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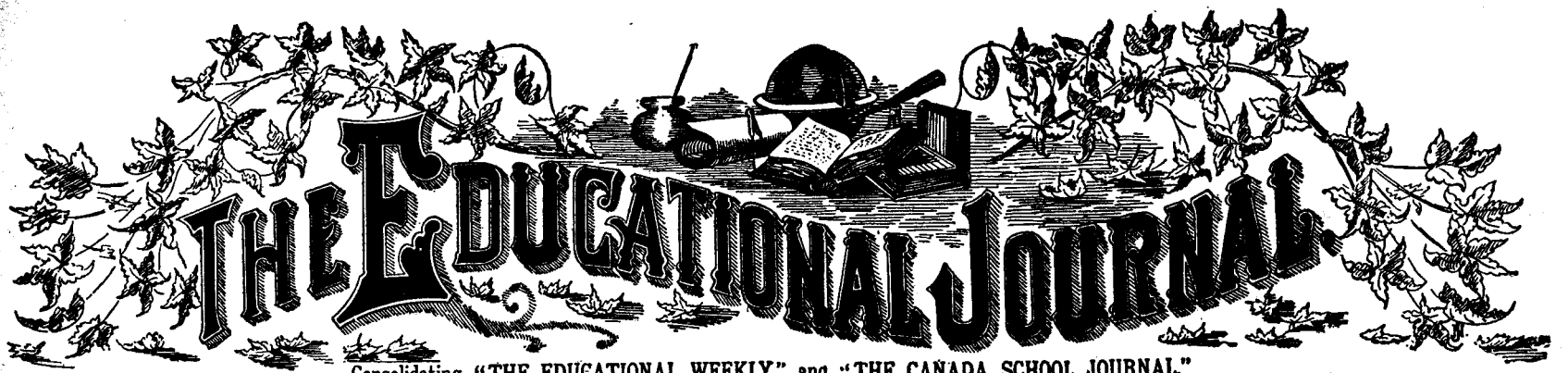
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Editorial Notes.

Now for "a long pull, a strong pull, and a pull all together," to make this a memorable year in the history of Canadian educational progress. Each of us can do something in his or her own special department.

THOSE interested seem to be finding, as was to be expected, some difficulty in understanding the exact bearing of the new High School Regulations. We esteem ourselves fortunate in having been able to procure, from a thoroughly well informed and reliable source, the full and accurate explanations which are given in our editorial on page 119. Subscribers will do well to preserve this copy of THE JOURNAL, as, no doubt, many of them do all copies, for future reference. Extra copies of this number may be had on application, at the rate of seven cents each.

EXTRACTS FROM LETTERS FROM "JOURNAL" SUBSCRIBERS.

WE are, we hope, not fond of "blowing our own trumpet." Our best achievements in whatever we undertake fall so far short of our own ideals and aspirations that we are more disposed usually to let the "dead past bury its dead," and look with renewed resolve and hope to the future, than to boast of what has been accomplished. Yet, as we are naturally, and we hope properly, ambitious to have THE JOURNAL—into

which much good work of many competent workers is put, number by number—read by every teacher in the Province, it seems but right that we should give those who have not yet taken it, and to whom we appeal to become subscribers, an opportunity to know what opinions their fellow-teachers, who have tried it, and formed their opinions advisedly, have reached concerning it. Hence, at the commencement of a new school year, we have thought it well to publish, almost at random, some expressions from the letters, generally business letters, of subscribers. Please read the following :

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English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

"THE BURIAL OF SIR JOHN MOORE." *

BY M. A. WATT.

This poem gives exercise for sentiment and for mind pictures.

As an introduction, an outline sketch of the British Isles and the coast of the mainland as far as Spain is desirable, marking Corunna and the mountains which gave Sir John Moore so much hard marching in the depths of winter. The teacher had better read up the history of the Peninsular War, and be prepared to give a sketchy outline in a rapid, attractive manner. It is better not to mention what lesson is to be taken up, letting the class sit listening without books. I had the pleasure, some time since, of hearing this lesson introduced to a class, by one of our brightest teachers. Her class were deeply interested in the historical sketch, and when the books were opened they read the poem with avidity, and seemed to see the pictured thought with great clearness. The history runs somewhat as follows:

"About ninety years ago, the people of Europe had to fight a powerful enemy. (Who was he?) Yes, Napoleon Bonaparte was his name, and it seemed as though he were going to conquer the whole of Europe, anyway. Now, in Spain there was serious trouble, for he had seized the kingdoms of Spain and Portugal. Then the Spanish called on Great Britain to help them drive out the French army. This the British agreed to do, and sent Sir Arthur Wellesley (afterwards the Duke of Wellington), under the command of a superior officer, to help the Spaniards. The British won a great battle, but the superior officer failed to push on and take advantage of this success, letting the French march out. The British, very angry, indeed, at this, recalled him and sent out Sir John Moore, who marched into Spain late in October. He had scarcely got there when he found the Spaniards defeated by the French, who gathered around the English, forcing them to retire to the coast. Here, at Corunna, Sir John Moore faced the enemy and defeated them; thus his army were able to embark for England unmolested by the enemy. But, alas, the brave leader lay in an unknown grave, hastily and secretly dug in the darkness of night, lest the enemy should injure his body. He had lived long enough, however, to know that the enemy was defeated (January 16th, 1809)." Now the class take books and find the poem which tells of his lonely burial. What is the author's name? Did you ever hear of him before? Some will say, "Wolfe took Quebec." Comparison of dates will show this mistake, and the names "James" and "Charles" will further settle the matter.

Read silently. Read again, looking to see the scene with your mind's eyes. Close your eyes and look at the scene. Get ready to tell what you see. James tells the class:

"I see a soldier's funeral."

A dissenting hand is raised. Mary gives her grounds for differing:

"At a soldier's funeral there is a band, and guns are fired, but here 'not a drum was heard,' and 'not a soldier discharged his farewell shot.' I see a group of a few men, who steal quietly along, close to the walls, where they dig a grave and put some one in it."

Truly, a strange soldier's funeral! The class look solemn; the pageantry of a soldier's funeral has often been seen, but its solemn grandeur has covered over for them the thought of death; they have, perhaps, thought soldiers are always buried with pomp, "arms reversed and muffled drum" following "the funeral car," "the banners taken" and "the masterless steed."

Martin gives his idea of the scene:

"The first scene is the few men carrying a body, without a coffin. The scene moves on and changes; the body is laid down; the soldiers with their bayonets scrape the earth away until they have a place

deep enough to hide the body. The moon peeps out from the clouds, and the soldiers carefully shade their dim lantern, lest the enemy catch sight of it, and come over to see what they are doing. Now, they stoop over, and gently lift the body of their dead leader and place it in the shallow grave, wrapped in his soldier's cloak. Then they stand and look, and look at his face, before they cover it over with his cloak, and gently lay the earth upon him."

QUESTION.—Do you judge that the soldiers were not sorry by the words "we spoke not a word of sorrow"?

Reasons were given, quotations were mentioned, and the children's experience of sorrow proved to be broader than their years would lead one to suspect.

TEACHER.—Explain what is meant by "The foe and the stranger would tread o'er his head

And we far away on the billow."

Also by

"Little he'll reck, if they let him sleep on
In the grave where a Briton has laid him."

TEACHER.—Think of another picture. Put yourselves in the enemy's place and think of them as the burial is going on.

JESSIE.—I think I see the sentry walking along. He fancies he sees a light, but seeing it no more he passes on and forgets it. The commander is in his tent, sitting gloomily, and the soldiers are all resting, except some at the far end of the camp, who are firing a gun now and then to frighten stragglers or spies.

TEACHER.—Change now to another scene. The burial is over, and the soldiers turn to go home.

TOMMY.—The few soldiers are turning away, but one goes back. He almost fancied he saw the cloak of Sir John Moore showing through the earth. But they hold the lantern low and all over the ground, and find no trace of it. So they go back, talking softly after a while together, and they are sorry to think there is no monument to mark the spot.

TEACHER.—The scene next day.

ROLLIE.—The vessel is loaded with soldiers. All is bustle and hurry. The enemy are gone back a little, and are watching them embarking. Sick and wounded are carried in, and now the vessel is off. On the deck are a group of six soldiers, who stand looking back. They seem to be saying "There's the spot, over near the rampart. Can you see it? Poor fellow, he has a lonely grave. He deserved a good monument."

TEACHER.—But I have seen his monument. I have never been to Europe, yet I have seen a monument which has been erected to his memory. And, so, I am sure, have you each seen it."

Surprise! Thoughtful looks! Dawning intelligence! One hand after another is raised. They have discovered the "monument." It is the poem before them. A discussion follows on the relative worth and durability of a "monument of words" and a "monument of stone." Words and phrases to be explained, and their suitability discussed, followed the thought study, and the versification also was considered. Memorizing as a class recitation followed, when all were thoroughly possessed of the meanings of the verses.

A composition was given on the story of the "Battle of Corunna," under two headings, "Napoleon" and "Sir John Moore."

ENTRANCE LITERATURE.*

LVI.—THE HONEST MAN, GEO. HERBERT.

* BY A. M. MACMEHAN, PH.D.

I.—BIOGRAPHICAL NOTE.

This is an extremely difficult and rugged piece of verse. The style is much condensed, the transitions in thought are abrupt, and in some cases violent; every line is packed with meaning. Young pupils cannot be expected to profit by it, without very patient and thorough explanation. In order to teach it as it should be taught, the teacher should know something of his other poetry, his life, character, and the literature of which Herbert forms a part. "The Poems of George Herbert," Camelot Classics Series (Walter Scott, London and Newcastle, 1886), costs about twenty-five cents; and contains not only a good selection of his poetry

but the invaluable life of the author by Izaak Walton. It will be found to be most helpful to the conscientious teacher or student.

George Herbert (1593-1633) belonged to one of the most famous families in England. His eldest brother was Lord Herbert of Cherbury, soldier, statesman, and religious philosopher; his mother, like Goethe's, was one of those notable women to whom their talented sons owe so much. Herbert was educated at Westminster school and at Cambridge, that home of English poets. In his youth he was a courtier; and received from James II. an appointment worth £120 a year. Disappointed of further preferment, and urged by his mother, he entered the church; in 1626 he was made Prebendary of Layton Ecclesia, and in 1630 he became parish priest of Bemerton, near Salisbury. Before his induction, he married Miss Jane Danvers, on a very short acquaintance. His health had long been weak, and he was carried off while yet a young man, by consumption.

Herbert was a devout Christian and a zealous adherent of the Church of England. His poetry is devoted to the expression of distinctively Christian thought and to the praise of the church he loved so well. At Bemerton, he and his household spent much of their time in the devout practice of religious observances. He was passionately fond of music, and he was kind to the poor of his parish. Of his personal appearance, Walton says: "He was for his person of a stature inclining towards tallness; his body was very straight, and so far from being cumbered with too much flesh, that he was lean to an extremity. His aspect was cheerful, and his speech and motion did both declare him a gentleman; for they were all so meek and obliging, that they purchased love and respect from all that knew him."

Herbert is to be classed as an Elizabethan poet of the second period, when quaintness was beginning to characterize poetry rather than strong feeling. The antithetic turn in l. 25, the repetition of the same word in two senses as in l. 35, the habit of using metaphors and figures—are all characteristic of the period. An understanding of Shakespeare's diction will help very much in teaching this poem of Herbert's.

The following characterization of his poetry by Mr. Saintsbury may prove helpful. "He expresses common needs, common thoughts, the everyday needs of the Christian, just sublimated sufficiently to make them attractive. The fashion and his own taste gave him a pleasing quaintness, which his good sense kept from being ever obscure, or offensive, or extravagant. The famous 'Sweet day, so cool, so calm, so bright,' and many short passages which are known to every one, express Herbert perfectly. The thought is obvious, usual, in no sense far-fetched. The morality is plain and simple. The expression, with a sufficient touch of the daintiness of the time, has nothing that is extraordinarily or ravishingly felicitous whether in phrasing or versing. He is, in short, a poet whom all must respect; whom those who are in sympathy with his vein of thought cannot but revere; who did England an inestimable service by giving to the highest and purest thoughts that familiar and abiding poetic garb which contributes so much to fix any thoughts in the mind, and of which, to tell the truth, poetry has been much more prodigal to other departments of thought by no means so well deserving."—*Elizabethan Literature*, London, 1887, p. 373.

II.—NOTES AND COMMENTS.

