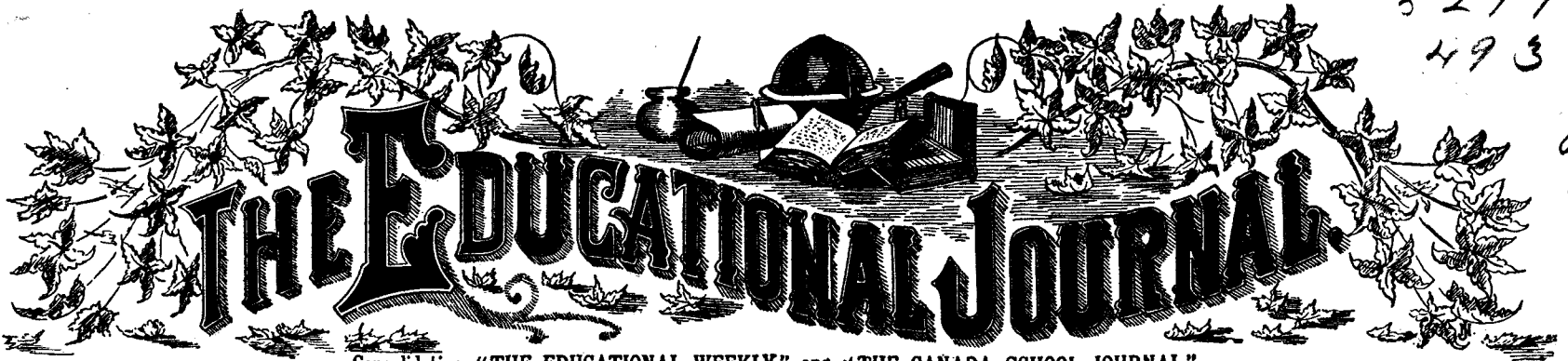


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Vol. IX.  
No. 1.

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## Editorial Notes.

THE joint meeting of the Dominion and Ontario Associations is in session as we go to press. The attendance bids fair to be good. We hope to give our readers a comprehensive report of this important gathering in our next number.

OUR thanks are due to the Minister of Education for a copy of his Report for 1894. Though we have not yet had time to examine it as a whole, we glean for our columns a few facts which are of general educational interest. Though both the school population of the Province and the total registered number of pupils were somewhat less in 1893 than in 1892, it is encouraging to observe that the average attendance was larger in the latter year by between five and six thousand than that of the preceding year. Probably the Truant Act is bearing fruit.

IAN MACLAREN, whose charming Scotch character sketches in the *British Weekly* (some of which are now published in book form) have brought him so much well-deserved popularity, is evidently a thorough believer in all-round development. In an article on "Culture," in *The Young Man* for April, he says: "An ignorant mind and a sickly body are precisely on the same level, but the former is the more disgraceful, because a man may not be

responsible for weakness, but he is for ignorance. The difference between one who has his favorite author and one who is satisfied with a sporting paper is similar to that between an athlete whose skin shows like velvet and fits his body like a glove, and an object with a chest measure of thirty and an arm like a pipe-stem. The gymnasium and the library together afford perfect and full-rounded culture. The former without the latter gives an animal, the latter without the former produces a prig; both united, with the fear of God, create a man."

IN concluding his reply to Mr. Whitney, in the Legislature, on the question which we discuss elsewhere, the Minister of Education reminded his hearers that it is an undoubted fact that higher education costs more than primary education, even in the Public Schools. This is obviously true, and it is a truth which should be strongly impressed upon the minds of trustees and parents, as well as upon those of legislators, with a view, not to discourage the higher education, but to cause all to see the necessity of making more liberal appropriations for the purpose of obtaining it. Two practical questions which Mr. Whitney might have asked in this connection are: (1) Is the cost per pupil for, say, one year of higher education greater in the Public or in the High School? (2) Assuming that it is desirable that this year of higher education should be given to the greatest possible number, will this larger number be more likely to accept it if offered in the Public, or in the High School?

HIS EXCELLENCY THE GOVERNOR-GENERAL, in his address which we reproduce in this number, gives an anecdote or two of the late Professor Blackie. It may not be amiss to add here what is said to be an entirely truthful account of a scene in his class room—the sort of scene which occurred there very often:

"The Professor—And now I will read to you a song I have just written. (Immense applause.) First, I will read it in Greek, and then, since probably none of you will know enough Greek to under-

stand it—(Oh! Oh!)—I will read it in the barbarous tongue which you can comprehend." (Laughter.) A Celt on one of the back benches—"Sing it, Blackie!" (Cheers, cat-calls, laughter, roars of "Sing it!" the Professor vainly endeavoring to get a hearing. In a lull of the storm he ejaculates: "You are a pack of——" (the epithet is drowned in howls). The Professor (gathering up his papers)—"I won't read the song at all." (Profound silence.) The Professor (smiling benignly)—"Very well, my dear fellows, since you really seem able to behave yourselves, I will read the song." (And Blackie, whom all the rough lads adore, begins to recite his song in Greek and then in 'the barbarous tongue'—and a capital song it is.)

WE have often heard of the brilliancy and grandiloquence of some of the American Congressional "oratory," but could scarcely have conceived of anything so dazzling as the following, had we not had the privilege of seeing it in print. It is given by a contemporary, whose name we forgot to append to the clipping, as a specimen passage from a eulogy pronounced by a North Carolina Congressman in honor of a deceased North Carolina Senator. As a sample of a style not to be imitated, it would be difficult to find anything better:

"Yes, he has left behind a radiant stream of effulgent glory. Like the brilliant sun, which sinks behind the distant hilltops and leaves behind a golden stream of gorgeous splendors, making the whole western horizon seem as if the most opulent dye-pots in the studio of the angels had been upset, and had leaked through upon the clouds, thus giving them the tintings of celestial glories, so his sun of existence has sunk behind the hilltops of death, and has left behind a stream of memories that will never fade from the tablets of our hearts. Unlike the glories of the setting sun, which soon lose their gorgeous colorings in the bosom of darkness, his resplendent virtues will not lose their brilliancy in the shadow of death's dark night, for they were dug from mines of richest and purest ore, and bright in glory's jewelled throne they will shine forever more."

That touch about the upsetting of the dye-pots is unique.

English.

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

LESSONS IN ENGLISH METRES.

(Continued from April 1st.)

First to correct the printing of the last number. The VARIATIONS of metre should read:

(a) Variation by the substitution of a different foot, as

"Blue were her eyes as the fairy flax,"  
by using 'x for x' in the first foot, reversing the accent.

(b) "And he watched how the veering flaw did  
(x) x | (x) x | x | x | x  
blow."

Variation by giving additional x to the line.

(c) "Twas moonset at starting; but while we  
(x) x | x | x | x | x | x | x | x  
drew near."

Variation by omission of an x. Cf.:

"He loves to hear his daughter's voice  
x | x | x | x | x | x  
Singing in the village choir."

(d) "Leave me, comrades, here I drop."  
x | x | x | x | x | x

This last departure, the apparent incompleteness of the last foot, lacking the x, etc. (as in last issue).

IV. Under c might be noticed the extreme case of omission of x represented by

"Break, break, break,  
On thy cold gray stones, O sea,  
And I would that my tongue could utter  
The thoughts that arise in me."

It will be noted that the three words of l. 1 must all be accented:

xx | x | x |

Mark, now, the TIME used in uttering those words. Marking the fall of the accent by our finger, we notice that the beats are no faster in l. 1 than in the remaining lines. Hence we notice that a pause compensates for the place of the missing x's, a sure proof that our metre is made up of accents falling at regular intervals of time.

V. One feature of metre is of the greatest value in giving variety to the accent and in inducing that flow of the line in rhythmic groups must now be noted. If we use the numbers 0 1 2 3 4 5 to indicate the relative stress of the accents, we shall see with every passage of poetry that the variety in the stress is very great. Taking the following lines from Tennyson's *Holy Grail*:

"From noisy arms, and acts of prowess done  
In tournament or tilt, Sir Percivale,  
Whom Arthur and his knighthood call'd The  
Pure,

Had pass'd into the silent life of prayer,  
Praise, fast, and alms; and leaving for the cowl  
The helmet in an abbey far away

From Camelot, there, and not long after, died,"  
we should represent the relative stresses of these lines:

0	2	0	3	0	2	0	3	0	2
0	3	0	1	0	3	0	3	0	1
0	3	0	1	0	3	0	2	0	3
0	2	1	0	0	2	0	2	0	3
3	2	0	3	0	2	0	1	0	3
0	3	0	1	0	2	0	2	0	1
0	3	00	4	0	2	0	2	0	4
3	18	1	13	0	16	0	15	0	17
x		x		x		x		x	'=5x'

It will be noted (1) the skilful variations of the stress gives the finest of all effects of variation; (2) that in spite of the many variations the essential characteristics of the metre (x'), as shown by the additions, pervades the whole passage. [This last peculiarity can only be hinted at to junior pupils.] We suppose we have taught the THINGS THEMSELVES, the main facts of English metres to our pupils, we may cautiously substitute for the descriptions of feet and lines their technical names.

