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# The Educational Journal.

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

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## The Educational Journal.

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

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## Editorial Notes.

WILL correspondents and contributors kindly remember as they desire the good wishes rather than anathemas of compositors, to write on but one side of the sheet?

WE had intended to give our readers in this issue copious extracts from Professor March's excellent article in the June *Forum*, on "A Universal Language," but, unfortunately, are unable to make room for it. It will keep.

WE have on hand several valuable papers on practical subjects which we are obliged to hold over till after our short vacation. They would scarcely be appreciated in the dog days, but will be read with zest and profit when the teachers return from their holiday excursions and enter vigorously upon the work of a new year.

FITCH's first three rules for the guidance of the young teacher are admirable, and should be well-conned and constantly remembered:

1. Never teach what you do not quite understand.
2. Never tell a child what you could make that child tell you.
3. Never give a piece of information without asking for it again.

IN our advertising columns will be found announcements of two of the leading Ladies' Colleges of the Dominion. The Hamilton Ladies' College is well known as one of the oldest and best institutions of the kind in Canada, and its Principal, Rev. Dr. Burns, as an experienced and able educator. Alma Ladies' College at St. Thomas, is also taking high rank under the excellent management of Rev. Principal Austen. We cordially invite the attention of our lady readers to these announcements.

"ONE teacher looks at his pupils and sees nothing in their faces but an exhaustive demand on his strength and patience; another sees in each face mute appeal to all the wisdom, sympathy and love that are in him." So said a few years ago one of the most eminent teachers and workers of the day. The words supply an admirable test of the spirit and aim of the teacher. We suggest that each reader ask himself the question, "What do I see in the faces of my pupils?" The answer will go far to enable the asker to determine whether he is a true teacher or no.

ANY of our readers who may be contemplating a commercial course, or who may have pupils who wish to prepare themselves for commercial pursuits, will be interested in the advertisement of the Ontario Commercial College, to be found in this issue. This well-known institution, located at Belleville, is one of the oldest, best established, and most ably conducted, in the Province. Its principals are widely known as men of experience and ability in their respective departments. Intending commercial students will do well to inquire carefully into the merits of the school before deciding to go elsewhere for commercial study.

THE subject of University Federation is again engaging the attention of educationists in the Maritime Provinces. This time, however, the union proposed relates only, we believe, to Kings College, Windsor, and Dalhousie College, Halifax. Between these two old institutions it is thought likely to be effected. The other institutions, the Wesleyan at Sackville and the Baptist at Wolfville show no disposition to recede from the position they have heretofore taken, in favor of perpetuating their independence. The last named, Acadia College, is about to celebrate its jubilee this summer, and its friends are making an enthusiastic effort to give the celebration the practical shape of a handsome addition to the endowment fund.

BY the time this number of the EDUCATIONAL JOURNAL reaches them the majority of our readers will be in the full enjoyment of their Summer rest, at home or abroad. We wish them large success in gathering stores of health and happiness, for present and future needs. They will not care very much about school-room methods, or anything else connected with the hard work of the profession, for a little time. THE JOURNAL, too, will take its holiday, as it did last summer. It will not be issued during the hot month of August, but on the 1st of September will again make its appearance, with, let us hope and resolve, new vigor and determination to make itself more useful than ever to its many patrons all over the Dominion. Till then, Good Bye.

AN exchange tells us of a teacher who recently pronounced in Chicago, we think it was, the sage opinion that all educational papers are alike worthless. He is no doubt cousin-German to the middle-aged member of the profession whom we find described elsewhere as having

"settled down." Both have, no doubt, not only learned all that is now to be known but have in some way peculiar to themselves, discounted all coming knowledge, all the progress and improvements of the future. But they might have some consideration for others who have not yet reached so high a position. For our own part we should not care to send a child of ours to be trained by a teacher who has got on the pinnacle, above every possibility of rising higher. We should fear such an one had also got beyond the power of sympathizing with the wants and aspirations of growing minds.

HE was a wise man who wished to know what his enemies were saying about him, realizing that their criticisms would be more helpful in correcting faults and otherwise improving character than any praises of friends. While we are thankful for the many kind words of appreciation we are constantly receiving we shall also be glad to receive criticism and suggestion. We are hoping to be able to introduce one or two new features which will make the paper still more valuable to all members of the profession. Meanwhile we give a standing invitation to teachers to tell us what in their opinion, we can do to improve the EDUCATIONAL JOURNAL, to make it more helpful, practical, and indispensable to those engaged in the actual work of the school-room. Let us hear your opinions, friends and patrons. Anything in the way of practical suggestion shall receive our best attention.

IN regard to Sir William Dawson's announcement that a kindergarten and workshop will be added in the McGill Normal school, Montreal, the Montreal *Star* says: "A little thought will show that the Normal school is the proper place in which to initiate the much-needed improvement. If industrial training is to be part of the public system of education, it is evident that the teachers must first be taught. Without an efficient and, indeed, an enthusiastic staff of teachers, the improvement would be slow, and its chances of ultimate success few. But when the Government makes industrial training part of the curriculum of the Normal school, it takes the best possible means of providing the province with teachers properly qualified to give children instruction in work as well as in letters. This is the kind of teachers which thoughtful men in every part of the world see that the rising generations needs."

THE object of our "Question Drawer" is to give to teachers needed information which they may not be able to gain so readily in any other way. We propose to continue it and make it as useful as possible, but of late it has shown some tendency to encroach too largely upon our space. A rule or two, and a hint or two, may therefore be in order. First, let it be observed that all communications for this, as for every other department of the paper, must be authenticated with the name and address of the writer. These need not be published, but are wanted as a

guarantee of good faith. It is but a reasonable condition that the inquirer be a subscriber to the JOURNAL. Again, we must request that the questioner ask only for such information as will be useful to him and others, and cannot be readily obtained in any other way. Many questions received relate to subjects prescribed and regulations issued by the Education Department. For all such information it is better to write to the Education Department direct, and get the official statement.

WE have received the Prospectus of the "College of Practical Science and Agriculture for Eastern Ontario," which it is proposed to found in Kingston, in affiliation with Queen's University. The intention of the promoters is to form a joint stock company with a capital of \$50,000 in 2,000 shares of \$25 each, the company to be known by the title above quoted. The management of the College is to be vested in a Board of Directors to be appointed by the Shareholders. The following subjects will be taught during the first session: Principles of Agriculture, Agricultural Chemistry, Veterinary Science, Dairying, Measurement of Land, Practical Geometry and Geometrical Drawing. The following will be added in the Department of Science as soon as circumstances warrant: Elementary Physics, Elementary Statics, Architecture, Mineralogy and Mining, Technical Art and Workshop Practice, (a) in metal working, (b) in wood working, Principles in Mechanism. We are thoroughly in sympathy with the movement which we think exactly in the right direction, and wish the promoters every success.

A LETTER appeared in the Toronto *Mail* two or three weeks since, complaining bitterly of the over-crowding of the programme in the High School course. According to the statements of the writer the work prescribed in some of the branches is out of all proportion to the time allotted for it, the inevitable results being over-work and cramming. The point is one upon which the High School Principals and Masters are best fitted to pronounce, and we should be glad to hear from them on the subject. If the case is as represented, it is, of course, unfair alike to teacher and pupil and directly opposed to good teaching. Our own experience and observation lead us, however, to query whether the chief cause of overwork and cramming is not, after all, the undue haste of the High School pupils themselves, especially those preparing for the non-professional examinations. If we are not greatly mistaken it is not unusual for those who wish to take these examinations to insist on attempting to crowd two years' work into one. Too often the High School masters are constrained, by one influence or another, to give way and allow the ambitious young man or woman to attempt the impossible. Consequences; over-work, imperfect work, cramming, injured health, failure to pass—one or all, with chronic dissatisfaction to both masters and students.

## Educational Thought.

WHATEVER of good we would have appear in the national life, must first be embodied, and brought into the schools of the country, that it may become part and parcel of the coming citizen, in the formative period of his life.

THE perfect ideal teacher at \$30 a month is an absurdity. We can not get good work till people are ready to pay for it. Our best teachers will continue to go into other business—become insurance men, or even book agents—because having learned their business, they have permanent and fairly remunerated employment, while the teacher may be dismissed *because* he tries to do good work. *Superintendent Luckey.*

As so much depends on a right start in school work, too great care cannot be exercised in the selection of teachers for these lower grades. Now teachers should never be placed here to experiment, but successful experience and superior merit should be considered necessary qualifications of a teacher for the lower primaries. Then let the ambition of these teachers be not to take higher grade classes, but to perfect themselves as primary teachers. There is no more honorable position.—*A. W. Edson.*

TEACHING is the process by which one mind exercises, incites, and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness and yet stimulation.—*Ex.*

PUBLIC teaching has little or nothing to do except to deal with what is level with average condition. Exceptional talent, and the exceptional treatment due to it, belong to individual enterprise and to philanthropy. The state is not in the philanthropic business; it is no parent, has no personal regards, no affections. Its duties are horizontal, not vertical. High schools, colleges and universities are an advantage to the minority; but the state goes out of its province in maintaining them, unless it can show that by such maintenance it advantages the majority, which it might not be easy to do.—*Rev. C. H. Parkhurst, in Forum.*

OUR public schools are organized and maintained to fit the child for the fulfilment of his duty as a citizen. But duty is founded on obligation, and obligation on justice. Now justice is the basis of morality, and, joined with truth, gives us all that is known as religion. Society depends for its existence on truth and justice. Education must therefore embrace both, if civilized society is to exist and civilized government to endure. But truth and justice have their origin in God, who is their *causa efficiens*. Hence, society cannot exist without God, nor can society exist without truth and justice, in which morality has its being. God and morality are correlative terms. Education, then, must embrace a knowledge of God and a knowledge of His law, which teaches all that is known of truth and justice.—*Bishop Gilmour, in The Forum.*