I. I.—*Who is the honest man?* "Honest" means here much the same as "just" in the Bible; the man of perfect character, the ideal man. The poet seems to have had two models before his mind in writing: the xv. Psalm, which begins with a question, "Lord, who shall abide in thy tabernacle?" and contains as answer a description of such a man, "He that walketh uprightly, etc.," and second, the famous ode of Horace (Bk. iii. 9).

"Justum ac tenacem propositi virum
Non civium ardor prava jubentium," etc.

"Neither the fierceness of the mob insisting on evil deeds, nor the face of the threatening tyrant, nor the southerly storm, the turbulent master of the restless Adriatic, nor even the strong hand of Jove himself with his thunder, can swerve from his fixed resolve the man who is just and constant in mind. Though the round world should crash together, the ruins would overwhelm him, still unfeared."

* Charles Wolfe, born 1791; died 1823, an Episcopal clergyman, Dublin, author of "Sir John Moore" and "Jugurtha in the Desert."

* Reprinted from THE JOURNAL of April 16th, 1894.

1. 2—*Good pursue*. Possibly an unconscious modification of I Pet. iii. 10, 11: "Seek peace, and ensue it."

1. 3—*Himself most true*.

"To thine own self be true;
And it must follow as the night the day,
Thou canst not then be false to any man."

—*Hamlet, I., 3.*

1. 5—*Unpin*. The meaning is difficult. Johnson, in his dictionary, quotes this stanza to illustrate the meaning of unpin = "unbolt." In old ballads, "pin" often means bolt of a door. The ordinary meaning is to take out the pins—of a dress; and so cause disorder. Either will give sense. "Fawning," servility and flattery, cannot "unpin," insidiously prevent—"force" cannot "wrench," violently prevent—the honest man from performing the duties he owes to all.

1. 7—*So loose and easy*. Metaphor from the wearing of the cloak; in Herbert's time, a necessary part of male costume. He may have had the fable of the Traveller and His Cloak in his mind. His "honesty" (principles) is not readily departed from. "Ruffing," boisterous; a "ruffler" at this time was a bully.

1. 8—*Glittering look it blind*. A sudden change of metaphor. The honest man cannot be blinded by the sight of splendor into ignoring the difference between right and wrong. The idea of "look" is staring impudently, "it" (honesty) out of countenance; or dazzling till "it" (honesty) loses its sight.

1. 9—*Sure and even trot*. Again a sudden change. Metaphor from riding in company. The "honest" man keeps his even pace; the world does not. "He that believeth shall not make haste," Isa. xxviii. 16.

1. 13—*The thing*. The most general meaning of this vague word; here, all the circumstances relating to each trial (l. 11); "weight," consider, the honest man considers what will be the force of his example in every important act of his life.

1. 14—*Into a sum*. All being summed up. The metaphor is taken from adding up accounts. The honest man is praised in this verse for avoiding rashness.

1. 15—*What place or person calls for*. When all things are considered fully, he discharges the duty binding on him, either on account of his own personal dignity or from his social position. "He doth pay" carrying out the idea of "sum"; satisfies the claims made upon him by "place or person." "When thou vowest a vow unto God, defer not to pay it; for he hath no pleasure in fools: pay that which thou hast vowed," Eccles., v. 4.

1. 16—*Work or woo*. Force or persuade. This verse praises him for being straightforward; not doing anything underhand. Same idea as in l. 4, 5.

1. 17—*Sleight*. Anything like a trick. In his poem "Nature," Herbert rhymes "deceit" with "straight," as in this case. He does not always rhyme exactly; but here "deceit" is pronounced "desate," and, probably, "sleight" "slate." The pronunciation of the day was like present-day Irish.

1. 19—*Fashion*. In its literal meaning of "make," outward appearance.

"By heaven, I will,
Or let me lose the fashion of a man."

—*Henry VIII., iv. 2.*

The very look, dress, etc., of the honest man is consistent with his actions and speech.

1. 20—*All of a piece*. Consistent, not piebald; metaphor from cloth; not patched of different colors and materials.

1. 21—*Melts or thaws*. Yields, gives way.

1. 22—*Temptations*. Different from "trials," l. 11, which are situations in which it is hard to know how to act. "Temptations," opportunities and inducements to sin; "close," not far away, but present real immediate.

1. 23—*In dark can run*. Is active, effects its purpose. We say of writs, they run. It is of course not literal darkness that Herbert means. The "honest man" is virtuous, not only when the eye of the world is on him, but when he might sin in secret, secure from observation.

1. 25—*And is their virtue*. This jingle on words is characteristic of Herbert's time. Again, "sun" is not to be taken in the literal sense; it is the ordinary circumstances of life which regulate the everyday life of ordinary men; public opinion, Mrs. Grundy. Public opinion is the virtue of

ordinary people—that is, they are good only because they are afraid of what people will say. The "honest" man's sun is "virtue." Virtue "writeth laws" for him; i.e., regulates all his actions as the actual sun regulates the daily actions of mankind.

1. 26—*To treat*. Deal with. Herbert considers that special allowance must be made for women. He classes them with sick and passionate persons, as not being so open to reason as the rest of mankind. This idea is becoming obsolete, as far as women are concerned.

1. 29—*Defeat*. Because others fail in their duty, or in their obligations towards him, the honest man does not, for that, come short in his duties or obligations.

1. 30—*Part*. Metaphor from the theatre. The character which an actor represents in a play is called his "part."

1. 31—*Procure*. "Cause," "bring it about that."

1. 32—*Bias*. Metaphor from the game of bowling, still in use. The bowl, being not perfectly round, does not run on the grass straight to the mark, but makes a curve. "The wide world runs bias." Affairs in general do not go as he wishes them to go.

1. 33—*To writhe*. To impotently fret under these vexing circumstances. Impatience is shown by jerking or twisting movements of the limbs. This interpretation requires the comma, not after "bias," but after "will." Punctuated with a comma after "bias," as in the Reader, we interpret "to let his limbs, or less worthy impulses and desires escape from the control of his spirit or higher nature." Nothing can make the honest man tamely share the evil; he will try to remedy it.

1. 34—*The marksman*. Another of Herbert's rapid changes. The "honest" man is a sure marksman; he is certain of hitting the mark, i.e., of fulfilling his purposes in life. That is the reward of constancy.

"Justum ac tenacem propositi virum."

The just man who holds to his purpose.

1. 35—*Who still*. This fashion of jingling words is peculiar to Herbert's time. See l. 25. The first "still" means "constantly," the second "in the future as now and before."

III.—QUESTIONS.

To make this lesson profitable, it should be taught most minutely. Every point should be discussed carefully; for the thought is difficult for young persons to grasp. Such questions as the following would serve to bring out the meaning of each verse:

To whom is the question in l. 1 put? Who answers it? [Compare, for similarity of structure, Ps. xv.] What is the meaning of "honest"? What is the first mark of the honest man? What is the meaning of pursuing good? How can a man be true to himself? The meaning of true? What idea does fawning call up? The meaning of "unpin"? Of "wrench"? Write the verse in prose order, expanding it in order to bring out the meaning. [This last exercise for each verse will fix the thought in the minds of the class; but it should only be attempted after the most careful exposition, otherwise the pupils will be confirmed in error, not in right ideas.]

How can honesty be loose or easy? The meaning of honesty? What is a metaphor? The meaning of "look it blind"? What is the honest man praised for in this stanza? To how many things is honesty compared in this stanza?

The meaning of trials? Of stay? Of thing? Of sun? What is the metaphor in l. 14, 15? What virtue is attributed to the honest man in this stanza?

Does "work or woo" convey the same idea as "force nor fawning"? What is the difference between "trick" and "sleight"? The meaning of "fashion" here? How can "words and works, and fashion" be said to be "all of a piece", and "clear and straight"?

To what is the honest man compared in l. 21? To what is his goodness compared? How can the sun write laws? Does virtue write laws for the honest man? Does "run" carry out the idea of "sets not"? How can the "sun" be the "virtue" of "others"?

The meaning of "treat"? Of "treat with"? Of "treaty"? What does the honest man "allow for"? Is there any difference in the thought of

l. 29 and of l. 30? What good qualities of the honest man are brought out in this stanza?

The meaning of "procure"? Of "bias"? "On the bias"? Why is the world called "wide"? The meaning of "from his will"? The difference between "will" and "wish"? What idea in "writhe"? Parse "share" and "mend." The meaning of "marksman"? Of the two "still's," l. 35? In conclusion, review carefully and point out the separate qualities which characterize the ideal honest man. Show whether these ideas are embodied in the modern idea of honesty. This lesson might be used to show how language is constantly changing, or as an introduction to Elizabethan literature.

CORPORAL PUNISHMENT.

ITS PRESENT STATUS IN THE UNITED STATES AND ABROAD.

Corporal punishment is forbidden by state law only in the State of New Jersey. There is no penalty affixed, but a teacher may undoubtedly be removed for violation of the law.

So far as can be ascertained, corporal punishment is not forbidden by the rule or regulation of any state board or superintendent.

The teacher is enjoined to exercise judgment and moderation in punishment, by instruction of the state superintendent in Illinois. But this may always be considered as implied, whether specifically expressed or not.

The law of Washington subjects a teacher who administers undue or severe punishment, or inflicts punishment on the head or face, to a fine not exceeding \$100.

CITIES.—Corporal punishment is forbidden in New York City, Syracuse, N.Y., Cleveland, O. (except in boys' schools, i.e., for incorrigibles), Toledo, O., Oshkosh, Wis., Chicago, Ill., New Orleans, La. In Philadelphia, corporal punishment is not resorted to, but there is no regulation against it; simply disused.

Board of education of Newark, N.J., permits principals to inflict corporal punishment for wilful insubordination (state law, notwithstanding).

In Keokuk, Ia., the written consent of the parent must be obtained.

Many cities provide that no one but principals shall inflict corporal punishment. Several prohibit it as to girls only. It is a general rule that each case be reported to the superintendent, with details.

FOREIGN COUNTRIES—*England*.—Local control in matter of punishment. Corporal punishment is very generally employed, but is guarded in many ways. The London board prohibits any but head teachers from inflicting it, and requires a detailed record of each case.

France.—Corporal punishment is strictly prohibited.

Norway.—Corporal punishment is on no account to be inflicted on girls over ten years of age.

Denmark.—Four strokes of the ruler is the extreme limit allowed by law in any one case.

German Empire.—The different states permit corporal punishment, but it is generally hedged in with limitations—is not encouraged. In the Grand Duchy of Saxony girls are exempt, as are also all children in the two lowest grades. In Anhalt girls may be punished only in extreme cases. Only a slender cane may be used in any case, which must not be held in the hand except when used for punishment. In Bremen children under eight years may not be whipped. The approval of the principal must be obtained for the punishment, which is never to be administered before the assembled class. In Hamburg the cane is kept under lock and key, and can be obtained only from the principal. The severe punishment (there are two grades) most not be inflicted upon children under eight, or upon weak and sickly children. In Hesse only a slender stick may be used. Girls and children in the first two grades are exempt. In Lubeck girls and weakly children are exempt. In Oldenburg girls and weakly children under eight. And so on.

A record is nearly always required to be kept. There are often two degrees of punishment, the slight (on the hand), and the severe (on the back or seat).—*School Board Journal*.

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

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Editorials.

ABOUT OURSELVES.

IN resuming our pleasant relations with our readers, after a brief intermission, we may be permitted to say that, while we shall in the future follow pretty nearly the same lines as in the past, we are not without hope, and certainly not without desire, to still further improve the quality and usefulness of THE JOURNAL. Our aim and our hope are to make the paper more widely useful during the coming year than ever before. In order to do this, we must rely largely on the help of our friends and patrons. This help may be given in various ways. In the first place, we request that teachers will let us know their wants, and in what respect THE JOURNAL fails to meet them. We cannot promise always to be able to supply at once every want that may be expressed, but we can almost always make some movement in the direction of meeting any reasonable request or suggestion. As our readers will bear witness, we have striven earnestly to make the paper thoroughly practical, by supplying not only hints and helps, both original and selected, from educators of experience and ability, but have also kept on the watch for model lessons and detailed class-room methods, such as have commended themselves to our judgment, as containing something of value. This is a most diffi-

cult part of our task, not because of any lack of material, but because so much of the available material is not of such a quality as seems to us to be pedagogically sound and helpful. There are methods and methods. We have striven to be particularly careful to avoid those exemplifying the fads and mannerisms, the wearying "answers in complete sentences," the tedious "development" processes, in regard to things which the child already knows, which occupy so large a place in certain journals of the day. We are not unaware that there is a demand among a certain class of young teachers for "model" lessons, such as can be slavishly copied without making much demand upon the user's own resources in the way of personal thought and effort, but we have no wish or need to supply crutches for lazy or incompetent teachers in THE JOURNAL. In our opinion the true test of a method or a model is its power to suggest new and helpful ideas, and to stimulate independent thought.