Names of feet. (1) x', an IAMB, or an Iambic foot.

(2) 'x, a TROCHEE (*tro'ke*), or Trochaic foot.

(3) x x', an ANAPEST, or an Anapestic foot.

(4) 'x x, a DACTYL, or a Dactylic foot.

(5) x' x', an AMPHIBRACH.

[6] Rarely we find a foot with two accents together, called a *Spondee*, or Spondaic foot.]

Names of lines. The name of the line is based

(1) on the number of accents (each accent counting a foot).

(1) MONOMETER, having one foot.

(2) DIMETER, having two feet.

(3) TRIMETER, having three feet.

(4) TETRAMETER, having four feet.

(5) PENTAMETER, having five feet.

(6) ALEXANDRINE (with x' feet), having six feet.

(2) In the characteristics of the foot as above.

Thus, for example:

"He wrapped her warm in his seaman's coat  
(iambic tetrameter)

Against the stinging blast; (iambic trimeter)

He cut a rope from a broken spar (iambic tetrameter)

And bound her to the mast." (iambic trimeter.)

"All peacefully gliding, the waters dividing, (amphibrach tetrameter)

The indolent batteau moved slowly along."  
(Amphibrach tetrameter, though the x in the final foot of l. 2 is lacking.)

"Courage, brother! do not stumble; (trochaic tetrameter)

Though thy path be dark as night." (Trochaic tetrameter.)

There is no absolute use for these learned names, and in junior classes it is much better to describe the line simply by stating the number of accents and the form (x' or 'x or 'xx, etc.) of most of the feet. Thus our first extract is alternation of a line of four accents with a line of three accents, the foot being usually x', one unaccented syllable followed by one accented.

(To be continued.)

"THE BAREFOOT BOY"—FOURTH READER, PAGE 43.

IN AND BETWEEN THE LINES.

BY "FIG."

1. Give at least two other titles which would have been appropriate.

2. What enabled the author to give such a pleasant and animated description of the Barefoot Boy?

3. The poet has divided the part given into four parts. What is each part about?

4. What name would be given to such a person as is described in the second part of the poem?

5. In which part of the poem does the poet become personal?

6. Giving quotations, show the spirit which pervades the whole poem.

7. "I was monarch." How is this idea of royal position carried out by the poet? Who were his attendants? What pomps and joys waited on him? What royal glories had he? What royal qualities had he?

8. In your own words, give a description of the Barefoot Boy's (1) appearance, (2) evening meal, (3) difficulties, (4) dangers.

9. Distinguish the knowledge learned in school from the knowledge of "The Barefoot Boy." How is each acquired? Which is the more important? Give reasons for your answer. What has urged "The Barefoot Boy" on in the gaining of this knowledge? Is this an education? What should characterize the exercises of school?

10. Contrast the city boy and the country lad in the following respects:—(1) His occupations, (2) his speech, (3) his ignorance.

11. What contrast is brought out in the third part of the poem?

12. What is meant by "the prison cells of pride"? Are they necessary? Why are they called *cells* of pride?

13. Distinguish choir and orchestra; knowledge and education; fringed with gold and edged with gold.

14. Why call the wasps "masons," but the hornets "architects and artisans"?

15. Why speak of the *chase* of the bee? What was the object of his chase?

16. Account for the use of noisy in speaking of the frog choir.

17. Why say "quick and treacherous sands of sin" instead of treacherous quicksands of sin? Show the appropriateness of the metaphor calling

sin a quicksand, and show the care in describing it as being treacherous.

18. Explain fully what the poet intends by "I give thee joy"; "The wild flowers' time and place"; "The new-mown sward"; "The flinty slopes"; "Forbidden ground."

19. Give three beautiful thoughts this lesson suggests to you.

CORRESPONDENCE.

CORRECTION.—In answer to SEARCHER concerning the nouns "Indian," "Englishman," "Oak," "Negro," (in last issue) we hold that "Indian" and "Englishman," though formed from proper adjectives, are not proper nouns, but like "oak" and "negro" are common nouns. They are names of any member of the class they signify.

A. T. M.—The imperfect participle and adjective in *-ing* are distinguished by use and meaning. The participle (a) enters into all progressive tenses. "I am (was, have been, etc.) *singing*"; (b) is used qualitatively, modifying a noun. "John, *being* tired of his work, sat down." It will be noted that the idea of action or state is strongly asserted—I am *singing* = I sing; John *being* tired = John was tired. The imperfect participle represents an action or state *in progress*. Compare, on the other hand, the *-ing* adjectives: "That interesting girl is Miss —." She is not *now* interesting any one, so that the word has lost its verbal, progressive force, and does not differ in value from the simple adjective, as in "that good, clever (interesting, charming, enchanting, etc.) girl." Similar distinctions can be made with "The bird *flying* through the air," etc. (participle); and "our notion of a bird is a *flying* animal."

The distinction of indicative mood and subjunctive is mainly that in the former the statement is made in accordance with *fact* (past, present, or to come). In the latter the statement is conceived only as a thought—the facts may never be realized; as, for example, "If I *were* you, I should do it." In such a sentence as "If he *is* here, I shall see him," *is* is indicative because the speaker admits the possibility of his presence; if he did not believe in his presence, he would say: "If he *were* here, I should see him."

E. A. M.—The analysis of "That you are wrong is painfully apparent": sentence is complex; noun clause "(That) you are wrong" is the subject of "is (apparent)"; adverbial modifier of predicate "painfully."

W. J. B.—"I can see." The verbs "can," "may," "must," "shall," etc., are not spoken as trans. or intrans. They lack all passive forms. The action they express is sometimes itself passive—"I must go" = "I am obliged to go"; though not usually so—I can see = I am able to see. They express, on the whole, no action which passes over to a recipient, and so, if anything, are intransitive. The verbal forms following them, "I can (may, must, will, see," (*hear, go, stay, etc.*) is always *infinitive* of the verb.

In "You *may* go," the grammars teach you to say "may" is the potential mood. It is really the indicative mood, present tense of the verb "may."

In "You *should* not tell him," we have a past tense of the verb "shall" used with the peculiar force of present duty. (This peculiarity of the use of past tenses to express obligation is common. Cf. Fr., "Vous *devriez*, (condit. = past future) le faire.")

In "I *will* come," (intense determination) present tense of "will." "Come" is the simple infinitive after "will." "We used to *gather* flowers"; "to" is the preposition uniting the infinitive "gather" to the verb "used." "He went on *doing* his work"; cf. "They went away walking slowly, and they went *a-fishing*." The chances are that "doing" is the participle, though the construction arises in some part from the verbal noun, as in "went *a-* (on) *fishing*."

He who plants a tree does well; he who fells and saws it into planks does well; he who makes a bench of the planks does well; he who, sitting on a bench, teaches a child does better than the rest. The first three have added to the common capital of humanity, the last has added something to humanity itself.—*Edmond About*.

## For Friday Afternoon.

## WHO LIKES THE RAIN?

Who likes the rain?  
 "I," said the duck, "I call it fun,  
 For I have my little rubbers on;  
 They make a cunning three-toed track  
 In the soft cool mud—quack! quack!"

"I," said the dandelion, "I;  
 My buds are thirsty, my roots are dry."  
 And she lifted her little yellow head  
 Out of her green, grassy bed.

"I hope 'twill pour, I hope 'twill pour,"  
 Croaked the tree-toad from his gray-bark door.  
 "For with a broad leaf for a roof,  
 I am perfectly weather-proof."

Sang the brook, "I laugh at every drop,  
 And wish it would never need to stop,  
 Until a broad river I'd grow to be,  
 And would find my way to the sea."

## A BIT OF COMFORT.

BY JEAN HALIFAX.

Don't you think it's rather dismal when the rain  
 comes down,  
 And the world looks so lonely, and kind of soaked  
 and brown?  
 When it rains and rains and rains, as if the sea  
 had been upset,  
 And mamma makes you stay indoors, so you won't  
 get cold and wet?

But mamma says the daisies and all the pretty  
 flowers,  
 The green grass, and the big trees, all need these  
 very showers.  
 And we could never pick the daisies, and butter-  
 cups so gay,  
 If the raindrops listened to us, and really went  
 away.

