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Editorial Notes.

WE would not say a word, we hope we have not said one, that might seem in the smallest degree to detract from the force of the statistics which Miss Spence has quoted. We could not do so if we would. Facts are stubborn things. Those facts speak volumes. They should go far to correct some erroneous impressions which are quite too prevalent, with regard to the relations between ignorance and crime, and the effectiveness of the Public Schools in the prevention of the latter. Miss Spence deserves the thanks of all concerned for having called attention to these loudly-speaking facts. We should be glad to see her letter quoted by our contemporaries, especially by those who have given currency to the mistaken notions and unjust inferences which that brief letter so effectually disposes of.

WE had supposed that the day for the bare and not too clean plaster wall, with which we were so unpleasantly familiar in the days of boyhood, had gone forever, so far as Ontario schoolrooms, at least, are concerned, save, perhaps, in some remote woodland section, Mr. Boyle being witness that such walls still abound in some of the old sections of Ontario. We should be sorry to suppose that there is one among the readers of THE JOURNAL who does not recognize tidiness and cleanliness as among the great educational forces. The teacher who can sit, and permit the boys and girls entrusted to his or her care to sit, day after day, in the midst of ugly and unclean surroundings evidently lacks something essential to the make-up of a good teacher. School trustees are, we well know, often very hard to move. But they will generally succumb to importunity, especially the resistless importunity of a tactful lady. And, even if trustees cannot be induced to spend a little money in cleansing and decorating the rooms in which their own children spend, probably, a larger portion of their waking hours than in their own homes, something can almost always be done by enlisting the children themselves,

and their mothers. In these days of cheap wall papers, cheap prints, cheap maps and charts, to say nothing of cheap soap and water, there is absolutely no excuse for untidiness or for the utter absence of æsthetic surroundings in the school-room.

AN influential deputation, representing the Anglican Synod of Toronto, waited upon the Premier of Ontario and some of his colleagues, the other day, to plead for compulsory religious teaching in the Public Schools. It is needless to add that, while they were eloquent in portraying the great need that children should early be trained in the knowledge of Bible truth, they quite failed to show how the many difficulties which stand in the way of imparting this instruction in the Public Schools are to be removed or overcome. The Premier made the usual promise to bring the matter under the consideration of his colleagues. But until some available means of surmounting the obstacles referred to can be devised, and the public generally can be convinced that the teaching of religion is a proper function of a political and partisan Government, and that every certificated teacher is a fit and proper person to be made a theological teacher, not much further progress is likely to be made in the direction desired. We are strongly of opinion that the sooner the leaders of the churches can be brought to see the hopelessness of all attempts to have the work of religious instruction done by the teachers of the secular schools, and can arouse the members of their churches to gird up their loins and take hold of their own special work more energetically and effectively, the better will it be for all concerned.

EDUCATION AND CRIME.

WHILE sympathizing most heartily with Miss Nellie Spence in her spirited defence of the Public School teachers as a whole against any imputation of want of faithfulness in the moral training of their pupils, we may say that, having read most that has recently appeared

in Ontario papers upon the subject, we are inclined to think that in the articles to which she refers little or nothing that was said was designed to cast blame upon the teachers as a class. The attack, so far as there was one, we understood to be directed rather against the Ontario system, in that it makes no provision and provides no place on the curriculum for distinctly ethical instruction. We have long thought the Ontario system seriously defective in that particular. While, as we have indicated elsewhere, we are strongly of the opinion that it is neither feasible nor desirable that the teachers in the Public Schools should be required to undertake the work of religious instruction, we have long thought that it is both possible and highly desirable that a reasonable portion of time and a distinct place on the programme should be assigned for instruction in conduct, or morals. The method of instruction in this, as in almost every other subject, should be the inductive, not the didactic. The end in view should be twofold, viz., the cultivation and development of conscience, or the moral faculty, and the training and exercise of the children's own powers of moral discernment in discriminating between right and wrong. That nature has implanted in every child a faculty whose function it is to approve it when doing what it believes to be right, and condemn it when doing what it thinks to be wrong, few parents or teachers can doubt. That the sensitiveness of this faculty is increased by use and cultivation, and diminished by neglect, is equally a matter of everyday observation. These two facts, if accepted as such, will sufficiently indicate the great desirability that the first part of the work of moral training, as above intimated, should be done thoroughly and systematically. How it is to be done, and the relation in which it stands to the second part of the work, must be left for discussion in a future number. We may just add here that, though no text-book should be placed in the hands of the child, one might very usefully be provided for the guidance and help of the hard-worked teacher.

TO THE COUNTY MODEL SCHOOL STUDENTS.

SIXTH ARTICLE.

In this, our last article to you as students, we wish to address you on the subject of growing in your profession. During your Model School term you have been under instruction. Your daily work has been provided for you and you have been required to do it. Within a few weeks this will be changed, and you will have no one to direct you. You will, so to speak, be your own masters, and the arrangement and performance of your duties will be left in your own hands.

It will be a most important change in your life. For the first time, in the case of most of you, you will be thrown upon your own resources, and will have to assume the real responsibilities, from which many of you will never again be relieved. It will be your first real entrance into the condition of manhood and womanhood.

The consideration of this change which involves so much may well cause you to think seriously, and to take stock of yourself, of your real character, of your capacity, of your duties, and especially of your purposes for the future.

It has been wisely said that it matters but little where we now stand, but very much depends upon the *direction* in which we are going. You know where you now stand. You are about to enter your profession, to cross the line, which, without offence, may be said to forever separate you from childhood and youth, and to enter upon the stern realities of life. The whole field lies before you. What are your aims in relation thereto? What is your determination? What is the goal which you intend to reach? Where will you be ten years from now? Will your present desires, your present ambition, your present habits, your present associations, tend to bring you there? It will be wise for you to retire within yourself, to stand aside and let the world go by, while you ask yourself some hard questions, and find out a good deal about yourself—find out just what you are and what you intend to be.

Your future will depend very much upon what you do during the next five years. If these years are virtually wasted, so far as your personal progress is concerned, no matter how hard you may work in your school as a teacher, the chances are ten to one you will never attain to any real distinction in your profession. It has been well said that if youth is a blunder, middle life will be a constant struggle, and old age one long unavailing regret. If, on the other hand, you do not allow yourself to stand still or go behind, but from the very beginning keep advancing in knowledge and in professional standing, you will have so risen in five years, and your ambition and professional zeal will have been so thoroughly established that your course in life cannot fail to be onward and upward.

To establish and maintain this course for yourself from the outset will require much resolution and stability of purpose, and will involve considerable self-denial

on your part. As you have done a good deal of hard mental work in preparing yourself to obtain a certificate, you will, perhaps, feel inclined to rest from your studies for a while, and you will also, possibly, think that your daily school work furnishes quite enough for you to do. You will, doubtless, find your school duties somewhat exhausting, but you will have much spare time for rest and relaxation, and also for mental improvement. The great point will be to arrange your work and your time systematically, and then adhere firmly to your private time-table.

You will find some difficulty at first in doing this. There will be many temptations in the Section to what may be called mental dissipation. You, as the new teacher, will be invited to many parties and to assist in many amusements which will war against your personal interests, and, perhaps, ere you are aware of it, you will have fallen into ways of spending your leisure hours and will have formed habits which you will find very difficult to change, and which, if continued in, will effectually prevent you from rising in life. What is called "having a good time" now will probably cause you to have a very *hard time* in the future.

As we said in a previous article, visit your people and become one of the community in which you labor, but do not forget your own interests, and do not be satisfied with your present standing or position. If you wish to stand in the front rank of your profession, you must qualify yourself for such a position. You must show yourself worthy of it. And the more thoroughly you qualify yourself, the more certain will you be to attain the end you are striving for. The world to-day is looking for specialists—those who can do something better than anyone else can do it. It desires the best. The average workman in any line has rather a hard time, and as competition increases year by year his condition will not be improved, but his difficulties will be rather intensified. It is easier to-day to fill twenty inferior positions than to secure just what is required for one superior position.

This is as true of teaching as of all other callings. Teachers who would rise in their profession must grow in accordance with what is demanded. Those who do not go forward will go backward. If they are content to sit on the fence and watch the procession of progress march by without joining its ranks, they have only themselves to blame. They must either remain alive or go to seed and become as barnacles on a ship. To remain alive they must grow.

Why is it that so many of our older teachers fall behind, become mere fossils while scarcely past the prime of life, and have to give place to younger men? Simply because they do not read, do not study, do not think, do not keep their minds in touch with the spirit of progress—in short, do not grow. They teach the same things in the same way, day after day, year after year, until both they and their pupils lose all interest in their work. The school fails to attract the children, the attendance falls off, and the teacher is

dismissed. He passes around from one school to another for a few years at a reduced salary, until the barnacle is finally scraped off the educational ship, and the teacher who has allowed himself to go to seed, after spending the best years of his life in the schoolroom, is obliged to earn his living in some other way, for which his long tenure of office in teaching has often but too surely unfitted him. This is a sad picture, but, alas! the reality is too often seen. It may be hard on the barnacle, but it is necessary for the well-being of the ship. It will be for you to determine, during the first few years of your teaching, whether this shall be your fate or not.

The body will not grow without food, nor will the mind, and the advanced thoughts of the best minds in the profession furnish strong food upon which the mind can feed and grow. Professional reading not only furnishes material for thought and for use in the schoolroom, but better than this is its subjective influence upon the reader. It awakens the mind and keeps the professional spirit in a healthy condition, and gives birth to the pleasure which always springs from the consciousness of advancement. It also inspires the teacher in his work, and, through its reflexive influence, awakens life among his pupils. Dr. Arnold said the influence exerted by a reading, progressive teacher compared with that exerted by one who had ceased to grow was like the taste of water quaffed from the cool, bubbling spring, in contrast with that drunk from the stagnant pool. Teachers may plead that they cannot afford to buy books, but if they intend to rise in their profession they cannot *afford* to do without them. Teachers should not only supply their private libraries with the best books of the day bearing upon their own work, but they should be regular subscribers for one or more school journals. These journals are specially published for teachers, and can exist only by being supported by teachers. They have no other constituency to which they can look for support or patronage. Lawyers support their law journals, doctors subscribe for medical journals, and teachers should feel their responsibility to assist in maintaining school journals, which, with teachers, are interested in the well-being of the teaching profession. Their interests are mutual. Many teachers, doubtless, subscribe for American journals, but, while they do this, they should not fail to subscribe first for journals published in our own Province; for it may fairly be claimed that these, not only from their true merit, but also from patriotism, have a priority of claim upon their support.

"And it is a pity that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. For to the one they will gladly give a stipend of two hundred crowns by the year, and loth to offer the other two hundred shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should. For he suffereth them to have tame and well-ordered horses, but wild and unfortunate children, and therefore in the end they find more pleasure in their horse than comfort in children."—Roger Ascham.

CIRCULAR TO INSPECTORS AND HIGH SCHOOL PRINCIPALS.

GENTLEMEN,—The revision of the Regulations has been for some time under the consideration of the Education Department. This revision has involved careful study, a large amount of correspondence, and numerous interviews with members of the profession. The Regulations are now in press, and will be bound with the consolidated High and Public School Acts, which are intended to remain without material change for five years. It is intended to transmit as soon as ready, and without application to this Department, a bound copy to each Board of Trustees. It may be intimated in the meantime to teachers and students enquiring of you that no changes have been made that will disturb the organization or work of the schools. For the examinations of July, 1897, there will be no changes in the subjects prescribed or the mode of conducting the examinations. In view of the changes that will afterwards come into operation, and in view of special provisions which are in force only for 1896 and 1897, and which will not appear in the new Regulations, the following information is given :

CONTINUATION CLASSES.

The work of these classes, as provided by the Public Schools Act, will be that required for the Primary Examination. A First Class teacher must have charge, but any Second Class teacher now employed will, if satisfactory to the Inspector, be deemed qualified for the purposes of the Act, so long as he retains his present position. The Regulations will provide for an equitable distribution of any grant voted for the purpose by the Legislature.

PUBLIC SCHOOL LEAVING EXAMINATION.

This examination will be conducted under the existing Regulations for 1897. Under the revised Regulations, which will affect subsequent examinations, the course of study will be slightly modified and the answer papers read at the Education Department. Any Public School Leaving certificate granted heretofore, or that may be awarded hereafter, will have the same value as a certificate of having passed in Form I. The holder of a Public School Leaving certificate will not be required in 1897 to pass the examination in Form I. of the High School.

FORM I. EXAMINATION.

This examination will be conducted in 1897 as in 1896. After 1897, in order to lessen the number of examinations, the Form I. examination will be abolished and every candidate for Primary standing must hold a Public School Leaving certificate, unless he holds a Form I. certificate or a Commercial certificate. Pupils preparing now for the Public School Leaving Examination of 1897, or pupils preparing for the Form I. examination, need by this announcement make no change in their purposes. High School pupils who do not hold Public School Leaving or Commercial certificates and have not passed the Form I. examination should, if they desire to get full Primary standing in 1897, write at the Form I. examination. High School pupils will not be allowed to be candidates at the Public School Leaving Examination until after 1897.

DISTRICT EXAMINATION.

District examinations are now abolished, and the Public School Leaving Examination will take their place. This will still further lessen the number of examinations, and give every certificate granted under the Regulations a qualifying value that will be of service in any subsequent course which the holder may pursue.