We are proud to say that some of the best of such material we have hitherto been able to procure has been furnished us by Canadian teachers, though not always in sufficient quantities to supply our wants. We also gratefully acknowledge our indebtedness to many of our American and Canadian contemporaries, from whose columns we have freely taken, with acknowledgment, whatever has seemed to us especially good. We have been glad, too, to see our own columns freely drawn upon by these contemporaries.

But we wish particularly to say in this connection, while thanking those friends who have, from time to time, contributed excellent articles of the practical kind indicated, that we are sure that there are many others among our readers who might render excellent service to less experienced fellow-teachers, and to those whose educational advantages have been smaller, by sending to THE JOURNAL an occasional contribution of a practical character. For instance, you have to-day as the result of thought and effort, succeeded in interesting your class in a chapter in one of the Readers, or in some lesson in Arithmetic, or Geography, or History, or Grammar. You have, perhaps, made what comes to you as a new discovery with regard to the best method of treating it. Why not sit down in the evening and describe the method, or sketch briefly the course of the lesson, for the benefit of thousands of your fellow-teachers? You may thus make yourself a benefactor, helping THE JOURNAL in its work, helping your fellow-teachers, and,

at the same time, helping yourself, for there is nothing which does more to clarify one's own ideas, and to promote one's own culture, than to commit to writing, in the very best style he or she can command, the result of some thinking and working of this kind.

While we are on this topic permit us to say very frankly one word more. "The brain-worker is worthy of his hire. What remuneration can you offer for accepted articles of this kind?" So we can fancy many a teacher, laboring hard on a stipend much too small, saying to himself as he reads our appeal. The question is a perfectly reasonable one. It is our ambition and hope to reach a point at no very distant day when we shall be able to say that a fair payment will be made for every acceptable manuscript thus offered us, for which we can find room. But the simple fact is that at present the paper cannot afford to do so. In our desire to place THE JOURNAL in the very front rank of educational periodicals — a position which we are proud to say has been accorded to it by many whose judgments are entitled to the highest respect—we are incurring expenses in every issue greater than a strict business calculation would warrant. It must be remembered that the circulation of a strictly educational paper is necessarily limited, and must always be so. It is confined almost exclusively to the members of the profession. Suppose there are ten thousand teachers in Ontario. If THE JOURNAL were twice as large, and as much better than now as you can conceive, it could not possibly hope for more than that number of subscribers. Nay, when we remember in how many cases it is subscribed for by clubs, how one copy often serves for all the teachers in a school, and how many there will always be who have not reached the stage of advancement at which the value of an educational paper is understood and appreciated, it is obvious that no degree of excellence that can possibly be attained could secure such a paper a circulation that would not fall a good deal short of the total number of teachers in its constituency. Still further, it is out of the question for the publisher to make up in price, as is usually done in the case of other professional papers, what is necessarily wanting in possibilities of increased circulation, for the simple reason that teachers, with a comparatively few happy exceptions, cannot afford, as can the members of other professions, to pay for such a luxury.

Still, as the circulation of THE JOURNAL is steadily increasing, and as its subscribers are by no means confined to the

Province of Ontario, but are found in all parts of the Dominion, and even in the United States, we are thankful for present success and look forward hopefully.

Meanwhile, our best thanks are due, and are heartily given, to those who have given us efficient help in the past, and by anticipation to those who we know will do so during the coming year, for the work's sake.

REMOVAL OF THE SCHOOL OF PEDAGOGY.

ACCORDING to the Government announcement, two chief purposes are to be served by the removal of the School of Pedagogy to Hamilton. The Government will be saved the expense of erecting suitable buildings for its accommodation in Toronto, and the institution will be brought into connection with large classes of pupils of High School grades, which will afford very advantageous conditions for observation and practice for the students of pedagogy. These ends are to be met by the Hamilton Collegiate Institute Board undertaking to furnish the necessary accommodation in connection with the new building which the Board is about to erect, and by a suitable arrangement for the admission of student-teachers from the School of Pedagogy to the classes of the Institute for observation and practice. Each specialist on the Collegiate Institute staff, at the head of a department or sub-department, may be called on, if required, to deliver to the students-in-training a course of not less than thirty lectures, of one hour each, per annum, on the method of teaching the subjects of which he has charge.

The arrangement, on the whole, should be a good one for the School of Pedagogy. It is implied, of course, that every specialist in the Collegiate Institute is expected to have qualifications of a superior order, both as master of his subject and as a skilled teacher. With a view to this, it is provided that the teachers employed in the Institute must be satisfactory to the Education Department.

Whether the system will prove equally advantageous to the Collegiate Institute or not remains to be seen. One cannot shut his eyes to the fact that the interworking of the two institutions in the manner prescribed will involve some delicate points of contact. It is doubtful whether any school can be made to serve the extraneous purpose of a practice school for teachers-in-training without more or less of danger to its efficiency and more or less of loss to its pupils. The

pupils in such a school, like the patients in a charity hospital, are given over, for a portion of the time, to the hands of novices and experimenters. This evil, probably a necessary one in the interests of pedagogical training, will no doubt be reduced to a minimum in connection with the School of Pedagogy, in view of the high grade of culture that must have been attained by the students, and the fact that most of them will have already had successful experience in teaching.

The most delicate feature in the arrangement is undoubtedly that contained in section 10, in which it is provided that "for the purposes of the School of Pedagogy, and in accordance with the terms of this agreement, the principal and the other members of the staff of the Collegiate Institute shall be subject to the authority of the Principal of the School of Pedagogy." This is putting a wheel within a wheel. It will speak volumes for the tact and good feeling of all concerned if so delicate an adjustment of authorities can be made to work without friction.

Touching the local question involved in the removal, we are inclined to think that the policy of distributing instead of centralizing institutions of this kind is a good one on the whole. There may undoubtedly be considerable loss in respect to the facility with which the institution can avail itself of the services, regular or occasional, of educationists of high qualifications connected with the universities and other high-class educational institutions in this city. But, on the other hand, every such educational institution becomes a centre for the diffusion of educational influence in the locality in which it is situated, and the more widely distributed such centres of influence, the better for the Province as a whole.

THE NEW REGULATIONS.

WE give below a synopsis of the new Regulations as they affect the examinations for teachers' certificates. We have received it from a reliable source, and our readers may, we believe, accept it as correct.

The new form examinations and examination requirements are officially stated as follows:

FORM EXAMINATIONS.

Examinations will be held annually by the Education Department on the subjects of the High School courses of study, in accordance with the following scheme:

First Form Examination.—Subjects: Drawing, Writing, Bookkeeping and Commercial Transactions, Geography, Botany, Reading.

Second Form Examinations.—(1) Subjects: Part I.—English Grammar and Rhetoric, Arithmetic and Mensuration, the History of Great Britain and Canada, Physics; Part II.—English

Composition, English Literature, Algebra, Geometry. (2) Optional Subjects: Latin, Greek, French, German.

Third Form Examinations.—Subjects: English Composition, English Poetical Literature, Ancient History, Algebra, Geometry, Latin, French or German, with (a) Greek, or (b) the second Modern Language and Chemistry, or (c) Physics, Botany, and Chemistry.

Fourth Form Examinations.—Subjects: Part I.—English Composition, English Poetical Literature, English and Ancient History, Algebra, Geometry, Trigonometry; Part II.—Latin, French or German, Physics, with (a) Greek, or (b) the Second Modern Language, or (c) Chemistry and Biology.

Commercial Examination.—Subjects: Those prescribed for Parts I. and II. of the Second Form Examinations (number of papers and values being the same) with, in addition, Writing, Bookkeeping and Commercial Transactions, and Stenography of Form II.

EXAMINATION REQUIREMENTS.

(1) Candidates for a Primary certificate shall take the First and Second Form examinations.

(2) Candidates for a Junior or Senior Leaving certificate shall take the First Form examination and Part I. of the Second Form examination, with the following in addition:

(a) For a Junior Leaving certificate, one of the Third Form examinations.

(b) For a Senior Leaving certificate, both parts of one of the Fourth Form examinations.

(3) A candidate for a Junior or a Senior Leaving certificate who has passed the First Form examination and Part I. of the Second Form examination, but who fails at the Third or the Fourth Form examinations, shall be awarded a Primary certificate if he has passed at the Third or the Fourth Form examinations in the subjects of Part II. of the Second Form examination.

(4) Candidates for a Commercial diploma shall take the First Form and the Commercial examination.

(5) Candidates for a Primary certificate at the Second Form examinations, and candidates for a Commercial diploma, shall write on Parts I. and II. of the Second Form examinations in the same year; but the other examinations, or parts of examinations, required for any grade of certificate, may be taken in the same year or in different years.

(6) Candidates for a Primary certificate at the Second Form examinations may take one or more of the optional papers in Latin, Greek, French, and German; and the marks so obtained shall be added as a bonus to the aggregate of their marks for Parts I. and II., provided always such candidates have obtained at least one-third of the marks for the paper, or for each paper, taken in Latin, Greek, French, and German.

EXAMINATION STANDARDS.

(1) The standard for pass at all the examinations shall be one-third of the marks assigned to each paper; but one-half of the aggregate of marks shall be required in addition, in the case of (a) the First Form examination, and (b) the Second Form examination when Parts I. and II. are taken at once.

(2) The standard for honors in a department at matriculation shall be, for second class, 50 per cent.; and, for first class, 67 per cent. of the aggregate of marks assigned to the papers in a department.

(3) The standard for honors at each of the other examinations shall be 67 per cent. of the aggregate of marks at the examination.

PROVISION FOR CANDIDATES UNDER FORMER REGULATIONS.

(1) Candidates who, in 1895, hold a certificate obtained under former Regulations, or are entitled to write for a Junior or a Senior Leaving certificate, may, at the examinations of 1896 or 1897, write for certificates in the subjects as prescribed therefor under the Regulations of 1893, and as defined in the Regulations of 1895. For candidates for a Junior Leaving certificate under this Regulation, the Science Option shall be the Physics and Botany prescribed for Form III. under the Regulations of 1895.

(2) Candidates who have failed at the Junior Leaving examination of 1895, or a preceding year, but have passed in English Grammar and Rhetoric, Arithmetic and Mensuration, History and Physics, shall, on application to the Education

Department, be entitled to a certificate of having passed Part I. of the Second Form examinations, and may write for a Junior or a Senior Leaving certificate under the Regulations of 1895.

(3) Candidates who hold Commercial certificates obtained under the Regulations of 1893, and who present themselves at the examinations of 1896 or 1897, shall be exempt from the First Form examination.

Those interested in these examinations should procure from the Education Department a copy of Circular 4. There are many changes in the courses of study and the definitions of the subjects.

The following explanations of the new scheme will be found useful :

THE PRIMARY.

(1) No candidate can hereafter obtain a Primary certificate except under the new scheme. He may, however, substitute, in 1896 and 1897, a Commercial certificate, obtained under the former regulations, for the First Form examination.

(2) The course in English Grammar and Rhetoric has been extended by the addition of "the main facts in the development of the language."

(3) The course in Arithmetic has also been extended by the addition of Annuities, and the course in Mensuration now consists of "rectilinear figures, right parallelepipeds, pyramids, and prisms; the circle, sphere, cylinder, and cone."

(4) The course in History is: "Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British history, including the geography relating to the history prescribed."

(5) The standard of difficulty of the papers in English Grammar and Rhetoric, Arithmetic and Mensuration, and History will, in 1896 and thereafter, be the same as it has been for the Junior Leaving under the Regulations of 1893.

(6) The course in Algebra has been extended by the addition of equations of two and three unknown quantities.

(7) The course in Geography is much more comprehensive. It includes most of the work in the High School Geography.

(8) The course in Physics is a new one, and is wholly experimental. For this subject a new text-book has been authorized, prepared by Messrs. Merchant and Fessenden, and published by The Copp, Clark Co.

(9) The course in Botany is unchanged, except that Germination is specified. A botanical note-book has, however, been authorized, to take the place of the former text-book. It has been prepared by Mr. Spotton, and is published by The Gage Publishing Co. This note-book is to be used along with the Flora (Part II. of the book formerly authorized).