So I guess I'll never grumble a single bit again,  
 When I hear the raindrops patter against the win-  
 dow-pane;  
 I'll just say softly to myself, and you will, too, I  
 know—  
 "Remember that these rainy days will make our  
 daisies grow!"

—American Teacher.

## THE VOICE OF SPRING.

I come, I come! Ye have called me long;  
 I come over mountains with light and song!  
 Ye may trace my step's o'er the wakening earth,  
 By the winds which tell of the violet's birth,  
 By the primrose-stars in the shadowy grass,  
 By the green leaves opening as I pass.

I have breathed on the South, and the chestnut  
 flowers  
 By thousands have burst from the forest bowers;  
 And the ancient graves, and the fallen fanes  
 Are veiled with wreaths on Italian plains,  
 But it is not for me, in my hour of bloom,  
 To speak of the ruin on the tomb.

—Mrs. Hemans.

In the heart of a seed  
 Buried deep, so deep,  
 A dear little plant  
 Lay fast asleep.  
 "Wake!" said the sunshine,  
 "And creep to the light,"  
 "Wake," said the voice  
 Of the raindrops bright.  
 The little plant heard,  
 And it rose to see  
 What the wonderful  
 Outside world might be.

—Kate L. Brown.

## Correspondence.

## GIVE YOUNG TEACHERS A CHANCE.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—We "nervous women" wish to say a word in self-defence. If we have no "backbone," no "nerve," how is it that our inspectors say that some of the schools which are under the best control are in charge of girls, in some cases under twenty years of age?

"A certain kind of obedience, but not genuine"—is our friend hinting at the fact that a lady teacher calls forth a boy's gallantry? Does not history say that one result of the Crusades was that "they made men chivalrous, and that they have been more respectful to women ever since"? It seems, then, that respect for women is the truest manliness. In my own experience, the "certain kind of obedience" has been as "genuine" as I could wish for. It was obedience from the love of right-doing rather than from fear of punishment. "Trust begets trust." In what other way are we to build up strength of character and self-reliance? Why, then, cannot women train such principles in children?

And why do we not keep up with the times? Is it not necessary for the teacher to be posted in current events? "The good teacher is a good scholar." Wherever we find success in the work of teaching, we find intellectual strength and mental activity.

Perhaps the fact that a larger percentage of women than of men gain a place in the profession has something to do with the bitterness of our co-laborer. Allow me to quote from "sad experience," and say: "Intellect has no sex, teaching power has no sex, and an argument founded on sex is of the feminine gender."

Has Mr. Grant ever read a short story called "Terrence O'Reilly"? In my opinion, it gives a clearer insight to the subject under discussion than any argument could do.

I know that I have but expressed the thoughts of many. Every one must start, and, if patient, will become, in due time, a four-year-old. If we wish to become teachers, we must be permitted to begin; and once started—*plus ultra*—by independent effort and earnest perseverance, we may reach the standard—recognition of capability.

Thanking you for the space in your columns,  
 A. L. B.  
 Port Dover, March 16th, 1895. Box Z.

## THOSE WATERLOO RESOLUTIONS.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—I have read with considerable interest the discussion on the resolutions passed by the Waterloo County Teachers' Association, and I am pleased to see that they have been received so favorably all over the province, notwithstanding such adverse criticisms as Mr. Skene's.

As a Waterloo county teacher I feel it my duty to defend the resolutions which I helped to frame, and which were unanimously passed at our second meeting in 1894. They were not the work of a few, as Mr. Skene takes for granted, but the joint work of one of the most progressive bodies of educators in this fair province. Mr. Skene charges us with being uncharitable, selfish, unjust, etc., and why? Because we are trying to raise the standard of our profession; because we are trying to protect the public against the immature boys and girls, many of whom are utterly incompetent to do the work they are undertaking; because we are trying to give to the public men and women who shall be better qualified in every respect than most of those now at their service; and because we are trying to assist the smaller and poorer school sections by giving them a higher municipal grant, so that without extra burdens they can afford to pay their teacher a reasonable salary.

Mr. Skene advocates charity, yet uses himself most uncharitable language. Are not the men and women who expose the fallaciousness of a system, and who devote their time and energy to effecting a reform, entitled to more charitable names than the "noisy element," the "grasshoppers of the field," etc.? However, I shall devote no more space to the discussion of an article which I consider the most wonderful piece of inconsistency that has lately appeared in print, but shall briefly state a few of our reasons for proposing those resolutions.

(1) Three months is not sufficient time to train for any profession. Men who enter medicine, law, dentistry, etc., get the same preliminary training at the High School as teachers. Yet they are compelled to spend years in their particular colleges before they are allowed to practise. Surely the work of the teacher is as important as medicine, law, or dentistry. Yet any boy or girl of eighteen may, after three months of superficial training at a Model School, scour the country in search of a situation, which is very often obtained by undermining and underbidding men and women who have years of experience.

(2) No other profession recognizes as members persons under twenty-one years of age. In the eyes of the law these boys and girls are minors, and are still in charge of their fathers and mothers. No document signed by them is legal. Who would have confidence in the boy or girl of eighteen who should hang out his shingle as a doctor or a lawyer? Yet the boy or girl teacher has ceased to excite wonder.

(3) Complaints are often made by inspectors and Model School masters that many candidates who present themselves for teachers' certificates are sadly deficient in scholarship. For this reason we proposed to admit no one for a third-class certificate who has not passed the Junior Leaving Examination. In our effort to require better literary training, I am pleased to see that even Mr. Skene is with us.

(4) Our fourth resolution has the object of assisting the poorer school sections. Many of these are so small that it becomes a burden to them to raise sufficient money to pay a teacher a reasonable salary. By doubling the grants, as we proposed, these sections would be greatly assisted. Taxation for school purposes would be more equalized.

I leave it to every right-thinking person if these aims are selfish or uncharitable. I am pleased to see that the best and most progressive educators in this province are working along this line of reform. Let us be united, and go forward in a body. If we do this, success will and must be ours.

A WATERLOO COUNTY TEACHER.

## ANSWERS TO CORRESPONDENTS.

A SEARCHER.—Why are there so many lakes in the eastern part of Ontario, and so few in the western peninsula?

ANS.—The lakes of Eastern Ontario lie principally along the edges of the Laurentian, unstratified, much-folded rocks, and the stratified level Silurian formations. In the former there are many valleys which have become filled with water and form lakes. In Western Ontario these Laurentian folds are covered by comparatively level limestone strata, with few undulations and valleys.

LUCAN.—In the physiology class it was said that a laugh consists in an expulsion of air from the lungs by rapid, short, contractions of the diaphragm. A big boy asks how a "funny thing" can produce this effect.

ANS.—This is an exceedingly difficult question to answer. For anything like a complete analysis of the cause or causes, it would be well to consult Darwin's "Expression of the Emotions in Man and Animals." Herbert Spencer says: "If the mind is strongly excited, a large amount of nervous energy, instead of being allowed to expend itself in producing an equivalent amount of the new thoughts and emotions which were nascent, is suddenly checked in its flow . . . the excess must discharge itself in some other direction, and there results an efflux through the motor nerves to various classes of muscles, producing the half-convulsive actions we call laughter."

Darwin adds: "The imagination is sometimes said to be tickled by a ludicrous idea; and this so-called tickling of the mind is curiously analogous with that of the body. Yet laughter from a ludicrous idea, though involuntary, cannot be called a strictly reflex action."

If we work upon marble, it will perish; if we work upon bronze, time will efface it; if we rear temples, they will crumble to the dust; but if we work upon immortal souls, if we imbue them with right principles of action, with just fear of wrong and love of right, we engrave on those tablets something which no time can obliterate, but which will grow brighter and brighter to all eternity.—Daniel Webster.

# The Educational Journal

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

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## Editorials.

### UPPER CANADA COLLEGE.

CONSIDERABLE anxiety is just now felt by the friends of this old and somewhat historic institution with regard to its future. During the last year or two the attendance has fallen off largely, and, in consequence, its income has failed by some thousands of dollars to meet expenditures, and it is threatened with financial embarrassment. Partly, no doubt, with a view to retrenchment by reduction of staff, and partly, it is said, in order to obtain freedom of action in the reorganization of that staff, the Board of Trustees, four of whom are now appointed by the "Old Boys" of the college, have taken the somewhat radical step of notifying all the teachers, from the Principal downwards, that their services will not be required after the close of the school year (June 30th). No doubt the intention is to re-engage such of them as have the confidence and approval of the Board.