PRIMARY.

For Primary standing in 1897 the examination of Form II. must be taken and also that of Form I., or the Public School Leaving Examination, unless the candidate has received a Form I. certificate, a Public School Leaving certificate, a Commercial certificate, a District certificate or a Third Class certificate.

JUNIOR LEAVING.

It should be understood that a Primary certificate granted on the former standards gives no exemption from any of the subjects of Forms II. and III. The holder of a Primary certificate granted this year, unless he was a Primary candidate before 1896, has no claim under Regulation 12 (1), and must conform to Regulation 10 of

Circular 4, and must take one of the Form III. examinations therein defined.

The Regulation 12 (1) of Circular 4 requires candidates to take at one examination the following subjects of Form II.:—English Grammar and Rhetoric, Arithmetic and Mensuration, and History of Great Britain and Canada; and of Form III.:—English Composition, English Literature, Algebra, Geometry, Ancient History, Chemistry, and (a) Physics and Botany, or (b) Latin, or (c) Greek, or (d) French, or (e) German.

This Regulation is now modified to allow the unsuccessful candidates at the Junior Leaving in 1896, or a previous year, who have been awarded a certificate of having passed in Part I. of Form II. (with or without Physics), to obtain a Junior Leaving certificate in 1897 by taking only the subjects above mentioned of Form III.

The special provisions of 12 (1) will not have a place in the revised Regulations, and will not apply to candidates after 1897.

SENIOR LEAVING.

The same Regulation is also modified for Senior Leaving, so as to allow those who obtained a Part I. of Form IV. certificate in 1896 to complete the course in 1897 by taking the remaining subjects required by the former Regulations. The new requirements as defined in Regulation (10) will govern in all cases after 1897.

HIGH SCHOOL ORGANIZATION.

It should be understood that no certificate issued by the Education Department gives the holder a right to be put in any particular class of the school. The form in which a pupil is to be placed is a matter that rests entirely with the principal of the school, who is responsible for its organization. As might have been expected, some difficulties in classification are due to the important changes of last year in the High School course, and to the effort to meet within two years the reasonable claims arising under the former Regulations. These difficulties will, it is presumed, disappear after next year, and the new curriculum, as given in the circular mentioned, may be expected to answer fully for the purposes of the secondary schools. In the revised Regulations the course of study is almost identical with that found in Circular 4, but it may be stated that both Geometry and Botany will be included in the requirements for the Public School Leaving Examination.

SPECIALISTS' STANDING.

As stated in previous announcements to candidates, after 1897 an honor degree, as defined in Circular 2, will be the only non-professional standing expected for specialists in the departments therein mentioned. Candidates who apply under the temporary provisions of the circular referred to should remember that they must make good their claims in 1896 or 1897, if such claims can be considered. The new requirements must be met by all candidates after next year.

NORMAL COLLEGE.

The course in Methods at the School of Pedagogy (Normal College) examinations, which now embraces Mathematics and English, is modified so as to include in addition, as obligatory subjects, Latin (now an obligatory subject for Junior or Senior Leaving standing) and elementary science (the Primary course). The optional groups in Methods, one of which must be taken by all candidates, are (a) Greek, (b) French and German, (c) Physics, Chemistry, and Biology. This change is due to the statutory provisions regarding Continuation Classes and to the varied courses that give Senior Leaving standing.

After 1897 every candidate at the examinations of the Normal College will be required to take the regular course of training at that institution. The removal of the Normal College to Hamilton will secure improved facilities for the training of First Class Public School teachers and assistant High School teachers. First, Second, and Third Class teachers will, therefore, receive their training at the Normal College, the Normal Schools, and the County Model Schools respectively. For the purpose of meeting existing conditions the provisions of the present regulations (Circular 9) may apply to candidates admitted to the Normal College during the years 1896 and 1897. Here, as in other instances, it is desirable to give reasonable attention to the claims arising under former

Regulations, and to adhere to a settled curriculum and uniform requirements after a fixed date.

Inspectors and principals may advise students making enquiries regarding the proposed changes that the existing Regulations will govern for the present work, and that detailed information respecting the revised Regulations cannot be given until copies are ready for distribution.

G. W. ROSS, Minister of Education.

Education Department,
Toronto, October 20th, 1896.

For Friday Afternoon.

WHILE I'M A GIRL.

BY H. S. HULL.

First Girl.—

While I'm a girl I'll learn to read,
I'll try and try and so will succeed;
I'll learn to spell and figure true,
And letters write and send to you;
I'll make sweet cakes and jelly-jam,
Just think of that when you're a man,
Now I'm a girl.

Second Girl.—

I'll run a race now, if you dare,
From this place here to over there;
This is the way my feet shall go,
Swiftly pattering through the snow;
What if you win? I'll have the fun,
That's why I ask you now to run,
Now I'm a girl.

Third Girl.—

I'll help my mother dust the chairs,
Or run for errands up the stairs,
I'll ne'er be cross if brother should cry,
And this is the way I'll wipe his eye;
I'll meet my father with a smile,
And please him with my girlish wile,
While I'm a girl.

Fourth Girl.—

I'll try to make this world as gay
As shines the sun on summer's day,
If you should fall and bump your head,
I'll make you laugh—that's what I said;
Thus shall I wield my girlish rod,
By pleasing all thus please my God,
While I'm a girl.

Fifth Girl.—

I'll darn your mitts and learn to sew,
And this is the way I'll knead the dough;
I'll sew your buttons neat and tight
With No. 20 black or white;
I'll make nice mats and cushion your chair,
That's good enough for a city mayor,
While I'm a girl.

All.—

We can't doctor; why, yes, we may!
We'll feel your pulse in this good way,
We'll count the beats as the moments fly,
We'll cure your pains and stop your sigh,
And with the judge we'll plead your case,
And brighten up your downcast face,
When we're no girls.

The sparkling brook ran merrily o'er its bed,
A-singing with new life its merry tune;
The zephyrs played about the dashing foam,
And whistled careless through the budding trees,
And danced and whirled amid the winter leaves.
In matchless beauty stands the budding flower,
Which, nodding, perfumes sweet the passing breezes.

The passing cloud, too, drops its dewy tear,
That sparkling lies beneath the purple flower;
With fragrant flowers one garden is the earth,
Bedecked in green, in purple, and in red,
In all their various shades of flower and leaf.
Oh, glorious, fairy, fragrant, flowering form,
A-humming, buzzing, whirling with new life,
In all its forms, its weakness, and its strength!
The yellow moss-backed bee, the downy bird,
Awaiting to be fed and pleading food;
The coiling snake a-basking in the sun,
And darting forth its forked tongue at thee;
The cricket and the katy-did are pealing
Forth their cloister note of love and praise
Of gratitude to glorious sun for warmth.
How mystic are thy ways, O welcome Spring!
From whence this life, these buds, these shades,
these leaves?
How silently, yet wondrous, hast thou changed
This sullen clod to flowers and spread
Mantle green upon its murky form! How often!

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Editorials.

THE STUDY OF POETRY.*

THERE are, we may safely guess, not less than five or six thousand teachers employed in the Public Schools of Ontario, and several additional thousands in other provinces of the Dominion, who are under thirty years of age. But a very small percentage of these have had the advantage of a full university training. Probably the majority have not had even an extended collegiate course. Circumstances compelled a large proportion of the whole number to leave school or college as soon as they had reached the point at which they were qualified to pass the necessary examination for the lowest grade of teacher's certificate. Other thousands are every year quitting school at the same point, and undergoing the same examinations, with the same end in view. We are noting the fact, not as a reproach to either the individuals concerned or to the school system of the Province. We

* Select Poems: Being the literature prescribed for the Junior Matriculation and Junior Leaving Examinations, 1897. Edited, with introduction and notes, by W. J. Alexander, Ph.D., Professor of English in University College, Toronto. Toronto: The Copp, Clark Company, Limited.

are sure that very many of these young teachers are doing excellent service in training the scores of children entrusted to them for their elementary education; also that very many of them deserve the highest credit for the grit and perseverance by dint of which they have surmounted obstacles which would have deterred many less ambitious youth from persevering in the arduous path which has brought them to the goal already reached.

But what of the future of these thousands of young men and women who are thus fairly entered upon a course of cultivation which, if faithfully continued by a diligent use of the opportunities within their reach during the hours they can redeem while engaged in the practice of their profession, may lead them forward to a place eventually among the educated and influential of the land, and, at the same time, open up to them the paths to those loftier enjoyments which lie beyond and above the sphere of any but thoroughly cultivated minds? Well, then, may we venture to put the question to every young man and woman who belongs, by education and occupation, to the classes we are addressing? What are you doing to carry on the work of self-culture which you have so happily begun? Surely you will not allow yourselves for one moment to feel as if you had already attained. There are within easy reach of every one of you storehouses of the best literature the world has ever seen. There is practically no limit to the progress which may be made along the lines of literary improvement by almost any one of you who has a genuine mind-hunger. We assume that, in pressing forward to the goal already reached, you have acquired the essential condition of all scholarly progress—the mastery of the will over the mental faculties. You have, too, the ability and the skill requisite to enable you to make good use of the tools with which all mind-culture is carried on. These conditions—the power of concentrated attention, on the one hand, and the knowledge how to use books of the first quality, on the other—being present, the rest is comparatively easy. It is but a matter of time and of delightful mental toil. We know that the young teachers, as a class, are above, rather than below, the average in ability, for a certain kind of natural selection has placed them where they are. It is, as a rule, by no means the dullest or most sluggish who choose for themselves, or have chosen for them by parents, the more extended course in Public and High Schools, which is the ordinary preparation for teachers' cer-

tificates. Hence it is with the greater confidence that we plead earnestly with these that they be not content with present literary attainments, but press steadily and strenuously forwards towards other and higher goals. We do not now speak with special reference to fitness for higher positions in the teaching profession, or in any other profession or pursuit. Such ambitions are, within reasonable bounds, perfectly natural and legitimate, but the inducements to effort are generally sufficient. The kind of progress we would gladly stimulate is equally desirable and useful for the farmer and the artisan, as for the lawyer, or professor, or minister. The only condition of its attainment is, or should be, the possession of those faculties of mind and heart which make the man or the woman capable of acquiring and enjoying it.

The highest of all forms of literature is, by common consent, the poetical. The classics of all languages of the first rank are rich in poetry. The English is especially opulent in this form of wealth. No student of English can lay claim to any high measure of culture, who has not learned to appreciate and enjoy the productions of British poets of the highest rank—who has not obeyed Horace's injunction to the Latin students of his own day, "To turn over the great masters with daily, with nightly, hand." In order to do this with the highest profit and delight one must know how. In this, as in every other line of study, we "learn to do by doing." The best of all advice to the young man or woman who would learn to read the English masters is to *read* them. Yet the novice in this line of study may, undoubtedly, be greatly helped by judicious hints from those who have been over the ground before him, especially those who have made a study of the best methods for unlocking the rich storehouses of poetry, ancient and modern; or, to vary the figure, of the shortest paths to the Heliconian groves of the West, where one may slake his thirst at the "wells of English undefiled."

This too long preamble brings us to the point which we set out to reach. The subject, we may say frankly, was suggested by the admirable introduction to the excellent volume whose title we have given in a footnote, as the text of this little sermon. We were particularly pleased with the clear, concise, and eminently sensible and practical directions given by Dr. Alexander in the paragraphs which we shall presently take leave to quote, to aid the beginner in the study of a classic poem. It is but meet that we should first say a few words touching the

book, of which these sections will give the student a taste. Canada can produce few, if any, scholars better qualified to point out the beauties and defects of an English poem than the Professor of English in Toronto University College. Those who are preparing for the Junior Matriculation and Junior Leaving Examination next summer are especially fortunate in having so competent an authority to explain and illustrate the literature selections specially chosen for these examinations. As was to be expected, the notes and comments are clear and to the point. They seem to be, without prolixity, amply sufficient to meet the needs of the ordinary student, at the stage of progress which he may fairly be assumed to have reached. It not infrequently happens that the eager student, on the lookout for short cuts and easy by-paths, complains that the annotator too often explains at length that which needed no explanation, while passing unnoticed that which is a source of real difficulty. Unless we seriously misjudge, Prof. Alexander's book will be found to be less obnoxious than most to such criticism. His sound judgment, sharpened by invaluable experience in the class-room, has given him a special advantage in this line of exposition.

But, valuable as these notes, and the discriminating monologues on the authors of the several selections which preface them, must prove, many students, especially those most advanced and ambitious, will be agreed, we think, that the part of the volume of especial value to the young is the carefully written and somewhat full introductory essay on "Poetry, its Thought and Form." In this Prof. Alexander deals with the function, the aim, the form, the theme, the imagery, the vocabulary, etc., of the high-class poem. The analysis is clear, instructive, and fairly exhaustive, and the article can hardly fail to be specially helpful to those for whom it is intended.

