

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers / Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged / Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated / Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated / Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing / Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps / Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) / Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations / Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies / Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material / Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials / Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available / Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may appear within the text. Whenever possible, these have been omitted from scanning / Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion along interior margin / La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments / Commentaires supplémentaires: | | Continuous pagination. |

The Educational Journal

CONSOLIDATING

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

Subscription. \$1.50 a year
in Advance.

TORONTO, JULY 1, 1896.

Vol. X
No. 6

Editorial Notes.

AT the meeting of the West Kent Teachers' Association, held in May last, the following resolution was passed: "Resolved: That the association take up for special study during this year McLellan & Dewey's 'Psychology of Number,' and that an hour be set apart on the programme of our next meeting for a discussion of the work." This plan strikes us as an excellent one, both in the general and in the particular. We cannot doubt that it would tend greatly both to the interest and to the usefulness of the teachers' meetings if they would make it a point to come together prepared to interchange opinions on some one book of high character, whether professional or literary. Nor can we think, at present, of any work better adapted for profitable use as the basis of such an exercise than the one which has thus been chosen.

WE do not know whether it was wholly an innovation—if so, it was, we think, a most desirable one—that took place at the South Grey Teachers' Institute, when the ex-warden was called on to take part in the meeting by giving an address on "The Relation of Trustees to Teachers," and when two or three trustees took part in the discussion of this important but delicate subject. It is particularly refreshing and full of hope for coming days to note that all those representatives of the taxpayers were unanimous in expressing the opinion that teachers are not paid as they should be, and that it is the worst possible economy, or rather the very anti-thesis of economy, for trustees to employ the teacher whose services can be had for two hundred dollars a year, instead of the one who cannot be had for less than four or five hundred. It would be one of the surest pledges of the early adoption of many important reforms if civic officers and representative taxpayers, and, above all, responsible trustees, could be induced to attend the teachers' meetings and take part freely in the discussion of such questions.

WE are firm believers in colleges and universities, but we nevertheless agree heartily with the Rev. Dr. Parkhurst, who, in a late number of the *Ladies' Home Journal*, in answer to the query, "Shall we send our boy to college?" says, "That depends a great deal on the boy himself." He declares himself to be a thorough believer in the college, but holds that "it might not be best for him [our boy] to go to college; it might not be best for the community that he should. College can fit a man for life, and, also, it can unfit him. There are styles of education that disqualify the student for doing what he is competent to do, without qualifying him to do that which he might like to do, but for which he lacks, and always will lack, the prerequisites." There is sound wisdom in this, but it may be questioned whether, when analyzed, it means anything more than that we have not yet a sufficient variety of colleges to meet the wants of all classes of boys and girls. The question certainly should not be taken as synonymous with, "Shall we give our boy the best education we are able to provide?" That demands an unqualified affirmative.

THE observance of a "Mothers' Day" in the Public Schools, a plan first suggested by a Massachusetts teacher, and now followed in the schools of several other States of the American Union, strikes us as an innovation which might be introduced with excellent effect in many or all of our Canadian schools. The plan, as adopted by our neighbors—which need not, however, be slavishly followed, and which might, probably, be improved upon—is thus described: "For six weeks prior to the occasion daily preparations are made in the shape of a five-minutes' drill in songs and recitations in praise of motherhood and the home. Provision is also made for inculcating patriotic sentiments. When the time comes for exhibition, parents are invited to spend the afternoon at the school. After exercises by the children, each teacher makes a brief address, showing the reciprocal duties of parents and teachers; then fol-

lows an informal reception, which affords a fine opportunity for the interchange of opinions between them." The exchange from which we quote adds the following good suggestion: "An ideal celebration of this character, however, should include a representation of fathers as well as mothers. This would necessitate holding the exercises in the evening, but would prevent the children from imbibing the notion that the father's only office in the home is to provide for its material needs."

THE 23rd is past, and the elections are over, with the result which is well known by every reader. We refer to it merely to note that the Manitoba school question has thus been carried forward another stage and has entered upon a new phase. The people have decided—and the French-Canadian Catholics have themselves been by far the most emphatic in affirming the decision—that the Remedial Bill shall go by the board, and a policy of conciliation be adopted. According to the policy so often declared by Mr. Laurier, a commission with Sir Oliver Mowat at its head will be appointed to investigate the whole matter, and appeal to the sense of justice and right feeling of the people of Manitoba for the settlement of the vexatious question in accordance with its findings. The great majority of the electors seem to have been of the opinion that it would be both unwise and useless to attempt to coerce the people of Manitoba in a matter which is primarily within provincial jurisdiction. This view is held with stronger reason in view of the fact that the first judgment of the British Privy Council, or rather of the Judicial Committee of that body, affirms the constitutionality of the Act of 1870. Whether the new Premier and his cabinet will succeed in thus satisfying the views of both the aggrieved minority and the friends of the Public School system remains to be seen. The task is a difficult and a delicate one, and will, we dare say, require for its satisfactory accomplishment some concessions on both sides. Let us hope that the "sunny" method may succeed.

Special Papers.

THE TEACHER'S NEED.

BY SARAH L. ARNOLD.

The teacher's life is a life of giving. Day after day, month after month, year after year, we stand in the presence of the children, giving ourselves in answer to their need. No one who has never stood in the teacher's place, thus ministering to thirty, forty, fifty, or, too often, sixty or seventy little ones, can realize the severe draught upon heart and brain, upon nerve and muscle, that this service involves. We must know matter and method, we must enter into the lives of the children, we must learn to comprehend wayward natures, we must bring order out of chaos, and peace out of turbulence; and this, not once, but again and again, day after day, year after year.

This cannot be done without a full and complete surrender of ourselves to our work. Every teacher knows this. Time must be spent in preparation of lessons, study for new lines of work, visits to parents and children, and the manifold other demands which our duties make upon us. Time, thought, and energy are constantly employed in the doing of the work to which we have given ourselves? Is it not a drudgery from which we would free ourselves? Is there no other way in which we can accomplish our end? Have we anything but weariness and discouragement to show for our unending labor?

These are questions which do creep into the weary last hours of the school year, questions which suggest a problem which we have before us to solve, a need which must be satisfied.

One truth we teachers need to keep in mind—giving involves and implies getting. We cannot impart knowledge which is not in our possession; we cannot give strength when we are weak; we cannot inspire others unless we ourselves have access to some fount of inspiration. If our work is in any degree a drudgery to us, we are warned that we need to drink deep at the spring which shall supply our need. If the day's work or the year's work finds us faint and spent, we are thus taught that we need to turn to the source of courage and strength.

How shall we do it? A wise question for us to ask in these June days, looking back on the year so nearly spent, looking forward to the vacation which should prepare for the year to come. We have labored till nerves quiver and the tired bodies rebel. How shall we find recreation? How shall we grow equal to the demands of another year?

There is an answer to this question. But first let us ask another. Have we given wisely, if June finds us with aching bodies and quivering nerves? Must our teaching involve such tension and striving, such care and anxiety, as are fast carving deep lines in young faces, and setting sharp edges in voices once joyous and sweet?

No; it is the care, and anxiety, and tension—it is the *worry* that drains us of our vitality, not the work. The work may be, should be, normal, natural, serene. It must have these characteristics, if it is to be well done. The hurry and worry fail to accomplish their purpose. The noise and flutter are a confession of weakness. The child feels it, and at once our work becomes more difficult. We feel it, and, knowing nothing better, flutter the more, forgetting that our strength lies in quietness and confidence—by which alone can quietness and confidence be inspired.

Where shall we find them? First, in adequate preparation for our work. Added to the knowledge, the power, the training, which the young man derives from his college course is the feeling of confidence begotten by the knowledge that he has had adequate preparation for the work before him, a feeling not to be despised. If you and I have any influence with any young girl preparing to teach, it behooves us to help her to appreciate this truth, that the time wisely spent in preparation will do much to lighten the burden laid upon her in the future years. Let us urge the best possible preparation which the times and her purse and energies afford, that she may go in the strength of it to quiet and confident work. But if the times demand of us work for which we are not adequately prepared, our energies may better be directed to learning how to do it, even now, than to attempt any substitute. If we are not confident

in our knowledge and power, we shall go, halting and afraid, to unsatisfactory work and its accompanying worry. Hence, it is often the part of wisdom to spend an evening in reading Thoreau, rather than in correcting a set of papers on the bumble bee; better yet, to spend an afternoon in the meadows with the bees, or our native wit will suggest to us that an evening spent in the library, or in listening to a lecture on history, may redound to the credit of our history class as no test could. We *must* take in, if we would give out. Let us remember it, and apportion our time more wisely; learn to know the greater from the less.

Again, one source of strength and confidence lies in good health. How wondrous is the difference between the joyousness, the buoyancy, the *judgment*, of ourselves in good health and the same selves weighed down by a headache! So great is it that we ought to know, forever and forever, after the first consciousness of the difference, that good health should be treasured as a pearl of great price. We are urged by home interests, by intellectual ambition, by unthinking zeal, to engage in so many lines of work that our nerves feel the tension. The heavens change their aspect. We wear blue glasses. John was never before so dull, Kate so mischievous, burdens were never so heavy, time was never so short. We tighten our grip upon our work, and plunge wildly ahead. If we were more rested, we could more easily read the laws of creation and know we were wasting our energies.

We *must* keep well, and keep cool. Once again, the quietness and confidence will not stay with us if we ourselves are without inspiration. The teacher must be a woman, or man, of abiding faith and courage, of infinite patience. Such a soul must know a greater, such a teacher must be greatly taught. Oh! it is well for us to turn away, again and again, from the petty details of our work, which, if we dwell thereon, would so soon make drudges of us all; but we must turn to contemplate great truths—to be inspired by noble thoughts. Well for us who find in friend or teacher the living embodiment of such truths; but for us all the experience of the ages has been written, and the pages of a good book shall supply our need whensoever we will. Who can measure the force of an inspiring thought or tell the influence of a noble character? As such a force, such an influence, enters upon our lives, we are indeed recreated, made ready for the work to which our lives are devoted. Are we not wise when we stay our hurried course to drink at such fountains by the way?

Health, preparation, inspiration, these three are needed to give us the confidence and quietness which shall ensure strength in our work. The vacation plans are now completed, doubtless. Do they include all three? And are they devoid of the rush and tumult which we so heartily deplore? Quite as surely devoid of the listless idleness which often passes for rest?

Thousands of teachers are even now speeding across the continent, hastening to the childhood home, to the summer visit, to the ocean voyage, or the quiet haven. Seeking may they find the true rest, which is the "fitting of self for its sphere," so that they may in September serenely enter upon the year of strength and tranquil toil:

Like the star
Which shines afar,
Without haste,
Without rest,
Let each one wheel
With steady stay
Round the task
Which rules the day,
And do his best.

—*Journal of Education.*

PATRIOTISM AND MILITARISM.

Patriotism is one of those virtues which have suffered so much from counterfeit and alloy that the word has come to have a very doubtful sound to experienced ears. So seriously, indeed, has it been damaged that one would in general prefer to use some other term to convey whatever respectable meaning it has hitherto covered. To a large section of the community, there is too much reason to fear, patriotism means little else than a vicious hatred of other countries, in so far as they come into any kind of rivalry or competition with our

own. It stands for noisy, offensive, and vulgar national self-glorification, for truculence in the discussion of international questions, and a readiness to cast justice to the winds in any transaction with a foreign state. Patriotism of this type commends itself only too readily to boyhood, with its as yet undeveloped moral sentiments, and therefore to adopt any special measures for inculcating it on the youthful citizen is, to say the least, most unnecessary. The true view of patriotism embraces none of the elements mentioned. To be a patriot a man does not need to hate or despise foreign nations; he does not need to indulge in vainglorious language, or even in vainglorious thoughts, in regard to his own country; nor does he require to cultivate an insensibility to justice in regard to any international dispute in which his country may be engaged. Patriotism in the true sense implies simply such a love for one's country as inclines to disinterested service at all times and under all circumstances—a love which does not need the stimulus of quarrel with a foreign state to call it into activity.

To get a true measure and comprehension of the subject we should compare patriotism with certain other recognized virtues. The father of a family owes love and protection to his family. What should we think, then, of the father who, neglecting or even abusing his family at other times, showed his paternal feelings chiefly in espousing their quarrels, just or unjust, with other families, and greedily embracing every opportunity thus afforded for acts of hostility to his neighbors? We could only say that he was a man of a very low type, whose actions were mainly determined and governed by hatred and malice. Quite in the same way we are entitled to judge the citizen's love for his country, not by the blindness of his partisanship in questions in which his country is involved, nor by the rancor he displays in speaking or writing of foreign states, but by the interest he takes at other times, and at all times, in his country's welfare, and the service he renders to the cause of good government, and the general amelioration of the social and political life of the nation. We think it will in general be found that the citizen who is earnestly engaged in useful social work, and whose ordinary course of life affords an example worthy of imitation, will not be a patriot of the malignant type. His voice will not be cast for war on trivial occasions, nor will he take a ferocious delight in thinking of the disasters and humiliations which his country could inflict on a foreign foe. The man who truly loves his own country will find it impossible to hate any other. The good father of a family is the man who can be counted on for friendly offices beyond the limits of his family. He enters into the feelings of other fathers, and considers family life in general a sacred thing. So with the man who has a true feeling of devotion to his own country: he learns through it to love humanity at large.

Who, then, is likely to be what we have called the malignant patriot? The spoilsman makes a good one. Living as he does on the corruption of politics, the least he can do is to shout for the flag, and pour contempt on foreigners on every occasion, suitable or unsuitable. If he did not thus protest his love for his native land, people might think he was a parasite or saprophyte, pure and simple; but thus he makes an effort, which we may take for what it is worth, to redeem his character. And with the spoilsman we find, vociferous for war and cynically indifferent to justice and humanity, a large body of individuals who, without being spoilsmen in the full political sense, are spoilsmen in a general everyday sense, in that they live by arts more or less inimical to the general welfare. These have no sense of organic union with the community, and the expression of hatred toward other nations affords them an emotional outlet which they could ill spare. Then we have the considerable number of those who, though they may, in their way, be tolerably useful citizens, are persons whose moral and intellectual natures are but poorly developed, and who perhaps sincerely think that hatred of the foreigner is at least a function of love of one's own fellow-citizens. These constitute a class of whom, perhaps, better might be made, but who in the meantime raise their voices very vigorously and inconsiderately for every aggressive foreign policy which mischief-making demagogues may suggest.

If patriotism in the true sense were more common throughout the civilized world, wars would

cease, because patriotism would induce those reasonable, humane, and pacific feelings which are wholly opposed to injustice and aggression, whether practised by individuals or by states. Unfortunately, the type of feeling which is most in evidence to-day is not patriotism, but militarism, a very different thing. The true patriot wishes his country to be in the right and to do the right in all international questions: the devotee of militarism wishes his country to be strong, so that, whether right or wrong, she may be able to impose her will upon others. It is not too much to say that the military spirit is fundamentally inconsistent with a love of justice for its own sake. It is a very tame business for enormous force to be always tied to exact rules of right; the temptation is almost overwhelmingly strong to blow right some fine day from the mouth of an eight-inch gun, and so set the war-fiends dancing. The nation that sets out to have enormous armaments does not thereby intimate to the world, nor yet to its own citizens, its desire and intention to be always in the right, to pursue undeviatingly the path of justice, but a desire and intention to be able to pursue whatever course may be indicated by national ambition. No one can doubt that in our own country the disposition to trust to right in our dealings with other nations has been growing feebler just as our armaments have been growing stronger. Every new battleship makes it a matter of less account—in the eyes of a large part of the nation at least—that we should be in the right at all. By and by, if things advance much further in the same direction, national honor will be held to demand that we commit some great wrong, and prove at the cannon's mouth that we are able to stand by it.

We confess that this is not what we were hoping for. Some twenty or twenty-five years ago, when the minds of our people seemed turning in the direction of a sound philosophy, we were very far from anticipating that at this date there would be a recrudescence of the spirit which derides philosophy and enthrones brute force in its place. We feel like asking what our schools and universities have been doing all this time. Have they been teaching our youth that, in the matter of citizenship, the highest honor any man can enjoy is to belong to a state whose respect for itself binds it to respect for others, and whose aim is far more to show the possibilities of civilized life at home than to make an imposing display of strength abroad? Do they teach that, if a nation can, without sacrifice of honor or betrayal of the just interests of its citizens, live at peace with all the world, it is its bounden duty, both for its own sake and as an example to mankind, to do so? Do they teach that war and liberty are essentially antagonistic, and that only by parting with a large share of domestic liberty can any nation take its place among the great fighting powers of the world? We fear that, whatever has been done in the way of inculcating these truths, the instruction has been far from adequate. At the same time it is satisfactory to note that, so far as men of scholarship and learning have spoken in the recent discussions of international questions, their voices have almost uniformly been raised on behalf of wide, humane, and reasonable views of national policy.

