year had been for general proficiency, none for special subjects.

THERE are now 129 teachers on the Hamilton staff, sixteen of whom hold first class certificates, seventy-eight second class, nine kindergarten, and twenty-five third class or special certificates.

THE report of the bursar of Toronto University has been presented. The investments constituting the permanent fund of the institution amount to \$1,041,547, and the income from them is \$71,900. The amount paid for salaries, fellowships, etc., was \$43,807.68.

THE Library of Knox College now contains between 9,000 and 10,000 volumes. During the last year 375 volumes were added, of which over 300 were donated. One gentleman has offered to con-

tribute one-tenth of \$5,000, if that amount is raised this summer for the Library Fund.

THE yearly estimates passed at a recent meeting of the Toronto Public School Board are as follows:—Building account, \$132,750; school account, \$242,998; total estimated expenditure, \$375,748; less Government grant, say as in 1887, \$12,885; leaving to be provided by the City Council, \$362,863.

A BOOK agent called upon the superintendent of schools at Cleveland, Ohio, and, not finding him, rang a bell close at hand. It proved to be a fire alarm, at the sound of which six hundred well trained pupils arose and filed out of the building. The agent quickly departed for "fresh fields."

THE annual report of Inspector Ballard, of Hamilton, shows that the number of pupils enrolled during 1887 in the Public schools was 7,860; the aggregate attendance during the first half year was 446,009. The average daily attendance was 68 per cent. of the total number enrolled. The average attendance during the first half year was 4,999 and 5,869 for the second half year.

THE Public School Board of Brockville has made a move that other town and city boards would do well to follow. All classes are ordered to be dismissed on Friday at 3 p.m., and the last hour of that day is to be spent by the teachers, under the direction of the principal, in discussing methods of teaching and discipline. The object of this is to secure the best methods, and ensure, as far as possible, uniformity throughout.

PROF. HOLT, the celebrated music teacher, says that the time will come when the musical profession will have as little to do with the teaching of music in schools as it now has to do with the teaching of arithmetic. He holds that the teaching of music by specialists is a necessary evil and the subject will not be properly taught until it is done by the regular teachers, and that, like all other subjects properly taught, only upon the lines and in accordance with the laws of mental growth.

AT the recent closing exercises of Knox College, Toronto, eleven students received theological diplomas, having completed the course. The degree of B.D. was conferred, after examination, upon Rev. W. A. Duncan, M.A., of Churchill. Messrs. D. McGillivray, M.A., and D. McKenzie, B.A., of the graduating class, and Rev. W. Ness, of Gibson, Penn., and that of D.D. upon Rev. C. Forman, M.A., of Lahore, India; Rev. John Stewart, M.A., of Glasgow, Scotland; and Rev. Henry M. Parsons, pastor of Knox church, Toronto.

MRS. FAWCETT recently distributed the prizes to the girls of the Clapham High School, of which Miss O'Connor is the able mistress, and where Mrs. Fawcett's own daughter was educated. In the course of her speech to the scholars the widow of the former Postmaster-General told the following neat story:—At a mixed school for young children near Cambridge, a little boy was expected to take the prize in one of the classes. But when prize-day came the prize was awarded to a little girl in the same class. When the boy returned home his father solemnly expressed his surprise that he had not got a prize, and emphasized his remarks by reference to the fact that the little girl had received one. "Well," said the little boy in explanation, "she has a very clever father." We understand that his own male parent did not press the point further.—*Christian World.*

DIRECTLY.

MANY English novelists use this word as the equivalent of "as soon as;" thus, "Directly he arrived, he called for ale." "I gave him the letter directly I saw him."

Hitherto, this use of the word has not gained currency in the United States, and as it has been used in England since the days of *Pelham*, that is, for nearly forty years, we may hope to escape it altogether.

A late English novel has produced a variation of "directly" in this sentence:—"Immediately the name was uttered, the whole scene of the railway carriage presented itself to me." The variation is no improvement.—*Good English.*

(Continued from page 359.)

tions), with the Text-Book List, which you will find on last page of JOURNAL of Nov. 1st. If you make sure of knowing the subjects, it will not matter what text-books you have used.]

1. Is corporal punishment lawful? (I mean in the school-room, of course). What is the law in regard to marks on the hands?

2. May a pupil be detained after the time for closing school? May a pupil be prevented from going out with the rest, at noon or recess?—A SUBSCRIBER.

[1. There is no law forbidding corporal punishment by the proper school authority. Our opinion will be found in editorial columns in last number. Excessive punishment is punishable by the courts, as any other case of assault and battery. The question as to what constitutes excessive punishment would be one for the court or the jury. We are not aware of any special regulation in regard to leaving marks of punishment on the hands of pupils, to which, we suppose, you refer. We have no doubt it is safer, as well as in better taste, not to leave any marks. It is better to expend the energy on the brain, and leave the marks there.

