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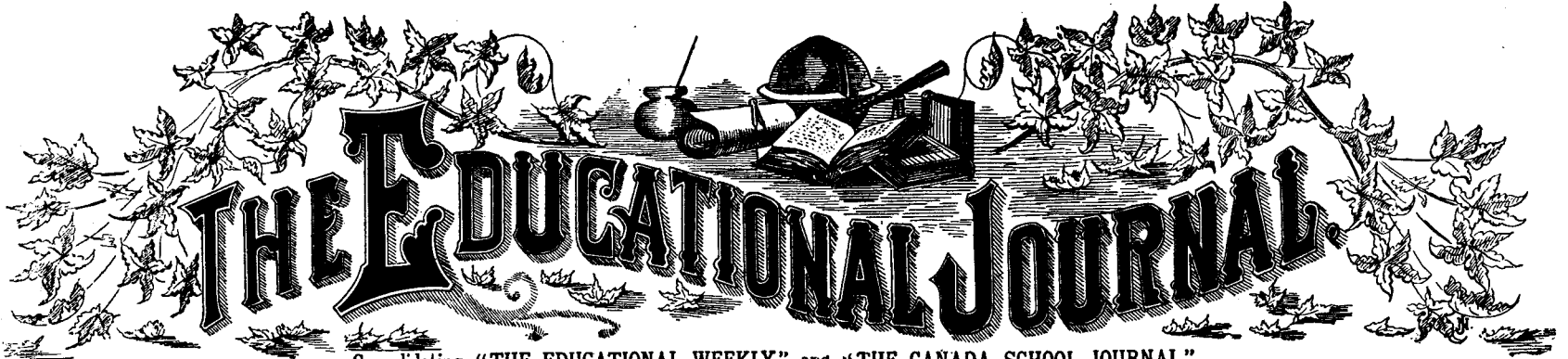
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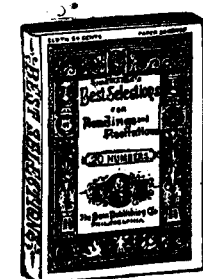
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OFFICIAL CALENDAR

— OF THE —

EDUCATION DEPARTMENT

January:

1. NEW YEAR'S DAY (Sunday).
 By-laws for establishing and withdrawal of union of municipalities for High School purposes take effect. [H. S. Act, sec. 7 (2).]
 Trustees' annual reports to Inspectors, due. [P. S. Act, sec. 40 (13).]
 By-law establishing Township Boards takes effect. [P. S. Act, sec. (54).]
3. High Schools open, second term. [H. S. Act, sec. 42.] Public and Separate Schools open. [P. S. Act, sec. 173 (1); 173 (2); S. S. Act, sec. 79 (1).]
4. Polling day for Trustees in Public and Separate Schools. [P. S. Act, sec. 102 (3); S. S. Act, sec. 31 (3).]
5. Trustees' report on truancy to Department, due.
11. Clerk of Municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1).]
14. Annual Reports of Boards in cities and towns to Department, due. [P. S. Act, sec. 107 (12).]
 Names and addresses of Separate School Trustees and Teachers to be sent to Department. [S. S. Act, sec. 28 (12).]
 Annual Report of High School Boards to Department, due. [H. S. Act, sec. 14 (12).]
 Names and addresses of Public School Trustees and Teachers to be sent to Township Clerk and Inspector. [P. S. Act, sec. 40 (10).]
15. Application for Legislative apportionment for inspection of Public Schools in cities, and towns separated from the the country, to Department, due.
 Annual Report of Kindergarten attendance to Department, due.
 Annual Reports of Separate Schools to Department, due. [S. S. Act, sec. 28 (18); sec. 32 (9).]

- Minutes of R.C.S.S. Trustees' annual meeting to Department, due.
17. Provincial Normal Schools open (First Session).
 Provincial School of Pedagogy opens (First Session.)
 18. Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 11 (3).]
 20. First meeting of Public School Boards in cities, towns, and incorporated villages. [P. S. Act, sec. 106 (1.)]

It having been decided to hold two sessions of the School of Pedagogy each year, applications for admission to the session beginning on January 17, 1893, should be made to the Deputy Minister on or before the 1st January, next.

Special attention is drawn to a circular issued by the Education Department in which the co operation of inspectors and teachers is requested in the preparation of a collection of pupils' work from the schools of Ontario, to be exhibited at the World's Columbian Exhibition in Chicago, 1893.

The specimens should be sent to the Department through the Inspectors and High School Principals not later than February 15, 1893, and will include the following:

LIST OF SUBJECTS.

1. Kindergarten Work.
2. Writing—Copy Books.
 "—Specimens of Writing.
3. Book-keeping—Sets of Books.
 "—Commercial Forms.
4. Drawing—Books.
 "—Specimens of Freehand, Object Drawing, Industrial Designs, etc.
 "—Maps, plain and colored, Raised Maps—putting on papier maché, on slates, or card-board.
5. Specimen pages showing exercises, or answered papers in the various subjects of the High or Public School course.
6. Natural Science—Specimens of Plants, Woods, etc., or Mammalia Birds, etc.
7. Photographs—Buildings, Grounds, Laboratories, Gymnasiums, etc.
8. Miscellaneous—Any special work of the pupils, as apparatus, etc.

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TORONTO, JANUARY 2, 1893.

Vol. VI.
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✻ Editorial Notes. ✻

EIGHTEEN HUNDRED AND NINETY-ONE has gone into the irrevocable past, though the impressions it made upon characters and new influences it brought to bear upon lives are imperishable. Let us thank God in advance for all the opportunities the glad New Year will bring.

WE fancy—we hope it is not merely our fancy—that we can see some signs of a steady if slow increase of interest in the annual elections of school boards. It will be a happy day for Canada when the people shall have reached the point of development at which they will scrutinize most carefully the character of school trustees, and spare no pains to select the very best men available, no longer allowing one of the most responsible of all civic offices to fall into the hands of the first who may offer themselves.

FOR the information of the large number of teachers who have entered into our prize competition, we may say that we are making arrangements to have the competing papers examined and the awards made without unnecessary delay, by judges whose competency and fairness will be beyond question. We hope to be able to announce the results in our next number, though as the number of competitors is large, we may possibly have to defer it until February 1st. We shall do our best to expedite matters.

A GREAT change seems to have come over the spirit of the Roman Catholic Church in the United States, in its relation to the

public schools. The Pope, through Mgr. Satolli, who has been sent over seemingly as his plenipotentiary, now says that it is proper for Catholic parents to send their children to the public schools in all cases in which it is not feasible to establish a parochial school, provided that satisfactory arrangements be made for religious instruction out of school hours. This may well be hailed as a great advance and is probably the beginning of the end of the clerical war against the public schools.

PROFESSOR MILLS, of McGill University whose article in the *Popular Science Monthly* was commented on in these columns, a few weeks since, writes us the following note, which we avail ourselves of his kind permission to publish:

In a review of my paper in the *Popular Science Monthly* on "The Natural or Scientific method of Education," you remark: "True, let the terms 'organization' and 'environment' have sufficiently wide meanings and there may be nothing to object to. But whether Professor Mills intends them to have such meanings, we are in doubt." I do mean these terms to have the widest signification and think it an advantage to so use them, though possibly many may not at first realize this. What we are in all respects depends on the reaction between the organism and the environment, using these terms to cover respectively our whole being (*ego*) and all that enters into the *non-ego* or as I prefer to say the environment. I may add that I do not find myself at variance with any of the views expressed in your able criticism of my article.

IN a lecture on "Abraham Lincoln," delivered in Montreal a few weeks ago, Hon. Wilfrid Laurier spoke some sensible and encouraging words to those who have not had the advantages of collegiate education. He referred to Alexander Mackenzie as well as to the subject of his lecture, as an illustration of the fact that in English-speaking countries want of early education is not an insuperable barrier against attaining the highest positions in the State. We should be inclined to put the matter a little differently and say that while high education, that is, developed brain-power and force of will, are, or should be, indispensable in the highest positions, there are other ways in which this education can be obtained besides going to college or university. These are most desirable helps.

Let all who can avail themselves of them. But history abundantly proves and every-day observation confirms that there is no royal road to learning, and that there are few cases in this country in which the young man or woman who is thoroughly in earnest cannot obtain the equivalent of a college course, in the most essential respects, by a few years of faithful and diligent private reading and study.

THE following is going the rounds, under the head of "A Lesson for Schoolmasters." It is sufficiently suggestive to be worth reproducing. It by no means follows that such a mode of treatment would have been successful in another case, but then, Mr. Swan, being a veteran, and an adept in reading the nature of the boy with whom he had to deal, would very likely have tried something else in the other case. There can be no doubt, however, that want of self-respect, arising out of a consciousness of inferiority, even in such a matter as clothes, is at the bottom of much badness in children, and that in very many cases the same mode of treatment, or another mode appealing to the same set of motives, would be equally effective.

"The veteran schoolmaster of Boston, Mr. Robert Swan, of the Winthrop school, had a boy in his school who was particularly rough and troublesome, and who had been often whipped by other teachers for bad behavior in school, and had just come in after a three weeks' truancy. Mr. Swan told the boy to follow him into the basement. Of course the boy expected a severe whipping, but he was led to a closet where the benevolent master kept good clothes given to him for charitable purposes. He took down a very nice jacket, which had been placed at his disposal by a rich man whose boy had died, and said to the boy, 'Try this on.' He found that it was a nice fit, and then said to the boy, 'I'll hang your jacket,' which was very dirty and worn, 'here, and you shall wear this as long as you behave like a gentleman, for the boy who wore this was a gentleman. When you forfeit it I will give yours back in exchange for it.' The boy went back to the school-room without further blame, and was never reproved in school afterward. He became interested in school, wore the jacket out, and grew up to be an excellent man. Self-respect and gratitude were the medicine for his moral maladies, and a germ of living goodness was planted in the moral desert of his nature."

Primary Department.

VARIETY AND REST.

RHODA LEE.

GREAT is the excitement in many homes at the beginning of a new term as the little sister or brother sets out with the older ones for his first day at school—a memorable day in the lives of most children and not uninteresting to the teacher. There is something really touching in the wide-open, wondering eyes of the little newcomers, and the timid side glances of awe and curiosity. But these soon disappear and the little folks, having become accustomed to the strange surroundings and peculiar doings of school-life, are ready for work. Just here let me say a word to all primary teachers on the subject of order. If you have as your ideal of good order, a vision of a room full of little children, perfectly still, never restless and fidgety, but always quiet and subdued, you are straining after an ideal that is false and utterly unattainable. The perfect order of a primary class does not answer to that description. Activity is a law of childhood and is a requisite to development, not a result therefrom. The question is how best to direct this activity. It certainly cannot be done with a series of "don'ts." There is no direction there, but merely repression, a species of child-torture common enough. Proper employment of mind and hand is the only solution.

Looking over the work of the past session two thoughts impressed me most forcibly. First, the necessity for frequent change of employment. Children are not interested in doing the same work again and again. They cannot force their attention to what is distasteful. That accounts for the dull, listless and discontented faces we sometimes see. Alas! that they should be so.

The other thought was of the incalculable value of physical exercises and gymnastics, necessitating change of position, proper breathing, and a general relaxation of mind and body. There is no better tonic for a child in school than a brisk march in a well-ventilated room. A run on tip-toes is a pleasant variation and particularly strengthening for the spine. The stretching exercises are also beneficial in this way. In one of these the children stand on tip-toe and with arms upraised stretch as though pressing some heavy weight towards the ceiling.

Other exercises can be taken that do not necessitate standing. Clapping hands to indicate the hours, or ages of different pupils; class recitations with motions whenever possible; kindergarten and other songs. These are only a very few of the ways in which we can rest the tired hands and minds and invigorate them for the next twenty minute's work, and that should be the outside limit for a lesson in a first-book class. A brisk, bright, definite lesson of twenty minutes will be much more effective than a dull and aimless one drawn out to the length of three-quarters of an hour. At times we are tempted to keep a class at the board longer than we should. "They

are interested," we say, "it seems a pity to dismiss them." But how about those at their seats during the thirty-five or forty minutes lesson at the board. How is the time passing for them? Slowly I fear. Mischief will be in the minds of some, discontent seize others and laziness lay claim to the remainder. No, no, the whole class must receive your attention every twenty minutes if you would preserve good order and avoid bad habits. The vigilance required in a primary room to prevent the formation of bad habits is almost superhuman. May the time soon come when, with smaller classes, we may be able to watch and guide the first steps rather better than we have been able to in the past.

SCHOOL-ROOM DRILL.

RHODA LEE.

AT the beginning of a session it is well to devote a certain amount of time to teaching the mechanics of school routine. It is quite certain that with little children we cannot avoid confusion and disorder if these matters are not well attended to. It should not be necessary to add two or three times a day, when giving commands, "Quietly children, "Stand away from the desk," "Keep in step," etc. If time be taken at the first of the session to practice your system of slate-taking, returning, standing, coming to and going from class, raising hands, lining and other such matters, it will be a very great saving in the end. All these movements should become automatic. It is not necessary to add that they should be as quiet and orderly as possible, the word of warning always preceding that of the action. For instance, at the word "slates," hands go to the slates. At the word "return," "raise" or "over," the action, whatever it may be, is carried out. The effects of these quiet, steady, orderly habits are known to all. Every teacher knows that they are productive of the orderly, attentive, tranquil, clear mind that is requisite to genuine progress. How teachers lived in the days when books and slates were slammed into desks and bags and a wild rush made for the door at closing time, we know not. Fortunately times have changed.