"UNDER the deft manipulation of motives," says Prof. W. H. Payne, "teaching becomes a fine art." We allure the prospective lawyers and preachers into the high school by the attraction of the directly practical. Prospective farmers and mechanics may be drawn in a similar manner. "In the beginning, the staple motives must be the hope of some tangible reward, and the fear of some impending loss." Once within the walls, and the work fairly begun, "the motive of 'intrinsic charm' can be brought into service." Later, the pupil may be led to a love of knowledge for its own sake. "But this motive must be regarded as the last of an ascending series." All along the course, when the pupil becomes weary and his efforts less vigorous, he must be allowed for a moment to catch a glimpse of the "tangible reward."—*Frank Hall, in Illinois School Journal.*

*Special Papers.*

## RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

The elementary school system of Ontario consists of three sections, viz: 1st, Public schools, which are non-denominational, and number 5,204. 2nd, Roman Catholic separate schools, which number 224. 3rd, Protestant separate schools which number 7. The Public School system of this Province was first established on a non-sectarian basis, but in 1841 an act was passed recognizing the principle of separate schools, for both Roman Catholics and Protestants, and notwithstanding repeated amendments since that time the distinctive non-denominational character of the one and the distinctive religious or sectarian character on the other have been strictly maintained. If the common school was not Catholic enough for the Catholic, or Protestant enough for the Protestant, each had the right under certain circumstances to establish schools with those denominational characteristics which were desired and which could not be engrafted upon the common school system. The history of religious instruction in Ontario extends over a very large period of time, for we find the Provincial Board of Upper Canada recommending the following in the year 1816: 1st, That the labors of the day commence with prayer; 2nd, That they conclude with rendering publicly and solemnly a few verses of the New Testament, proceeding regularly through the Gospels; 3rd, That the forenoon of each Saturday be devoted to religious instruction. These recommendations were amended and revised from time to time; but until 1884 religious instruction was merely recommendatory, not obligatory, or in other words the policy of the department was passive, not positive, in this matter.

With the increase of separate schools for Roman Catholics and with the privilege which followed, because of their very nature, to give such religious instruction as their supporters desired, an agitation arose in favor of increased religious instruction in the public schools. It was asserted then as it is now, that the public schools of Ontario are Protestant schools, but this assertion is untrue, as the public schools are free to children of all nationalities and creeds. If a comparison is to be made with the Roman Catholic separate schools, it is with the Protestant separate schools, and not the public schools, it should be made. It was alleged, however, by many supporters of the public schools that it was not enough for the state to make regulations and recommend religious instruction, but that it should positively not passively lend itself to the task of teaching children the doctrines of the Bible, and for this purpose the teachers employed in the state schools should be directed to give formal religious instruction. They said that it was not enough that 3,136 had followed the recommendations of the department voluntarily. The law should be mandatory, due allowance being made for conscientious scruples. To this demand the department yielded to a certain extent. It was the general opinion that some passages of Scripture were more suitable than others to be read in a school-room, accordingly a book of collections was compiled, but before it was authorized it was revised by a committee composed of the leading Divines of the different denominations of the Province. Religious instruction was then made mandatory. Regulation 250, reading as follows: that, "The portions of Scripture used shall be taken from the selections authorized for that purpose by the Department of Education, and shall be read without comment or explanation." The book of selections was accordingly introduced into the schools of the Province. But some person made the terrible discovery that Archbishop Lynch had been consulted regarding the revision of the selections. Although this was nothing more than justice, seeing that there was a large number of Roman Catholic children attending our public schools, much excited discussion followed. The book of selections thus became a battle-ground for party strife and was contemptuously named the "Ross Bible." Those dissatisfied with the book then raised the cry for the Bible and the whole Bible. The Minister of Education then

to meet the views of the minority, and to allay if possible the ill-feeling that had been engendered, amended regulation 250 to read as follows: "The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the trustees by resolution may direct." And, in order to remove the objections to the first volume, the Minister, in September 1887, invited the persons formerly appointed by the different religious bodies to revise the first volume authorized, and to consider whether they could render it more useful and acceptable by a second revision.

With one exception they cordially undertook the task assigned to them and on the 21st of December, 1887, submitted their report which was approved and confirmed by the Department, on the 26th of January, 1888. The principal changes made were: 1st, Each lesson contains a continuous selection from the Bible, and its place in the text is indicated by chapter and verse. 2nd, the historical portions are given with greater fullness. 3rd, The selections are so tabulated that a list, indicating their place in the Bible, may be conveniently published in separate form. Now, it will be seen that the Minister has gone as far in this matter as he possibly can without ruining our non-denominational system. But there is an organization of over-zealous clergymen in Toronto, known as the Ministerial Association, whose motive, if they could agree among themselves, appears to be to make our public schools sectarian in their scope and operation. Some of them wish to have the Bible used as a text book, others that the teacher should be allowed to make such comments and explanations as may be deemed necessary to enable the pupil to better understand the lesson read. But if comments and explanations are allowed at all what security would there be as to their limits, as there would be a tendency on the part of many teachers to dogmatise and thus thrust their particular denominational views upon the minds of their pupils. Teachers are now taught thoroughly every subject on the school programme, examined as to their knowledge of these subjects, and also trained how to teach them. If they are to teach religion from the Bible, or any other book, is it to be done with less preparation than is given to reading or arithmetic? Before any teacher would be competent to teach religion he would require to take a course in theology and exegetics. Besides, this scheme would involve a change in the whole educational machinery of the Province. A curriculum in religious instruction would have to be provided, text books prescribed, and the orthodoxy of every teacher tested by persons appointed for this purpose. Who could do this satisfactorily to the various denominations? A regular system of examinations would have to be organized, and the qualifications of examiners appointed for this purpose would have to be determined according to their religious attainments. If the examiners were all of one creed they might reject candidates who answered questions according to the tenets of another creed and thus the work of building one creed and crushing others would go on.

Our schools are supported by persons of all creeds. Would it be possible for the teacher to explain without offending some of them? If he has the right of exposition at all, he must exercise it conscientiously, otherwise he would either act the hypocrite or sink his manhood in order to maintain the law. No such obligation is imposed by law upon any other citizen. Why upon the teacher? Has the state any interest in the denominational differences which divide its citizens? If not, should it legislate so as to aggravate them even indirectly? Would not this privilege actuate trustees to appoint teachers for other reasons than because of their literary attainments and character? Would the denominational element in the choice, should it arise, add to the usefulness of the profession? Would there not be further danger that the election of Trustees would be affected by the denominational complexion of the school section, and that the majority would take care to be represented on the board in order, not that the best teacher should be employed, but that a teacher of their own sect should be engaged. Is there any danger impending or is the moral tone of our people any

lower than that of the counties where religious instruction, according to creeds, is part of the system of education? Do we not fix limitations enough in regard to all our public duties, without imperilling the great work of national education by any sectarian bias? The late Dr. Ryerson in one of his reports truly remarks that "The demand to make the teacher do the canonical work of the clergyman is as impolitic as it is selfish. Economy as well as patriotism, requires that the schools established for all should be open to all upon equal terms, and upon principles common to all, leaving to each religious persuasion the performance of its own recognized and appropriate duties in the teaching of its own catechism to its own children. The common day school and its teacher ought not to be bothered with duties which belong to the pastor, the parent, and the Church. And if the religious part of the education of youth is in any instance neglected or defective, the blame rests with the pastors and parents concerned, who by such neglect have violated their own religious canons or rules, as well as the express commands of the Holy Scriptures. In all such cases pastors and parents are the responsible, as well as guilty, parties, and not the teacher of the common school nor the common school system."

In conclusion, I think there is only one true system for the education of the masses in a free country like this where the people have sprung from different nationalities and hold different creeds, and that is to abolish all separate schools, both Protestant and Catholic, and establish a national system of education under which our schools shall be purely secular in their teaching, from the Public School to the University, and leave the religious instruction of the youth of our country entirely with the parent, the church, and the Sabbath School. If these do their duty faithfully I have no fear of the result.

*Educational Notes and News.*

THE great colleges of the country are degenerating. Dartmouth has restricted football, Harvard confines athletics to very narrow limits, and Cornell has instituted strict rules against hazing. If this thing goes much further we may hear that students are required to put in most of their time studying at colleges.—*St. Paul Pioneer Press.*

AT the close of Friday's afternoon session of the South Hastings Teachers' Institute, Mr. S. A. Gardner, the faithful and untiring secretary, was taken completely by surprise by being presented by the Institute with a very handsome watch. Accompanying the watch was an address, expressing warm appreciation of the faithful and valuable services Mr. Gardner has rendered the Institute during a long term of years.

AMONG the Yale men who will receive degrees at the coming commencement, says the *Sun*, are four Japanese students. One of them who is a resident graduate will be made a doctor of philosophy. Another, the son of a Japanese nobleman, now a minister of finance, will graduate from the law school. A third, who graduates from the same school, is one of the brightest men in his class, and a contestant for the John A. Porter prize. The most interesting of them is Shinkichi Shigimi of the scientific school. He is a typical Japanese, four feet tall and weighs ninety pounds. He came to this country without money or friends, drifted to Yale, was taken in charge by President Dwight and members of the faculty, and now graduates with honors.