It was with special pleasure that we noted not long ago a "Symposium on Patriotism in the Public Schools" in the *Interstate School Review*, of Chicago, in which some excellent sentiments were expressed. One writer, U. J. Hoffman, says: "Let children study the lives of patriots, let them read the thoughts of patriots, such as Hawthorne, Bryant, Longfellow, and love of our native land will take care of itself. The requirement of the flag law, that the flag shall float every day, has caused the purpose of the law to be defeated." Another, William D. Kelley, says most excellently: "In our selection of subjects for hero-worship we need not choose war-heroes rather than those who are eminent in the acts of peace and charity. The man who stands up resolutely in the common council or the town meeting for what is right and against what is corrupt and wrong is a patriot, and often a hero, and may be made as truly an example for children as those far removed from them in time, and whose fame is national or world-wide. The teacher should show that governments can commit sins as well as individuals. I would teach a love for the Revolutionary principles and a dislike for our country's attitude in the Mexican war." A third writer, A. Califf, says: "I believe in teach-

ing patriotism, but I do not believe in trying to legislate patriotism into people. I consider the 'flag law' a total failure, so far as the teaching of patriotism is concerned." A fourth, M. W. Marvin, gets to the root of the matter in the observation that "the teaching which tends to develop properly the pupil's sense of right and wrong makes him better acquainted with his duty to himself, his neighbor, and his country, better prepares him for the future duties of a patriotic citizen."

If the teaching given in our schools and other educational institutions on the subject of patriotism was all on these lines, there would be nothing to complain of; on the contrary, there would be much cause for congratulation, and much reason to hope for good results at no distant day. Unfortunately, what with flag laws and other nonsense, it is difficult for the schools in some of our States not to be made subservient to the spirit and aims of militarism; and if the mind of youth is thus perverted, what will the harvest be? These are times when well-disposed citizens should take earnest and frequent counsel together as to the best means to antagonize the hurtful influences that are abroad, and to uphold the ideal of peaceful civilization as the true goal of national progress. —*Popular Science Monthly*.

For Friday Afternoon.

THE CHERRY FESTIVAL AT HAMBURG.

Hard by the walls of Hamburg town,
Four centuries ago,
Precopius his soldiers led
To fight their German foe.
Unsoothed, unmoved, in nature's calm,
The Hussite army lay,
A threatening, deadly human storm,
With Hamburg in its way.

To swift destruction now seemed doomed
The dear old German town,
Before Precopius the Great
The strongest walls went down;
And soon, upon the soft, warm air,
Came sounds of trampling feet.
The Hussites swiftly sprang to arms
Their hated foe to meet.

Ready they stood to meet the charge!
The great gate opened wide;
And out there poured—not armed men,
But, marching side by side,
The little children of the town,
Whose round eyes met their gaze
With innocence, that courage was
Unlearned in worldly ways.

The men threw all their weapons down
At sight so strange and fair!
They took the children in their arms,
They smoothed their flaxen hair,
They kissed their cheeks and sweet red lips,
They told how, back at home,
They left such little ones as they,
And then they bade them come

To cherry orchards, close at hand;
And there they stripped the trees
Of branches rich with clustered fruit.
Their little arms with these
They filled, and with kind words of peace
They sent them back to town;
And all the soldiers marched away,
Nor thought of their renown.

And now, each year in cherry time,
In Hamburg we may see
The little children celebrate
This strange, sweet victory.
Again the tramp of little feet
Is heard, as side by side
They march all through the quaint old town,
In childhood's joyous pride.

Again within their arms they bear
Green branches, through whose leaves
Ripe cherries gleam, and tell a tale
More strange than fancy weaves,
About a bloodless battle fought
Four hundred years ago,
When children saved old Hainburg town
By conquering its foe.

—*The Peacemaker*.

School-Room Methods

BLACKBOARD EXERCISE.

The words "shall" and "will" to be promptly filled in blank spaces:

We — go.

Depend on me, for I — be there.

I — go, if the weather permits.

Charles — carry the water, and Mary — do the washing.

We — speak. You — hear us and our wrong — be righted.

No efforts — be spared that — contribute to the success of our enterprise.

It wrongs me, and I — not submit.

I — be greatly obliged if you — do me the favor.

— you call when you pass, or — I meet you at the corner?

Shall he go? He —.

— he be down by noon? He —.

— I be in time for the train?

It — rain and we — get wet. —*Southwestern Journal of Education*.

COMPOSITIONS.

In addition to daily practice in language work, the older pupils should be expected, as often as once a month, to write a composition upon a given subject. Care should be taken to select subjects about which the pupils know something, or which are within their comprehension.

Dislike to composition-writing is generally due to the fact that the pupils are called upon to give expression to ideas which do not exist in their minds. The average school boy or girl has very dim ideas, or no ideas at all, of such abstract subjects as hope, beauty, and perseverance, and it is no wonder that discouragement and disgust follow any attempt on their part to write upon them. When we remember that the greatest writers have chosen for their themes the simplest subjects, we can hardly make the mistake of giving too simple topics for our children to write upon.

The following list of subjects will be found suggestive of what may be given to older pupils of the grammar grade:

My home.
My grandfather's farm.
The town in which I live.
Our school.
Trees.
The coffee plant.
A picnic excursion.
A sleigh-ride.
A visit to the country.
A visit to the city.
A visit to Mammoth Cave.
How I spent my last vacation.
A journey to England.
A tramp's diary.
Six reasons why a boy should not smoke.
How a shoe is made.
How a barrel is made.
A visit to a paper-mill.
A visit to a hospital.

A visit to a prison.
A letter from Egypt.
Our baby.
George Washington.
Abraham Lincoln.
William E. Gladstone.
Joan of Arc.
The reminiscences of an old tree.
Autobiography of a cent.
History of a loaf of bread.
The old horse's story.
What my dog would say if he could talk.
Good manners.
"A rolling stone gathers no moss."
"All is not gold that glitters."
Intemperance.
Cruelty to animals.
A hundred years ago.

During the latter part of the grammar-school course, pupils should learn to separate their compositions into paragraphs. They may receive some assistance in this direction by studying carefully the paragraphing of prose in their histories and reading books. —*Prince*.

THE DAISY.

There is a modest maiden flower,
That poets call the "eye of day."
Its home is not in artful bower,
But where the wild fields stretch away.

The Daisy, when God's angel's graced
With fragrance every lovely flower—
So meek she was and modest-faced—
Stood far aloof and lost her dower.

—*Anon.*

The Educational Journal

SEMI-MONTHLY.

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

PUBLISHED BY THE

Educational Journal Publishing Company,
11½ RICHMOND ST. W., TORONTO.

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

EVERY SUBSCRIBER SHOULD READ THE FOLLOWING TERMS.

Price—Yearly subscriptions \$1.50; renewals \$1.50; clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25. To Foreign countries included in the Postal Union, \$2.00; to all others, \$2.50.

Remittances—Cash must accompany each order. Accounts for subscriptions to THE EDUCATIONAL JOURNAL are not opened. Remittance should be made by cheque, registered letter, or postal or express money order. Stamps or currency can be sent, but at the sender's risk.

Receipts—Pasted on each copy of THE EDUCATIONAL JOURNAL to subscribers is a small label indicating the date to which subscription is paid; thus:

SAMUEL WILCOX Dec. '96.

That means that Mr. Wilcox's subscription has been paid up to December, 1896. When a subscriber remits, the receipt for his remittance will be given by advancing in about two weeks the date of his label, the length of time paid for.

Post-Office Address—In renewing, discontinuing, or changing address, always give the full post-office address to which THE EDUCATIONAL JOURNAL is sent at time of writing. Without such information the name cannot be found on the subscription list.

Discontinuances—Subscriptions are stopped only upon written order. The return of a paper will not secure a discontinuance. Orders to discontinue can be sent in at any time during the year paid for, and will receive attention at the right time.

Communications for the editor must not be written on same sheet of paper containing matter for the business department.

Address all communications to

The Educational Journal Publishing Co.,
No. 11½ RICHMOND ST. WEST,
TORONTO.

ADVERTISING DEPARTMENT.

Rates of advertising will be sent on application to the above address.

The Inspectors or Secretaries will greatly oblige us by giving timely notice of the dates and places of meeting of the Institutes in their respective localities.

Editorials.

PATRIOTISM AND FREEDOM.

THE editor of the Entrance and High School Leaving Department comments somewhat severely, but, in our opinion, not at all too severely, upon the recent action of one or two of the senators and several friends of the University of Toronto, in connection with the proposal to bestow the honorary degree of LL.D. upon Mr. Goldwin Smith. The facts of the case are briefly these:

It is customary, it seems, for the senate, towards the close of the college year, to appoint a committee, composed of some of its most judicious members, to consider and report upon such matters as the conferring of such honors and marks of distinction as it is authorized to bestow upon those who may be deemed most deserving of such recognition; or, as some might suggest, upon those whose acceptance of its compliments may be best adapted to reflect distinction upon the University. On this occasion, amongst other recommendations was one that the honorary degree of LL.D. should be conferred upon Mr. Goldwin Smith. The

proposal was a very safe one, so far as the merits of the individual are concerned, seeing that the gentleman concerned had already received the same degree from Oxford, his own university, and, if we mistake not, from several other universities of high standing. Be that as it may, his name is familiar in scholarly circles all over the English-speaking world, and no doubt, also, on the continent of Europe, as that of one of the foremost British scholars and writers of the day, and especially as one of the first living masters of graceful, vigorous, classical English. He is, moreover, a gentleman of high social standing, of unblemished reputation, and, as many a poverty-stricken family in this city and elsewhere know full well, of large-hearted and self-sacrificing generosity. The members of the senate committee above mentioned, and, we believe, also, the members of the senate present at the meeting at which the action was taken, were unanimous, as well they might be, in desiring his acceptance of the proffered honor. Whether they had taken the precaution to ask Dr. Smith's consent or not, we do not know. But—would it be believed?—no sooner was the intention of the senate made known than quite a fusilade of objections, protests, and denunciations was begun in various quarters. A prominent member of the senate, Judge Falconbridge, promptly sent in his resignation of his senatorial position. Other *alumni* and friends of the institution wrote indignant remonstrances to the senate and strong letters to the newspapers declaring their patriotic abhorrence of the proposed action. The consequence was that Dr. Smith, as any other gentleman of spirit would have done, promptly declined the purposed dignity.

What was the matter? Did any of these gentlemen doubt Dr. Smith's scholarship? Were they fearful lest by the use of grammatical solecisms, or some other betrayal of lack of information or culture, he might bring the University and its degrees into contempt? Had some disreputable transaction, or some dark stain upon some page of his personal history, been opportunely brought to light? We are not aware that any such reasons were assigned for the hot opposition which was so quickly developed. But there is no need for conjecture. The real grounds for the disapproval and resentment caused by the senate's action were open and avowed. They were—will it be believed?—purely political or "patriotic." Mr. Goldwin Smith's views touching certain large questions of Dominion policy do not agree with those of the protesting gentlemen; hence he is unfit to receive an

honorary degree from the institution which has the honor to reckon those gentlemen upon its roll of graduates. He is well known to hold opinions with regard to the future of Canada which are not in harmony with the views of these gentlemen, nor, in all probability, with those of ninety-nine out of every hundred readers of this paper. He is one of the number, now becoming fewer and fewer in the Dominion, *rari nantes in gurgite vasto*, who regard political union with the United States as the statesmanlike policy, if not "manifest destiny," for Canada. This opinion he holds as a historian and student of events. He advances it openly, manfully, but in a purely academic fashion. Has not any free citizen a right to do the same thing in a free country, without being subjected to ostracism, or disability of any kind? If he has not, what a farce are all the arguments which are being continually used by the ardent advocates of permanent British connection, whether in the shape of Imperial Federation, or in any other shape! They are arguing with an opponent who is not permitted to reply, a kind of reasoning which relies upon a raised club for its convincing power. That the argument from the denial of academic honors is near of kin to the argument of brute force is seen in the fact that *The Week*—a journal which, by the way, owes its existence to Mr. Goldwin Smith, though he long since ceased to have any connection with its management, and which is one of the most pronounced advocates of the University boycott of Mr. Goldwin Smith—was but a little ago using language which seemed very like a suggestion that that gentleman should be forcibly prevented from any longer expressing his views in Canada.

May we not hope that among the other noble and manly qualities inculcated in Canadian schools by Canadian teachers will be that deep-rooted love of freedom which makes the citizen as ready to accord the right and use of free speech or pen to those who differ from him, and from the popular sentiment, as to those who fall in with both? There is no genuine freedom else.

NATURAL METHODS IN EDUCATION.

WE have before us an epitome of an article by M. Emile Blanchard, which appeared some years ago in the *Revue des Deux Mondes*, and which contains some excellent hints in regard to educational methods. The epitome was clipped at the time from the *Montreal Star*. M. Blanchard maintains, with much force

that the work of education, particularly in the sciences, should be carried on to a considerable extent out of doors. He admits that this is not as possible in the city as in the country, and on that account he thinks it would be better if great educational institutions were to a larger extent than at present situated in the country. He would have the teacher, however, wherever it was possible for him to do so, conduct his pupils frequently into the country, and there give them direct lessons in botany, entomology, ornithology, general zoology, and geology. These things could not, of course, be all learned at once. A certain number of excursions might be devoted to each important branch of natural science; the young people should be required to gather their own specimens, and, with these in hand, to follow the explanations and demonstrations of the teacher. The result would be not a mere knowledge of names such as is the too frequent effect of indoor study, but a knowledge of forms, of colors, of habits and habitats, of structure, of use. Both the observing and reasoning faculties of the pupils would be strengthened, and they would begin to have such a sense of the reality of things as the old education rarely imparted. As regards both animals and plants they would learn to distinguish the useful from the noxious, and many hurtful and foolish prejudices would thus be dispelled.

We have often dwelt on the importance of cultivating the perceptive powers of the young—a branch of training that is almost wholly neglected in the stereotyped methods of both school and college. One of the best tendencies of the so-called "New Education" is the stress that it lays upon the cultivation of these faculties by their actual exercise, under the guidance of the teacher. This is largely implied in its motto, "learning to do by doing." The same principle is involved in the introduction of manual training, which, properly understood, is as much the education of the eye as of the hand, into the schools. Both the practical scientific and the manual training are closely related also to the development of the æsthetic faculties, or the sense of beauty, as related to form, color, orderly arrangement, etc. Hence, as we have often pointed out, neither the study of natural science, outdoors or indoors, nor the training of hand and eye in the industrial departments, bears exclusively upon what is called the "practical" in future life. These disciplines no doubt fit men and women better for the hard duties and actualities of everyday pursuits and conflicts. And this is certainly a very high

commendation. But they equally tend to enlarge the sphere of each individual's enjoyments, and they do so by opening up new realms of interest and gratification, on higher planes than those accessible to those in whom the faculties in question are stunted for want of exercise and culture.

M. Blanchard calls attention to another very common educational defect, when he remarks on the "singular incapacity which many apparently intelligent persons have for anything like exact definition. The most familiar objects are known to them, perhaps, only by some one property or quality. Thus a bad mental habit is formed—the habit of being satisfied with imperfect conceptions. How much bad logic must flow from this is obvious at a glance; for there can be no sound logic without a careful scrutiny of terms. The student of natural science learns to be careful how he identifies forms, and also how he pronounces things to be essentially different on the ground of superficial variations. Moreover, the concurrent study of different but related branches of knowledge cultivates the very important habit of viewing things, not in individual isolation, but as parts of a system."

ARE WE "OVER-EDUCATING" ?

THE annual oration at the Encœnia of New Brunswick University was delivered this year by T. H. Rand, M.A., D.C.L., Professor of Education in McMaster University. Dr. Rand was formerly Superintendent of Education in New Brunswick, and before that in Nova Scotia, and had the high honor of inaugurating and firmly establishing the admirable free-school systems at present in vogue in both provinces. As Rev. J. de Soyres, of Cambridge, who was present at the Encœnia, says in some published notes of the proceedings, "Dr. Rand knows the subject of his life-work: he knows our country, her conditions, needs, and possibilities." His comprehensive subject, "The Educational Ideal; How it is Realizing Itself and Whither it Tends," led him to the discussion of some questions of practical and vital importance, in relation to the future developments and tendencies of our educational system. The following passage, quoted from the St. John Sun's report of the address, is specially apposite, as bearing upon a question which has been more than once touched upon in these columns. We commend the views expressed to the careful consideration of our educators of every grade. Much of the efficiency and success of all our legislation, all our systematizing, and all our personal teaching, will depend upon the breadth, the elevation, the soundness and truthfulness of the *ideals* we set before us.