The fact is, we suppose, that the old college is feeling more and more the competition of the High Schools and Collegiate Institutes, with which, now that it is thrown largely upon its own resources, it is unable to compete. We have all along maintained that its existence as a Government institution, with exceptional advantages, to do the same

work which is so well done by the regular secondary schools, was an anomaly that could not be continued. It is, of course, impossible for an institution of the kind to become self-supporting, and yet maintain any high degree of efficiency. But we believe in variety in education, as well as in other spheres, and should be sorry to see the old college die. Nor does there seem to be any sufficient cause for it to do so. It has already, we believe, about \$50,000 of an endowment. Surely its alumni, many of whom are among the most influential and well-to-do of our professional and business men, will come forward and supplement the endowment to whatever extent may be necessary to place the college on a stable foundation.

### CAUSES AND EFFECTS.

TO many minds the only logical solution of the great educational problem which is continually arising, in one shape or another, in connection with our State-controlled Public Schools, is to be found in their complete secularization. To many others, any system of so-called education which omits the religious element, or the culture of the spiritual side of the child-nature, is deplorable. It ostentatiously ignores the highest of all the faculties, that which is fundamental to the character, that whose development is of supreme importance. To our thinking, both are right. We are quite unable to see that it is within either the sphere or the capacity of a government to direct or control in any way the religious culture of its coming citizens. Governments are not necessarily religious. In their *personnel*, or a part of it, they are too often the reverse. For them either to prescribe or to prohibit any form of religious instruction is an arbitrary assumption of authority in a realm which is above and beyond their control—the realm of the spiritual, within whose sacred precincts they have no right to enter.

On the other hand, it is, we believe, demonstrably true that man is a religious being in such a sense that, though many a man who is negatively irreligious may be strictly upright and honorable, yet the only basis of general and enduring morality is in the religious nature. There is abundant evidence that many who have drawn in with their first breath the influences of Christian civilization, and grown up in an atmosphere permeated with Christian ideas and sanctions, may, and often do, continue to lead correct and virtuous lives long after they have abjured the faith of their fathers. Several gen-

erations must pass before the tendencies of widespread infidelity could become fully developed, so that the tree might be fairly judged by its fruits. But the chief warrant of the State to undertake in any way the work of education is that it may thereby, for its own preservation and highest progress, develop in its growing citizens the clear intelligence and high moral principle which are the essential elements of good citizenship.

How these two contradictory convictions are to be harmonized in an effective school system under State control, we confess ourselves unable to conceive clearly. Perhaps the nearest approach to it is along the lines of local control, which is carried to a considerable extent under our present system in Ontario. Let the trustees, who are the direct local representatives of parents and citizens, have control of the matter just so far as is consistent with the liberty of conscience and of choice of every citizen.

Without, however, entering further into the discussion of a question which is now agitating the minds of tens of thousands all over Canada, but which is both too political and too sectarian for our pages, we may take the opportunity to re-state a fundamental truth which can never be too plainly stated or too strongly emphasized. That truth, writ clear in the books of Nature and of Revelation, is that always and everywhere the parents are primarily responsible for the education of their children, mentally, morally, and spiritually, and that the State has only a delegated and derivative duty in the matter. This we deem axiomatic, or so nearly so as to need no argument to support it. As a logical outcome of this view, we confess that we should be strongly in favor of a purely voluntary system were it not for one crucial difficulty which meets us on the very threshold. This is the fact of the utter unfitness of thousands of parents to undertake the work, even by proxy, and the further fact that other thousands are too ignorant, careless, indifferent, or unloving to be trusted to bear the responsibility. The result of leaving it in their hands would be destructive to society. Children would be left to grow up by hundreds of thousands in ignorance, which is everywhere the mother of vice and crime. Self-government, or government by the people, would become impossible. Hence the free, self-ruling citizens, in their organized capacity as a State, are compelled, in self-defence, to provide for the compulsory education of all the children growing up in the State; in other words, to establish a Public School system.

## THE PUBLIC AND THE HIGH SCHOOLS.

WE were about to write as our heading, "The Public vs. The High Schools." That would have been misleading. There is no *against*, no rivalry, in the case. Whatever improves the one improves the other. Yet it is true that a good deal of the discussion of educational questions in the legislature tends to convey the impression that the work and interests of the two grades of schools are in some way antagonistic; especially that what is given from the public funds in aid of the one is so much taken from the resources available for the other.

There is a certain sense in which this may be true. It is, we suppose, the fact that there is a limit to the amount which may be taken from the public revenue of the Province for educational purposes, a certain sum-total beyond which the representatives of the people would refuse to vote the public funds for the support of schools. If the case were presented in this way, and if it could be made to appear that the Public Schools, for instance, were being stunted in order that the High Schools might be still further developed, we would not hesitate to maintain that a serious mistake was being made, a mistake from which not only the former, but the latter also, would suffer. We admit that there is much force in the contention of many that the money which belongs to the whole people should be used for such purposes only as are for the direct benefit of the whole people. On this principle the funds which are at the disposal of the government, or rather, of the people's representatives, should be appropriated in aid of such educational institutions as are directly available to all the children of the country, and of such only. This principle would, of course, sweep away at a stroke all legislative appropriations for both secondary and higher education, leaving all institutions devoted to the more advanced grades of educational work to the tender mercies of voluntaryism, or self-interest, and devoting the whole educational appropriation to the elementary schools. Into the *pros* and *cons* of that question of political economy we need not now enter.

In the closing hours of the session of the Ontario Legislature an interesting discussion took place on a motion of Mr. Whitney, affirming that "the educational advantages at the disposal of the great mass of the people through the medium of the Public School are not in proportion to their just claims," and that "a scheme should be devised by which the

sphere of the Public Schools should be widened and enlarged so as to afford the children of the agricultural population further and increased opportunities of obtaining such higher education in the Public Schools as may be practicable there." With the views embodied in this resolution, which we have quoted but in part, every really intelligent citizen, as well as every true educator, must be in hearty accord. Such persons can have no sympathy with the shallow cry which is raised from time to time against the extension of the scope of the Public School courses by a hair's breadth beyond the limit at which the training imparted may be supposed to bear directly upon the practical ability of the boy or girl to "make a living," that is, get food and clothing for the lower, the physical, part of the complex being. We hold it to be demonstrable that even from that low and narrow point of view the restriction advocated would be an egregious blunder. Whatever widens the outlook, enlarges the intelligence, and energizes the intellect of a man or woman, in the very nature of things makes him or her more capable of providing for the purely physical wants. But it is encouraging to find the representatives of the people prepared to take a broader view, and to demand that provision be made in the people's schools for supplying, to the fullest extent practicable, the higher wants of the child, as a being endowed with an intellectual and a moral nature.

Mr. Whitney's resolution assumes, and assumes rightly, that the highest possible development of the greatest possible number should be the aim of the Education Department in framing its school system. The question then becomes one of method. In what way can this purpose be most effectually promoted? When it is pointed out that 95 per cent. of the school population never go beyond the Public School, while but 5 per cent., even now, attend the High Schools, the general answer becomes apparently clear. It is but a question of arithmetic. In which way can the level of the popular intelligence be raised the higher—by raising that of the 95 per cent., say, one inch, or by raising that of the 5 per cent. five or ten inches? Even suppose it possible to raise that of the 5 per cent. so much as to bring the average up to the higher level, which, in view of the fact that the claim of each of the 95 is equal to that of any one of the 5, is the juster system? Reasoning thus, we are prepared to join Mr. Whitney in denouncing the Education Department, if it can be shown that its policy tends to foster the High Schools

at the expense of the Public Schools. But the logic of the figures presented by the Minister of Education can hardly be said to bear out such a contention. His familiar statement that no other school system in the world sends so many children to the secondary schools as that of Ontario fails to meet the complaint, for, in the first place, the question is not one of sending 1 or 2 per cent., more or less, to the secondary schools, but one of increasing the scope and quality of the education given to the 95 per cent. more or less, who can never go beyond the free Public Schools. Then, again, everything, in such a comparison, depends upon the actual requirements in each country for entrance to the secondary schools.

If, however, we admit the propriety of giving public aid to the secondary schools at all, we can hardly find fault with the division of appropriations from which it has resulted, as Mr. Ross assures the legislature, that, in the last ten years, the grants to the Public Schools have increased by 34 per cent., while the school population has increased but 7 per cent., and the High School grants have increased but 30 per cent., while the High School population has increased by no less than 186 per cent. In 1867, we are further told, the expenditure was \$9.43 for every pupil in the High Schools; in 1882, when Mr. Ross entered on his duties as Minister, the vote was \$6.83 per pupil; now it is but \$4.38 per pupil. Meantime, in the last twenty years, the grant per pupil for Public Schools has increased from 45 cents to 56 cents. Further, twenty years ago the High Schools were maintained by the public money, while now the pupils attending contribute largely to the maintenance of the schools. In 1867 only \$15,000 was contributed by the High School pupils in fees, while last year no less than \$105,676 was received in fees.