THE central thought of education is to give the pupil self-reliance. Anything which does not tend to do this is superfluous or harmful.—*Indiana Sch. Journal.*

IT is an exceedingly bad habit to get into to be continually threatening. The teacher is liable to threaten something he can not perform. But once having given an order let nothing short of its causing physical ill health prevent its being carried out. The teacher is bound to see that a command is obeyed just as much as the pupil is bound to obey it.—*Indiana School Journal.*

### School-Room Methods.

#### A LANGUAGE LESSON FOR BEGINNERS.

##### DIRECTIONS.

- I. 1. Require pupils to write the names of objects.  
 2. Require pupils to write the names of parts of objects.  
 3. Require pupils to write the names of qualities of objects.  
 4. Require the pupils to name the uses of objects.
- II. 1. Require pupils to give a name that will apply to everything which they can perceive (matter.)  
 2. Require pupils to classify the different kinds of matter (mineral, vegetable, animal).  
 3. Require pupils to name things that belong to the different classes.
- III. 1. Require pupils to write the names of objects with the name of action, forming a sentence.  
 2. Lead pupils to an idea of a sentence, as asserting something of something.  
 3. Develop telling or declarative sentence, asking or interrogative sentence, commanding or imperative sentence, and feeling or exclaiming sentence.  
 4. Teach them that each sentence begins with a capital letter; that a declaration or imperative sentence ends with a period; an interrogative sentence with an interrogation point; and an exclaiming sentence with an exclamation point. (Drill them in writing sentences, and correcting sentences which violate these rules.)  
 5. Have them write sentences introducing adjectives, adverbs and pronouns, etc. (The teacher will give the words and have them form sentences. Of course the pupils are not to know anything about these words as parts of speech.)  
 6. Show the difference between particular and common names and teach the use of capitals for particular names. Teach also the use of capitals I and O. (Have them write exercises involving these things, and correct sentences which violate their correct use.)—*Central School Journal.*

#### TEACHING BEGINNERS TO READ.

MISS SALLIE SHAPARD, PULASKI, TENN.

THE first thing necessary in teaching beginners to read, is to make the lessons as pleasing and interesting as possible. To aid in this I have in my hall a large and attractive chart; and when the little folks come to me for their first lesson in reading, books are laid aside, for a few weeks, and we read from the chart altogether. A large class of small children can be taught from the chart to much better advantage than from books, as the attention of the entire class can be held in this way. The first lesson is something like this:

"Children, what is this?" (Pointing to the picture of a cat.)

"Cat."

"Can this cat catch a rat?"

"No, it is the picture of a cat."

"This is the name of the picture, (pointing to the word cat,) what is it?"

"Cat."

"Here is a little word, or letter, before cat; we will read them together."

"A cat."

"Now tell me whose cat this is?" (pointing to the word "my" before cat.)

The children will not think perhaps to say "my cat," but after telling them the new word once or twice, and then reading the two together, the new word is impressed upon their minds. The words may now be written on the board and the children made to compare written and printed words. Learning the two together from the first, they find no more difficulty in reading one than the other.

The next step in this direction is to give a lesson on writing. Remember the class has just recited its first lesson in the school-room and does not know a letter. The children are not yet required to write the words taught in the reading lesson, as they know nothing of forming letters, but the letter "i" the simplest combination of the first and second principles, is given for the first copy. If there is sufficient space at the boards, it is well

to place the letter at intervals, allowing each child so much space to fill; and while this class is learning to handle chalk, making some awkward scrawls, and, perhaps, some droll pictures, another class can be called to recite.

Writing is introduced here in the class because it has been found, after much experience, that reading cannot be taught rapidly and successfully without a good deal of writing. The idea that small children can not be taught to write, or that it must be done with pen and ink only, is erroneous; for where there is a blackboard in the school-room, and slates in the hands of the children, they can be taught to write from the beginning, and thus employ much time usefully and pleasantly. Reading and writing should be taught together, step by step, and with the greatest care.

After reading many words and short sentences on the chart, the children may be made more familiar with them by "hunting words." For example:—

"Charlie, place the pointer on 'some word you know.'"

"I see 'and'."

"How many 'ands' do you see?"

"One, two, three, four, five."

"Sterling, show me a word you have learned."

"I have found 'see'." (And so on.)

These chart-lessons may seem tedious and slow at first, but to the interested teacher the rapid progress is gratifying, and to the parent astonishing.

It will be seen that no effort is made to teach these little beginners the alphabet. They acquire a knowledge of the letters by practical application of them in the daily written exercises in connection with the reading lesson, and also in the special lesson on writing. There is so little difference to them between written and printed letters, that they soon learn both in this way, and are not conscious of the exact time when the letters are learned.

The next lesson will be of more benefit to teachers who have no charts; and the writing in connection with reading will be more fully explained. —*Southwestern Journal of Education.*

### Correspondence.

#### INSPECTORS' PERMITS.

I HAVE seen several letters in your paper on the subject of the overcrowding of the teaching profession, and I should like to call attention to a circumstance which I have not seen mentioned. This is, that some Inspectors grant permits on their own authority to unqualified persons. I have been told of a case in this county, this spring, where the inspector granted a permit to a girl who was attending school, with the intention of writing for a Third, next year. Another girl, who intends writing this summer, declares that she will not care if she fails, for the same inspector has promised her a permit in that case. Now, is it any wonder that the profession is "overcrowded," when qualified teachers are obliged to give place to such as these? I do not date this letter, as the name of the place would disclose that of the inspector; but I inclose my card as an evidence of good faith.

A QUALIFIED TEACHER.

#### OVER SUPPLY.

A NUMBER of teachers have written on the "Over Supply" question, and have offered hints as to best methods of remedy. Some suggest making it necessary that a pupil be at least twenty-one years of age on entering the profession. Some say do not allow persons who have not obtained Second Class non-Professional Certificates to teach.

Would it be just to those who by persistent study have had their minds developed at an early age, to say they shall not teach till they are twenty-one years of age, because others, less studious, are unqualified till they are of that age?

Many pupils could not afford to pay for high school instruction for four or five years. Pupils usually enter the high school at the age of thirteen

or fourteen. Would not the tendency be to cause the pupils to become indolent with regard to their work, as there would be "no hurry" if they could try no examinations till they were twenty-one?

Then, too, pupils with a prospect of salaries of \$280 or \$300, can hardly afford to attend school till they obtain Second Class Certificates.

District certificates are granted to many who fail (by only a few marks) on their examinations. Is any one who fails in the Third Class Examinations a competent teacher?

Would it not be better to make it illegal for the inspectors to grant permits or to renew certificates after the date of their expiration?

If only those who hold legal certificates were allowed to teach, the supply would be greatly diminished.

GREENBUSH, June 28.

A SUBSCRIBER.

To the Editor of the EDUCATIONAL JOURNAL.

DEAR SIR,—With your permission I should like to call attention in your valuable journal to the character of the Latin Grammar paper set for third class candidates at the late examination.

I have always been of the opinion that Latin Grammar is studied as an aid to understanding the author laid down for translation, and that the proper way to teach it is in connection with the author; but our worthy examiners of the present year seem to follow an entirely different theory, and believe, apparently, that the study of Latin Grammar carries with it *per se* some prodigious merit.

Of the words given in the first question to decline, three are Greek, though there is not one Greek word in the whole of the first book of Cæsar, which is the work prescribed; and three of the other words in this question (*pelagus, faber, and sestertius*) might also be looked for in vain, so far as the Cæsar is concerned.

Of the six words in the second question only one (*plebs*) occurs in the text, and there are four of them (*secur, femur, mas, and tus*) that one might read a hundred pages of Cæsar without meeting at all.

Of the three words in question (3) none occurs in the work or in any ordinary Latin.

Question (4) approaches somewhat the nature of a fair question, but the words *reus, feminis, decoris, clavis, clava, clavus*, do not occur in either the third-class or the second-class work, and I think I have met the word *clava* only once in all the Latin I ever read, which is probably as much as the average of classical masters in our high schools.

In the next question we are favoured with some quotations from Virgil and Horace, probably because the poetic minds of the gentlemen whose names are at the top of the paper soar far above anything so prosy as *Bellum Britannicum*.

No doubt, the third part of this question, like the second word in question (3), would call up pleasant thoughts about these gentlemen in the minds of the candidates.

Neither the "older form" referred to in (6), nor the "adverb" derived from it, occurs in the text, and the same is true of all the words but one (*amitto*) in the next question. On looking up one of the latter in Harper's Latin Dictionary, I find a note that it is "very rare."

But why go through all of the paper in detail? The first question strikes the key-note to the whole, and if ever there were "catch" questions, these are of them, for there is at least one half of the paper that the candidates have no fair means knowing anything about.

What makes it look all the worse, is the fact that the second-class paper set by the university professor (who does not need to air his learning), was a fair one with the result that, so far as the Latin Grammar is concerned, the examination for third-class was fully three times as hard as that for second-class.

If the object of the examiners was to pluck the candidates, I am afraid they have been only too successful. Evidently it was not, as it ought to have been, to direct the teaching of classics along the line of modern ideas in education.

JULY 11th, 1888.

Faithfully yours,  
MAGISTER.

## For Friday Afternoon.

## JOHNNY AND THE TOAD.

[This may be made a very amusing recitation for a little boy about eight years of age. Have a large toad made of cloth and cotton, and it may be moved by a string at the proper time. The toad's part should be spoken by some boy on one side.]

JOHNNY.

I want to go to school,  
And he won't let me pass;  
I think that a toad  
Ought to keep to the grass.  
I don't want to cry;  
But I'm afraid I'm going to:  
Oh, dear me!  
What am I to do?

TOAD.

Here's a dreadful thing:—  
A boy in the way.  
I don't know what to do,  
I don't know what to say.  
I can't see the reason  
Such monsters should be loose:  
I'm trembling all over;  
But that is of no use.

JOHNNY.

I must go to school:  
The bell is going to stop:  
That terrible old toad!  
If he would only hop!

TOAD.

I must cross the path;  
I can hear my children croak:  
I hope that dreadful boy  
Will not give me a poke.

TEACHER.

A hop and a start, a flutter and a rush,  
(Toad jumps out of sight and Johnny runs off.)  
Johnny is at school, and the toad in his bush.  
—The North Carolina Teacher.

## WHILE WE MAY.

The hands are such dear hands;  
They are so full; they turn at our demands  
So often; they reach out,  
With trifles scarcely thought about,  
So many times they do  
So many things for me, for you—  
If their fond wills mistake  
We may well bend, not break.

They are such fond, frail lips,  
That speak to us. Pray if Love strips  
Them of discretion many times,  
Or if they speak too slow, or quick, such crimes  
We may pass by, for we may see  
Days not far off when those small words may be  
Held not as slow, or quick, or out of place, but dear  
Because the lips are no more here.