"Taking up the charge so frequently heard nowadays, that the schools and universities are educating the youth of this country out of their proper sphere,

and that the true purpose of public education was to teach the young how to earn their living, Dr. Rand said clear light on this momentous question was impossible till one got down to fundamental principles. Material civilization was a true civilization only in so far as it makes the highest end possible for the individual and the community. To speak of 'over-education,' therefore, indicated some confusion of thought. Nature and moral law forbade that education be limited to this class or that, to this clever boy and that promising girl, or arbitrarily limited to its range and amount. The claim to education is the possession of educable faculties, and its ideal measure is determined by capacity.

"After touching on the demand for technical, or industrial, education, Dr. Rand emphasized the fact that our ideal education implied the presence of true men and women in our schoolrooms and in our professorial chairs. Disregard of this was the educational sin of the day."

"To the charge that 'liberal' education is sweeping the boys and girls into the professions and into the cities, he replied that so long and so far as the great agricultural interest shall proclaim that agriculture is a calling that does not need educated men and women to conduct its operations, and to nourish and direct the social and public life of the community, so long will boys and girls of disciplined and humanized minds regard rural life as uncongenial and irksome. Not less, but more education is the lesson; not a narrow education, but a broad one.

"He contended that it was a false assumption that sons of farmers should remain on the farms, and sons of professional and business men in the cities. The best interests of all, he held, would be promoted by interchange.

"My observation is that country boys and girls have the finest mental and moral stamina, and usually take the most kindly to the severer studies. There is a tendency to deterioration in the city. I should not regard it as a calamity if the city boys and girls, as well educated as if for professional life, found their calling on the farms, while the country boys and girls found free scope for their simpler and firmer lives in the city. Civilization would be advantaged if such an interchange were constantly going forward on a generous scale. The suggestion, however, that we in Canada should educate for given localities, or for given classes of society, ignores the fundamental ideal of which I have spoken. It ignores, also, the obvious truth that the age is cosmopolitan, and that facilities for intercommunication are on every hand. Our youth will move freely throughout all Canada, and freely in other lands as well. The vast majority of the youth in process of education in New Brunswick to-day will fight their life battle in communities in which they were not reared; and most of them, in truth, all of them, will run their race in competition with those who have received their education in other provinces and other lands. We must ally ourselves with nothing below the highest ideal."

High School Entrance and P. S. Leaving Department

EDITED BY
ANGUS MCINTOSH,

Headmaster Boys' Model School, Toronto, Ont.

With the assistance of several
special contributors.

THIS Department covers four pages each issue, and is devoted wholly to High School Entrance and Public School Leaving work. It is supplied in separate form at 25 cents a year, or in clubs of two or more to one address at special rates. Write for particulars.

In the next issue of this department of THE EDUCATIONAL JOURNAL will be printed the Entrance and Public School Leaving Examination papers for 1896; and in subsequent issues these papers will be made the basis of comments, answers, and solutions.

HIGH SCHOOL ENTRANCE AND PUBLIC SCHOOL LEAVING EXAMINATIONS.

The High School Entrance and Public School Leaving Examinations will begin this year on Thursday, July 2nd, and will be conducted as per time tables.

ENTRANCE—1896.

Thursday, July 2nd.

- A.M. 8.45..... Reading Regulations.
9.00-11.00.... English Grammar.
11.10-12.40.... Geography.
P.M. 2.00-4.00..... Composition.
4.10-4.45..... Dictation.

Friday, July 3rd.

- A.M. 9.00-11.00.... Arithmetic.
11.00-12.20.... Drawing.
P.M. 1.30-3.00..... History.

Saturday, July 4th.

- A.M. 9.00-11.00.... English Literature.
11.10-11.40.... Writing.
P.M. 1.30-3.00..... Physiology and Temperance.
Reading to be taken on the above days at such hours as may suit the convenience of the examiners.

PUBLIC SCHOOL LEAVING—1896.

Thursday, July 2nd.

- A.M. 8.45..... Reading Regulations.
9.00-11.00.... English Grammar.
11.10-12.40.... Geography.
P.M. 2.00-4.00..... English Composition.

Friday, July 3rd.

- A.M. 9.00-11.00.... Arithmetic and Mensuration.
11.10-12.20.... Drawing.
P.M. 1.30-3.00..... History.
3.10-5.10.... Bookkeeping and Penmanship.

Saturday, July 4th.

- A.M. 9.00-11.00.... Algebra and Euclid.
11.10-12.30.... Physiology and Temperance.
P.M. 2.10-4.00.... English Poetical Literature.
Reading may be taken on the above days at such hours as may suit the convenience of the examiners.

There is little doubt that examination tests produce better teaching in most cases. In some cases, perhaps, teachers would do better work without them; but it is generally admitted that, in the great majority of schools, the character of the teaching is much improved by adopting an examination standard. There is really nothing else to take its place. In making promotions from class to class, the final examination alone need not be the basis. A very important factor in determining the promotion lists should be the teacher's estimate of the standing of his pupils. A teacher should form his estimate of each pupil of his class from (1) written examinations, given during the term, (2) oral tests, his knowledge of his pupil's natural power and application.

It is necessary, in order to secure the best results, that the promotion examination should be conducted by independent examiners. If written examinations were entirely abolished, a few teachers would perhaps do better work; but the great majority might lapse into mediocrity or even worse. What teachers should aim at in preparing for any examination is to teach all the subjects thoroughly in detail from the very first, and then, towards the close of the year or term, to review along the lines of the previous instruction. This is not intended to imply that there should be no reviews during the term. Every lesson should involve more or less of review. But, before pupils go up to any examination, there should be a systematic review in which the threads of the teaching should be carefully gathered up and their lines of direction accurately observed. Preparation for an examination does not necessarily imply mere coaching for the written test. It may be made thoroughly consistent with a rational development of the faculties of pupils. Examination tests judiciously employed will secure accuracy and exactness, as opposed to looseness, in the work gone over. More students fail in their course of study from looseness in working out details than from any other cause. The successful student must be accurate. To secure accuracy earnestness is indispensable. The great weakness of the present student life is lack of genuine earnestness in working out the details of their studies. Too much prominence is given to mere superficial work—that which is expected “to pay” on the examination test, and far too little to those elements of study which increase a student's real power. In some subjects, at least, too much prominence is given to mere memory work.

The work prescribed for the Entrance Examination is on the whole, with the exception perhaps of history, well suited to direct logical teaching in the different branches of the Public School course, and even in the subject of history there might be made no exception, if it were not for the influence of political “clap-trap” which has no foundation

other than an assumed “jingo” loyalty, which has really nothing to commend it to those who have the best interests of the province at heart, and who are, in reality, more truly loyal than those who make the loudest pretensions. Taking everything into account, it will readily be admitted that the Entrance course in history is the most exacting of all those assigned, in this subject, by the Education Department.

The regulations seem to involve this suggestion—that, while English History is not to be neglected, the Canadian History must be known in detail, by those who pass the Entrance Examination.

Patriotism.—That teacher does most towards developing in his pupils true patriotism who inculcates principles of truth and honor, so that the children under his charge grow up to be upholders of law and order. A good citizen is not one who merely obeys the laws of his country, but one who upholds all just laws and strives by all legitimate means to correct those which are unjust. The records of the past should be so used that they may become an inspiration to do only that which is just and true, and a warning to deter from doing and thinking what is wrong. This should be the motto of every true patriot to

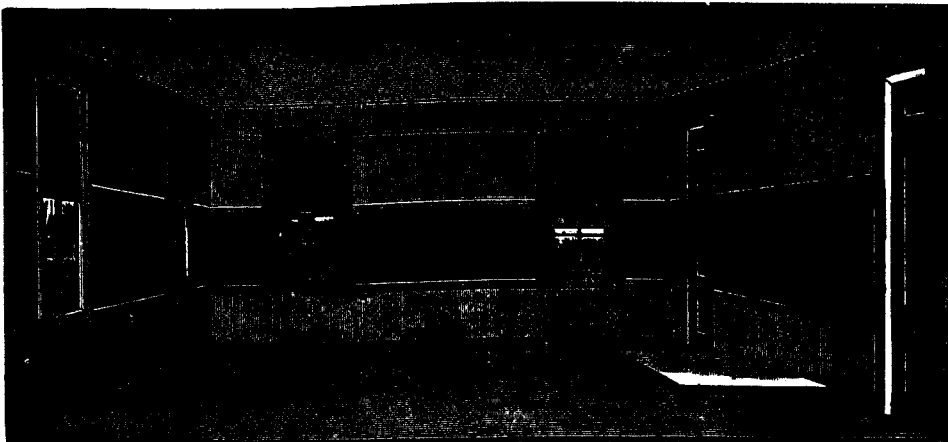
“Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.”

The teaching of patriotism in our schools should lead in the opposite direction to the example set by the thirteen small-souled graduates of Toronto University who lately protested against the granting of a degree to one of the most liberal-minded and cultured gentlemen of Canada.

NOTES AND ANSWERS TO QUESTIONS.

S.—Do not threaten your pupils, as it will greatly lessen your power of control. In warning pupils not to do a certain thing, you should not attach any penalty. It is mischievous in many ways to notify pupils as to what will happen to them if they do so and so. When it is necessary for you to punish, do so for the offence itself and not because you have promised it. A pupil who is punished after being threatened very naturally connects the punishment, whatever it may consist in, with the teacher's irritable temper, and not with the offence he has committed. Besides, pupils soon learn that they are perfectly secure from punishment so long as they confine their operations in mischief-making to new fields of activity. If you have contracted the habit of threatening, give it up, and you will find your power very much increased.

M.—You will find it a great benefit to your



REAL SLATE BLACKBOARD

Our Slate was the Official Slate used at the World's Fair School Exhibition, and received the highest award given for slate, Chicago, 1893. Silver Medal, Paris Exhibition, 1889.

**PERFECTLY BLACK
PERFECTLY SMOOTH
HIGH POLISH**

Send for Illustrated Catalogue of General School Supplies.

**FRED. G. STEINBERGER & CO.
37 Richmond Street West, Toronto.**

pupils to thoroughly analyze all the ordinary verb-phrases. Have the pupils account for every element involved, and have them see how each is related to the others. Compare and contrast progressive and passive verb-phrases, etc.

F.—In teaching arithmetic do not simply grind on the solution of problems. The general principles should receive the first and best consideration, and the solution of problems should be merely an application of previous teaching. Preparing candidates for examination too often leads to neglect of theory.

C.—On going into a new section, endeavor to become acquainted with the people early, and make a special effort to remember the names of those to whom you are introduced. It will be to your disadvantage, as well as discomfort, to have to be reminded of the name of someone you should know. Some have no difficulty in remembering names; but many are more or less deficient in this respect, and need to be on their guard so as not to appear stupid. Remember this—that from the first time you show your face in the neighborhood all who have seen you will know you, and as a matter of course your name will be known before you put in an appearance. You should learn all you can about the section without appearing to be inquisitive. You may safely listen to gossip, it may do you good, but *never* repeat it. Gossipers may give you many valuable pointers, if you are strong enough to use to advantage the information received from such a low source.

ORDER.

Good order cannot be secured without active attention, and active attention cannot be got without giving pupils employment of the right kind, and this, in turn, necessarily involves continuous study on the part of the teacher. If a teacher finds difficulty in keeping order, let him devote more time to the preparation of the lessons he is to teach the next day, and particularly to those lessons he intends to assign. Many teachers spend plenty of time on the lessons they are about to teach or examine on; but give little or no attention to the selection of lessons previous to the time when they are about to assign them. Lessons are often assigned in a haphazard manner.

Special attention should also be given to the selection of definite work for pupils while not engaged in actual recitations. Those who fail in the management of an ungraded school may be able to trace the cause to a neglect of this essential part of their duty. It would be folly to expect children to properly control themselves in school for hours with nothing to do. If teachers do not furnish suitable employment, the pupils will find exercise in the shape of fun and mischief.

PUBLIC SCHOOL LEAVING.

QUESTIONS ON LITERATURE.

BY MR. R. W. MURRAY.

I.

- (1) Write a suitable heading for each department of "The Hanging of the Crane."
- (2) Write short explanatory notes on "shapes indeterminate," "they entertain a little angel unaware," "celestial manners," "right divine of helplessness," "limpid as planets," "divine knight-errantry of youth," "magician's scroll," "the gloomy mills of death."
- (3) Quote the stanza, commencing "What see I

now? The night is fair," and show that the description depends upon color, sound, and movement for its effect.

- (4) Quote the description given of the maidens and of the youth.
- (5) Explain "Ariadne's crown," "Cathay," "isle of flowers," "lyric muse," "monarch of the moon."
- (6) Quote from the poem three or four examples of rhythmical harmony.

II.

- (1) Write in prose form a synopsis of "The Return of the Swallows."
- (2) Quote the words of invitation given by the larks, the thrushes, and the cuckoo.
- (3) Contrast the scenes of Stanzas I, III, V., with those of II., IV., VI.
- (4) Write explanatory notes on "shivering with sap," "spirally up over level and lea," "horizons are luminous," "sun's long drouth," "flew flashing under the blinding blue," "languidly fluted the thrushes," "buds are all bursting unaware," "white Algiers," "singing the bridal of sap and shoot," "dingles of April flowers," "something awoke," "alien birds," "white dreamy square."
- (5) Quote terms that are specially suitable to the idea expressed.
- (6) Contrast the freedom of the swallows with the condition of the "sad slave woman."

III.

- (1) Compare the condition of the ships at eve with that during the rest of the voyage, and show what the author explains by these changed conditions.
- (2) Explain "darkling hours," "to veer, how vain!" "one compass guides."
- (3) What in Clough's career led to his skepticism?
- (4) Where in the poem does he give expression to skeptical views?
- (5) Write a short paraphrase of the poem.
- (6) Quote the last three stanzas, commencing with "To veer, how vain!"

IV.

- (1) In "The cane-bottom'd chair," quote the description of the chair.
- (2) Quote examples of humor in this poem.
- (3) Explain, "divan," "Sultan," "Turcoman," "Tiber," "Mameluke," "Latakia," "Saint Fanny."
- (4) Give a description of the "snug little chamber."
- (5) Explain "odds and ends," "realm," "crack'd bargains," "prints and pictures," "rickety," "ramshackle," "spinnet."
- (6) Write a short note on the career of Thackeray.

V.

- (1) Describe the metre of the poem "My Kate."
- (2) What does Mrs. Browning say about Kate's appearance and manner?
- (3) What is given as the source of her influence for good?
- (4) What is gained by changing to the second person in the last stanza?
- (5) Explain "sunshine and snow," "blue inner light," "looked at her silence," "my sweetheart."
- (6) Write a short note descriptive of Kate.
- (7) Contrast "weak and gentle" with "ribald and rude."

DRAWING.

BY MR. A. C. CASSELMAN.

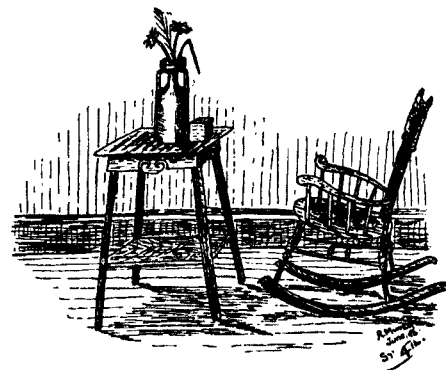
The difficulties to be encountered in preparing pupils for an examination in Drawing are many.

A few of these difficulties will be dealt with in this and the following papers.

First, the teachers have not a true artistic feeling, because their knowledge of art in any form is limited, and, therefore, they cannot inspire in their pupils a love of the subject. In some teachers this want of training manifests itself in open hostility to the subject of drawing. They teach it be-



cause it is on the programme of studies, and it is necessary for the purposes of examination. Now anyone can see that the result of such teaching is positively worse than no training at all in the subject. The teacher and pupil are both prejudiced against it, and, in consequence, look upon the examination as a hardship, not to be overcome by persistent study, but one that must be endured. This has been very clearly demonstrated by an acquaintance with the members of the several Normal School classes. The first thing to do is to overcome the prejudices of the teachers, and then the greatest difficulty will be removed. To all Public School teachers who read this, I would say, put aside all your antipathy against drawing, and resolve to become master of the subject, at least as far as the Public School course is concerned, before school reopens after the long vacation. Do not say that you cannot learn to draw, or that you must possess a special taste for the study. The idea that only those specially endowed by nature can improve their taste for art by study has been exploded long ago.