The drill at the commencement of the term will be a great help, but it will not always suffice. It will perhaps be necessary to have an extra practice now and then during the term. Five minutes occasionally to "help the poor soldiers to perfect their drill" will be an inspiration to every one.

FEW THINGS AT ONCE.

OUR anxiety to vary, to diversify instruction, need not cause us to fall into confusion. A multiplicity of subjects disconcerts the attention, rather than aids it.

"He would be a foolish teacher," says Mr. Sully, "who gave a child a number of disconnected things to do at a time, or who insisted on keeping his mind bent on the same subject for an indefinite period."

We do not hold the attention, or at least we weary and overdrive it in a way to make

its efforts useless, when we present to it too many subjects at once. We distrust verbose teachers whose thought overflows its limits and whose words exceed one another with an extreme volubility. No durable effect nor profound impression is to be expected from their lectures. The pupil, like the teacher, reaches the end of such an oratorical race, out of breath. The state of mind into which the erudition and precipitate delivery of the teacher plunge the pupil, recalls the consternation of those Esquimaux whose history is given by Miss Edgeworth.

Newly arrived in London, they had visited in one day all the monuments of the capital, under the conduct of a guide who was in too much of a hurry. On their return, when they were asked what they had seen, they did not know what to say. It was with difficulty that one of them, repeatedly urged to speak, and finally rousing himself from his torpor, could say, while shaking his head, "Too much smoke—too much noise—too much houses—too much men—too much everything!"—*Gabriel Compayre*.

SOUND COMBINING.

RHODA LEE.

IT seems to me there is but one difficulty in beginning the teaching of reading and that is the coalescence of sounds. The preceding steps are perfectly simple. Let us suppose the class to be familiar with four or five simple sounds. We first of all make him feel the need of the new one. He gets the sound, then the symbol, and, of course, we speak of it by name incidentally. Then comes the work of combining the new letter with the old ones and we experience a little difficulty. We want to make the combining of sounds so easy and so automatic that he will recognize instantaneously new words when he sees them. We frequently come across children who will give the separate sounds correctly but have no idea of the word. To overcome this difficulty we give daily and two or three times a day if possible, exercises that we might term *ear-work-recognition*, the recognition being made through the medium of sound, not sight. For example the teacher sounds the first word—*past*. She brings the sounds quite close to each other. The sounds in the next few words are farther apart, the next still farther, making the recognition each time more difficult. We do not in this exercise confine ourselves to the use of letters the children can make and are familiar with. We use any and every sound. Fifteen or twenty of these words can be given in a minute, the children giving the whole word individually or in concert as the teacher wills. Occasionally allow one of the children to give the sounds, the others the word as a whole.

Let me mention briefly some plans I have found useful with the beginners. Write on each slate a large letter in colored chalk. Let each child hold his slate up before him. He is now a sound. Bring out certain ones to form a word, and let the others find it out. Or to reverse the exercise, give the word and ask a pupil to bring out the letters necessary to its formation. Large letters on pasteboard may be used instead of the slate.

Another plan is to have all the letters represented as playing in a garden. The teacher points to certain letters, children follow the pointer and whisper the word. This may also be reversed when the teacher gives the word and a child points to the letters who spoke.

✻ Mathematics. ✻

All communications intended for this department should be sent before the 20th of each month to Chas. Clarkson, B.A., Seaforth, Ont.

"SALVE, laeta dies, meliorque revertere semper,
A populo rerum digna potente coli.
Lucidior visa est, quam fuit ante, domus."

Which, being translated, means that a happy new year has shed its light over us, and that all the schools are again at work. May the illumination proceed under fair omens; and may this department be enabled to strengthen the hands of the teachers in their imperishable work!

SOLUTIONS BY CORRESPONDENTS.

THE questions printed in the November number called forth a wave of enthusiasm. The answers are so numerous and so complete that the chief difficulty lies in making the best selection. First we will credit those who sent the answers in full, in response to the cry for help:—W. BICKELL, Branchton; J. A. BOYD, Belfast; GEO. WILL, Belwood; F. W. MCCONNELL, Trenton; GERTRUDE TATTON and LIZZIE TURNER, Queensville; W. J. SIMPSON, Richmond; J. E. ANDERSON, Sutton; P. S. SOUTHARD, Cambray; F. G. PEARCE, Welcome; R. D. IRWIN, Cloverdale, B.C.;—these all solved most of the questions asked for, and nearly all the solutions were accurate. As we are starting off on a new series, and many readers are new subscribers, we shall give the questions in full and number them for reference.

1. By MRS. A. GLENCROSS, Traverston.—A merchant, after reducing the marked price of an article by three successive equal rates of discount, sold for \$21.87; the marked price being \$30, find the rate of discount.

SOLUTION.— $21.87 = 9^3 \times 3$; $3000 = 10^3 \times 3$; hence we can see by inspection of the numbers that $30 \times (\frac{9}{10})^3 = 21.87$; and the three successive discounts must have been $\frac{1}{10}$ each. Ans.—10%.

Solved in various ways by numerous friends of THE JOURNAL.

2. A merchant lost $11\frac{1}{3}\%$ by marking his goods at a certain per cent. advance on cost, and giving the same per cent. discount. What was the rate of discount?

SOLUTION.—

Let $\frac{x}{100}$ be the per cent. advance.

$$\therefore \text{marked price} = \text{cost} + \frac{x}{100} \text{ cost} = \text{cost} \left(1 + \frac{x}{100} \right)$$

$$\therefore \frac{8}{9} \text{ cost} = \text{cost} \left(1 + \frac{x}{100} \right) \left(1 - \frac{x}{100} \right) = 1 - \frac{x^2}{100}$$

$$\therefore \frac{8}{9} = \frac{x^2}{100}; \quad x = 33\frac{1}{3}\%$$

3. A merchant is paid \$8.64 for a coat; the manufacturer, the wholesaler and the retailer have made the same rate of profit; the coat cost the manufacturer \$5. Find the rate of profit.

SOLUTION.— $864 = 3^3 \cdot 2^5$; $500 = 5^3 \times 2^2$. Let x be the multiplier that makes these equal by three multiplications; hence

$$5^3 \cdot 2^2 \cdot x^3 = 3^3 \cdot 2^5; \text{ or } 5^3 \cdot x^3 = 6^3; \therefore x = \frac{6}{5}; \text{ rate} = \frac{1}{5} = 20\%.$$

4. A hare is 200 of her own leaps ahead of a greyhound; two of the hound's leaps = three of the hare's; she takes three while he takes four. In how many of the hare's leaps will the hound catch her?

SOLUTION.—Let $3x$ = length of a hound's leap; $\therefore 2x$ = length of hare's. Hence hound traverses

a space of $12x$ and the hare $6x$; gain $6x$ for every 3 leaps by the hare.

$200 \times 2x \div 6x = 200 =$ number times hare makes 3 leaps. Ans.—200.

5. A man, assisted by a boy, completes a job in 15 hours. The man received $\frac{2}{3}$ of the pay and the boy $\frac{1}{3}$; but the man was paid double the rate the boy, in proportion to the amount of work each did. How many hours would the man alone have taken to do the work?

N.B.—This problem is stated ambiguously. It is the fallacy of the ambiguous ellipsis. Supply "and this was" after "boy" and we have quite a different question from that solved by most of our correspondents, who took the meaning, "the man was paid twice as much as the boy for the same amount of work." It is a pity that syntax and arithmetic should not be happily married in all the problems set at our examinations.—EDITOR.

SOLUTION.—Work is as $5:1$; rate as $2:1$; \therefore time as $\frac{5}{2}:1$, i.e., as $5:2$. Hence $\frac{2}{5}$ man's time = 15 days; time = 21 days.

6. What discount taken twice successively = $17\frac{3}{11}\%$ taken once?

SOLUTION.— $17\frac{3}{11} \div 100 = \frac{21}{121}$, which, being deducted, leaves $\frac{100}{121} = \frac{10}{11} \times \frac{10}{11}$. This is the same as $\frac{1}{11}$ discount taken twice; $9\frac{1}{11}\%$.

7. A trader can have a certain gain and allow a discount of 10% when he uses a measure .72 of an inch too short. What discount can he allow when he uses a correct measure and still have the same profit as before?

SOLUTION.—.72 in. = $\frac{1}{50}$ yd. He sells $\frac{49}{50}$ for the price of $\frac{50}{50}$; gain $\frac{1}{50}$ of what he sells. On this he gets $\frac{2}{10}$ of the marked price = $1\frac{1}{10}\%$ gain in the first case.

In the second case his discount may be $10 - 1\frac{1}{10} = 8\frac{9}{10}\%$.

Solved correctly by W. BICKELL and GEO. WILL only.

8. By M.F., Penetang. (December number).—A gives B a note of \$100 on Jan. 1st, payable one year hence, with interest at 6%. B has the note discounted at the bank on April 1st at 6%, and the proceeds of the note left in bank to his credit. Give B's journal entry. In reply, J.A.M., Jameson Av. Coll. Inst., Toronto, says:—"The rule adopted is: Face of note + int. for given time at given rate % - Dis. from date of cashing to maturity = cash value of note.

SOLUTION.—\$100 + 6 - 4.55 (which includes 3 days' grace) = \$101.45.

B's journal entry is:—Bank Dr. \$101.45
To B Receivable \$100.00
Int. and Discount 1.45.

9. By MISS D.J.B.—Find the export duty on a pine log of uniform section; length, 30 ft.; diameter, 2 ft. 11 in.; duty per cord, \$1.50.

SOLUTION.—

$$2^2 \left(\frac{211}{2} \right)^2 \times 30 \times \frac{1}{128} \times 1.50 = \$2.34 +. \text{ Ans.}$$

10. Money being worth 5% per annum, what sum should be paid for a bond of \$1000, bearing annual interest @ 6%, to be paid off at par at the end of 5 years?

SOLUTION.—Int. = \$60 per an.; $5\% = \frac{1}{20}$; P.W. = $\frac{2}{31}$.

\therefore P. Worth of all the int. = $60 \left\{ \frac{2}{31} + \left(\frac{2}{31} \right)^2 + \left(\frac{2}{31} \right)^3 + \left(\frac{2}{31} \right)^4 + \left(\frac{2}{31} \right)^5 \right\}$ to which add the P.W. of the amount of the principal at $5\% = 1000 \left(\frac{2}{31} \right)^5$. The sum reduced gives \$1043.29. A neater solution will be found by making the reckoning at the end of the 5 years instead of the beginning, thus:— $60 + 60(1.05) + 60(1.05)^2 + \text{etc.} + 1000(1.05)^5$ with the same result.

11. A person invests £2362 10s. in 3% stock and sells out when it has risen $\frac{1}{5}$, gaining thereby 15 guineas. At what price did he buy?

SOLUTION.— $\frac{1}{5}$ rise on £100 stock gives 15 G. gain

\therefore £100 rise on £100 stock gives 2400 G. gain, and this must be the value of the original stock = £2520, which cost £2362 $\frac{1}{2}$; \therefore £100 cost $93\frac{1}{2}$. Ans.

12. Find the least number which, multiplied by 14175, will give a perfect cube.

SOLUTION.— $14175 = 5^2 \times 9^2 \times 7$. Hence the multiplier must be $5 \times 9 \times 7^2$ to give $5^3 \times 9^3 \times 7^3$. Ans.—2205.

13. A and B were candidates at an election; total number of votes was 2700. The votes polled by A were to those polled by B as 23:25, and B was elected by a majority of 10. How many persons did not vote?

SOLUTION.—B had a majority of 2 in every 48 votes polled

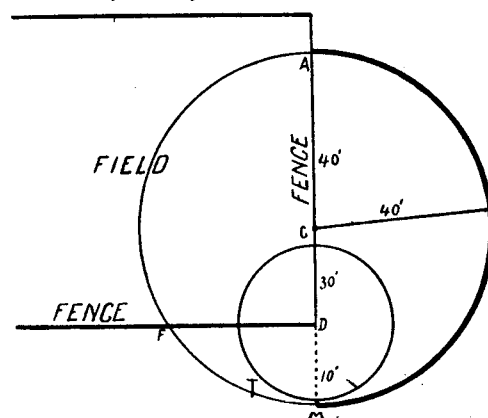
B had a majority of 10 in every 240 votes polled. Thus it is evident that 10 in the question is a misprint for 100, and the number who voted was 2400; 300 did not vote. As it stands the answer must be $2700 - 240 = 2460$, which could hardly be possible, except in the case of a school trustee!

14. A cow is tethered in a field by a rope 40 ft. long. The tether is tied to a fence 30 ft. from the corner of the field around which she can go; find the area over which she can graze.

N.B.—Instead of "in a field" read "outside a field," which is what the arithmetical grammatical author meant, as is evident from the latter part of the question.—EDITOR.

SOLUTION by E. MOSGROVE, Kirkfield.

Cow grazes in ABMF, which we will divide into two parts, viz., ABM and MTF, which we will call I and II respectively.