They are such dear, familiar feet that go  
Along the path with ours—feet fast or slow,  
And trying to keep pace—if they mistake  
Or tread upon some flower that we would take  
Upon our breast, or bruise some reed,  
Or crush poor Hope until it bleed,  
We may be mute.  
Not turning quickly to impute  
Grave fault; for they and we  
Have such a little way to go—can be  
Together such a little while along the way,  
We will be patient while we may.

So many little faults we find,  
We see them! for not blind  
Is Love. We see them, but if you and I  
Perhaps remember them some by-and-by,  
They will not be  
Faults then—grave faults—to you and me,  
But just odd ways—mistakes, or even less,  
Remembrances to bless.  
Days change so many things—yes hours,  
We see so differently in suns and showers.

Mistaken words to-night  
May be so cherished by to-morrow's light;  
We may be patient for we know  
There is such a little way to go. —Selected.

## Book Reviews, Notices, Etc.

*Base-ball.* How to Become a Player, with the Origin, History and Explanation of the Game. By John Montgomery Ward. The Athletic Publishing Company, Philadelphia, U.S.

This hand-book of the game, which has become nationalized in the United States, and very popular in Canada, will be welcomed by learners and admirers of the game, as supplying a "felt want."

*German Exercises.* By J. Fred Stein, Instructor of German, in the Boston High Schools. Ginn & Company, Publishers, Boston, Mass.

This is a book of material for translation into German. It is based on the reproduction plan, and is commended by teachers of high standing, as containing very serviceable material for the kind of composition and conversation which should accompany the beginner's work in German.

*Virgil's Bucolics.* With English notes and arguments, abridged from Prof. Conington's edition, under his immediate superintendence. By the late Rev. J. G. Sheppard, D.C.L., head master of the Grammar School, Kidderminster. G. Bell & Sons, London.

To all who are familiar with Prof. Conington's admirable edition of Virgil, no further recommendation of this neat little work for school use, than that contained in the above description, will be required.

*The Queen's English.* By the late Henry Alford, D.D., Dean of Canterbury. Seventh edition.

A neat and serviceable edition of this well-known manual of idiom and usage.

*The Talisman.* A Tale of the Crusades. By Sir Walter Scott, Bart.

Abridged for use in schools.

Both the above are from the publishing house of George Bell & Sons, York Street, Covent Garden, London, England.

*Popular Physics.* By J. Dorman Steele, Ph.D., F.G.S. A. S. Barnes & Company, New York and Chicago.

This book constitutes one of the very popular series of elementary text-books known as Steele's Popular Sciences. The style is attractive, the language simple, the illustrations practical. The work grew up in the class-room, an inestimable advantage. Like all the products of the publishing house from which it comes, paper, press-work, illustrations, binding, everything, in short, connected with the mechanical execution of the book, is excellent. It is in all respects an admirable text-book.

*Elementary School Atlas.* By J. Bartholomew, F.R.G.S. Macmillan & Co., London.

This little Atlas contains twenty-four well-outlined and distinctly-colored maps, suitable for illustrating any ordinary text-book on elementary geography. The first of these contains six hemispheres, representing the earth from six different points of view. Other novelties are a map of Europe, without names or details, as illustrative of geographical terms, and a map of home geography, with surrounding landscapes, designed to give young pupils clear conceptions of the meanings of maps generally. Good features of all the maps are the very distinct coloring, and the judicious avoiding of too many names and details, which only serve to confuse and bewilder young learners.

## OUR EXCHANGES.

THE two illustrated serials the Life of Lincoln, and Kennan's Siberian Papers, are continued in this number. Mr. Kennan describes the steppes of the Irtish. Those who suppose that Siberia is a land of ice and desolation will be surprised at his description of the flowery country through which the route of the expedition lay. The illustrations are very numerous and novel.

THE July *Century* has for a frontispiece a portrait of Pasteur and his granddaughter, by the celebrated French painter, Bonnat. The picture is printed in connection with a timely article on "Disease Germs, and How to Combat Them." The opening illustrated article is in Mr. Edward L. Wilson's series connected with the International Sunday School Lessons, and is on "Sinai and the Wilderness." The article is profusely illustrated with pictures of the scenes of Bible events. A supplementary paper in the War Series deals with the career of the Confederate ram "Albermarle," and the courageous exploits of her commander, Captain Cooke, and those of her opponents, Commander Flusser, Admiral Roe, and Lieutenant Cushing, the chief interest being attached to an unpublished narrative by Cushing, describing his heroic action in the blowing up of the ram by means of a torpedo.

INVALUABLE advice and hints for literary workers are given in the July number of *The Writer* (Boston). "The Evolution of a Plot," "The Author of 'The Leavenworth Case,'" "The Filing of Clippings," "Type-Writer Commonplacings," and "New York as a Literary Field," are the titles of a few of the bright and sensible articles in the magazine. Short story writers might well take a hint from an editorial note which says:—"So great is the difficulty of securing good short stories that the supply does not nearly equal the demand. *The Writer's* Literary Bureau has a standing order for stories not to exceed two thousand words, and for stories of six thousand words, for which good prices are offered; but, although the need has been extensively advertised, only a small part of the number required can be furnished. If American writers would neglect poetry and novel-writing for a time, and devote their energies to short-story writing, they would make more money than they are making now." *The Writer* is edited by William H. Hills and Robert Luce, two practical and experienced Boston newspaper men, and the price of the magazine is only ten cents a copy or one dollar a year. Address: *The Writer*, P.O. Box 1905, Boston, Mass.

## WISE TEACHING.

AT the foundation of all instruction is this principle: "To train up a child in the way he should go, you must walk in it yourself." You must ever be exemplars as well as teachers. To make others true, you must be true yourselves; to make others wise, you must be wise. If you preach temperance and practice drunkenness, no one will heed you.

There are two classes of teachers that I observe: One man is pedantic, pompous, self-contained, magisterial. When he stands before children he fills them with awe, instead of playing on their heart-strings by the mighty power of love. Such teaching has few results. The child looks up with awe; the little delicate tendrils of his infant mind cannot reach up and grasp instruction from such a teacher.

The second class of teachers brings sunshine into the schoolroom. Children turn to them as flowers to the light. There is an atmosphere of sunshine around such a teacher. His own light attracts all to him for their good and growth.—*Schuyler Colfax.*

DR. H. K. BRUGSCH, the eminent Egyptologist, is authority for the statement that the Red Sea is so named after the red race which to the ancient Egyptians was the representative of the highest civilization. The red race were the people of Kush, Mizraim and the Phœnicians. The red race still survives along the Somali coast, from the bay of Tajurrah to cape Guardafui. The ancient Egyptians represented negroes as black, Semites as yellow, Indo-Europeans as white, themselves as red. Herodotus called the Red Sea "eruthre." The Phœnicians are supposed to have emigrated from the Somali coast, and it is significant that "phœnix" as well as "eruthre" mean red. It is worth noting that the views of Brugsch are supported also by the famous table in Genesis x, especially verse 6, which declares that the sons of Ham were Cush (which means "dark-colored" and may possibly be Aethiopia), and Mizraim (which means "red earth" and denotes Egypt), and Put (Libya), and Canaan (the Phœnicians).—*The Beacon.*

Teachers' Miscellany.

THE "ORBIS PICTUS."

How many of our readers have ever seen a copy of the "Orbis Pictus" of Comenius. Among the earliest recollections of the writer is the delight with which he pored over the pages of this then old book, and studied its quaint illustrations. To collectors of books on teaching, Comenius's "Orbis Pictus" has been for many years as desirable as it was unattainable. It is the most important pedagogical work of the most original of early pedagogical writers; it was for a hundred years the most popular text-book in Europe; it was the first illustration of object-teaching, and quite as complete as any of its successors; it was even the first children's picture-book ever published. And yet it could not be bought. Its hundred and fifty pictures and its interesting text had made it too attractive to last. Thousands on thousands of copies were printed, but thousands and tens of thousands of children turned the pages again and again till margins were soiled, paper was torn, leaves were loosened, covers were lost, and the remnant disappeared. It is said that a copy in fair preservation readily commands a hundred dollars in the United States, and only two or three are known in that country.

But the edition before us\* reproduces this rare book most satisfactorily. The quaint old cuts are duplicated by photography, no touch of the artist being allowed to alter one of the coarse lines or in any way disturb the genuineness of the original copper cuts in the edition of 1658. The text, from the English edition of 1728, is printed page for page in type imitating the original, and on paper that recalls the hand-made sheets so characteristic of old books. The old "Orbis Pictus" is before us, changed only in the substitution of generous margins and handsome binding.

As a matter which we are sure will be of interest to our readers we have had a few of the cuts carefully and accurately reproduced for the columns of the JOURNAL. We give them below together with the letter-press teaching with which they are accompanied in the original work, as a picture of the manners, customs, and modes of thought, and of teaching, of two hundred and thirty years ago.

The first we shall choose is scientific, designed to teach both by verbal explanation and object lesson, the different states and motion of the atmosphere. It will be noted that every lesson is given in both English and Latin.

The Air. VI. Aër.



A cool Air, 1. breatheth gently.  
The Wind, 2. bloweth strongly.  
A Storm 3. throweth down Trees.  
A Whirl wind, 4. turneth it self in a round compass.  
A Wind under Ground, 5. causeth an Earthquake.  
An Earthquake causeth gapings of the Earth. (and falls of Houses.) 6.

Aura, 1. spirat leniter.  
Ventus, 2. flat valide.  
Procella, 3. sternit Arbores.  
Turbo, 4. agit se in gyrum.  
Ventus subterraneus, 5. excitat Terræ motum.  
Terræ motus facit Labes (& ruinas.) 6.

Passing over a great variety of subjects we will now reproduce a lesson in Moral Philosophy, perhaps even more needed in these days than in those of Comenius. To save space we omit the Latin rendering, and give the instructions in English only.

Moral Philosophy. CIX. Ethica.



This Life is a way, or a place divided into two ways, like Pythagoras's Letter Y. broad 1. on the left-hand track; narrow 2. on the right; that belongs to Vice, 3. this to Virtue, 4.