The following are the paragraphs above referred to. We commend them to the attention, not merely of the students specially interested, who are pretty sure to read them in any case, but of every young teacher who is desirous of cultivating poetical taste, and the proper appreciation of that which is highest and best in English literature:

Hard and fast general methods are useful as suggestions and guides; but they should not be applied in a wooden fashion. All good method is elastic and organic, adapting itself to the particular case and circumstances. In studying a poem the natural method can be defined neither as being purely a proceeding from

the details to the general purport, nor from the general purport to the details, but as a proceeding from the vague to the clear and accurate. The meaning of certain details will probably not be clear until we understand the general drift; nor, of course, can we understand fully the general drift until we have mastered the details. As a rule, we tentatively read a poem over until we catch to some extent the general scope. We then proceed to examine how each part, each sentence and epithet, contributes to this main result. It will almost inevitably happen that this more careful study of details will serve to make clearer, or to modify, our conception of the general idea. The result attained will, therefore, arise from a gradual adjustment of our conception of the significance of the whole to the significance of the parts, and *vice versa*. In the best poetry, every word will have its effect and its reason—no redundant epithet will be found. That, at least, is a good general principle to accept in our studies, although it does not by any means always hold of the whole body of poetry.

It is manifest that there will be a certain amount of painful effort in making a first acquaintance with a great work of art. The mind must be extremely active and tense. No poem of the highest order yields its full secret on the first perusal, perhaps not on the twentieth. It contains a wealth of thought and suggestion condensed in little space; time and pains are required to catch them, to connect and adjust the various impressions. Only after repeated readings does each detail fall into its proper place, and arise in consciousness without effort and with just the proper amount of prominence. But it is not until this stage is reached that the flow of feeling and enjoyment is uninterrupted. Most prose works are exhaustible; we master all that they contain on the first, or second, or third reading. But the best poetry is not thus exhaustible. Its significance increases with familiarity. It grows a nucleus of pleasant associations; the delight we have had in it in the past serves to heighten our pleasure at the present; it becomes a talisman to awaken a higher and happier mood. Indeed, for the cultivation of all artistic taste, the most important instrument is familiarity with the best examples of that art. To develop our taste for music, we must hear good music; for painting, we must see good pictures; for literature, we must read good books.

Further, as poetry is addressed to the ear, charms by its sound, as well as its sense, the true lover of poetry naturally reads much aloud to himself. Even when the voice is silent, the sounds of former readings are echoing in his ear. Besides, it is true that after the more obvious difficulties of a poem have been overcome, one of the best instruments for completing the work of interpretation is good reading. This brings out the finer shades of meaning and connection, addresses the sense of pleasure in the ear, and kindles the fitting emotion through the associations of tone. It may be noted, in this connection, that, as one must not only

understand, but also *feel* poetry, the class-room and the teacher are here specially helpful. For emotion is communicated subtly by personal presence; as we note in the effects of the spoken word of the orator, and in the waves of feeling that pass over men when gathered together. The stimulus of the teacher's appreciation, and even of the silent appreciation of a majority of the class, will set in motion the lagging perceptions of the minority. But in such reading of poetry as we speak of here, there must be nothing of the theatrical—nothing of display. The reader should not obtrude himself; he should be a mere medium between the author and the listener. He should read so as to bring out the connection of thought; and as, in poetry, the connection is often remote, the thought condensed, the expression suggestive and delightful in itself, he should read very slowly. The tone should be sympathetic, and vary with the sense, in order to stimulate the proper feeling in the auditors and to prevent the soporific effect of monotony. But this expression of feeling in the voice should be strictly moderated, and not be such as to centre attention upon itself. Finally—and this is a point often disregarded among professional readers—the rhythm of the verse should be distinctly made apparent. An approach to sing-song is better than the style of reading which neglects to enforce the rhymes, to indicate the ends of the lines—which, indeed, turns poetry into prose. It is noteworthy in this connection that all the poets of whose reading aloud we hear anything—Tennyson, and Scott, and Wordsworth, and Coleridge—all emphasized rhythm, even to the point of turning their reading into a sort of chant.

WE had occasion, a short time since, to congratulate a lady friend on her geographical accuracy, an accomplishment not very often retained by those who have had a couple of decades in which to forget the memorized lessons of the school-room. She replied in substance that for her proficiency in this particular branch she was mainly indebted to the wisdom of her father, who used to make it a point to have the walls of the halls and rooms in which the children most did congregate hung with maps. The outlines thus imprinted upon the faithful memory by daily impressions made through the eyes did not fade, but remained clear and vivid long after other school lore had been almost wholly forgotten. The incident is recalled by Mr. David Boyle's trenchant protest against the practice of putting the school maps out of sight when not in immediate use. We commend Mr. Boyle's brief letter to the attention of our readers. There is no doubt that what is before the eyes from day to day and from year to year will be impressed much more indelibly, and recalled much more easily and clearly, than that which is presented only on special occasions and connected for a special purpose.

Entrance Department.

DRAWING.

BY A. C. CASSELMAN

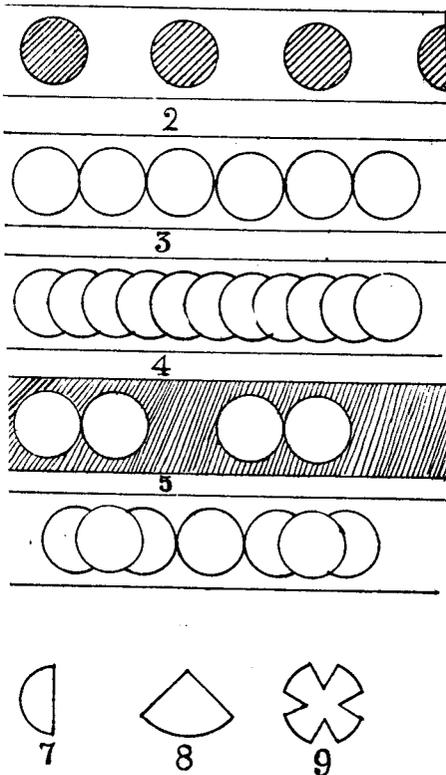
"Ornament, strictly speaking, is the proper enrichment of an object or surface with such elements of form or color as will give the thing decorated a new beauty, while stringently preserving the original character and form." This is the first sentence in James Ward's "Principles of Ornament."

For the study of decoration it is better to begin with borders. Examine some borders in the schoolroom—the border on the ceiling paper, the border at the top of the paper on the walls, the border at the bottom. Notice that nearly everything has a border—the frame of a picture, the white space between the drawing and the frame, the casing around the door and windows, the frame around the blackboard, the place not occupied by the print on the page of a book, the collar and the stitching around the cuff of a coat, the lace around the little girls' necks, etc., etc., are all borders. Name borders at home—in the house, in the yard, on the street. Where is the border of a surface always placed? What is a border? Notice how many different kinds of border you see. Notice also that each is *fitted* to the surface it is intended to decorate. Ornament must have *adaptation*, that is, it must be *adapted* to the surface decorated. Look at several borders of wall paper, which may be easily obtained. Notice that it can be divided into lengths, each length looking exactly alike. To make the border a certain beautiful form is *repeated*. Repetition, then, of a *unit of design* is a means that may be used to decorate a surface. The *units of repetition* may be (1) geometrical forms, such as the circle, semi-circle, square, etc.; (2) natural forms such as leaves, fruits, branches of trees, animal forms, etc., changed so as to suit the purposes of decoration; (3) historic ornament.

We have studied one surface, the circle and its parts. To study the arrangement of the circle in a border each pupil should have about six circular pieces of paper, *red* on one side and *white* on the other. These may be bought of any dealer in kindergarten supplies. Observe the color of the papers; give the name of the color, red. Have each pupil to select a similarly colored object from a tray containing worsteds, bits of silk, beads, thread, colored chalk, etc. The objects should be of striking colors, red, blue, and yellow. Select objects *not* of the same color as the red paper given each. Name other objects of a red color. Take every opportunity of impressing the sensation of the color, red, upon the class.

Each pupil draws two parallel lines, about one and one-half inches apart, across the top of the page in the drawing book; a common scribbling book of small size will answer every purpose. Arrange the red circles within these lines to form

a border. Make a drawing of the appearance of the border. The teacher must not show the pupils how to arrange the circles. Each must work independently, and it is not necessary that each should have the same arrangement. In fact, the teacher can study the minds of his pupils by observing the prevailing arrangement of the circles. Impress upon the pupils the use of *repetition*. What is the *unit of repetition*? Each pupil arranges the circles in as many ways as possible to form borders. This is excellent busy-work for the junior classes. It is a manual as well as a mental training, and will interest the pupils and is easy to supervise. It is necessary that great care be taken with the drawing of the circles. To make the drawings more expressive the tablets may be half-tinted as in No. 1. Notice the difference between half-tinting the background and leaving the circles white.



No. 5 shows *alternation* in a slight degree, with only one *unit*. Nos. 7, 8, and 9 are units founded upon the circle. No. 7 is a semicircle, No. 8 a quadrant, and No. 9 is formed by folding the circle twice and cutting off the angular points formed by the radii and the part of the circumference. Get several different forms by folding the circle and cutting off various parts.

Make a border using any two units.

Make another using any three of the units.

Many pleasing designs may be made in this way. If a large supply of circular paper tablets can be got the pupils may keep the actual borders in permanent form by pasting the circular tablets in their books and making the drawings below them.

Teach yellow and blue in the same way as red.

Draw objects like the sphere or hemisphere on a sheet of paper about five inches by six inches, and paste *un'ls* around the edge of the paper for a border.

What is *repetition*, *adaptation*, *alternation*, *contrast*, and *variety*?

ARITHMETIC.

TEST EXAMINATION FOR ENTRANCE CLASS.

1. Multiply 340,650 by 9,870, and divide the product by 7,989. (No value to be given for this unless the work be absolutely correct.)

2. The bushel contains 2150.4 cubic inches. How high must a bin that is 8 ft. long and 3 ft. wide be to contain 100 bushels?

3. Find the value of four and three-quarters, minus seven-eighths, plus five and three-fifths, minus five twenty-fourths, plus seventeen eight-eighths, minus two and eight-ninths, minus seven and twenty-nine ninetieths.

4. John Smith borrows from James Stowell \$650.50, on the 24th of October of the present year, agreeing to repay it on the 24th of December following, with interest at the rate of six per cent. Write out the note he would give.

5. How much will John Smith have to pay to take up the note when due (366 days to the year and no days of grace)?

6. If for an article costing \$49 a man gets \$56, what is his gain per cent.? If a man gets only \$65 for an article that cost \$75, what is his loss per cent.?

7. When oats are 34 cents, and peas 45 cents a bushel, what is the exact amount a man should pay for 34 lbs of a mixture of peas and oats, the peas being 25 per cent. of the whole weight?

8. A garden is 4 rods wide and 10 rods long. How many feet (board measure) of one-and-a-half inch plank will be required to make a four-foot walk around the outside of the garden?

9. A piece of land contains one-fifth of an acre, and is 16 yards wide. How many feet long is it?

10. A man sells cordwood, which is to be of standard length, at \$3.90 per cord. After getting his pay, it is found that the wood is only $3\frac{1}{4}$ feet long. What does he really get a cord?

11. A farmer hired a boy for a year, and agreed to give him \$64 and a horse. The boy quit at the end of 9 months, and received \$30 and the horse. What was the horse worth?

Satisfactory results in language cannot be secured by the formal teaching of language as a separate branch of study. It is only when the teacher regards every recitation, every reading lesson and its interpretation, each step of instruction in arithmetic, geography, and history, a language lesson, that the ultimate purpose of language teaching may be accomplished with certainty.—*I. Freeman Hall.*

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GEOGRAPHY.

We have already seen in the papers on latitude how distance north or south of the Equator is measured. Now what would we also need in order to determine the exact position of any place on the earth's surface! You can easily see that to say a place is ten degrees north latitude, that is, ten degrees north of the Equator, does not determine its position. We also need to know how far it is east or west of some fixed place. Now, geographers have fixed such a place in a straight line drawn through Greenwich and extending from pole to pole. This is called the first or prime meridian, and distance east or west of this meridian is called longitude.

The following questions will be found a useful drill on longitude:

How far apart may two places be and yet be in the same latitude? Name two such places.

Where is the centre of a parallel of latitude?

Why must we know both the latitude and longitude of a place in order to describe its position exactly?

What is longitude?

Meaning of the word?

How is it reckoned?

What kinds?

How do you know when a place is in East longitude?

How do you know when it is in West longitude?

What are meridians?

Longitude is reckoned from what place?

How is it reckoned?

How many prime meridians?

Which prime meridian is most commonly used?

If the prime meridian were extended around the earth, what would the other half be named or numbered?

How many meridians marked 180° ?

How can you tell, then, whether it is the 180th meridian of East or West longitude? Longitude of any place on the prime meridian?

In what degree of longitude is the North Pole? the South Pole?

Name a city situated nearly in longitude 0.

A group of islands so situated.

Name all the important cities in longitude 80 east; 70 west. (Others may be given.)

Length of degree of longitude at the Equator?

Do the degrees of longitude vary? If so, why?

Where is the longest degree of longitude? the shortest?

How long is the shortest degree of longitude?

When a ship is "making longitude," is it sailing along a meridian or a parallel?

What circles, then, measure longitude? What circles bound off or separate degrees of longitude from each other?

Longitude of Toronto? (Any city in child's own province.) Longitude of your own town?

If a ship sails directly west from prime meridian, over a space equal to 200° , in what longitude is it?

Is there any place that has no longitude? all longitudes?

Where must a place be to have no latitude or longitude? Why? How many degrees of East longitude? Of West longitude?

How many degrees of longitude would one have to pass over to circumnavigate the globe?

Are there as many degrees in a small as in a great circle? Explain why?

Is a degree of longitude longer or shorter on the Tropic of Cancer or Equator? Why?