I. Now ABM is half a circle whose radius is 40 ft.

$$\therefore \text{area grazed over is } \frac{\pi r^2}{2}$$

$$\text{or } 2^2 \times \frac{40}{1} \times \frac{40}{1} \times \frac{1}{2} = 1750 \text{ sq. ft.}$$

II. (MTF) is the quarter of a circle whose diameter is D (the corner of the fence), \therefore when cow passes M, the pt. D becomes centre of a circle whose radius is 10 ft.

$$\therefore \text{area of II is } \frac{\pi r^2}{4} \text{ or } 2^2 \times 10 \times 10 \times \frac{1}{4} = 78\frac{1}{2} \text{ sq. ft.}$$

\therefore total area grazed over is $1750 + 78\frac{1}{2} = 2528\frac{1}{2}$ sq. ft.

"AVAST, there!" Our space is all gone, and not a line of the matter specially prepared for this number has found where to get itself into print. MR. W. S. HOWELL, Sombra, sends us a long article containing an investigation of the problem, "To find sets of whole numbers which represent the sides of right-angled triangles." But it will not spoil by keeping till a more convenient season. MR. L. J. CORNWELL, B.A., Jingersoll, sends an original article, giving a geometrical solution of the problem, "To express the trigonometrical ratios of $\frac{A}{2}$ as functions of it." MR. J. H. PACKHAM'S

solutions of the Commercial Arithmetic paper set last July for Commercial specialists is waiting for space; so are the solutions of the High School Primary and Junior Arithmetic papers for 1892 by W. Prendergast, B.A., of Seaforth Collegiate Institute. We thank all our kind friends for the practical and valuable help they have given THE JOURNAL, and, hoping that they may all taste "the luxury of doing good," we wish them one and all a Happy New Year of unprecedented fruitfulness and success! Mathematics is "all right" in this Province for a long time to come, notwithstanding the fierce "conflict of studies" going on all around it.

GIRLS should be prepared by perfection of body and cultivation of mind to do something and do it well.—Kate Lindsay, M.D., Battle Creek.

The Educational Journal.

Published Semi-monthly.

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

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* Editorials. *

TORONTO, JANUARY 2, 1893.

SCHOOL ATHLETICS.

AT the famous Rugby School, in England, it is the practice to have all the boys whose strength is deemed equal to the exertion, take an occasional five-mile run. The runs are not races, and we are not aware that any special influence is brought to bear to obtain a high rate of speed. Yet it is very easily understood, by those who know something of the boy nature and of school emulation, that the more ambitious runners will spare no effort to "beat the record." Public attention, and not a little unfavorable criticism, are just now directed to the practice by a recent sad occurrence. One lad of fourteen, who had been pronounced medically sound, in February last, fell dead from over-exertion when near the end of the run. Seeing that he had made four miles and a half in forty minutes, it is scarcely probable that he could have made much better time had he been racing for a prize. As this is the first fatality of the kind, though hundreds of boys take part in each run, it is evident that no great importance can be attached to it as proof of the

impropriety or danger of the practice. There is no game or recreation in which boys can engage with any enthusiasm which has not a spicing of danger. Of course the possibility of so deplorable a result is, of itself, a serious consideration. But of far greater importance, it seems to us, because of far wider consequence, is the question as to the effect of such violent and prolonged exertion upon the average boy who does not die under it. It is not at all likely that one in five thousand will keep up the struggle to the fatal point as did the lad in the case cited. But is it safe to infer that no injury is done to any of the thousands who do not fall dead in the course? May it not be, is there not good reason to fear that it is, the fact that many a boy, who shows no present indications of harm, may yet be laying the foundations of permanent constitutional injury during those hours of intense exertion?

This question again resolves itself into the very large one of the whole effect of the systems of athletics which are so much in vogue in schools of all grades, especially the higher, at the present day. Nor can the question be confined to the sphere of the physical constitution by any means. It has a bearing scarcely less direct and of even greater importance upon the development of the mental and even the moral nature, for the fact is that these three grand divisions of the human entity are so interdependent that whatever seriously affects the one must to a greater or less degree affect all, or let us rather say, the whole. It would be interesting and could not fail to be profitable, could we obtain the testimony of a number of careful and competent observers upon such points as, say, the relation between superiority and enthusiasm in athletics and high intellectual attainments. Is it or is it not the fact that each individual has but a given fund of nerve force, or vital energy, or whatever we may please to call it, and that when an excessive demand is made upon this capital for expenditure in one direction there is a correspondingly smaller amount available for other uses, even though they may seem to be of radically different kinds?

Of course every teacher knows something of the absolute necessity which exists for a liberal amount of vigorous and recreative exercise daily in the open air, by students of all ages, and of the danger that certain of the older and more ambitious may neglect it, with deplorable results. The question is whether extremes do not meet here as in so many other departments of life and duty. Like, we doubt not, many of our readers, we can look back over the

days of our student life and recall instance after instance in which promising young men went out from college, often, it may be, without completing the course, with shattered health, either to die before the work of practical life had really begun, or to drag on for a few years a feeble and comparatively useless existence, all as the result of ignorant or culpable violation of laws of health which are written so plainly in medical science, and even in every-day experience, that he who runs should be able to read them. "Excessive devotion to study" used often to be credited with effects which were really due to gross violation of the laws of health.

But let us have a care lest in shunning Scylla we plunge headlong into the jaws of Charybdis. We have a strong suspicion that more injury is done to the health of school-boys and students in these days by over-exertion on the play-ground or in the gymnasium than by the neglect of outdoor exercise. And if excessive attention to athleticism is really worse than useless for the preservation of health, it is not, so far as we can see, really necessary as a preparation for any of the higher purposes of life. Why should a human being desire to develop his muscle until his limbs become knotted and rugged as those of a cart-horse? How is he thereby better fitted for any of the best uses of life, especially in these days when machinery is constantly superseding the necessity of brute force? Few will, we think, suppose that devotion to athletics conduces to increase of brain-power. We suspect that it rather robs the brain of supplies which are necessary to its healthful development. That it tends to develop the higher emotions and aspirations would be still harder to believe.

But the whole question needs, as we have said, fuller investigation. We call attention to it, not so much for the purpose of expressing an opinion as of eliciting thought and inquiry.

EDUCATION AND CRIME.

AMONG the many philanthropic institutions of the day none are, we believe, more deserving of the sympathy and support of all good citizens than those whose aim it is to rescue, educate and save neglected children. Whether regarded from the point of view of humanity or of utility, the work is a noble one. There is no sphere of life in which the adage, "An ounce of prevention is worth a pound of cure," applies with greater force than in the training of children. The equanimity with which the most highly civilized and

enlightened communities have long been accustomed, while expending immense sums in the detection and punishment of crime to blindly ignore the fact that all around them the process of criminal-producing is going on, is astonishing. Can any thoughtful person doubt that if it were possible—and why is it not—to bring to pass that no child in the Dominion should be permitted to grow up in ignorance and filth, under bad influences and amid vicious surroundings, but that every such child should be cared for and educated in body, mind and morals, the criminal class would speedily be reduced to a very small minimum, and the population of our jails and penitentiaries would be very rapidly reduced. Hence, such societies as the Children's Aid Society, of this city, are engaged in a noble work and deserve the best thanks and the most liberal gifts of all who are interested in the general well-being.

There is a tendency in these days, we are persuaded, to attach far too much importance to the influence of "heredity" in the production of vice and crime. Inherited traits and tendencies are, no doubt, in many cases deeply imbedded and hard to overcome, but observation and experience justify us, we believe, in having almost unbounded faith in the power of right training, if only it is begun soon enough in life.

The author of a valuable French work on habitual criminality asserts that three-fourths of those who enter prison have become criminals through the results of a neglected education.

As the subject is of great interest to the true teacher we subjoin the following extract from an address recently delivered by Dr. Arthur MacDonald, a specialist connected with the United States Bureau of Education, having special charge of the data in regard to education as related to the abnormal and weakling classes. His remarks abound with useful hints and suggestions:

Now, education in the narrow sense of mere intellectual instruction is not sufficient to reform children who spend one-fourth of the day in school and three-fourths on the street or with criminal, drunken or idle parents. But are there not reform schools? Yes, but no provision has been made for the little children. Not a few of the inmates of reformatories come there practically incorrigible, and the testimony of prison wardens is that some of the most hopeless prisoners are graduates of the reform schools. The fault is not in the reform schools, but in allowing children to live the first years of their life in surroundings that almost predestine to crime. Reformatories are expected to erase the indelible criminal impressions made upon children from birth, or before, till the age of

six. Instead of deserving criticism the wonder is that reformatories do as much as they do. In brief, it is useless to expect any great decrease in crime, especially habitual crime, until very young children are properly cared for; that is, until they receive the moral and social education of a home or home-like institution. This is the foundation of all prevention of crime. But much remains to be done after a child has had this good start, for there are still dangers of falling into crime. The method of prevention from this stage on consists in moral, mental and physical training, in other words, education in the true sense.

The criminally inclined are specially weak in moral impulse and below the average in intellect and physique. The education of the will is the main factor, but the training of the intellect and sentiments are necessary to this end. The remedy, therefore, for crime must be general, gradual and constant; there is no specific. Every reformatory is a school in which emphasis is laid upon moral and industrial habits, which in the young become, as it were, a part of their nervous organization. This is shown by the fact that moral individuals when hypnotized unconsciously resist evil suggestions. When passion, perplexity or temptation causes the loss of self-control then it is that good habits implanted in childhood and woven into the constitution overcome evil and criminal impulses. The force of habit is as strong for good as it is for evil.

One of the principal facts brought out at the late National Prison Congress, at Baltimore, was that all prisons should be reformatories. All men, no matter how old in crime, can at least be improved and benefited. That is to say, the best prisons of the future will be reformatory prisons, and the main means of reform will be the inculcation of good mental, moral, physical and industrial habits; in other words, education.

* Literary Notes. *

Our Little Men and Women for January sparkles with bright things. It has stories about "Three Little Gold-Diggers," "The House We Live In," (an ingenious way of teaching physiology), "A Little Columbian Grandpa," "How Bergit forgot her Christmas-tree," "All About Dolls," and stories which tell of the Wonderful North, with verses and pictures to fit into playtime and studytime—amuse and divert, while they teach and instruct. Price \$1.00 a year; 10 cents a number. D. Lothrop Co., Publishers, Boston.

THE frontispiece of *The Chautauquan* for January is a pretty group of statuary, "Children Playing" from the Trocadero collection, many casts from which are to appear in the French exhibit of the World's Columbian Exposition. In the wide range of subjects discussed are: "The Immigration Question"; "Homes of the Poor"; "Railway Development in Canada"; "The Coal Industry"; "Percy Bysshe Shelley";

"Post Mortem Praise"; and other topics of present and in some cases pressing interest.

THE January number of the *Atlantic Monthly*, now entering upon its thirty-sixth year, is rich in interesting articles. Chief among these is a paper of great value by Sherman S. Rogers, on "George William Curtis and Civil Service Reform." Other articles of special interest are John Fiske's estimate of Edward Augustus Freeman, the English historian; the first of two papers by Francis Parkman, on "The Feudal Chiefs of Acadia," and the beginning of Kate Douglas Wiggin's story, "Penelope's English Experiences." There are also papers by Edwin Lassetter Bynner, Frank Bolles, Isabel F. Hapgood, Harriet Waters Preston and Louise Dodge, E. P. Evans, Ednah Proctor Clarke, who contributes the only poem in this number.

IN the January *North American Review* Hon. W. E. Chandler, Chairman of the Senate Committee on Immigration, takes the affirmative of the question "Shall Immigration be Suspended?" Alvan G. Clark, the constructor of the Lick telescope, discusses "The Possibilities of the Telescope," The Labor question is treated by David Dudley Field, who writes on "Industrial Co-operation," and by Oren B. Taft, who considers "Labour Organizations in Law." An article that will attract much attention is that by the Rt. Hon. James Bryce, M.P., author of "The American Commonwealth," on "Political Organizations in the United States and England." Among other attractive articles is that by Gail Hamilton, entitled "A Bible Lesson for Mr. Herbert Spencer."

ONE indispensable condition of good citizenship is an intelligent knowledge of the great topics of the day. The means of gaining this knowledge is now supplied at a price within the reach of all, by the quarterly issues of *Current History*. A glance at the December number reveals an amazing breadth of scope and variety of topics treated. The first portion of the work is an able and exhaustive exposition of the great international questions of the day which concern the relations of Powers in all parts of the world, from Behring Sea to Central Asia and Africa. The reader is next carried through the development of events in Europe, the results of the British Elections, a history of the Cholera plague, the Columbus Celebrations, political movements in every country of the continent, etc., etc. Affairs in Asia and Africa are treated with similar comprehensiveness. Under American affairs we find an impartial review of the political situation in the United States, an account of the Cholera visitation, a comprehensive summary of the important Labor movements of the quarter, such as the Strikes at Homestead, Buffalo, and in the mining regions of Tennessee and Idaho, etc., etc. Affairs in Canada, Mexico, and Central America, the Revolution in Venezuela, and other South American interests, receive full attention. The illustrations in this number are all of the highest class, and in this matter particularly we notice a marked improvement over previous issues.

* English. *

Edited by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

TENNYSON'S "THE 'REVENGE,'" AND ITS RELATION TO ITS SOURCES.