THE number of Public School teachers in the province in 1892 was 8,480; in 1893, 8,647. Of the foregoing 2,770 were, in 1892, males; 5,710 females. In 1893, 2,785 were males and 5,682 females. The masculine element seems to be gaining ground.

IT is gratifying to note, from the Minister's Report for 1894, that the number of pupils in the fourth and fifth classes in the Public Schools has been gradually increasing during the last few years. The number in the Fifth Reader in 1893 was 14,319, as against 13,370 in 1892. Neither the total number nor the absolute increase is very large, but the trend is in the right direction.



## Special Papers.

## LANGUAGE STUDIES: REPORT OF THE FIFTEEN.

There is first to be noted the prominent place or language study that takes the form of reading, penmanship, and grammar, in the first eight years' work of the school. It is claimed for the partiality shown to these studies that it is justified by the fact that language is the instrument that makes possible human social organization. It enables each person to communicate his individual experience to his fellows, and thus permits each to profit by the experience of all. The written and printed forms of speech preserve human knowledge and make progress in civilization possible. The conclusion is reached that learning to read and write should be the leading study of the pupil in his first four years of school. Reading and writing are not so much ends in themselves as means for the acquirement of all other human learning. This consideration alone would be sufficient to justify their actual place in the work of the elementary school. But these branches require of the learner a difficult process of analysis. The pupil must identify the separate words in the sentence he uses, and in the next place must recognize the separate sounds in each word. It requires a considerable effort for the child or the savage to analyze his sentence into its constituent words, and a still greater effort to discriminate its elementary sounds. Reading, writing, and spelling, in their most elementary form, therefore constitute a severe training in mental analysis for the child of six to ten years of age. We are told that it is far more disciplinary to the mind than any species of observation of differences among material things, because of the fact that the word has a twofold character—addressed to external sense as spoken sound to the ear, or as written and printed words to the eye—but containing a meaning or sense addressed to the understanding, and only to be seized by introspection. The pupil must call up the corresponding idea by thought, memory, and imagination, or else the word will cease to be a word, and remain only a sound or character.

On the other hand, observation of things and movements does not necessarily involve this twofold act of analysis, introspective and objective, but only the latter—the objective analysis. It is granted that we all have frequent occasion to condemn poor methods of instruction, as teaching words rather than things. But we admit that we mean empty sounds or characters rather than true words. Our suggestions for the correct method of teaching amount in this case simply to laying stress on the meaning of the word, and to setting the teaching process on the road of analysis of content rather than of form. In the case of words used to store up external observation the teacher is told to repeat and make alive again the act of observation by which the word obtained its original meaning. In the case of a word expressing a relation between facts or events, the pupil is to be taken step by step through the process of reflection by which the idea was built up. Since the word, spoken and written, is the sole instrument by which reason can fix, preserve, and communicate both the data of sense and the relations discovered between them by reflection, no new method in education has been able to supplant in the school the branches, reading and penmanship. But the real improvements in method have led teachers to lay greater and greater stress on the internal factor of the word, on its meaning, and have in manifold ways shown how to repeat the original experiences that gave the meaning to concrete words, and the original comparisons and logical deductions by which the ideas of relations and casual processes arose in the mind and required abstract words to preserve and communicate them.

It has been claimed that it would be better to have first a basis of knowledge of things, and secondarily and subsequently a knowledge of words. But it has been replied to this, that the progress of the child in learning to talk indicates his ascent out of mere impressions into the possession of true knowledge. For he names objects only after he has made some synthesis of his im-

pressions and has formed general ideas. He recognizes the same object under different circumstances of time and place, and also recognizes other objects belonging to the same class by and with names. Hence the use of the word indicates a higher degree of self-activity—the stage of mere impressions without words or signs being a comparatively passive state of mind. What we mean by things first and words afterwards, is, therefore, not the apprehension of objects by passive impressions so much as the active investigation and experimenting which come after words are used, and the higher forms of analysis are called into being by that invention of reason known as language, which, as before said, is a synthesis of thing and thought, of outward sign and inward signification.

Rational investigation cannot precede the invention of language any more than blacksmithing can precede the invention of hammers, anvils, and pinners. For language is the necessary tool of thought used in the conduct of the analysis and synthesis of investigation.

Your committee would sum up these considerations by saying that language rightfully forms the centre of instruction in the elementary school, but that progress in teaching is to be made, as hitherto, chiefly by laying more stress on the internal side of the word, its meaning; using better graded steps to build up the chain of experience or the train of thought that the word expresses.

The first three years' work of the child is occupied mainly with the mastery of the printed and written forms of the words of his colloquial vocabulary; words that he is already familiar enough with as sounds addressed to the ear. He has to become familiar with the new forms addressed to the eye, and it would be an unwise method to require him to learn many new words at the same time that he is learning to recognize his old words in their new shape. But as soon as he has acquired some facility in reading what is printed in the colloquial style, he may go on to selections from standard authors. The literary selections should be graded, and are graded in almost all series of readers used in our elementary schools, in such a way as to bring those containing the fewest words outside of the colloquial vocabulary into the lower books of the series, and increasing the difficulties, step by step, as the pupil grows in maturity. The selections are literary works of art possessing the required organic unity and a proper reflection of this unity in the details, as good works of art must do. But they portray situations of the soul, or scenes of life, or elaborated reflections, of which the child can obtain some grasp through his capacity to feel and think, although in scope and compass they far surpass his range. They are adapted, therefore, to lead him out of and beyond himself, as spiritual guides.

Literary style employs, besides words common to the colloquial vocabulary, words used in a semi-technical sense expressive of fine shades of thought and emotion. The literary work of art furnishes a happy expression for some situation of the soul, or some train of reflection hitherto unutterable in an adequate manner. If the pupil learns this literary production, he finds himself powerfully helped to understand both himself and his fellow-men. The most practical knowledge of all, it will be admitted, is a knowledge of human nature—a knowledge that enables one to combine with his fellow-men, and to share with them the physical and spiritual wealth of the race. Of this high character, as humanizing or civilizing, are the favorite works of literature found in the school readers, about one hundred and fifty English and American writers being drawn upon for the material. Such are Shakespeare's speeches of Brutus and Mark Antony, Hamlet's and Macbeth's soliloquies, Milton's *L'Allegro* and *Il Penseroso*, Gray's *Elegy*, Tennyson's *Charge of the Light Brigade* and *Ode on the Death of the Duke of Wellington*, Byron's *Waterloo*, Irving's *Rip Van Winkle*, Webster's *Reply to Hayne*, *The Trial of Knapp*, and Bunker Hill oration, Scott's *Lochinvar*, Marmion, and *Roderick Dhu*, Bryant's *Thanatopsis*, Longfellow's *Psalms of Life*, Paul Revere, and the *Bridge*, O'Hara's *Bivouac of the Dead*, Campbell's *Hohenlinden*, Collins' *How Sleep the Brave*, Wolfe's *Burial of Sir John Moore*, and other fine prose and poetry from Addison, Emerson, Franklin, the Bible, Hawthorne, Walter Scott, Goldsmith, Wordsworth, Swift, Milton, Cooper, Whittier, Lowell, and the rest. The reading and study of fine selections in prose and verse furnish the

chief æsthetic training of the elementary school. But this should be re-enforced by some study of photographic or other reproductions of the world's great masterpieces of architecture, sculpture, and painting. The frequent sight of these reproductions is good; the attempt to copy or sketch them with the pencil is better; best of all is an æsthetic lesson on their composition, attempting to describe in words the idea of the whole that gives the work its organic unity, and the devices adopted by the artist to reflect this idea in the details and re-enforce its strength. The æsthetic taste of teacher and pupil can be cultivated by such exercises, and, once set on the road of development, this taste may improve through life.

A third phase of language study in the elementary school is formal grammar. The works of literary art in the readers, re-enforced, as they ought to be, by supplementary reading at home of the whole works from which the selections for the school readers are made, will educate the child in the use of a higher and better English style. Technical grammar never can do this. Only familiarity with fine English works will ensure one a good and correct style. But grammar is the science of language, and as the first of the seven liberal arts it has long held sway in school as the disciplinary study *par excellence*. A survey of its educational value, subjective and objective, usually produces the conviction that it is to retain the first place in the future. Its chief objective advantage is that it shows the structure of language, and the logical forms of subject, predicate, and modifier, thus revealing the essential nature of thought itself, the most important of all objects, because it is self-object. On the subjective or psychological side, grammar demonstrates its title to the first place by its use as a discipline in subtle analysis, in logical division and classification, in the art of questioning, and in the mental accomplishment of making exact definitions. Nor is this an empty, formal discipline, for its subject-matter, language, is a product of the reason or a people, not as individuals, but as a social whole, and the vocabulary holds in its store of words the generalized experience of that people, including sensuous observation and reflection, feeling and emotion, instinct and volition.