2. There is no regulation, unless local, forbidding the detaining of pupils during recess or after school hours, but caution and good judgment are needed in the matter. Many pupils have home duties which should not be interfered with.

NOTE.—Our thanks are due to a correspondent who, writing from Moosomin, N.W.T., makes a correction and supplies an omission in the following answer to a question in the JOURNAL of Feb. 15th:—

["Besides Regina, some of the principal places (in the N.-W. Territories) are Broadview, Qu'Appelle, Fort Qu'Appelle, Troy, Moose Jaw, and Medicine Hat in Assiniboia." In correction our correspondent says, "The place called Troy does not exist, except in the imagination of map-makers. It is an imaginary point midway between Qu'Appelle Station and the Fort, and where, prior to the actual building of the Canadian Pacific Railway, it was supposed the railway would pass. There is not a single house there!" In respect to this we may explain that we had always understood that Troy was an alternative name for Qu'Appelle Station. In fact the name was so used a few years ago. It was a slip on our part to put down both "Troy" and "Qu'Appelle," because we understood them to designate the same village. Our correspondent supplies an omission as follows:—"Moosomin, with its population of 600, rivals in business Regina, Medicine Hat, and Moose Jaw."]

1. ARE we to understand that there are certain extracts in the fourth reader to be memorized by intending Entrance candidates, independently of the literature selections? 2. What is the fee for trying the 3rd class examinations? 3. Will Euclid be required of candidates for 3rd class certificates in 1889?—A TEACHER.

[(1) Yes. For next entrance the short extracts, of which a list is given on page 8 of Reader, "I'll find a way or make it," p. 22, and "The Bells of Shandon," pp. 51-52. (2) Two dollars. (3) No, we are not aware of any proposal to add that subject.]

WILL you or some of your readers please suggest a few subjects for debates, suitable for pupils of a public school? Please put in answer department of JOURNAL.—F.G.H.B.

PLEASE state in the next issue of your valuable JOURNAL all the railroads in the Dominion—giving their extent, viz., where they begin and end, also the principal places through which they pass.—SUBSCRIBER.

[We have not space to answer your question. Consult a good Canadian geography.]

PLEASE send me the regulations for next entrance examination.—S.E.F.

[Write to Secretary of Education Department for a copy. Would take too much space in JOURNAL.]

OUR EXCHANGES.

THE February and March numbers (33 and 34) of the Riverside Literature Series (published monthly at 15 cents a number by Houghton, Mifflin & Co., Boston) contain the first two parts of Longfellow's widely famous "Tales of a Wayside Inn," with interesting and helpful introductions and notes.

THE wide variety of its contents is the most striking feature of the April *Popular Science Monthly*, ranging from the botany of Silurian time up to that recent flower of social evolution—college athletics. Psychology, zoology, anthropology, mineralogy, geology, social science, and law, are all represented in the attractive list of articles. The leading article is on "College Athletics and Physical Development," by Professor E. L. Richards, of Yale College, in which the system of athletics existing at our colleges is defended as an ally of the best education. There is also an article by Professor Huxley, entitled, "The Struggle for Existence: A Programme," in which he points out, in his familiar, masterly style, that the industrial progress of a civilized nation depends upon the industrial education and the freedom from misery of its working-classes.

THE April number of *The Century* closes the thirty-fifth half-yearly volume. The first article is by Edward L. Wilson, the well-known photographer, and is descriptive of the natural and other features of Palestine "From Dan to Beersheba." The article has a great number of illustrations, mainly from photographs, and will be of special interest to the teachers and students of the International Sunday School Lessons. Mr. George Kennan's article is on the Russian Penal Code, the astonishing provisions of which are here briefly explained. This paper is the last of Mr. Kennan's introductory series, and will be followed in the May number by the first illustrated article in the main series, which will give the results of *The Century's* expedition into Siberia.

THE April *St. Nicholas* has a seasonable frontispiece by Fenn, two toddlers under an umbrella, on "An April Day." This introduces the opening article, "What Makes it Rain?" by George P. Merrill. There is also a charming "Rhyme for a Rainy Day," by Julia M. Colton, artistically framed by Katherine Pyle. Louisa M. Alcott, in "Trudel's Siege," relates the efforts of a brave little Dutchwoman to tide her parents over a time of trial, and shows how she succeeded through "patience, courage, and trust in God."

THE piquant and refreshingly novel story of "Yone Santo, a Child of Japan," which E. H. House is writing for the *Atlantic Monthly*, is continued in the April number. The same number contains the second part of Henry James's entertaining "Aspern Papers," which are written in Mr. James's most felicitous vein. Another very charming article is that on "English Faith in Art," by Elizabeth Robins Pennell.