AMONG the most interesting of Mr. Arber's reprints is the volume called "The Last Fight of the Revenge," forming No 27 of the series. It contains an Introduction narrating the events leading to the famous engagement, an account of the "Revenge" herself, and notes respecting her valiant commander, Sir Richard Grenville. Following the Introduction are three reprints:—

(i) A Report of the Truth of the Fight about the Isles of the Azores, this last Summer. Betwixt the Revenge, one of her Maiesties Shippes, And an Armada of the King of Spaine. London . . . 1591.

(ii) The Most Honorable Tra-gedie of Sir Richard Grinvile, Knight. . . . London. . . . 1595.

(iii) Last Fight of the Revenge at Sea, by Jan Huygen van Linschoten.

This volume was issued by Mr. Arber in November, 1871. In March, 1878, Tennyson's poem, "The 'Revenge,' A Ballad of the Fleet," appeared for the first time in the *Nineteenth Century*. Not among the least of the services of Mr. Arber to literature must we place this publication of his, which, as we shall find, was the immediate source of Tennyson's poem. The present paper attempts to show the relation of the poem to its sources, and indirectly to throw some light upon the genius of the English poet as respects his power of assimilating the literature of the past. What he has done in "The 'Revenge'" is in a sense what he has done in the "Idyls of the King." The literary material that had passed out of men's thoughts he has revived, retouched with matchless power, and to it given a new, a loftier, and a more enduring existence.

A glance at a map of the world will reveal the place held by the Azores in the maritime affairs of Spain during the last years of the sixteenth century. Then the Spanish fleets bearing the treasures of the East Indies joined the fleets bearing the treasures of the West Indies, and together they sailed into Lisbon to pour their wealth at the feet of Philip of Spain. Even with the defeat of the Armada in 1588, convoys laden with gold and spices continued to seek Spanish ports, and all that Spanish power could do to guard them safely into harbor was done. But what a gauntlet they had to run! English privateers manned by sea-dogs such as Drake, Hawkins and Frobisher, animated by patriotism, religion, and the hope of plunder, swarmed the frequented seas, threatening to sink and capture every ship.

The danger was so great that Philip ordered the West Indian fleet of 1570 to remain till the following year, and even till so late in that year as to endanger their safety from autumnal storms. Meanwhile he strained every effort to equip his second Armada. Elizabeth had news of the coming of the Indian fleet, and sent Lord Thomas Howard with six ships to intercept them, while the Earl of Cumberland and Sir W. Monson were despatched to the coast of Spain to give intelligence of any movement of the Second Armada. In September, 1591, the Armada set sail from Seville, and Lord Howard, who was anchored off the island of Flores, in the Azores, was at once notified by Cumberland of their departure. According to Monson this notification came the night before the Spanish fleet reached Flores; according to Raleigh, Captain Middleton no sooner delivered the news than the Spanish fleet, "shrouding their approach by reason of the island," were upon them. However that be, their approach was so sudden that the English ships, which had been providing themselves with ballast and water from the island, had scarcely time to weigh anchor. The last to set sail was Sir Richard Grenville, vice-admiral of the fleet, and commander of the "Revenge," who took time to get his sick from the shore on board his vessel. Grenville might have outsailed the Spaniards even then, but he refused to turn from the enemy. Actual fighting began at three o'clock in the afternoon of September 10th (old style, 31st

of August), and continued all night until early morning, during which time the "Revenge" endured the assault of fifteen different vessels, to say nothing of boardings.

Before looking at the correspondences of the poem and its sources, it is worth while noticing that the "Revenge" was a crack battle-ship of five hundred tons burden, built about 1579, manned with a crew of two hundred and fifty men. According to Sir J. Hawkins, her builder, she was the most unfortunate vessel of Her Majesty's navy. She was near being cast away off the Kentish coast; then in 1586 she grounded off Plymouth; again she sprang a great leak off the coast of Spain, and ran aground off Plymouth in coming home, and again ran upon the Oose, lying stranded for six months. Entering the Thames to be docked, she once more sprang a leak and nearly drowned her crew. In 1591 she capsized at her moorings at Rochester, and finally came her glorious mishap—by which "she gave England and Spain just cause to remember her."*

The first of the reprints of Mr. Arber's volume is—as we learn from a note appended to the title, when the account was incorporated in Hakluyt's "English Voyages"—"penned by the honourable Sir Walter Raleigh, knight." It is this work that forms the basis of the poem.

Raleigh opens with an exposition of the causes of the setting forth of his present work, namely, the false accounts given out by the Spaniards of the affair. This, as alien to the spirit of the poem, Tennyson omits. Raleigh then continues:—

I.

The *L. Thomas Howard* with sixe of her Majesties ships, six victualers of London, the barke Raleigh, and two or three Pinnaces riding at anchor nere unto Flores, one of the Westerlie Islands of the Azores, the last of August in the after noone, had intelligence by one Captain *Middleton*, of the approach of the Spanish Armada. * * * He had no sooner delivered the newes but the Fleet was in sight: many of our shippes companies were on shore in the Iland; some providing balast for their ships; others filling of water and refreshing themselves from the land with such things as they coulde either for money, or by force recover. By reason whereof our ships being all pestered and romaging everie thing out of order verie light for want of balast. And that which was most to our disadvantage, the one halfe part of the men of everie shippe sicke, and utterly unserviceable. * * * *Sir Richard Grinvile* . . .

This is rendered by the poet:—

At Flores in the Azores Sir Richard Grenville lay
And a pinnace, like a flutter'd bird, came flying
from far away:
"Spanish ships of war at sea! we have sighted
fifty-three!"
Then sware Lord Thomas Howard: "Fore God I
am no coward;
But I cannot meet them here, for my ships are out
of gear,
And the half my men are sick. I must fly, but fol-
low quick.
We are six ships of the line; can we fight with fifty-
three?"

Here we at once notice the art of the poet. The arrival of Middleton is presented picturesquely; the news we now hear trumpeted across the waves from ship to ship. The style is now made vivid by the dramatic device of conveying the description by the direct words of one of the actors. Then again the touch of the bluff, dare-devil spirit of the English sea-dog at once is infused into the narrative. In form, moreover, there is added a splendid ballad metre which, irregular in structure, rapid in its flow, with quickly recurring rimes, is in splendid harmony with the subject. These characteristics will be noted throughout the poem:—

II., III.

For in the "Revenge" there were nintie diseased: [Here follow details as to the "Bonaventure," and the names of the ships and their commanders.] The Spanish fleete having shrouded

* Sir Richard Grenville was a Cornish nobleman, Member of Parliament (1571) for Stow. He commanded Raleigh's first expedition of colonization in Virginia; waylaying a Spanish treasure-ship on his return. In the contest against the Armada he defended Devon and Cornwall. After the fight in the "Revenge," he died on board the Spanish admiral's ship, and was buried at sea.

their approach by reason of the Iland, were now so soone at hand, as our ships had scarce time to waye their anchors, but some of them were driven to let slippe their cables, and set sayle. Sir *Richard Grinvile* was the last waied, to recover the men that were upon the Iland, which otherwise had beene lost. The *L. Thomas* with the rest verie hardly recovered the winde, which Sir *Richard Grinvile* not being able to do, was persuaded by the maister and others to cut his maine saile, and caste about, and to trust to the sailing of his shippe: for the squadron of *Sivil* were on his wether bow. But Sir *Richard* utterly refused to turn from the enimie, alledging that he would rather chose to dye, than to dishonour him selve, his countrie, and her Maiestie's shippe, persuading his companie that he would passe through the two squadrons, in despite of them: and enforce those of *Sivil* to give him way. Which he performed upon diverse of the foremost, who, as the marriners terme it, sprang their luffe, and fell under the lee of the "Revenge." Two or three pages further on we read, "In the beginning of the fight she had but one hundred free from sickness, and foure score and ten sicke, laid in hold upon the Ballast." From these materials Tennyson writes cantos ii., iii. and iv.

Then spoke Richard Grenville: "I know you are no coward;

You fly them for a moment to fight with them again.

But I've ninety men and more that are lying sick ashore.

I should count myself a coward if I left them, my Lord Howard,

To these Inquisition dogs, and the devildoms of Spain.

So Lord Howard passed away with five ships of war that day,

Till he melted like a cloud in the silent summer heaven;

But Sir Richard bore in hand all his sick men from the land

Very carefully and slow,

Men of Bideford in Devon,

And we laid them on the ballast down below;

For we brought them all aboard,

And they blest him in their pain, that they were not left to Spain,

To the thumbscrew and the stake, for the glory of the Lord.

He had only a hundred seamen to work the ship and fight,

And he sailed away from Flores till the Spaniard came in sight,

With his huge sea-castles heaving upon the weather bow.

"Shall we fight or shall we fly?

Good Sir Richard, tell us now,

For to fight is but to die!

There'll be little of us left by the time the sun be set."

And Sir Richard said again, "We be all good English men.

Let us bang these dogs of Seville, the children of the devil,

For I never turn'd my back upon Don or devil yet!"

Here we have contraction by the omission of unimportant details and expansion of the heroic circumstances attending Grenville's delay, while the spirit of the fray and English contempt of Spanish Catholicism is called up dramatically by the references to the feelings of the sick. These are by means of the indirect narration kept subordinate to the words and actions of the chief characters.

Then also we have the effective expansion of the story to introduce the personal element in the suggested dialogue of Sir Richard and his crew.

V., VI.

But the other course had beene the better, and might right well have beene answered in so great an impossibility of prevailing. Notwithstanding out of the greatness of his minde, he could not be persuaded. In the meane time, while as hee attended those which were nearest him, the great *San Philip* being in the winde of him, and comming towards him, becalmed his sailes in such sort, as the shippe could neither way nor feel the helme: so huge and high cargad was the Spanish ship, being of a thousand and five hundred tuns.

Sir Richard spoke and laugh'd, and we roar'd a hurrah, and so
The little "Revenge" ran on sheer into the heart of the foe,
With her hundred fighters on deck and her ninety sick below;
For half of their fleet to the right, and half to the left were seen,
And the little "Revenge" ran on thro' the long sea-lane between.

Thousands of their soldiers look'd down from their decks and laugh'd,
Thousands of their seamen made mock at the mad little craft
Running on and on, till delay'd
By their mountain-like *San Philip* that, of fifteen hundred tons,
And up-shadowing high above us with her yawning tiers of guns,
Took the breath from our sails, and we stay'd.

VII, VIII.

Who after-laid the "Revenge" aboard. When he was thus bereft of his sailes, the ships that were under his lee luffing up, also laid him aborde: of which the next was the Admirall of the Biscaines, a veri mightie and puyasant shippe commanded by *Brittan Dona*. The said *Philip* carried three tirc of ordinance on a side, and eleven pieces in everie tirc. She shot eight forth right out of her cluse, besides those of her sterne portes. * * * After the "Revenge" was entangled with this *Philip*, foure other boorded her; two on her larboord, and two on her starboord. The fight thus beginning at three o'clock in the after noone, continued verie terrible all that evening. But the great *San Philip* having receyved the lower tirc of the "Revenge," discharged with crossebarshot, shifted hir selfe with all diligence from her sides, utterly misliking her first entertainment. Some say that the ship foundred, but we cannot report it for truth, unless we were assured. The Spanish ships were filled with companies of souldiers, in some two hundred besides the mariners, in some five, in others eight hundreth. * * * After many entercanged voleies of great ordinance and small shot, the Spaniards deliberated to enter the "Revenge," and made divers attempts, hoping to force her by the multitudes of their armed souldiers and musketiers, but were still repulsed againe and againe, and at all times beaten backe, into their own shippes, or into the seas.

And while now the great *San Philip* hung above up like a cloud,
When the thunderbolt will fall
Long and loud,
Four galleons drew away
From the Spanish fleet that day,
And two upon the larboord and two upon the starboord lay,
And the battle-thunder broke from them all.

But anon the great *San Philip*, she bethought herself and went,
Having that within her womb that had left her ill content;
And the rest they came aboard us, and they fought us hand to hand,
For a dozen times they came with their pikes and musqueteers,
And a dozen times we shook 'em off as a dog that shakes his ears
When he leaps from the water to the land.

IX.

[Then follows some account of the *George Noble* of London, that had hovered near.] After the fight had, without intermission, continued while the day lasted and some houres of the night, many of our men were slaine and hurt, and one of the great Gallions of the Armada, and the Admirall of the hulkes both sunke, and in many other of the Spanish ships great slaughter was made.

And the sun went down, and the stars came out far over the summer sea,
But never a moment ceased the fight of the one and the fifty-three.
Ship after ship, the whole night long, their high built galleons came,
Ship after ship, the whole night long, with her battle-thunder and flame;

Ship after ship, the whole night long, drew back with her dead and her shame.
For some were sunk and many were shatter'd, and so could fight us no more—
God of battles, was ever a battle like this in the world before?

X.

Some write that Sir *Richard* was verie dangerously hurt almost in the beginning of the fight, and laie speechlesse for a time ere he recovered. But two of the "Revenge's" owne compaine, brought home in a ship of line from the Ilands, examined by some of the Lords and others, affirmed that he was never so wounded as that hee forsooke the upper deck, til an houre before midnight; and then being shot into the bodie with a musket as hee was a dressing, was againe shot into the head, and withall his Chirurgion wounded to death. * * *

[It will be seen that the poet does not follow Raleigh as to the manner of Sir *Richard's* wounding. In the second of the reprints (see ii. above), which, as the epistle informs us, was the work of Gewase Markham, who perhaps intentionally deviated from Raleigh's account, we get the hint that Tennyson used]

Misfortune hearing this presage of life
(For what but chimes within immortal eares)
Within her selfe kindles a home-bred strife,
And for those wordsye Surgions doomes dayswears.
With that, her charg'd peere (Atropos keene knife),
Again she takes, and leveld with dispaire,
Sent a shrill bullet through the Surgion's head,
Which thence, through Grinvil's temples like was led.