(10) Candidates will not be required to submit their Drawing books and Book-

keeping sets. The examination in these subjects will consist simply of a paper in Object and Model drawing, and of one in Book-keeping, Commercial Transactions, and Writing; both papers being of the same character as those set this year in these subjects. Perspective is optional as a school study, and there will be no paper on the subject. Precise-writing and Indexing, which mechanical contrivances have largely superseded, have been struck off the course. It is understood that, though the Drawing books and Book-keeping sets are no longer required at the examination, the Inspectors will be directed to see that satisfactory work is done in both departments.

JUNIOR AND SENIOR LEAVING UNDER THE REGULATIONS OF 1893.

As is shown by the Regulations quoted above, provision has been made for candidates who began their studies, and have, therefore, a claim to proceed, under the Regulations of 1893.

The Department has also announced that, with the consent of the Principal, and without reference to the Department, any candidate who has written and failed at the Primary may write for a Junior or a Senior Leaving certificate under the old Regulations. This announcement applies, of course, to a candidate who wrote in 1895, or a previous year, at the Commercial and the July part of the Primary; for the Primary includes both of these examinations.

Candidates who, in 1896 and 1897, write for a Junior or a Senior Leaving certificate under the Regulations of 1893 will be examined in the following subjects, as defined in the new course of study :

For Junior Leaving.—Subjects: English Grammar and Rhetoric, Arithmetic and Mensuration, History of Great Britain and Canada (the three preceding subjects are defined under Form II. of the new course); English Literature, English Composition, Ancient History, Algebra, Geometry, Chemistry, with Latin, or Greek, or French, or German, or Physics and Botany (the twelve preceding subjects are defined under Form III. of the new course).

For Senior Leaving.—Subjects: English Composition, English Poetical Literature, English and Ancient History, Algebra, Geometry, Trigonometry, with Latin and Greek; or French and German; or Chemistry, Physics, and Biology. (All the preceding subjects are defined under Form IV. of the new course. There will be no examination in English Grammar and Rhetoric. Candidates for the Senior Leaving will have passed, on the old Junior Leaving papers,

an examination on this subject of as difficult a character as is prescribed under the new programme.)

At each examination the standard will be simply one-third of the marks for each paper. Half of the aggregate will no longer be required. It is understood, however, that the third in each paper will be rigidly exacted.

THE DIVISION OF THE EXAMINATIONS.

(1) *Under the Regulations of 1893.*

Candidates for a Junior or a Senior Leaving certificate under the Regulations of 1893 cannot divide the examination.

(2) *Under the Regulations of 1895.*

Under the new regulations the following divisions are permissible :

The examinations of Form I., and Part I. of Form II., may be taken together or separately, and without any of the other examinations, or at the same time as Part II. of the Second Form examinations, or as the Third Form examinations, or as the Fourth Form examinations. (Each part of the Fourth Form examination may be taken in a different year.) The candidate cannot take Part II. of the Second Form examination alone.

The following points should be noted :

(1) *Every candidate for a teacher's non-professional certificate must pass the First Form examination and Part I. of the Second Form examination.*

(2) If he wants a Primary at the Second Form examination, he must take Parts I. and II. of this examination together.

(3) If he wants a Junior Leaving certificate he must pass, in addition to the examinations in (1) above, the Third Form examination, which he may take in a different year or in the same year.

(4) If he wants a Senior Leaving certificate he must pass, in addition to the examinations in (1) above, the Fourth Form examination, which he may take in the same year or in a different year, and which he may divide.

(5) The candidate can obtain a Senior Leaving without obtaining a Junior Leaving or a Primary, and a Junior Leaving without obtaining a Primary.

(6) If he wants a Commercial Diploma he must pass the First Form examination, the Second Form examination (Parts I. and II. together), and the additional commercial subjects, at one, at two, or at three examinations, as he may elect.

To put this matter of dividing the examinations in another way :

The following are the examinations recognized under the new regulations :

Form I.; Form II. (Parts I. and II.); Form III.; Form IV. (Parts I. and II.); additional examination for Commercial Diploma.

These examinations, and parts of examinations, the candidate may take in any order and in any years he may please, with the following limitations:

(1) He cannot take Form II., Part II., alone; he must take it with Part I.

(2) If he wants a Primary on the Form II. examination, or if he wants a Commercial Diploma, he must take Parts I. and II. together.

(3) He cannot take Form II., Part II., and Form III., and Form IV. examinations, or two of them, in the same year.

ORGANIZATION PROTECTED.

Although freedom is allowed the candidate in the matter of these examinations, the organization of the High School is protected by Regulation 3, (3), which reads as follows:

No subject shall be taken up in any form other than the obligatory or optional subject prescribed for the form; but, until July, 1897, the Principal may make such an arrangement of classes as the circumstances of his school may render necessary.

And, further, by Regulation 1, (2), the Principal is allowed to determine simply the order in which the subject in each form shall be taken up.

In other words, before being promoted, pupils must have completed the work of a form, or must go down to the form for uncompleted work.

In our next issue we will take up some other features of the new Regulations.

Contributors' Dep't.

"HOW CANADA IS GOVERNED."*

Anything from the pen of Dr. Bourinot—with the exception, perhaps, of letters to lieutenant-governors concerning remedial orders—is sure of a welcome reception from that increasingly large class of readers whose interest in our country and its institutions is deep and genuine. Dr. Bourinot is, without the shadow of a doubt, our highest authority on the constitutional history of Canada. His "Parliamentary Procedure and Practice," his Manual on the government of Canada, his Memorials on the island of his birth, Cape Breton, and other works of his pen, are regarded as reliable guides by the statesman and the citizen. But, so far, the style of his writings, necessarily somewhat heavy, has prevented them from gaining wide or general popularity. The demand for a simple and yet pretty exhaustive work descriptive of our government and its growth, municipal, provincial, territorial, federal, and imperial, has become more and more imperative.

In a country where manhood suffrage practically prevails, it becomes an urgent necessity that political knowledge be widely diffused, and, to this end, that children in our schools be thoroughly instructed in the rights and duties of citizenship. It is, as every one knows, only popular ignorance that makes the polling booth a dangerous institution. Were all voters intelligent and well informed, universal suffrage would be an unmixed blessing, and to-day's so fashionable sneering at riotous democracies would, of necessity, cease. Democracy is dangerous, is likely to become riotous, to drift into what is sometimes called mobocracy—may the word never find a place in our dictionaries!—in proportion to the ignorance of the "demos"—the people—enfranchised.

"Children and fools should not handle edged tools," runs the old saw, and, of all "edged tools," that which may prove most dangerous in the hands of "fools" and ignoramuses is the franchise. Was it not thus that the glory of imperial Athens fell?—that the tempered democracy of the days of Pericles deteriorated into the mob rule of noisy Cleon's time?—that the art of the greatest of orators failed to convince the thoughtless people of the national peril, and the City of the Violet Crown became an easy prey to the Macedonian? But enough of generalizing.

The teachers of Canada, who must all have felt the necessity of giving more thorough and efficient instruction to their pupils on the subject of our country's constitution, will hail with joy the appearance of Dr. Bourinot's new book, "How Canada is Governed." The book is written in an easy, popular style, and is profusely illustrated with facsimiles of the signatures of eminent men, of voters' ballots, of important buildings, etc. It consists, firstly, of a concise sketch of the constitutional history of Canada, important laws, such as the British North America Act, being given in full; and, secondly, of an account of the government of Canada, each of the divisions, Imperial Government, Dominion Government, Provincial Government, Government of the Territories, and Municipal Government, comprising a section of the book. A chapter on school government will be more than welcome to teachers. The book should be in the hands of every teacher in the Dominion, for the information it contains is of the greatest importance to him. This information has been hitherto scarcely accessible to those who have not the opportunity of consulting large public libraries, and, even to those who are thus favorably situated, the task of gathering materials from a large number of different sources is so discouraging as to deter all but the most indefatigable and earnest. Now that Dr. Bourinot has carefully collected and assorted this vast mass of political information, the teacher's difficulties in instructing his pupils in the most important branch of their country's history, and thus preparing them for an intelligent and proper exercise of the great privilege and responsibility of the franchise, should be at an end.

Special Papers.

THE SOCRATIC ELEMENT IN TEACHING.

BY PROF. D. D. SIMON, D.D., OF THE UNITED COLLEGE, BRADFORD, ENGLAND.

I may as well say at the outset that in the remarks that follow I shall use the word Socratic in a somewhat loose sense, and that I have no intention whatever of discussing the subject in its general bearings. Indeed, all that I purpose doing is to give some account of my own experience in the application of the Socratic principle to the teaching of the branch of theology commonly, though tautologically, designated "Systematic Theology."

I have never tried the pure lecturing method usual in Germany and Scotland; the method, I mean, of delivering lectures, written or unwritten, and more or less rapidly read or spoken, of which students are expected to take more or less full notes, not even with the modification of practically dictating the substance of each section in the form of a paragraph, which is afterward expanded, elaborated, elucidated, and supplemented.

Nor have I ever been able to carry out the plan of simply catechizing students on a text-book which some adopt. It has seemed to me rather *infra dignitatem*, not only of the teacher, but also of the taught.

The lecture system converts the average man into a kind of amanuensis, the second into a rote-learner, and each in its own way tends to foster cram.

Some lecturers try to escape the danger incident to their method by compelling their students to write a weekly *précis* of the lectures they have listened to; but the result is too often to reduce them both as to the style and thought to mere echoes of their teachers. Others, again, set apart an hour occasionally, perhaps once a week, to answering questions; but such fixed times and seasons are unfavorable to the generation of the spirit and atmosphere out of which questions and discussions are evolved. Opportunities need to be given when the teacher himself has suggested difficulties, when the class-room is charged with electricity, and, perhaps, quite a number of minds are eager to discharge their bolt at his head. The method I have adopted myself, to which I shall refer, seems to me decidedly preferable. My experience of the formal plan has, at all events, not been encouraging.

Like many other teachers—especially at the outset of their career—I have used text-books. Whether others have adopted the same plan as myself I know not, but mine was the following: Taking care to select, as far as possible, a work that should not only tend to awaken and stimulate, but require thought, my general practice was to prescribe a certain number of pages for preparation beforehand, of which I sometimes required a written abstract from every student. If abstracts had been prepared, the post business, as a rule, was for one or more of them to be read aloud by the writers. At other times, however, I either omitted abstracts altogether, or, putting them aside, proceeded to ask two or three students in succession to read part of the prefaced section *aloud*. When I began, as I often did, with the less intelligent or careful, I found very little difficulty in discovering, by the mere mode of reading, whether the subject had really been grappled with; where that was not the case, the inevitable stumblings and gropings furnished an easy starting point for questions.

It was always an understanding that note was to be made of terms, allusions, sentences, or paragraphs which needed elucidation or supplement, or which awoke or seemed to call for contradiction, criticism, or modification. Accordingly, my first inquiries usually were, "What questions have you to ask? Are there any difficulties to be met? And so on."

In these and other ways attention and interest were evoked, and the members of the class got launched on semi-independent discussions of the subject under consideration. Some of my best work has been done in this way. Such work does not, of course, count for much in examinations, except so far as it helps the men to deal more intelligently and independently with the text-book; but an examiner who has no experience of the method will scarcely put his questions so as to give the men an opportunity of showing their quality.

*The Copp, Clark Co., Toronto.

After trying these and other methods, I have gradually drifted into, or, rather, I might say, been compelled to adopt the following: I use the word "compelled," because for one who has tried to work out his own system and to make it, as the German puts it, *aus einem Guss*, text-books become vexatious to the teacher, and confusing to the student. They are vexatious to the former because he is under the constant necessity of defining for himself the relation of his own positions to others arrived at by a different method, as well as of indulging in criticism, contradiction, and, least agreeable or fitting of all apparent *bemeisterung* of authors to whom he is himself possibly indebted for a great part of his ability to teach! They are confusing to the learner, because he easily mixes up two different methods and lines of thought; and what with criticism, elucidation, supplement, and modifications scarcely knows, at the end, which is which and what is what.

The plan in question is to dictate the whole lecture, not at once, but piecemeal; to make "landing places," at which students' fingers and pens may rest, and tongues set to work. At such breaks, I either ask the class at large if any one has a question to put or a difficulty to raise; or do the same thing with individuals; or else I start a difficulty myself, or suggest a practical application. This gives an opening, doubtless, for irrelevancies, and when students are tired they readily hit on the trick of running a red herring across the trail which the lecturer is following. But they quite as often betray themselves into their teacher's hands; for they are never so accessible to his ideas as when they are trying to play with him, that is, if he have ideas of his own and know how to "take the lads." I generally give them line, and while they think they are playing with me play with them and net them. Some of my most delightful seasons are thus spent.

