

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

Canadiana.org has attempted to obtain the best copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

Canadiana.org a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- Coloured covers /  
Couverture de couleur
- Covers damaged /  
Couverture endommagée
- Covers restored and/or laminated /  
Couverture restaurée et/ou pelliculée
- Cover title missing /  
Le titre de couverture manque
- Coloured maps /  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black) /  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations /  
Planches et/ou illustrations en couleur
- Bound with other material /  
Relié avec d'autres documents
- Only edition available /  
Seule édition disponible
- Tight binding may cause shadows or distortion  
along interior margin / La reliure serrée peut  
causer de l'ombre ou de la distorsion le long de la  
marge intérieure.
  
- Additional comments /  
Commentaires supplémentaires:

Continuous pagination.

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated /  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed /  
Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies /  
Qualité inégale de l'impression
  
- Includes supplementary materials /  
Comprend du matériel supplémentaire
  
- Blank leaves added during restorations may  
appear within the text. Whenever possible, these  
have been omitted from scanning / Il se peut que  
certaines pages blanches ajoutées lors d'une  
restauration apparaissent dans le texte, mais,  
lorsque cela était possible, ces pages n'ont pas  
été numérisées.

# THE EDUCATIONAL JOURNAL

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

Subscription, \$1.50 a year.  
In Advance.

TORONTO, SEPTEMBER 1, 1894.

Vol. VIII.  
No. 8.

## WOMEN'S MEDICAL COLLEGE, TORONTO.

In affiliation with  
Trinity and Toronto University

1894 SUMMER SESSION OPENS APRIL 13th.  
TWELFTH WINTER SESSION OPENS OCTOBER 1st.

APPLY FOR ANNOUNCEMENT, GIVING FULL INFORMATION, TO

DR. D. J. GIBB WISHART, Secy., 47 GROSVENOR STREET, TORONTO.

INCORPORATED 1886 TORONTO HON. G. W. ALLAN  
PRESIDENT

## CONSERVATORY OF MUSIC

COR. YONGE ST. & WILTON AVE.

University Affiliation for Degrees in Music  
Graduating Courses, Scholarships, Medals, etc.  
Equipment complete. Students receive a  
thorough and artistic musical education.  
Voices tested free of charge.

CONSERVATORY SCHOOL OF ELOCUTION  
(H. N. SHAW, B.A., Principal.)  
Delsarte, Swedish, Gymnastics, Voice Culture,  
Literature. Calendar of 132 pages mailed free.  
EDWARD FISHER, Musical Director.

Confederation Life  
Building  
Yonge & Richmond Sts.  
TORONTO

**British American Business College**

The oldest and most reliable of its kind in the Dominion. All subjects pertaining to a business education thoroughly taught by able and experienced teachers.

O'DEA & HOSKINS

## The Excelsior Life INSURANCE COMPANY.

Head Office, Toronto. Incorporated 1886.

**HOW TO OBTAIN A PENSION**

The Coupon Annuity Bonds, as issued by this Company, are peculiarly adapted to the needs of Clergymen, Doctors, School Teachers, and all others who desire a guaranteed competence for themselves after the lapse of a certain number of years, or absolute protection for their families in the event of previous death. These bonds are most liberal and attractive in form, the rates are materially lower than on any other level premium plan issued. This Company issue the most attractive plans of insurance in existence. Gentlemen wanted to act as district or local representatives of this staunch and popular Company. Address  
E. F. CLARKE, Managing Director.

## THE FISK TEACHERS' AGENCY

32 CHURCH ST., TORONTO.

It furnishes a medium of communication between Teachers and School Boards. Many good positions in North-West and elsewhere now vacant. Terms to teachers on application. No charge to School Boards. When in the city call and see us.

W. O. McTAGGART, B.A., Manager.

## ALBERT COLLEGE,

BELLEVILLE, ONT.

**SPLENDID RECORD.**—Of six candidates for Senior Matriculation, all were successful. Candidates prepared for Teachers Certificate. Diplomas awarded in Business Course, Music, Fine Arts and Elocution. Will re-open Thursday, September 6, 1894.  
For calendar, address,  
PRINCIPAL DYER, M.A., D.D.

## SOME NEW BOOKS

THE COPP, CLARK CO., Ltd., TORONTO

Business Blanks for Commercial Classes.—

Prepared by W. A. Fletcher, Commercial Specialist, Kingston Collegiate Institute, 25c

Cowper.—By Goldwin Smith. (English Men of Letters Series). Annotated by Fred. H. Sykes, M.A. Paper, 45c., Cloth, 60c

Dupuis' Principles of Elementary Algebra.—By N. F. Dupuis, M.A., University of Queen's College, Kingston. \$1 00

Fletcher and Henderson's Latin Prose Composition.—With Exercises based on Caesar, Livy and Cicero. \$1 25

Goldsmith's Vicar of Wakefield.—(Classes for Children Series). 40c

Hall and Knight's Elementary Algebra for Schools.—Revised and Enlarged, with Answers. \$1 00

Hall and Knight's Higher Algebra.—With Answers. \$1 50

Hall and Knight's Elementary Trigonometry. \$1 25

The following with Notes and Vocabulary by John Henderson, M.A., and E. W. Hagarty, B.A.

Caesar's Bellum Gallicum, Bk. V. With Life of Caesar, etc. 50c

Caesar's Bellum Gallicum, V. & VI. With Life of Caesar, etc. 75c

Vergil's Aeneid, Bk. II. 50c

Masson's Dictionary of the French Language. French-English, English-French. By Gustave Masson. \$1 00

Palgrave's Children's Treasury of Lyrical Poetry. Cloth, 50c

Palgrave's Golden Treasury of Songs and Lyrics. Cloth, 50c

Sardou's La Perle noire and Le Maistre's Voyage autour de ma Chambre.—Notes, Vocabulary and Exercises by E. J. McIntyre, B.A., and F. H. Sykes, M.A. \$1 00

Shakespeare's Richard II.—Clarendon Press. Edited by Clark & Wright. 40c

Stories from Canadian History.—The volume contains 17 stories from Cartier to Tecumseh. Edited by T. G. Marquis, M.A. 25c

Tennyson's Selections.—(Literature 1894-5). Annotated by M. F. Libby, B.A. \$1 00

White's Beginner's Greek Book. \$1 50

FULL LIST UPON APPLICATION.

THE COPP, CLARK CO., LTD,  
TORONTO.

## Nimmo and Harrison Business College

Cor. Yonge and College Sts., TORONTO, CAN.

BOOK-KEEPING, SHORTHAND, PENMANSHIP, TELEGRAPHY, ENGLISH, CIVIL SERVICE, ANNUITIES and all other subjects pertaining to a thorough business course.

Open all year. Day and evening sessions. Write for catalogue. (Mention this paper).

R. D. NIMMO, PRINCIPALS. JAS. HARRISON.

FOR MUTUAL ADVANTAGE WHEN you write to an advertiser please mention THE EDUCATIONAL JOURNAL.

## Don't Forget PUBLIC SCHOOL

THAT HUNDREDS OF USERS SAY THAT



## FOOTBALLS

ARE THE BEST VALUE OBTAINABLE.

PRICES,

Post Paid and Rules Free.

No. 3, \$2 00, less 10 per cent. for cash. Net \$1 80  
" 4, 2 50, " " " 2 25  
" 5, 3 00, " " " 2 70

Our Shin Guards at 50c., 75c., \$1.00 and \$1.25, post prepaid, are the best value in Canada. Send for sample set.

Rubbers and Covers Separate, Etc.,

Less 10% for Cash.

No. 3 No. 4 No. 5  
Rubbers, separate, Mackintosh's best. \$0 80. \$0 90. \$1 00  
Covers, separate, "Scotch King" \$1 25. \$1 75. \$2 00

If you need School Books, Maps, Globes, Erasers, Black Board Slating, ask for Price Lists and special rates for schools.

JAS. K. CRANSTON,  
GALT, ONT.

## "Grip," Canada's Only Cartoon Paper!

EDITED BY J. W. BENGOUGH.

SUBSCRIBE NOW.

ONLY \$2.00 A YEAR

Grip and Ram's Horn only \$2.75 a year. Grip is the only paper in which Bengough's Cartoons regularly appear.

PHENIX PUBLISHING CO.,

Publishers of "GRIP,"

81 Adelaide St. W., TORONTO.

## "YE OLDE BOOK SHOPPE."

Teachers, Students and others wanting Books for any School, College or University in the Dominion, send card to address below.

I publish  
Latin for Sight-Translation, 25c.  
Handbook for Punctuation, 25c.  
Teachers Agreements, 5c. each.

FRANK PORTER,

353 YONGE ST., TORONTO.

## PHYSIOLOGY AND TEMPERANCE

BY

Wm. Nattress, M.D., M.R.C.S., Eng.

Cloth, Illustrated, 25 cts.

In this exceedingly well prepared text-book the author deals in successive chapters with The Skeleton; The Bones; The Muscles; The Skin; Digestion; Circulation; Respiration; The Nervous System; The Special Senses; First Aids to the Sick and Injured; How to Prevent Disease; Physical Exercise. At every step in the study the pupil is confronted with the evil effects of alcohol and tobacco, the dangers accompanying their use, and the tremendous risk of tampering with such powerful agents of destruction.

The illustrations have been well chosen, and add greatly to the appearance and usefulness of the book. This text-book is compulsory on the Fourth and Fifth forms.

This little work will be found exceedingly useful in the home. There are many homes not represented in the schools where this book, carefully studied, may save many doctor's bills, and conduce to the general health.

WM. BRIGGS,

29-33 RICHMOND STREET WEST, TORONTO.

ESTABLISHED BY A. PIDDINGTON.

## Mammoth Book Store

We have constantly in stock Educational Books of all kinds. Also the late works in Science and General Literature. Any book not in stock supplied on short notice, if in print. All mail orders filled promptly.

## RISSER & CO.,

Successors to R. W. DOUGLAS & Co.

248 YONGE ST., TORONTO.

INTERNATIONAL BUSINESS AND SHORT-HAND COLLEGE, cor. College St. and Spadina Ave., Toronto. Send for free circular. No boasting. Satisfaction guaranteed.

J. M. MUSGROVE.

IF YOU HAVE ANYTHING TO SAY TO

## THE 10,000 TEACHERS OF ONTARIO,

Say it though the medium of the EDUCATIONAL JOURNAL. It is the medium through which the teachers are reached.

THE POOLE PRINTING CO.,  
LTD.

ADVERTISING MANAGERS.

52 Front Street West, Toronto.

# SCHOOL MAPS AND GLOBES!

EVERYTHING REQUIRED IN EDUCATIONAL SUPPLIES.

**MANIKINS.** —  
Anatomical,  
Botanical,  
Classical,  
Charts.

**LARGEST STOCK,  
NEWEST GOODS,  
LOWEST FIGURES.**

Blackboard Supplies,  
Numeral Frames,  
School Desks,  
Bells,  
Etc., Etc.

CHEMICAL, ELECTRICAL AND PHYSICAL APPARATUS.

Microscopes.

Dynamos.

Balances.

## Map and School Supply Co'y

31 KING STREET EAST, TORONTO.

### THE EDUCATIONAL JOURNAL

Book \* Supply \* Department.

FOR the convenience of our subscribers who have been accustomed to order educational and other works noticed in our columns through the office of publication, we propose to continue for the present, at least, to furnish such books by post or express at the advertised prices.

#### THE LESSONS IN ENTRANCE LITERATURE

We shall continue to publish in our English Department, but as many teachers will not care to await the slow process of publication in this way, we have made arrangements with the publishers, The Copp, Clark Co., (Limited), by which we are enabled to send the book promptly by mail, postage paid, on receipt of price, 25 cents.

Among books in special demand are the following:

#### ARMSTRONG'S ARITHMETICAL PROBLEMS

For Senior and Entrance Classes in Public Schools. (Sixth edition). This edition contains nearly 900 Problems. The Entrance Papers for the last *twelve years* are appended, also the Public School Leaving Examination Paper for 1892. The answers to all the Problems are given. The Copp, Clark Co., Ltd. Price 25 cents.

#### WHITE'S PRACTICAL PROBLEMS IN ARITHMETIC,

For First, Second and Third Classes. (Fifth edition). By James White, Public School Teacher, Edmonton, Ont. This book has been prepared especially to suit the convenience of Public School Teachers. It contains about 700 Practical Problems suitable for First, Second and Third Classes in Public Schools. It is very carefully graded, and each principle required to be taught is introduced in logical order. It receives the hearty approval of Teachers and Inspectors. Price 25 cents.

#### HUSTON'S 100 LESSONS IN ENGLISH COMPOSITION,

A Practical and useful work. Price 25 cents.

Address

**THE EDUCATIONAL JOURNAL,**  
ROOM 20, 11½ RICHMOND ST. WEST,

TORONTO.

# The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year,  
In Advance.

TORONTO, SEPTEMBER 1, 1894.

Vol. VIII.  
No. 8.

## Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 115	Autobiographies..... 122
ENGLISH—	The Child's World..... 122
Entrance Literature.. 116	A Word..... 122
Good Old English in the Tennessee Moun- tains..... 116	Kitty Knew..... 122
HINTS AND HELPS—	MATHEMATICS—
A Hint Worth Noting 117	High School Primary Examination..... 122
Use His own Head... 117	LITERARY NOTES..... 123
Some Points for Young Teachers..... 117	TEACHERS' MISCELLANY—
EDITORIALS—	Two Sides of a Case of Discipline..... 124
That Question of Methods..... 118	A Child's Philosophy. 125
Moral Training in Schools..... 118	CORRESPONDENCE—
Underbidding Fitly Rebuked..... 119	The N. H. A. of the United States..... 125
SPECIAL PAPERS—	SCHOOL-ROOM METHODS—
The Teacher's Aim... 120	One Lesson About the Rain..... 125
Morality vs. Material- ism in Schools..... 120	Primary Spelling Les- son..... 126
PRIMARY DEPARTMENT—	Busy Work in Num- bers..... 126
The New Term..... 121	FRIDAY AFTERNOON—
Stories for Sight Read- ing..... 121	Song of a Train..... 126
Recreations..... 121	Be Polite..... 126
	The Land of the Lazy 126
	QUESTION DRAWER... 126

## Editorial Notes.

MEMBERS of Institutes whose subscriptions are in arrears, and who for any reason are unable to remit through our agent in the Institute, may remit directly to this office, at club rates.

WILL the teacher who sent us fifty cents in a letter mailed at Thistleton, for a copy of White's Problems, and one of a work in mental arithmetic, kindly give us name and address, which were omitted in the note.

WILL Inspectors and Institute Secretaries oblige us by giving us timely notice of all meetings of Institutes or Associations? We sometimes are unable to learn the dates and places of meetings in time to have the JOURNAL properly represented.

If you have changed your location please don't fail to notify us promptly. There are usually many changes of address after the holidays. In writing to ask for such change please do not forget to send the address to which the paper has been going, as well as the new one.

WE have already a number of requests to publish lists of subjects required for Entrance, Leaving, and other examinations. Now, to publish these lists as often as they are asked for would take up a good deal of space that we need for other purposes. Moreover it is quite unnecessary for us to publish them, for the Education Department gives full particulars in the circulars

which they send free on application. Write direct to the Education Department, Normal School Buildings, Toronto, asking for the information you need on any subject connected with the courses and examinations in the public schools and you will, no doubt, receive full official information by return mail.

IN our opinion Inspector Mackintosh hits the nail on the head when he says, "To my mind, the educational problem of the day in comparison with which all other educational problems of the day are relatively insignificant, is how to retain in our schools our experienced and efficient teachers."

THE EDUCATIONAL JOURNAL greets its readers on their return to the labors of the school, and hopes that the vacation has been truly a time of rest, recreation, and enjoyment, and that the new school year now entered upon may be the most successful and prosperous in their history. There is nothing like setting the aim high and then approaching, day by day, as near to it as possible.

WANTED one thousand new subscribers to the EDUCATIONAL JOURNAL between the present date and Christmas. When we have succeeded in getting these there will probably be but a comparatively small minority of Ontario teachers who do not see their own paper. But that will only be as it should be. We are continually at heavy expense, in fact more than we can well afford, to make the JOURNAL as helpful as possible to teachers of every grade, and we should like every teacher in the country to have an opportunity to test its usefulness. Who of our subscribers will help us by recommending it to friends or by sending us names and addresses of those to whom they would like sample copies to be sent?

TOUCHING the question of moral education in the schools, it seems to us that there is promise that the Kindergarten may yet go a long way towards solving it. One of the gravest mistakes in ordinary family discipline is that parents, as a rule, do not begin soon enough to teach their children the great lesson of obedience, which lies at the basis of all right training. Certainly one great source of difficulty in

school government is that the teacher does not get hold of the children soon enough. The really impressionable period commences within a very few months after birth, and extends up to five or six years of age. In fact, the habit of prompt obedience to proper authority should be thoroughly formed during the first two or three years of life. But the Kindergarten teacher, who has the children under her control for a considerable part of the day, at the age of four or five, if she be truly called and well trained, has it in her power to implant moral principles and to fix moral habits which will go far to determine the complexion of the whole after life of the child. The responsibility is a heavy one, but the work is the hope of the future.

It is, of course, necessary that the teacher should use words that the pupils can understand. But it is a not uncommon mistake to suppose that the younger children can understand only very short words and what are supposed to be childish forms of expression. The fact is that intelligent children, especially those who read, come to understand good English much sooner than many are accustomed to think. They are, too, more likely to be interested in what is said to them if there is no attempt to put it in childish language. As an exchange observed some time since, "Few children have any respect for or interest in a book written in monosyllables." Few things have surprised us more, at times, than the facility with which children of eight or ten, and even of a younger age, especially if they are children who read and have something to read, acquire a mastery of the ordinary words of the language. It is well, of course, to use means to ascertain, from time to time, whether they fully comprehend the language used. But if taught to read and converse intelligently, they will soon form the habit of asking, or finding in the dictionary, the meanings of new and strange words met with. Once that habit is formed, the teacher need not hesitate to use the language which best expresses the idea to be conveyed. And, let us observe, by the way, that the teacher cannot be too careful in regard to his or her own words and forms of expression, for the language of the teacher becomes, to a large extent, the model on which the speech of the pupils is formed.

## English.

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

## ENTRANCE LITERATURE.

## LXXVI. LANDING OF THE PILGRIMS.

MRS. HEMANS.

## I.—INTRODUCTION.

As early as the reign of Elizabeth, there were people in England who believed that a national church or state church, established and maintained as an organized body throughout the country, was not Scriptural but contrary, to the word of God. They separated from the established Episcopal Church, forming independent congregations, and were called Separatists, or Brownists (from the name of their founder). They were persecuted by the Government in a vain endeavor to make them conform. Their meetings were broken up by armed force, and some were forced to emigrate in order to get liberty to worship God according to their conscience.

One congregation, under their pastor, John Robinson, took refuge in Amsterdam, and "there lifted up their eyes to heaven, their dearest country, and quieted their spirits." In the reign of James they resolved to leave Holland and seek a new home in America. Returning to Southampton, they set sail on September 6th, 1620, for the New World. They had two little vessels, one of which, the *Speedwell*, was declared unseaworthy on reaching Plymouth. On the other, the *Mayflower*, a bark of one hundred and eighty tons, one hundred men, women, and children had taken passage. They intended to sail to the Hudson River, but storms drove their weary bark to the bleak coast of Cape Cod, where they landed on the 21st of December. They named their landing place Plymouth, after the town where they had said their last good-bye to dear England. These first settlers were the Pilgrim Fathers, ever to be held in thoughtful remembrance by the men of this continent. Word was sent back to England of their successful journey; others who felt the religious persecution joined them in America; some under Endicott settling in Salem; others at Lynn and Boston; so that very soon, in spite of the hardships of a severe climate, of a densely wooded country, and hostility of Indians, they became a numerous and happy settlement, the nucleus of all the New England colonies.

The theme of Mrs. Hemans' poem is therefore a noble one, for it treats of a great deed—the resolute abandonment of home and country to secure liberty to worship God in the wilderness of an unknown, inhospitable, and even hostile country; a deed that laid sure and deep, though the Pilgrims could not foresee it, the foundations of the greatest of the American colonies.

The hopes and fears, privations and sufferings, of the long Atlantic voyage rise to our minds at the thought of these Pilgrim Fathers. Let us read Mrs. Hemans' poem with an introduction from a great orator:—

"Methinks I see it now, that one, solitary, adventurous vessel, the *Mayflower*, of a forlorn hope, freighted with the prospects of a future state, and bound across an unknown sea. I behold it pursuing, with a thousand misgivings, the uncertain, the tedious voyage. Suns rise and set, and weeks and months pass, and winter surprises them on the deep. . . The awful voice of the storm howls through the rigging. The laboring masts seem straining from their base; the dismal sound of the pumps is heard; the ship leaps, as it were, madly from billow to billow; the ocean breaks and settles with engulfing floods over the floating deck, and beats with deadening, shivering weight against the staggered vessel. I see them, escaped from these months' passage, on the ice-clad rocks of Plymouth, weak and weary from the voyage, poorly

armed . . . without shelter, without means, surrounded by hostile tribes."—[Edward Everett].

## II.—EXPLANATORY NOTES.

L. 1.—*Stern and rock-bound coast*. These words are truly descriptive of most of the New England coast, which abounds in reefs and precipitous cliffs. It is scarcely descriptive of Plymouth at the landing-place of the Pilgrims. It is true, a ledge of granite is still revered as the actual landing-place of the *Mayflower's* boat, and south-west of Plymouth rises the lofty promontory of Manomet; but most of the immediate coast is low and sandy.

L. 11.—*Ocean eagle*. The sea eagle, white-headed eagle, bald-headed eagle, which has become the emblem of the United States. "It is a bird of about the same size as the common eagle, with dark-brown plumage, and—in an adult state—the head, neck, tail, and belly, white. It frequents both the sea-coast and the lakes and rivers; is fond of fish, feeds on lambs, etc.; kills swans, geese, and other water-fowl." The soaring of the bird is pronounced sublime. Its favorite nesting-place is on the ledges of precipitous rocks on the sea-coast.

L. 12.—*Home*. That is, to the home they were to find there.

L. 15.—*Deep love's truth*. Her true and deep love of husband and of God.

L. 18.—*Shrine*. Strictly the repository in a church, etc., of the sacred relics of a saint; then, as here, a place of sacred worship.

L. 19.—*Ay* (1). Or "aye," yes, indeed, strengthening the statement.

L. 19.—*Holy ground*. See Exodus 3: 5.

L. 3.—*Heavy*. Overcast with low, threatening clouds.

L. 4.—*Moored*. Anchored.

L. 4.—*Bark*. A small ship, but strictly a three-masted ship, without mizzen top-sails.

L. 8.—*Hymns of lofty cheer*. Hymns that consoled them.

L. 10.—*Aisles*. Aisles are strictly the side divisions of a church, separated from the central part by pillars or piers. The pillars, rising straight till they approach the roof, spread then into vast arches, resembling the trunks and branches of elm-trees, etc. Hence the appropriateness of "the aisles of the dim woods" resounding with "the anthem."

L. 10.—*Anthem*. A sacred piece of music set to words of the Psalms, etc. (Gk. *Anti*, against; *umnos*, hymn; a hymn sung in alternate parts.)

## III.—QUESTIONS AND EXERCISES.

STANZA I.—1. Give one word for "breaking waves." 2. Depict the wave as it "breaks." What appearance of the coast is called up by "stern," by "rock-bound"? 4. "Woods," why not "trees"? 5. Depict a "stormy sky." 6. Depict "giant branches tossed." 7. Describe "the heavy night." 8. Arrange in prose order "hung dark . . . o'er." 9. Give the prose form of "o'er"; name other instances of practical abbreviation. 10. "When." What time is depicted in the poem? What is the historical date? 11. "Band of exiles"; who were they? Why are they called exiles? 12. Explain "moored." 13. What was "their bark"? 14. Why speak of the "wild New England shore"? 15. Give in a sentence the substance of the first stanza.

STANZA II.—1. How does "the conqueror" come? 2. How were they "true-hearted"? 3. "With the roll . . . fame"; how does this refer to the preceding line? 4. Explain the "roll" of drums. 5. Explain "stirring drums." 6. Explain "the trumpet that sings of fame." 7. What is the sense of "the flying"? Give a more usual word in this meaning. 8. How do "the flying" come? 9. Give the points of contrast between the pilgrims and "the conqueror" and "the flying." 10. Explain "shook the depths." 11. Explain "the depths of the desert's gloom." 12. What is "the desert's

gloom?" 13. What were their hymns like, to be "of lofty cheer?"

14. Give in a sentence the substance of this stanza.

STANZA III.—1. What is meant by "the stars heard, and the sea?" [Here we have poetical license making inanimate objects sympathize with man. Thus the greatness of the event is impressed on us by the apparent regard that even the stars, the sea, etc., had for it.]

2. Explain "the aisles?" The "sounding aisles?"

3. Why are the woods described as "dim?"

4. What is an "anthem"?

5. How was this song an "anthem of the free"?

6. Describe an "ocean eagle."

7. What is appropriate in introducing the ocean eagle here, as regards the landscape, as regards the greatness of the event of the landing, as regards the relation of this eagle to the United States.

8. Is "nest by the white waves' foam," a true description?

9. Depict the "white wave."

10. How is "the white waves' foam" in harmony with the first stanza?

11. Explain "rocking pines . . . roared."

12. "This was," why not "these were?"

13. How was the scene a welcome home?

14. Give briefly the general substance of this third stanza.

STANZA IV.—1. Explain "hoary hair," "pilgrim band."

2. Give the literal meaning of "with'er." What is its meaning here?

3. What was "their childhoods' land"?

4. "Woman's fearless eye," why not say "brave women"?

[Notice the vagueness of the picture in "brave women," as compared with "woman's fearless eye," which gives us a definite picture of the serene bravery in every woman's face.]

5. Explain "lit."

6. Give a simpler phrase for "deep love's truth."

7. Depict the attitude of the men as described by "brow serenely high."

8. What disposition is represented by "fiery heart of youth"?

9. Give briefly the substance of this stanza.

STANZA V.—1. "What sought they?" etc. How do these questions affect our interest in reading these lines? 2. What had the Spanish sought in the West Indies and Central America? What had the French sought at Newfoundland and in Canada? 3. What are "the wealth of seas"? 4. Specify some of "the spoils of wars." 5. Explain "a faith's pure shrine." 6. Why is "a faith's pure shrine" a nobler object of pursuit? 7. Why is their landing place "holy ground"? 8. How does the term "holy ground" arise. 9. Explain "unstained" as used here. 10. Is the statement in this last line still true.