What is the greatest number of degrees of longitude any two places may be distant from each other?

How far apart may two places be and yet be in the same longitude?

Where is the centre of a meridian of longitude?

Use of latitude and longitude?

"FLOW GENTLY, SWEET AFTON."

"Afton Water" is one of the poems written in the praise of Highland Mary. To appreciate it fully the pupils must be made familiar with the story of Highland Mary. To that end we here insert a paragraph from a life of Burns dealing with this incident:

"It is exactly at this turning point in his career that mention has to be made of an episode in the poet's life, so exquisite, and yet so shadowy of its kind, that it resembles less an oasis than a very mirage in the wilderness. We refer to the wooing by Burns of Mary Campbell, then a fair-haired, blue-eyed nursery maid, in the family of Gavin Hamilton, and whose memory he has immortalized as that of his Highland Mary. Their reciprocal attachment, which, if fated to be brief, was intensely ardent, attained its climax on the second Sunday of May, that is on Sunday, the 8th of May, 1786, when they met, as the event soon proved, for the last time in this world, and solemnly pledged themselves to each other in betrothal. Their place of rendezvous was a sequestered spot near the banks of the Ayr, not far from which main stream they stood upon either side of one of its little limpid tributaries. Dipping each the left hand into its current, and holding each with the right a Bible between them, they there interchanged their vows to be mutually faithful. Parting at the close of this tender interview, the lovers never met gain. The understanding between them was that Mary, after visiting her relations in the West Highlands, should return for the bridal ceremony. On her arrival, five months afterwards, at Greenock, however, she was stricken down by a malignant fever, to which she rapidly succumbed in October. There, in the commonplace graveyard of that busy outport, rest the mortal remains of Highland Mary, her memory hallowed even in the dust by the tender lamentations of the lover whose most exquisite lyric in her honor rapturously sang of her as in heaven."

The teacher should read with the class: "To Mary in Heaven"; "Highland Mary"; "The Highland Lassie Mary"; "Will ye go to the Indies, my Mary?"

Through the kindness of the publishers of "Here and There in the Home Land," a book of travels in England, Ireland and Scotland, by Canniff Haight, which should be in the hand of every teacher, we are able to present our readers this issue with a photogravure of Burns' monument, Alloway, and of Highland Mary's grave, Greenock.

The visit to Burns' monument is thus described: "Descending the hill, and crossing the bridge (over the Doon), we enter the grounds which contain the monument of Burns. The monument is a circular temple, in the basement of which is a room lighted from the cupola of stained glass.

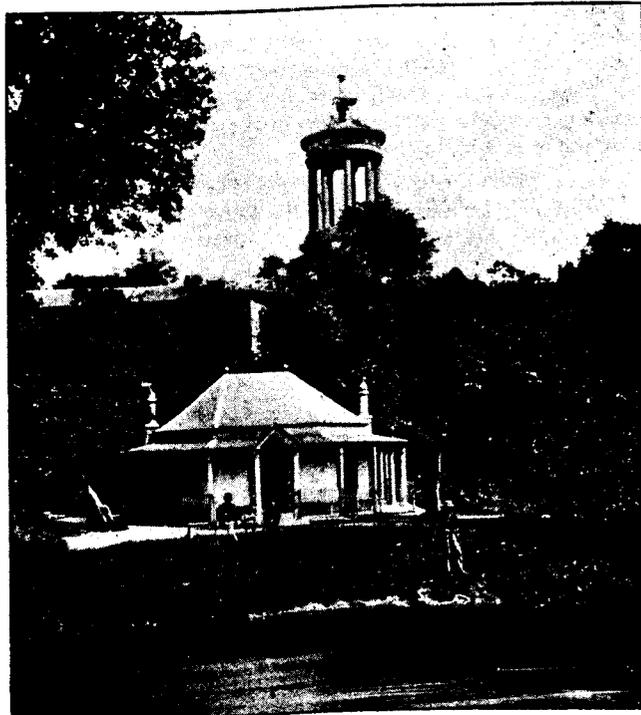
"In the chamber is a case containing many relics of the poet. Among these are copies of all the best editions of his works, and of the Bible which he presented to Highland Mary on the occasion of their last meeting and final separation—

"When by the winding Ayr we met,
To live one day of parting love."

The Bible is in two volumes, upon the fly-leaf of the first of which is dimly distinguishable the half-obliterated autograph of Mary Campbell, and upon the fly-leaf of the second the signature of Robert Burns of Mossgiel."

The visit to Highland Mary's grave is thus described:

"After many turns and twists, and by dint of inquiry, I succeeded in finding the old West Kirk (Greenock), but, alas! the gate was locked. I could not think of departing now with the object of my desire so near at hand. I accosted a couple



Burns' Monument, Alloway.

of sailors who were passing, and asked them if they could tell me where I might find the keeper of the kirk. One of them fortunately knew the man, he said, and would bring him to me. He did not succeed in bringing the man, but brought his wife. The woman opened the gate, and led me through the old churchyard, between rows of silent graves, and at last brought me to the tomb of Highland Mary. Bending over the quiet grave, I repeated the verses:

"Wi' mony a vow and locked embrace
Our parting was fu' tender;
And pledging aft to meet again,
We tore ourselves asunder;

But, oh! fell Death's untimely frost,
That nipt my flower sae early;
Now green's the sod and cauld's the clay
That wraps my Highland Mary.'

"The grave is marked by a large monumental slab, and is adorned with a well-executed carved group in low relief, representing the parting of the lovers, surmounted by a figure of Grief. The monument bears the name of 'Mary,' and under the figure are the two lines:

"Oh, Mary, dear, departed shade!
Where is thy place of blissful rest?"

"Gathering a few flowers from the well-kept grave, and rewarding the woman, who had been standing uncovered in the pouring rain, I hurried back to the dock and went on board the steamer that was to carry me across the channel."

ANSWERS TO QUESTIONS IN OUR LAST ISSUE.

BY AN ENTRANCE PUPIL.

I.

The subject of the poem is "Mary."

II.

(a) In the first stanza he asks the river not to make a noise to disturb her, as she sleeps quietly in her own cottage close to the stream.

(b) In the second stanza he begs the birds that sing their shrill songs early in the morning to wait until she wakes, for he is afraid that they will arouse her too soon.

(c) In the third stanza he says that he has often wandered over the hill at noon, minding his sheep and seeing Mary's cottage in the distance.

(d) Then in the fourth stanza he speaks of the pleasant evenings he spent with her in the woods among the trees and flowers.

(e) Then, again, in the fifth stanza he speaks of her picking flowers beside the stream, and crossing over it, the clear waters splashing over her feet.

(f) In the last stanza he repeats his warning to the stream, and asks it not to make a noise as it runs over its rocky bed, for Mary lives close by, and it might disturb her if she were sleeping.

III.

The poet, when he wrote the piece, was in a happy mood, because when a person is happy he talks of beautiful things, such as "sweet cot," "clear rills," "pleasant banks," and "sweet-scented birks."

IV.

The poem is pleasing because it contains more pictures than any other of the same length, as is shown in :

"There oft, as mild evening weeps over the lea,
The sweet-scented birk shades my Mary and me."

And also in :

"How wanton thy waters her snowy feet lave,
As gathering sweet flow'rets she stems thy clear wave."

It is pleasing, also, because it is so simple and easy to understand ; and because it is so musical, the sound of the words resembling the gentle flow of the Afton Water, as in, "My Mary's asleep by thy murmuring stream."

STANZA I.

"Flow gently." The poet asks the river to flow gently for fear of waking "Mary," who is asleep in her "cot" beside the stream.

Afton Water, a rivulet in Glen Afton, in the southeast corner of Ayrshire, flowing north into the Nith.

"Green braes" are green hillsides.

"Sing thee a song" means write a poem in thy praise.

"In thy praise." Although the central thought in the poem seems to be "My Mary," still we have praises of the "sweet gentle" Afton ; of its "hills marked by "clear winding rills" ; of its "green banks and valleys," "woodlands," "primroses and fragrant birches."

"Mary's asleep" does not mean dead, as is so often thought, but asleep in her cot. Mary Campbell, the "fair-haired, blue-eyed nursery-maid, in the family of Gavin Hamilton," so often spoken of as "Highland Mary," is the person mentioned here.

*"Murmuring stream." Murmuring is a very appropriate word, because the sound of the word assimilates with the sound of the object the word represents.

"Disturb not her dream" means awaken her not from sleep. The poet uses the word "dream" because he fancies the mind of his "sleeping Mary" to be filled with pleasant visions.

STANZA II.

The "stockdove" is the wild pigeon of Europe.

The "blackbird" is the common European thrush, the male of which is black with a yellow bill, and has a liquid, somewhat monotonous, note.

The lapwing is a plover-like bird, having the plumage of the upper part lustrous or metallic, and the head crested.

"Echo resound" means, cry is heard.

"Wild whistling" ; notice the "alliteration," that is, the repetition of the same letter or sound at the beginning of words immediately succeeding each other. Notice also the assimilation of the sound of the words "wild whistling" and the noise made by the blackbirds, "imitative harmony."

"Green-crested" is suggestive of the metallic colored plume on the head of the lapwing.



Highland Mary's Grave, Greenock.

"Screaming forbear." The poet is induced by his anxiety to prevent the sleep of his Mary being disturbed that he regards the plaintive cry of the lapwing as a "scream."

"I charge you" means, I entreat of you.

"Disturb not." The song of the lapwing might awaken his "Mary."

"Slumbering fair" means sleeping fair woman, an example of "metonymy," the exchange of names between (in this case) the thing and the "properties" of the thing ; that is, the name of a "property" of the woman is put for the name "woman."

So also "busy fingers toiled on," the whole for the part.

"Death fell in showers" (bullets), cause for the effect.

STANZA III.

"Thy neighboring hills." The Lowther Hills are meant, and the word "thy" is used because they were the hills which formed the valley of the "Afton."

"Far marked," etc. This is a most beautiful picture. Standing on one of the "lofty hills," the poet sees the river valley with its sloping and receding hills down which he can trace the courses of the tributary streams.

The words "marked" and "winding" are used to show us that the hills were separated by valleys down which ran the streams, thus "marking off" or dividing hill from hill. And the word "winding" gives us a "picturesque" view of the scene, not straight, stiff, and unpleasing.

"There daily I wander" in the valley of "Glen Afton." He wanders there because "Mary" lives there. The word "wander" is used to show the purposelessness of his visit to the valley, and of the fact that, if asked, he could scarce have told why he went in that direction. Travel would not do, as it suggests far too much "purpose." "Stray" or "rove" would be nearer, although "stray" is a lighter word, and "rove" implies traversing a considerable distance.

"Mary's sweet cot in my eye." Cot is "beautiful and expressive" because it harmonizes with the simplicity of the scene, and suggests comfort and home-likeness in Mary's surroundings.

"In my eye" means not out of sight.

STANZA IV.

"Green valleys below," below the hill on which the poet is standing.

"Primroses blow" means primroses blossom.

"Mild evening weeps over the lea" refers to the dew, the drops of which resemble tears, and the "lea" is the meadow.

"Sweet-scented birk." The Scottish birch is a tree with a pleasant fragrance.

"Birk" is an uncommon form, and thus is "poetic," and gives us pleasure by the surprise we experience when we notice the new form.

The scene in the last two lines is a beautiful one—Burns and his Highland Mary seated under the fragrant birch tree, while the dews of evening weep tears of joy and gladness over their heads.

STANZA V.

"Crystal stream." Crystal is clear.

"Lovely it glides." To get the best meaning out of this line we must regard "lovely" as telling us the quality of the stream more than the manner of its gliding ; it will then be an adverbial predicate adjective.

(See High School Grammar, chapter xiii., section 28.)

STANZA VI.

"Winds by the cot." Winds gives us the impression that even the river has kindly feelings toward "Mary," and therefore "winds" lovingly "by her cot."

"Wanton." The water is spoken of as a living thing, eager to bathe Mary's white feet.

"Snowy feet lave." Lave means bathe.

"Stems thy clear wave." This either means that the flowers grew in the water, and Mary wades up the stream, "stems the wave," to gather them, or the flowers were not water-flowers, but Mary had to wade across the stream to gather them from the opposite bank.

The six most poetic words from the stanza are : "Glides," because it so aptly describes the water of the stream passing noiselessly away.

"Cot," because it adds to the simple home-like scene.

"Wanton," because it makes the dead water live.

"Lave," because of its beautiful sound and its infrequent use.

"Flowerets," because it is an unusual form of the word.

"Stems," because it is uncommon, and adds to the movement and lifelikeness of the scene.

"Sweet river." River is used for variety, to prevent repetition.

"Theme of my lays." Subject of my song. It was expressed before as "Song in thy praise."

*NOTE.—This is "onomatopœia," not the harmonizing of sound with sense, as is so often "senselessly" taught, but the "assimilation" of the word-sound with the sound of the object the word represents.

FROM "THE DESERTED VILLAGE."

1. This lesson naturally divides itself into four parts ; supply a suitable subject for each.
2. Give in your own words the substance of each division ; reproducing as far as you can the spirit of the original.
3. The description of the "Village Preacher" is separated into how many clearly marked divisions ? Give the subject of each and show that they are introduced in the most suitable order.
4. What do you know of the village which is here described ?
5. In what do you consider the beauty of this poem consists ? Give examples from the poem to justify your answer.