As a rule, however, I must say the questions raised are relevant, and, while occasionally one and another student may try to take a "rise" out of me or trip me up, in general they are put honestly, especially when the men are met straightforwardly and not snubbed, as is the way of some pedagogues. A good part of the time is sometimes taken up in this way; and our progress is rather like that of one climbing a hill covered with snow; but, after all, as men have often thankfully assured me, the development of watchfulness, mobility, and especially of individuality, thus promoted, was a benefit far outweighing this and other disadvantages. Opportunity is, moreover, secured in this way of cultivating in the men, among other things, the habit of defining to themselves the meaning of the terms they employ; of going back from generals to particulars, abstracts to concretes, than which nothing is more needed or less common; of using the theological or philosophical compass when brought face to face with problems; of criticizing the critics, doubting the doubters, and questioning the questioners; of trying to see and use the "broken lights" of the older doctrines and systems instead of dismissing them with a cynical sneer or hysterical whimper; of preserving, so far as possible, historical continuity; and, finally, of keeping always before the mind the fact that construction, and not destruction, is the function of the true thinker.—*N. Y. Independent.*

SHALL TEACHERS TEACH?

BY JULIA HARWOOD CAVERNO.

A most perplexing problem in these days confronts teachers in our colleges and higher institutions of learning. With the growth of the universities, the advancement of science, and the minute subdivision of specialties, has arisen a demand that the departments in our colleges shall be conducted, not so much by men and women who can teach, as by those who have made reputations by advanced work in their own lines. That this trend of affairs is in many respects desirable, no one will deny. But so much stress has been laid upon this, and so much criticism has been devoted to the man who is "never heard of outside his own class-room," that it seems time to question a little whether the pendulum has not swung too far. In general, the policy of the institutions and individuals attacked on this score has been merely defensive. Most of our colleges are poor, and on this fact their line of defence has rested. Their resources have been inadequate to secure the service of extraordinary men, or the men whom they have secured have,

for lack of assistants, been compelled to carry so large an amount of work in instruction that they could not find time to make or further their own reputations, or advance the knowledge of their specialties.

But a purely defensive position is never satisfactory to an ambitious man, nor does an active conscience find much comfort in a state of simple "moral solvency, with neither debits nor credits." We may not be to blame if we have been shut off by poverty from the development of brains or character; but the sense of failure is none the less a haunting one. And under this sense the exactions of public opinion now compel a great number of scholarly, ambitious, and conscientious men and women to labor.

But is the career of a teacher whose whole life work goes into his class-room necessarily a failure? No man can give incessantly without continually taking in from some source. No man can teach year after year without study. Yet no man's knowledge grows less by imparting it. What he does lose, what he must be ever recuperating, is vitality. I doubt if any man ever really taught who could not say when the lesson was over, "I perceive that virtue is gone out of me." And, as in the direction of any form of energy, one must give royally, ruthlessly, if he expects to see any result. Only about fifteen per cent. of the coal in a locomotive moves the train; the other eighty-five per cent. is lavished in overcoming friction. In some such measure must energy be lavished in teaching, and the chances are that few men have vitality to combine the functions of a leader and an original scholar. Yet the result of teaching is not less real because it is intangible. The greatest teachers of mankind have not accounted it loss. The real work of Arnold of Rugby is not affected by the fact that his Roman history is not accounted an authority. Perhaps no man ever did more for human thought than Socrates; yet he left no writings, nor would it be easy to find a single item of knowledge which we owe directly to him. That a man has attained a great reputation in his department, and has even advanced the sum of human learning, is by no means an evidence that he could fill the chair of an instructor whose name is unknown to any publication. Nor should the latter count his own life wasted because he has not done the same kind of work. The Greek student who has discovered the origin of the "ka perfect" is a scholar, and has a scholar's reward. But the office is no less of the man who can make his classes hear

"like ocean on a western beach
The surge and thunder of the Odyssey."

"Having, then, gifts differing according to the grace that is given us, whether prophecy, let us prophesy according to the proportion of faith; or ministry, let us wait on our ministering; or he that teacheth on teaching."—*N. Y. Independent.*

Mathematics.

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

CORRESPONDENCE.

TEACHER, New Prussia, solved 82, 83, 84, 90, 91, 95, 96.

A. N. MYER, Dunnville, 53, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 82, 83, 84, 85.

J. P. MCNAMARA, Weisenburg, 53, 60, 61, 62, 63, 64.

A. H. P. MATTHEW, Cloverdale, B.C., 85, 86, 87, 88, 90, 91, 92, and 93 of June 15th. NOTE.—By an error the problems on page 75 of June 15th number from 81 to 95, instead of running from 104 to 118. To avoid confusion, we shall quote them as 81a, 82a, etc.

X.Y.Z., Montague Cross, P.E.I., sends several problems for solution. He says: "I have received much benefit from THE JOURNAL columns. It ought to be patronized by every live teacher in Canada." That seems to indicate that this paper is doing its mission with fair success, and to know that their work is practically useful is one of the rewards coveted by the promoters.

W.R.B., Ont., writes as follows: "I read your note in THE JOURNAL about teachers helping one another. I have often thought, when I saw arithmetic problems in THE JOURNAL, that if I had the address of the sender I would return him the solutions in much shorter time than he could get them through the paper. Arithmetic is a delight to me, and where the questions are not beyond the Junior Leaving I can usually handle them. If you think best you may make a note of it, and ask correspondents to give their addresses."

N.B.—These lines breathe the spirit of the greatest Teacher that ever lived, and prove that the case was not stated too strongly in the note referred to. It may seem paradoxical, but we do not propose to give the address of this worthy brother at present, and for special reasons. It is within the knowledge of the Editor that W.R.B. has been in delicate health for some time, and that it would be imprudent for him to assume the extra work. At the same time we commend the letter to the attention of teachers everywhere, and we know that thousands will wish that the generous heart may soon again be the tenant of a sound body. Let those who are strong and who have the ability imitate the worthy example, and assist their fellow-teachers in all the ways they can.

INQUIRER refers to No. 83, page 75, and says: "Broker gets \$114 $\frac{2}{3}$ a share, but gives his employer \$114 $\frac{2}{3}$ - \$ $\frac{2}{3}$ = 113 $\frac{1}{3}$."

N.B.—In the question the statement is " $\frac{1}{2}$ % brokerage." Commission and brokerage ought to be calculated on the money that passes through the agent's hands, and not on the par value of the stock. For example, when G.T.R. stock sold at 12 and brokerage at $\frac{1}{8}$, the transaction of selling a share would be nearly 8 times more expensive than it would be at 96, brokerage $\frac{1}{8}$, supposing the brokerage added to the par value. Usage appears to be divided. When the selling price of stock amounts to 85 or 95, the custom agrees with INQUIRER'S view; but in some cases the par value is 50 or 25 instead of 100, and it would then be absurd to add the brokerage to the par value. Also, in the case of a lump sum sent for investment, it would be absurd to allow the broker commission on his own commission. But, as in bank discount, agents are ready to ignore mathematical accuracy for the sake of larger profits. A reference to two recent commercial works throws no light on the question. Most recent books on arithmetic favor INQUIRER'S interpretation, but in large transactions the rule is obviously unfair to the principal. For example, if I invest \$10,000 in stock at 50 or at 99, there is no reason why the agent should receive a higher commission for one transaction than for the other. When the commission is calculated on the cash handled, he is fairly and properly rewarded for his trouble; not so on the other view.

W. BROWN sends an arithmetical solution of No. 54, as follows:

16 lbs. of tea (black and green) cost \$7.75
16 lbs. of tea (green and black) cost 7.45
16 . lbs. black + 16 lbs. green cost \$15.20
But 16 lbs. black cost 16 times 40c. = \$6.40
∴ 16 lbs. green tea cost \$8.80

1 lb. " " " 55
Difference of 15c. per lb. makes a total difference of \$7.75 - \$6.40 = \$1.35.
∴ 9 lbs. of green.

J. S. THOMAS, Waterloo, sends the following solution of No. 27. Assuming the inner circles to be as large as possible, and, therefore, touching one another and the outer circle: Let O be the centre of the outer circle, and A, B, and C the centres of the three inner circles. Describe the triangle ABC.

The lines AB, BC, CA pass through points of contact, Euclid III., 11 and 12.

It can be shown that if r is the radius of a smaller circle, the distance from the centre of a smaller circle to the centre of the larger circle is

$\frac{2r}{\sqrt{3}}$. Hence the radius of the larger circle will be $r \left(1 + \frac{2}{\sqrt{3}} \right)$

Radius of larger = $\sqrt{500 \times 4840 \div 37} = 877.485$ + yds.

Radius of smaller circle = $\frac{877.485}{1 + \frac{2}{\sqrt{3}}} = 407.24$ + yds.

Side of triangle = $407.24 \times 2 = 814.48$ yds.

$$\text{Distance from A to O} = \frac{2r}{\sqrt{3}} = 2 \times \frac{407.24}{\sqrt{3}} = 470.24 \text{ yds.}$$

This last result may also be found by dividing the product of the 3 sides of the triangle by 4 times the area of the triangle

$$\frac{814.48 \times 814.48 \times 814.48}{4 \cdot (433 \times 814.48 \times 814.48)} = 470.24 \text{ yds.}$$

$$\text{Area of smaller circle} = \frac{407.24^2 \times 3}{4840} = 107.69$$

acres for each daughter.

$$500 - (107.69 \times 3) = 176.93 \text{ acres left for the lady.}$$

T.P.K., Hermon, and several others, ask for an explanation of the method of casting out nines. N.B.—See "Clarkson's Problems in Arithmetic," p. 11; "Hamblin Smith's Arithmetic," Canadian edition, p. 34.

E. KESNER, Boulder, Colorado, sent three problems from a text-book on integral calculus. We regret that we cannot at present find space for higher work, but the pressure is so great that we can only get a part of the Public School and High School work represented. For University work our friend would find help in *The American Mathematical Monthly*, Chubcock Bros., Kidder, Missouri; \$2.

REMARK I.—We propose to publish solutions of various examination papers set this summer, and shall be glad to receive assistance from friends of THE JOURNAL.

J. P. MC. Reply.—(1) From 500 to 512 cubic feet of hay are supposed to make a ton of hay. (2) The area of an ellipse is found by taking the product of the semi-diameters and multiplying this by $\frac{2}{3}\pi$, i.e., πRr where R and r are semi-diameters.

REMARK II.—We find it impossible to overtake all the correspondence on hand, in this issue. Will our friends kindly exercise the virtue of patience? This column has been ably supported, and our widely-scattered correspondents have our sincere thanks. We have more than thirty problems on hand, some of them very difficult, that must await their turn for space. There are also a number of solutions which will appear by and by. Solutions of the Entrance, Public School Leaving, Primary, and Higher examinations are in demand during the fall and winter months, and we must rely largely on our contributors to satisfy the wants of our readers.

SOLUTIONS.

57. By A. N. MYER. Let A be the given point, and C the centre of the given circle. Draw the diameter DCAB. In BD take MN such that it is divided in medial section at A. (Euc. II., 11 and cor.). Draw MO and NP on opposite sides of the diameter, and MO : NP = MA : AN. Join OA, AP, cutting the circumference in Q and S. QS is the line required.

For OMA and PNA are similar triangles, and the angle OAM = angle PAN, and hence OP is a straight line.

Draw QR and ST perpendicular to BD, and from similar triangles AQ : AS = MA : AN, ∴ SQ is cut in medial section at A.

58. By A.N.M. Let R = amount of \$1 for 1 year

$$\therefore \$1000 = \frac{R^{21} - 1}{R - 1} \times 35, \text{ whence we have}$$

$$\frac{R^{21} - 1}{R - 1} = 28.5718. \text{ Now, we can approximate}$$

the value of r by a few trials. Take $r = \frac{1}{100}$ and $\frac{1.03^{21} - 1}{1.03 - 1} = 26.87.$

$$\text{But if } r = \frac{3}{100}, \frac{1.035^{21} - 1}{1.035 - 1} = 30.27. \text{ Hence the}$$

rate lies between 3% and $3\frac{1}{2}\%$. Again, take $r = \frac{3\frac{1}{2}}{100}$, and $\frac{1.0325^{21} - 1}{1.03 - 1} = 29.4$, whence we see that the rate lies between 3% and $3\frac{1}{2}\%$, and is nearer $3\frac{1}{2}\%$ than 3%. [This method might be carried to a pretty close approximation. See remarks on page 74 in respect to this problem.—ED.]