THE fact is, contentment is satisfied laziness. Those who better themselves and get the grapes do not think they are sour.—Walter Gregory, in *North American Review*.

A TRUE man is not necessarily discontented, but he is ever aspiring. He would do more—be more—get more.—Walter Gregory, in *North American Review*.

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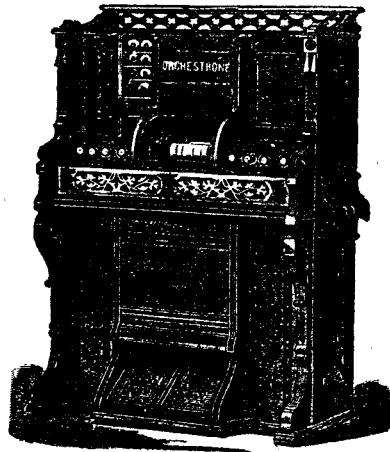


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<i>Tuesday, 3rd July.</i>	
A.M. 8.40-8.55	Reading Regulations.
9.00-11.30	English Poetical Literature.
P.M. 2.00-4.30	History and Geography.
<i>Wednesday, 4th July.</i>	
A.M. 9.00-11.30	Arithmetic and Mensuration.
P.M. 2.00-4.30	English Grammar.
<i>Thursday, 5th July.</i>	
A.M. 9.00-11.30	Algebra.
P.M. 2.00-4.30	English Composition and Prose Literature.
<i>Friday, 6th July.</i>	
A.M. 9.00-10.15	Reading and Orthoëpy.
10.20-11.30	Drawing.
P.M. 2.00-3.30	Bookkeeping.
3.35-5.05	Precis Writing and Indexing.
<i>Saturday, 7th July.</i>	
A.M. 9.00-10.30	Latin Authors.
	French do
	German do
9.00-11.00	Physics.
P.M. 2.00-4.30	Latin Composition and Grammar.
	French do
	German do
2.00-4.00	Botany.

Oral Reading to be taken on such days and hours as may best suit the convenience of the Examiners.

SECOND CLASS OR PASS MATRICULATION EXAMINATION.

DAYS AND HOURS.	SUBJECTS.
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9.00-11.30	English Poetical Literature
P.M. 2.00-4.30	History and Geography.
<i>Wednesday, 4th July.</i>	
A.M. 9.00-11.00	Arithmetic
P.M. 2.00-4.30	English Grammar.
<i>Thursday, 5th July.</i>	
A.M. 9.00-11.30	Algebra.
P.M. 2.00-4.30	Chemistry.
<i>Friday, 6th July.</i>	
A.M. 9.00-11.30	Euclid.
P.M. 2.10-4.00	Botany.
<i>Saturday, 7th July.</i>	
A.M. 9.00-11.30	Physics.
P.M. 2.00-3.30	French Authors.
3.35-5.35	do Composition and Grammar.
<i>Monday, 9th July.</i>	
A.M. 9.00-11.00	Latin Authors.
11.05-12.35	do Composition and Grammar.
P.M. 2.00-3.30	German Authors.
3.35-5.35	do Composition and Grammar.
<i>Tuesday, 10th July.</i>	
A.M. 9.00-11.30	English Composition and Prose Literature

FIRST "C" OR HONOR EXAMINATION FOR MATRICULATION.

DAYS AND HOURS.	SUBJECTS.
<i>Tuesday, 10th July.</i>	
A.M. 8.40-8.55	Reading Regulations.
9.00-11.30	English Composition and Prose Literature.
P.M. 2.00-4.30	Greek—Pass (for matriculants only).

<i>Wednesday, 11th July.</i>	
A.M. 9.00-11.30	Algebra.
P.M. 2.00-4.30	English Poetical Literature.
<i>Thursday, 12th July.</i>	
A.M. 9.00-11.30	Euclid.
P.M. 2.00-4.30	History and Geography.
<i>Friday, 13th July.</i>	
A.M. 9.00-11.30	Trigonometry.
P.M. 2.00-4.30	English Grammar.
<i>Saturday, 14th July.</i>	
A.M. 9.00-11.30	Chemistry.
P.M. 2.00-4.30	Botany.
<i>Monday, 16th July.</i>	
A.M. 9.00-11.30	Latin Authors.
P.M. 2.00-4.30	do and Greek Grammar.
<i>Tuesday, 17th July.</i>	
A.M. 9.00-11.30	Latin Composition.
P.M. 2.00-3.30	French Authors.
3.35-5.35	do Composition and Grammar.
<i>Wednesday, 18th July.</i>	
A.M. 9.00-10.30	German Authors.
10.35-12.35	do Composition and Grammar.
P.M. 2.00-4.30	Greek Authors.

TORONTO, February, 1888.

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