DIVISION I.

- "Laboring swain." What is meant ?
- "Smiling spring its earliest visit paid." What does the poet mean by "smiling spring" ? Explain fully and give examples of a similar use of language from other poems. What is meant by "earliest visit paid" ? Why did "spring" pay its earliest visit to "Sweet Auburn" ?
- "Parting summer's lingering blooms delayed." What is meant by "parting summer" and "lingering blooms" ? Why does the poet say the "lingering blooms delayed" in this village ?
- "Dear lovely bowers." How was this expressed in the poem before ? What do you mean by bowers ? Why were they bowers of "innocence" and "ease" ? Explain fully.
- "Seats of my youth." How was this expressed before ?
- "When every sport could please." Why ?
- "Loitered o'er thy green." Give the meaning of "loitered" and "green."
- "Where humble happiness endeared each scene." How could "humble happiness" make each scene dear ?
- "Paused on every charm." What is meant ? Why is the dash used after charm ?
- Show that "sheltered," "cultivated," "never-failing," "busy," and "decent" are well-chosen words, and also explain clearly what the author gains from their use.

Show what two words in the last line add most to its beauty, and also explain fully how the poet adds strength to his description by the use of the words "age" and "loves."

Reproduce the scene in your own words.

DIVISION IV.

- "Evening's close." What is meant ?
- "Village murmur." How is this expressed elsewhere in the poem ?
- "There." What is meant ?
- "Careless steps." What is meant by careless ?
- "Mingling notes." What is the force of mingling ? What were the notes which the poet afterwards enumerates ?
- "Softened from below." "Below." Below where ?
- "Swain responsive." Give the meaning.
- "Sober herd." Why is sober a very appropriate word ?
- "The noisy geese that gabbled o'er the pool." What are the best chosen words in this line ?
- What does the author gain by bringing the "sober herd" and "noisy geese" in such close connection ?
- "Let loose." What is the force of "let loose" ?
- "Bayed the whispering wind." Give the meaning of "bayed" ?
- What is there very beautiful in "whispering wind" ?
- "Spoke the vacant wind." What is meant ? What does "vacant" mean ?
- "Sweet confusion." Show the exact meaning.
- "Sought the shade." Why sought ? Where was the shade ?
- "Filled each pause the nightingale had made." Explain fully. What does the poet gain by introducing the nightingale ?
- Reproduce this scene in your own words.

It matters not what you may do—
To make a nation or a shoe ;
For he who works an honest thing
In God's pure sight ranks as a king.

STORIES FOR REPRODUCTION.

Have you ever tried the plan of reading your class a short story and asking them to reproduce it in their own words ? Try this one, and send us your best composition, if you find it very successful.

THE SLEEPING APPLE.

High up in a tree, among the green leaves, hung a little apple with such rosy cheeks it looked as though it might be sleeping. A little child came near, and, standing under its branches, she looked up and called to the apple : "O, apple ! come to me ; do come down to me ! You do not need to sleep so long."

She called so long and begged so hard, but the apple did not waken ; it did not move in its bed, but looked as though it was laughing at her in its sleep.

Then came the bright sun ; high in the heavens he shone. "O, sun ! lovely sun !" said the child, "please waken the apple for me." The sun said : "O, yes ; with pleasure I will." So he sent his bright beams straight in the face of the apple and kissed it kindly, but the apple did not move a bit.

Then came a bird and perched upon a bough of the tree and sang a beautiful song, but even this did not waken the sleeping apple. And what comes now ! "I know," said the child, "he will not kiss the apple—and he cannot sing to it, he will try another way." Sure enough, the wind puffed out his cheeks and blew and blew, and shook the tree, and the little apple was so frightened that it awoke and jumped down from the tree and fell right into the apron of the little child. She was much surprised, and so glad that she said to him, "I thank you very much, Mr. Wind."—*From the Child's World.*

GRAMMAR.

Below we give an extract for analysis, parsing, etc., suitable for Entrance candidates. We hope this will be found useful to the busy teacher :

*"When on my bed the moonlight falls,
I know that in thy place of rest
By that broad water of the west
There comes a glory on the walls ;*

*Thy marble bright in dark appears,
As slowly steals a silver flame
Along the letters of thy name,
And o'er the number of thy years."*

—*Tennyson.*

I. Analyze the extract so as to show the clauses of which it is composed, stating their kind and connection.

II. Give a detailed analysis of the first four lines.

III. Select the prepositional phrases in the first stanza, stating their kind and relation.

IV. Point out the participle and verbal phrases in the extract and classify each ; if there are any phrases in the extract, other than those asked for above, select and classify them.

V. Parse the italicized words.

Have your class try this, and watch next issue for full answers.

ANSWERS OF EXERCISES FOUND IN LAST ISSUE.

I. "A handful of red sand, from the hot clime
Of Arab deserts brought,
Within this glass becomes the spy of time,
The minister of thought."



Study this picture carefully. Then, first arranging your thoughts in an outline, write as a composition your story of the boy.

Send in the results of your efforts, and the best will be published in our next issue. Composition not to exceed 400 words.

This is an assertive sentence consisting of one principal clause, the full analysis of which would be as follows :

Bare subject—Handful.

Attributive modifiers of the bare subject : (1) A. (2) Of red sand brought from the hot clime of Arab deserts.

Verb—Becomes.

Predicative modifiers of the subject—The spy of time, the minister of thought.

Adverbial modifiers of the verb—Within this glass.

"Brought" is a perfect participle modifying sand, and "spy" and "minister" are predicate nouns ; that is, nouns in the predicate meaning the same as the subject and helping to make the assertion, "becomes the spy," or "becomes the minister."

II. "Little did I suppose that in the wild woods of America I was to meet with a man whose eloquence would give to the passion of our Saviour a newer and more sublime pathos than I had ever before witnessed."

1. Clause—The whole extract.

Kind and relation—Principal assertive.

2. Clause—That in the wild woods of America I was to meet with a man whose eloquence would give to the passion of our Saviour a newer and more sublime pathos than I had ever before witnessed.

Kind and relation—Subordinate noun, object of "did suppose."

3. Clause—Whose eloquence would give to the passion of our Saviour a newer and more sublime pathos than I had ever before witnessed.

Kind and relation—Subordinate adjective modifying "man."

4. Clause—Than I had ever before witnessed.

Kind and relation—Subordinate adverbial of degree modifying "newer and more sublime."

The answers to exercises under "Parts of Speech" and "Word-Building" have to be omitted for want of space in this issue.

PARTS OF SPEECH.

1. This *flag*-root is pungent.
2. These earnest teachers never *flag*.
3. Stand by the *flag*, my brave comrades.
4. In peasant or *divine* true worth will shine.
5. The hand that made us is *divine*.
6. Who could *divine* the result ?
7. These roses *diffuse* their perfume through the hall.
8. His style is too *diffuse*.
9. Youths and maidens are dancing on the *green*.
10. April showers bring the *green* grass.
11. We *mean* to shun the *mean* spirit of the miser.
12. For such kind effort praise is *meet*.
13. We *meet* again in gladness.

Give the function of each italicized word in the above sentences, and thus determine the part of speech to which it belongs.

WORD BUILDING.

From the following adjectives form corresponding nouns and use each noun thus formed in a sentence.

Thus : durable—duration—the duration of parliament may not exceed five years.

good	barbarous	young	pure	squalid
secret	gluttonous	resolute	vacant	fanatic
humble	secure	rival	warm	brave
private	accurate	bo'd	dense	rich
moral	simple	solemn	stupid	fertile
generous	novel	splendid	temperate	civil

Intermediate D.S. Department.

Designed specially for teachers of Second and Third Class. Edited by M. A. WATT.

SECOND BOOK LITERATURE.

THE FOX AND THE CROW.

Objects of the lesson : To lead to thought and observation, to enlarge scope of language, to give new information.

Introduction.—Teacher asks questions : How many of you ever saw a crow? Get answers of good form, telling its color, size, shape of bill, its note, etc. If any child has not seen one, show its picture and direct them to watch in such places as the others have seen crows in ; they may be successful also in seeing one.

What is a fox like? Get description from any who have seen a fox, the child coming to the front and addressing the class and the teacher as unconstrainedly as possible. (Time is not being wasted thus ; your composition lesson is likely to be better for it, while the speaker is greatly benefited.) If you were comparing a crow with a fox as to smartness, what would you say about it?

The story is now opened. The first thing that has to be done is to get the word-recognition. A sentence or two at a time may be examined, each child putting the word he does not know upon the board. He thus spells it and so examines it closely. Its meaning is shown.

When this is done, the first sentence is read by a good volunteer reader.

Teacher questions.—Who is spoken about? What did she find? Where did she go with it? Why? Why not have stayed on the ground?

The children close eyes and imagine they see the crow, with her pleasant thoughts of the tasty bit, and her feeling of security.

But she is not so secure as she thinks. Someone read the next sentence. Yes, Tommy is a clear reader, he may tell us the next, while we all think we see the reddish-brown fox and the black crow.

What little word of three letters makes us feel uneasy about the crow? What is meant by "sly"? Is it nice to be *sly*? What sort of face does a person get who is *sly*? How long did the fox "puzzle himself"? Not long, to be sure, or the crow would have eaten the cheese in the meantime. So we must read the next. One of the girls who reads out well. Yes, Maggie.

The crow is surprised to see the fox, and, knowing his character, she knows he is up to mischief. Perhaps she thinks to herself :

"I am not afraid that he will fool me ; I am too wise for that. He needn't ask me to give him my cheese."

But the fox does not say "cheese" at all, and the crow is put off her guard ; he is only admiring her after all, and no one need be afraid of anyone who speaks such sweet words as the fox. So the crow thinks. Tell the exact words in which the crow shows that she thinks all is true about her beauty. What is meant by "fine words"? Is it good to be proud of your looks? Why?

Another reads the part where the fox speaks of her voice.

What is the fox up to now? O, crow, do not be so silly, eat your cheese and fly off! But no, the crow's ears are so charmed by the sweet flattery of the fox that she has forgotten all about the cheese. What does she do? We do not like to read it, but we must ; so Jack will read the rest of the lesson.

Poor silly crow! I hope we have been taught some lesson by her. What is it, can you think?

What people are most likely to be like the *crow*? Who will act towards them as the fox did? What points do you dislike in the crow's character? In the fox's character? Which would you rather be? Why? Bad enough to be either, but rather the crow than the fox.

Review on blackboard, answers to be written : How did the crow prove herself a goose? What told her she was so foolish? Tell the words which flattered the crow? How much of them was true? What feeling had the crow on hearing them? (Pride.)

Give other words which would do for using instead of : Piece, market-place, branch, in peace, sly ; made up his mind ; puzzled himself ; for some time ; at last ; fine creature ; glossy ; most lovely ; stupid ; fine words ; comfort ; if your voice is as fine as the dress you wear ; raise your voice ; in answer ; stretched ; movement ; spring ; without so much as saying "good-by" ; silly ; plainly ; goose.

Write the story in your own words. Draw a picture of any part you like. What is a fable? See if you can find another fable in your book.

M. A. W.

SOME USEFUL EXERCISES.

BY E. T. KERR, MONTEAGLE VALLEY.

I enclose some exercises which experience has proved to be useful.

1. Pick out six sentences from your reader in which each word is used : to, too, two ; hear, here ; their, there, etc.

2. Write ten words which have the same sound as the vowel in pin, cup, cube, pine, etc.

3. Write an imaginary conversation between a boy and his sister about a visit which they intend to make. Insist on quotation marks being used.

4. Write down numbers counting by 2, 3, 4, etc., till 400 is reached.

5. Repeat the addition of 2, 7, 6, 3 (or any other set of numbers), till you get as near as possible to 163. Ask pupils for their last answer.

6. Count number of letters in each line of a page and add answers.

DEVICES FOR DRILL IN ADDITION.

For quick addition examples try the following plan, which far surpasses the plan of hiding the answer in the addends, for very seldom is it found out. Besides that, the teacher is to be seen adding herself and getting the answer correctly ; this urges the class to imitate her rapidity. Take an example, dictate three lines, any five digits in each. Then direct the class to begin at 4, say, and go on writing the digits consecutively, until twelve addends are written of five digits each. For example :

67869
42351
32462

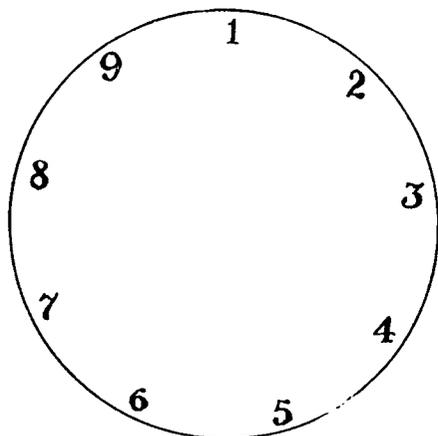
45678
91234
56789
12345
67891
23456
78912
34567
89123

Study the last nine addends. Find their sum ; try it, beginning at any other digit. The deduction is plain, every combination of numbers is to be found in such sums.

In case your pupils read this paper, it will be better that you continue this to a conclusion for

yourselves, in regard to the total to be added to your first three addends; it will ensure great rapidity and accuracy, also saving you making a vast number of examples in your notebooks.

Another plan for saving time in putting down questions is seen in the little device given here.