59. By J. PATTERSON. A ton of hay occupies about 500 cubic feet. [Some say 512 cubic feet.] The hay occupies $17\frac{1}{2} \times 27 = 168\frac{1}{2}$. Therefore the number of tons = $16957 \div 3000 = 5.6523$ tons.

60. By A. N. MYER. Total increase = 1596; ratio of increase for 2 decades = $\frac{1596}{2} = 798$. Thus the final population was $1\frac{1}{10}$ of the initial population; therefore at the end of the first decade it was $\frac{1}{10}$ of the initial population. The increase was 10% per decade.

61. By the EDITOR.
 $102\frac{1}{2}\%$ total = $92\frac{1}{2}\%$ males + $10\frac{1}{4}\%$ females
 = $92\frac{1}{2}\%$ total + $17\frac{1}{2}\%$ females
 ∴ 10% total = $17\frac{1}{2}\%$ females = 10% males + 10% females

$$\therefore 7\frac{1}{2}\% \text{ females} = 10\% \text{ males}$$

$$\text{or } 31\% \text{ females} = 40\% \text{ males}$$

$$\therefore \text{males} : \text{females} = 31 : 40.$$

62. By the EDITOR. Let 8x = side of original cube; ∴ solidity = $512x^3$

Then 7x = side of diminished cube; ∴ solidity = $343x^3$

Diminution = $169x^3$; or $\frac{1}{3}\frac{69}{112}$ of original cube.

63. By the EDITOR. Let x + 1 and x be the diameters in feet.

$$\therefore \pi(x+1) \text{ and } \pi x \text{ are the circumferences.}$$

$$\text{Then } \frac{5280}{\pi x} - \frac{5280}{\pi(x+1)} = 50; \text{ which reduces to}$$

$5x^2 + 5x - 168 = 0$; ∴ x = 5.318 feet, and the radii are, therefore, 2.659 ft. and 3.159 ft.

64. By F. L. BUCKTON. The field forms two triangles with sides 30, 20, 40, and 32, 25, 40. Hence the area is

$$\sqrt{\frac{1}{2}(45-30)(45-20)(45-40)} + \sqrt{\frac{1}{2}(48.5-32)(48.5-25)(48.5-40)}$$

$$= \sqrt{84375} + \sqrt{139874.9375} \text{ square chains} = \text{etc.}$$

79. By J. PATTERSON. In this question, \$461.54 should be \$452.38 $\frac{2}{21}$ to give the answer that is given in the supplement of the arithmetic.

Let x = what Moss invests;
 ∴ x + \$5000 is what Stuart invests.

Profits on \$x for 7 months = profits on 7x for 1 month.

Profits on x + \$5000 for 5 months = profits on 5x + \$25,000 for 1 month.

At the end of 7 months Moss invests \$2500 more ∴ he has x + \$2500 for the rest of the year, and Stuart has x + \$2500 for the last seven months.

Profits on x + \$2500 for 5 months = profits on 5x + \$12,500 for 1 month.

Profits on x + \$2500 for 7 months = profits on 7x + \$17,500 for 1 month.

Moss receives the profits on 7x + 5x + \$12,500 for 1 month, or on 12x + \$12,500 for 1 month.

Stuart receives the profits on 5x + \$25,000 + 7x + \$17,500 for 1 month = 12x + \$42,500 for 1 month.

∴ Stuart receives the profits on 12x + \$42,500 - 12x - \$12,500, or \$30,000 for 1 month more than Moss receives.

∴ the profits on \$30,000 for 1 month = \$452.38 $\frac{2}{21}$

∴ " " " \$2500 " 1 year = 452.38 $\frac{2}{21}$

∴ on \$2500 capital at the beginning of the year, at the end of the year the capital will be \$2500 + \$452.38 $\frac{2}{21}$, or \$2952.38 $\frac{2}{21}$;

∴ \$2952.38 $\frac{2}{21}$ capital at the end of the year, the capital at beginning was \$2500

∴ \$24800 capital at the end of year, the capital at beginning was $\frac{2500.00}{2952.38\frac{2}{21}} \times 24800$

= $\frac{2500.00 \times 21 \times 24800}{620000} = \21000

∴ the capital at beginning was 21000

∴ 2x + \$5000 = 21000

∴ x = $\frac{\$21000 - \$5000}{2} = \$8000$

∴ x + \$5000 = \$13000

∴ Stuart had \$13,000 and Moss \$8000 invested.

Hints and Helps.

CHILD STUDY.

Prof. Margaret E. Schallenberger, of Stanford University, in California, started the subject of "Child Study" last summer. The subject proposed was "Children's Rights, as Seen by Themselves." Circulars were sent out to hundreds of teachers in California, and children from six to sixteen were asked to give their opinion on a hypothetical case what they thought of a certain Jennie who had a box of beautiful new paints, and, while her mother was out one afternoon, painted all the

parlor chairs and proudly exhibited her work to her mother when the latter returned. The children were asked to say what they would have said or done to Jennie if they had been the mother. The answers were classified under twelve heads: "Jennie Ignorant," "Jennie Explained to," "Jennie, Don't Do It Again," "Jennie Made to Promise," "Jennie Threatened," "Jennie Made to Clean the Chairs," "Jennie Confined," "Jennie Loses Meal," "Jennie Loses Paint," "Jennie Sent to Bed," "Jennie Whipped," and "Jennie Punished."

Out of 2,000 boys and girls of six years, 1,102 would whip Jennie; out of the same number at eleven years, 763 would whip her; at sixteen, only 185 would whip her. Of 2,000 boys and girls at six, none would have explained to Jennie why it was wrong to paint the chairs. At twelve years 181 would have explained why it was wrong, and at sixteen 751 would have made the explanation. Among the younger pupils the idea of revenge in punishment is chief. One nine-year-old boy wrote:

"If I had been that woman I would have half-killed her."

Another would pile up punishment in this way: "If I had been Jennie's mother I would of painted Jennie's face and hands and toes. I would of switched her well. I would of washed her mouth out with soap and water, and should stand her on the floor for half an hour."

Most of the younger children thought Jennie ought to be made unhappy because she made her mother unhappy. Some thought also that she ought to be punished to prevent a repetition of the act. One aged fourteen, who had risen to the height of reforming Jennie, wrote:

"I would have took her into the parlot and I would have talked to her about the injury she had done to the chairs, and talked kindly to her and explained to her how much mischief she had done in trying to please her mother."

A girl of fourteen wrote: "I think the mother was very unwise in losing her temper over something the child had done to please her. I think it would have been far wiser to have kissed the little one and then explained to her that the paints were not what was put on the chairs to make them look nice."

Another girl thought that Jennie's mother ought to put herself in Jennie's place before any form of punishment was devised.

Prof. Schallenberger says: "Young children are less merciful than older ones. When they appear cruel and resentful we know that they are exercising what they honestly consider the right of revenge.

"Boys are less merciful than girls. "Younger children judge of actions by their results; older ones look at the motives which prompt them. If a young child disobeys a command and no bad results follow, he doesn't see that he has done wrong.

"Punishments which have in them the idea of restitution are common to all ages.

"Girls consider the why more than boys; they explain to Jennie ottener than boys do.

"Threats and forced promises do not impress children."—N. Y. School Journal.

Correspondence

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—In order to meet the requirements of teachers who desire to enter upon the study of medicine, and find it needful to pursue their avocation at the same time, in order to provide the sinews of war, the Faculty of the Ontario Medical College for Women have made special arrangements, by which teachers may attend their medical lectures in the first year after school hours, so as not in any way to interfere with their teaching.

The examinations of the first year will be also conducted in the same way, and there will, therefore, be no need of obtaining leave of absence from the School Board for the purpose of writing at the closing examinations of the term.

In order to avail themselves of these arrangements, intending students should notify the registrar not later than September 25th. It is believed that the above will prove a boon to many a hard working teacher who has "ambition" but lacks the means.

Yours truly,
 D. J. GIBB WISHART, Registrar.

Primary Department.

ANOTHER BEGINNING.

RHODA LEE.

The close of vacation and the return to school duties bring to every thinking teacher thoughts more or less serious regarding herself and the work of the new term. New pupils, perhaps a new school, at all events, a new September. Before us a possibility of doing better work than any we have done in the past. We do not expect a perfectly smooth road, but the experiences of former terms should serve to show where the rough places and the pitfalls lie and guide us safely where once we stumbled. These lines, so helpful and hopeful, from the pen of Susan Coolidge come to my mind:

"Yesterday now is a part of forever,
Bound up in a sheaf which God holds tight,
With glad days and sad days and bad days which
never
Shall visit us more with their bloom and their
blight,
Their fullness of sunshine or sorrowful night.

"Let them go since we cannot relieve them,
Cannot undo and cannot atone.
God in His mercy receive, forgive them!
Only the new days are our own,
To-day is ours, and to-day alone."

"As the teacher, so the school is." I do not believe we sufficiently realize the truth of this saying. If we did we should find that at least one-half of the difficulties of the schoolroom would vanish upon the correction of some few faults of our own. Oh, that it were possible to get out of ourselves, to stand aside a little distance and make a fair, honest criticism of our manners and methods! Self-examination is not an easy or particularly enjoyable undertaking, and I have thought that the consideration of the following questions might assist us in seeing wherein we might improve. To the outsiders they may seem to deal with matters trifling and unimportant, but the teacher knows that it is upon attention to the "small things" her success depends.

Am I in earnest? If our hearts are not in our work the children will very soon discover the want, and we shall be at a loss to account for the indifference of our pupils. We need not be so troubled; they are simply reflecting.

Am I just? Have I sufficient sympathy? Do I try to understand the different natures of the children, or do I treat them all alike? To answer this last question in the affirmative, and be a teacher in the true sense of the word, is an impossibility.

Am I noisy? Do I speak in a loud or high tone of voice? If so, I cannot have a quiet schoolroom.

Do I so prepare lessons and material that the work may progress smoothly and steadily without haste or disorder, or do I have to hunt through cupboards and drawers for things required?

Have I a satisfactory time table? If so, do I adhere to it, or, overstepping the bound in the early part of the morning, do I try all day to "catch up"? Programmes of work often need rearranging, and I would advise keeping the time

table in a convenient place, so that when an idea occurs for improving any part of it you may make it then and there. Disregard for the time table has much of the impatience and disorder in the schoolroom to answer for.

Am I as courteous to my children as I would be to any friend? We are at fault if we are not so. "Thank you," "I beg your pardon," "Excuse me," should be just as natural and necessary in schoolroom society as elsewhere.

Do I take sufficient care of the physical needs of my pupils? Is the heating and ventilation properly attended to? Do I give relaxation frequently enough?

All these and many other questions may be answered satisfactorily by many of my readers. She should be a remarkably happy teacher who can say that in no one of these matters does she fall short. However, the majority of us have to admit that our ideal is still a long way off, that we feel constantly the need of more earnestness, more sympathy, more tact, more thoughtfulness, more definiteness, more of all the qualities that combine to make the truly successful teacher.

"Know this, surely at last. Honest love, honest sorrow,
Honest work for the day, honest hope for the
morrow,
Are these worth nothing more than the hand
they make weary,
The heart they have saddened, the life they leave
dreary?
Hush! the sevenfold heavens to the voice of the
spirit
Echo: He that o'ercometh shall all things in-
herit."

CLASS RECITATION.

HOW THE LEAVES CAME DOWN.

SUSAN COOLIDGE.

I'll tell you how the leaves came down,
The great tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly pouting leaf,
"Let us us a little longer stay;
Dear Father Tree, behold our grief,
'Tis such a very pleasant day
We do not want to go away."

So just for one more merry day
To the great tree the leaflets clung,
Frolicked and danced and had their way;
Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great Tree will forget
And let us stay until the spring,
If we all beg and coax and fret."
But the great tree did no such thing;
He smiled to hear their whispering.

"Come, children all, to bed," he cried;
And ere the leaves could urge their prayer
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
With bedclothes heaped upon her arm,
Should come to wrap them safe and warm

The great bare tree looked down and smiled,
"Good-night, dear little ones," he said;
And from below each sleepy child
Replied, "Good-night," and murmured,
"It is so nice to go to bed."

PRIMARY GEOGRAPHY.

RHODA LEE.