No formal labor on a great objective field is ever lost wholly, since, at the very least, it has the merit of familiarizing the pupil with the contents of some one extensive province that borders on his life, and with which he must come into correlation; but it is easy for any special formal discipline, when continued too long, to paralyze or arrest growth at that stage. The over-cultivation of the verbal memory tends to arrest the growth of critical attention and reflection. Memory of accessory details, too, so much prized in the school, is also cultivated often at the expense of an insight into the organizing principle of the whole and the causal nexus that binds the parts. So, too, the study of quantity, if carried to excess, may warp the mind into a habit of neglecting quality in its observation and reflection. As there is no subsumption in the quantitative judgment, but only dead equality or inequality ( $A$  is equal to or greater or less than  $B$ ), there is a tendency to atrophy in the faculty of concrete syllogistic reasoning on the part of the person devoted exclusively to mathematics. For the normal syllogism uses judgments wherein the subject is subsumed under the predicate (*This is a rose—the individual rose is subsumed under the class rose; Socrates is a man, etc.*). Such reasoning concerns individuals in two aspects: first, as concrete wholes, and, secondly, as members of higher totalities or classes—species and genera. Thus, too, grammar, rich as it is in its contents, is only a formal discipline as respects the scientific, historic, or literary contents of language, and is indifferent to them. A training for four or five years in parsing and grammatical analysis practised on literary works of art (Milton, Shakespeare, Tennyson, Scott) is a training of the pupil into habits of indifference toward and neglect of the genius displayed in the literary work of art, and into habits of impertinent and trifling attention to elements employed as material or texture, and a corresponding neglect of the structural form, which alone is the work of the artist. A parallel to this would be the mason's habit of noticing only the brick and mortar, or the stone and cement, in his inspection of the architecture, say, of Sir Christopher Wren. A child overtrained to analyze and classify shades of color—examples of this one finds occasionally in a primary school whose specialty is "objective teaching"—might in later life visit an art gallery and

make an inventory of colors without getting even a glimpse of a painting as a work of art. Such over-study and misuse of grammar as one finds in the elementary school, it is feared, exists to some extent in secondary schools, and even in colleges, in the work of mastering the classic authors.

Your committee is unanimous in the conviction that formal grammar should not be allowed to usurp the place of a study of the literary work of art in accordance with literary method. The child can be gradually trained to see the technical "motives" of a poem or prose work of art and to enjoy the æsthetic inventions of the artist. The analysis of a work of art should discover the idea that gives it organic unity; the collision and the complication resulting; the solution and *dénouement*. Of course these things must be reached in the elementary school without even a mention of their technical terms. The subject of the piece is brought out; its reflection in the conditions of the time and place to heighten interest by showing its importance; its second and stronger reflection in the several details of its conflict and struggle; its reflection in the *dénouement* wherein its struggle ends in victory or defeat and the ethical or rational interests are vindicated—and, the results move outward, returning to the environment again in ever-widening circles—something resembling this is to be found in every work of art, and there are salient features which can be briefly, but profitably made subject of comment in familiar language with even the youngest pupils. There is an ethical and an æsthetic content to each work of art. It is profitable to point out both of these in the interest of the child's growing insight into human nature. The ethical should, however, be kept in subordination to the æsthetic, but for the sake of the supreme interests of the ethical itself. Otherwise the study of a work of art degenerates into a goody-goody performance, and its effects on the child are to cause a reaction against the moral. The child protects his inner individuality against effacement through external authority by taking an attitude of rebellion against stories with an appended moral. Herein the superiority of the æsthetic in literary art is to be seen. For the ethical motive is concealed by the poet, and the hero is painted with all his brittle individualism and self-seeking. His passions and his selfishness, gilded by fine traits of bravery and noble manners, interest the youth, interest us all. The established social and moral order seems to the ambitious hero to be an obstacle to the unfolding of the charms of individuality. The deed of violence gets done, and the Nemesis is aroused. Now his deed comes back on the individual doer, and our sympathy turns against him and we rejoice in his fall. Thus the æsthetic unity contains within it the ethical unity. The lesson of the great poet, or novelist, is taken to heart, whereas the ethical announcement by itself might have failed, especially with the most self-active and aspiring of the pupils. Aristotle pointed out in his Poetics this advantage of the æsthetic unity, which Plato in his Republic seems to have missed. Tragedy purges us of our passions, to use Aristotle's expression, because we identify our own wrong inclinations with those of the hero, and by sympathy we suffer with him and see our intended deed returned upon us with tragic effect, and are thereby cured.

Your committee has dwelt upon the æsthetic side of literature in this explicit manner because they believe that the general tendency in elementary schools is to neglect the literary art for the literary formalities which concern the mechanical material rather than the spiritual form. Those formal studies should not be discontinued, but subordinated to the higher study of literature.

Your committee reserves the subject of language lessons, composition writing, and what relates to the child's expression of ideas in writing, for consideration under Part 3 of this Report, treating of programme.

The principal of a school asked a bright-eyed boy the meaning of Evacuation Day, which was being celebrated. Bright-eyes, beaming with pride at being brought into notice, arose and called out in a clear tone, "It is the day the doctors come to the school to vaccinate the boys."

In the teaching of history the pupil's mind should not be treated as a mere lifeless receptacle for facts; the main thing is to arouse his interest and stimulate his faculties to healthful exercise.—*John Fiske, in preface to U.S. History.*

## Science.

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### PREPARATION FOR ARBOR DAY.

According to the recent report of the Minister of Education, there have been planted, since 1885, in the schoolyards of Ontario over 200,000 shade trees. As there are about 6,000 public schools, this would give, on an average, about thirty-five trees per school, a very creditable showing.

A question for each teacher now to ask is: "Are there thirty-five trees in my schoolyard, all growing, and suitably arranged?" If this question cannot be answered in the affirmative, what are you going to do about it? Do you wish to be considered unprogressive, lacking in taste, indifferent towards all that enhances the beauty of our surroundings?

Notwithstanding the much that has been done, there remains still more to do. Planting trees is not the end of Arbor Day. Is your schoolyard free from stones, weeds, and unsightly ash piles? Are the fences in good repair? Are there walks laid out and flower beds nicely arranged? All these are suitable enquiries for the teacher to make, and now is the time to make preparations for carrying out needful work. Are you beginning to talk about the matter with your pupils and their parents? Have you thought of the flowers to fill your prospective beds? Are your school windows full of boxes of growing plants preparing for transplanting? Are you selecting suitable exercises for Arbor Day, after the actual work is done? If not, now is the time to make preparation for Arbor Day. Have all your plans matured and see how much, not how little, you can accomplish.

### TEACHING TO OBSERVE.

Spring is coming, with its many objects of interest to young and old. The older we get the more beauty we see in the awakening of nature from her long wintry nap. Nature is opening its thousand eyes—have you yours also wide open? How hard it is to really see, and how much harder to tell exactly what we see. In the process of transforming much is lost; how much less if we only saw more clearly!

Here is a plan pursued by a very intelligent teacher, to encourage the habit of close and fixed observation. After the little ones have recited, he sends them outside, if the weather is fine, and tells them to find two maple or beech leaves exactly alike. This may be varied infinitely. Find two pebbles of different kinds of rock.

After a shower of rain, there are suitable observations to be made on fishworms, which come to the surface then. This outdoor work may be extended in many directions; is interesting and profitable to the student in many ways. Indoor work and the best busy work may be provided by giving pupils a box of blocks made of wood of various forms, pyramids, cones, cubes of various sizes, cylinders, prisms—the more varied the shapes the better—and ask the pupils to separate them into groups, all members of which are exactly alike.

Provide objects of various colors and shades, and ask them to be handled similarly to the above. You may find some pupils who are color-blind, or are defective in vision. This is information every teacher should have of his pupils. The walks to and from school may be utilized to great advantage. A cloud sometimes fades away; where does it go? Where does the water go that is sprinkled on the floor? Why are the thistle and dandelion so common? Hundreds of questions suggest themselves. A few minutes should be taken each day to obtain the results of this observation work. It will repay you in more rapid advancement in their other work.