Tell briefly what this last stanza treats of.

Tell in five successive sentences what the five stanzas tell us of the landing of the Pilgrims

F. H. S.

## GOOD OLD ENGLISH IN THE TENNESSEE MOUNTAINS.

BY HANFORD A. EDSON, B.D.

A WELL-KNOWN naturalist, recently exploring this region, was interested in our striped pig—wild nature's reversion toward the original type. That tendency is otherwise discernable. These mountaineers are as little as possible like Saint Paul's Athenians—a "new thing," whether in thought or expression, having only the slightest attraction for them. Harvard and Johns Hopkins may be coining strange terms in science, and possibly progressing toward the

latest slang, but here even the young men and maidens prefer the inflections and phrases of the past. Elizabethan English, dropped here by the first English settlers, remains in the common speech, just as Indian axes and arrow-heads stay in the soil. It is plain who has been here. Every hour's talk with the people is apt to disclose some classical turn of language, long obsolete elsewhere, but in these secluded communities still current after more than a hundred years.

On January 6th our mountain maid surprised us with an uncommonly elaborate bill of fare. "It is *Old Christmas*," she said; "you ought to have a good dinner." The girl had never heard of Epiphany or Twelfth Night; she had only inherited a reverence for the day which had been, in the calendar of her old-fashioned ancestors, our twenty-fifth day of December. Against the change of the old style calendar, displacing the holy days, there was for a time a noisy protest in the Mother Country. The echo of that protest is still heard among these far-away mountains. It is believed that at midnight, as *Old Christmas* comes in, all the "beastes" fall on their knees. "My mother has seen them," stoutly averred one of the more intelligent women. The people maintain that the twelve days between Old and New Christmas "rule the year," determining respectively the character of the twelve coming months; as the ancient Germans held that "during the twelve nights reaching from the twenty-fifth of December to the sixth of January they could trace the personal movements and interferences on earth of their great deities."

"That's whar the b'ar *uses*," said a famous hunter. "Them chickens *uses* 'round the house," remarked the cook. And so Fletcher:

"I will give thee for thy food  
No fish that *useth* in the mud."

—"Faithful Shepherdess," III, 1.

"My brother has a big *scope* o' land on yon side o' the mounting," said a Baptist preacher with a Scotch-Irish surname. According to Webster, *scope*, with this meaning, is "obsolete." The Century Dictionary quotes Sir J. Davies' "State of Ireland": "The *scopes* of land granted to the first adventurers were too large."

"*Soon*," as an adjective, is in constant use. "We'll have a *soon* supper to-night." "They's goin' to be a *soon* spring." Thus, also, Sir Philip Sidney, "Arcadia," I: "The end of these wars for which they hope for a *soon* and prosperous issue"; and Shakespeare:

"Make your *soonest* haste."

—"Anthony and Cleopatra," III, 4, 27.

"She's a *ped-y* cow," said a boy who had never read a book, and must have been wholly ignorant of Milton's

"Meadows trim, with daisies *ped*,"

and Shakespeare's

"What a *ped* niny's this!"

—"The Tempest," III, 2.

"He's a natchel *antic*," was the description of an odd "banjer picker." This, too, is one of Shakespeare's words, employed in precisely the same way:

"Fear not, my lord; we can contain ourselves,  
Were he the veriest *antic* in the world."

—"Taming of the Shrew," II, nd.

Compare Richard the Second," III, 2.

Looking at the jaws of a wolf lately killed, one observed: "She was a *main* big un." The civilized man would have been likely to prefer "mighty big one." But our mountaineer, though he never heard of Milton's "*main* abyss," has Milton's good English notwithstanding.

"*Afeard*" is the almost universal substitute for afraid. There is good enough authority for it, as:

"I care not for that, but that I am *afeard*,"

—"Merry Wives of Windsor," III, 4.

A pretty but unscrupulous woman had dazzled the husbands of two or three neighbors. Of these affronted wives it was said that she "*cucko'd*" them, an expression to be accounted for in so unlettered a region only as a residuum of ancestral vocabularies.

Said an old chimney builder, looking out of the window, "That's west, I reckon. I live on *yon coast*." The man had scarcely seen more water than plunges down a mountain "branch." Why, then, did he say *coast*? Did he use the word as it is in Exodus 10: 4? Or, rather, was he not speaking out of the lips of progenitors who knew the sea and lived by it?

A boy, taking almost his first trip to a railroad station, was made comfortable at a separate table. "Hit is because I'm a *hireling*," he said afterward, in explanation. A better word he could not have found, but to the modern trades-unionist could the expression have been at all possible?

"The snake was jes' about to *quile*." In making *quoil* an obsolete spelling of coil, the Century and New Imperial Dictionaries agree. Murray's New English Dictionary cites Captain Smith's "Seaman's Grammar," VII, 30 (A.D. 1627): "*Quoile* a cable is to lay it up in a round ring." Other quotations show the same orthography early in the eighteenth century. But while authorities chronicle the two spellings—*coil* and *quoil* or *quoile*, they fail to note any diversity in the pronunciation. *Quoil* is to be pronounced *koil*. Is it not more than probable, however, that the variation from the older orthography *coil* really originated in the *kw* initial sound, already given to the word in common speech? In that case our *quile* would be an interesting remainder. The dialectal substitution of long *i* for *oi*, of course needs no explanation, having familiar analogies on every hand, as in *bile*, *spile*, *rile*, *ile* and the like.

*Buss*, for kiss, is not without interest. Says old Herrick:

"Kissing and *bussing* differ both in this—

We *buss* our wantons, but our wives we kiss."

"An old word grown vulgar," accordingly says Worcester. "This word, so venerable for its antiquity and general use, has fallen into disrepute," says Webster. In this locality, however, such degeneracy is not apparent. The word seems to be holding on as a clearly honest word. There is, also, a derivation in use as a synonym of sweetheart: "Ef you'd been here you mout a found a *bussy*." Murray's New English Dictionary, with citations from Meredith, Browning, and Tennyson, illustrates the present provincial use of *buss* in England.

For the laundry work the women go to the creek, as Athenian women went, and go, to Callirhoe. They *battle* the clothes with a *batling-stick*. Murray's New English Dictionary describes *battle* as obsolete, quoting an old definition: "To *battle* clothes, *excutere*" (Levius, "*Manip.*," p. 38, A.D. 1570).

A few phrases may be quoted which, though more original than classical, are not without an old-time flavor. "They say I'm *called* brother again to-day"—when another baby arrived. "I seen the *weddiners*"—wedding party. "Why did you come?" "Oh, *jes' to be a-comin*." "She's started hit *too shaller*"—of a girl's singing pitched too high. "That left a *gap down*"—of a clue to a robbery. "People's goin' into church to-day *like bees into a gum*." "Three screeches and a *right smart go-by*"—three times as far as a man can call and a little further. "You measure your miles with a coonhide, and the tail *throwed in, every time*."—N. Y. Independent.

#### A HINT WORTH NOTING.

AMONG the mottoes on the wall of a classroom recently visited, was seen the following Herbartian sentence: *Tediousness is the sin of instruction*. To the question, "How does that concern your scholars?" the teacher replied, "Oh, I keep that there as a reminder for myself. As I straighten up after dismissing, I am very likely to glance about the room and catch sight

of that motto. It admonishes me to prepare a bright programme for the next day. My tedious days are those for which I have made no special preparation, and I count most of them worse than failures." Here is a hint for the teacher who wonders why the days drag, and why her pupils do not love school. It is not the pupil, but the teacher who should study the lessons for the next day.—N. Y. School Journal.

## Hints and Helps.

### USE HIS OWN HEAD.

"IF YOUR head always directs your pupil's hands, his own head will become useless to him."—*Rosseau*.

True, and what is still worse, the pupil is worthless without your head. This hints at a bad result of the "development" plan of teaching. Some teachers never give a pupil a chance to use his own head. They think they must forever lead by numerous questions. They must "supply the proper conditions" for the mental steps the child must take in mastering a given point of knowledge. They forget that the pupil should learn to grasp the conditions himself. This might be illustrated by the following: William set out to walk 68 miles. He walked 22 miles on the first day, 24 on the second and the remainder on the third. What per cent. did he walk on the third day?

Teacher to the class—What do we wish to find out? Pupil.—We wish to know what per cent. the distance walked the third day is of the whole distance walked. Teacher.—What must we know in order to enable us to find this? Pupil.—We must know the distance walked on the third day and the whole distance walked. Teacher.—Can we learn either of these by reading the problem? Pupil.—Yes, sir; we find by reading that the whole distance travelled was 68 miles. Teacher.—How can we find the other distance? Pupil does not see and teacher asks the following: If you knew how far he had travelled in the first and second days together, could you then find how far he travelled on the third day? Pupil.—By subtracting this from 68 miles. Teacher.—What would you do next? Pupil.—Find what per cent. the remainder is of 68 miles.

This is good work and will help to teach the pupil to use his own head. But we have known teachers who went over each problem in the lesson in this way, before allowing the pupil to try to use his own head unaided. This defeats the purpose in mind. The pupil cannot solve a problem without some one leading him by questions. We hope we are understood. We do not object to the questioning, but we do object to *always* preceding the pupil's study by such questions.—*Indiana School Journal*.

### SOME POINTS FOR YOUNG TEACHERS.

1. Do NOT talk too much. "In the multitude of words there wanteth not sin; but he that refraineth the lips is wise."

2. Always speak kindly to an angry pupil. "A soft answer turneth away wrath, but grievous words stir anger."

3. Never be sarcastic. "There is that speaketh like the piercing of a sword, but the tongue of the wise is health."

4. Some pupils *expect* you to scold them. By all means let them be disappointed. "Reprove not a scorner lest he hate thee."

5. Reprove and punish pupils in private; never personally in public. "Debate thy cause with thy neighbor himself, and discover not a secret to another."

6. See nothing, yet see everything. Take immediate action on very few misdemeanors. They are not half as bad as your imagination makes them. "The discretion of a man deferreth his anger; and it is his glory to pass over a transgression."

7. At the same time, do not hesitate to act promptly when necessary. "A prudent man foreseeth the evil and hideth himself, but the simple pass on and are punished."

8. Don't hurry. Teach under "high pressure; govern under "low pressure." "Fret not thyself because of evil men."

9. Never become discouraged, especially with serious difficulties. "If thou faint in the day of adversity, thy strength is small."

10. "Withhold not good from them to whom it is due, when it is in the power of thy hand to do it."—*Educ. Record*.

# The Educational Journal

PUBLISHED SEMI-MONTHLY.

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

J. E. WELLS, M.A., EDITOR AND PROPRIETOR.

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

Individual members of Institutes subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post office order, express order, or registered letter. Money sent in unregistered letters will be at the risk of the senders.

Postage stamps will be accepted for sums under one dollar from those who may be unable to obtain postal or express orders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly. From and after the first of January, 1895, in all cases in which the subscriptions are over one year in arrears, the paper will be stopped and arrearage collected.

If for any reason you wish the paper discontinued when time paid for expires, please notify us by postal card. This is but a slight trouble and is much better than merely notifying the postmaster, or refusing to take the paper from the post office.

Please notify us promptly of any error in name, date, or address on label. Should any subscriber fail to receive the JOURNAL within one month from date of order, or if change of date on label is not made within that time, please notify us.

Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Address all communications except those in relation to advertising to

THE EDUCATIONAL JOURNAL,

ROOM 20, No. 11½ RICHMOND ST. WEST  
TORONTO.

ADVERTISING DEPARTMENT.

Rates of advertising will be sent on application to

THE POOLE PRINTING CO., LTD.,  
Advertising Managers,  
52 FRONT ST. W. ST.,  
TORONTO.

## Editorials.

TORONTO, SEPTEMBER 1, 1894.

### THAT QUESTION OF METHODS.

WE have received the following letter, which we are glad to publish, in relation to the subject editorially discussed in our last number;

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In your issue of the 16th of July, you devote two editorials, covering two pages of your Journal, to condemning the Ottawa Collegiate Institute Board, because they did not reappoint Messrs. Scott, Guillet and Libby to the positions formerly held by these gentlemen on the teaching staff of the institute. I purposely omit Mr. Lidey's name, as his retirement had nothing whatever to do with the cause which led to the removal of the other three.

The reasons for the action of the Board can be explained in a sentence or two, and I hope that in fairness you will give the explanation as much publicity as was given to your unjust condemnation of the Ottawa Collegiate Institute Board.

Our teachers have always been engaged for one year only, and may be continued in their respective positions for another year by applying for re-appointment. The teachers have thus the right and liberty of withdrawing if they so desire, and the Board can refuse to re-appoint if they so decide.

At the close of the school year in June,

1893, I reported to our Board that some of the teachers were irregular in their attendance at 8:45 a.m. and 1:25 p.m., and recommended the introduction of a book in which each teacher would be expected to enter the time at which he came to school in the forenoon and in the afternoon. The Board adopted the recommendation, and instructed me to communicate their decision to my assistants.