Mind, Young Man, 5. imitate Hercules: leave the left-hand way, turn from Vice; the Entrance, 6. is fair, but the End, 7. is ugly and steep down.

Go on the right hand, though it be thorny, 8. no way is unpassable to virtue; follow whither virtue leadeth through narrow places to stately palaces, to the Tower of honour, 9.

Keep the middle and straight path, and thou shalt go very safe.

Take heed thou do not go too much on the right hand, 10.

Bridle in, 12. the wild horse, 11. of Affection, lest thou fall down headlong.

See thou do not go amiss on the left hand, 13. in an ass-like sluggishness, 14. but go onwards constantly, persevere to the end, and thou shalt be crowned, 15.

Here is another on the virtue of patience.

Patience. CXIV. Patientia.



Patience, 1. endureth Calamities, 2. and Wrongs, 3. meekly like a Lamb, 4. as the Fatherly chastisement of God, 5.

In the meanwhile she leaneth upon the Anchor of Hope, 6. (as a Ship, 7. tossed by waves in the Sea) she prayeth to God, 8. weeping, and expecteth the Sun, 10. after cloudy weather, 9. suffering evils and hoping better things.

On the contrary the impatient person, 11. waileth, lamenteth, rageth against himself, 12. grumbleth like a Dog, 13, and yet doth no good; at the last he despaireth, and becometh his own Murtherer, 14.

Being full of rage he desireth to revenge wrongs.

The teaching in those days was on a thoroughly theological basis. We have space for but a single illustration.

G ds Providence. CXLIX. Providentia Dei.



Mens States are not to be attributed to Fortune or Chance, or the Influence of the Stars, (Comets, 1. indeed are wont to portend no good) but to the provident Eye of God, 2. and to his governing Hand, 3. even our Sights or Oversights, or even our Faults.

God hath his Ministers and Angels, 5: who accompany a Man, 5. from his birth, as Guardians, against wicked Spirits, or the Devil, 6. who every minute layeth wait for him, to tempt and vex him.

Wo to the mad Wizzards and Witches who give themselves to the Devil, (being inclosed in a Circle, 7. calling upon him with Charms) they dally with him, and fall from God! for they shall receive their reward with him.

For another sample of scientific teaching let us take a lesson in Natural History.

Wild-Beasts. XXX. Feræ Bestiæ.



Wild Beasts.

have sharp paws, and teeth, and are flesh eaters.

As the Lyon, 1. the King of four-footed Beasts, having a mane; with the Lioness.

The spotted Panther, 2.

The Tyger, 3. the cruellest of all.

The Shaggy Bear, 4.

The ravenous Wolf, 5.

The quick sighted Ounce, 6.

The tayed fox, 7.

the craftiest of all.

The Hedge-hog, 8.

is prickly.

The Badger, 9.

delighteth in holes.

Bestiæ

habent acutos ungues, & dentes, suntque carnivoræ.

Ut Leo, 1. Rex quadrupedum, jubatus; cum Leond.

Maculosus, Pardo (Panthera) 2.

Tygris, 3. immanissima omnium.

Villosus Ursus, 4.

Rapax Lupus, 5.

Lynx, 6. visu pollens,

Caudata Vulpes, 7.

astutissima omnium.

Erinaceus, 8.

est aculeatus.

Melis, 9.

gaudet latebris.

"REMEMBER," he said, "the old adage about the soft answer that turns away wrath; and put a seal of silence on your lips in all times of sudden anger, not forgetting that—Frank Smythe, what do you mean by giggling while I'm talking? Come here to me and remain after school, and I'll settle with you! I've stood as much of your impudence today, as I will stand, sir. Put your books away the rest of you, and if one of you whispers while I call the roll, I'll whip him, too!"—*Youth's Companion*.

\* The Orbis Pictus of John Amos Comenius, 12mo, cloth, large paper, top edge gilt, others uncut. Syracuse, N. Y., C. W. Bardeen, publisher; price \$3.00.

## Educational Meetings.

## SOUTH GREY TEACHERS' ASSOCIATION.

THE twenty-first semi-annual meeting of the South Grey Teachers' Association was held in Durham, on Thursday and Friday, the 7th and 8th of June. About seventy teachers were present, and a very practical programme was disposed of—every subject bearing directly upon the work of the public school teacher.

On Thursday forenoon the meeting was opened by president Ramage with reading and prayer. The secretary then read the minutes of the last meeting, and was followed by the president with an interesting address entitled, "Fifth Form in Public Schools." His opinion was that a "Fifth Form" was beneficial, not only to the teacher but to the pupils of lower grades. It would have a tendency to keep up the teacher's salary as well as a spirit of emulation among the pupils. Various opinions were expressed, favorable and unfavorable.

In the afternoon the Inspector, Mr. Campbell, gave some excellent hints in his treatment of the "Subjunctive and Infinitive Moods." Several questions were asked and answered in a manner which showed Mr. Campbell's familiarity with the subject.

The Rev. Mr. McNair, pastor of the Presbyterian church, gave a very inspiring address on the "Teacher's Representative." He considered the office of the teacher equal in importance to that of the minister of the Gospel and greater than that of the medical or legal professions. The teacher has intrusted to him the training of the mental faculties, and the development of those powers upon which a superstructure of true manhood and womanhood is to be erected.

Mr. Edwards taught a class in English History. Mr. McArthur introduced his subject, "A Discussion of the new Public School Arithmetic." He considered the book very practical and of the right kind, but thought a different arrangement of the various departments would improve the work very much. He regretted that "Proportion and Practice" had not been allowed its place. Mr. Irwin, Principal of Flesherton Public School, followed as critic, and expressed his satisfaction as to the practical character of the work, but regretted that several typographical errors, as well as errors in principle, were to be found. Some of the definitions were worded so as not to be easily understood. He felt no inconvenience because of the omission of "Proportion and Practice," and expressed his opinion that these rules had found a place in our text books far too long.

On Friday morning, after the opening exercises, Mr. Merchant, Head Master of the Owen Sound Collegiate Institute, who is always ready to help us, gave a most interesting "Object Lesson" in Botany. The use of such a lesson in school is (a) To train the faculties of observation and discrimination. (b) To train the language faculty. (c) To give information. The reason why object lessons are useless and uninteresting may be attributed to the fact that the objects taken were too difficult or too common. Did not think any other than the most skilful teacher could make a class feel very much interested in a "common chair."

Mr. Booth introduced "Music in Schools," giving many reasons why it should be taught, and was ably followed by Mr. Sproule, of Maxwell. Like all the other subjects on the programme, this was "one of the most important," and should receive a large share of the teacher's attention.

"How teachers may influence the masses," was ably shown by Mr. Merchant, of Owen Sound. Friday afternoon exercises opened by Inspector Campbell on the subject, "Promotion Examinations."

Mr. Irwin introduced the subject "Why teachers fail," and gave a few reasons of the cause and how they might be remedied. Mr. Sharp followed on the same subject, and gave many hints that will be of service to the young teachers.

Mr. Clark taught a very interesting lesson in Geography—"The Islands of North America." His method consisted in drawing a map on the blackboard, putting the islands, one at a time, in their proper place, giving their names and drilling on the same.

Mr. McCool, of Hanover, related a case of corporal punishment for which he was fined one dollar and costs or twenty days. The decision of the magistrate being, in his opinion, unjust, an appeal was made. The Association passed a resolution to the effect that corporal punishment is, under certain circumstances, necessary, and were unanimous in upholding Mr. McCool in the course he had taken. It may be interesting to know that the decision of the magistrate has been quashed with costs.

Mr. Irwin was appointed delegate to the Provincial Teachers' Association.

The next meeting will be held in Flesherton in October.

## NORTH WELLINGTON TEACHERS' CONVENTION.

THE meeting of the North Wellington Teachers' Association was held in the Public School, Drayton, on the 31st May and 1st June. Nearly all the teachers of the division were present, making this one of the most successful conventions ever held in the county.

On the first day, in the absence of the president, Jas. McMurchie, B.A., of Harriston, the chair was filled by Mr. P. H. Harper.

After some time spent in committee work, Miss M. Noecker, with a class from Drayton Public School, illustrated, in her usual clear manner, her method of teaching Fractions.

This was followed by a concise paper on Decimals by Miss Nellie Tighe, which elicited favorable comment from the assembled teachers.

Mr. S. T. Perry handled his subject of Second Class Geography in a pleasing manner. This subject raised a spirited discussion as to the advisability of teaching the post offices of the county.

Miss A. B. Lawrence next took up Drawing, in a manner showing her to be thoroughly conversant with her subject.

Mr. J. H. Smith, P.S.I., of Wellington, gave "Literature to Junior Classes," "Elementary Arithmetic," and "Composition." Mr. Smith seems to be at home in each subject, and the teachers of North Wellington will be practically benefitted by Mr. Smith's addresses, which are the result of years of experience, observation and reading.

Mr. R. S. Scott's paper on "Written Examinations," caused considerable discussion as to the best methods of correcting papers.

Mr. Ritchie read a carefully prepared and practical paper on "Defective Education," in which he pointed out the lack of proper instruction in physical development and hygiene.

Mr. J. A. Gray gave his methods of teaching Writing, advocating the muscular movement in senior classes, and explaining the effects of the different positions of pen and paper.

Miss M. Henderson read a paper on the "Sources of Rivers," which met with the approval of all.

The concert on the evening of the first day was largely attended, both by the teachers and the citizens of Drayton. An excellent programme was provided. The music rendered by the Drayton church is deserving of special mention. Mr. Smith's lecture on "The Formation of Habit as a Factor in Education," contained much practical information and was attentively listened to throughout.

At the close of the second day, votes of thanks were tendered to the people of Drayton, the Management Committee and Mr. Smith.

The officers of the Association for the ensuing year are:—President, Mr. Jno. A. Gray; 1st vice-pres., Miss N. Tighe; 2nd vice-pres., Mr. S. T. Perry; secretary, Mr. J. Ritchie; treasurer, Mr. R. W. Bright; librarian, Mr. D. P. Clapp.