And slight is the sting of his trouble  
Whose winnings are less than his worth;  
For he who is honest is noble,  
Whatever his fortune or birth.  
—*Alice Cary.*

Keep thy heart with all diligence, for out of it are the issues of life.—*Proverbs.*

## Hints and Helps.

### SUGGESTIONS FOR SPRING.

"BEEB."

Many teachers of the second and third classes have found it a good plan to teach certain lessons in their season; for example, "Shapes of snowflakes," during the snowy days; "The dandelion," when hillsides and lawns are dotted thickly with the bright, yellow heads, etc.

While preparing pupils for promotion in a room which has been mine for only a few months, I stumbled upon a real difficulty. Literature, when birds, roots, trees, leaves, flowers, were the subjects, was uphill work.

Why? Just because my girls and boys were not practised in "seeing things." No one had seen pine cones, pine needles, basswood leaves, Indian pipes, orioles' nests. None knew what Whittier's "Bare-foot Boy" knew. "Knowledge never learned of schools," the poet says, but the teacher *can* and *should* help to make the child acquainted with Dame Nature.

Then for the first time I felt a sympathy for those who had never known how delightful these "Nature" lessons could be made.

One may begin at any time, but I shall sketch a plan I have used, and below will be given a real copy of a bit of one spring's work.

We lived in a district where there was very little bush, so had few advantages that others will not have. A portion of a blackboard was kept for the purpose, and all the pupils were "observers." Each morning any one who had discovered anything reported. A statement of this important fact took its place upon the blackboard, with the date and the name of the discoverer.

Just after opening exercises, a general conversation required five or ten minutes. Any one who knew anything about appearance, habits, etc., was encouraged to tell us.

That season was early; the winter had been exceedingly mild. Here are the columns:

Bird, etc.	Date.	Observer.
Snowbird		
Sparrow	All seasons.	
Owl		
Crow		
Robin		March 20,
Blackbird	" 25,	Mary Young.
Hawk	" 25,	" "
Meadow Lark	" 26,	A. McD.
Greybird	" 26,	Tom Porter.
Snipe	" 26,	George Keene.
Bluebird	" 31,	M. Y.
Woodpecker	April 1,	Arthur Keene.
Wild Ducks	" 4,	A. McD.
Nighthawk	" 17,	M. Y.
Catbird	" 11,	George Keene.
Peewee	" 18,	" "
Canary	May 11,	Ellen Young.
Oriole	" 11,	John Mills.

A few days later I noticed in a newspaper that Mr. McIlwraith, of Hamilton, had seen an oriole on May 10th, and we felt quite proud of our observer, for Mr. and Mrs. Oriole surely required another day to reach us.

Reports came, too, of frogs, frogs' singing, fish, toads, butterflies, snakes, birds' nests, bees, etc.

After one year's work of this description, the most interesting lessons will be those which the pupils have previously studied out of doors.

No telling, however graphic, can ever take the place of "seeing."

### MARK-GETTING.

BY BARDA.

Having read your quotation (Jan. 1) and editorial on the above subject, I will, with your permission, express my humble opinion in the matter. I am not a head of an Education Department, but I am, and have been for some years, a public school teacher, and have tried teaching with, and without a marking system, and, as a consequence, am strongly in favor of the former.

I fancy that heads of Education Departments sometimes outgrow their intimate knowledge of child-nature, and become so familiar with the ideal schools which exist in their imaginations that they

forget that we have human and imperfect children, not perfect pupils, to deal with. Could we secure schools consisting of model pupils, the children of wise parents, we might find no use for marks.

I agree with you that "no teacher should be content, or regard success as achieved, until he sees his pupils take their study as they do their food, because they are hungry and enjoy it," but I believe that a judicious use of marks helps, rather than hinders, the attainment of such a result. A few pupils are usually found in any given school who work for the pure love of learning, but there are always many who require some spur more tangible than this love of learning, and even the more intellectual enjoy the spur, if applied in the form of marks, when these marks are given, as they should be, rather as a means of showing each one his or her progress than as a means of comparing one's work with another's. And for those who regard only the latter, the spur is for a while necessary. It helps to render impositions for tardiness, absence, and misconduct unnecessary, by banishing these. All teachers know that many children are late or absent who would not be if their parents placed a proper estimate upon their time in school. Now, create in the child's mind a strong desire to be present on time, and he will be present on time, very much oftener than if all depended on his parents. Again, while he is endeavoring to see what percentage of the marks possible in a given week or month he can take, he will not lose many by misconduct.

I believe that pupils who begin to work merely for the sake of marks will, under the care of a true teacher, become so interested in the work itself that, by and by, they will work from love of work.

#### A TROUBLED CONSCIENCE.

Agassiz, Longfellow, Emerson, and Lowell, in turn, preceded Dr. Holmes in presiding over the monthly dinners of the famous Boston Saturday Club, which the late Judge Hoar said was the best of all clubs. At one of those occasions Dr. Holmes related the following incident:

"Just forty years ago I was whipped at school for a slight offence—whipped with a ferule right across my hands, so that I went home with a blue mark where the blood had settled, and for a fortnight my hands were stiff and swollen from the blows. The other day an old man called at my house and inquired for me. He was bent, and could just creep along. When he came in, he said: 'How do you do, sir? Do you recollect your old teacher, Mr. —?' I did, perfectly! He sat and talked awhile about indifferent subjects, but I saw something rising in his throat, and I knew it was that whipping. After awhile he said: 'I came to ask your forgiveness for whipping you once when I was in anger; perhaps you have forgotten it, but I have not.' It had weighed upon his mind all these years! He must be rid of it before lying down to sleep peacefully!"

#### BIOLOGICAL WORK IN SECONDARY SCHOOLS.

The following is a condensation of a paper by A. J. McClatchie, B.A., of the Throop Polytechnic School:

I shall put in a plea for genuine systematic laboratory work upon plants and animals; shall insist that, in studying both, students become familiar with the general structure, physiology, and classification of members of all the main groups from the lowest to the highest, shall urge the necessity of teachers especially trained for the work; and I shall then attempt to point out the training that should result from such a course of study.

Laboratory work is essential, but this does not mean the dissection of plants and animals merely to verify text-book statements. Students should be original investigators. Scientific knowledge should not be given ready-made, but pupils should be taught the way to it. Laboratory work upon any subject should precede, never follow, the class discussion of it.

Study simplest forms of life first, and proceed to the more complex. A compound microscope is essential; a properly trained science teacher will not let a school be long without one.

There is little discipline in learning the names of the various shapes of leaves, stems, roots, and

flower parts, and properly ticketing plants. Reverse the process; have pupils draw and describe them; give names. The study of plants should extend through the year; this is agreed in by Professor Bessey and President Coulter.

Mosses, toadstools, lichens, and algæ can be obtained anywhere at any season. A buttercup is more difficult to understand than a moss. It is impossible to understand the structure and reproductive system of the flowering plants unless the lower ones have been previously studied.

Plant physiology ought to receive more attention than it does. Enough time should be spent upon classification to enable students to become familiar with the limits and characteristics of the main vegetable groups.

The first thing a beginner must learn is to see a thing as it really is. None of us have this power fully developed.

Proceed by drawing, notes, oral discussions.

Along with seeing and expressing, pupils must be led to think, if the work is to be of much value. What is the relation between this observed fact and that observed fact? What must be the use of this organ? Why so constructed? Why? Why? Why?

The power to discover truth, to acquire knowledge, is of far greater value than the simple possession of knowledge.

This work ought to train the powers of observation; to teach how to discover truth for themselves; to train them to expression of discovered truth; to train them to get knowledge properly from the writings of others; to lead them to see the beauties and harmonies of nature; to develop strongly the moral nature, since truth alone is sought; to develop mental power, and incidentally to get information of inestimable value in any walk of life they may choose.

#### THE MULTIPLICATION TABLE.

Kitty sat out under the sweet apple tree in the golden October noon-time, crying real salt tears into her Primary Arithmetic.

"Now, what's the matter, Kittyleen?" asked big brother Tom, coming out with his Greek Grammar under his arm. "I supposed you were eating sweet apples and studying, and I came out to do so, too, and here you are crying."

"It's—this—dreadful—multiplication table!" sobbed Kitty. "I can't never learn it, never!"

"Hard?" asked Tom.

"Oh, it's awful! Harder than anything in your college books, I know. It's the eights this afternoon, and I can't learn 'em anyhow."

"Don't you know how much eight times one is?" asked Tom, picking up a small apple and beginning to eat it.

"Yes, of course. Eight times one is eight. I can say up to five times eight all right."