Some of the teachers refused to abide by this decision of the Board, then entered their time in the book under protest, and finally Messrs. Scott, Guillet and Libby refused to enter their time at all. The Board, out of regard to their own self-respect, dignity, and legal rights, did not invite these gentlemen to apply for re-appointment, but advertised for, and appointed their successors. Such is the explanation. Yours very truly,

J. MACMILLAN,

Principal Ottawa Collegiate Institute.

Ottawa, Aug. 22nd, 1894.

Two or three brief observations are suggested. It is hardly correct to say that we devoted "two editorials, covering two pages" to "condemning the Ottawa Institute Board." The second and longer article simply dealt with the general question raised, and any stricture it contained, or any principle it sought to establish, was just as applicable to the Toronto as to the Ottawa Collegiate Institute Board. That the facts mentioned in the first article suggested the second is true, but that was their only connection.

The facts of the case, as given by Mr. Macmillan, differ in no material particular from the statements contained in our first article. It is made certain that the regulation of the Board with reference to the book and the registration of the masters was made at the Principal's request or suggestion. Whether this was not a mistake, on the part of both Principal and Board, we leave for our readers to judge, in the light of our previous articles. It will be observed that Mr. Macmillan's letter assumes that the masters were under obligation to be present at the school at 8:45 a.m. and 1:25 p.m., respectively, but does not inform us whether they had been specially requested to attend at those hours and had promised or refused to do so. This is an important point, for, if we are not mistaken, there is nothing in the School Law, or Departmental Regulations, requiring their attendance at those hours. We say this, not by way of excusing any master who would not attend at such hours, either daily or in rotation, as might be shewn to be desirable, at the request of the Principal. A master who would refuse to do so, would thereby shew a lack of interest in the school, and of subordination to its principal, which would warrant his dismissal. But we still think the method adopted one

which few self-respecting men, fit for the position of High School masters, would care to submit to. The idea of an educated man, in such a position, being required to register twice a day the exact moment of his arrival at school, seems to us inconsistent with the dignity of the profession. The tendency of such methods seems to us to be to lower rather than elevate the profession, and to be injurious to the confidential and cordial relations which should exist between the members of the staff and the Principal in such an institution. This was and is our chief reason for commenting on the affair.

### MORAL TRAINING IN SCHOOLS.

WE are glad to see that increased attention is being given to the necessity for direct moral training in the public schools. Some good remarks upon this subject will be found in the extracts from an article by Emma C. Wilkinson, which we reprint from *The Outlook*, on another page. It seems almost a truism to say that if character-building is, or should be, the first and great aim of the schools, some portion of the regular work of the schools should be given to the study of the truths and principles which lie at the foundation of right character. It is true that much may be done in the way of moral training, or the improvement of the character of school children, by right and inspiring example on the part of the teacher, and much more by taking skilful advantage of the daily incidents of school-room life to drop a word in season, and draw a moral lesson, or which is probably vastly more effective than either, by having quiet talks with the children, either singly or in groups, as occasion offers, on some occurrence in or out of school which may serve to suggest a moral problem for solution, or to arouse strong moral approbation or disapprobation, on the part of the children. Whatever helps to fix in their minds the great truth that in every act and event of life the question of right and wrong is the fundamental and all-important question, as high above every other as the heavens are above the earth, helps to strengthen their moral principles and impulses.

But is this enough? If the moral training is of the first importance, ought it not to have first place, or at least a distinct place, on the school programme? Ought not time to be given for it? Ought not the young to be trained to give some portion of their time and thoughts to the consideration of moral questions? Ought they not to be aided, as far as possible, in fixing upon some principles or standards by which to test the moral quality of actions and

feelings in regard to which they may be in doubt? One may keep saying to a child perpetually, "You must do this because it is right," or "You must not do that because it is wrong," and may thus in time furnish him with a tolerably complete set of rules for his guidance in the ordinary affairs of his life, under the circumstances at that time existing. He may thus materially aid in the formation of correct habits and a commendable deportment. But there certainly is little or no moral training proper in such a course. There is, for example, nothing in it to help him to determine what is right and what is wrong in some new circumstances in which he may be at any time placed, in consequence of changed relations and environment. It may even be doubted whether there is anything in it to strengthen his love of the right as right, and his abhorrence of the wrong as wrong. In a word, such a training is lacking in the two fundamentals. It fails to afford either a high motive or a guiding principle.

But here arises the old yet ever new difficulty in connection with the public school. "How can you bring to bear the highest and only effective motive, the religious one, without introducing the direct religious teaching, which cannot, for good and sufficient reasons, be given in state-supported schools? How can you introduce and apply the highest standard, the Bible standard, without in the same way introducing the prohibited religious element?"

We believe that both things can be done, and therefore ought to be done, without infringing on the necessary law of religious neutrality. Let us take a simple illustration. The main thing needed is a general principle, broad and comprehensive enough to cover every possible relation of life, so far as the duty owed to another, or to all others to whom one may stand in any way related, is concerned, and which will so commend itself to the child's conscience, or to its intuitive sense of right, that it will readily be accepted as a moral axiom, needing no proof. Is not such a principle given us in the rule, "Whatsoever ye would that others should do to you do ye even so to them." This is Christ's rule, of course, but it need not be laid down dogmatically. It is hard to conceive of a mind, not utterly depraved, which will not at once accept such a motto as a great law of life, simply for its sweet reasonableness, or, if you please, its axiomatic satisfactoriness to the moral faculty. It is doubtful if there is an agnostic or infidel in the land, who would object to having that law laid down as the basis of a study of practical ethics in the

schools. And yet on that simple but broad foundation could be built up a whole system of ethics, for the guidance of life. To study, explain and illustrate the application of this law in all our relations and duties to individuals and society, would afford material for most profitable study, running through the whole educational course. A text-book, or rather a series of text-books, based on this one ethical law, could be prepared such as could trench on no one's religious convictions, and yet be most helpful to teachers whose own deficient ethical training might make the help of such a text-book desirable and necessary. The failure of the attempt of the late Dr. Ryerson to furnish an acceptable book is no proof that such an one cannot be prepared, for that book was saturated with dogmatic theology.

#### UNDERBIDDING FITLY REBUKED.

WE have taken occasion to deprecate in strong terms the practice of certain school boards which, in advertising for teachers, instead of stating in manly fashion the amount of remuneration they can afford to pay, ask applicant to "state salary required." The effect of this practice is most pernicious. We have no hesitation in saying that the greatest educational boon which could be conferred upon the country to-day would be the devising of some system, or bringing of some influence to bear, which would lead to such increase in the salaries of teachers as would make it worth while for the best men and women to remain in the profession, instead of leaving it at the first opportunity for some more remunerative occupation. No material and permanent improvement can be wrought in the character of the schools so long as the salaries are kept at an average which must fail to retain the services of the best teachers. We should like to see every position in the land, even in the remotest country districts, filled by one who had the equivalent of a university education. We say "the equivalent," for we are far from assuming that there are no thoroughly educated teachers save those who have university degrees. The essential thing is that the teacher shall have the culture. Whether that culture is gained by private reading and study, or by college drill matters little.

Now it must be pretty clear to all who have studied the question that the most potent force in keeping the salaries of teachers at figures so much lower than those which rule in other (?) learned professions is the fierce and perpetual competition which is engendered in a great measure by the auctioneering methods referred to. Nor is the fault wholly that

of the trustees. The anxiety of many young teachers and of those who, having passed their first examinations, wish to become such, to obtain situations with the least possible delay, is the chief cause of such competition. We could wish that there were so much unionism, or *esprit de corps*, among the members of the profession that no teacher would apply for a situation advertised in that way. But that seems hopeless at present. Such announcements will continue to draw out applicants by dozens and fifties, each one of whom will try to name a sum a little less than that he thinks it likely that any competitor will propose. The result can be seen in the Minister's yearly reports of teachers' salaries in Ontario.

But—and this is what we set out to say—we are glad to know that there are boards of trustees composed of men who despise such tactics for reducing salaries to starvation point. An incident has recently come to our knowledge which shows, in a rather amusing manner, how one teacher who sought to trade on the anxiety of trustees to engage teachers at the lowest possible figures, found that he had been reckoning without his host. The — Public School Board advertised for three teachers, at salaries of \$480 per annum, to fill vacancies on their staff. Among those who responded was one Ontario teacher who, after describing quite fully and in a style that kept back nothing from excessive modesty, his experience and attainments, and submitting his testimonials, closed as follows:

"I will give you my services in either of the rooms for \$460 per annum, and to give some idea of my personality, I may say that I stand six feet two inches, etc."

The reply of the Secretary of the School Board was as follows:

"Dear Sir:—Your application was duly received, but not considered. The Board decided that any teacher who could so far forget his manhood as to attempt to underbid his fellow-teachers by offering his services for \$460 per annum, when the salary advertised was \$480 per annum, was not the kind of material they were in search of.

They are of the opinion that your height is two feet six, not six feet two, as stated in your application. I am, etc., etc."

THE COPP, CLARK CO., LIMITED, announces for early publication their long promised book on Composition by Professor Alexander, of Toronto University, and M. F. Libby, B.A., of Parkdale Collegiate Institute. It will appear under the suggestive title of "Composition from Models." The publishers are also arranging for an English and American edition of the work, and from the attention paid the subject, especially in the United States, a large number will doubtless find their way into the schools across the line.



## Special Papers.

## THE TEACHER'S AIM.

W. MACKINTOSH, ESQ., I.P.S., NORTH HASTINGS.

NO ONE who has been acquainted with the Inspectorate Division for years can have failed to see that its teachers have, in some very important respects, greatly improved. In scholarship, general and specific, in intelligence, and, on the whole, in professional skill, there has been progress. The greater number are, in the discharge of their duties as they understand them, conscientious, industrious and energetic.

I fear, however, that in North Hastings, as elsewhere, many teachers aim chiefly at storing the memories of their pupils with information, with facts. During their own non-professional course they learned, or thought that they learned, that this and not the formation and development of character, of right habits, physical, intellectual and moral, was the principal object of school attendance and work. In few cases has the professional training subsequently received made such teachers real converts to correct notions of the object of education. In too many instances it has deepened the false impressions already made. Their intellectual consent has, again and again, I have no doubt, been given to the doctrines that the subjects in the school curriculum are but instruments of education; that getting knowledge is much less important than the manner in which, and the person from whom, it is obtained. These and similar dogmas are articles of their educational creeds, but their faith in them has not exerted any marked transforming influence on their professional consciences and lives.

There are teachers, and I hope and believe that their numbers are gradually but surely increasing, who believe, and live up to their belief, that the most effective way in which to prepare pupils for any examination, worthy of a place in connection with school work, is to teach and train. They have learned that the pupils whose training has developed habits of industry, courage, perseverance, honesty, observation, independent thinking, and who have learned to express their thoughts with ease and accuracy, are as a rule the most successful in passing examinations of any grade or kind. As yet such teachers are comparatively few. Do the signs of the times indicate that the numbers will rapidly increase? Not so long as the average professional life of a public school teacher is limited to four or five years. Age, some approximation to maturity of character and experience, are needed, as well as information and a few months' professional training (or cramming, as it too frequently is), to make efficient teachers. Life can come only from the touch of life; character can be formed only by character. So long as the greater number of our schools continue to be controlled by teachers with little experience and less maturity of thought and habit, no matter how amiable, respectable and bright they may be, so long will these schools fail to do well the work the performance of which alone justifies their support by general taxation—preparation for citizenship and for the duties and responsibilities of life. To my mind the educational problem of the day, in comparison with which all other educational problems of the day are relatively insignificant, is how to retain in the public schools our experienced and efficient teachers. The constant exodus from the profession of experienced teachers just when becoming really useful is alarming. That so little is said about it is merely an additional example of our habit of mistaking large for small, important for unimportant, essential for non-essential. To expect the young people who fill the places of such teachers to teach, to educate, is worse than folly. Our province has enough educational machinery; enough, too many, educational officials. So far as these matters are

concerned, our legislators can safely, for a time at least, take a rest. Let statesmanship be proved by devising means by which teachers whose efficiency has been proved can be induced to continue at their work and persuaded to enhance their usefulness by observation, reading, and thought.—[From Annual Report.]

## MORALITY vs. MATERIALISM IN THE SCHOOLS.

BY EMMA C. WILKINSON.

THE latest theory promulgated is that education must have for its aim the ability to "get on" in the world—to make money, as if money were the highest desideratum, as if it were even the open-sesame to happiness, or could possibly purchase any of the best things of life. So we have arrived at the present stage. That this utilitarian fad is final no one who has given the subject careful thought believes. It is said to be eminently practical. But it is far below the practical. It is materialistic, and between the two lies a vast difference. One would fit the pupil for the pleasures and duties of life; the other would fit him merely to earn his own living. Such a narrow point of view can never satisfy the true friends of our schools. Of all fads, this, it seems to me, is the most pernicious. It does not educate in the highest sense; it inculcates selfishness and shrewdness. It teaches children to acquire knowledge merely because it will help them to come out a little ahead. The pupils' aspirations are directed to sordid, not to lofty, ends. Their moral nature is not elevated, but the contrary. The utilitarian fad is difficult to combat, for the reason that, to the superficial observer, it seems so very good.

"Yes," says the father, "this new kind of education is something like. Why, my boy knows enough now to make his way in the world." What has he learned of fidelity? What lessons has he received in integrity? Can he pass a rigid examination in truthfulness? Has he a willing, obliging disposition, or has he merely gained some little technical knowledge that may or may not be of service to him in the future? Have his sympathies been enlarged, or is he to be simply one more in the opposing ranks of employer and employed? The ability to make money is a good thing, but it is not education.