Every teacher should pursue some one line of study during vacation, not as a continual, never-ceasing grind, but as a means of recreation. This particular study should be some subject that you feel that with more knowledge of it you could do better work, and produce better results than you formerly did. Many of the most successful teachers of the city of Toronto and throughout the rest of the Province plan the whole of the work for the following academic year during the vacation period. Is this not partly the reason why we should have this vacation?

Allow me to plead especially for the subject of drawing this vacation. Get a drawing pad composed of about fifty sheets, each about six inches by eight inches, and a few good pencils. Let these be your constant companions during your

holidays. Get out in the open air and commence to draw, any objects that you may chance to see. Surely every teacher knows enough about drawing to commence upon such simple studies as a barn, a house, a load of grain, and any other objects that have strong characteristic features. If you wish, try trees, fences, and a bit of simple landscape. If you desire to study the plants of your neighborhood sketch them as they grow by the wayside, try to bring out clearly in your drawing the distinguishing feature of each plant you draw. The common domestic animals will furnish those who have made some progress in simple objects with plenty of exercise in the drawing of curves full of meaning, and in shading. The drawing of an object invariably interests the mind in that object. There is an interest cultivated by drawing that cannot be cultivated and is not cultivated in any other way. Our admiration for some common things are gained through seeing their pictures. A passage in Browning's "Fra Lippo Lippi" expresses clearly what is meant :

"For, don't you mark, we're *made so* that we love

First when we see them painted, things we have passed

Perhaps a hundred times, nor cared to see.
And so they are better, painted : better to us,
Which is the same thing. Art was given for that.
God uses us to help each other so
Lending our minds out."



Outside of the large cities of the Dominion we have not much opportunity to see on canvas the common things we have passed a hundred times. In those cities may be seen many paintings of bits of Canadian scenery and the types of Canadian life. I will not dwell here upon the ever-widening field of influence that is being exerted by our Canadian artists in bringing forcibly before us the beauties of our country. *The Canadian Magazine*, published in this city, is giving in each issue a drawing from life of the striking inhabitants characteristic of our Canadian Northwest, and many other pictures that every Canadian should be interested in.

These facts are mentioned for the information of those who do not know that we have here in Canada a large number of artists who are devotedly attached to the natural beauties of our country, and are using their talents for the purpose of helping us to appreciate the beauties of our national scenery. Do we appreciate their efforts and the result of their efforts? Before we can appreciate or can derive some benefit from art we must have some artistic training. This artistic culture must

be disseminated through the medium of the Public Schools and by the teachers.

The teachers of the country have great responsibilities. In one sense the future of art in this country is in their hands. It is unnecessary to state that the public of this country, cultivated in the proper estimation of art, will have a decidedly beneficial effect upon the artistic work produced here.



Let every teacher do a little at drawing, even at the expense of some apparent sacrifice. It may require some resolution to start, but once you have begun you will be amply repaid for all the time spent, by the pleasure gained while cultivating your own powers of drawing, be they ever so little at the beginning. If you think that the self-satisfaction of being able to draw even roughly a few natural things is not reward enough for your exertions, then I can assure you that the new life that will manifest itself in your teaching of drawing next term *will be* abundant reward.

The drawings shown in this issue are by the pupils of the Model School. Their names and classes appear on the drawings.

ORTHOGRAPHY.

- | | |
|--------------------|-------------------|
| 1. comparative, | 26. voluntary, |
| 2. marriageable, | 27. burglar, |
| 3. palisade, | 28. immortal, |
| 4. defiance, | 29. deceit, |
| 5. Harriet, | 30. fanatic, |
| 6. summary, | 31. singeing, |
| 7. unconscious, | 32. millinery, |
| 8. paralysis, | 33. beginning, |
| 9. mortgage, | 34. arraigned, |
| 10. statue, | 35. comptroller, |
| 11. terminal, | 36. intercede, |
| 12. massacre, | 37. pharmacy, |
| 13. seize, | 38. defendant, |
| 14. material, | 39. materialize, |
| 15. supersede, | 40. advisable, |
| 16. enthusiast, | 41. physician, |
| 17. weird, | 42. tournament, |
| 18. beauty, | 43. carbonaceous, |
| 19. cemetery, | 44. diseased, |
| 20. unprecedented, | 45. inducing, |
| 21. compelled, | 46. exercises, |
| 22. mucilage, | 47. privilege, |
| 23. pernicious, | 48. lens, |
| 24. allege, | 49. perspiration, |
| 25. curtain, | 50. capillary. |

—*The School Bulletin.*

A SCHOOLROOM INCIDENT.

A young teacher, fresh from an art school, was trying to explain to a large class of boys and girls from eleven to thirteen years of age the construction and history of an Egyptian vessel, preliminary to a lesson in clay modelling, having for its object the reproduction in miniature of the

described utensil. She had spent much time on the preparation of that recitation and was putting her best energy into it. But the pupils remained indifferent. They could not, for the life of them, see how one could find so much to talk about in so unornamental and common-looking a thing. The plastic material before them on the modelling board tempted the fingers to activity, and soon there were small clay balls rolling over the floor. The teacher did not notice the hint. Just as she turned to the blackboard to illustrate some point a bit of clay thrown by a mischievous hand struck her head. As she looked around another piece of clay hit her ear. With a face flushed with anger, she stepped down from the platform under a shower of soft missiles coming from various directions. This was too much for her, and uttering a fierce-sounding threat left the room.

The principal of the school was outside of the room where he had been listening. He invited the angry teacher into his office. There she broke down, and the tears in her eyes showed her deep disappointment at the failure of the recitation which had taken so much time and labor to prepare.

The principal had intended to severely criticize her for the unpedagogical talk he had overheard, but he did it in the kindest way, and explained why the children's interest failed to respond. Then he accompanied her to the modelling room.

The children were silent when the head of the school appeared, and looked with deep concern askance at him. "I am sorry," he began. A pause followed, that increased the suspense of the guilty ones and held the class as spellbound. "Very sorry indeed." Another pause. Then he suddenly raised his voice. "I had always thought that all the boys of this class were gentlemanly at all times, and I regret very much that I have been disappointed by hearing that some of them have been most disrespectful toward Miss——. I am confident the girls would not so far forget themselves as to show such lack of good manners."

How did he know that only boys had thrown clay? The fact is that he suspected that some of his girls had also joined in the mischief. But in those well-calculated pauses at the beginning of his speech, which gave the impression that he considered the matter one of great seriousness, the principal had thought out a plan of procedure that would most effectually accomplish his purpose. He was aware that wholesale criticism, without any discrimination, would be resented by the justice-loving minds of the children, and would create a feeling unfavorable to the inculcation of a moral lesson. Experience had confirmed in him the wisdom of the rule, *Divide et impera* (divide and govern). By thus dividing his class and addressing his censure only to the boys he knew he would not run the risk of setting the class spirit against him, but would be sure at least of the support of the opinion of one part, namely, of the girls. The girls who had thrown clay besides were sufficiently punished by the expression of his confidence in their good conduct. Neither did he do an injustice to the boys who had committed the misdeed, for he spoke only of "some of them." This fair and thorough diplomacy could not fail to pave the way for an effectual impression.

He continued: "I ask those boys who have thrown bits of clay at their teacher to stand up." Five boys rose, and with downcast eyes awaited their punishment. "Are these all?" the principal asked. Two more stood up. Addressing the first five the principal said: "I am glad that you five are manly enough to acknowledge the lack of manners that has grieved Miss—— and myself." And turning to the other two: "You also have had the courage to show that you are willing to take the consequences of your thoughtless doings." Then addressing himself to the seven: "I said 'thoughtless doings,' for I believe that not one of you seven boys would throw clay at your teacher with the intention of hurting her feelings. But the mischief has been done. Will you promise Miss——, each one in turn, to make an honest effort never to be disrespectful again toward her?" They answered yes, and each one pressed Miss——'s hand as a pledge for their good intentions. "You have been manly in acknowledging your misconduct and that satisfies me that you will keep your promise to be more gentlemanly hereafter."

Here is another valuable pointer. There was neither waste of time nor lack of faith in the honesty of the class. The principal simply gave the

impression that he fully believed the seven to have been the only culprits in the class. Those who were too cowardly to admit their guilt lost the praise he bestowed upon the "manliness" of the seven, and that means a great deal, as all who know boyish pride will agree.

The following regulations and instructions issued for the conduct of promotion examinations in East Middlesex and in Wentworth Public Schools, may prove interesting for purposes of comparison, etc. :

WENTWORTH PUBLIC SCHOOLS' PROMOTION EXAMINATIONS.

April, 1896.

REGULATIONS.

To the Teacher :

The accompanying sets of examination papers are sent with a view to secure a greater degree of uniformity in the classification and promotion of pupils in the Public Schools of this county. As examiner, you will have to use your judgment in any emergency not provided for in the following rules and regulations :

I. Seat candidates, writing on the same paper, as far apart as possible. Remove all books, etc., from desks, all maps or charts from the walls, and use all diligence in preventing pupils from copying, or in any way assisting each other.

II. Distribute the printed questions promptly to the pupils at the time specified on the time table, and collect answer papers at the time allotted. Give verbal explanations when necessary for pupils to understand the meaning of a question.

III. Candidates are not to leave the room until their answers are handed in.

IV. Give partial values to all incomplete answers. As far as possible, all answers are to be given in complete sentences.

V. Enter marks awarded on the accompanying promotion sheets. Send one copy to the Inspector's office, and keep one in school for reference. The value of each answer is to be entered on the margin, opposite each answer, and the answer papers kept for reference.

VI. Promote all pupils who make 50 per cent. on the aggregate, and 25 per cent. on each subject. Pupils who fail by a few marks, either on the aggregate or on any one subject, may be promoted at the discretion of the teacher. Allow five marks for neatness on each of the following papers if deserved : Literature, Spelling, Arithmetic, Geography, Grammar, History, and Composition.

VII. In making out the promotion sheets, see that the columns are filled out properly, and in accordance with the conditions specified at the bottom of the promotion sheet.

VIII. Pupils who were promoted since last promotion examinations are required to write, and should do so to show that they have not been promoted before they were properly prepared.

TIME TABLE.

First Day.

- 9.05 to 10.45 a.m.—Literature.
- 11.00 to 12.00 a.m.—Geography.
- 1.00 to 2.45 p.m.—Grammar.
- 3.00 to 3.30 p.m.—Dictation, 3rd Classes.
- 3.00 to 3.30 p.m.—Drawing, 4th Classes.
- 3.30 to 4.00 p.m.—Dictation, 4th Classes.
- 3.30 to 4.00 p.m.—Drawing, 3rd Classes.

Second Day.

- 9.00 to 11.00 a.m.—Arithmetic.
- 11.15 to 11.45 a.m.—Writing.
- 1.00 to 2.30 p.m.—History.
- 2.45 to 4.00 p.m.—Composition.

Reading to be taken when convenient, on either day.

N.B.—Each school in the county is required to take this examination and report results.

EAST MIDDLESEX PUBLIC SCHOOLS.

OUTLINE OF WORK IN FORM I.—CLASS I., PART I.

Reading.—Reading, pronouncing words, phonics, and spelling ought to be recognized by teacher and pupils as four different but allied kinds of exercises.

Reading should be regarded from the very first lesson as the recognition (and oral reading as the expression) of a thought; the so-called reading without thought is only word pronouncing. The lesson in *reading* is a failure if it does not lead the child in the first lesson to the natural and intelligent expression of the thought symbolized on the blackboard, tablet, or page. Except in short sentences of three or four words, "phrasing" greatly helps the child to discover or perceive the thought. Using two pointers to mark off the natural groups of words or phrases is preferable for several reasons to slurring them with crayon or pencil.

"Wording," or pronouncing words.—In the practice of the method adopted by successful teachers, the child is not supposed to attempt to read the phrase or sentence until he can pronounce every word in it at sight. If a word stands by itself for an idea new to the child, the teaching such "meaning" should be taken up at this stage.

Phonics.—Spelling by sound. By practice apart from any printed or written characters, the child is made familiar with the sounds that enter into the composition of English words. The child learns to tell words when the sounds are separately uttered, and, later, to break up easy words into their separate sounds. After a week or two of such practice, he commences to learn that the mark (it may be) written on the blackboard stands for a sound now told him, and which is familiar to him. As rapidly as he can learn and remember the marks that stand for sounds with which he is familiar, he should get such practice in naming new words or even combinations of letters that are not words, such as *rid, sid, fid, hid*. Habituate the beginners in their efforts to pronounce new words to think of or spell the *sounds*, not the *names*, of the letters.

Spelling.—Spelling by naming letters need not be practised in Part I. The practice in phonics and the exercise in copying words and sentences afford sufficient practice in spelling. Iterating the spelling of irregular words retards the progress in acquiring normal words; it is to the latter that attention should be very largely directed in Part I.

Before promotion the average child should be able to read with intelligence and natural expression original sentences written on paper or blackboard, the sentences being composed of words in the Reader, or of words whose phonic elements are taught in Part I., and he ought also to be able to read from the book any sentences in Part I.

No use need be made of the columns headed "New Words" in either Part I. or Part II., unless for review. It is time enough to teach the "new word," particularly if it is an irregular one, when it is met in the sentence.

Drawing.—The use of the ruler; drawing straight lines with the ruler in positions to make simple diagrams of three and four lines; ruling light parallel lines for writing. The plain outlines of print capitals in the order : I L T H F E N M A K V W X Y Z P B R D J U O Q C G S. The exercises on the fly-leaves of Part I. of the First Reader. Simple outline drawings of objects. Kindergarten Drawing Book No. 1 is recommended.

Writing.—After the ability to *rule lines well* is acquired, teach the small script letters in the following order : *u i w v, n m o a e r s c x, t d l b h k, j y g z, p q f*. Some children learn writing very much more quickly than others; those who are able may be allowed to finish the small letters in Part I. A pupil should not leave a letter until he makes it correctly in the ruled spaces. Reading the script letters is usually taught long before the writing of them. Some teachers are training the beginners in movement by having them write large letters on the blackboard.

Arithmetic.—Counting words, letters, splints, and other objects. Combination of numbers to 10; then from 10 to 20. Making the figures. Knowing, reading, and writing numbers to 20. Supplying each child in the class with (say 20) splints, give a large variety of questions that can be worked out with the splints.

Composition and object lessons.—Answering, orally, questions on the subject-matter of the reading lessons in simple, complete sentences. Short, complete, oral sentences on number, form, size, color, etc., of objects in the schoolroom.

OUTLINE OF WORK IN FORM I.—CLASS I., PART II.

Reading.—Word pronouncing is not reading. Without thought and understanding of the sentence

—no reading. By questioning on the sentence, by requiring proper and natural grouping of the words, and by other means, constantly aim to secure *thoughtful* reading on the part of the pupil. Supplementary reading, by the pupils, of suitable stories from Sunday-school papers, children's magazines, or juvenile books, is strongly recommended. Children need plenty of practice as well as skilful instruction. For promotion, exact ability to read at sight paragraphs selected in three or more different lessons. Ten or twenty lines of script on paper, being a paragraph *new* to the child, but containing not more difficult words than those in the Reader. Reading selected sentences *silently* and then with books closed, or back turned to the blackboard, telling the teacher the sense of the sentence read.

Phonics should be continued. In schools where phonics are properly taught, not only do children learn more rapidly and easily to read, but they also learn to articulate and pronounce words better than those in other schools.

Spelling.—Spelling all *regular* words and easy phrases in Part II., orally, or from dictation. Capital letters may be printed or drawn in outline (see Drawing in Part I.) in dictation lessons until the script capitals are taught. All punctuation marks ought to be copied in the transcription exercises and dictated in the dictation lessons. Some teachers claim it is better in all classes to require the child to leave a blank rather than to attempt to spell a word by guessing.

Writing.—Complete the small letters and take up the capitals in the order of their difficulty : A N M T F H K P B R G S L I J O E D C R U V W X Y Z. Dictation and transcription in ruled spaces. Require the ability, before promotion, to rule faint, parallel, properly-spaced lines, and, in the spaces, to write, from slow dictation, passages from the reading book legibly and with correct form.

Arithmetic.—Numeration and notation to 1000. Combination of numbers to 100. Counting by 1's, 10's, 100's to 1000. Addition table until the figures in short columns can be added correctly as rapidly as to average a figure per second. Addition and subtraction. Adding 30 figures in one minute. Subtracting 40 figures from 40 figures in 2 (to 3) minutes. Roman notation as far as the lessons in the book are numbered. Mental arithmetic.