The class add silently, beginning at the digit mentioned by the teacher, going around as many times as possible. When the time is up, a pupil rises and adds aloud. If the teacher does not wish to exhaust her nerves by following him exactly, she can keep tally at each completion of the circuit by noting whether the 45, 90, 135, etc., occur at these points. To avoid eye-tire, the pupils may put the circle on their slates for the silent or oral addition.

- 6 For adding after multiplying, the vertical column may be used, the digits arranged in any order.
- 7
- 5
- 3 The direction for this drill is:
- 2 Multiply by 3, add 4.
- 4 The results are given thus:
- 1 22, 25, 19, 13, 10, 16, 7, 31, 36.
- 9
- 8

The questions should be arranged, so that if the multiplier is difficult the addition should be easier to suit the abilities of the class until they can do it with pleasure, when the work may be made harder.

CONVENTIONS.

Conventions are the order of the day just now, and we notice that the Waterloo Teachers' Association have had a very practical and valuable meeting. One of the results of their deliberations was a recommendation that the lessons in literature be based partly upon the following lessons in the Readers, and that at least half the questions on the promotion papers be taken from them:

Form II. Jr. to Form II. Sr., Second Reader, Lessons Nos. 4, 9, 10, 11, 12, 13, 19, 21, 23, 26, 27, 29, 30.

Form II. Sr. to Form III. Jr.—Lessons Nos. 31, 35, 36, 42, 43, 45, 46, 47, 51, 53, 54, 58, 59, 61 in Second Reader.

Form III. Jr. to Form III. Sr.—Lessons Nos. 2, 6, 9, 12, 16, 24, 29, 37, 39, 41, 44, 46, 47, 49, 50 in Third Reader.

Form III. Sr. to Form IV. Jr.—Lessons Nos 56, 61, 63, 64, 70, 74, 75, 79, 81, 82, 84, 87, 89, 91 in Third Reader.

Form IV. Jr. to Form IV.—Lessons Nos. 1, 5, 8, 10, 17, 18, 20, 23, 26, 32, 37, 41, 42, 49 in Fourth Reader.

We should like to have a fuller note given of the lessons on "Case" and "Rapidity and Accuracy in the Simple Rules." Perhaps the gentlemen who taught these lessons would favor THE JOURNAL with brief sketches of their plans. And, by the way, are there no women teachers in Waterloo

County? for there is not one woman's name in the three-column report given of the association's meeting. Or are the Waterloo ladies given "to keeping silence" in the meeting house?

Quite in contrast is the Brandon Teachers' Convention, where the ladies were well in evidence. We quote the report on one lady's paper:

"This evening Miss Murray read a splendid paper on 'Vertical Writing.' She gave a number of reasons why it was very much preferable to the old Spencerian hand, some of which are: 1. The position assumed by the pupil is more conducive to good health. 2. The writing is more uniform and legible. 3. The system is very easily learned. The question was raised as to whether it was advisable to compel advanced pupils to change their writing, and it seemed to be the consensus of opinion that it was."

This is the sort of report we like to get. Cannot some of those ladies and gentlemen who contributed to the success of their conventions send to THE JOURNAL a report, short and to the point, of the lessons they taught? We will welcome methods, especially, just now.

JUNIOR THIRD BOOK—GEOGRAPHY.

- 1. Draw an outline map of Ontario, and mark in the Capital city and three cities that are situated nearest to the Capital city; the boundary rivers; Welland Canal; Main Line C.P.R.; Northern Division G.T.R.; and the counties on Lake Huron.
 - 2. Where are the chief fruit-growing sections of Ontario? Give two only. Why are they adapted to fruit-growing? Give two reasons.
 - 3. Name four of the most common mineral products of Ontario, and state where in Ontario they are to be found.
 - 4. Define canal. Describe one, and name the canal that connects two important cities of Ontario.
 - 5. A steamboat built at Owen Sound makes its first trip to Brockville. Name all the various waters through which it would have to pass. What Canadian city would it pass first? What one would it pass last?
 - 6. What is meant by the Earth's Northern Hemisphere? In what two hemispheres is Ontario situated?
 - 7. Define zone, axis, equator, and horizon.
 - 8. Into how many wards is your town divided? Name the ward in which your school is situated, and give the streets that bound it.
 - 9. Where are any four of the following: Os- goode Hall, University, Hospital for Sick Children, The Parliament Buildings for Ontario, Asylum for Idiot Children, Institute for the Deaf and Dumb, your Court House, your Home for the Poor and Aged, your Hospital?
- Values—5, 4, 4, 2, 6, 2, 4, 4, 8.

ONLY A LITTLE.

Only a little! It is not much!
 She stooped and laid her hand
 Upon the heavy basket. "You are tired,
 Let me help you across the strand."
 And the woman looked in wonder
 At the delicate, fair young girl,
 Who, in spite of sheer and cruel jeer,
 Helped her through crowd and whirl.

Only a little! She might be
 Discouraged in the attempt—
 She knew not what a brightness
 Her little deed had lent
 To a heart that was very bitter
 From neglect and scorn and pain,
 Whose life was so drear that she did not care
 If she never smiled again.

A little! Yet the woman thought,
 As she went her weary way,
 That the world had still some kindness
 As the loving words that day,
 From a heart so like its Master's,
 Would recur to her memory again,
 And lighten the load and cheer the road,
 And lessen the power of sin.

EMMA H. WATT.

Science.

WHAT IS AN APPLE?

Every boy and girl knows that if but few apple blossoms are formed in the spring, there will be but little fruit in the fall. They also know that after the blossoms have been out for some time the ground beneath an apple tree is covered with white. What is this white? Does the whole flower fall away? If not, what is left? Many boys and girls have not examined very carefully an apple blossom, nor have they watched it from day to day for two or three weeks. Even if in many cases this has been done, the knowledge is forgotten by the time the fruit is ripe in the fall. It would therefore seem desirable, if students are to find out what an apple really is, to begin the study of it in the spring when the trees are in flower, and continue the observations every few days for at least a month, having also a specimen of the matured fruit preserved from the previous fall. As the study proceeds, have drawings made of vertical sections, representing all the stages from flower to perfect fruit.

It will be observed, for instance, that as the flower proceeds in its development the petals (*i.e.*, the white) fall away, leaving the calyx, stamens, and pistil. Figure 1 represents a vertical section of the flower.

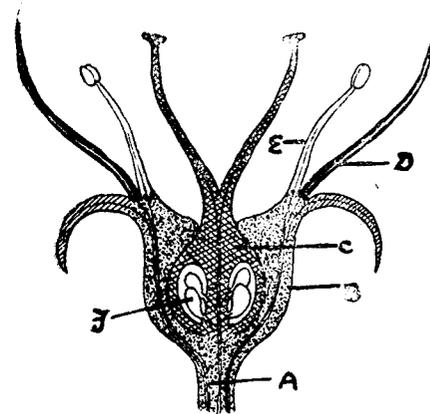


Fig. 1.

A is the stem, the upper end of which forms the receptacle, B is the calyx, C the pistil (ovary), D the petal, E the stamen, F the seed.

As development goes on, the petals, as previously stated, fall away, and the calyx appears to close in around the pistil and come together at its summit, the outer ends of the calyx teeth forming the "blow" of the ripe apple. In this blow

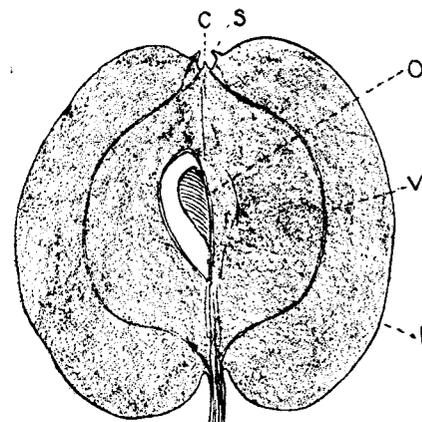


Fig. 2.

may frequently be found also the dried-up stamens.

An interesting problem is what forms the "meat" or fleshy part of the apple? Botanists

have for some time been inclined to believe that the bulk of it is composed of the calyx which has thickened around the pistil. Later investigators, however, are inclined to dispute this statement.

Pupils should be required to make careful examinations of the flower and early fruit for at least the first month after the flower has opened. These should be arranged in their time order, and finally cross and vertical sections of a mature apple drawn for comparison. Figures 2 and 3 below represent these.

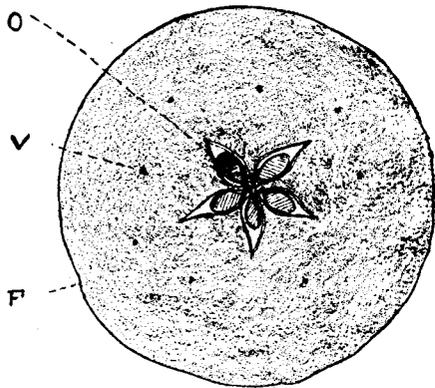


Fig. 3.

In these figures an interesting problem for students to work out is, what does V in both drawings represent?

A modern view of botanists is that the main portion, if not all of the fleshy portion, of the apple consists of the receptacle or stem which has grown up around the ovary, between it and the calyx wall, which alone forms the skin of the apple and persists at the end as the blow. Here is material for students to investigate.

QUESTIONS IN PHYSICS FOR PRIMARY CANDIDATES.

ACCELERATION.

NOTE.—A velo is a velocity of one foot per second.

A point has an average velocity of 2 velos, 3 velos, 4 velos, 5 velos, and 6 velos respectively in consecutive intervals of 5 seconds each; find the average velocity for the 25 seconds; how far does the point go in the 25 seconds? Ans. 4 velos; $33\frac{1}{2}$ yds.

A point moves over a ft., 2 a ft., 3 a ft., and 4 a ft., respectively, in 4 consecutive intervals of 6 seconds each; find its average velocity for the whole time. Ans. $5ab \div 2b$ velos.

A point has 8 velos at the beginning and 9 velos at the end of a certain second; how many velos has it after 4 more seconds? Ans. 13 velos.

In a certain interval of half a minute the velocity of a point increases from 10 velos to 100 velos; what was its velocity at the beginning of the interval? Ans. 55 velos.

In 1 hour the velocity of a point decreases from 300 velos to 120 velos; what was its velocity at the end of each quarter of that hour? Ans. 255 velos, 210 velos, 165 velos, 120 velos.

At noon a point is moving with 20 velos; at 4 p.m. it has 100 velos; what velocity has it at 2.15 p.m.? Ans. 65 velos.

At 2 o'clock a point has 7 velos; at 2.45 it has 142 velos; what has it at 3.30? Ans. 277 velos.

A train is being pulled up, and moves with uniformly decreasing velocity; at a certain instant it is going 60 miles per hr., after 18 seconds it has 80 velos; when will it stop? Ans. 3 min. 18 sec. [after it begins to decrease].

A point which started from rest has after 4 seconds a velocity of 100 yards per minute; when

will it be going at the rate of 60 miles an hour? Ans. [1] 8 sec. from rest; [2] 1 min. 10 $\frac{2}{5}$ sec.

A point at a certain instant has 11 velos; 2 minutes later it is moving with a velocity of 30 miles an hour; when was it at rest? Ans. 40 sec. previously.

At a certain instant a point has 128 velos and its velocity is decreasing at the rate of 32 velos per second; when will it come to rest? and how long will it be before it again has 128 velos? Ans. 4 min. 8 sec.

A point moving at a certain instant with a velocity which is decreasing at the rate of 32 ft. per second comes to rest after an interval of 3 seconds; what was its velocity at the beginning of the 3 seconds? and what at the middle of the 3 seconds? and what was it after 3 seconds more? Ans. 96 ft., 48 ft., 96 ft.

NATURE STUDY.

Busy work for little pupils. Things for them to find out and do, supplementing their work in number, language, and drawing.

Find a beech leaf and a lilac leaf, and tell the difference between their edges.

Which has the longer stem, a maple leaf or a beech leaf? How many inches longer is it?

Draw a lilac leaf by laying it on your slate or paper and tracing around the edge. Do the same with a beech leaf. Then put in the veins in both.

How many toes has a dog on each foot? How many altogether?

Write answers to these questions:

How many legs has a fly?

Where do squirrels live in winter?

What is the food of the crow?

What birds stay all winter?

Write the answers to the following questions on the red squirrel, so as to form a story. Give full answers. Where is the home of the red squirrel? Where do you most frequently see them? On what do they live? What do they do for food in winter? What keeps them warm? Why is it hard to catch them? How do they manage to climb trees? How do they carry their food to their homes? What are their enemies? What positions have you seen them in? What kind of tail have they? How long do they usually live? Name a cousin to the red squirrel. When did you last see a red squirrel?

SCIENCE NOTES.

BIRD MIGRATION.

It is easy to conceive that birds fly from the north before the cold. But the standing problem of migration is their almost instantaneous arrival inside the Arctic circle from the south when the frost first gives. Mr. Seebohm, an English observer, noted that in the valley of the Petchora they came in twenty-four hours after the warmth began. The explanation seems to be that temperature may quickly rise over great areas. The birds at the furthest extremity instantly note the change, and in the course of a day's flight reach the northern fringe, where, as Mr. Seebohm showed, a store of ice-preserved fruit and of insects released from the egg at the first touch of warmth awaits them.

CALCULATING THE POWER OF LIGHTNING.