"My boy," says another, "is so far ahead of me that he constantly points out my grammatical errors." This in itself is a commentary on the system. Everywhere is displayed this flip-pant smartness which is synonymous with bad manners. A knowledge of correct English is a fine accomplishment, but courtesy is much finer, after all, and to gain the former at the expense of the latter is a poor exchange.

\* \* \* \* \*

"But," exclaims the Board of Education, "have we not included in our course of study everything that is to be found in any curriculum in the land? What more would you have?" We ask bread and are given a stone. We ask noble ideals and are confronted with economic issues. We ask character-building and are offered names and dates and figures and facts.

While the masquerades of vice are so alluringly beautiful, ought not our schools to make some attempt to disclose the beauty of right conduct? Children can be taught to be altruistic as readily as they can be taught the multiplication table. They can be brought to love truth for truth's sake, and to scorn themselves for an evil action. If commercial success is set up as the goal of education, they will strive to reach that; if the noble, the pure, the good, and the true have the first place, they will surely aim for what is best.

We are told that a good teacher always imparts indirect moral instruction as opportunity may offer; but we do not attempt to teach arithmetic or language incidentally. While we know teachers so far transcend the require-

ments of the School Board as to impart occasional ethical instruction and to demand a certain standard of morality, we know, too, how little can be accomplished by desultory teaching. Again, we are reminded of the Sunday-school and the home. Although the influence of the Sabbath-school is on the side of morality, the teaching is largely historic or dogmatic; and as to home influences, in many cases they are directly opposed to good morals. Many of the children come from homes animated by the contemptible spirit of retaliation rather than by the broad spirit of charity and good will. It should be the aim of education to combat and destroy the evil tendencies of a vicious heredity, and to counteract, so far as possible, the pernicious influences of a degraded home life. So far from relegating ethics to the category of the non-essentials, it should have the place of honor in the daily programme.

But it is important that ethics and religion be not confounded. The moral sense, the conscience, the will, can be cultivated without abandoning the principle of neutrality guaranteed in our schools. Morality should be the sound substructure of all education. Justice, honor, purity, courage, truthfulness, altruism, etc., should be laid as the foundation for the strong column of knowledge and logic, to be crowned with the glorious capital of love of learning and love of the beautiful that is not confined to the purely physical. An intellectual education without a basis of sound morality means the decline of the nation and is a menace to peace. We need not consult the pages of ancient history to verify this assertion. The severe penalty for violating this law is manifested in the progress of Anarchism in every great civilized nation of the world to-day.

Much of the instruction given in our classrooms is good; some of it could not well be dispensed with, because there seems to be no other time for it; on the other hand, much of it is valueless. Hours that in the aggregate become years are wasted in the acquisition of facts which are forgotten within a few years after graduation. Why not substitute for what is useless and burdensome that which is of certain value to all? This substitution need not involve the surrender of anything of real worth. Failures of boys who go from the grammar-schools to business are less rarely attributed to inadequate mental ability than to bad habits and lack of good morals. What will it profit a boy if he can enumerate all the mountains of Asia and the rivers of Africa if he lose his situation through lack of fidelity? Or what will he give in exchange for habits of industry and courtesy? From the utilitarian standpoint alone, instruction in morality pays. It is unnecessary for him to know the geography of the whole round earth, but what is omitted from his studies is essential, not only to his material success, but to his worth as a citizen; and because of this omission he must in after years pay dearly in tuition in the inexorable moral laws that govern the universe. The school boy acquires many facts, and a profound belief in their potency to carry him through life. He learns little of his duty to others, little of the interdependent relations of members of a community. Of the humanities that uplift and enrich life and make it beautiful he has heard less. Of the amenities that make life smooth and pleasant he knows nothing whatever.

\* \* \* \* \*

The kindergartens are the chief exponents of the value of ethical training, and the remarkable results already obtained in their wide influence indicate how effective for good our schools might become if the beautiful principles of these "gift" schools were extended throughout the entire period of school instruction. The latest report of the Golden Gate Kindergarten shows that "out of its 10,000 pupils only one has been a lawbreaker." It is demonstrated that the kindergarten is saving not only children but whole families.

## Primary Department.

## THE NEW TERM.

RHODA LEE.

ANOTHER term begun! A fresh page on the school records. Last year's experience taught many of us some useful lessons. Experience, though a hard instructor, is nevertheless indispensable to good teaching. Training institutes may give us excellent models that we do well to copy, but our first year of teaching will be eminently more useful in showing us what to avoid. A fixed determination to do better work this term than in any one previous will carry us far on the way to success. Speaking of resolutions, I must say that it is an excellent practice to select one subject and resolve to make it a specialty for the term. The other subjects, instead of suffering by this selection, will derive positive benefit, and our interest in the work be largely increased.

I am wondering as I write how many of my readers are now at work in their first school. I step back in thought to the day when with some trepidation I stood before my first class—teacher in the school in which I had many days sat as scholar. As I stood before the rows of children I realized the responsibilities and opportunities of my position more clearly than ever before, and determined that I would spare neither time nor trouble to make the work of the school that term as much of a success as possible. Like all beginners, I had no experience other than that I had always been in contact with children and understood them fairly well. But, like beginners in another respect, I had enthusiasm and ambition enough to carry me over all the disappointments and trials that met me at the start, and they were not few in number. In our educational magazines we find a great deal of advice and counsel written for the benefit of the beginners, but it seems to me they are not the ones who most need help. Those who have been in the profession for a number of years, who, perhaps, have begun to look with dissatisfaction and indifference upon their work, are those who require the inspiration. Fortunately we get a great deal from the children themselves, and with an occasional book and magazine we need never be in want. I do not advise the introduction of useless vagaries, the so-called "frills" of which we hear so much, but I do advocate as much of novelty and variety as possible, so long as it is not at variance with true educational principles. There is a certain routine which cannot be avoided, but beyond that introduce as much variety as is possible. When a teacher loses all pleasure and interest in her work it is time to stop and try something else. Anything is better than the drudgery that teaching becomes when the heart is not in it.

A word or two as to Nature study before closing. September affords many opportunities for observing seed formation and dissemination. Collect as many seeds as possible and after studying, label and put away for use in the spring. The wild flowers, the aster in all its variety, and the

golden rod will keep up the interest in plant life. At the same time we must not forget the insects and the birds. The children are sure to have a great deal to tell about the discoveries they made during the holidays. A few minutes might be taken from the time allotted to opening exercises, or at some more convenient part of the day, and be given to hearing accounts of these investigations. The time will not be spent unprofitably and will be extremely interesting to those who have been carrying out the instructions their teachers gave them at the close of last term.

## STORIES FOR SIGHT READING.

(To be cut out and mounted on pasteboard.)

RHODA LEE.

1. Some little mice lived under the floor of the chicken house. There were three sisters and one brother. The brother was not a very good little mouse and one day he got into great trouble.

2. The little boy mouse did not always do what his mother told him and this made her feel very bad, because she thought something would surely happen to him some day. He might find his way into a trap, or the old cat's mouth, and that would be the end of her little son.

3. Mother Mouse told her little boy about the trap that stood in the chicken house and showed him where his uncle and cousins had been caught. He promised to be very careful and not go near it.

4. One day mousie went out on the floor to get a little meal that the chicken had left from dinner. As he was going back he smelled something nice. It was so good it made his mouth water. It seemed to come from the trap in the corner.

5. He ran quickly over to the trap and saw a fine big piece of new cheese. It smelled so good he began to wonder if he could not get just a little nibble. He could not see anything to hurt about the trap so at last he walked in and took a bite.

6. Snap went the door of the trap and mousie was shut in. He tried every crack and corner to see if he could get out, but it was of no use. Then he squealed as loudly as he could, but no one heard him. How he wished he had not forgotten his mother's warnings.

7. By and by Mother Mouse missed her little boy. She put on her glasses and went to the door to look for him. She could not see him anywhere but just as she was going in again she heard a little squeal. It seemed to come from the corner where the trap was. She ran over to the trap as quickly as she could and there saw a sight that almost made her faint: her little boy lying panting on the floor of the box. Oh what should she do!

9. She ran quickly and called all her friends and got them to come and see what could be done. After looking about in vain for a long time, some one found that by turning the trap upside down there was a hole through which, as he was so small, mousie might creep.

10. They pushed and scratched until they got it turned over, and after a little squeezing mousie got out. How thankful he was to be free again and what a lesson he had. He never forgot it as long as he lived and never again did even a piece of cheese tempt him near a trap.

## RECREATIONS.

THE seven-year-old in our boarding house had started at school to-day. Not due for another fortnight, we were enjoying the last sunny days in our summer home, as only teachers can. The quiet of the late afternoon was only broken by the gentle rustle of the leaves overhead and a shrill childish whistle that in general informed us of Master Rob's whereabouts. As the curly head came around the end of the verandah we called to the little fellow to show us what he had on the slate he carried under his arm. He was somewhat diffident at first, but, forgetting his bashfulness, was soon exhibiting with no small degree of pride the work he had been doing at school. "What do you do when you get tired making those fine figures," asked Nan. "Oh, read," said Rob. "And what do you do between times," continued the questioner. "Clean off our slates," he promptly replied. "Do you never sing or march or have a guessing game or something of the sort to rest you and brighten you up," said I. Loyal to the teacher, Rob told us that she often said she wished they had time for a story or marching or "calisemic" exercises, but there were so many classes to teach there was no time for such things. Well Rob was a bright enough boy to attend a school such as that and escape being spoiled. He was so thoroughly full of fun and spirits that he could stand it, but I do not believe the majority of the pupils would be so little affected. Change of occupation is rest to a certain degree, but it is not sufficient for the needs of children. Time may be precious, but I do not think much would be lost if three or four minutes were occasionally spent in some general exercise to rest and relieve tired minds and bodies.

I was in a class some time ago when, after a long and difficult arithmetic lesson, they indulged in old-fashioned riddles. Teacher and pupils were alike laughing immoderately over a witty answer, when the time for recreation was found to have passed. Two or three quiet though firmly spoken words were sufficient to dispel all thought of play and to fix the attention upon the subject next in order. All were rested and ready with increased ardor to proceed with the work of the morning.

The idea that the children in a dull, lifeless school, would likewise become dull and listless does not alarm me. There is not much fear of a healthy boy losing his natural high spirits from this cause, but the fact remains that the best work can not be done where interest flags and the mind grows sluggish because of a monotonous and ceaseless routine of work. We must bear in mind that it is a strain for a child of six or seven years to fix his attention for the space of fifteen minutes upon any work, no matter how interesting, and if we assign silent work for that period we

must find some "work-play" to follow that will remove the tension from weary mind and body.

**AUTOBIOGRAPHIES.**

RHODA LEE.

I HAVE found that children take great pleasure in writing so-called autobiographies. Imagining themselves to be the object they relate in their own words the process of growth or manufacture through which they have passed and their subsequent experiences. The following are some of the simpler objects that may be used in junior classes.

Write the autobiography of

1. The school table.
2. A sunflower.
3. An empty bird's nest.
4. A watermelon.
5. A straw hat.
6. A leather school-bag.

**THE CHILD'S WORLD.**

GREAT, wide, wonderful, beautiful world,  
With the wonderful water around you curled,  
And the wonderful grass upon your breast—  
World, you are beautifully drest!

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You, friendly Earth, how far do you go,  
With the wheat fields that nod and the rivers that flow;  
With cities and gardens, and cliffs, and isles,  
And people upon you for thousands of miles.

Ah! you are so great, and I am so small,  
I tremble to think of you, world, at all;  
And yet, when I said my prayers to-day,  
A whisper inside me seemed to say:

'You are more than the earth, though you are such a dot,  
You can love and think, and the earth cannot.'  
The earth revolves around the sun.  
We may commence this lesson with the question:  
'You friendly Earth, how far do you go,  
With the wheat fields that nod and the rivers that flow?'

—Selected.

**A WORD.**

BY BETH DAY.

ONCE a little girl I know,  
Said a little word;  
Whispered it so very low  
Just one person heard.

And that person told it o'er,  
Just to one or two,  
Adding to it one word more,  
As so many do!

And at once the two that heard  
Told it in a crowd;  
Each one adding one more word  
Told it quite aloud!

Straightway every one that heard  
Shouted loud and clear  
'Till the hapless little word  
Floated far and near.

Then the maiden raised her head,  
She was very glad  
That the little thing she said  
Wasn't something bad!

—Selected.

**KITTY KNEW.**

SEVEN sheep were standing  
By the pasture wall;  
'Tell me,' said the teacher,  
To her scholars small,  
'One poor sheep was frightened,  
Jumped, and ran away;

One from seven—how many  
Woolly sheep would stay?"

Up went Kitty's fingers—  
A farmer's daughter she,  
Not so bright at figures  
As she ought to be.  
'Please, ma'am'—'Well, then, Kitty,  
Tell us if you know.'  
'Please, if one jumped over,  
All the rest would go.'

—Selected.

**Mathematics.**

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

**HIGH SCHOOL PRIMARY EXAMINATION.**

ALGEBRA AND EUCLID.—1894.