Drawing.—Simple figures with straight lines. Exercise on fly-leaf on Part II. of the First Reader. Simple outline drawings of objects. The Kindergarten Drawing Course, Parts I. and II. Familiarize the pupil with the use of the ruler as a guiding and measuring instrument. Habituate to correct position of slate or paper, and correct holding of the ruler and pencil. The child who merely *copies* the drawing exercises on the fly-leaves of the Readers misses the chief benefit of the exercise. If these are *taught*, the inventive faculty is exercised so that the child will feel pleasure in and be capable of producing an unlimited number of similar original designs. In outline drawing, the object (as the ink-bottle or chalk-box) should be held up, and the child led to see its bounding lines. He should learn to recognize these lines upon the object and copy them *from it*.

Geography.—The directions (not on the map) N., S., E., W.; and the four intermediate points. Modelling on the sand-board and picture or map drawing of the school grounds are recommended.

Composition and object lessons.—Making statements about objects; conversation in complete sentences on subject-matter of the reading lessons. Copying and filling easy elliptical sentences from the blackboard. Writing simple sentences about objects brought before the pupil's notice.

Examples :

(a) Write a sentence stating on which corner of the desk the bell is. Write a sentence telling how many pieces of chalk on the the northeast window-sill.

(b) Write two sentences, telling uses, under the title "Salt." Write three sentences under the title "The School Fence," telling (1) the kind, (2) the condition, (3) the height; then write these over again, putting the three sentences into one.

(c) Supplying ellipses in transposed sentences, Part II., p. 74; Harry and—paid for some—, with—money, and drew it on a—sleigh to a—woman who had a—struggle to—enough to—upon.

(d) Reproduction of a short anecdote, simple rhyme, etc., in the pupil's own words.

Mathematics.

Communications intended for this department should be written on one side only, and with great distinctness; they should give all questions in full, and refer definitely to the books or other sources of the problems, and they should be addressed to the Editor, C. CLARKSON, B.A., Seaforth, Ont.

CORRESPONDENCE.

W. FOSS, Brandy Creek, sent four solutions and an original problem.

MABEL HEWITT, Kingston, sent a solution of one problem.

EDWARD DEIR, Kingston, sent a solution of one problem.

LINUS, Montreal, asks for the proof of a rule in mensuration, and the name of a good book on the subject. N.B.—The second part was answered in the May number, p. 29. The proof will be given as soon as space can be found.

NOTICE.—Solutions of Entrance, Public School Leaving, Primary, Junior Leaving, and Senior Leaving papers are in demand during the autumn and winter months. We shall be pleased to publish concise, *carefully written* solutions from our contributors. Due credit will be given to all who render assistance in this field, and the best solutions and *most carefully written* will be selected. Nearly all skilful mathematicians write very legibly, and arrange their work in neat, concise forms.

REMARK.—We are glad to learn that a suitable Companion to the Public School Arithmetic is likely to be published by the author in due time. There is no doubt it will contain valuable directions and hints, and we take pleasure in calling attention to the forthcoming help. We are in hope that it will relieve this column from the congestion that has for many months limited its sphere of work. If the clever authors of the High School Arithmetic would go and do likewise, they would also deserve our thanks.

PROBLEMS FOR SOLUTION.

REMARK.—The following problems have been accumulating for more than three months. They come from Cape Breton and Vancouver, and most provinces that lie between. Very many were followed with the request, "Please answer in next issue of THE JOURNAL." We regret extremely that it has been physically and morally impossible to comply with these requests. This paper has between 5,000 and 10,000 readers, and we are compelled from the necessity of the case to provide a certain amount of variety to suit all tastes and predilections. In future, if our correspondents come to an emergency, let them apply for a private answer to their questions, and they will probably get a reply within thirty days. The writer wishes to return sincere thanks to the hundreds of teachers who have during the past half-year sent letters to this department of THE JOURNAL. Unassisted by such a band of enthusiastic helpers, the Editor could not have hoped for such a measure of success, and his thanks must be on a large scale. His work has been a continual delight, and the expressions of appreciation received have been a high reward. Let not any one of the scores whose letters have received no notice suppose that they have not been carefully conned. Some of these have been most helpful indeed. In future address the Editor direct at Seaforth, Ont.

58. A man invests a certain sum in 3% stock @ 90 and an equal sum in 4% stock @ 95. Each stock rises 5% in price. The investor then sells out and invests the proceeds of each stock in the other. The stocks fall to their former value, and he again sells at a loss of \$3,514.75 on the amount realized on his former sales. Find the sum he originally invested. (P.S.A., p. 171, No. 23.)

59. Select the greatest and the least of the fractions: $\frac{21}{137}$, $\frac{21}{135}$, $\frac{21}{139}$, $\frac{21}{143}$. "Is there any short way of doing this? I should like to know."

60. A's present age is $\frac{1}{3}$ of B's present age, but 16 years ago it was $\frac{1}{2}$ of B's. What are the percentages? "I can do this by algebra easily

enough, but I would like to be able to solve it by arithmetic alone."

61. A grocer has teas at 5s. and at 3s. 6d. per pound. He mixes them in equal quantities, and sells the mixture at such a price that he gains as much per cent. on one kind as he loses per cent. on the other. What was the selling price, and what does he lose or gain per cent.?

62. I hold a 70-day draft on Chicago for \$2,750; I sell the draft at $\frac{1}{4}$ % premium, and with discount off at 8% per annum. What do I receive? (H.S.A., p. 192, No. 16.)

63. What sum of money deposited at the end of each year for the next five years will then be sufficient to purchase a perpetual annuity of \$50, deferred 2 years, money being worth 6% yearly? (H.S.A., p. 185, No. 18.)

64. What sum of money, deposited at the end of each year for the next six years, will then be sufficient to purchase an annuity of \$500, deferred 2 years, to run 5 years, money being worth 4% per annum, payable yearly? (H.S.A., p. 185, No. 19.)

65. Find the number of gallons of water which pass in 5 minutes under a bridge 20 ft. 6 in. wide, the stream being 12 ft. 4 in. deep, and its velocity $2\frac{1}{2}$ miles per hour. (H.S.A., p. 211, No. 199.)

66. Six men bought a grinding-stone, 65 inches in diameter, each paying one-sixth part of the expense. They agree to grind down their respective shares in succession. If the axle renders a space in the centre 5 inches in diameter useless, find the diameter of the grinding-stone when each has ground his share.

67. Find the value of

$$\frac{1+x}{1+\sqrt{1+x}} + \frac{1-x}{1+\sqrt{1-x}} \text{ when } x = \sqrt{\frac{3}{2}}.$$

68. Find the value of

$$\frac{1+x}{1+\sqrt{1+x}} + \frac{1-x}{1-\sqrt{1-x}} \text{ when } x = \sqrt{\frac{3}{2}}.$$

69. A. sets off from M to N, and B. at the same time from N to M, and they travel uniformly; A. reaches N in 16 hours, and B. reaches M 25 hours after they met on the road. Find in what time each performed the journey.

70. The radius of the small wheel of a bicycle is $5\frac{1}{2}$ inches. A straight line drawn from the top of the large one is $35\sqrt{3}$ inches in length, and makes, with the vertical line, an angle of 30 degrees. How many more revolutions does the small wheel make than the large one in going a mile?

71. If $x^2 + y^2 + z^2 + 2xyz = 1$, then

$$x\sqrt{(1-y^2)(1-z^2)} + y\sqrt{(1-z^2)(1-x^2)} + z\sqrt{(1-x^2)(1-y^2)} = 1 + xyz.$$

72. If $x^3 + px^2 + qx + r$ is divisible by $x^2 + mx + n$, then the quotient is a factor of $mx^2 + qx + r$.

73. If $x^3 + ax^2 + b$ and $x^3 + px + q$ have a common factor of the second degree in x , then $a^3bq = (b-q)^3$.

74. If $ax^3 + bx^2 + c$ and $cx^3 + bx + a$ have a common factor which is a complete square, then $a^2b^2 = 4b(c^2 - a^2)$.

75. Find a value of x which will render $(n^2 + n + 1)x^2 + (n^4 + n^2)x - (n^2 - n + 1)$ a complete square for all values of n .

76. Find values for x and y which render the fraction $\frac{2z^2 + (x-a)z + 2b(x-2c)}{3z^2 + (y-b)z + 3a(y-3c)}$ independent of the value of z .

77. Three men, A., B., and C., stand in a row on a level pavement. A.'s height is $5' 3\frac{1}{2}"$, B.'s is $5' 9"$, and C.'s is $6' 1\frac{1}{2}"$. If A. stands 10' to the right of B., how far to the left of B. must C. stand that the tops of the three men may range in a straight line? (P.S.A., p. 191, No. 4.)

78. How many yards of fencing-wire will be required to enclose a rectangular field thrice as long as it is wide, if the field contains 10 acres, and the fence be made 5 wires high?

79. The length of the base of a parallelogram is 45 feet, the length of the perpendicular on the base from the opposite sides is 28 feet; the length of a side adjacent to the base is 35 feet. Find the length of the perpendicular on this side from the side opposite to it. (P.S.A., p. 191, No. 9.)

80. A town borrows \$12,000, to be repaid, prin-

cipal and interest, in 4 equal annual payments. Find the annual payment, money being worth 6% per annum.

81. A mortgage of \$5,000, bearing interest at 6% per annum, payable yearly, has 10 years to run. Find its present value, money being worth 4% per annum, payable half-yearly.

82. The parallel sides of a trapezoid are respectively 27 ft. and 35 ft. in length, and the non-parallel sides are respectively 18 ft. 7 in. and 23 ft. 11 in. long. The latter sides are produced to meet. Find the respective lengths of the produced sides between the point of meeting and the shorter of the parallel sides of the trapezoid. (P.S.A., p. 190.)

83. Taking the diameter of the sun to be 880,000 miles, and the sun's distance from the earth to be 92,400,000 miles, what must be the diameter of a circular disk that it may just hide the sun when held between the eye and the sun, and 21 inches in front of the eye? (P.S.A., p. 191.)

84. Produce a given straight line so that the rectangle contained by the whole line thus produced and the part produced may be equal to the square on another given line.

85. Produce a given straight line so that the rectangle contained by the whole line thus produced and the given line shall be equal to the square on the part produced.

86. Divide a straight line, AB, into two parts at C, such that the rectangle contained by BC and another line, X, may be equal to the square on AC.

87. If a straight line is divided internally in medial section, and from the greater segment a part be taken equal to the less, show that the greater segment is also divided in medial section.

88. Let the following diagram be that of Proposition 11, Book II. : AK, FD, and GB are joined. It is required to prove that they are parallel to one another.

89. A., B., and C. form a partnership, with capitals of \$7,500, \$15,000, and \$22,500 respectively. A. draws out at the end of each year \$750; B., \$1,200; and C., \$1,350. At the end of 5 years their capital is \$42,900. How much of it belongs to B.? (H.S.A., p. 190, No. 17.)

90. If I can walk a certain distance in 114 days when I rest 5 hours each day, how long will it take me to walk twice as far if I walk twice as fast and rest twice as long each day?

91. The sum of three numbers is 24; and six times the first, three times the second, and twice the third give the same result. Find the number.

92. Out of a purse I take \$100 more than one-half of the whole sum which it contained; then \$30 more than $\frac{1}{3}$ of what then remained, and then \$20 more than $\frac{1}{4}$ of what then remained; after this \$10 remained. What did the purse contain at first?

93. If from a point without a parallelogram there be drawn two straight lines to the extremities of the two opposite sides, between which, when produced, the point does not lie, the difference of the triangles thus formed is equal to half the parallelogram.

94. Construct a parallelogram equal to a given triangle, and such that the sum of its sides shall be equal to the sum of the sides of the triangle.

95. "Kindly solve the following algebraical equation in next issue, if possible."

$$x^2 + y = 7 \\ x + y^2 = 11.$$

N.B.—This problem is older than the century. It has been dealt with three times in THE JOURNAL—once by Prof. Baker, and twice by the present Editor. See page 218, Dec. 1st, 1895, or send for private answer.

96. Find volume of earth (diameter 8,000 miles), and compare with volume of atmosphere 200 miles in height from surface of the earth.

97. ABC is a right-angled triangle. AB is the perpendicular and BC the base. AB is trisected at E and D. Through E and D straight lines EG and DF are drawn to G and F in AC, and are parallel to BC. AB = 42 feet; BC = 30 feet.

(a) Find the area of DEGF.

(b) Find each of the four sides of DEGF.

98. (a) Through a pipe 20 inches in diameter the water flows at the rate of 10 miles per hour. Find the cubic contents passing in 15 minutes.

(b) Find the time required to fill a reservoir, in shape the half of a sphere, with a circumference of 100 yards.

99. A fir tree is 200 feet long to the top point from the base, which is 8 feet in diameter. How many cords of wood in the tree?

100. Find the area of a trapezoid with the two parallel sides 48 and 60 feet respectively. The distance between the two sides is 20 feet.

101. ABC is an equilateral triangle; $BC=10$ feet. Pass an indefinite straight line through the apex A and parallel to base BC. Take a point D in MN 6 feet from the apex A. Join DB and DC. Find the area of the figure DBC.

102. Given a circle with radius 10 feet:

(a) Find area of inscribed regular octagon.

(b) Find volume of a regular octagonal pyramid erected on the inscribed octagon. Height of pyramid, 24 feet.

103. ABCD is a trapezium. The diagonal AC = 560 feet. DE is a perpendicular let fall from angle D upon AC. BF is a perpendicular let fall upon AC from the angle B. $DE=240$ feet; $BF=300$ feet. Find area of ABCD.

104. Find volume of a mountain peak, cone-shaped, $\frac{1}{2}$ mile high, with a base $1\frac{1}{2}$ miles in diameter.

105. Given ABC, an equilateral triangle, and D, a certain point within the figure such that $BD=3$, $DA=4$, $DC=5$; required the side AC of the triangle.

Solution by the Editor.

On AD describe an equilateral triangle ADF on that side nearest to AC, cutting AC in O; and join CF. Then $CF=BD=3$, from Euc. I. 4, since the angle BAD = the angle CAF.

Draw AG perpendicular to DF. Then $GF=2$

(Euc. I. 4), $AG=\sqrt{12}$.

Let $GO=x$, $OF=y$, $\therefore x+y=2$. Now, the triangles AGO and CFO are equiangular and similar, and, therefore (Euc. VI. 19), $AG : x = CF : y$,

$$\text{i.e., } \sqrt{12} : x = 3 : y; \therefore x = y \cdot \frac{2}{\sqrt{3}}$$

$$\text{But } x+y=2; \therefore y=4\sqrt{3}-6, x=8-4\sqrt{3}.$$

$$\text{But (I. 47) } AO^2 = AG^2 + x^2,$$

$$= 12 + 12 - 64\sqrt{3};$$

$$\therefore AO = \sqrt{(124 - 64\sqrt{3})} = 2\sqrt{(31 - 16\sqrt{3})}.$$

$$\text{Also } CO^2 = CF^2 + y^2$$

$$= 9 + 84 - 48\sqrt{3}; \therefore CO = \sqrt{3} \sqrt{(31 - 16\sqrt{3})},$$

$$\therefore AO + CO = AC = (2 + \sqrt{3}) \times \sqrt{(31 - 16\sqrt{3})},$$

$$\text{and } \sqrt{3} = 1.732$$

$$= 3.732 \times \sqrt{3.288} = 3.732 \times 1.8$$

$$= 6.71. \text{ Ans.}$$

OPENING SONG FOR SCHOOL.

BY SYLVIA MANNING, OHIO.

Tune—"What a Friend we have in Jesus."

Here we gather every morning,

In this place to us so dear;

To the fount of knowledge coming,

We will gladly hasten here.

Happy schoolroom, happy schoolroom,

Here we meet with friends so true;

Here we walk in wisdom's footsteps,

Daily learning something new.

But our school-days now are fleeting,

Like the bygone days of yore;

Soon these happy words of greeting

Will be sung by us no more;

We'll remember, we'll remember,

Those with whom we often meet;

And we hope again to see them,

In a home of love complete.

There we hope to stand with loved ones,

On that bright celestial shore;

There to sing sweet songs of worship,

And be parted never more;

Happy home, our home in heaven,

In that city, bright and fair;

There we'll join the heavenly chorus,

With our loved ones over there.

—Popular Educator.

Teachers' Miscellany.

CAPTAIN JERRY, OF THE TRUTH BRIGADE.

BY VIOLET ETVNGE MITCHELL.