For he said, "Fight on! fight on!"
Tho' his vessel was all but a wreck;
And it chanced that, when half of the short summer night was gone,
With a grisly wound to be drest, he had left the deck,
But a bullet struck him that was dressing it suddenly dead,
And himself he was wounded again in the side and the head;
And he said, "Fight on! fight on!!"

XI.

As day encreased so our men decreased. * * * All the powder of the "Revenge" to the last barrill was now spent, all her pikes broken, fortie of her men slaine, and the most part of the rest hurt. In the beginning of the fight she had but one hundreth free from sickness, and fourescore and ten sicke, laid in hold upon the ballast. * * * Unto ours there remained no comfort at all, no hope, no supply either of sleep, men or weapons; the mastes all beaten overboard, all her tackle cut a sunder, her upper works altogether rased, and in effect evened she was with the water, and Syr *Richard* * * * commanded the master Gunner * * * to sink and split the shippe, * * * perswaded the companie * * * that they should not now shorten the honour of their nation, by prolonging their own lives for a few houres, or a few daies.

And the night went down, and the sun smiled out far over the summer sea,
And the Spanish fleet, with broken sides, lay round us all in a ring;
Aut they dared not touch us again, for they fear'd that we still could sting,
So they watched what the end would be.
And we had not fought them in vain,
But in perilous plight were we,
Seeing forty of our poor hundred were slain,
And half of the rest of us maim'd for life
In the crash of the cannonades and the desperate strife;
And the sick men down in the hold were most of them stark and cold,
And the pikes were all broken or bent, and the powder was all of it spent;
And the mast and the rigging were lying over the side;
But Sir *Richard* cried in his English pride,
"We have fought such a fight for a day and a night
As may never be fought again!
We have won great glory, my men!
And a day less or more
At sea or ashore,
We die—does it matter when?"

Sink the ship, Master Gunner—sink her, split her in twain!
Fall into the hands of God, not into the hands of Spain!"

XII.

The Maister Gunner readily condescended and divers others; but the Captaine and the Maister were of an other opinion, * * * alleaging that the Spaniard would be readie to entertaine a composition * * * and that * * * they might doe their countrie and prince acceptable service hereafter.

[Then follows a remarkable incident, which alone explains the force of Tennyson's line. The Master was conveyed on board the *Don Alfonso*—as Sir *Richard* would not listen to any reasons—and surrendered on condition of their lives being spared and the crew sent into England.] Most then drew backe from Sir *Richard* and the Maister Gunner, [The Gunner was then overpowered by his own men, and Sir *Richard*, "thus overmatched," was taken by the incoming Spaniards on board the *Alfonso*.]

And the gunner said, "Ay, ay!" but the seamen made reply:

"We have children, we have wives,
And the Lord hath spared our lives.
We will make the Spaniard promise, if we yield, to let us go;
We shall live to fight again and to strike another blow,
And the lion there lay dying, and they yielded to the foe."

XIII.

The Generall used Sir *Richard* with all humanitie, and left nothing unattempted that tended to his recoverie, highly commending his valour and worthiness. . . . Syr *Richard* died as it is said the second or third day aboard the "Generall," and was by them greatly bewailed. What became of his bodie, whether it were buried in the sea or on the lande, wee know not.

[It will be seen that the dying words of Grenville are not given by Raleigh. These we find in Linschoten's account (see (iii) above) *Itenerario*, Amsterdam, 1596, translated in English, 1598. "But feeling the hower of death to approach, hee spoke these words in Spanish, and said: Here die I *Richard* Greenfield, with a joyfull and quiet mind, for that I have ended my life as a valiant and true soldier ought to do, yat hath fought for his country, Queene, religion, and honor, whereby my soule most joyfull departeth out of this bodie, and shall alwaies leave behinde it an everlasting fame of a valiant and true soldier, that hath done his duty, as he was bound to doe.

And the stately Spanish men to their flagship bore him then,
When they laid him by the mast, old Sir *Richard* caught at last,
And they praised him to his face with their courtly foreign grace;
But he rose upon their decks, and he cried:
"I have fought for Queen and Faith like a valiant man and true;
I have only done my duty as a man is bound to do:
With a joyfull spirit I Sir *Richard* Grenville die!"
And he fell upon the decks, and he died.

XIV.

[The destruction of the Spanish fleet is thus narrated by Raleigh:] A few daies after the fyght was ended. . . . there arose so great a storme from the the West and North-west, that all the fleet was dispersed, as well the Indian fleet which were then come unto them as the rest of the Armada that attended their arrivall, of which 14, saile together with the "Revenge," and in her 200. Spaniards, were cast away upon the Isle of *S. Michaels*. . . . On the rest of the Islands were cast away. . . . 15. or 16. more of the ships of war; and of a hundred and odde saile of the Indie fleet [from tempest and capture] there were 70, and odd consumed and lost.

And they stared at the dead that had been so valiant and true,
And had holden the power and glory of Spain so cheap,
That he dared her with one little ship and his English few;
Was he devil or man? He was devil for aught they knew,
But they sank his body with honor down into the deep

And they mann'd the "Revenge" with a swarthier
alien crew,
And away she sail'd with her loss and long'd for
her own;
When a wind from the lands they had ruin'd awoke
from sleep,
And the water began to heave and the weather to
moan
And ere even that evening ended a great gale blew,
And a wave like the wave that is raised by an
earthquake grew,
Till it smote on their hulls and their sails and their
masts and their flags,
And the whole sea plunged and fell on the shot-
shatter'd navy of Spain,
And the little "Revenge" herself went down by the
island crags
To be lost evermore in the main.

In short, we notice that Tennyson's poem gets its
plan and details from Raleigh's narrative, Mark-
ham's poem supplying only one situation, and Lins-
choten a short but matchless paragraph. At the
same time we note the constant heightening of the
emotional effect. The poem is given as the nar-
rative of one of the survivors, not as a third-
personal account, as is Raleigh's. There is a splendid
picturesqueness and intense pathos, a dramatic
power that calls up the best spirit of the Elizabethan
sea-dogs—everywhere the artist's touch is at work
moulding the crude material of Raleigh into the
most effective shapes. When we think that Ten-
nyson wrote the "Charge of the Light Brigade,"
we see that it was but right that he should likewise
immortalize the fight of the "Revenge," a fight that
has been called the Balaclava charge of the Spanish
war. F.H.S.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1892.

THE HIGH SCHOOL SENIOR LEAVING AND UNI-
VERSITY HONOR MATRICULATION.
HISTORY AND GEOGRAPHY.

Examiners: { W. J. ALEXANDER, PH.D.
J. E. BRYANT, M.A.
F. H. SYKES, M.A.

NOTE.—Only six questions in all are to be an-
swered by any candidate.

1. (a) Describe the conditions portrayed in
More's "Utopia," in respect to labor, public
health, political and social equality, punitive laws,
public education, and religious toleration, and
compare them with the actual conditions, in these
respects, that existed in England at the time the
book was written.

(b) Show briefly how far the conditions portrayed
in the "Utopia" have been since realized in the
actual social development of the nation.

2. (a) Describe carefully the industrial develop-
ment and commercial progress that characterized
the reign of Elizabeth, and as far as possible ac-
count for the same.

(b) Sketch also the improvement which was
made during Elizabeth's reign in the social life of
the people, and in their dwellings, furniture, cloth-
ing, food, etc.

3. Give an account of the literary activity that
characterized the later years of the sixteenth cen-
tury and the early years of the seventeenth, briefly
describing the writers and writings (omitting, how-
ever, Shakespeare and his writings), that con-
tributed towards making this period one of the
most brilliant in English literary history.

4. Portray the influence of Puritanism upon the
social life and moral and religious character of the
people during the period of its sway, selecting as
types (a) Colonel Hutchinson, (b) Milton, (c) Crom-
well, (d) Bunyan.

5. Sketch fully the personal character and poli-
tical conduct of James I, making special reference
to his contests with the Parliament. Summarize
briefly what Parliament had accomplished by the
end of his reign in establishing and securing its
rights and liberties.

6. Sketch the personal character and public
career of Sir John Eliot, making special reference
to his efforts to secure the responsibility of the king's
ministers to Parliament, and to maintain the rights
and privileges of the Church as established by law.

7. Give a succinct account of the causes, char-
acter, and extent of the Puritan emigration to New
England in the reign of Charles I.

8. Sketch the character of Pym, and his quali-
ties and capacities as a parliamentary leader. Give
an account of his public career, explaining its
chief incidents by special reference to his convic-
tions (a) that "as an element of constitutional life
Parliament is of higher value than the Crown";
(b) that "in Parliament itself the essential part is
the Commons."

9. Sketch the history of the Parliament of 1654,
describing (a) the causes and occasion of its con-
vening; (b) its constitution and powers; (c) its line
of action and what it accomplished; (d) its con-
flict with the Protector; and (e) the effects of its
dissolution (i) upon the policy of Cromwell,
(ii) upon the political convictions of the people.

10. Give a graphic account of the personal role
of Cromwell from the dissolution of the first Pro-
tectorate Parliament (Jan., 1655) until his death,
making special reference (a) to what he accom-
plished for the "healing and settling" of the inter-
nal affairs of the three kingdoms; (b) to his admin-
istration of foreign affairs. In your answer show
wherein you think his policy, whether domestic or
foreign, was blamable or praiseworthy.

11. Give an account of the first Parliament of
Charles II (the Convention Parliament), showing
especially (a) the cause and manner of its conven-
ing; (b) the part it took in the restoration of the
monarchy and the infliction of penalties on those
concerned in the late king's death; (c) what it did
towards readjusting and settling the respective
rights of the crown and the people.

12. Mention the six battles that in your opinion
were of most importance in the historical period
covered by this examination (1485-1688); describe
particularly where they were fought, between what
forces, under what leaders, for what causes, and
with what results. Describe also why they were
important, and why in your opinion they should be
considered as the six most important battles of the
period.

EAST VICTORIA PROMOTION EXAMINA-
TIONS.

DECEMBER 15TH AND 16TH, 1892.

CLASS II.

LITERATURE.

"Robert of Lincoln."

I. (a) Give a word-picture of this bird.
(b) Where does he build his nest?
(c) Tell the words that made you say so.
(d) Give the character of this bird in your own
words.

(e) Why is his mate called a "Quaker"?
(f) "Passing at home a patient life." What
does this mean?

(g) "Thieves and robbers." What is the dif-
ference?
(h) What does "braggart" mean? Give an-
other word that means the same.

(i) Say in another way, "flecked," "bestirs,"
"holiday garment," "humdrum crone."
(k) What changes did it make in Robert to have
a family to keep?

"The Little Girl that was always going to."

II. What may we learn from this lesson?

"Sugar."

III. Write a description of sugar, telling what it
is, how high it grows, and what is done to make it
fit to use.

"Story of a Drop of Water."

IV. (a) Explain "gurgling of water."
"Tiny little rill."
"Whirling maze of drops."
"The elving stone."
"A narrow channel."
"Several mazy circles."

(b) Make a list of words that water says.

V. Write two stanzas from any of the follow-
ing:—

(a) "The Little Kittens."
(b) "My Mother."
(c) "The Mill."
(d) "The Harper."
(e) "Good-night and Good-morning."
(f) "Abide with Me."

Values—47, 4, 8, 8, 8.

CLASS III.

LITERATURE.

"The Road to the Trenches."

I. (a) Give synopsis of story.
(b) Describe the country through which these
men passed.

(c) What are trenches?
(d) "Duty must be done." What was the duty
before these men?

(e) What is the difference between a duty and a
task?

II. (a) "Men, it must be as he asks." Who
said this?

(b) What was asked?

(c) What made him say this?

(d) "We can spare not one." For what?

(e) "Wrap him in this." In what?

(f) Tell what you would see being done.

(g) "Mark the place. Yon stunted larch."
What place?

(h) Why mark it?

(i) Give meaning of "stunted."

(k) Give another word meaning the same
thing.

(l) "Silent on their silent march." What does
each "silent" refer to?

(m) "Down sank the snow." Compare this
line with "down fell the snow." What is the dif-
ference?

III. (a) "O'er his features, as he lies,
Calms the wretch of pain."

Say this in your own way.

(b) "Cruel skies." Give meaning.

(c) "With far soft sounds the stillness teems."
Explain fully.

IV. (a) "Looking for the mark,
Down the others came."

What was the mark?

(b) What others?

(c) "Struggling through the snowdrift stark."
Give meaning of "struggling" and "stark."

(d) "Growing heap." What was it?

(e) Why call it "growing"?

(f) "Heavy sleep." What was meant?

(g) Why call it "heavy"?

V. (a) "His dreams had softer tongue." Why
is the word "tongue" used?

(b) "Gone for England's sake." What does it
mean?

(c) Name a person who did this.

(d) "Where so many go." What does it
mean?

(e) "Without complaint." Give meaning.

(f) "For England's sake, for her sake." Why
is the word "her" used?

"The Monster of the Nile."