1. (a) Multiply out  
 $(x^2 + xy + y^2)(x^2 - xy + y^2)(x^4 - x^2y^2 + y^4)$ .  
(b) Divide  
 $a^2x^3 + (2ac - b^2)x^2 + c^2$  by  $ax^2 - bx^2 + c$ .

2. (a) Given  $(a+b)^2 = a^2 + 2ab + b^2$ , deduce the expansion of  $(a+b+c)^2$ .

(b) If  $x - y = 2\frac{1}{2}$  and  $xy = 4\frac{1}{3}$ , find the value of  $x^3 - y^3$ .

3. (a) Find what value of  $x$  will make the product of  $x+3$  and  $2x+3$  exceed the product of  $(x+1)$  and  $2x+1$  by 14.

(b) Solve  
 $a(x-a) - b(x-b) = (a+b)(x-a-b)$ .

4. A man can walk from P to Q and back in a certain time at the rate of 4 miles an hour. If he walks at the rate of 3 miles an hour from P to Q, and at the rate of 5 miles an hour from Q to P, he requires 10 minutes longer for the double journey. What is the distance from P to Q?

5. (a) Factor  $1 - 2px - (q-p^2)x^2 + pqx^3$ ,  
 $6x^2 + xy - 15y^2 - 11x + 26y - 7$ .

(b) Show that  $(m^2 - n^2)^2 + (2mn)^2 = (m^2 + n^2)^2$ , and state the formula in words.

6. (a) Find the H. C. F. of  
 $x^4 - 2x^3 + 5x^2 - 4x + 3$  and  
 $2x^4 - x^3 + 6x^2 + 2x + 3$ .

(b) Simplify  
 $\frac{b+c-a}{(a-b)(a-c)} + \frac{c+a-b}{(b-c)(b-a)} + \frac{a+b-c}{(c-a)(c-b)}$

7. "Superposition is the imaginary placing of one figure upon another so as to determine their equality or inequality."

Enunciate any Theorem of Euclid, Bk. 1, where this method is employed.

8. The angles at the base of an isosceles triangle are equal to one another. Prove this in any way; but by superposition if you can.

9. State Euclid's two theorems concerning two sides of a triangle and the two opposite angles; and prove one of them.

10. Prove that three equal lines cannot be drawn from the same point to the same line, but that two can.

11. If the square on one side of a triangle is equal to the sum of the squares on the other two sides, the triangle is right angled.

We regret that the "copy" of solutions came to hand too late for this number. They will appear in next issue.—ED. JOURNAL.

**SOLUTIONS SENT BY Y.**

No. 63.—Sept. 1st, 225 bbls. Flour at \$6 on 30 days' credit = \$1350 payable Oct. 1st.

Sept. 9th, 180 bbls. Pork averaging 208 lbs., at 11½c. on 60 days = \$4212 payable Nov. 8th.

Sept. 17th, 150 doz. Eggs at 16c. on 2 mos.' credit = \$24 payable Nov. 17th.

Oct. 7th, 572 lbs. Bacon at 13½c. on 3 mos.' credit = \$77.22 payable Jan. 7th.

Nov. 10th, 460 lbs. Butter at 21½c. on 90 days' credit = \$98.90 payable Feb. 8th.

Reckon interest earned after Oct. 1st. :—

Oct. 1st, \$1350.00 for 0 days gives same int. as	for 1 day.
Nov. 8th, 4212.00 for 38	" \$160056.00 for 1 day.
Nov. 17th, 24.00 for 47	" 1128.00 for 1 day.
Jan. 7th, 77.22 for 98	" 7567.56 for 1 day.
Feb. 8th, 98.90 for 130	" 12857.00 for 1 day.

\$5762.12 gives same int. after Oct. 1st as 181608.56 for 1 day.  
Then \$5762.12 draws interest for 5762.12 days after Oct. 1st.

= 32 days after, or sum becomes due on Nov. 2nd.

No. 64.—Feb. 13th, 1889, \$245.60 payable in 3 mos. + days of grace = May 16th, 1889.

Mar. 5th, 1889, \$425.00 payable in 60 days + days of grace = May 7th, 1889.

April 3rd, 1889, \$186.25 payable in 90 days + days of grace = July 5th, 1889.

April 17th, 1889, pays \$500 and gives note for balance.

Reckon interest earned after April 17th, 1889.

May 16th, 1889, \$245.60 for 29 days gives same int. as \$ 7122.40 for 1 day.
May 7th, 1889, 425.00 for 1 day.
July 5th, 1889, 186.25 for 79

\$856.85 - \$500.00 paid = \$356.85 to give same int. as \$30836.15 for 1 day.  
30836.15 / 356.85 days = 86 days.

then \$356.85 draws int. for 86 days = 86 days of grace.  
or note would become due in 86 days - 3 days of grace.  
83 days after April 17th, 1889, which is July 9th, 1889.

No. 65.—\$8700 par value Canadian 4% at 103½ gives Inv't of \$8971½ and Income of \$348.

\$7300 par value Canadian 3½% at 93½ gives Inv't of \$6834½ and Income of 255½.

He still has \$4193½ to invest.

149½ purchases \$100 Bank Stock and gives Income of \$4 half-yearly.

\$4193½ purchases \$2807.87 Bank Stock and gives Income of \$112.35½ half-yearly.

Total par value of Stock bought = \$18807.87.



## Teacher's Miscellany.

## TWO SIDES OF A CASE OF DISCIPLINE.

THE one thing that had been impressed on the mind of Esther Townsend was that the teacher must be sure to "make the children mind." Her father, having been a school trustee, had convictions as to what the teacher should accomplish, and he had simmered down his philosophy concerning the matter into a sentence which he repeated thousands of times: "If the children won't mind a teacher he can't do them any good."

With this embedded firmly in her mind Esther took charge of the school in "Deacon Gaylord's deestrick." The children were from the farm-houses and disposed to obedience, and so the first week passed very pleasantly. On the second Monday morning Alvah Stebbins entered the school; he was a big boy of fifteen years, with short cut hair, that stood upright and defiantly, and caused Esther to tremble all over. He had black, restless eyes that seemed to penetrate to her soul and read there the fear she felt. She immediately concluded she did not like his looks; he did not appear to be one that would yield implicit obedience to her commands; he seemed to be a law to himself.

The rule "No whispering in school," had been well enforced the first week; in fact, the chief mental force of the teacher had been employed in the effort to cause the pupils to sit still and study. The slightest indication of an attempt to whisper to a seat-mate was nipped in the bud by a tap of her small ruler on the desk; it was an intimation that the teacher was a mind-reader, had penetrated the wicked design forming in the mind and rising to the surface, unconscious it may be to the pupil herself; the sound of the ruler caused it to settle to the bottom again.

Alvah took his seat in an awkward way and produced a book and began to be busy with its pages. As if a new thought had entered his mind he turned to Maria Townsend, his near neighbor in the school, as she was when they were at home, for their farms joined, and in a low whisper asked, "Where's the lesson?" Esther was looking straight at him and witnessed this infraction of her most important rule; she wished she had been looking the other way and had not seen it. It did not occur to her to tell him there was a law against whispering; she must take it for granted that he knew it. So she commanded her voice and courageously rose to the importance of the occasion, "Alvah, you are whispering; come and write your name on the blackboard."

A certain space on the blackboard had been set apart for the names of criminals of this sort; it was headed WHISPERING LIST. Alvah heard the command, glanced hurriedly at the place pointed out, and then let his eyes fall on his book; he was apparently deep in study.

Again the command was given. Alvah looked at her steadily a moment, then gave his attention to his book. Esther was at a loss as to the proper procedure. He looked so big, so stout, and so determined.

She did not penetrate into the state of the boy's mind, nor could she read the conclusions of the other pupils. They looked at her mainly, she could see; they seemed to understand Alvah well enough. She wished they would look at him and show horror at his disobedience; but they did not.

The maxim of her father, "A teacher who can't make the scholars mind has no business in a school-house," repeated itself over and over. Here she was with a scholar that would not mind. She thought over the happiness in the little school-house in her native district. She remembered an awful day on which the teacher, a powerful man, set out to make one of the big boys sit between two of the girls for the misdeed of eating an apple, and the frightful scenes that ensued; and how finally the larger boys rose and pushed the master out of the school; and how he looked in the window, and they were afraid he would get in and kill them all.

With a trembling heart she decided to go on with her duties, but secretly bewailing to herself her signal failure as a teacher. Class after class came up to recite; she was conscious they looked at her curiously. Now and then she saw that Alvah gave her a glance and then turned to his books with apparent industry. The look was not of defiance nor of scorn; he

seemed to be quietly ignoring the command, as one that might do for a smaller pupil, but not for him. But Esther was too conscientious to require the small pupils to obey a rule but let the larger ones do as they pleased.

The morning hours finally passed, preparation was made for the noon recess. Esther observed that Alvah had all his books piled up on his desk and she surmised he was intending to leave the school. Some teachers would have said, "Good riddance" in their inmost souls, but not so this teacher. She knew the school was looked forward to by many a boy as the means by which he would make something of himself. She well remembered at home how they mourned over their lost opportunities when they found the teacher was a poor one. Another year to wait!

She dismissed the pupils, and as the boy was about to rise she mustered courage to say, "Alvah, you may remain." When all the rest had gone she called him forward and expressed her sorrow that he had broken a rule.

"I wasn't doing anything wrong," said Alvah, stoutly.

This was a new aspect of the case; it seemed to her that every infraction of a teacher's rule was a great wrong; it instantly occurred to her that she could not justly say he was doing wrong.

"I just asked where the lesson was," he added. "I wasn't whispering; I don't want to whisper, I haven't no time for that."

She had him put his armful of books on her table; she began turning them over; there was an algebra.

"Do you understand algebra?" she asked. She had studied it at the academy, and liked it very much.

"I've studied it some, but I haven't got along very well. Deacon Gaylord said you understood it and so I came to school."

This revealed a most interesting condition of things to the teacher. Could he be so bad and pursue this hard study at home instead of reading a story book? She began to look at him more closely. He looked like most farmer's sons. She knew just how they looked; she had been brought up among them. She took a sudden interest in the lad because he was like herself—a student. How often she had pored over hard problems in the arithmetic! How many hours she had spent on one equation in algebra!

But then this disobedience. It was fixed in her mind that if she let this big boy evade her rule against whispering it would appear that she was "partial." Now, in the district school it is a great crime for the teacher to be "partial;" old and young, rich and poor, children of the trustees and others, must obey one rule. Would not the younger plead that she had let Alvah Stebbins whisper?

But she felt there were two sides to this case; she could not escape the conclusion that she must sit as an impartial judge and consider what Alvah had to say. She must first of all be just.

The boy looked her squarely in the eye, conscious that his intent was right, and stated his side of the matter.

"If I was a teacher I wouldn't make a rule about whispering, 'cause you sometimes whisper when you are trying to do just right."

"But children will whisper all the time if there is no rule."

"Yes, they'll whisper, rule or no rule; but the rule makes them watch to see if a teacher is looking, and I think it makes them underhanded; anyhow the underhanded ones will whisper."

The discussion was evidently getting on school management, a matter of which Esther knew but little. Alvah seemed to have arrived at some practical conclusions she had not considered. But would it do to give way? What excuse could she have to give the school? How could she justify herself to the other scholars? A thought struck her.

"Alvah, you have no objection to writing your name now?"

"Yes, ma'am; I wasn't doing anything wrong. You mean that to be a list of those who are mean and troublesome, and I ain't one of that kind. I don't want my name up there. I never gave any trouble in school before. If I'm going to be a trouble to you, I had better leave now."

The case had now arrived at such a pitch that tears streamed down the teachers cheeks. She sympathized with this boy; she felt he was

right. But what should she do? She was a righteous judge, and it did not cost her as much of an effort as she had anticipated to say:

"Alvah, I am going to give up that rule. I don't think you did wrong. I want you to stay here. I will teach you algebra and do all I can for you."

When the school assembled the teacher informed them that Alva had asked a question about the lesson, and was not whispering wrongfully; that she had concluded to give up this rule, but that she expected none to whisper except about their lessons, and to get permission by holding up the forefinger in the air.

Somehow Esther felt saddened. The high imperial throne she had occupied as a maker of rules was gone; a revolution had quietly taken place in her school-room something like that of 1688 in England. There it had been effected by taking the kingly head of Charles from his shoulders. Here she had agreed to make laws such as her subjects would agree were right.

What would the people say? She feared they might say she was afraid of Alva, but she knew she wasn't. She respected him for his manliness. She felt somewhat humiliated that a valuable lesson must be taught her by a pupil, for the more she thought over the matter the more she saw the stronger position she was in by abrogating the rule. And then the degradation of being on the watch constantly for the infraction of the rule; instead of teaching, she found she had become cat-like, on the alert lest a word might leap out of the mouth of a thoughtless child. Yes, she had put herself in a better position before the school. And before the tribunal of her conscience she felt she could stand erect and unabashed; so that she occupied stronger ground.

She did not notice more noise the next day. The forefingers rose somewhat frequently in the air; a little nod was followed by a bit of a smile; an important communication was made and the lesson resumed.

Somehow Esther began to look on the pupil's side from this time on. She found mind-reading needful. In all explanations of difficult matters the question would arise: What is the state of the pupil's mind? She was led to look down deeper than she supposed she could. To keep order in her school-room was easy; to apprehend just what her pupils knew was the difficult task. To enter into their lives and think their thoughts was the key to the success she felt she was gaining.