The work of geography in primary classes might, for a time, be placed under the head of language lessons, the first step consisting of familiarizing the children with the terms included in the idea of POSITION, such as *above, below, over, under, beside, in front of, behind, between, around, to the right of, to the left of.*

These terms should be developed and impressed by means of objects in the room, or, if possible, in the hands of the children. When the class is able to read easily, this work may be profitably given as busy-work. Make two lists of words, one consisting of the names of objects in the room, the other of the terms given above. Ask for as many statements as possible to be made from the lists. For example:

The ceiling is above the stove.
The ceiling is above my head.
My book is in front of me.
My desk is in front of me.
Margaret is in front of me, etc.

The next idea to be given is that of DISTANCE. In developing this provide each child with a piece of pasteboard one inch square, with which to measure the length of the slate, book, desk, pencil, and other objects at hand. After impressing the idea of *length*, develop that of *depth* and *width* by measuring an empty box.

As the children are generally provided with a 12-inch ruler, we can readily bring out the idea of the *foot* and *yard*. By means of distances with which the children are familiar develop the idea of a *mile*.

DIRECTION.—The cardinal points are best introduced by means of a story, or in a talk on the different winds. Some of the songs, when motions accompany them, serve to impress the points of the compass. The following is a great favorite, and brings out the idea of east and west perfectly:

Good morning, merry sunshine,
How did you wake so soon?
You've scared away the little stars,
And shined away the moon.
I saw you go to sleep last night,
Before I said my prayer;
Low in the west you sank to rest;
How did you get up there?

I never go to sleep, dear child,
The earth goes round, you see.
My little children in the east,
They rise and watch for me.
I waken all the birds and bees
And flowers on my way,
And you, dear children, last of all,
To greet this happy day.

I have taken the liberty of changing slightly the wording in the second verse, as the original words conveyed the erroneous idea of the sun revolving about the earth. The poetry is sacrificed somewhat, but the thought is correct.

There is rather more in the subject of direction than we at first realize. I have always found it advisable to leave it occasionally and take up some other subject, such as the *shape and motions of the earth, day and night, climates and seasons, winds, rain, hail, snow*, etc. These form most interesting and profitable geography development lessons.

The cardinal points should be developed in the schoolroom, and afterwards applied to roads, streets, and landmarks about the school and country. The fact that when facing north the right hand, if extended, points *east* and the left hand *west* should be well impressed.

The points *northeast*, *northwest*, *southeast*, and *southwest* should be developed and used in the same way.

The use of the compass and the value of charts and maps may be taken up next. A method of applying the points of the compass to the map will be given in another paper.

We do not attempt a great deal in geography in First Book classes, but it is the foundation, and we must see that it is sure.

The following verses by Mr. Stedman are very good, and might be used as a class recitation :

THE WINDS.

Which is the wind that brings the cold?
The north wind, Freddy; and all the snow;
And the sheep will scamper into the fold,
When the north begins to blow.

Which is the wind that brings the heat?
The south wind, Katy; and corn will grow,
And cherries redden for you to eat,
When the south begins to blow.

Which is the wind that brings the rain?
The east wind, Tommy; and farmers know
The cows come shivering up the lane,
When the east begins to blow.

Which is the wind that brings the flowers?
The west wind, Bessy; and soft and low
The birdies sing in the summer hours
When the west begins to blow.

A STORY FOR REPRODUCTION

THE CAT AND HER KITTENS.

There was once a cat who had three kittens, and she kept them in a nice warm corner in the cellar. But one morning it struck her that the cellar was a little damp, and this was not good for the health of her darlings. So she made up her mind to carry them to a little garret room, at the top of the house, where one of the servants slept. First, she carried one kitten by the back of the neck up stair after stair, then another, and then the third.

"Hello, Mrs. Puss! what do you want here with your small family? I cannot have cats in my room," said the servant. "Back to the cellar you must go, you and your three children." So she carried them back to the cellar.

But kitty was not of the same mind with the servant—was determined to have a better sleeping place for them, and carried them up again. Once more the servant turned them out and took them back to the cellar. Once more puss carried them up to the garret.

Every time puss took them up the servant took them down again. This went on, three, four, five, six times. At last poor puss was quite wearied out. She could carry them no longer.

Suddenly she left the house, and no one could tell where she had gone to. Had she run away and left her poor little kittens? No! She came back in a short

time, and with her she brought a big black cat. Then she showed this black gentleman her kittens and told him the whole story.

At once the strange cat flew at one of the kittens, got it tight in his mouth, and rushed upstairs with it. Then he carried up another, and then the third, while the determined mamma led the way with a low *mew*.

The servant, seeing that kitty had made up her mind that it was for the good of her family that they should sleep in her room, gave up the struggle, and allowed the cat and kittens to take up their abode with her. Kitty mewed her best thanks to the black cat, and the kind stranger, making a low bow and a gentle purr, went away and was never seen again.

WHAT THE APPLE SAID.

I am little Miss Apple,
My home's in a tree,
Far up in the branches
Where no one can see.

I list to the birdies,
I swing in the breeze,
I laugh in the sunshine,
I hide in the leaves.

My cheeks are so rosy,
My pulp is so white,
I know I am juicy—
Do, please, take a bite.

—Selected.

MAXIMS FOR BLACKBOARDS.

Cleanliness is next to godliness.

Order is heaven's first law.

A place for everything, and everything in its place.

He who does his best does well.

Reward is in the doing.

Honesty is the best policy.

An honest man is the noblest work of God.

Good health is better than wealth.

Not failure, but low aim, is crime.

True worth is in being, not seeming.

Being good is the mother of doing good.

Obedience is better than sacrifice.

Keep good company and you shall be of the number.

There is nothing that costs less than civility.

It always pays to be a gentleman.

Politeness is the outward garment of good will.

Thou shalt rise up before the hoary head.

The noblest courage dares to do right.

Denying a fault doubles it.

Do unto others as ye would that they should do unto you.

Be friendly, and you will never want friends.

Think the truth, speak the truth, act the truth.

Kind words are the music of the world.

A person good at making excuses is seldom good for anything else.—*Exchange*.

I count this thing to be grandly true
That noble deed is a step toward God,
Lifting the soul from the common sod
To a purer air and a broader view.

—J. G. Hollaud.

School-Room Methods

ON TEACHING GEOGRAPHY.

1. Rely on maps and outlines, and not on the text-book.

2. Assign the lesson by topics, never by pages.

3. Encourage pupils to ask questions, and furnish examples within their own experience of the subject under consideration.

4. Let each pupil give in his own language all the information he has secured on the subject.

5. At the close of a recitation have the pupils tell what has been brought out during the lesson.

6. Emphasize all new facts, and connect them with the lesson.

7. Insist that each pupil keep a note-book.

8. Talk as little during the lesson as possible; let the subject be unfolded and developed by the pupils.

9. Make your questions and answers as you would in conversation; eschew the lecture style of teaching.

10. Have plenty of reference books, use them freely, and encourage your pupils to consult them.

11. Hold this always before your mind: you are to teach your pupils to study a country in the light of its advantages as an abode for man.

12. Begin every lesson with a review of the preceding lesson. Frequently have this review a written exercise.

13. Have progressive maps made, to be filled in as the lesson proceeds.

14. Encourage individual work; assign subjects to different pupils to be reported on at the next lesson.

15. Strive to inculcate in the minds of your pupils a glowing pride in their own country.—*Goldthwait's Geographical Magazine*.

A GEOGRAPHY LESSON.

We think that the pupils saw from the teacher's illustration that the sun might appear to move from north to south and from south to north, and yet not move at all. It *might* be the earth that is moving. We were glad he gave his illustration, and moved on to something that they could understand. He did not press them with the words, "Do you understand?" said in such a way as to suggest to the pupil that if he does not he must be very stupid. Most of us, if pressed that way, would say yes, with some mental reservation; especially if we thought by saying *yes* the questioner would ask no further questions.

It will be remembered that the teacher's purpose in this lesson was to teach the general distribution of heat over the surface of the earth. The teacher said, "When do we have the warmer weather, when the sun is most nearly over our heads, or when it is farther south of us?"

Many were ready to say from their own observation that it is the warmer when it is most nearly over our heads.

TEACHER.—Suppose we were one thousand miles south of this place to-day (June 15), would the sun be more nearly overhead than it is here?

P.—I think it would.

T.—How would the temperature compare with ours?

P.—I think it would be warmer.

T.—Suppose we were to go to a place where the sun would be exactly overhead?

P.—It would be warmer still.

SECOND P.—That's where the brown baby lived.

T.—So it is.

(The teacher in a preceding grade had read "Seven Little Sisters" to the class. This pupil recalled what was said about the brown baby.)

The teacher now took a globe and showed where we live and where we would be to-day if we were where the sun shines directly overhead at noon. He called attention to the fact that the sun seems to come north to a certain point and then go back. The children had noticed this when they were studying the shadow of the pole.

One spoke out, "without permission!" and said, "Yes, our shadow proved that." Another said, (without raising the hand—just think of it!) "There must be a strip around the earth that is pretty hot all the time."

T.—What makes you think so?

For Friday Afternoon.

THE BISHOP* AND THE BABY.

A poor little pale-faced baby,
Lost and hungry and cold,
With the chill wind pinching her tear-wet cheeks,
And ruffling her bright hair's gold.

For just when the busy people
Were hurrying here and yon,
Buying their gifts for the Christmas tree,
Her mother was suddenly gone.

She did not cry, poor midget,
But lifted pitiful eyes
At the crowds of careless strangers,
At the gray, indifferent skies.

Jostled and pushed and frightened,
A tiny waif of the street,
With the wintry darkness falling,
And the snowflakes gathering fleet.

She was seen by a great kind giant ;
With swinging stride he came.
Even then the angels in heaven
Wrote Saint before his name.

From the height of his splendid stature
He stooped to the little maid,
Lifted her up in tender arms,
And bade her not be afraid.

Against his broad breast nestled,
She clung like a soft spring flower
That a breeze had caught and carried
To a strong and sheltered tower.

In his thick, warm cloak he wrapped her,
The little shivering child.
"I'll find your mother, baby,"
The bishop said, and smiled.

That smile like a flash of the sunrise—
'Tis but a memory dim,
For the years are hasting onward,
And we are mourning him.

The white cold snows are drifting
Where to-day he lies asleep.
After his life's long warfare,
The soldier's rest is deep.

But of dear things said about him,
Of victories that he won,
No sweeter tale is told than this,
Of his grace to a little one.

—Margaret E. Sangster, in *Harper's Bazar*

*Phillips Brooks.

THE ARROW AND THE SONG.

I shot an arrow into the air;
It fell to earth, I knew not where ;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air;
It fell to earth, I knew not where ;
For who has sight so keen and strong
That it can follow the flight of song ?

Long, long afterward, in an oak,
I found the arrow unbroke ;
And the song, from beginning to end,
I found again in the heart of a friend.

—Longfellow.

"KEEP A STIFF UPPER LIP."

There has something gone wrong,
My brave boy, it appears,
For I see your proud struggle
To keep back the tears.
That is right. When you cannot
Give trouble the slip,
Then bear it, still keeping
"A stiff upper lip !"

Though you cannot escape
Disappointment and care,
The next best thing to do
Is to learn how to bear.
If, when for life's prizes
You're running, you trip,
Get up, start again—
"Keep a stiff upper lip !"

Let your hands and your conscience
Be honest and clean ;
Scorn to touch or to think of
The thing that is mean,
But hold on to the pure
And the right with firm grip,
And, though hard be the task,
"Keep a stiff upper lip !"

Through childhood, through manhood,
Through life to the end,
Struggle bravely and stand
By your colors, my friend.
Only yield when you must ;
Never "give up the ship,"
But fight on to the last
"With a stiff upper lip !"

—Phæbe Cary.

A RAIN SONG.

Tinkle, tinkle,
Lightly fall
On the peach buds, pink and small ;
Tip the tiny grass, and twinkle
On the willows green and tall.

Tinkle, tinkle—
Faster now,
Little raindrops, smite and sprinkle
Cherry bloom and apple-bough !
Pelt the elms, and show them how
You can dash !
And splash ! splash ! splash !
While the thunder rolls and mutters, and the
lightnings flash and flash !
Then eddy into curls
Of a million misty swirls,
And thread the air with silver and embroider it
with pearls !

And patter, patter, patter
On the mossy flags, and clatter
On the streaming window pane.
Rain, rain,
On the leaves,
And the eaves,
And the turning weathervane !

Rush in torrents from the tip
Of the gable peak, and drip
In the garden bed, and fill
All the cuckoo cups, and pour
More and more
In the tulip bowls, and still
Overspill
In a crystal tide, until
Every yellow daffodil
Is flooded to its golden rim, and brimming o'er
and o'er !