The golden sun looked down with beaming face on Jerry Ainsleigh, as he stood in the doorway of the old Butternut farmhouse with his arms around Grandma Tupper's neck. In all his life, Jerry had never been so undecided whether to laugh or cry. First, because that morning he was going to cross the blue hills which formed a barrier between Deepdale and the wonderful outside world. Second, because he must leave Grandma and Grandpa Tupper, who had brought him up, since the day when he had been left, a helpless little orphan, to their tender care.

The old Butternut Farm held many attractions for Jerry, not the least of which were Sam, the gray co't, and Pompey-Jim, a dog of uncertain pedigree, with but one ear and no style.

But Jerry was getting to be a big boy, and it was finally decided that he must go to Boston and learn something more than he could be taught in Deepdale. Grandma had said "Yes," and had packed Jerry's new trunk without letting anyone know how many tears had fallen into it. But now, as they waited for grandpa to drive around from the barn with the sorrel team, she could no longer hide her sorrow.

"Jerry, boy," sobbed she, "you will never break your word or wander from the truth, will you? Oh, Jerry, promise me!"

Jerry smiled as he answered her. "Grandma, the only time I ever came near forgetting my promise was when that Ricketts boy found the woodchuck's hole in the north meadow and asked me if I didn't believe there was a woodchuck in there. I just knew that if I said 'yes' that poor little fellow would have been as good as dead, so I laughed and called him a stupid. Was that a real lie, grandma?"

"Dear," returned the old lady, tenderly, "anything is a lie that is not wholly the truth. You should have urged Jimmy to come away, and he would have respected you more for taking the part of a little helpless animal."

At this moment the open wagon, driven by Grandpa Tupper, rattled up to the front door, and Pompey-Jim, barking as though he, and not Jerry, were going to boarding school, followed at full trot.

"Jump in, boy," called the old gentleman, "we can just catch the train. Whoa, there, Sassafras! B-a-c-k, Wintergreen! What, crying, Jerry? Pooh! Pooh! Look at that jolly old sun laughing at you from behind the plum tree. Why, boy, by the time you are home again the strawberries will have grown large enough to fit that big mouth of yours! Come along."

The little boy, dashing the tears from his eyes, sprang up beside grandpa on the front seat. Crack! crack! went the whip; "bow-wow" barked Pompey-Jim—they were off!

In Boston, next morning, when Jerry opened his eyes, he found himself in a large room in which five white iron bedsteads stood in a row, each containing a boy of about his own age. In spite of the kind manner with which Doctor Cady, Principal of Benvale School, had received him the previous night, he had gone to his room feeling very homesick for his own little cottage bed, covered with a blue and white patchwork quilt; and for fear they might laugh at what to him was sacred, he had waited until the other boys seemed to be asleep before venturing to say his prayers.

"Hello!" cried a voice through the darkness, "what's the new fellow at? Saying his prayers, I declare!" And all four boys, sitting up in bed, aimed each a pillow at Jerry's head.

At this moment the door opened softly to admit a senior scholar, who entered on tiptoe. In the moonlight Jerry recognized him as Dion McCarthy, one of the big lads in the school.

"Hello, Skinny," was McCarthy's greeting, "playin' prayer meetin', are you? Here, one of you fellows, close that door and make no noise. I must put this youngster through his paces. Now, sir, come here."

Jerry measured his antagonist, who was tall and muscular and fully sixteen years old. At a bound McCarthy cleared the distance between the new

boy and himself, and seizing him by the shoulder shook him roughly.

"Ha, ha, ha!" laughed the occupants of the other iron beds. They had all gone through an equally thrilling experience at the hands of McCarthy or John Billings, who were leaders of rival factions.

"Now, see here, Skinny," continued the bully, seating himself on the edge of his victim's bed; "there are two captains in Benvale School—Billings and myself. Which side are you on?"

"On neither side," flung back the little fellow, with flashing eyes. "I'll follow nobody!"

"Oh, you won't, eh? You're a commander yourself, perhaps? Regular Captain Jinks of the Life Guards Pinks, eh? Not afraid? M-h; m-h. See this fist? How does that feel on your ear, Captain Jinks? Now, sir, which faction do you belong to?"

A rush of blood tingled through Jerry's ears, and for a moment he saw nothing but stars more brilliant than any which had dotted the blue heavens above the old Butternut Farm; then, amid the chorus of smothered laughter, he heard Dion's voice.

"Get up, youngsters, and see the fun. The new fellow is going to dye the German professor's wig pea-green."

The boys tittered, and in a moment had thrown themselves into their clothes. Jerry, still shivering, never moved from his bed.

"Put on your duds," ordered McCarthy, in a hoarse whisper; and, as he obeyed, Jerry thought he could understand just how the poor woodchuck felt when he heard Jimmy Rickett's step on the hard earth above his little home.

"Now, see here, Skinny; Herr Otto sleeps in No. 10, next door. He wears a bath wig like a yellow cat. When he takes a bath he leaves the curly locks on his dressing-table. Now, sir, you'll sneak in there, snatch up the wig, and bring it here, where you'll rub in enough of this green dye to make the old man a pretty sight to-morrow. Hurry up."

"I won't do it. It's a mean trick," flashed indignantly from Jerry's lips.

"Oh, you won't, eh? Here, boys, stuff this handkerchief into his mouth so that he can tell no tales. Come on, Captain Jinks."

Half dragged, half pushed by McCarthy, Jerry found himself in the professor's room, where, although the gas burned dimly, it was easy to distinguish a mass of fluffy yellow hair lying on the dressing-table.

"Pick it up," commanded Dion; but Jerry, unable to speak, shook his head.

Seizing the little fellow's hand, the bully forced the wig within its grasp, and, using all the force of his brutal nature, succeeded in accomplishing the act against which honest Jerry had resisted passionately, though in vain.

Ten o'clock had just struck when Tippy Martin, one of the occupants of the dormitory, slipped through the darkened hall to suspend a pea-green wig from the knob of the professor's door. Then, with a whispered threat, McCarthy vanished.

It was the morning following the escapade. Prayers were just over and the echo of Dr. Cady's deep-toned "amen" still pulsated the sleepy air. Then a bell sounded, and amid respectful silence the principal of Benvale School arose to address the boys.

"I would like to afford the perpetrator of a contemptible trick an opportunity for voluntary confession," he began, impressively, but without his usual smile; then, glancing at the clock, he added, "I will wait five minutes before resorting to further measures. Did I hear you speak, Billings?"

McCarthy's rival avoided the search-light of the doctor's eye.

"No, sir," he said. Then a little rosy-cheeked fellow, at whom Dion had been making telegraphic signs, spoke up.

"Please, sir, I know who did it."

"You know?" There was a frown on the doctor's brow; he looked troubled.

"Yes, sir, it was the new boy."

Jerry flushed. In a seat near the door he had listened to the whole thing and a lump rose in his throat as he heard his room-mate lay the blame on his innocent shoulders.

"Jerry Ainsleigh! Step to the desk, sir."

The little boy from Butternut Farm sprang to his feet, and with head erect obeyed the stern com-

mand. Even Billings muttered under his breath: "Plucky little chap!"

"It is with surprise and regret that I hear a new pupil accused of such an action as this. What have you to say for yourself, Jerry—can you *honestly* deny it?"

Under the little knitted vest that Grandma Tupper had made with her own hands Jerry's heart beat fast.

"No, sir."

"Did you do it alone or at the suggestion of other boys?"

"I would rather speak only for myself, sir."

"He's afraid of McCarthy," came in a whisper from Tippy Martin, who was called "Pussy Cat" because of his gray-green eyes. Then Jerry faced the school. His voice rang out clear as a bell.

"I'm *not* afraid, but I'm no tell-tale, and I'll not lie about it."

Dr. Cady repressed a smile. The anger seemed, somehow, to have vanished from his glance, and to have been replaced by a tenderer light as it rested upon the sturdy little New Englander.

"Would you scorn to tell a lie, my boy?"

"I'm captain of the *Truth Brigade*," returned Jerry, raising a pair of honest blue eyes to the kindly face above him.

"The 'Truth Brigade'! Pray, what is that?"

The captain threw back his jacket, exposing a blue ribbon badge pinned to his knitted vest. Detaching the little emblem, he gravely laid it upon the desk.

"*Love God and speak the truth*," the doctor read aloud, while a hush of respectful silence swept the schoolroom. Then, touching a bell, he said: "It is the hour for the classes in English history to assemble, but this morning, instead, we will take an object-lesson in truth. Jerry, my little fellow, tell us about your regiment."

"Mother started it before she died, sir. I was only a little chap then—I'm twelve now."

"That's *very* old," smiled the doctor, as he adjusted his glasses. "What else, captain?"

"She wanted me always to be like father, sir, he never went to the right or left of the truth, so mother formed all the village boys into a regiment, and I was a private in it. We couldn't lie, sir; and if a soldier got to the rank of colonel, and acted or even looked an untruth, he lost his epaulettes. I've got epaulettes in my trunk," added Jerry, proudly, "but grandma was afraid you wouldn't like me to wear them every day."

The doctor's eyes, full of tender interest, fairly shone as he asked:

"Do you drill, Jerry?"

"Oh, yes, sir; we have regular drill nights in grandpa's big barn. Grandpa is bandmaster. Once a week we march through the village, led by a band of six pieces and a boy carrying a big blue satin banner, worked by Letty Vale."

"And who is Letty Vale?"

"She is a crippled girl, and she can't earn any money except by a little bit of fancy-work. We boys each pay fifty cents a year; that keeps us in banners and badges. Letty does them all."

You might have heard a pin drop as Jerry finished his story. Neither seniors nor juniors moved in their places. Every heart envied the boys of Deepdale, and Doctor Cady looked almost as young as any of them as he rose to his feet and looked down upon the boy before him.

"Do you take new recruits, Captain Jerry?"

"Indeed we do, sir."

"Am I too old to join?"

"Oh, no, sir. Grandpa is much older, and he is one of our best members."

The doctor's voice, merry as sleigh bells on a frosty night, rang out as he said:

"Who wants to join the Truth Brigade, under Captain Jerry Ainsleigh?"

A clamor of answering voices shouted in chorus:

"I, sir! I, sir! I, sir!"

But the rival seniors hung back, they felt ashamed.

"Wait a moment," urged the principal.

"This is not fun only, boys. It is a solemn matter to enlist as a soldier for the Lord. Do you understand that to join the regiment means that you will die rather than disgrace your leader, who is God himself, speaking through this little captain? Are you ready and anxious to face anything, *everything*, for the truth? It is a glorious cause. Who is the first recruit?"

A book fell heavily to the floor. Dion Mc-

Carthy had knocked it over in his endeavor to push his way to the desk.

"I made Jerry play that trick, sir, and I'm ready to apologize and take the penalty. May I enlist, Doctor Cady?"

Three hours later there was a gay scene at Benvale School. The doctor had announced a holiday. In the big class-room a grand march was in progress, while raised on a chair and playing a flageolet was Captain Jerry, decorated with a pair of gilt epaulettes.

Doctor Cady and Professor Otto (who wore a new wig) watched the young people with smiling faces. Dion McCarthy, pausing near the German professor, addressed him anxiously:

"Have you forgiven me, Herr Otto? I am willing to pay for any injury to the wig, and I—"

The kindly old man interrupted him with a wave of his hand.

"This is a day of forgiveness and good will," said he. "Jerry has awakened in all our hearts a love for honor and truth. Let peace and forgiveness blossom there also."

The doctor was busy passing a hat. "Fifty cents a head, boys, for your badges and banners, and Letty Vale must embroider them. And three cheers for Captain Jerry, of the Truth Brigade."

"Hurrah! Hurrah! Hurrah!"

The schoolroom rang with the echo of the lusty young voices, and in the midst of it all the Principal raised his right hand gravely.

"Boys," said he, "remember that without God's help we cannot be true to our promises, and let each search his own heart and seek to expel from it anything disloyal or untrue. This has been a happy day, and, at Professor Otto's request, I have excused the fault of last night that we may begin a new era in our lives."

"Let me hope that as the year draws to a close there will be no break in our ranks, but that with flags flying and armor bright we may each day march nearer to our Great Commander, and be more like Him."

"Amen," murmured Professor Otto reverently, with bowed head, "and may the dear Father forgive us each one his trespasses."—*The Christian Work*.

A DREAM OF FAIRYLAND.

BY A TEACHER.

The weary teaching-day was done,
And the boys and girls, with mirth and fun,
To their own dear nests of home had flown,
And I was left in the school alone.
Wearied and faint, in the silence deep,
I bowed my head in a gentle sleep;
And then I dreamed that a spirit came,
With beckoning hand and wings of flame;
It raised me gently by the hand,
And we flew to far-off fairyland.
By a narrow, grass-fringed path we stood,
That led through a green and shady wood,
From its depths came the sound of a tiny bell,
And as its notes on the calm air fell,
The happy fairies of summer-time
All hastened forth when they heard the chime.
And, queen of them all, came a little girl,
With golden locks in many a curl,
Along the path, with laughter gay,
As bright as the sun on a summer's day.
No shoes she wore on her tiny feet,
And her merry face was passing sweet.
Then the elfin king passed gaily by,
With the light of joy in his bright blue eye,
A broad-brimmed hat of straw he wore,
And a fishing rod on his shoulder bore,
A tin can swung from his strong right hand,
And his chubby face was browned and tanned,
And I sighed when ceased his laughter sweet,
And the last quick tread of his dusty feet.
Then, after the little king and queen,
What a host of beings fair were seen!
Dark-eyed elves, with locks like night,
Laughing and singing in wild delight;
Blue-eyed fairies with golden hair,
Sweet, fair faces, and childish air;
There were faces grave, and glad, and gay,
Eyes of hazel, and blue, and gray;
Some wore wreaths of wild-flowers rare,
Some, close to their breasts, clasped dollies fair,
Some gaily chanted a happy song,
And others read as they passed along.
And who followed close on the brown-faced king,
Making the hills and valleys ring?

Wild boyish beings in brave array,
Like soldiers armed for the battle fray.
Great wooden clubs they deftly swung,
And visors wore on their faces young,
Some, clad in armor to the knee,
Rushed past in mad, tumultuous glee,
With ringing cheers, and laughter gay,
And footballs bounced from their path away,
Kites flew aloft with graceful sweep,
And marbles clicked in pockets deep.
Then I turned to the spirit who watching stood,
Hard by the path from the shady wood,
And, smiling, I said as I turned away,
"Why, these are the fairies of every day;
They are naught but the little girls and boys,
Who fill my playground with mirth and noise."
"Ah, yes," he said, and he softly smiled,
"Who keeps his heart as a little child
Shall always dwell in the land of light,
Where ever doth roam the fairies bright,
For the children dear are the fairy band,
And the earth in youth is fairyland."
Then a light step fell in the schoolhouse aisle,
And I, starting, awoke, nor forbore to smile,
As I heard a shout from the wayside pond,
And laughter sweet from the fields beyond.

Primary Department.

THE DULL ONE.

RHODA LEE.

"Poor Roger!" Tears stood in Helen Lauder's eyes as she looked at the pupil standing at her side, and a glance at the dull, simple face was sufficient to show one that her pity was not misplaced. "Silly Roger" the boys called him when the new teacher came, four months ago, but that and Roger's vicious retaliations were now things of the past. In other ways he showed signs of improvement. He was undoubtedly cleaner, tidier, and *regular in attendance*. Sometimes an ignoble wish that he would not be quite so regular lurked in the teacher's mind, but that and other complainings were generally quickly banished. Do the work of the class he could not, and, with forty-nine other pupils, it was somewhat of a task to keep Roger employed, especially when, as was often the case, he was afflicted with fits of idleness, from which it seemed almost impossible to arouse him. One of two things would then happen. He would either go to sleep with his head on the desk, or get into mischief. This had been a very bad day with Roger. He had been particularly thoughtless, had fallen into disgrace with the Principal in the yard, and had been more than usually trying to Miss Lauder in the schoolroom. It was now four o'clock, the other children were all gone, and she was alone with her trial.

"Roger," she said, "do you think I can keep you in my class if you are going to continue behaving as you have to-day? I wonder how many times I had to stop in a lesson to speak to you. Do you know that Mr. R— was only this morning speaking to me of the school that is nearer your home? Would you like to go there?"

The poor vacant face took on such a look of anguish and terror that Miss Lauder almost regretted the suggestion. "Yet," she reflected, "it may do him good." "Oh, no," he said. "Don't send me away. I will try. But I get tired doing figures and writing all the

time. (His voice sank to a whisper.) I can't do them like the other boys."

All at once the thought came to the teacher that she had been making a mistake with Roger. When she came he had not been able to do scarcely anything in either numbers or writing, and she had been endeavoring, by means of interesting copies and other devices, to improve him in this line, but with little success as yet.