It is no doubt interesting to express the force of a stroke of lightning in horse power. During a recent storm which passed over Klausthal, a bolt struck a wooden column in a dwelling, and in the top of this column were two wire nails, 5-32 inch diameter. The electric fluid melted the two nails

instantly. To melt iron in this short time would be impossible in the largest furnace now in existence, and it could only be accomplished with the aid of electricity, but a current of 200 amperes and a potential of 20,000 volts would be necessary. This electric force for one second represents 5,000 horse power, but as the lightning accomplished the melting in considerably less time, say one-tenth of a second, it follows that the bolt was 50,000 horse power.

WHAT IS THE CAUSE OF THE ROAR IN A WATERFALL?

Various theories have been advanced, some quite ingenious, but authorities now claim that the roar of a waterfall is due to the explosion of hundreds of thousands of bubbles. The impact of water against water is said to be a comparatively subordinate cause.

SPIDER WEB AND STEEL THREAD.

It is not generally known that, size for size, a thread of spider silk is said to be decidedly tougher than a bar of steel. An ordinary thread will bear a weight of three grains. This is just about 50 per cent. stronger than a steel thread of the same thickness.

An ostrich will never go straight to its nest, but always approaches it with many windings and detours, in order, if possible, to conceal the locality from observation.

The sun, if hollow, would hold 300,000 earth globes, and an eye capable of hourly viewing 10,000 square miles would require 55,000 years to see all its surface.

The smallest bird is a species of humming bird common in Mexico and Central America. It is not quite so large as a bluebottle fly.

Correspondence

EDUCATION VERSUS CRIME IN CANADA.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—A controversy that must have attracted much attention was that carried on not long ago by the *Globe* and certain religious journals in regard to the moral teaching given to the pupils of Canadian schools. The latter journals evidently thought the schools were not doing their full duty in inculcating principles of sound and lofty morality. The *Globe*, in several able editorials, maintained that while possibly a still higher ideal might inspire the teacher's efforts, the work done was already and increasingly satisfactory. Since these articles were written the blue book containing our criminal statistics for the year 1895 has been issued. Of the 5,474 convicts, 14 per cent. were unable to read or write; 71.1 per cent. had only an elementary education; 1.7 per cent. had a superior education. In other words, over 85 per cent. of the criminals were either absolutely uneducated or had a mere elementary education, *i.e.*, had only done lower public school work. Only 15 per cent. of the criminals were at all educated, and of the whole less than 2 per cent. had a higher education. What more can the most zealous religionists or moralists expect of us? Tried by the infallible test of figures, the moral training afforded by our schools is most excellent; the results, magnificent. There is no class of workers more fiercely or more unjustly criticized than teachers; no class more patient under adverse criticism—patient, sometimes, almost to the sacrifice of dignity and self-respect. That the church should enter the lists against the schools, that journals professedly religious should accuse teachers of failing in their moral duties, is especially galling. The interests of the church and the school are so emphatically one that harmony is essential. An unprovoked attack coming from what should be a staunch ally is likely to cause infinite mischief. The natural inclination is to strike

back ; and perhaps it would be not impossible for the school to find as much to criticize in the church as the church in the school. But what folly for those who should be allies against the common enemy, ignorance and evil, to turn their arms against each other ! The common enemy, ignorance and evil, I have said, for are they not one and the same ? Do not our criminal statistics show the truth of what the great Athenian of long ago taught, that virtue is knowledge, and vice, ignorance, for the most part ? The church fights against evil, the school against ignorance, and each fights the other's battle. They were right, were they not, those men of the Renaissance, in their contention that the progress of religion and morality depended on and kept pace with the advance of sound knowledge ? Who is it that says, "The Reformation that has been is Luther's monument ; perhaps the reformation that is to be will trace itself back to Erasmus" ?

NELLIE SPENCE.

STUPIDITY AND ECONOMY.

To the Editor of THE EDUCATIONAL JOURNAL :

SIR,—Actuated by ancient instinct, I seldom fail to drop into such schools as may be in the neighborhood of where I find myself in various parts of the Province, and I am almost invariably struck with the absence of maps and charts from the walls, only to find them stacked loosely in a corner, or penned up in some sort of case from which one may be pulled out when it is wanted !

To my mind this is stupidity. Trustees and teachers call it economy. Are not maps and charts for the purpose of educating by means of the eye ? Why not, then, expose them all the time ? It is a mere truism to say that the oftener one sees a thing the better he will remember it. Pictures, therefore, constantly in view of the pupils, form, in time, indelible mental impressions. From the economical point of view, it is safe to say that there is ten times more damage done to maps by rolling and unrolling than by constant suspension.

How terribly prison-like, too, are many school-rooms with their bare expanses of dirty plaster ! We don't like to have our dwelling rooms devoid of a few pictures, and the schoolroom ought to be in every way the most charming apartment in a section, or in a village.

May I entreat through you that every inspector, teacher, trustee, and parent will insist on abolishing the extremely stupid and unæsthetic practice of hiding the maps and charts ?

DAVID BOYLE.

Toronto, Nov. 5, 1896.

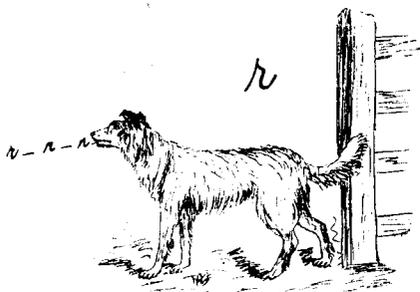
Primary Department.

READING.

RHODA LEE.

LESSON XI.—LETTER "R."

Introductory story.—As I was passing a gate this morning a dog ran out and growled at me. He looked very cross, and yet seemed afraid to say any more than just "r—r—r—r." (Sound of r.)



Here is a cross little fellow who says what the dog said : "r—r." Let me hear you all growl.

Teach the word *was* with this lesson.

New words.—Rat, ran, rap, ram, red, rent, rest, rod, rock, rot, crop, cross, crock,

press, dress, cress, strap, prop, a-cross, pres-ent, cramp, scrap, tramp.

Sentences.—

the cat ran at the rat.
ann had a red dress.
tom has a red strap.
sam's cat was cross.
the cat ran a-cross to nan.
stand the rod on the rock.
tom sent ann a pres-ent.
the pres-ent was a red dress.
the tramp had a red hat.

LESSON XII.—LETTER "F."

Introductory story.—I have a large Maltese cat. One day a friend came to see me, and brought her dog. As soon as the dog saw the cat he made a spring at her. Pussy jumped up on a high stool. Her back went up, and she looked very cross and frightened. She said "f—f—f" (sound of "f") at the dog, and he looked rather afraid of her.

New words.—Fat, fan, fast, fed, staff, half, calf, fred, fret, frock, frost, after, from, raft, off.

Sentences.—

fan has fed the hens.
fred has fed the red calf.
fred ran after fan.
fan ran as fast as fred.
fred and fan had a cat.
the cat was fat and cross.
fan has a red frock.
fred has a raft.
the calf ran on the raft.
fred ran after the calf.
the calf ran off.

LESSON XIII.—LETTER "I."

Develop the sound as in Lesson IX.

New words.—Pit, sit, fit, hit, mit, sin, pin, tin, din, him, mist, spit, fist, stiff, stick, sick, spin, pick, tick, fin, trick, trim, trip, prick, print, rip, sip, dip, drift, intend.

Sentences.—

ned is in bed.
ned is sick.
ned has a stiff neck.
fan has a hat pin.
it is a brass pin.
stick the pin in the hat, fan.
tom can spin his top.
Miss Prim has a print dress.
I had a sick sister.

LESSON XIV.—LETTER "G."

Introductory story.—One day I was sitting by the river. It was very quiet, except for a sound like this (give sound of "g"). I wondered what it was that was saying "g—g—g." I looked over the



bank, and there I saw two large frogs, one out on a log and the other near the shore, and they were talking to each other.

Teach the word "to" in connection with this lesson.

New words.—Tag, fag, nag, hog, fog, dog, frog, pig, fig, rig, gone, got, get, drag, stag, grit, grin, grip, grass, grasp, grand-ma, grand-pa, magnet.

Sentences.—

fred has a frog.
tom had a dog.
the dog ran after the pig.
it was grand-pa's pig.
tom was at his grand-pa's.
the pig ran to its pen.
grand-ma has a fat nag.
I got a dog from tom's grand-pa.

LESSON XV.—LETTER "L."

Develop as in Lesson IX.

New words.—Lap, lad, last, lost, plan, lock, lot, log, doll, led, lend, left, lent, fell, tell, nell, bell, frill, hill, fill, sill, mill, still, plant, plant-ed, loft, lift, spill, slip, slim, lip, luck, lamp, slept, little, apple.

Sentence.—

nell lost a doll.
nell lit the lamp.
the lad has a bell.
I had a lot of plants.
I planted a lot of slips.
the mill is still.
tom has a little lamp.
the lad slept in the loft.
I lent nell a pen.
nell fell off the log.

LESSON XVI.—LETTER "B."

Develop as in Lesson IX.

New words.—Bat, bad, back, bag, bed, bell, bet, beg, best, drab, stab, cab, tab, hob, rob, bob, bog, bit, big, bess, ben, belt, black, bend, bent, band, bread, break-fast, bon-net, cab-man.

bess has a black cat.
bess is ben's sister.
ben has a big dog.
bob has gone to bed.
bob's pa is a cab-man.
I had a big, black bag.
I left it in the cab.
rob and ben ran after the band.
bess lost a black belt.
bob has his best hat on.

LESSON XVII.—LETTER "V."

Develop as in Lesson IX.

New words.—Van, vat, vest, vast, have, give, live, vel-vet.

Sentences.—

I have a vest.
I have a vel-vet vest.
I have giv-en tom a vest.
bess has a vel-vet dress.
I have to get the bread.

LESSON XVIII.—LETTER "W."

Develop as in Lesson IX.

New words.—Will, wit, wilt, wet, went, west, web, wind, wag, wig, wag-gon, well.

Sentences.—

I went to the well.
will is in the waggon.
will's hat is wet. It fell in the well.
the wind is in the west.
I have a black wig.
will went to get the waggon.

MOUSIE'S FRIGHT.

Oh, dear, how I do quake !
I've had a dreadful shake !
This morning when I stole,
To breakfast from my hole,
That horrid pussy cat
Gave me a wicked pat.

I fell upon my back,
By good luck, near a crack,
Nor long did stay to play
In cruel pussy's way ;
My bones feel now more sore
Than they ever felt before.

She is sleek, and she is fat,
This lucky pussy cat,
With ribbon round her neck,
While I am but a speck.
How can she cruel be
To a little mite like me ?

Exercise with the above verses : Write the stanzas, without the title, on the board. After allowing time to read, ask the children to write the name of the speaker.

Afterwards questions such as the following may be given :

1. What frightened the mouse ?
2. How did she get away from the cat ?
3. Tell all you can about the pussy.

THE VALUE OF STORIES.

RHODA LEE.

We should not like to be without "story-time" in the primary room. We urge the telling of stories not merely for the entertainment they afford, but for three very good reasons. First, an ethical truth is best impressed upon little children when in the guise of a story; second, stories are useful in furnishing training in reproduction of thought, a power which is necessary in all advanced work; third, by means of the telling of stories children may be introduced to literature, their tastes being to a certain extent cultivated in the right direction.

School programmes do not, as a rule, give us any specified time for story-telling or reading to the children. "Home," says the practical person, "is the place for this." We admit the truth of the statement, but is it not likewise true that in many busy homes there is neither time nor inclination for reading to the little folks? What delightful recollections of childhood are those of fireside stories, fairy adventures, Christmas, Bible, and others! Many people attribute an early taste for reading and an appreciation of the good and beautiful in literature to the fact of their hearing good reading in their youthful days.

The ethical value of good stories is, of course, indisputable. A moral truth apperelled in a story will find its way to the heart of a child when formal precepts and preaching are unheeded. A moment's reflection brings up many instances in which a short story did better work than a half-hour of moralizing.

Reproduction of short stories is an exercise that may begin with the first days of school. Two or three days after the story has been read or told the teacher, by means of judicious questions, draws the whole narrative from the class. By and by writing takes the place of the oral,

but, however it may be done, it is a valuable training for future work.

In reading or telling stories it is a good practice to associate the name of the author with the story. Occasionally we may tell them something of their lives.

Choose the best stories you can find. Charles Kingsley, Hans Andersen, Jean Ingelow, Mrs. Thaxter, Julia Dewey, Edward Everett Hale, Kate Douglas Wiggin, Æsop, and Grimm are a few of the many good writers for children.

With little children telling a story is very much better than reading. It is not necessary to have a great supply of stories, as those they have heard half-a-dozen times are generally asked for in preference to new ones. Of course, when we require a story teaching some particular truth we have to search for it. It is a good plan to keep a list of stories told and read during the term. These, if arranged under different heads, are then ready for future use.

Book Notices.

MARCHEN UND ERZÄHLUNGEN FOR BEGINNERS. Edited, with vocabulary and questions in German on the text, by H. A. Guerber.

This little German reader contains fifteen short stories told in simple language, with much repetition of words and phrases, the object being to furnish the pupil as soon as possible with a practical working vocabulary. To this end each story is accompanied by questions on the text, which the pupil is to answer in German. It is a book that will be undoubtedly helpful to teachers in providing a variety of pleasing and profitable exercises during the language hour.