Then as gently as the low
Muffled whirr of robin wings,
Or a sweep of silver strings,
Even so
Take your airy April flight
Through the merry April light,
And melt into a mist of rainy music as you go.
—Evaleen Steen, in *St. Nicholas*.

P.—The sun just swings back and forth nearly overhead all the time in this place, (pointing to the globe) and the earth is turning all the time, so that would make a hot strip around the earth.

T.—You are right. Where, then, shall we find the hottest part of the earth ?

P.—In this strip.

T.—Yes ; and this strip is called the Torrid zone, and the line running through the middle of it is called the equator.

"How easy !" says one, "but what would the teacher have done if that pupil had not suggested the hot strip ?"

My dear brother, or, maybe, sister, do you think that this was a mere happening ? Don't you know that the subject was presented in such a way as to cause the pupils to see just that fact ? It is likely that many others saw the same thing before it was told. "But if *no* one had seen it ?" Why the teacher would have kept doing things to arouse the proper mind activity. It takes more to move some minds than others. "Why not *tell* him that the Torrid zone is a hot strip around the earth midway between the poles ?" Because we wish to *teach* him. If we tell him and he remembers it, he gains much less in mind power than he would if we did something to cause him to think it. If we simply wish him to be able to repeat the words (on examination day, for instance), telling is just the thing.

But the teacher had none of this in his recitation. He went on as smoothly as if what came was just what he expected to come. And we are inclined to believe this to be true. His next move was the following :

T.—Now, suppose we come away from the equator to where we live, how would we find the temperature here as compared with that ?

P.—I think it would be cooler.

T.—Suppose we were to go away south of it ?

P.—I think it would be warmer, for the farther south we go, the warmer we get.

We and some of the pupils could hardly keep still, because we knew the answer was wrong ; but the eye of the teacher quieted us. He did not frighten us, his look just said "Wait." We waited.

T.—In the winter, where is the warmest place in our schoolroom ?

P.—Near the stove.

T.—If I move *south* of it, will I find it warmer or cooler ?

P.—Cooler.

T.—State the effect of going north or south from the equator.

P.—The farther we go from the equator the cooler we find the temperature.

SECOND P.—We might say that the nearer we are to the equator, the warmer we find the temperature.

T.—Yes.

This is the law that they have discovered. Of course, there are exceptions, or rather modifications of this law of the general distribution of heat. These will come up later. We can afford to allow the pupils to remain in "blissful ignorance" for awhile. The teacher will spring this subject on them at the proper time, and they will, under his guidance, think it out.

The teacher closed this lesson with some "practical" applications.

He said : "I have a friend who lives on the equator ; what kind of clothes do you think he wears, light or heavy ?"

P.—I think he must wear very light clothes, because the weather is very hot there.

T.—I have another who lives a long way south of the first one. The first one is going to visit the second. What kind of clothes has he, probably, in his trunk when he starts ?

P.—I think he probably has heavy clothes in his trunk, for the farther south we go from the equator, the cooler we find it ; and you said he was going a long way south.

Many more were given, but this is enough to suggest the idea.—*Indiana School Journal*.

A little eight-year-old Irish boy in one of our Public Schools was reproved by his teacher for some mischief. He was about to deny his fault, when she said : "I saw you, Jerry."

"Yes," he replied, as quick as a flash, "I tells them there ain't much you don't see wid them purty black eyes of yourn." That was the soft answer that turned away wrath.

An English paper, some years ago, quoted the answer of a schoolboy to a question about Homer as an improvement upon the famous old one that Homer was not written by Homer, but by another man of the same name. The new aspirant for Hibernian honors, after listening to a lecture on the Homeric question, calmly wrote : "It is said that writing was not invented when Homer composed his poems. He must therefore have lived a good deal later." *Palmam qui meruit ferat.*

Question Drawer.

All questions for this department, like all communications for any other department of THE JOURNAL, must be authenticated with the name and address of the writer, and must be written on one side of the paper only. Questions should also be classified according to the subject, i.e., questions for the English, the Mathematical, the Scientific, and the general information departments should be written on separate slips, so that each set may be forwarded to the Editor of the particular department. If you wish prompt answers to questions, please observe these rules.

W.A.M.—Is the following construction correct? "They were given a large sum of money, besides being granted some land." Ans.—Yes.

SUBSCRIBER.—"Bouquet of Kindergarten and Primary Songs," with introduction by Mrs. J. L. Hughes (Selby & Co., Toronto), would probably suit you. Price fifty cents.

VIRCOLA.—(1) May candidates for a Primary certificate take the First and Second Form examinations at the same time? (Dep. Reg. 10, S. 5.)

(2) May candidates for a Junior Leaving certificate take all the examinations at the same time? (Dep. Reg. 10, S. 5.)

(3) Is a candidate who failed at the last Entrance examination eligible to enter on the course prescribed for the Public School Leaving examination with or without the recommendation of the principal of the school? (The Ed. System of Ontario, page 22.)

(4) In what form of a High School are candidates who HEREAFTER pass the Public School Leaving examination entitled to be admitted, since all candidates for a Primary certificate must take the First Form examination? (Dep. Reg. 10.)

As different views are held in regard to some answers to the foregoing questions, I trust you will kindly answer as soon as possible.

The Departmental Regulations referred to are found in Circular No. 4, June, 1895.

ANS.—(1) and (2) are answered in our editorial: "The New Regulations."

(3) There is nothing in the Regulations to prevent a candidate who failed at the last High School Entrance Examination from proceeding to the Public School Leaving examination next year.

(4) The Regulation admitting to Form II. of the High School pupils who have passed the Public School Leaving examination has not been changed as yet. No doubt, under the new order of things, this provision will be abolished. The matter should be left to the High School principal. A pupil who would insist on the legal right to enter a class for which he was unfit would be foolish indeed.

A.C.—In the Departmental Regulations lately issued, I notice in section 12, of Circular No. 4, entitled "Provisions for Candidates under former Regulations," that candidates who in 1895 hold a certificate obtained under former Regulations, or who are entitled to write for a Junior or a Senior Leaving certificate, may, at the examinations of 1896 or 1897, write for certificates in the subjects as prescribed therefor under the Regulations of 1893, and as defined in the Regulations of 1895.

(1) May a teacher holding a Second Class Professional certificate write at either of the examinations in 1896 or 1897 on the subjects as prescribed in 1893 for Senior Leaving, and take the examination in two parts, viz., I. and II., as prescribed in the Regulations of 1895?

(2) May a candidate who may be successful at the late Primary examination be entitled to write for a Junior Leaving certificate next year on the same subjects that the Junior Leaving wrote upon this year?

ANS.—Full answers are given to (1) and (2) in our editorial: "The New Regulations."

Literary Notes.

The *Atlantic Monthly* for September contains the first instalment of a three-part story, by Charles Egbert Craddock, entitled "The Mystery of Witch-Face Mountain." The second of Dr. John Fiske's historical papers has for a subject "John Smith in Virginia," in which he reopens vigorously the discussion in regard to this interesting character. Bradford Torrey contributes another Tennessee sketch, "Chickamauga." "President Polk's Diary," of the August number, is followed in this issue by "President Polk's Administration," by the same author.

The usual instalments of the two serials now running add interest to the issue. The verse of the number will be of unusual quality. "Tiger-Lilies" is the first work of Michael Field, the popular English writer, to appear in an American periodical. Among other features are Guides: "A Protest," by Agnes Repplier, important book reviews, and the Contributor's Club.

Book Notices.

BEMAN AND SMITH'S GEOMETRY TABLE FOR WRITING EXERCISES, published by Ginn & Company, Boston, is of convenient size, on good paper, specially ruled for the purpose. On the cover are general directions to teacher and student, a complete set of marks for criticism, with key, symbols, etc. A very convenient thing. It will be found very helpful in promoting neat and systematic work.

In the September *Century*, Prof. Sloane carries the narrative of Napoleon's life to the period of the suppressing of the Revolution. This number contains three complete sketches of fiction by popular American writers. An article of special interest and expert character is Miss Alice C. Fletcher's paper on "Hunting Customs of the Omahas," in her group of "Personal Studies of Indian Life." A practical article on "Aquatic Gardening," with illustrations; an interesting and well-considered essay on "The Writing of History," by Prof. Woodrow Wilson, of Princeton; and an article on the Chickamauga national military park, by Gen. H. V. Boynton, follow. The poetry of the September *Century* includes

Consumption.

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two ballads: "The Constitution's Last Fight," by James Jeffrey Roche, editor of the Boston *Pilot*, and "The Ballad of Chickamauga," by Maurice Thompson. There is also a fine lyric by Will H. Thompson, brother of Maurice, to whom it is addressed. William Prescott Foster, one of the best of the American sonnet-eers, contributes two "Sonnets for the Times," and Mrs. Schayer a poem entitled "The Moon Flower," with a decoration by her daughter Wilhelmina von Stosch, sister of the violinist. Canada is represented by William Wilfred Campbell's "September in the Laurentian Hills." After other interesting matter come the editorials, which deal with "The Doom of the Spoils System," "The Prejudice against Learning among Undergraduates," "Art on the Battlefield," apropos of the Chickamauga celebration, and "Hope for the Forests," referring to the resolution of the New York Board of Trade, looking towards the organization of commercial bodies in favor of a national forest commission.

COMPLETE GEOGRAPHY. By Alexander Everett Frye, author of "Child and Nature," "Primary Geography," etc. Boston, U.S.A.: Ginn & Company.

Were a given number of men or women of middle age to be asked which of all the studies of their school days is remembered as the drier and most irksome of their daily tasks, nine out of every ten would probably reply, without much hesitation, "Geography." If an equal number of children from one of the best schools of the present day were asked to name the study they like best, a large proportion, if not a majority, would probably reply, with as little hesitation, "Geography." This change of sentiment would be easily explained by reference to the great difference in the methods pursued, and in the style and plan of the text-books used. The nature of these differences is well understood by every teacher whose experience reaches far enough backward as teacher or pupil to furnish some recollections of the old lessons in geography. Happily, the text-books are still undergoing improvement. Certainly one of the best in every respect which we have yet seen is that whose title-page is quoted above. It is an admirable book, admirable in its mechanical "get-up," in the general simplicity and clearness of its letter-press, in the beauty and profuseness of its illustrations, in the quality, arrangement, and completeness of its subject-matter, in the excellence of its outline and its reference maps and numerous other engravings. The sketches of the form, motions, and physical features of the earth, and of its various countries; the lucid descriptions of the natural causes which have been and are at work to produce, modify, and change those features; the bearing of these physical conditions and features upon the products, animal and vegetable, of each country; the commercial relations of the countries to each other, as the outcome of these special conditions and products, etc., are all treated with a fullness and simplicity which leave little to be desired. The pictorial illustrations which abound on every page, and bring clearly before the eye the peculiarities in the appearance and dress of the people, as well as in the animal and vegetable life of every country, combined with the letter-press descriptions of physical and commercial facts and peculiarities, and the excellent reference maps, afford material which can hardly fail, in the hands of a skilful teacher, to make the study of geography delightful and fascinating to every active-minded pupil. Though the book is not, of course, available for use as a text-book in our schools, it would, we have

no doubt, prove very helpful to many as a work of suggestion and reference for the teacher's own use.

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OFFICIAL CALENDAR

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Educational Department.

September:

2. Last day for receiving applications for admission to the Provincial School of Pedagogy. (1st September.)
- County Model Schools open. (1st day of September.)
14. Last day for receiving appeals against the High School Primary and Leaving Examinations. (On or before 15th September.)

October:

1. Provincial School of Pedagogy opens. (1st October.)
- Notice by trustees of cities, towns, incorporated villages and township Boards to Municipal Clerk to hold trustee elections on same day as municipal elections, due. [P.S. Act, sec. 20 (1).] (On or before 1st October.)
- Night Schools open (session 1895-6). (Begin 1st October.)

November:

1. Last day for receiving applications for candidates not in attendance at the Provincial School of Pedagogy for special examination to be held in December. (1st November.)
30. Last day for appointment of School Auditors by Public and Separate School Trustees. [P.S. Act, sec. 37 (1); S.S. Act, sec. 28 (5).] (On or before 1st December.)
- Municipal Clerk to transmit to County Inspector statement showing whether or not county rate for Public School purposes has been placed upon Collector's roll against any Separate School Supporter. [P.S. Act, sec. 113; S.S. Act, sec. 50]. (Not later than 1st December.)



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