When the spring came and the school was about to close she saw that she was held in love and esteem by the entire group that daily gathered there with her. There was a feeling in the mind of every pupil, "I have been greatly benefitted." How different Alvah Stebbins looked to her! His hair was cropped just as close and it stood up just as straight, as though he had been overwhelmingly surprised by some statement. But she knew him now. He had a brain that could follow  $x$  and  $y$  through all their doublings and give them their just numerical value. Much as she had taught him, he had taught her still more. The art of teaching had been leavened by the intense consideration of problems presented by this one boy.—N. Y. School Journal.

## A CHILD'S PHILOSOPHY.

"Spell toes," said the mother, who was teaching her little daughter, seven years old, to spell "T-o-z-e," answered the child.

"No, dear, that's not right. T-o-e-s spells toes."

"But it sounds t-o-z-e."

"I know it but you cannot go by the sound." Then, in order to enforce this proposition the mother called on her daughter to spell froze.

"F-r-o-e-s," said the child.

"No, you're wrong again. This time we do use the z and spell the word f-r-o-z-e."

"Now, spell rose," said the mother.

The child hesitated. Finally she said, "I don't know whether to say r-o-z-e or r-o-e-s, and really I don't know as either way would be right."

"Spell it r-o-s-e," said the mother, "though there is another word pronounced just like it that's spelled r-o-e-s. That word is the name of the spawn of fishes."

The poor little girl looked very miserable.

"Just one more word," said the mother; "Tell me how you spell blows."

"Well," said the child, who had had quite enough nonsense, as she viewed it, from her

mother, and had suddenly made up her mind to pay back the kind, "I spell it three ways. I spell it b-l-o-s-e for breakfast, b-l-o-e-s for dinner, and b-l-o-z-e for supper."

"I spell it b-l-o-w-s all the time," said the mother.

The child said nothing for a minute or two. Then, looking up, she solemnly remarked:

"I think, mamma, that the English language was made for persons very, very well educated."  
—*The School Bulletin.*

## Correspondence.

### THE N. E. A. OF THE UNITED STATES.

To the Editor of the EDUCATIONAL JOURNAL:

THE National Educational Association, which closed its four days' session last night, was attended by over five thousand teachers, and many more were prevented from coming by the railway strikes. The invigorating sea-breezes were not the least pleasant of the occurrences of the meeting, which was an exceptionally interesting one. The attendance of Canadians was less than in former years. Dr. McLellan, of Toronto, delivered an admirable address before the general Association on the "Ethical Aim of Teaching Literature," and Mrs. Newcomb, of Hamilton, read an excellent paper before the Kindergarten. A new department was added to the Association entitled "The Department of Child Study," and considerable enthusiasm was manifested in this subject.

The most general interest, however centred in the report of what is now famous as the "Committee of Ten." This Committee, as many readers of the JOURNAL will remember, was appointed by the N. E. A. Council to consider and recommend a system of teaching for the "secondary" or high schools of the country. These ten appointed nine sub-committees to assist them, thus making one hundred members in all, including Commissioner Harris and many of the very best educationists in the country. This committee prepared a report which was published at Washington in elaborate form. Its design was to outline a uniform course of high school work to be adopted as a national system. A paper on "The Feasibility of Modifying the Programmes of the Elementary and Secondary Schools to meet the Suggestions of the Report of the Committee of Ten," formed the basis of a three hours' discussion. Dr. McKenzie, the reader of the paper, and a number of the committee characterized the report as "the first classic in American pedagogic literature." This seems to be the opinion of many, but there are many others who oppose the report very vigorously. Objection is raised that the committee has given no attention to the teaching of Art and of Manual training. Some who do not like the report charge that it was prepared by college men and was designed to make the high school simply a preparation for and entirely subordinate to the university. In reply it is urged that seventy per cent. of those originally preparing the report were engaged in high school work.

The following are from the resolutions unanimously adopted by the Convention:

"The National Educational Association has assembled at a time of marked public disturbance, and of grave industrial unrest. The highest powers of the nation have been invoked in time of peace to enforce the orders of the courts, to repress riot and rapine, and to protect property and personal rights. At such a time, we deem it our highest duty to pronounce emphatically, and with unanimous voice, for the supremacy of law and the maintenance of social and political order. Before grievances of individuals or organizations can be considered or redressed, violence, riot, and insurrection must be repelled and overcome. Liberty is founded upon law; not upon license. American institutions are subjected to their severest strain when individuals and organizations seek a remedy for injustice, fancied or real, outside of and beyond the law.

"We call upon the teachers of the country to enforce this lesson in every schoolroom in the land, and we heartily accept and endorse the suggestion transmitted to us by the Teachers' Association of the State of Texas, that upon the schools devolves the duty of preparing the rising generation for intelligent and patriotic citizenship by inculcating those principles of public and private morality and of civil government

upon which our free Republic is based and by means of which alone it can endure.

"Continued improvement and development of the public schools require that the well-equipped teacher have proper security in the tenure of his office, a tenure free from the demoralizing interference of inexpert opinion, private favoritism, or political vicissitude. We note with satisfaction the movement to secure expert supervision in rural districts and to lift city schools' systems above the baleful and abhorrent influences of political machinations.

"With the appointment of the Committee of Ten, the Association entered upon a legitimate field of educational investigation and research. Through this action the Association stands committed to a policy from which may be expected results of great fruitfulness and importance.

"We desire to emphasize the essential importance of including, either formally or incidentally, art and ethics in course of study for all grades. We believe no analysis of the divisions of human knowledge is adequate which does not distinctly recognize these lines of work. The development of education during the past year has been marked by the more extended introduction of the kindergarten into city school systems, by great improvements in school sanitation, by many successful attempts at the correlation of studies, and the unification of effort in school work, and by the shortening and enriching of many grammar school courses.

"We believe that the efforts thus made are in the right direction, and that they will be fruitful of excellent results. We entertain the hope, however, that the psychology founded on child study, which has been brought so prominently before the meetings of this Association, will in time prove both an inspiration and a guide in the work of educational reform."

Nicholas Murray Butler, Professor of Philosophy in Columbia University, was elected President for the ensuing year.

S. B. SINCLAIR.

ASHBURY PARK, July 14, 1894.

## School-Room Methods.

### ONE LESSON ABOUT THE RAIN.

BY ELLA M. POWERS, SOMERS, N.Y.

MISS WEBER stood before thirty eager faces and said: "How many think it would be better if all this earth were laid out in beautiful fields, gardens and parks?"

Up came twelve hands.

Miss Weber smiled and said: "Now we will talk about this and we will see if it would be better not to have any oceans."

Miss Weber always said "we." She asked:

"What makes pretty fields?"

The answer came:

"Grass!"

"Trees!"

"Flowers!"

"Would grass, trees, or flowers grow without rain?"

"Oh, no!" said Ellen.

"Perhaps some of you have flowers at home and they must be watered," continued Miss Weber. "Could you water the whole earth with a little water pot like the one you use for flowers?"

"Not by a good deal!" said John, regardless of the elements of diction.

"So the rain comes," said Miss Weber, "and waters fields and farms, fills the streams and rivers, furnishing drink for all animals and plants."

"Where does this rain come from?"

"The sky," triumphantly shouted John.

"Where do the clouds come from?" was Miss Weber's next question.

Various were the answers, but the majority of the pupils looked perplexed, and finally Robert said: "I guess they grew," and everybody laughed.

Miss Weber felt that an explanation must now come and she clearly explained to them the little drop of water in the ocean that the sun strikes, heats, and makes so light that it becomes vapor and rises. Now the winds come and the clouds of vapor are carried far over the land; here a cool breeze strikes it and the vapor becomes condensed and falls as rain upon the ground. It runs down hillside to rivers, and finally after travelling many miles it reaches the ocean.

"Now,—can you tell me where the clouds come from?"

"The ocean!" exclaimed a chorus of voices.

"How!"

"The sun makes it rise" said Amy.

"What does all this vapor form?" said Miss Weber.

"Clouds!" exclaimed Edith.

"What drives the clouds over the land?"

"The wind!" said John.

"What causes the rain?"

Everybody looked as if they knew but couldn't explain it.

"Well," said Miss Weber, "if we were all sailing round up in the air in a balloon, going up higher and higher, would we notice any difference in the temperature?"

"It would be cold very high up," said Edith.

"Yes, we would need our furs and warm coats to keep us warm; now these clouds rise higher and higher till they at last get so high that the air condenses the vapor and it falls as rain."

"What do you notice on the outside of pitchers of ice water in summer?"

"Little drops of water," said two or three pupils.

"Why are they there?"

"Because it's hot on one side and cold on the other," said Robert.

Miss Weber smiled and said: "Now, is the water of the ocean fresh or salt?"

"It is salt, awfully salt," said Robert, "for I swallowed some in bathing at the seashore last summer."

"You won't forget it then," said Miss Weber, "but is the water in our lakes and rivers salt?"

"No; its fresh!" came the reply.

"How is this then," said Miss Weber, "for the ocean water formed the clouds and those sent rain to fill these rivers and lakes. Why aren't our rivers salt?"

Nobody seemed to know. So this explanation followed:

"If I should be away out at sea and there was no fresh water to drink, I would take salt water and heat it till it boiled, then I would make the steam, vapor we will call it, pass into a very cold pitcher. Now in this pitcher the water would be fresh."

The pupils were pleased and interested and decided that the sun would heat the water and make it fresh."

"What would happen to all our trees and flowers if the rain were salt?" was asked.

Everybody seemed to think some great disaster would result and John said: "They'd all die," and everybody thought so too.

"Now, can people live without water?"

"Can animals or plants live without water?"

"Where does the water come from?"

"Now, how many think it would be better if the whole earth were laid out in beautiful parks, gardens and fields?"

Not a hand was raised and each pupil looked unusually wise for he knew why it was best to have oceans.

Miss Weber then took from her desk the readily recognized book of Longfellow's Poems. She read to them the poem "Daybreak" beginning:

"A wind came up out of the sea,  
And said: 'Oh mists, make room for me.'"

She asked them to find how many pictures there were in the little poem, and as she finished she looked up and said: "Now, what are our pictures?"

The answers came: "The wind and mists;" "The ships sailing;" "The wind going over the land;" "The forest trees;" "The wood-birds;" "The farms;" "The fields of corn;" "The belfry tower;" "The churchyard."

"What does it say about the wind?" asked Miss Weber.

"It said: 'Oh mists, make room for me,'" said Helen.

"You may write that on the board," said Miss Weber.

"What is a mariner?" "What is meant by leafy banners?" "What is a chanticleer?"

"What does clarion mean?"

These were the next questions asked and discussed.

Miss Weber stepped to the board and wrote:

"It hurried landward far away  
Crying awake it is the day."

"You may all write that correctly punctuated."  
A little exercise in pronunciation was next in

order. Words from the poem were pronounced singly then in concert:

"Mists," "hurried landward;" "forest;" etc.

After this was given satisfactorily, Miss Weber said: "Now Robert may write about the winds at sea."

Ellen may write about the winds of the forests and what they do."

"The rest may all write a story containing these words: "wind," "sea," "ships," "sail," "hurried landward," "forest."

"All may write words that will describe "ship," "birds," "ocean," then you may write the story of a drop of water that is in the ocean, telling how it comes over the land."

All were soon busy at work with a glad obedience.—*Popular Educator.*

### PRIMARY SPELLING LESSON.

BY ELIZABETH SHARE.

A PLEASANT bright room; fifty children from seven to nine; a teacher who is earnest and interested in her work. On a side blackboard is this list of words: Calf, thief, wolf, pony, story, knife, wife, motto.

"First class face side-board." Quietly and promptly the division seated on that side of the room turns toward the board where the spelling lesson is seen. "Children, I want you to tell me the word that means *more than one* of each of the objects these words name. As you give them, I will write them opposite these words on the board." "Charlie," the teacher simply says in answer to the score or more of hands that fly up to signify readiness to respond. With Charlie to start with, rapidly others are called upon. In a marvellously few *seconds* one might almost say, the second list is complete. Occasionally as she writes, the teacher puts in a note of warning. "See where the *i* is in this word. Watch what I do with the *y* in this. This word is one of the hard ones—look sharply."

The list is completed—"We will look over this new list together. What will you remember about the word *thieves*?" "The *i* before the *e*." "Right. What about *stories*?" "The *i* in place of the *y* before *es*." "Yes." "O, Miss C—," exclaims one child, "there is an *es* at the end of every word!" Miss C— gives him due and glad credit for his discovery. Then she says, "Look silently at each word until its *picture* is in your mind." With intent faces the children *study* the words—one can see there is *thought* work being done. "Are you ready?" "Yes Miss C—," In a flash the list of *plurals* disappears from the board. "Class, face. Take pencils. From the list of words on the board you may write the ones we just made and studied—work."

Shortly the slates are ready for inspection. We find a great many perfect ones. The mistakes were greeted with, "You will *watch* closer next time, won't you? You didn't *think* when you looked at the words."

What did the lesson illustrate?

First. Every lesson in spelling should aim directly at the formation of two habits, that of correctly seeing words and that of accurately reproducing them.

Second. The meaningless copying of words a certain number of times as preparation is usually a waste of time. Thoughtful copying may be of benefit, after the children have been trained by persistent, daily efforts to make the exercise mean something.