## HALIBURTON TEACHERS' ASSOCIATION.

THE opening session of this Convention was held in the School House, Haliburton, June 7th and 8th. The Rev. Mr. Spears opened the meeting, after which the president, Dr. Curry, addressed the meeting in a few well chosen remarks, reminding the teachers that their object in meeting was not alone to discuss methods of teaching, but to culti-

vate business habits, to promote sociability, and to become acquainted with one another. The president then called upon the secretary to read the minutes of last meeting. They were read and adopted.

After reading communications the president called upon Mr. Page, who gave a few remarks upon reading with class, but as no class had been provided, the time was employed in discussing a few of his remarks, particularly his method of simultaneous reading.

## AFTERNOON SESSION.

The first hour of the afternoon was taken by Mr. Eggleton, in a paper on Drawing, illustrating the use of stencils. He thought that the drawing lesson should have an object in view, e.g., as an aid in discipline; to cultivate taste, train the memory, and acquire accuracy in observation. Curved lined drawing should be taught first.

Dr. McClellan next dealt with "The Art of Questioning." The teachers were delighted with the Doctor's discourse, regretting that the repetition of the movement of brain cells could not have been repeated on them, so vast was the subject, so enlivening the theme.

Mrs. Coleman followed with "Principles of Phonography," which was, besides its meritorious points, a literary treat.

The evening session was held in the Town Hall, which was well filled. The chair was filled by Dr. Curry. Dr. McClellan lectured on "National Education." In addition to this were songs by Mrs. Coleman and Miss Young, a piano solo by Miss Dover, and a recitation by E. F. Young, Esq.

## FRIDAY'S SESSION.

The first business of the morning was the election of the following officers, viz.:—Mr. Leith, president; H. W. Brooks, sec.-treas.; managing committee, Misses Hubell and Moore, Mrs. Coleman, and Messrs. Eggleton and Page.

After the chair was taken by the new president, the various committees reported, and Mrs. Coleman and H. W. Brooks were appointed delegates to the Provincial Association.

Dr. McClellan then continued his discourse on "The Art of Questioning." This discourse was brimfull of good points, mingled with humorous logical conundrums. A vote of thanks was tendered the Doctor, to which he replied in a warm poetical strain, which evidently drew those present out of their prosaic selves and carried them to a loftier clime. May we be soon favored with another visit.

Mr. Leith followed with "How to Make School Attractive." He would continue in school the instruction pursued at home, giving variety in work, and frequent opportunities for conversation.

The afternoon session was taken by H. W. Brooks on "Professional Reading," and a discussion on the relation between teachers and trustees led by Dr. Curry.

A vote of thanks was tendered Dr. Curry on his retiring from the chair as president of the Association, to which a feeling reply was given.

Thus ended one of the most successful meetings of the Institute.

PROFESSOR TUTTLE'S "History of Prussia" is exceedingly conservative in matters of spelling. Yet the title page of the first volume, which was published in 1884, speaks of *Frederick*, while the later volumes, just published by Houghton, Mifflin & Co., speak of *Frederic*. The correct spelling is *Frederic*. The word is *Friedrich* in modern German, *Friderich* is Middle High German, *Fridurich* in Old High German, and *Frithareiks* in Gothic. The word does not mean "rich in peace," as is commonly stated in the dictionaries, but "lord of peace." The ending *rich* is *reiks* in Gothic and *ric* in Anglo-Saxon. The spelling *rick* is due to ignorance. The same word occurs in *Richard*, which means "strong like a lord;" also in *Henry* ("lord of home") and *drake* ("the lord of ducks"). In evidence see Grimm WB i, 502, and especially Weigand WB s. v. *rich*. The names *Henry* and *Frederic*, as now used in English, have been modified by French. It is a pity that all such names are not explained in the body of our dictionaries. —*The Beacon*.



*Editorial.*

TORONTO, JULY 16, 1888.

## A FEW BUSINESS MATTERS.

IN accordance with the usual custom followed by educational papers, there will be no issue of the JOURNAL for the next month. While ourselves observing the professional holiday by deciding not to give our readers even this pleasant reminder of their school-room occupations, we wish all friends of the JOURNAL a happy and profitable vacation, and a satisfactory return, with recruited health, to their important work.

We trust that all who remove may remember to notify us of their new addresses; and let us also express the hope that all whose printed dates suggest arrearages may recognize the fact that a holiday furnishes abundance of time and a good opportunity to change the date and the character of their un-remitting friendship.

And in this connection, let us again call attention to a subject which affects our rights and touches the honor of some of our readers. We have repeatedly explained our decision, with our more than usually honorable constituency, to continue sending the paper, even after the lapse of their dates, to all teachers who signify their desire to have it by continuing to receive it from the post office. In this course *we trust* the teacher, and find the policy more satisfactory than that of striking out the name the moment the subscription expires. Everybody understands that the receiving of a paper from the post office, under the Canadian law, makes the party liable for the subscription. This is no hardship, for the law makes such simple provision for discontinuing a paper, provided it be paid up, that nobody need have any trouble in the matter. And yet, we are constantly subjected to the injustice practised by thoughtless subscribers who continue receiving and reading the paper for months after their subscriptions expire, and then suddenly remember that they didn't intend taking it for that year, and "refuse" it at the P.O. without a word about the debt for arrears. Others remove without notifying us, and allow us, in utter ignorance of their movements, to continue sending to the old address, winding up, when asked to pay, with the profession that they "didn't know" it was still going to the old place, and that, as they haven't had the paper since they left, they should not be expected to pay for it. All this, some one replies, would be prevented by cutting off the name on the lapse of the date. Undoubtedly; but as we should lose more by that course than we should gain, and, especially, as we should give offence which would be more serious than the loss, we prefer to try to cure the evil in this way, by an appeal to the few thoughtless ones in a constituency the members of which we would rather trust than offend. Every one's date is printed in clear type, and everyone thus knows the time to which the subscription is

paid. If anyone is *obliged* to resort to the act of discontinuing so useful a Teacher's Journal, therefore, let him estimate and forward the arrearages with the notice to discontinue, and so confirm us in our belief that, among teachers, business habits and business honor are intended to be universal.

Please allow us one more suggestion. Our correspondents have a great variety of ways of addressing us. Some write to the Editor on business matters or enclosing money—which gives him the trouble of making the return to the Business Department. Some address the *Educational Weekly*, a defunct paper; others write the *Canada School Journal*, which is also deceased. Some write, "Educational Department, Toronto," and their letters go to enrich and to burden the Minister of Education, who remails them. Some particularly careful ones go to the trouble of addressing W. J. Gage & Co., apparently concluding that because that firm published the *Canada School Journal* some years before its death, they should not object to the trouble of sending the communication to us. This they always kindly do, of course; but why give them that trouble, when one address is as easily written as another? And why write to a dead paper, any more than to a dead person? And why address letters in such a way that their safe delivery depends upon the intelligence or the good nature of a postmaster? Who should be blamed if letters addressed in this promiscuous manner go astray? Kindly follow the directions, always printed on first page. Letters concerning matter for insertion (other than advertisements,) should be addressed to the Editor; but he is not asked to attend to business affairs. Everything concerning the latter—adverts., subscriptions, enclosures of money, or business of any kind affecting the paper, should be addressed to the office; or, if a form is desired, you may write "THE EDUCATIONAL JOURNAL, 26 and 28 Front Street West, Toronto."

Let us close with a reference to the paper. We are trying to make it helpful to teachers and worthy of the profession. It is the only paper in this country which discusses all of your educational affairs under your own educational system. American papers do not attempt this, and do not furnish you with any of the information of most interest to you. Look at our various departments, and reflect that, besides, we give you all of the examination papers, for promotion, entrance, and certificates, in which you all have an interest. Our educational news, and reports, our question drawer, our announcements from the Department, and our practical suggestions, bring you into line with your own work throughout the province. Can you do without such a paper—if you are interested in the teacher's work? Certainly we cannot do without you, for we have to abandon all other constituencies and look to *you* for support. Therefore, this is your own paper—see to it that it do not languish. Don't give it up; don't get behind in payment; advise others to take it. You can do

that very conscientiously. And on our part we will strive to make it a paper of which the profession in this country may easily venture to be proud.

THE BUSINESS MANAGER.

July 14, 1888.

## WHAT SHALL WOMEN STUDY?

Old prejudices die hard, even in the minds of the learned and philosophical. This sage, if not strictly original, observation is called forth by the report of a little speech which Mr. Goldwin Smith delivered at the closing exercises of the Brantford Ladies' College, a week or two since. While Mr. Smith very kindly did not deny "the right of women to take the full Arts course and secure their degrees, he did not think it would altogether be a success for men generally to have on the other side of the fire-place a wife versed in Greek or mathematics. He thought the true ideal of female education was higher than that. He couldn't help being especially glad, for instance, that the Brantford College excelled so in music, and he regretted the tendency of women to give up their music after married life. The Professor said he had the highest regard for ladies' schools where woman was womanly taught."

It would be interesting if so good an authority as Mr. Goldwin Smith would give the public a definition of what he understands by womanly teaching. It is pretty clear from the above that such definition would exclude Greek and mathematics and include music. But why it is unwomanly to study Greek or mathematics, or what could be done for the great majority who can never by any expenditure of money or effort, acquire even tolerable proficiency in music, does not appear.

We believe there are many of Professor Smith's sex, and the number is constantly increasing, who, while not yielding even to him in their appreciation of the charms of music in the home, will yet prefer to have on the other side of the fire-place an educated woman with whom ideas can be exchanged on a wide range of subjects, and who can sympathize with and help her husband even in literary or philosophical pursuits, rather than one with an empty, untrained, vapid mind, who has never learned to think a thought worth expressing on any subject, even though she may be able to execute a few airs on the piano.

The idea that there can be anything detrimental to true womanly refinement in the cultivation of the highest intellectual powers which nature has bestowed, is a superstition belonging to the dark ages of woman's subjection and humiliation, and should have long since been outgrown. We heard the *reductio ad absurdum* applied to it rather neatly a few weeks since in a social gathering.