"Well, Roger," she said, in her brisk, cheery way, "this has been a bad day, but it is Friday. Suppose you make a fresh start on Monday, and I will see if I can find something you can do that you are not tired of. Good-night. Come in early on Monday morning and water the plants for me." So saying, Miss Lauder gathered up her belongings, and teacher and pupil went their ways.

Roger's memory did not fail him, and at a quarter to nine Monday morning he was busy with the flowers, of which he was very careful. During the arithmetic lesson he was engaged in filling the peg bags, putting a certain number of the red and white pegs used in working tables into each bag. He could count fairly well, and this seemed to interest him greatly. Other manual work was found for him. He cut up some old calendars and assorted the numbers from one to thirty, in envelopes, for use in the lowest class. The scissors and Roger, though strangers at first, became fast friends, and cutting out pictures was one of his favorite occupations. With his eagerness in work of this kind his interest in the regular work grew, and slowly he began to do some things "as well as the other boys." The pleasure he took in his little successes amply repaid the teacher for her labor. The boy will never be anything but dull; he will never rise to the average; but the months spent with Miss Lauder did more to brighten his poor mind than we thought possible.

This is a true picture, and no fancy sketch. There are other Rogers in our schools, some not quite so bad, others worse. What are you doing for them? They are not altogether hopeless, and they need your patience, sympathy, and help more than any other child in your class. They may be mentally blind in some respects, and yet, in others, see and appreciate as well as anyone. Do not give up until you have found the work that appeals to them, and through which the necessary teaching may be given. It is trying in the extreme to work in a case of this kind. I know well what it means, and have struggled with them just as you have. Still, I never lost a "dull" pupil, without many regrets that I had not done more for him.

SUGGESTIONS.

RHODA LEE.

LEAD PENCILS.

Very often we hear complaints regarding the use of lead pencils in primary classes. The children are constantly losing them, and much time is wasted in discovering who are without and distri-

buting to them. This is the case only when the children are allowed to have charge of their own pencils. A better plan is to have them collected at the end of the day and given out in the morning before nine o'clock. Of course, the pencils should be marked, so that every child receives his own. A good method of marking consists in pasting securely towards the end of the pencil a small piece of paper on which the name may be written. A special set of pencils should be kept for the drawing lesson. Once a week the points should be examined and sharpened where necessary. If there are no pupils in the room old enough to do this, two or three boys from one of the higher classes will be delighted to attend to it.

CURTAINS.

One of the most useful pieces of furniture in a primary room is the blackboard curtain. A piece of strong picture wire, stretched from one end of the board to the other is what is commonly used to hold it, the cretonne or print being sewn to curtain rings. However, a new idea for a board cover came to my knowledge a few days ago, and for neatness and ease in management it cannot be improved on. It was simply an ordinary window blind attached to a spring roller at the top of the board. There were two on the board; one over that part on which the spelling lesson was generally placed, and the other over the part used for ordinary work.

DON'T GIVE UP.

If you have tried and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

Though young birds in flying, fall,
Still their wings grow stronger;
And the next time they can keep
Up a little longer.

Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.

If by easy work you beat,
Who the more will prize you?
Gaining victory from defeat,
That's the test that tries you!
—Phæbe Cary.

BREATHING EXERCISES.

1. Place hands on hips; draw long breath; expel air suddenly. Repeat twice.
2. Draw long breath; raise hands to shoulders; expel suddenly. Repeat twice.
3. D. B. (deep breath). Stretch out arms horizontally; bring hands back to shoulders; expel. Repeat twice.
4. D. B. Send hands straight up in air; bring back to shoulders; expel. Repeat twice.
5. D. B. Drop hands suddenly, letting arms be straight down at sides; expel at the same time. Repeat twice.
6. D. B. Drawing hands up to shoulders; expel. Repeat twice.
7. D. B. Place hands on hips; bend body forward from the waist; come back

to erect position and expel the breath. Repeat twice.

8. D. B. Bend body backward from the waist; come back to erect position and expel. Repeat twice.

9. D. B. Bend body to right with hands still at waist; back to position; expel. Repeat twice.

10. D. B. Bend body to left in similar manner; position; expel. Repeat twice.

11. D. B. With hands hanging easily at sides, bend forward from waist, then back; expel. Repeat twice.

12. D. B. Bend back from waist, then back; expel. Repeat twice.

13. D. B. Bend body to right and expel. Repeat twice.

14. D. B. Bend body to left and expel. Repeat twice.—*Teachers' Institute.*

LITERATURE FOR FIRST YEAR.

BY MRS. LIDA B. M'MURRY.

FIRST TERM. FALL.

1. The Old Woman and Her Pig.
2. Little Red Riding Hood.
3. The Anxious Leaf. (Beecher.)
4. The Three Bears.
5. The Lion and the Mouse. (Æsop.)
6. The Little Match Girl. (Andersen.)

SECOND TERM. WINTER.

7. The Fir Tree. (Andersen.)
8. The Four Musicians. (Grimm.)
9. The Discontented Pine Tree.
10. Cinderella.
11. The Coal of Fire, the Bean, and the Straw. (Grimm.)

THIRD TERM. SPRING.

12. The Bird with No Name. (Grimm.)
13. The Proud Apple Branch. (Andersen.)
14. The Ugly Duckling. (Andersen.)
15. The Pea Blossom. (Andersen.)

(a) These stories, as a whole, are simple, lively, and imaginative, and call out a strong, spontaneous activity of the children.

(b) They deal with social relations and personal conduct, and also with interesting forms of plant and animal life.

(c) The first story appears very fantastic and unreal to many people, but experience shows that it has peculiar attractiveness and interest to children. Its simple repetitions make it easy to grasp and reproduce.—*The Year Book.*

TELL ABOUT THE HOMES

- In which rabbits live.
In which squirrels live.
In which birds live.
In which bees live.
In which horses stay.
In which children live.
In which dogs live.—*American Teacher.*

Tell some ways in which man gets food from the earth?

Tell some ways in which man gets clothing from the earth?

Tell some ways in which man gets fuel from the earth?

Tell some ways in which man gets shelter from the earth?

Tell some ways in which man gets tools from the earth?

Book Notices.

LATER AMERICAN POEMS. Edited by J. E. Wetherell, B.A., editor of "Later Canadian Poems," etc. With portraits. Price 35 cents. Toronto: The Copp, Clark Co.

To those who know Mr. Wetherell, now principal of Strathroy Collegiate Institute, formerly classical master in Woodstock College, either personally or by his skilled and tasteful work as editor of several publications of a literary character, the above-named volume will be specially welcome. Amid the profusion of poetical effusions which is being perpetually brought forth by the almost countless magazines and newspapers of the day, it would be strange, indeed, should there not here and there appear something worthy of more than an ephemeral existence. The many who care for good literature, but have neither inclination nor leisure to rake over the mounds, we had almost said mountains, of current literature, in the search for gems, will be glad and gratified to have this work done to their hand by one so well qualified as Mr. Wetherell. The fact that among the fifty or sixty writers who are represented in this collection appear such names as E. C. Stedman, T. B. Aldrich, W. D. Howells, Bret Harte, Joaquin Miller, Maurice Thompson, Wild Carleton, etc., is of itself a guarantee that the selections will be above the commonplace, and will well repay perusal.

THE TRAGEDY OF MACBETH. Edited by E. K. Chambers, B.A., sometime Scholar of Corpus Christi College, Oxford.

AS YOU LIKE IT. Edited by J. C. Smith, M.A. (Edin.), B.A. (Oxon.), Lecturer in Owens College, Victoria University; sometime Exhibitioner of Trinity College, Oxford; Classical Examiner to the University of Edinburgh. Boston, U.S.A.: D. C. Heath & Co., Publishers.

The series of plays included in the "Arden Shakespeare," which are in themselves one of the sets constituting "Heath's English Classics," is well represented in the volumes above named. The series already published includes, in addition to the above, "Hamlet," "Julius Caesar," "Twelfth Night," "Richard II.," and others. As we are told in the general preface, the aim of the series is to "present the greater plays of the dramatist in their literary aspect, and not merely as material for the study of philology or grammar." Verbal and textual criticism is introduced only to such an extent as is believed to help the student to appreciate the essential poetry. In a word, the sound principle seems to have been recognized throughout of subordinating all notes, explanations, etc., which may be deemed necessary, to the one leading motive of interpretation. The publishers inform us that more than forty prominent colleges and universities, including Johns Hopkins, Cornell, Chicago, and other leading institutions, "have expressed unqualified approval of the series." The form is extremely neat and the size very convenient. The price is forty cents a volume.

Literary Notes.

Messrs. D. C. Heath & Co. announce for immediate publication a chart showing "The Descent of England's Sovereigns," which sets forth with admirable clearness the relations between the various royal houses of Great Britain. It is neat and compact, and, with one folding, may be put into any book of history. Its ingenious arrangement will disentangle at a glance many of those puzzles which now and then trouble even a fairly informed student. It will prove a serviceable guide alike in the class-room and in the library.

The Metric System, which has recently been before both Congress and the British Parliament, is discussed by Herbert Spencer in a series of letters which appeared in Appleton's *Popular Science Monthly* for June. Mr. Spencer vigorously opposes the further spread of the system, and points out the advantages of one based on the number twelve. A second article on "The Monetary Problem" is contributed by Logan G. McPherson, who shows how the experience of other countries may be used in finding a remedy for our financial ills. The woman question is being debated once more in the *Monthly*. There was an article in the May number, by George F. Talbot, against woman suffrage. This was replied to in June by Alice B. Tweedy. Continual agitation will doubtless sift out the true solution of this question in time.

For more than a half-century *Littell's Living Age* has been republishing the best and most important papers, biographies, reviews, stories, verses, and sketches of travel, to be found in the foreign (especially the British) magazines, quarterlies, and literary weeklies. During this long period it has been prized and commended for the judgment and taste exhibited in its selections. Hardly one of the eminent British authors of the past fifty years can be named who has not been represented in these pages. Its issues within a few months past contain many articles of present interest and permanent value. The following are worthy of special mention: "Czar and Emperor," by Karl Blind; "Slatin Pasha and the Sudan," by Capt. F. D. Lugard; "Matthew Arnold," by Frederic Harrison; "Nature in the Earlier Roman Poets," by Evelyn Martinengo Cesaresco; "Jean Baptiste and his Language," by Howard Angus Kennedy; "Stray Thoughts on South Africa," by Olive Schreiner; "A Heroine of the Renaissance," by Helen Zimmern; "A Winter's Day in Mid-Forest," by Fred. Wishaw; and "The Story of an Amateur Revolution," by a Johannesburg Resident. Published weekly, at \$6 a year, by Littell & Co., Boston.

Under the general name of the Riverside School Library, Messrs. Houghton, Mifflin & Co. are issuing, in attractive style and at moderate prices, a series of fifty books peculiarly suited for school libraries. These books have been chosen largely from the best literature which has stood the test of the world's judgment and yet is as fresh and inviting to-day as when first published. The suggestions of more than one hundred prominent educators of this country have aided the publishers in their choice. The volumes are edited with great care, and contain portraits and biographical sketches of the authors; also notes and glossaries wherever needed. They are thoroughly well printed and bound substantially in dark red half-leather, with cloth sides. The first ten volumes, now published, are as follows: Ander-

son's "Stories," Franklin's "Autobiography," Goldsmith's "Vicar of Wakefield," at fifty cents each; Fiske's "War of Independence," Holmes' "Autocrat of the Breakfast Table," Lamb's "Tales from Shakespeare," Scudder's "Washington," at sixty cents each; and Cooper's "Last of the Mohicans," Scott's "Ivanhoe," and Stowe's "Uncle Tom's Cabin," at seventy cents each. The remaining volumes will be published very shortly. In every respect they will commend themselves to all who wish that their pupils may have the best, most interesting, and most salutary reading.

An article appears in the July *Atlantic* that is likely to become the standard and classic "story of progress that is unparalleled in human achievement." It is "The Century's Progress in Science" as told by Professor John Fiske, who in a most competent and skilful manner sets forth the great romance of scientific progress in a summary that may be read at a sitting. *The Atlantic Monthly*, in the course of its correspondence with representative successful public school teachers and superintendents, had the happy thought to ask a selected group of them to write out their professional autobiographies. Half a dozen of these "confessions" appear in this number. "The Real Problems of Democracy" are defined and discussed in the July *Atlantic* by Mr. E. L. Godkin, apropos of Lecky's "Democracy and Liberty." Hon. E. J. Phelps, formerly minister to England, discusses in an able manner our relations with Great Britain, showing what we may hope for from arbitration and what must always be left for diplomacy. A somewhat startling article is that by Professor George B. Adams, of Yale, who maintains that the world dominance in government must have its centre in the United States and not in England—a notable historical paper involving a large prophecy. Mr. George W. Cable tells, with apparent frankness, and in a very attractive fashion—or pretends to tell—the secrets of the story-teller's art. However little practical knowledge the amateur may get from the article, every reader will get entertainment, with a good deal of philosophy to boot.

The complete novel in the July issue of *Lippincott's* is "A Judicial Error," by Marion Manville Pope. It is a strong story, based on a murder for which the wrong man was convicted and hanged. He has a friend who determines to prove his innocence, and does it. "A Twenty-dollar Bill," by Algernon Tassin, is a pathetic tale of honesty among the very poor and in the face of the strongest possible temptation—to save a sister's life. Gillam W. Ford tells about "The Rector's Gamecock," which came to the minister in a singular way, and was thenceforth a bird of peace. Jean Wright narrates briefly "An Old Story"—which is not a familiar or commonplace one at all—of the army. A Russian, who for obvious reasons withholds his name, writes forcibly on the "Decadence of Modern Russian Literature." His terrible array of facts shows clearly the benumbing effect of despotism when vigorously exercised through a censorship of the press. "Pennsylvania and her Public Men," by Sydney G. Fisher, is another startling article, presenting facts which, though common property, are enough to set one thinking. "My Rural Experiences" is one of the last papers which the lamented Prof. Boyesen wrote, and one of the best. Annie Steger Winston writes with feeling and instructively on "The Southern Ideal." Caroline T. Bannister tells the story of "Yankee Doodle"—the song. John Sheridan Zelle supplies a little essay "On

Being Fond of One's Thoughts." "With the Trade" instances some of the unadvised efforts, requests, and woes of beginners in literature. The poetry of the number is by Florence Earle Coates, Margaret Gilman George, Jenny Terrill Ruprecht, and Grace F. Pennypacker.

Mr. W. A. Coffin, painter and critic of art, contributes to the June *Century* a paper on John S. Sargent and his painting, with special reference to his decorations in the Boston Public Library. Among the illustrations are two engravings by Timothy Cole, one of a group of the Prophets, and another the figure of Astarte in the Library. By an accidental coincidence there are two stories by American writers in the *Century* for June, in which the heroines are English girls. Mrs. Mary Hallock Foote's "Harshaw Bride," as described by her pen and pencil, is a particularly charming young woman, who comes from England to the far Northwest for her wedding, on a cablegram apparently from her fiancé. The second story is "Mr. Keegan's Elopement," by Winston Churchill, in which an English girl in Funchal and her lover, an American naval officer, are made to elope almost without their knowledge or consent. All the characters in Mrs. Humphry Ward's story are English, the American girl is temporarily in eclipse. Mr. James Bryce, in the second of his three papers, "Impressions of South Africa," takes up the race question in that interesting and, at present, very prominent portion of the Dark Continent. Dr. Albert Shaw contributes a paper on "City Government in St. Louis," which deals with a large number of the problems of municipal government which are now engaging the attention of Americans. Mr. J. B. Bishop, one of the editors of the *New York Evening Post*, has a timely paper of political anecdotes, "Humor and Pathos of Presidential Conventions." This June number contains another editorial in advocacy of the gold standard, and articles on the "Unavailability of Trimmers" and "A Duty of Englishmen to America," the moral of the last being that it is the duty of Englishmen to make a more serious study of the aims and achievements of the United States on its higher planes of activity. There is also "A Plea for the Poets," calling attention to Professor Cook's service to literature in the publication of his edition of "Shelley's Defence of Poetry." Professor Sloane's "Napoleon," which is to close in the October *Century*, is occupied in the June number with "Napoleon's Struggle for Maintenance," "The Austrian Marriage," "The Consolidation of Napoleonic Empire," "The Inheritance and the Heir," "The Array of Nations," "The Congress of Kings," and "The Invasion of Russia." The pictures, as usual, richly reinforce the narrative, and one of them is a portrait of Napoleon by Berthon, engraved by Kruell, and here published for the first time, the original of which is in Canada.