VI. (a) How does the crocodile take its prey?
(b) Define "accident," "victim," "membrane,"
"retreated," "tethering," "tenacious of life,"
"spasmodic movements," "narcotic," "unde-
niable witnesses," "malefactor."

(c) Describe the tongue of the crocodile.

"The Inchcape Rock."

VII. (a) State clearly why the bell was placed
on the Inchcape Rock.

(b) Why did Sir Ralph cut the rope?

(c) Show that Sir Ralph, in cutting the rope, did
injury to himself instead of to the Abbot.

"The Flax."

VIII. Tell all that was done to the flax, from
the time it was growing in the garden till it was
made into garments.

IX. Write two stanzas from any one of the fol-
lowing:—

"We are Seven."

"After Blenheim."

"A Canadian Boat Song"

"The Village Blacksmith."

"The Inchcape Rock."

"The Gray Swan."

"The Burial of Sir John Moore."

X. Name two lessons by Charles Dickens, two
poems by Tennyson, and two by Wordsworth.

XI. Divide into syllables, and mark the accented
syllable in the following:—Ignorant, Westminster,
devastations, identify, arrayed, address, maturing.

Values—6, 14, 4, 8, 8, 15, 5, 8, 12, 3.

* Hints and Helps. *

Book Notices, etc.

HINTS ON THE TEACHING OF GEOGRAPHY.

1. RELY on maps and out-lines, not on the textbook.
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 subject of 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 lessons proceed.
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 growing pride in their own country.—*Educational Gazette.*

SCHOOL DISCIPLINE.

SYNOPSIS OF AN ADDRESS BY A. W. EMERSON, Principal of Onondaga Academy.

I.—OBJECTS OF SCHOOL DISCIPLINE.

1. To promote study.
2. To teach pupils how to be orderly.

II.—VITAL POINTS IN SCHOOL DISCIPLINE.

1. Be orderly yourself
2. Do not proceed in disorder.
3. Get the good will of your pupils.
4. Give all pupils full employment.
5. Keep papers from the floor.
6. See disorderly pupils privately. See their parents.
7. Make few rules, but enforce those made.
8. Have physical exercises.

III.—ATTEND TO THE DETAILS OF SCHOOL DISCIPLINE.

1. Look after the surroundings.
2. Criticise in a kindly manner.
3. Be social and polite.
4. Request and suggest, seldom command.
5. Run the school on time.
6. Distinguish between order and stillness.
7. Insist on erect attitude, neat habits, punctuality and cleanliness.
8. Use true and pure language.
9. Pupils should ask before leaving seats.

IV.—IT IS THE TEACHER'S DUTY TO

1. Rely on prevention rather than punishment.
2. Have a thorough knowledge of the subject taught.
3. Commend well intended effort.
4. Refrain from grumbling and ridicule.
5. Repress anger, exact prompt obedience.
6. Teach the sacredness of public property.
7. Always ask, Is it right?

V.—SCHOOL PUNISHMENT.

1. Reprove, restrain, separate pupils.
2. Is corporal punishment ever justified?
3. Mode, time, place.—*Educational Gazette.*

LITTLE things
On little wings
Bear little souls to heaven.—Anon.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

Moffatt's Geography Reading Book, No. II. London: Moffatt & Paige.

This is a charming little book for children of from eight to ten or twelve years of age. In the form of a series of pleasant talks between Uncle Tom and his little nephews and nieces, such subjects as the size and shape of the earth, how we know that it is round, how water is changed to vapor and vapor to water, are discussed in such a manner as to bring them within easy comprehension of the child-mind. The meaning of all the common geographical terms is made clear. The book contains forty-two admirably clear maps and illustrations. The reading of such a book is worth more than half a year's study of the old-fashioned text-books, under an old-fashioned teacher. The only drawback for Canadian children is that the scene is laid in England and the references are English, but even this has its advantages.

The Story of the Iliad. By Rev. Alfred J. Church, M.A. Macmillan & Co., London and New York.

The author of this well-wrought reproduction of the most famous of all the epics of antiquity is no doubt already favorably known to many of our readers by his "Stories from the Bible," and other valuable books for the young. The idea of thus enabling school boys to familiarize themselves with the leading incidents and dialogues of the masterpieces of the ancient classics, by means of translations, which, while free and easy, are at the same time sufficiently close and accurate to preserve in good degree the style and spirit of the original, is a good one, and Mr. Church has proved himself in "The Story of the Odyssey," and other books for the young, as well as in the one before us, eminently fitted for the service. Price, 50 cents.

Tom Brown's School-days. By an Old Boy. Macmillan & Company, London and New York.

"Tom Brown's School-days" is too well and widely known to need a word of introduction for itself. It will long be a favorite book for boys, both young and old, who have school-days of their own to recall and re-live. The neat and tasteful edition before us is issued by the well-known firm above mentioned as one of the "Golden Treasury Series." To show to what extent it is a favorite edition we need only state the fact that the "Golden Treasury" edition of "Tom Brown's School-days" was first printed in 1868, and that it has since been reprinted no less than six times. The Toronto agent of this great firm is the Copp, Clark Company.

The Place of the Story in Early Education, and Other Essays. By Sarah E. Wiltse. Boston, U.S.A.: Ginn & Company.

This little work is a reprint of essays from the *Christian Register*, the *Christian Union*, and the *American Journal of Psychology*. It deals with such subjects as "Physical Phenomena an Alphabet of Feeling," "Songs and Games for the Cultivation of the Senses: Their Right Use and Their Dangers," "Learning to Use Money," "A Study of Adolescence," etc., in a style which is at once interesting, instructive and thoughtful. An excellent book for mothers as well as teachers—all the better that it is mainly suggestive rather than didactic.

The Song Book: Words and Tunes from the Best Poets and Musicians, Selected and Arranged by John Hullah Professor of Vocal Music in King's College, London, Eng.

This is another of the "Golden Treasury Series," published by the firm of Macmillan & Co., London and New York. The descriptive title

above quoted sufficiently guarantees the excellence of the selections of both words and music. The non-professional lover of song and music will be glad to meet here many of the old standard favorites amongst others which are newer and less familiar.

Outlines of Lessons in Botany: Part II. Flower and Fruit. By J. H. Newell. Ginn & Co., Boston. Pp. 390.

This book and its companion volume make excellent supplementary reading for pupils of Public and High schools. The illustrations are copious and good, the text is bright and interesting, with a certain commendable diffuseness which makes the style interesting. It is the work of an enthusiast, and fidelity and animation characterize the book throughout. It is a most appropriate book to produce in a young reader a genuine liking for botany.

A Primer of English Verse, chiefly on its Aesthetic and Organic Character. By Hiram Corson, LL.D. Cornell University. Ginn & Co., Boston. Pp. 232.

The twelve chapters of this neat volume run over the most important topics connected with Rhythm, Metre, Melody, etc. In style the book is a model of purity and elegance, and the numerous illustrative quotations give the work a high practical value. The chapter on the Sonnet is well worth the price of the book.

Nature Stories for Young Readers. By M. Florence Bass. Illustrated by Mrs. M. Q. Bennett. Boston, U.S.A.: D. C. Heath & Co., 1892.

This is intended to accompany any First and Second Reader, and to be used as a change. It is well adapted for the purpose, being both attractive and instructive. The use of such books adds a new zest to child-life both in school and in the home.

American Mental Arithmetic. By M. A. Bailey, A.M., of the State Normal School, Kansas. American Book Co. 35 cents.

This book contains about as much matter as the Public School Arithmetic, of Ontario—but what a contrast! It will be useful to our teachers in two ways; first, as giving a clear and workable method, and second, as supplying a good stock of well graded examples.

The Primer of Domestic Economy. By Edith A. Barnett and H. C. O'Neill. Macmillan & Co., London and New York.

This is a most useful little work, treating of the House, the Home, and the Purse, and giving much useful information and many helpful suggestions on such subjects as planning and furnishing rooms, choosing and preparing food, buying and saving, air and ventilation, disposal of waste, etc.

Over the Sea, A Summer Trip to Britain. By J. E. Wetherell, B.A., Strathroy, Ontario. 2nd edition.

Mr. Wetherell has in these twelve sketches contrived to breathe on his reader the very atmosphere of holiday and play-time. The description is suggestive and pleasing and the interest is never failing. It is a half holiday in 120 pages.

TRULY this world can go on without us if we would but think so.—*Longfellow.*

HOPE, like the gleaming taper's light,
Adorns and cheers the way,
And still, as darker grows the light,
Emits a brighter ray.

—*Goldsmith.*

A SOUND heart which throbs for God and humanity is a good thing; a sound heart and a clear, strong head is better; a sound heart, a clear head, and a skillful hand give us the nearest approach to the perfect man.—*Ex-Supt. Henry Sabin, Iowa.*

Special Papers.

PROPER EDUCATION.

BY DAVID SWING, CHICAGO.

THE annual day has come upon which we contribute for the support of our mission school. The work which this congregation began ten years ago in a populous but neglected portion of the city has stimulated all other denominations to similar good works, and now our Clybourne Street Mission is only one among many in the one locality. These new movements have cut off a part of our area, but the congregation still has all the little minds and hearts it can care for. The kindergarten contains about 240 children, the industrial school 900, the Sunday-school about 1,200. All the forms of teaching have been carried on as usual. This congregation may well acknowledge the assistance rendered all winter in the Sunday-school by students of the McCormick Theological Seminary.

The students who thus aided you gained as much as the gave, for they learned among those wild children how open the natural heart is to the entrance of light, how it responds to friendship, giving like for like, and learning also what a large part education must play in the construction of society.

It is not necessary to speak to-day upon the value of education for wild children, for all our youth, rich or poor, high or low, fall under the same group of mental and moral laws. The philosophy for an army of mission children is the philosophy for all those gaily-dressed beauties which adorn the boulevards and avenues. The meaning of a mission school is found in the fact that we must carry to all the poor regions the laws of mind and heart which apply to the most highly-favored homes. Nature has not one kind of snow for the rich and another kind for the poor, has not several kinds of sunshine. Thus nature made only one set of educational laws. A mission is a place at which a few persons attempt to teach the lessons of a universal humanity. The best way to study a mission is to study ourselves. The highest need of one man is the highest need of all men.

PROPER EDUCATION.

The greatest task of the day is the proper education of all the young minds. This question of instruction touches all the avenues and streets and country roads, and is so large that it dwarfs the problems of tariff and free trade. When a nation possesses 60,000,000 of souls the question, What to make of them? becomes very large. It would be bad policy to let them run to waste like a neglected field or a deserted house. The only policy worth thinking of is that which contemplates the happiness of a country which shall contain 60,000,000 of noble characters. The policy may in part fail, but no other idea, in comparison with this, is worthy of a single dollar or a single thought.

The poet who composed these words: "God satisfieth the longing soul. The hungry soul he filleth with good," although he lived many generations ago, must be confessed to have read truly the human situation and problem, for there is abundant arrangement made for filling with good all the hungry souls in the wide world.

YOUTH IN THREE CLASSES.

Our youth may be divided into three classes—the empty-headed, the hearts badly filled, and the hearts well filled. The efforts of church, state and home, should be to coax, allure, or drive all our youth into this highest class. If the hungry soul can be filled with good, by all means let the task be done. No heart ought to be a desert if it can easily be made into a garden. If there is a world, a universe to be put into each mind, it is a great pity that millions should go along empty-headed through their three-score years.

It is an impressive scene to note the faces of a thousand mission children when they are listening to some delightful speaker, man or woman, who knows much about God and man and life! No hungry flock of sheep ever ran through a gate into a meadow with more delight than that with which these intellects reach out after ideas. All the up-turned faces ask is that which is given them be real, palatable food. By nature all children are hungry; but they are seldom hungry enough to induce them to mistake chips and straw for good, sweet bread.

INTELLECTUAL PROSPERITY.

All who have spoken to children have found that like little lambs they know the difference between the dead straw of last year and the grass of this month of May. It is now admitted that the world is richer than ever before in intellectual prosperity. It contains all the stored-up wealth of the whole past, and to this it has added the amazing products of the modern centuries. The grain stored in the warehouses, the gold and silver heaped up in our nation's treasury, are only emblems of the intellectual treasures now within the reach of all. Investigation, discovery, history, poetry, morals, every form of useful and beautiful truth, is here waiting to be taken by some out-reaching hand. The printing press has attended the new mental activity, and has given to the public all the best thoughts of pulpit, senate, laboratory, studio and garret. Books are abundant and cheap. In the fifth century Jerome made himself a bankrupt by buying a copy of Origen. King Albert gave one of his estates for a book on the geography of the world. A religious man gave 200 sheep for a small book of sermons.

MINDS NEED NOT BE EMPTY.

As late as the fourteenth century men gave \$200 for a volume which can now be secured for fifty cents. When words were made one by one with a pen it was out of the question for the public to have minds full of the world's thought and history.

It would seem, therefore, inexcusable and criminal in any mind that it should go empty all through these modern years. But millions, even the majority, would thus move along were they not guided somewhat in their youth. The abundance and cheapness of knowledge avail nothing to a young mind which loves stupidity or ignorance and vice. There are persons within twenty miles of Niagara or the ocean, who never saw either of these objects. You would put up some lunch in a box and walk twenty miles rather than live within sound of the cataract without ever seeing that tumbling river. The great sea, so historic, so romantic in its peace, so sublime in its storm, would make the twenty miles only a rich journey for June or October. Each mile would be beautified by the pageantry along the road. Spring and autumn would be all the chariot your soul would need for the trip. But, who are you? You who would thus walk are some educated person, to whose mind history and genius have given the cataract and ocean.