A well educated and clever clergyman of the old school, was arguing earnestly and eloquently

against higher education for women, on the well-trodden ground that her mental organization is finer and more delicate than that of the other sex, and so must have a different regime. The study of masculine subjects would impair this fineness of mental texture and tend to render her coarse and masculine, and so forth. After he was through he was led up by a series of apparently innocent questions to the fact that the physical organization of the woman is in equal degree finer and more delicate than that of the man. When finally asked, in effect, whether he should not in consistency, refrain from giving his wife and daughters such diet as beef and potatoes, and other masculine articles of food, less they should become physically coarse and mannish, he saw the point and joined in a hearty laugh at his own expense. The illustration was simple, and perhaps a little trite, but it puts a complete refutation of the argument from woman's mental idiosyncracies against woman's education in a nut shell.

The mind, like the body, will assimilate the food nature has provided, rather than be assimilated by it. This is the gist of the whole matter.

#### THE NEW CHAIR OF POLITICAL SCIENCE.

FROM a list of thirty-three applicants Mr. J. M. Ashley, M.A., of Oxford, has been selected for the new chair of Political Science in the University of Toronto. Mr. Ashley has, it appears, for a few years since his graduation, been lecturing with success on Political Science and allied subjects in some of the Oxford colleges, and has favorably impressed high academic authorities in England with the evidences of ability and industry afforded by his work as student and tutor.

For our own part we have no sympathy with the kind of nativism which holds that Canadians should be appointed to all such positions, because they are Canadians. The only sound principle for the guidance of those who bear the responsibility of making such appointments, is that the best man available for the given position should be chosen, wherever found. We have no doubt this is the principle on which the educational authorities have acted in this instance. But it by no means follows that this best man will invariably be found abroad. Had the conditions been such, in this case, that only a scholar and teacher of wide and well established reputation in the special subjects assigned to the chair could have been regarded as eligible, it might have been accepted as a foregone conclusion that such a man must be sought in some older country. But seeing that a young man, comparatively inexperienced, and having his reputation yet to make, has been appointed, the question will suggest itself to many minds, whether out of the number of able, energetic, and promising young Canadians in the list of applicants, an equally good selection might not have been made. Canadian scholarship cannot com-

pare with that of the Mother Country, with her ancient and renowned institutions, and her large classes of students with means and leisure. But Canadian talent, Canadian industry, Canadian energy and originality, Canadian capacity for development, will, we believe, compare favorably with those of any other country. As for the rest, there seems good reason to hope that as Mr. Ashley's testimonials prove him possessed in high degree of what may be called the primary qualifications for the chair, he may soon demonstrate that he possesses also, in large measure, those higher qualifications, of which time and actual work afford the only possible tests. As *The Week* observes, something more should be attempted than a mere study of standard text-books, or a comparison of historical authorities.

"The novel conditions of life in this young western world afford tempting scope and material for original investigations in the new and fruitful field of sociology. Those portions of this wide field which may come within the purview of Professor Ashley's chair will no doubt well repay independent research. If he possesses the rare but happy faculty of setting aside preconceived opinions and theories, and following strictly those experimental and inductive methods which are now approved by the best educators, he cannot fail in earning for himself a valuable reputation, and making his department at once one of the most useful and the most popular in the University curriculum."

#### THE EXAMINATIONS.

THE progress of the non-professional examinations is bringing forth, as usual, severe, and in some cases seemingly well-founded complaints in regard to the character of question papers. In setting the questions in certain subjects the examiners seem to have forgotten that the examinees were simply candidates for entrance, not for degrees. A correspondent criticises with much force the matter and method of one of the papers in Latin. That in English Grammar has, we believe, elicited widespread disapproval. As we have not yet had opportunity to examine the questions carefully we are not prepared, at present, to deal with specific points, or to express general opinions. The glaring faults are, in all probability, confined to a few sets.

The time and occasion are, however, suitable for calling attention to one or two points on which we have before dwelt in reference to examinations. We have long been persuaded that if examinations are to be conducted by others than the actual teachers of the pupils, either past or prospective, they will never be satisfactory until we have permanent boards of professional examiners. These examiners should in every instance be teachers of experience, as well as men of high qualifications. The experience is indispensable in order to enable them to judge what may reasonably be expected of pupils at a given stage. They should be of mature age and undoubted scholarship, in order that they may be above any

temptation to air their learning, or exhibit their cleverness, at the cost of students. They should be more or less permanent, because anything like comparison of the work of one year with that of another is impossible or misleading, so long as the results are tried by such varying standards as different men are pretty sure to set up from year to year.

Another point of great importance is referred to by "Magister." Every examiner in preparing his questions is not only testing the qualifications of present candidates, but is virtually giving a mandate as to the mode in which, in his opinion and, by implication, in that of those who have appointed him, the given subject should be handled in the schools. We do not say this is desirable, or in the interests of good teaching. But, under present arrangements it is, to a large extent, inevitable. The responsibility of examiners is thereby rendered much greater than it would otherwise be, and the duty of the departments not only to appoint the most competent examiners, but to secure some degree of uniformity and consistency in the successive yearly modes of questioning is correspondingly increased.

#### A NEW DEPARTURE.

THE Niagara Assembly, which is, on its educational side, an offshoot from the original, and now veteran, Chautauqua circle, has introduced into its programme for this year a new feature, particulars of which will be found in our advertising columns. Those teachers, who feel, as most teachers do feel, that a two-day's institute is not extended enough to admit of a satisfactory discussion of methods, will have an opportunity of devoting six days to the discussion of the pedagogy of a limited number of subjects, namely English in a variety of aspects, reading, the philosophy of commercial arithmetic, and the science of algebra. It is not necessary to say anything of the standing of the scholars who have been asked to direct the work of the institute. Mr. Hughes is a well-known expert on methods of teaching; Mr. Houston has, for several years past, been dealing in his somewhat revolutionary manner, at county institutes, with methods of teaching English; Prof. Clark, has a well-earned reputation as an expositor of methods of teaching elocution; Mr. Douglass, who, like Mr. Houston, formerly taught school, is well known as a skilled accountant, and also as an original thinker in the field of economic science; and Mr. Robertson is joint author of one of the best school algebras ever published. We can see no reason why this feature of the Assembly should not develop indefinitely, and it is calculated to be specially useful to those teachers of private schools who have difficulty in keeping abreast of the educational movements of the age, and are unable to spare time for a full normal or college course. We wish the experiment success, and earnestly urge all who can conveniently do so to give it a trial, especially as no charge is made for the privilege.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO,  
JUNE EXAMINATIONS, 1888.

KINDEGARTEN ASSISTANTS.

THEORY AND PRACTICE OF THE GIFTS.

I.

1. NAME the universal properties of all objects. What use is made of them in the Kindergarten?
2. Write out a Ball exercise as you would give it to children four years of age. Analyze this exercise and give reasons for each step.
3. Draw the Forms of Beauty; 4th Gift.
4. Class the trapezoidal prism with the different mathematical solids to which it belongs. Define each class.

II.

1. Explain the Building gifts.
2. Draw the Forms of Beauty (square basis) 1st Sequence, 5th Gift.
3. Suggest numerical exercises that may be given with 5th Gift.
4. Invent and draw five life-forms, using respectively in the construction 4, 8, 16, 32, and 64 right isosceles triangles.

THEORY AND PRACTICE OF THE OCCUPATIONS.

I.

1. Explain the use of the Occupations.
2. Write out an exercise in Folding, as you would give it to children five years of age. Use the life-forms in the second series (table-cloth) as basis for the exercise.
3. Write out the eight rules for Teachers Drawing, and apply them by drawing the School of Right Angles.
4. Give the derivation of the different schools of slanting lines and draw a Form of Beauty limited to these lines.

II.

NOTE.—A choice is allowed between 4 and 5.

1. Draw a figure containing all the mathematical planes used in the Kindergarten.
2. Write out an exercise in Pease-Work, showing how you would lead children to construct the outline of a cube and transform it to a form of life.
3. Give your view of the object of the Kindergarten Songs and Games.
4. Write out a conversation for the luncheon.
5. Write out a conversation for the Picture-Serving.

KINDEGARTEN DIRECTORS.

GENERAL PRINCIPLES OF FROEBEL'S SYSTEM.

NOTE.—All candidates will take 1, 3, 5. A choice is allowed between 2 and 4.

1. Explain the theory of human life from which Froebel's System derives its force. Give illustration to prove this a universal principle.
2. To what power in the child does the Kindergarten especially appeal? Explain this power as an inclusive energy, and show the different means employed by which it is progressively called into action.
3. Compare Froebel's principle of "productive activity" with the technical principle as illustrated in the different schemes of industrial education.
4. Name the general order of succession in the process by which mind rises to thinking; find a parallel to each step of the process in the general method of the Kindergarten, and illustrate by a practical example.
5. In what manner do Froebel's pedagogical works differ from other works of the same class?

Arising from this difference how do they become more valuable as a guide and stimulant to teachers?

THEORY AND PRACTICE OF THE GIFTS.

NOTE.—All candidates will take 3, 4, 5. A choice is allowed between 1 and 2.

1. Why was the Ball given first in the series of Gifts?
2. Compare the use of the 3rd Gift with those preceding and succeeding, and give reasons.
3. Write out two original exercises with sticks; one for children five, and one for children six years of age.
4. Explain the following point in the analysis of 5th Gift.

"Corresponding with the child's increasing power of analysis, the 5th Gift offers increasing complexity; corresponding with increasing power of creation, the 5th Gift offers less definitely suggestive material; corresponding to the developing individuality of the child the 5th Gift realizes a higher unity through a greater variety."

5. Draw the first sequence (long paralleloiped) forms of knowledge, 5th Gift.

MUTTER AND KOSER-LEIDER.

NOTE.—A choice is allowed between 3 and 4.