Third. The reasons given to the children for failure were scientific. Nine-tenths of the poor spelling arises from lack of trained power to see words as they really are. If the perception is clear the meaning will take care of itself.

As I watched the quietness, alertness and interest of this class in even a spelling lesson, these words of Thackeray came to my mind: "Sow an act, reap a tendency; sow a tendency, reap a habit; sow a habit, reap a character; sow a character, reap a destiny."—*Intelligence.*

Teacher (to new pupil)—What is your last name, my little man?

New Pupil—Tommy.

Teacher—What is your full name?

New Pupil—Tommy Jones.

Teacher—Then Jones is your last name?

New Pupil—No, it isn't. When I was born my name was Jones, and they didn't give me the other name for a month afterwards.—*Brooklyn Life.*

## For Friday Afternoon.

### SONG OF A TRAIN.

BY JOHN DAVIDSON.

A MONSTER taught  
To come to hand  
Amain,  
As swift as thought  
Across the land,  
The train!

The song it sings  
Has an iron sound;  
Its iron wings  
Like wheels go round,

Crash under bridges,  
Flash over ridges,  
And vault the downs!  
The road is straight—  
Nor stile, nor gate;  
For milestones—towns.

Voluminous, vanishing, white,  
The steam plume trails;  
Parallel streaks of light;  
The polished rails.

Oh who can follow?  
The little swallow,  
The trout of the sky?  
But the sun is outrun,  
And time passed by.

O'er bosky dens,  
By marsh and mead,  
Forests and fens,  
Embodied speed  
Is clanked and hurled;  
O'er rivers and runnels;  
And into the earth  
And out again,  
In death and birth  
That know no pain;  
For the whole round world  
Is a warren of railway-tunnels.

Hark, hark, hark!  
It screams and cleaves the dark;  
And the subterranean night  
Is gilt with smoky light;  
Then out again apace  
It runs its thundering race,  
The monster taught  
To come to hand  
Amain,  
That swift as thought  
Speeds through the land,  
The train!

—The Speaker.

### BE POLITE.

HEARTS, like doors, will open with ease  
To two very little keys;  
But don't forget the two are these:  
"I thank you, sir," and "If you please."  
Be polite, boys; don't forget it,  
In your wandering day by day,  
When you work and when you study,  
In your home and at your play.

Be polite, boys, to each other—  
Do not quickly take offense,  
Curb your temper—you'll be thankful  
For this habit seasons hence.  
Be respectful to the aged  
And this one thing bear in mind:  
Never taunt the wretched outcast,  
Be he helpless, lame or blind.

Be polite, boys, to your parents,  
Never let them fail to hear  
From their sons the best of language  
In the home you should hold dear;  
To your brothers and your sisters  
Speak in accents kind and true—  
Be polite, 'twill serve you better  
Than a princely gift can do.

—N. Y. Ledger.

### THE LAND OF THE LAZY.

THE land of the lazy is "Sometime" land,  
Its boundaries are all "After awhile,"  
Its citizens wear the "Mean to" brand,  
And "Going to" garments are all the style.

In the land of the lazy little is done,  
For the dwellers crowd to the "County Shirk,"  
And they moan like martyrs every one  
At the very sound of the name of work.

In the land of the lazy they want to get  
Just as much as the toilers do,  
And then if they don't they fume and fret  
And grumble about the "Fates' favored few."

In the land of the lazy ambition dies,  
For it cannot live in untended soil,  
And its bright twin, Progress, straightway flies  
Away, away to the town of Toil.

In the land of the lazy you and I,  
As a matter of course, have never been;  
But I tell you what, we had better look spry,  
Or before we know it we'll enter in.

Susie M. Best, in *Golden Days.*

## Question Drawer.

E. A. H. requests that some experienced teachers who have used the book will give, in these columns, their opinions of the Public School Exercises in Arithmetic and Mensuration.

Many questions are asked us with reference to the limits of prescribed work, books used, etc., for various departmental examinations. In all such cases it is better to apply directly to the Education Department, and thus obtain the information officially and authoritatively. This will save us much space, and insure correctness. In cases where the information thus gained is insufficient, and the teacher or student still desires advice or help, the editors of our several departments will be glad to render all the aid in their power. See editorial note in this number.

Some special questions received will be answered in next number.

A NORTHERN contemporary has been asking the masters of elementary schools their views of corporal punishment, and so far seems to have elicited nothing but opinions in its favour, "under proper conditions." One gentleman prefers the "bat" to the "tawse," and thinks that the blows must, in a perfect state of things, be inflicted on the left hand, "to avoid the risk of hurting the right hand, with which the pupil works." Another objects to delegating the solemn function to assistant masters, but has no manner of doubt that "some children must be whipped sometimes," and so on. A curious reason is given for the frequency of corporal punishment in lower grade schools. Grants, says a head teacher, depended on results; results on the "literal accuracy" of the children's work. A teacher was consequently obliged to "make lazy children work"; hence.—*Educational Times (Eng.)*

## Coughing

leads to Consumption. Stop the Cough, heal the Lungs and strengthen the System with

## Scott's Emulsion

the Cream of Cod-liver Oil and hypophosphites. It is palatable and easy on the stomach. *Physicians, the world over, endorse it.*

Don't be deceived by Substitutes!

Scott & Bowne, Belleville. All Druggists, 50c. & \$1.

# The Educational Journal

FOR 1894-95

**W**E are at the beginning of another school year. While the thousands of Teachers who have been diligent readers of the Journal during the year are laying their plans for doing a better year's work than ever before, the Publisher of the Journal itself is doing his best to make the paper, which it is surely no presumption to say is pre-eminently . . . . .

## THE TEACHERS' PAPER OF ONTARIO,

and the oldest, the most practical, and the most useful educational paper in Canada, more practical, more useful, and in every respect better during 1894-95 than ever before.

Following are some of the helpful things which may be confidently looked for during the coming year.

### EDITORIALS :

In the Editorial Department, live educational topics will be discussed in a fair, independent, liberal, and progressive spirit.

### CONTRIBUTIONS :

Articles on important educational questions by thoughtful educators are always welcome. We hope to have more of them the coming year than ever before.

### EDITORIAL DEPARTMENTS :

**OUR READERS CAN JUDGE FROM WHAT HAS BEEN GIVEN THEM IN THE ENGLISH, THE MATHEMATICAL, THE SCIENTIFIC, THE PRIMARY, AND THE HISTORICAL SPECIAL DEPARTMENTS DURING THE YEAR NOW CLOSING WHAT MAY BE LOOKED FOR IN THE FUTURE. REMEMBER THAT "EXCELSIOR" IS ALWAYS OUR MOTTO . . . . .**

**Be Sure to  
Subscribe or Renew  
at Once**

**So as to begin  
with the September  
number.**

Knowing that the HINTS AND HELPS, SCHOOL-ROOM METHODS, FRIDAY AFTERNOON and the QUESTION DRAWER pages, are always among the most welcome to large numbers of subscribers, it will be our effort not only to keep these well up to the mark of usefulness heretofore attained, but whenever and however we can to make them still more helpful and complete.

LITERARY NOTES will be collected, and, in BOOK REVIEWS, new books useful to the profession will, as heretofore, be carefully criticized by competent critics.

We are revolving ideas and plans with a view to improving the JOURNAL wherever possible, and, above all, making it still more specially helpful to teachers of

## UNGRADED COUNTRY SCHOOLS

whose positions and duties are not only among the most useful but often among the most arduous in the profession.

Subscription price ONE DOLLAR AND FIFTY CENTS PER ANNUM. To members of institutes subscribing through clubs, ONE DOLLAR AND TWENTY-FIVE CENTS.

Be sure to subscribe or renew at once or before the vacation is over, so as to get the first September number.

ADDRESS **THE EDUCATIONAL JOURNAL,**

**ROOM 20, 11 1/2 RICHMOND ST. WEST, TORONTO**



OFFICIAL  
CALENDAR

—OF THE—

Educational  
Department

August:

25. Applications for admission to County Model Schools to Inspectors, due.

27. High Schools open, first term. [H. S. Act, sec. 42.]

Public and Separate Schools in cities, towns and incorporated villages open. [P. S. Act, sec. 173 (2); S.S. Act, 79 (2).]

September:

1. Last day for receiving applicants for admission to the Ontario School of Pedagogy.

3. County Model Schools open.

15. Last day of receiving appeals against the High School Primary and Leaving Examinations.

October:

1. Ontario School of Pedagogy opens.

Notice by trustees of cities, towns, incorporated villages, and township boards to Municipal Clerk, to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 103 (1).]

Night schools open (Session 1894-5).

SPECIAL OFFER!

We have on hand the following Maps and Globes, which we will forward, carriage not prepaid, to any subscriber to the EDUCATIONAL JOURNAL at a discount of twenty-five per cent. from regular prices as given below:

MAPS.

	Size Inches.	Regular Price.
One Railway Map of Ontario	43 by 33	\$3 00
" Quebec	67 by 52	4 50
" New Brunswick	67 by 52	4 50
Two South America	67 by 52	4 50
One Asia	67 by 52	4 50
" Australia and New Zealand	67 by 52	4 50
" the World on Mercator's Projection	67 by 52	4 50

GLOBES.

	Regular Price.
One No. 49 Terrestrial, 18 inch, full mounted, oak floor, standard, 48 ins. high	\$40 00
One No. 1, 12 inch, full mounted, bronze standard	13 00
One No. 2, 12 inch, half mounted, bronze standard	8 50
One No. 7, 6 inch, plain bronze, standard	2 00
One No. 22, 8 inch, plain, nickel-plated standard	5 50
One No. 25, 6 inch, plain, nickel-plated standard	2 50
One No. 4, 8 inch, full mounted, bronze standard	8 00
One No. 3, 12 inch, plain, bronze standard	7 00

THE EDUCATIONAL JOURNAL

ROOM 20,

11½ Richmond St. West,

TORONTO.



The Cyclostyle Duplicating Apparatus — For Duplicating, Writing, Drawing, Music or Typewriting.

Two thousand exact copies from one writing, each copy having all the appearance of an original. Simple, rapid, clean and durable. Endorsed by upwards of 2,000 firms, corporations and institutions throughout the Dominion. Invaluable for teachers and schools for reports, examination papers, circulars, blank forms, instructions, notices, maps, and all classical work. Used in most all our colleges, and rapidly being taken up by our principal schools. Write for circulars and testimonials.

CYCLOSTYLE CO.,

10 KING ST. EAST, TORONTO.

READY ABOUT SEPTEMBER 15.

NEW BOOK ON COMPOSITION ENTITLED

“COMPOSITION FROM MODELS,”

DESIGNED TO FURNISH MATERIAL FOR THE STUDY OF PROSE LITERATURE AND THE EXEMPLIFICATION OF THE PRINCIPLES OF RHETORIC,

.... BY ....

PROF. ALEXANDER, PH.D.,

Toronto University,

AND M. F. LIBBY, B.A.,

Jameson Collegiate Institute, Toronto

PRICE, \$1.25.

THE COPP, CLARK COMPANY, Ltd.

TORONTO.

PRACTICAL QUESTION BOOK.

A TEACHER'S CYCLOPÆDIA. Contains 6,000 Questions and Answers. Each department of questions is followed by department of answers in same subject, each question being numbered and answered having corresponding number, with its authority, appended.

HISTORY, POLITICAL GEOGRAPHY, ARITHMETIC, ORTHOGRAPHY,

READING, CIVIL GOVERNMENT, SCHOOL PHILOSOPHY, NATURAL PHILOSOPHY.

GRAMMAR, COMPOSITION AND RHETORIC, PHYSIOLOGY,

PHYSICAL GEOGRAPHY, BOOK-KEEPING, PRACTICAL PEDAGOGY.

Just the book for teachers who wish to prepare for an examination. It will carry them safely through. A work of great importance to Superintendents, Commissioners, Principals and Teachers who prepare examination papers.

400 PAGES.

PRICE, \$1.50, POSTPAID.

EDUCATIONAL GAZETTE CO.,

ROCHESTER, N.Y.

THE CANADIAN OFFICE & SCHOOL FURNITURE CO. LTD. PRESTON, ONT.

FINE BANK, OFFICE, COURT HOUSE & DRUG STORE FITTINGS

OFFICE, SCHOOL, CHURCH & LODGE FURNITURE

SEND FOR CATALOGUE.

INK. "A P... and a Blessing!" "W... "FAIR" MEDAL INK-POWDER.

An end to the Librarian's Carriage of Ink.

Dissolve in... producing the best and cheapest Black School Ink known. Genuine Ink—not Anil... with aniline inks smudge if wetted even months after being written, whereas... DUCKETT'S become waterproof by the action of the air. NOT SPOILED BY FROE.

In canisters for half-gallons, gallons, Over 30,000 one-gallon canisters have been ordered by the Irish Education Department.

Canadian Agents: THE COPP, CLARK CO., D. & J. SADLER & Co., MONTREAL AND TORONTO.

St. Ann's Convent, Prince Albert, Saskatchewan, N.W.T.A.—"Madame Collings testifies that DUCKETT'S Ink-Powder makes not only the cheapest but the very best School Ink we have ever used."

Y. DRAISDALE & Co., MONTREAL.

THE EDUCATIONAL JOURNAL is printed for the proprietor on the 1st and 15th of the month by THE POOLE PRINTING CO., LTD., 52 Front Street West, Toronto, who are also managers of its Advertising Department.