EDUCATION'S WORK.

Education brought these objects to you by making you able to appreciate them. They do not exist until you love them. It is said that in English islands of twenty miles diameter there are men who have never been to see the vast water that surrounds their homes. This is because there is no ocean to them, none to a mind which does not long to see it. These laborers would rather possess a pot of beer and a pipe of tobacco than have the education of a Milton or the eloquence of a Burke. The world comes only to the intense longings of the soul. Pliny would not buy farms which adjoined each other. He wanted them a league apart, that he might have the joy of riding slowly from one to another. Education had lifted the veil from the trees and the waggon-road and had made him wish to pass in a slow chariot along the blessed miles. He did not want a fast team, for he studied as he went.

However abundant and cheap and good literature may be in our period, the mind will not turn to it until some older, nobler mind first lead it or push it. Here and there will come some exception.

LAW OF THE SOUL.

A few minds are from the cradle self-moved; but the law of the soul is that it waits for some one who has gone over the path to point out to it the way. As fire comes from fire, as life comes from life, so our personal education starts in some one who is glowing with its flame. All culture is a contagion. We touch some one who has the strange passion, and lo! we have also the divine madness. An agnostic complains that a good God should have permitted a disease to be catching, but it should seem an offset to such cruelty that the Creator should have ordered the noble longings of education to pass from heart to heart until all Greece had contracted literature from Homer, until Dante and Shakespeare had carried the seeds of this madness to myriads of their race.

The great task of our times is, therefore, that of giving each young person a first impulse toward the world of truth, beauty and right. These will be nothing to them until they love something. The kindergarten philosophy is fully aware of this fact, and it takes the mind when it has been laughing, eating and rollicking for four years, and teaches it to play with forms, tasks and ideas which are in harmony with the utility and beauty to be met with in after life.

THE LOGIC OF A CHILD.

The child plays with its own logic, memory and taste. It begins to mark the grace of a circle, the symmetry of a block-house, the beauty of a little garden, the pleasure of a song, the charm of colors. By the time it is eight years old it has played itself into no little power; it has formed attachments to truth and of thought; it has begun to satisfy a longing soul. It stands an advancing mind in the borders of immensity. With the majority of these children not only is the misfortune of an empty mind escaped, but so, also, do they escape the calamity of a mind filled with profanity, vulgarity and vice. The kindergarten or the homes which are full of its form of education, are saviours of the little ones, not only by the blessing they bring to the mind but also by the deep injury they keep out. An empty mind is a sad scene, but it is a blessed sight compared with the spectacle of a mind full of sin and all the forms of degradation.

PRECOCIOUS CHILDREN.

The satirists, and the pictorial weeklies are full of allusions to the new form of young manhood, that kind of youth that dresses so exquisitely, that carries a small cane, that speaks in a language which possesses no consonants, that loves the avenues, the steamship and all foreign scenes. Socrates is pictured as looking at one of these youths and asking what it may be? But there is a redeeming quality in these young men, for they often possess taste in manners, morals, dress, and art; and therefore they are far more welcome to our nation than the brutalized youths who possess no manners, no education, no morals, who pollute their soul and body with drunkenness and all vice. Far better a youth full of personal vanity than a youth full of degradation, having in his ruined mind and heart no sense of shame.

It is well to remember that all these educational schools and forces are not compelled to fill to the full all these young hearts. The mind being infinite, to fill it full would be a costly task. Philanthropy of church and state would fail under such an expenditure of time and gold. What society must do is to start the young mind upon the noble road, and soon it will run onward alone. If you will teach a child to love nature for a few years, it will love nature forever. Lead it along the path of music for one season, and it will follow that path with growing delight for a hundred years.

THE HEART OF A CHILD.

Teach a child about the stars and the sea, and in all the summer nights of life it will look up to the heavens with wonder, and will always watch from every hill top for a glimpse of the ocean. We do not have to educate our children; we need only set the wheels to going, and then the young hearts turn them; and as the head grows older the more rapidly the wheels will run. We plant a wheat field, but we do not have to make the wheat. The crusaders planted some little Lebanon cedars in England, but they did not make those vast trees which wave at Warwick. The 600 years which followed the returning knights made giant trunks and branches out of the little shrubs.

It need not be amazing that many of the greatest men of the world had in early life only a little schooling. Some of them crossed the school-house door only a little part of a few winters. These facts, so frequent in the history of greatness, prove that education is only a starting of the wheels. The school-house is only an awakening in the morning, and is not the whole day. The school-book is the invitation to a great banquet, but it is not the great feast.

SENSIBILITY OF THE MIND.

In the cases of great men with little schooling, these minds happened to possess a sensibility which made an hour equal to a common year. In material things there are what are called highly inflammable substances. It takes a great shovelful of hot coals to start a fire of green wood, but a spark will make instantaneous havoc of a magazine of powder. Jean Paul Richter, watching a thunderstorm and noting

how when one dark cloud drew near another, each began to be streaked with fire and to roar with thunder, called them the "powder-houses" of the sky. Thus have there always been a few minds which a spark could set on fire. Many of us were green wood and had to be set on fire only with many a shovelful of hot coals; but both kinds of souls are valuable and attractive when the flame once gets fully under way. The man whom only a thousand books could awaken, and the man who was made by one book, come to the same grand destiny in life's long sweep. Beyond the thirtieth year these men walked side by side.

READ HOMER.

Many allusions are made to some great man who read only Homer. This kind of man had begun to be a subject of dinner-table gossip as far back as in 1700, for then the Duke of Buckinghamshire published these lines:

Read Homer once and you can read no more,
For all books else appear so mean, so poor;
Verse will seem prose; but still persist to read,
And Homer will be all the book you need.

Not a very true stanza, but valuable because it contains the truth that a book or a teacher may so start the soul out upon wings that it will never again creep into the dust. Homer can start a meditation and an enthusiasm that will never end. Homer can insert the word liberty into his lines, and then the United States can spring up and pour more meaning into the old term. He can speak of religion, and then can come our period and pour into the term a world of love and hope of which Homer never dreamed. Thus one great book recalls the whole realm of thought.

Modern adult life is, therefore, bound to look down in mercy upon all child-life, and give to it that taste and impulse which may send it along the right path. Not all children will follow the mental and moral path, but without this helping touch of education none will find it or follow it. We might as well expect each child to make its own language as to start its own education.

EDUCATION NOT A PRODUCT.

Education, just like language, is not the product or the property of man; it is the property of a race. It must be handed to each child, rich or poor, that is born into the world. As the human young cannot make their own living, but must be fed and sheltered, so they cannot start their own education.

One of the greatest calamities that can befall a child is to have around its cradle empty-headed parents. Of course, to have criminal parents is a worse fate; but all children must live at a disadvantage when they possess parents who do not know anything, and who are wholly satisfied with the situation. To many children who need mental and spiritual bread these empty-headed parents give only a stone. The children are well scolded and well whipped, but they are never inspired. By the time a child is five years old the world ought to be known to it only as the noble land of God, a vast park made by the Almighty, to whose praise each bird sings its song and each flower flaunts its colored flag. One by one should come to this little mind the principles of love, justice, and beauty. The great college course comes too late unless it comes to a young heart which already feels the presence of an amazing scene.

COLLEGE LIFE.

Young men and young women should go to college not because their minds are empty, but because their hearts are full—full of appreciation and longings. The home, the state, and the Church should give to every child an opportunity at least to drink a few draughts from the old Pierian spring. Some might not like the taste, but to nearly all human lips a few cups from that spring have brought a thirst which no years could remove. It is the magic fountain of our world. At the brink of that fountain you were all transformed. All other elixirs are the inventions of fancy. This one is a grand reality. We have now Germany, France, England and America, because the ancestors of those millions drank of this spring of emotion and knowledge.

A recent traveler in Africa gives an account of one negro chief who possessed some taste, some learning in common things and quite a strong reasoning power, but this traveler adds that this chief, Khama, is probably the only negro in Africa whose biography would be worth the writing. It is a sad sight, that in Africa millions live and die without

possessing greatness enough to make up a single page of historic literature.

CHILDREN'S OPINION.

In our land there can be found thousands of children twelve years old whose opinions and beliefs and feelings, if all written down, would form a religion for a great age or the politics for a great people. And yet in our land there are still too many young souls that are left to live in a degradation akin to barbarism itself. There is no school, or church, or friend, to lead them through the first steps of wise training to a human form of existence.

It follows, therefore, that all young children are entitled to an early assistance along the path of religion. But the only religion which the world dares teach them is those truths which can satisfy the longing soul. It must fill the hungry soul with good. The modern men and women must ask their own hearts what religious thoughts have most blessed them in all the past years of sadness and happiness. Not long since it was asked of many great men what books had most helped them along the upward path. Some replied with the name of Homer, some with the name of Bacon; some Newton, some Dante, some Bunyan. It should be asked of our age what Christian or religious doctrines have brought it the most of righteousness and the most of peace. Thus questioning itself, it can sooner discover what lessons to read to the new generation. If the public follows this law of selection the youth will not be amazed and shocked in after life at the ideas allotted to them when they were young. As manhood and womanhood never complain that their parents taught their childhood to love music and flowers, so there is a religion the early faith in which no after years can ever regret.

But it is not the religion which lay repulsively around the feet of Voltaire and Thomas Paine, contradicting all the dicta of reason and all the emotions of the spirit. There is a religion of principles, a religion of righteousness, love, beauty, hope, and of all mental grandeur, whose divine colors grow more brilliant as reason and sentiment increase. True in youth, in old age they have become sublime.

Not only must this congregation continue to teach its mission children, but it must teach itself in its mature life that God has made the universe so vast and rich that it can satisfy that longing soul. There is no reason why any mind should pass along empty from birth to death. Ample arrangements have been made for a full feast for each hungry soul. When one attempts to enumerate the viands at this great supper of humanity, to count the principles, the truths, the high pursuits, the beauties, the arts, the scenes, the colors, the sounds, the religion, the friendships, and the inexpressible emotions, the heart ceases to complain of an empty career, and wonders if the Creator who spread such a banquet, will not in mercy wave over it the banner of an endless life.—*Chicago Inter-Ocean.*

Teachers' Miscellany.

THE LOST CHILD.

[The following lines were written by Frances Botting, a school-girl, of Dresden, Ont., fourteen years of age. The teacher who sends it says that no change has been made save the correction of two or three mis-spelled words. The verses show both an active imagination and good power of expression for one so young.]

THE silvery linings of the leaves are upturned to the breeze,

The grayish clouds are ploughing on, concealing the bright sun,

The grass and herbs are withered, and parched are all the trees,

The refreshing shower's coming with the day that is just begun.

The sky is swiftly darkening, the bees have sought their bower,

Bright flashes streak the purple clouds, followed by rolling thunder;

The farmer at his window watches the approaching shower,

His children gather near and lift their eyes in tearful wonder.

While gazing out on that dark vault, the father doth descry

A silver cloud, like a white-robed angel above the old church dome,

Then a piercing streak of lightning shoots across the sky,

As if the Golden gates were opened to admit the wanderer home.

The sky now takes a blacker hue, the rain in torrents falls,

The man still for that cloudlet is looking towards the sky,

He sees a white form at his gate; "Is that the cloud?" it calls—

His cheeks are blanched, he feels afraid, and yet he knows not why.

With steady nerve he now doth rise; the form has disappeared,

He looks round for his children, and meets his boy in tears—

"Oh, father! where is Dertie? Oh, sissers' lost, I'm 'feared;"

The child just seemed to comprehend his father's wildest fears.

He turns—his wife was standing there with wild, bewildered look;

In sheets the rain was coming down as from an open cloud;

Then from the house in wild dismay, a frantic pace he took,

Seeing visions of his daughter in a tiny, little shroud.

He swiftly ran towards the church, where but a few hours before

His child for fear of lightning to the Lord's house had crept,

And there—her head laid on the step of that firmly-fastened door—

The angel form of Gertie, how sweetly there she slept.

The storm was over and the sun came beaming out on high,

The father stands with bleeding heart beneath that old church dome,

Praying earnestly to Heaven that he too ere long might die.

Then he slowly turns, and carries his lifeless darling home.

The frantic mother meets him, and with an awful moan,

Relieves him of his burden and wraps her in a shroud.

Amid sweet flowers they laid her in the cold earth alone,

Her spirit, up to Heaven, had been carried by a cloud.

And now above dear Gertie's head, a small, white marble stands,

Raised to her sainted memory—not for its actual need—

On it stands Gertie's statue, a palm in its rigid hand,

And there, beneath those marble feet, these words you now may read:

EPITAPH.

Little Gertie's gone to Heaven,

And no more we'll see her here;

But one happy thought is given,

We shall meet her over there.

Her white canoe sped swiftly on,

Nor did it ever stand

Till we saw the gleam of the light-house

On the shore of the better land.

THE influence of moral instruction depends entirely upon how the teacher is regarded by his pupils.—*Supt. E. D. Watkins, Fenton.*

CLEARNESS of conception should be the constant aim. In preparing the reading lesson, for example, the sentence should be so studied that a glance will bring its thought into consciousness as a unit. The reader should no more advance in the sentence word by word, than he does letter by letter in conceiving the word.—*Palmer.*

GAINING AND LOSING A DAY.