1. Troebel said "I have in this book (Mutter and Koser-Leider) laid down the fundamental ideas of my educational theory."

Give the grounds for this statement.

2. Connect the Finger-songs, "What's This," and "Thumb, I say 'One' to you" with the song of "The Target." Find in them the first conditions of mental activity; show in these conditions a parallelism to the early stages of race development, and trace their subsequent advance in the work of the Kindergarten.

3. Explain the song "Children on the Tower," and show other forms of the application of its leading principle.

4. Explain the song, "Little Brothers and Sisters," and in this connection discuss the subject of Gesture, as employed in the Kindergarten songs and games.

THEORY AND PRACTICE OF THE OCCUPATIONS.

1. Explain the following statements:—

"The Gifts move from *without, in*, the Occupations from *within, out*."

"The Gifts are Analytic, the Occupations Synthetic."

2. Write out a conversation for an exercise in Picture-Serving Subjects:—

(a) An animal.

(b) A flower.

3. State the object of the Pease-Work. Define the mathematical solids required to be made in the Teacher's work. Write out an exercise for children, showing how you would lead them to construct an object (life-form) into which not less than three different mathematical forms enter.

4. Explain the theory of the Kindergarten Drawing. Develop a sequence of figures by modifications of the arrangement of four trapeziums combined into a figure.

5. Give an exercise with slats, suitable for an advanced class; using the Second School of Slat Work (beginning with three-pointed star) as basis.

EDUCATION DEPARTMENT, ONTARIO.  
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

ARITHMETIC.

Examiners: { J. F. White.  
W. H. Ballard, M.A.

NOTE.—Only nine questions are to be attempted; of these, numbers 1, 3, 4, 6, 9, 12, must form six.

1. Simplify

$$(a) \frac{2}{3} \text{ of } \frac{1}{2} \text{ of } \frac{1}{3} - 2\frac{1}{2} \text{ of } 3\frac{1}{2} \text{ of } \frac{1}{4}$$

$$4\frac{1}{2} - (3\frac{1}{2} + 4\frac{1}{2} + 3\frac{1}{2} + \frac{1}{8})$$

- (b) What fraction of 365 1/4 days is 349 days, 8 hrs., 52 min., 1/3 sec.?

2. A can do a work in one-half the time that B requires, B can do it in two-thirds of the time that C takes. All working together do it in 18 days. How long would it take each one separately?

3. A man got a 90 days' note for \$1,360 for a lot which cost him \$1,200 cash just a year before. Money 6 per cent.; find his net gain at time of sale. (Bank discount; 360 days to a year; no days of grace.)

4. Bought 78 ac. 3r. 15per. 7yds. 1ft. gin. of land at \$80 per acre; sold 2/3 of it at \$120 per acre, and the rest at \$.005 per sq. foot. Find gain.

5. A number of men and women earned \$93 a day, each man getting \$2.25 and each woman \$1.50. Had there been 6 more men and 7 more women the whole number of women would have earned the same as the whole number of men. Find the actual number of each.

6. A commission merchant receives 125 bbls. of flour from A, 150 bbls. from B, 225 bbls. from C, he finds on inspection that A's is 10 per cent. better than B's, and C's is 5 1/2 per cent. better than A's. He sells the whole lot at \$7.00 per barrel, charging 4 per cent. commission. What sum must he remit to each?

7. A compound of tin and lead weighs 10 4/3 times as much as an equal bulk of water, while tin weighs 7 4/4 times, and lead 11 3/5 times, as much as equal bulks of water. Find the number of pounds of each metal in 765 lbs. of the compound.

8. A bankrupt had goods worth \$7,950, which, if sold at their full value, would give his creditors 81 1/4 per cent. of their claims. But 2/3 of them were sold at 17 1/2 per cent. below their value, and the remainder at 23 3/4 per cent. below their value. How many cents on the dollar did his creditors realize?

9. A begins business with a capital of \$3,200; after 3 months B is admitted as partner with \$2,400; after 3 months more C is admitted with \$1,600. What fraction of the year's gain should each have?

10. If it cost \$11.20 for paper for a room 25ft. 3in. long, 19ft. gin. wide, and 12ft. high, when the paper is 3/4 yds. wide, find cost of the paper per linear yard. (No allowance for doors and windows.)

11. What is the cost of polishing a cylindrical marble pillar, 2ft. 6in. in diameter and 12ft. long, at \$1.25 a square foot?

12. A square field, containing 16 ac. 401 sq. yds., has a walk around it outside 12ft. in width. Find the area of the walk in yards.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1888.

JUNIOR MATRICULATION.

ARITHMETIC.

Examiners: { W. H. Ballard, M.A.  
J. H. McGeary, M.A.

NOTE.—Only 10 questions are to be attempted, except in the case of candidates for Scholarships, who will take all the questions.

1. A person sells out 3 per cent. consols at 94 1/2, and invests the proceeds in bank stock which sells at 225 and pays yearly dividends of 8 1/2 per cent. If his income is changed to the extent of \$57, how much money had he invested?

2. The profits of a loan company for a year were sufficient to enable the directors to add \$20,000 to a reserve fund, to pay \$5,865 for cost of management, to pay two half-yearly dividends of 3 1/2 per cent. on a paid up capital stock of \$309,056, and to have still on hand \$4,236. Find the profits for the year.

3. A and B enter into partnership for 3 years. A puts in \$20,000 and B \$5,000. B is to manage the business, and the profits are to be equally divided;



**Consumption Surely Cured.**

To the EDITOR—

Please inform your readers that I have a positive remedy for the above named disease. By its timely use, thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will end me their Express and P.O. address.

Respectfully,

DR. T. A. SLOCUM, 37 Yonge St., Toronto, Ont.

**McGill University.**

The Calendar for Session 1888-9 is now ready and can be obtained on application to the undersigned.

J. W. BRAKENRIDGE,  
Acting Secretary.**Martin's Arithmetical Tables**

— WITH —

**Examples and Exercises in the Simple Rules.**

This little book contains a thoroughly practical method of teaching the Simple Rules of Arithmetic, together with an almost unlimited number of examples for practice, and a great variety of oral and written exercises especially adapted for junior pupils.

The price has been fixed at a low figure, so as to be within the reach of all 1st and 2nd book classes.

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**THE ONTARIO****Summer Music School**

FIRST SESSION opens in the Town of Welland, Niagara District, July 10th, and continues for Four Weeks.

PRINCIPALS: PROF. THEO. E. PERKINS, of New York city; J. W. GARVIN, B.A., Principal of Welland Model School and "Member of Tonic Sol-fa College, England."

PATRONS: RICHARD HARCOURT, M.A., I.P.S.; JAS. H. BALL, M.A., I.P.S.; JAS. B. GREY, I.P.S.; CLARK MOSES, I.P.S.

**OBJECT.**

The primary object of this institution is to qualify teachers to give vocal instruction in our public schools; secondary, to meet the wants of singing-school teachers and others who desire to make higher attainments in the art of music generally, and acquire the latest and best methods of giving instruction.

**DEPARTMENTS OF STUDY.**

There will be Three Departments of Study: Voice Culture, Notation (both Tonic Sol-fa and Staff), and Choral Training.

**DAILY ORDER OF EXERCISES.**  
(Monday to Friday inclusive.)

8.30 a.m.—Opening Exercises and Congregational Singing.  
9 a.m.—Vocal Training (Ladies). 10 a.m.—Notation (Mixed Voices). 11 a.m.—Vocal Training (Gentlemen). 2.45 p.m.—Notation (Morning Lesson Continued). 3.45 p.m.—Notation (Advanced Class). 4.30 p.m.—Vocal Training (Advanced Class). 8 p.m.—Choral Singing.

**PRIVATE INSTRUCTION.**

Private instruction can be secured, if desired, in either Voice Culture or Notation.

**TERMS.**

For all Class Exercises, including choir rehearsals, \$5.00 (payable in advance).

**BOARD AND LODGING.**

Good board and lodging can be procured for \$2.50 to \$3.00 per week. Students will go to Model School on arrival and be directed to suitable and convenient boarding places.

**CERTIFICATES.**

Certificates issued by the Tonic Sol-fa College, England, and graded similarly to our public school teachers' certificates, can be won in the time by diligent study. The possession of such certificates is a proof of musical ability, and at once establishes beyond doubt the possessor's right to give vocal instruction. Minister of Education's endorsement. (See circular).

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HAMILTON, ONT.**

Patronized by the best families of the country.  
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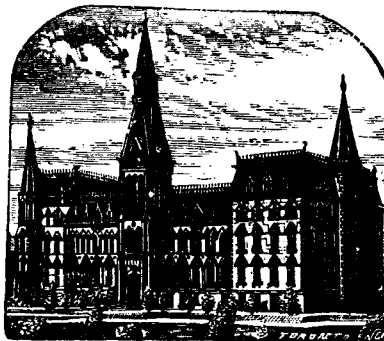
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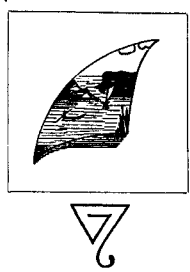
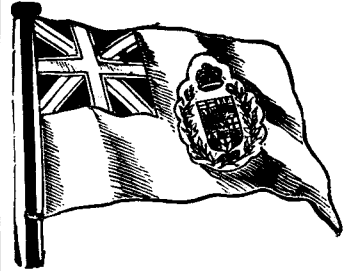
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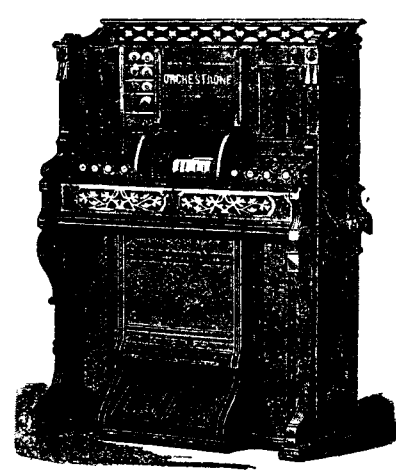
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