A SHORT GEOGRAPHY, WITH THE COMMERCIAL HIGHWAYS OF THE WORLD. By Professor Meiklejohn, St. Andrews University, Scotland. Published by Alfred M. Holden, 23 Paternoster Row, E.C., London. Price one shilling.

Like all other of Professor Meiklejohn's works, this geography is a very valuable book. The introductory chapter gives useful lessons on mathematical and physical geography. In treating of the countries of the world, only important or interesting facts are mentioned. The comparative feature is very valuable. From it you at once get a clear idea of the relative size and importance of places. The chapter on the commercial highways of the world will prove of especial value to those engaged in teaching the primary work in our High Schools.

IN THE CHILD'S WORLD; MORNING TALKS AND STORIES FOR PRIMARY SCHOOLS AND HOMES. By Emilie Poulsson. Milton Bradley Company, Springfield, Mass. Cloth, 440 pages.

This book should be in the hands of every primary teacher, and of every mother in Canada. Filled with stories, just suited to the child's mind, and at the same time breathing the purest moral, the volume cannot but have the best influence on the youthful reader. As a fund of material for "reproduction stories" to be used in composition, the book has no equal. See the story of "The Sleeping Apple," as reproduced in THE ENTRANCE JOURNAL of this date. If you wish to see a happy child, and, at the same time, fill a little mind full of the most wholesome and entertaining literature, present one of your little friends with a copy of "In the Child's World."

THE SEATS OF THE MIGHTY: A ROMANCE OF OLD QUEBEC. By Gilbert Parker. Published by The Copp, Clark Co., Toronto.

This story, from the pen of so gifted an author as Gilbert Parker, will be welcomed by all Canadian book-lovers. Commencing with Braddock and Washington on the Monongahela, and ending with Wolfe on the Plains of Abraham, this story

gives the reader a vivid pen picture of the conditions and events of the war which ended in placing the English flag on the citadel of Quebec. The Intendant Bigot, the Governor Vaudreuil, and the hero Montcalm are all portrayed in graphic and forceful style, and all the petty jealousies and bickerings of the miniature French court at Quebec, which did so much to weaken the French power, are clearly brought out. The influence of La Pompadour, working silently beneath it all, is shown in the strongest light. To one who wishes thoroughly to appreciate the history of Canada during this period, or who has a love for our native Canadian literature, this book is invaluable; and as the interest of the story is maintained throughout, it will be read with pleasure as well as with profit. It makes a very suitable holiday book.

P.

IN THE DAYS OF THE CANADA COMPANY. The story of the settlement of the Huron Tract and a view of the social life of the period (1825-50). By Robina and Kathleen M. Lizars, with an introduction by G. M. Grant, D.D., LL.D. William Briggs, Toronto. Cloth, illustrated, 494 pages. Price, \$2.

This is a book, purely Canadian, and a credit to our literature. Every teacher should not only possess, but read it. It is admirably adapted for supplying just that kind of information and incident which so much aid the teacher in making the lesson on history interesting, and inducing love of the story of our country. But for books like this such men as Galt, Pyor, Strickland, and Dunlop would be soon forgotten, and all that is romantic and fascinating in our early history, the friendly intercourses, the rivalries, the practical jokes, the quarrels, the strange mingling of refinement and uncouthness, would be lost. For this reason, if for no other, Canadians and Canadian literature owe a debt of gratitude to the writers of "In the Days of the Canada Company." The power of the writers to vividly recall the figures and incidents of the past will be best shown by their description of Read's hotel, Goderich:

"Poor Read's hotel, the best hostelry in the place, and scene of most of the revels of after days; where the Clinton people and others outside of the town 'put up'; where the Commissioner and his charming wife, Dr. Hamilton, and the Otters and Signalis, the Evans, Galts, and Lizars, beautiful Jane Longworth, the lovely Reids, the lovelier Campbells, and a host of others, laughed and danced and sang many pleasant hours away; where the green in front was used for cricket and quoits by the Lysters and Dixie Watson and genial Charlie Widder, Dan Don, and others of the beaux who missed their club life; where Judge Read and Woodliff and their cronies sat on the benches and sunned themselves of bright afternoons; where the seats along the bank were filled evening after evening with people who never wearied of that gorgeous pageant—not color, but conflagration—which the sunsets furnished. These sunsets were so famous that travellers, hearing of them, made the detour to that out-of-the-way corner of the world on purpose to enjoy them. But the lap and the boom of these crimson-dyed waters, which the musical Read loved to hear, as in the pink twilight he sang, 'A Rose Tree in Full Bearing,' and crossed their monotone of accompaniment with the keener edge of sound from his own violin, were telling of a time when all these familiar names, which made the life of that day, would be but memories; and the sward, and the inn itself, undermined, would crumble and disappear, with no sign of life remaining save the busy sand-marten burrowing in the face of the new-made cliff."

P.

Well would it be for both teachers and taught, if all teachers were inspired by Plato's ideal of the cultured man, "A lover, not of a part of wisdom, but of the whole; who has a taste for every sort of knowledge and is curious to learn, and is never satisfied; who has magnificence of mind, and is the spectator of all time and all existence; who is harmoniously constituted; of well-proportioned and gracious mind, whose own nature will move spontaneously toward the true being of every thing; who has a good memory, and is quick to learn, noble, gracious, the friend of truth, justice, courage, temperance."—Page.

thinness

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Literary Notes.

THE GREAT JENNY LIND CONCERT.

Only a few remain who can recall the marvellous enthusiasm which attended Jenny Lind's first appearance in America, in the old Castle Garden, in 1850. When she arrived from England 50,000 people were at the dock to greet her. That night 30,000 people serenaded her in front of her hotel. Seats for her concert sold at fabulous prices. On the night of her first American concert over 5,000 people had gathered in the Battery before Castle Garden by six o'clock, although the concert did not begin until eight. When the doors were opened the crush was terrible, and within fifteen minutes every available inch of room, other than the reserved seats, was occupied, and 10,000 people were outside unable to get in. Then every rowboat, sailboat, and steamer which could be pressed into service was engaged to lay in the water by the old Garden Hall crowded with people who could only hear the strains of Jenny's voice as it floated through the open windows. The whole scene has now been repictured by Hon. A. Oakey Hall, ex-mayor of New York city, and he gives a graphic recital of the event in the November *Ladies' Home Journal*.

"The Effect of Republican Victory" is ably discussed by the Hon. T. C. Platt in the opening article of *The North American Review* for November. A scholarly essay on the "Influence of the College in America" is contributed by President Charles F. Thwing, D.D., of the Western Reserve University and the Adelbert College, while "What the Country is Doing for the Farmer" is most interestingly stated by W. S. Harwood. The Right Rev. William Crosswell Duane, Bishop of Albany, writes of "Some Later Aspects of Woman Suffrage," and G. Norman Lieber, United States Judge Advocate-General, thoughtfully inquires, "What is the Justification of Martial Law?" Recent bank defalcations in various portions of the country afford a timely opportunity for the Hon. James H. Eckels, Comptroller of the Currency, to treat the subject of "Protection of Bank Depositors," and "Election Trials in Great Britain," by the Right Hon. Sir Charles Dilke, M.P., deals with the corrupt practices law in

that land. The problem of "High Buildings" is ably considered by A. L. A. Himmelwright, and a vigorous denunciation of the "machine" in politics is indulged in by Col. Geo. E. Waring, jr., in a paper entitled "Government by Party." Miss I. A. Taylor furnishes an interesting dissertation upon "English Epitaphs," and, in "The Animal as a Machine," Prof. R. H. Thurston, of Cornell University, offers a most fascinating scientific study. Public attention is extensively invited to the paper on "The Plain Truth about Asiatic Labor," by the Hon. John Barrett, United States Minister to Siam, a most important subject. Other topics dealt with are: "Taxation of Church Property," by the Rev. Madison C. Peters; "The Relation of Spain to Her Government," by L. Williams; and "A Defence of our Electoral System," by Neal Ewing.

One of the oldest and most reliable magazines published in the United States is *Littell's Living Age*. It has, through its more than fifty years of existence, maintained a very high degree of literary excellence. The publishers now announce certain "new features" which will greatly enhance its value in the eyes of every intelligent reader. The first of these new features will appear in a November issue—to be continued monthly thereafter—in the form of a supplement containing three departments, namely: Readings from American magazines, readings from new books, and a list of the books of the month. This "supplement" will add about three hundred pages annually to the magazine with no addition to its present price. In addition to the supplement the field of *The Living Age* will be still further extended so as to include, during the coming year, occasional translations of noteworthy articles from the French, German, Spanish, and Italian reviews and magazines. With these improvements and its reduced price, \$6 a year instead of \$8, *The Living Age* must become more popular than ever. Published weekly at \$6 a year by *The Living Age Co.*, Boston.

The Youth's Companion will celebrate its seventy-first birthday in 1897. Among the many attractive announcements of the *Companion* for the coming year is an article of exceptional value by Mr. Andrew Carnegie on "The Habit of Thrift." Successful men in other walks of life will second Mr. Carnegie's paper with readable, practical articles based on their own experience, and valuable to the old as well as the young. Stories will be given by Ian Maclaren, Rudyard Kipling, Stephen Crane, Harold Frederic, and Clark Russell. Speaker Reed, Secretary Herbert, Senator Lodge, Hon. Carl Schurz, Postmaster-General Roosevelt—these are a few of the two hundred names that figure in the latest list of the *Companion* contributors. The non-partisan editorials and the current events and nature and science departments are of special interest to students and to all who wish to keep informed of the doings of the world. As a reference book a file of *Companions* is well-nigh invaluable, for its reputation is founded on seventy years of tested accuracy. New subscribers sending \$1.75 to the *Companion* for 1897 will receive it for the remainder of the year free; also the *Companion's* artistic twelve-colored calendar, and the payer a full year to January, 1898. Illustrated prospectus of the next volume will be sent free upon request. Address *The Youth's Companion*, 205 Columbus avenue, Boston, Mass.

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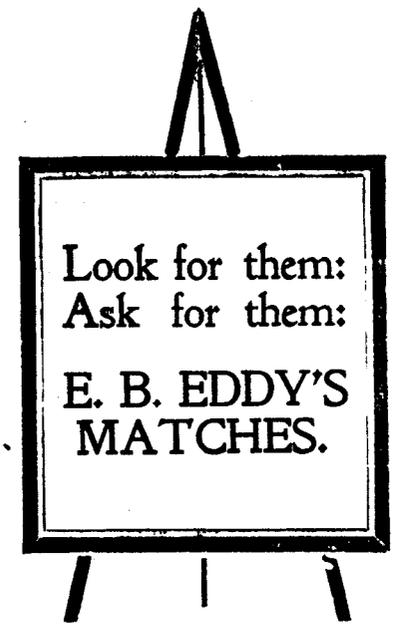
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A new volume of *St. Nicholas* begins with the November number, so there are the first chapters in three new serials. The first of these, which will be the leading features of the magazine for the year, is "Master Skylark," a story of the time of Shakespeare, by John Bennett. Reginald Birch furnishes a number of attractive illustrations. The second serial is "The Last Three Soldiers," by William H. Shelton, telling of the adventures of members of a Union signal corps who become castaways in the midst of the Confederacy. A story for girls, "June's Garden," by Marion Hill, is also begun in the number. The author is a daughter of Barton Hill, the eminent Shakespearean actor. "The True Story of Marco Polo" is told anew by Noah Brooks. "The City of Stories," by Frank M. Bicknell, is a serial made up wholly of short fairy stories. The one for this month is called "The King's Castle in No Man's Land." Lieutenant John M. Ellicott, U.S.N., in "The Plimsoll Mark," tells of the lives and property that have been saved by this device. There are also many other interesting articles.

The Century for November opens the twenty-seventh year of the magazine with a series of papers by General Horace Porter, entitled "Campaigning with Grant." From the first paper it will be seen that General Porter's work will give an intimate revelation of Grant's nature, and that it will be enlivened by abundant anecdote. Two serial novels are begun in this number: "Hugh Wynne, Free Quaker," by Dr. S. Weir Mitchell, is a story in which Wynne, "sometime officer on the staff of General Washington," tells, in the first person, the story of his life. The first instalments give graphic pictures of life in Philadelphia just before the Revolution. The other serial, by Mr. Marion Crawford, is entitled "A Rose of Yesterday"; the opening scene is in Lucerne, and the characters are all American. "Election Day in New York" is described in much detail by Ernest Ingersoll, and is accompanied by pictures by Mr. J. Hambidge. "The Olympic Games of 1896" are the subject of a paper by their founder, Baron Pierre de Coubertin, now the president of the



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International Committee, and his article is illustrated by Andre Castaigne, who was sent to Athens for the express purpose of making the pictures. A suggestive and timely article is contributed by Duncan Rose, son of a Confederate officer, on the topic "Why the Confederacy Failed," the three reasons given being "The excessive use of paper money," "The policy of dispersion," and "The neglect of the cavalry." "The National Hero of France: Joan of Arc," written and illustrated by Boutet de Monvel; "The Chinese of New York," by Helen F. Clark, with illustrations by Lungren and Drake; and "After Br'er Rabbitt in the Blue Grass," by John Fox, Jr., are other papers in the number. There are also short stories by Chester Bailey Fernald, Lucy S. Furman, and Harry Stillwell Edwards.

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Headmaster Boys' Model School, Toronto

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