A QUEER FACT EXPLAINED IN A VERY SIMPLE MANNER.

YOU often hear some one who thinks himself "cute" telling how sailors in circumnavigating the globe "gain" a day. Such persons, says the *St. Louis Republic*, almost invariably mention the "gain," but it is seldom you hear of the "lost" day, which can also be dropped out of the existence in making a trip around the world. The facts are these: If he goes to the east he gains a day; to the west he loses one. It comes about in this way: There are 360 degrees of longitude in the entire circle of the earth. As the world rotates on its axis once in each twenty-four hours, one twenty-fourth of 360 degrees, which equals 15 degrees, corresponds to a difference of one hour in time. Now, imagine a ship sailing from New York to the eastward. When it has reached a point 15 degrees east of the starting point the sun will come to its meridian, or noon line, one hour sooner than it does at the point from which the ship sailed. When the ship has reached a place 30 degrees east of the sailing point it will be noon two hours sooner on shipboard than it will 30 degrees to the westward, and so on until when the ship has reached a point 180 degrees from the place of sailing it will be 1 o'clock, say Tuesday morning with the people in the ship when it is only 1 o'clock in the afternoon of Monday with the people at home; in other words, the ship has sailed just one-half the distance around the world (180 degrees), and has gained exactly twelve hours. Double this and you can readily understand how the day is gained in sailing around the world to the eastward and you will soon find the roof of the mystery of the "lost" day which is dropped out of the calendar by a person who crosses the total 360 degrees with his face constantly turned to the west.—*Exchange*.

CANOE SONG OF THE MILICETES.

TRANSLATED BY J. E. MARCH.

"Whu-t-hawgn!
Mochsqua-look!
Piskit pokut mitatako
Piska-tah.

Blade of maple!
Boat of bark!
Hear the voice that calls
Through the dark.

Blade of maple!
E'en the leaves
Of the overhanging trees
Strive with quivering gemulation.
Strive with sibilant vibration,
To repeat the voice that calls
Through the dark.

Boat of bark!
The river's breast,
Softly by thy light form pressed,
Tells thee—in the waves that leap
Against thy prow, then gently creep
Along thy sides into the deep
To sleep—
How sweet the voice that calls
Through the dark.

Voice that calls!
Thou hast made
Arms of steel dip deep the blade.
Where the waves leapt, there the spray is;
Where they gently crept, the foam is;
Where they slept, I'm piling billows
Heap on heap,
Across the deep,
Seeking out the voice that calls
Through the dark.

Blade of maple!
Thou hast heard;
Boat of bark, thou, too, art stirred,
O'er the waters we are leaping,
Now 'neath tangled branches sweeping
To the nook where love is keeping
Never-sleeping tryst for me,
Under birch and maple tree.
Sweet!
We knew thy voice was calling
Through the dark.

School-Room Methods.

LESSONS ON MONEY AND MEASURES.

Class work.—Albert has 4 cents; he spends half his money; how much has he left? Tom has a 2-cent piece and Harry has a piece which is worth just half as much. What is Harry's piece? James buys a pencil for 2 cents, and sells it for twice as much as he gives. How much does he get for it?

Seat work.—Draw a line four inches long. Divide it into four equal parts. Draw a line two inches long. Draw another two inches long through the middle of the first. Draw a line one inch long. Draw another line just one-half as long.

Class work.—Here is a measure which holds one pint. Let each child see and handle the measure. Here is another measure which holds one quart. Let each see, etc. Which is the larger of the two measures? John may fill the pint measure with water. We have here a quart of water. We will empty the quart measure. Now see how many pints of water will be required to fill it. Continue and vary these experiments. We say "two pints, one quart." How many pints in one quart? One pint is what part of a quart? If a quart of milk cost 4 cents, what does a pint cost?

Seat work.—Copy this and learn it by heart:

Two pints, one quart; Copy: pint, pints; quart, quarts; inch, inches; foot, feet.

Class work.—Which is more, 1 quart or 1 pint? How much? Which is more, 1 quart or 2 pints? Which is more, 3 pints or 1 quart? How many pints in one quart? In 2 quarts? John sold 2 pints of milk to Mr. Smith and half as much to Mr. Jones. How much did he sell to Mr. Jones? In 4 pints how many quarts? With the pint measure, measure $\frac{1}{2}$ of 4 pints. How many quarts is this?

Seat work.—Copy the following: qt. means quart; pt. means pint; ft. means foot; in. means inch; ct. means cent.

Copy and fill the blanks:

In 1 quart there are _____ pints.

In 1 quart there are _____ half-pints.

In 4 pints there are _____ quarts.

Class work.—If one quart of buttermilk costs 2 cents, what will $\frac{1}{2}$ a quart cost? If one quart of buttermilk cost 2 cents, what will one pint cost? If one pint of milk cost 2 cents, what will two pints cost? If one pint of milk cost 2 cents, what will one quart cost?

Seat work.—Write and fill blanks:

2 pints are 1 _____

1 pint = _____ quart. $\frac{1}{2}$ quart = _____ pint.

1 pint = _____ quart. A quart is _____ times as much as a pint.

3 pints = _____ quarts.

4 pints = _____ quarts. A pint is _____ of a quart.—*Baldwin's Industrial Primary Arithmetic.*

Educational Notes.

AN English correspondent of the *Boston Herald* has found in a "Dictionary of the Isle of Wight Dialect" a number of words which English writers usually class as American provincialisms. Among them are "cute" and "piert," found also in one of George Eliot's novels; "backed up," "call," in the sense of reason or necessity; "chipper," "darn," as a mild oath; "fall," for autumn; "gal-luses," "heft," "hunk," "jaw," meaning to scold; "jiffey," "get out of kilter," "rare," in the sense of under-done; "thick," for intimate; "gumption," "tan," meaning to thrash; "spells" of weather; "put to rights," etc. The subject is a most interesting one, and deserves more attention from philologists than it has thus far received. The compiler of the dictionary in question says that many of the provincialisms in the Isle of Wight are identical with those current in the adjoining counties of Hampshire, Wilts, and Dorset, once forming a part of the Saxon kingdom of Wessex, and that the basis of the dialect of this region is purely Anglo-Saxon.—*Toronto Mail*.

THE latest Government returns in England show that there are actually 175 certificated school masters in that country who receive less than fifty pounds per annum and no less than 2,261 of them, or 37 per cent., receive less than £75 per annum (*i.e.*, less than 29s. per week), and of all the certificated assistant masters in England and Wales not

7 per cent. are paid as much as £150 per year (or 58s. per week). With the women things are still worse, for no less than 872 certificated assistant mistresses receive less than 16s. per week for their work, and the great majority of them, over 64 per cent. receive salaries of less than 29s. per week. And yet School Boards and managers wonder that they cannot get boys and girls to become pupil teachers.

ACCORDING to the latest returns at hand, Boston expends annually for school purposes a larger sum than any one of twenty-seven of the States in the Union, including all the New England States but Massachusetts, and a larger gross amount than any other city except four—namely, New York, Chicago, Philadelphia and Brooklyn. Even in comparison with these cities its expenditure for this purpose is the largest according to population. Philadelphia expends \$2.40 per capita; Brooklyn, \$2.95; New York, \$3.36; Chicago, \$4.00, and Boston, \$4.55. And yet it is true that Boston finds it impossible to build school-houses with sufficient celerity to accommodate the rapidly increasing numbers of her juvenile population.—*Common School Education*.

THE publishers of *Education*, Boston, have established a "Teachers' International Reading Circle." It is designed to be a practical application of the University Extension idea to teachers, providing a course of professional reading and study by topic, question, and written work, under the direction of a secretary, covering a period of three years, with diploma on graduation. The address is 50 Bromfield Street, Boston.

For Friday Afternoon.

THE SIN OF OMISSION.

It isn't the thing you do, dear,
It's the thing you leave undone,
Which gives you a bit of a heartache
At the setting of the sun—
The tender word forgotten,
The letter you did not write,
The flower you might have sent, dear,
Are your haunting ghosts to-night.

The stone you might have lifted
Out of a brother's way,
The bit of heartsome council
You were hurried too much to say;
The loving touch of the hand, dear,
The gentle and winsome tone
That you had no time nor thought for,
With troubles enough of your own.

These little acts of kindness,
So easily out of mind,
These chances to be angels
Which even mortals find—
They come in night and silence,
Each chill, reproachful wrath,
When hope is faint and flagging,
And a blight has dropped on faith.

For life is all too short, dear,
And sorrow is all too great,
To suffer our slow compassion
That tarries until too late.
And it's not the thing you do, dear,
It's the thing you leave undone
Which gives you the bitter heartache
At the setting of the sun.

—*Christian Intelligencer*.

JACK FROST.

JACK FROST is a roguish little fellow,
When the wintry winds begin to bellow,
He flies like a little bird thro' the air,
And creeps in the little cracks everywhere;
He nips little children on the nose,
He pinches little children by the toes,
He pulls little children by the ears,
And from their eyes draws big, round tears,
He makes sad folks say, Oh! oh! oh!
He makes glad folks say, Ho! ho! ho!
But when we kindle up a great warm fire
Then Jack Frost makes his bow to retire,
So up the chimney skips the roguish boy,
And all the children clap for joy.
He makes sad folks say, Oh! oh! oh!
He makes glad folks say, Ho! ho! ho!

—*Adapted from "Songs, Rhymes, and Games," by Mrs. Hubbard.*

THE teachers of the Dominion and readers of the JOURNAL should not lose sight of J. K. Cranston's (Galt, Ont.) advertisements of books and school supplies that have appeared in the JOURNAL since September last. All kinds of needs and school supplies are specialties with Mr. Cranston. You can all depend on prompt and carefully filled orders. His books of school songs, Merry Melodies and Merry Songs are very popular and should be used in every school in Ontario.

THE holiday closing exercises of the War-riner College of Commerce occurred on Friday night, the 23rd, taking the form of a public entertainment, held in Jackson Hall. The programme consisted of a prize contest in original essays, vocal and instrumental music, and elocutionary selections. The committee of judges in the contest was composed of Rev. O. C. S. Wallace, Bloor Street Baptist Church; Dr. T. M. MacIntyre, President Presbyterian Ladies' College; and Professor J. H. Farmer, of McMaster University. Miss Nellie A. Forster, Markham, whose subject was "Canada," was awarded the Gold Medal. Miss Ethel Goodby, Toronto, wrote on "The History of the English Language," and received most honorable mention; the other essays on "Education" and "Ivanhoe," were worthy competitors, and the balance of the programme was exceedingly enjoyable. Miss Gillespie, the popular shorthand teacher, received a beautiful bunch of roses from her pupils. The success of the entertainment well rewarded the students and teachers of the institution for the hard work of the term, and they will enjoy the short rest until the re-opening of the college on the 3rd of January.

The Atlantic for 1893

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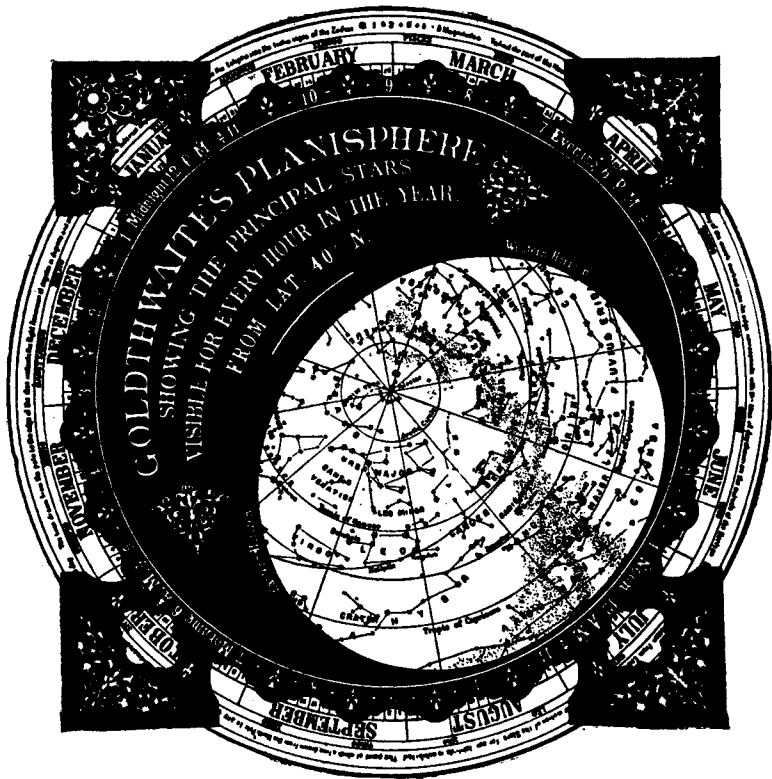
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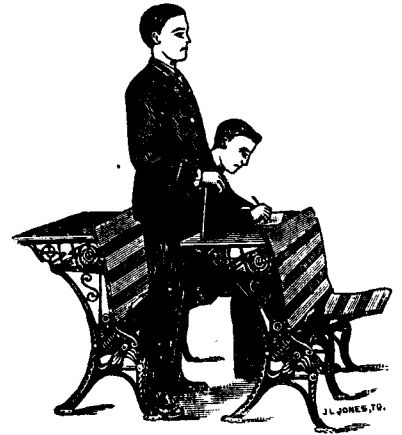
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