An article of great contemporary interest in *Scribner's* for June is Henry Norman's vivid picture of the present condition of affairs in the most crucial point in all European politics—the Balkan Peninsula, where a half-dozen little Principalities are the buffer between the great Powers of Europe. A few months ago Mr. Norman made a visit to this region, and this article is the first presentation of the impressions then gathered of Roumania, Serbia, Bosnia, Herzegovina, Bulgaria, and Montenegro. The crisis brought about by the Armenian question is of course intimately related to affairs in the Balkans, and Mr. Norman's article is a clear presentation of the exact situation

of the whole Eastern question as it appears at the present moment to a trained observer. Abundant illustrations of the picture-que countries visited are made from Mr. Norman's own photographs. The second and concluding paper by Mrs. Isobel Strong, giving reminiscences of Robert Louis Stevenson in his home life, is devoted to the last year of his life, which was, as appears from this chronicle, one of his happiest and freest from illness. A number of short poems, valences, inscriptions, etc., never before published, appear in this article with a beautiful series of illustrations from the family albums. Hamilton Busbey concludes his account of "The Evolution of the Trotting Horse." Lieutenant Harry C. Hale, of the regular army, has a most spirited account of hunting in the Rocky Mountains, particularly after Rocky Mountain sheep or big horn. The narrative is full of color and adventure. In fiction this issue has many novel features. President William De Witt Hyde, of Bowdoin College, contributes a story entitled "His College Life," which, in the form of a student's letters, gives for the first time in college fiction an insight into the intellectual and spiritual side of the collegian's career. Although serious in purpose, it is full of amusing incidents and contains a love-story. The last of H. C. Bunner's urban and suburban stories appears in this issue under the title, "A Letter to Town." A. B. Frost furnishes the illustrations. A story in a new field by a new name is "The Captor of Old Pontomoc," by Mary T. Earle. It is a dramatic tale of life on a southern bayou. Among the striking artistic features of the number are a full-page en-

graving of the late Theodore Robinson's Shaw-prize picture, entitled, "In the Sun"; a frontispiece by S. W. van Schaick entitled "The Troubadours"; and the second of Weguelin's illustrations of Elizabethan songs. Poems by Emily Dickinson, Edith Thomas, and others, with the departments, fully illustrated, conclude the issue.



\$2.50 BUFFALO TO CLEVELAND

Daily Line Between
CLEVELAND and TOLEDO,
Via "C. & B. Line."

Steamers "City of Buffalo" (new), "State of Ohio," and "State of New York."

DAILY TIME TABLE

(Sunday included after May 30th.)
Lv Buffalo, 8.30 p.m. | Lv. Cleveland, 8.30 p.m.
Ar. Cleveland, 8.30 a.m. | Ar. Buffalo, 8.30 a.m.
(Eastern Standard Time.)

Take the "C. & B. Line" steamers and enjoy a refreshing night's rest when en route to Cleveland, Toledo, Columbus, Cincinnati, Indianapolis, Detroit, Northern Lake Resorts, or any Ohio, Indiana, or southwestern point.

Send 4 cents postage for tourist pamphlet. For further information ask your nearest coupon ticket agent, or address

W. F. HERMAN, T. F. NEWMAN,
Gen'l Pass. Agent. Gen'l Manager.
CLEVELAND, O.



STANDARD SERIES.

The following Books, some in 4to and some in 8vo, are clearly printed on good paper, and are bound in heavy manilla paper covers:

| | | | |
|--|-------|--|-------|
| Orations of Demosthenes..... | \$ 40 | Memories of My Exile. Louis Kossuth..... | \$ 40 |
| "The celebrated translation by Thomas Lealand (complete)." | | The Hermits. Canon Kingsley..... | 15 |
| Frondees Agrestes. John Ruskin..... | 15 | Pulpit Table-Talk. Edward B. Ramsay..... | 10 |
| Readings in modern painters: art, the sky, stream and sea, mountains, stone, plants, flowers, etc., etc. | | Bible and Newspaper. C. H. Spurgeon..... | 15 |
| Joan of Arc. Alphonse de Lamartine..... | 10 | How to garner Bible truths from the newspapers. | |
| Lamartine was a master of style. | | Lacon. Dr. C. C. Colton..... | 20 |
| Thoughts of Aurelius Antoninus..... | 15 | Goldsmith's Citizen of the World..... | 20 |
| The thoughts of the celebrated Roman emperor, Antoninus; is one of the classics. | | Europe through the eyes of a Chinese philosopher. | |
| Macaulay's Essays. Lord Macaulay..... | 15 | America Revisited. George Augustus Sala..... | 20 |
| Essay on Milton, Dryden, the Athenian Orators, History, Bunyan, Johnson, and Montgomery's poems. | | A very suggestive review of what he saw and thought of America. | |
| Light of Asia. Edwin Arnold..... | 15 | Lessons in the Closet. Charles F. Deems, D.D..... | 20 |
| "It is a work of great beauty. It tells a story of intense interest."— <i>Oliver Wendell Holmes.</i> | | Devout meditations on the first thirteen chapters of the Acts. | |
| Life of Christ. Canon Farrar..... | 50 | Reminiscences of Lyman Beecher..... | 10 |
| Most popular; over 400,000 copies sold. | | "In this entertaining little volume are given many incidents not heretofore published. The author was converted under Dr. Beecher's preaching."— <i>Christian Herald, Detroit.</i> | |
| Carlyle's Essays. Thomas Carlyle..... | 2 | John Ploughman's Talk. By Rev. C. H. Spurgeon..... | 12 |
| Essays on Goethe, Burns, Schiller, etc. | | Spurgeon's celebrated book, semi-humorous in style; 300,000 sold in England. Choice of Books. Thomas Carlyle..... | |
| Self-Culture. John Stuart Blackie..... | 10 | Manliness of Christ. Thomas Hughes..... | 10 |
| "We warmly commend the book to all."— <i>Episcopal Recorder.</i> | | "Its value lies in its simplicity, earnestness, and in its high ideal of life."— <i>Scribner's Monthly.</i> | |
| Knight's History of England..... | 2 80 | Life and Work of St. Paul. Canon Farrar..... | 50 |
| "The best history of England."— <i>President Noah Porter, D.D., LL.D.</i> | | "Most interesting life of Paul ever published."— <i>Boston Congregationalist.</i> | |
| Letters to Workmen. John Ruskin..... | 30 | Salon of Madame Necker. Part I. O. d'Haussonville..... | 15 |
| "They are a mine of riches."— <i>The Presbyterian, Philadelphia.</i> | | Madame Necker was one of the most famous women of her age. | |
| Idylls of the King. Alfred Tennyson..... | 20 | Salon of Madame Necker. Part II. O. d'Haussonville..... | 15 |
| Town Geology. Canon Kingsley..... | 15 | Mis'er Horn and His Friends. Mark Guy Pearse..... | 15 |
| Geology of the soil, the pebbles, the stones in the wall, coal in the fire, lime in the mortar, etc. | | Full of religious humor, satire, and remarkable spiritual flavor. | |
| Life of Alfred the Great. Thos. Hughes..... | 20 | | |
| Outdoor Life in Europe. P. P. Thwing..... | 20 | | |
| Calamities of Authors. Disraeli..... | 20 | | |
| Ethics of the Dust. John Ruskin..... | 15 | | |
| Not anything from the pen of John Ruskin is more quaint or valuable. | | | |

Sent post-free on receipt of price.

Educational Journal Publishing Co.,
11 1/2 Richmond Street West, TORONTO.

SUMMER READING

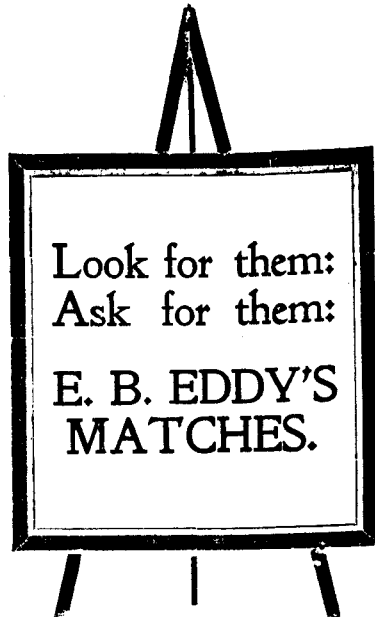
The teacher, worn and weary from long months of patient striving with the "young idea" that will not always shoot straight, will be ready to plunge into the holidays with keen enjoyment. Some good books will be an indispensable part of the equipment. May we suggest the following as an ideal summer library?

EACH IN PAPER COVERS

| | |
|--|--------|
| Old Man Savarin, by Edward William Thomsson..... | \$0 50 |
| A Lover in Homespun, by F. Clifford Smith..... | 50 |
| Cleg Kelly: Arab of the City, by S. R. Crockett..... | 60 |
| The Raiders, by S. R. Crockett..... | 60 |
| The Stickit Minister, by S. R. Crockett..... | 10 |
| Titus: A Comrade of the Cross, by Mrs. Kingsley..... | 10 |
| Stephen: A Soldier of the Cross, by Mrs. Kingsley..... | 50 |
| Miss Dixie: A Romance of the Provinces, by Mrs. Dickson..... | 35 |
| The Hoosier Schoolmaster, by Edward Eggleston..... | 50 |

-- For Sale by all Booksellers --

WILLIAM BRIGGS, Publisher,
29 to 33 Richmond St. West, Toronto.



STAMMERERS'

Handbook free. Address,
Church's Auto-Voice School,
Established 1890. 53 ALEXANDER ST., Toronto, Can.

NOW IS THE TIME TO SUBSCRIBE

"THE PRINCE OF WEEKLIES"

THE LITERARY DIGEST

A Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World, in all Departments of Human Knowledge and Activity.

ISSUED WEEKLY. - \$3 PER YEAR.

City Folks and Country Folks. Busy Folks and Folks of Leisure
Read THE LITERARY DIGEST with Profit and Equal Satisfaction.

32 Quarto Pages, Each Week, Illustrated.

THE LITERARY DIGEST, Toronto, Ont.

THE LINCOLN FOUNTAIN PEN



SOLID GOLD PEN—HARD RUBBER ENGRAVED HOLDER—SIMPLE CONSTRUCTION—ALWAYS READY—NEVER BLOTS—NO BETTER WORKING PEN—A REGULAR \$2.50 PEN

To introduce, mailed complete, boxed, with filler for \$1.25. Your money back—if you want it.
AGENTS WANTED. EDUCATIONAL JOURNAL PUB. CO., 11 1/2 Richmond Street W., Toronto.

The COAST LINE to MACKINAC

TAKE THE



TO MACKINAC
DETROIT
PETOSKEY
CHICAGO

2 New Steel Passenger Steamers

The Greatest Perfection yet attained in Boat Construction—Luxurious Equipment, Artistic Furnishing, Decoration and Efficient Service, insuring the highest degree of

COMFORT, SPEED AND SAFETY.

FOUR TRIPS PER WEEK BETWEEN

Toledo, Detroit & Mackinac

PETOSKEY, "THE SOO," MARQUETTE, AND DULUTH.

LOW RATES to Picturesque Mackinac and Return, including Meals and Berths. From Cleveland, \$18; from Toledo, \$15; from Detroit, \$13.50.

EVERY EVENING

Between Detroit and Cleveland

Connecting at Cleveland with Earliest Trains for all points East, South and Southwest and at Detroit for all points North and Northwest.

Sunday Trips June, July, August and September Only.

EVERY DAY BETWEEN

Cleveland, Put-in-Bay & Toledo

Send for Illustrated Pamphlet. Address

A. A. SCHANTZ, S. P. A., DETROIT, MICH.
The Detroit and Cleveland Steam Nav. Co.

WHERE TO GO

FOR THE

Summer Holidays

Secure a copy of the

CANADIAN SUMMER RESORT GUIDE.

An illustrated and descriptive Guide Book of some of the most enjoyable excursion trips and summer resorts of Canada. A pretty souvenir for your friends at home and abroad. For sale at newsdealers, and on trains and steamboats, or at office of publication. Price 25 cents.

THE SUMMER RESORT PUB. CO.,

34 VICTORIA ST., TORONTO, ONT.

NIAGARA FALLS PARK AND RIVER RAILWAY.

The Best Electric Railway in the World.

Queenston to Chippawa along the Niagara Gorge, through Victoria Park and past the Falls and Rapids, connecting at one end with steamers for Toronto, and at the other with steamers for Buffalo; the only way to thoroughly enjoy a day at the Falls.

Toronto, July, 1896.

Dear Subscriber,—

If your subscription is in arrears, or not already renewed, this open letter will be of interest to you.

Its purpose is to insure your sending the amount due us during June without fail, either through the secretary of your institute or direct to us.

The label on your JOURNAL will tell you exactly how your subscription stands.

We purpose this fall to make a number of improvements in THE JOURNAL, so that every dollar remitted now will be employed for your benefit. We are extremely anxious to make THE EDUCATIONAL JOURNAL the largest and most helpful educational paper published.

To induce subscribers to remit this month we will send FREE to every subscriber sending us \$1.50 for one year's subscription, and, if in arrears, paying arrears, a copy of any one of the three books mentioned at the side of this letter.

Fill out the blank coupon and mail with remittance, indicating the book wanted.

These books are very valuable to every subscriber. They will be sent entirely FREE simply as an incentive to pay this month.

This offer is good only during July, 1896.

THE ONLY BOOK OF
ITS KIND IN THE WORLD

BEFORE AN AUDIENCE;

OR,

THE USE OF THE WILL IN PUBLIC SPEAKING

Talks to the Students of the University of St. Andrews and the University of Aberdeen.

By NATHAN SHEPPARD

The Use of the Will, Physical Earnestness, Self-reliance, Art of Being Natural, Dramatic Element, Rhetoric, Audiences, Shape for an Audience Room, are subjects treated in this valuable work.

12mo, Cloth. Price, 75 cents.

"Profoundly philosophical."—*Joseph T. Duryea, D.D.*

"Full of practical and sensible suggestions."—*Christian Union, N. Y.*

"Of great value to those who are ambitious to speak or recite in public."—*Cincinnati Enquirer.*

"Very stimulating and encouraging book."—*St. Andrew's, Cross, N. Y.*

"No matter what may be a man or woman's theory, or their personal methods as speakers, they cannot fail to get something of real value from the book."—*E. Dodge, D.D., President Madison University.*

"Replete with practical sense and sound suggestions."—*Prof. J. H. Gilmore, Rochester University.*

SCIENCE IN SHORT CHAPTERS

By W. MATTIEU WILLIAMS

CONTENTS: Origin of Soap. Consumption of Smoke. Fuel of the Sun. Origin of Lunar Volcanoes. Solidity of the Earth. Formation of Coal. World Smashings. Air of Stove-heated Rooms. Solar Eclipse of 1871. Great Ice Age. Count Rumford's Cooking Stoves. Science and Spiritualism. Origin of Petroleum. Corrosion of Building Stones.

12mo, Cloth, 308 pp. Price, \$1, Post Free.

"Mr. Williams has presented these scientific subjects to the popular mind with much clearness and force."—*The Academy, London.*

NATURE STUDIES

A Series of Popular Scientific Expositions by GRANT ALLEN, RICHARD A. PROCTOR, ANDREW WILSON, THOMAS FOSTER, and EDWARD CLODD. With Copious Index.

12mo, Cloth, 252 pp. Price, \$1.

CONTENTS: Charles R. Darwin. Newton and Darwin-Dreams. Honey Ants. Color of Animals. A Winter Weed. A Poisonous Lizard. Birds with Teeth. The Fiji Islands. Hyacinth Bulbs. Our Unbidden Guests. The First Daffodil. Strange Sea Monsters. Origin of Buttercups. Found Links. Intelligence in Animals. Our Ancestors. Beetle's View of Life. What is a Grape? Germs of Disease. A Wonderful Discovery. Brain Troubles. Thought Reading. Monkshood.

Do You Take

Extra Copies of

The High School Entrance
and Public School

Leaving Journal?

Most of our
Subscribers do

This bright little paper is now used in most of the schools, simply because nothing else approaches it in helpfulness and cheapness for the purpose.

Please Detach this Coupon

The Educational Journal Publishing Co.

11½ Richmond Street West, Toronto, Ont.

I enclose \$..... for my renewal* to THE EDUCATIONAL JOURNAL for one year. As per your offer please send me:

BEFORE AN AUDIENCE.
SCIENCE IN SHORT CHAPTERS.
NATURE STUDIES.

(Cross off Books not Desired.)

Name.....

Address.....

*If any Arrears please Add.