"Can you? Well, that's encouraging, I'm sure. Let's hear you."

Kitty rattled it off like a book.

"Five times eight is forty"—and there she stopped.

"Oh, go right on," said Tom. "Six times eight is forty-eight."

"I can't," said Kitty. "I can't learn the rest. I've tried and tried, and it's no use."

"Do you learn so hard?" asked Tom. "Now, hear this, and then repeat it after me as well as you can." And Tom repeated a verse of a popular college song.

Kitty laughed, and repeated the nonsense word for word.

"Why, you *can* learn!"

"But that has a jingle to it. It is not like the dry multiplication table."

"Let's put a jingle into that, then."

"Six times eight was always late,  
Hurried up, and was forty-eight;  
Seven times eight was cross as two sticks,  
Had a nap and was fifty-six;  
Eight times eight fell on to the floor,  
I picked it up and 'twas sixty-four;  
Nine times eight—it wouldn't do,  
I turned it over and 'twas seventy-two."

"Did you make that all up, now?" asked Kitty, in wonderment.

"Why, yes," laughed Tom.

"Oh, it's splendid! Let's see, how is it?" And she went straight through it with very little help.

"Ten times eight is eighty. That one's easy enough to remember."

"And now," said Tom, when she had the jingle well learned, "say the table aloud and the jingle in your mind as you go along."

Kitty tried that, and a very few times made it a success. With the ringing of the first bell she was ready to start for school, with those "dreadful eights" all perfect.

"You're the best Tom in the whole world!" she said, with a good-by kiss. "And I don't believe there's another boy in college that could make such nice poetry."

Tom laughed as he opened his Greek Grammar.  
—Selected.

#### MISLEADING TERMS.

A progressive superintendent of schools recently advised the teachers under his supervision to discontinue the use of the term "busy work," and to substitute therefor the term *seat work*. I was specially pleased to hear this advice, since I believe that the expression "busy work" has misled many teachers, and occasioned much bad work in primary schools.

The term busy work in a school programme conveys the idea of work assigned for the purpose of keeping children busy, and certainly no work should be assigned for this special purpose. All school work should have an educative end, and seat work that simply kills time, and thus keeps pupils busy, has no place in a good school. It is, of course, important to keep children busy—an important element in their easy government—but this does not necessitate a resort to otherwise useless exercises or work.

I have seen "busy work" in primary schools, especially in number, that approached very near to idiocy work. What can be more nearly useless than some of the "illustrative number work" imposed upon first-year and even second-year pupils? Think of requiring a little child to spend two or three periods a day in drawing *at* objects to represent number groups and their combinations—tasks that neither teach number nor drawing! The only excuse for such inane work is that it "keeps pupils busy"; but is there not useful number work that will answer this purpose? How many little slates have I seen filled with number exercises written out in words and signs, or represented by crude drawings of objects, when neither the written work nor the illustrative work helped the children a bit in number knowledge or skill.

This leads me to say that, in my judgment, the use of the pencil by children is carried to, if not beyond, the danger point in many primary schools. Such work not only keeps pupils in a bad posture too much, but it is a hurtful strain upon the nervous system, and often a serious injury to eyesight. The written work in many primary schools ought to be reduced fully one-half.

The use of the term "story" in number exercises has often struck me unfavorably. The word story has a very definite meaning in literature, and I do not understand how the calling of little number exercises "stories" ever came into a primary school. Such a baby use of the term may possibly have a place in the kindergarten, but it seems to me out of place in a primary school. Why not call a number exercise an example or a problem, as the case may be? How is a child six to seven years old helped by calling a fairy tale and a number example indiscriminately a "story"?

This suggests the kindred attempt to make common things appear new and big by applying to them large appellations. A small college is dignified by the name *university*, the teacher of a common school by the appellation *professor*, etc.

But this tendency to assume newness and bigness is even more strikingly illustrated in the misuse of technical pedagogic terms. I recently heard a young teacher speak on what he called the "Laboratory Method" of teaching geometry, a method in which original exercises and simple applications formed a feature! Another teacher read a paper on what the programme called "The Apperceptive Method of Teaching Decimals," an old method as described, with the faintest trace of apperception even in the vaguest use of that much abused word! We may soon expect to hear the objective method of the primary school called the *laboratory* method, and some one will, doubtless, devise an *apperceptive* method of teaching the alphabet!

What is gained by calling well-known methods and processes by new names, and especially by terms that mislead or confuse? All scientific progress is characterized by differentiation and the use of a more precise nomenclature. What is specially needed in pedagogy is the use of terms in a clear and definite sense. The use of "blanket words" indicates confusion.—*E. E. White, in School Journal.*

#### WORTH THINKING ABOUT.

A teacher once came into a school of which I was principal, and took charge of a room in good condition. She had ten years' experience, a superior education, and a commanding presence. In three days the room was noisy and idle; in ten days, in very serious disorder; in a month, in rebellion; and the best pupils, under other teachers, seemed to be inspired to do all the bad deeds possible. What the teacher told them to do was the one thing they would not do. They were rapidly becoming fiends who could hate and sin. Her successor was a lady of little experience, of girlish figure and presence, and with trifling knowledge of graded work. In three days they were studious and orderly; in a week they began to ask her what they might do for her; and in two weeks I told her to forbid them the privilege of coming to her desk in droves before the formal opening of school. The little ruffians of her predecessor were studying with a vengeance, and actually ambitious to please her by hard study and the best of conduct. And yet, every visible advantage was with her predecessor. The former teacher would ruin a child's disposition in a year, and the latter make the sourest one amiable—a far more valuable result than the teaching of a little addition or division.—*Selected.*

## School=Room Methods

### HISTORY TEACHING IN THE PUBLIC SCHOOLS.

BY N. W. CAMPBELL, PUBLIC SCHOOL INSPECTOR FOR SOUTH GREY.

#### NO. I.

Much has been said and written concerning the difficulty of teaching history in the Public Schools. From time to time the Question Drawers of educational papers abound with questions pointing to difficulties more or less troublesome. It is true that "the teaching of history appears almost to defy method," probably because no particular method is applicable to all parts or topics of the subject. A method that will suit one topic will not suit another so well. Of equal importance is the fact that a method that will suit one teacher may not suit another at all. This is especially true in the teaching of history. It is well to bear in mind, also, that a method which is adapted for a particular class is not always the best method for every class, even in the same grade, much less for those in different grades. Herein, it would appear, lies a good deal of the trouble. Most teachers come to the profession fresh from the High School, and although they have passed through the Model School, and there studied different methods of teaching the subject, it still remains true that the method which was pursued at the High School is the one which finds most favor in practice. This is easily accounted for. Not many teachers can, in a few months, entirely divest themselves of habits or practices which it has taken years, perhaps, to acquire. The silent influence of the High School teacher has had its effect upon them, unconsciously it may be, but none the less surely. The few lessons they are taught in the Model Schools, and the notes and lectures on different methods which they there receive, have made but a transient impression. Very frequently, too, the "model" les-

sons which they observe, especially those taught by the assistants, are not taught in accordance with the principles given in their notes and expounded in their lectures. What wonder, then, that they fall back upon the methods of their High School teacher, or Public School teacher, as the case may be? Now, to those who have had experience as teachers in both Public and High School work, it need hardly be said that the methods of teaching history in the one differ from those in the other, if not essentially, then very much in their details. The same broad general principles may underlie both, but it would be sheer folly to attempt teaching a class in, say, the third form of the Public School, in the same way in which High School pupils are taught. The attempt would result in failure, as has been proved thousands of times in the sad experience of as many teachers. In teaching history, it should, therefore, be the aim of every Public School teacher to consider well three things: (1) The method specially suited to the particular topic or lesson taught; (2) the method best adapted to the class taught; (3) the method which he himself can use with greatest effect.

In the few hints which follow, an attempt is made to state some general principles or conditions that will apply to all Public School history teaching, and also to give examples of lessons actually taught by teachers in which these principles were applied. Defects in teaching will also be pointed out. Details need not be given, as every intelligent teacher can supply these for himself, having in view always the three important points above noted. Abundant opportunities are afforded inspectors for observing not only the particular methods or no-methods commonly used, but also the direct results of these in the work of the classes. It often happens, however, that the most noticeable feature of a successful history lesson is not the "method" at all, but something else in the teacher which secures and holds the attention of his class and causes the "stickin' and grawin'" so necessary to the acquirement of historical facts, and, indeed, to all true educational development. Some of these may be noticed in passing.

One of the prime conditions of successful history teaching is that the teacher must know what he is to teach. This is absolutely necessary in Public School work. This doctrine is old; certainly, but true as old. It needs special emphasis nowadays, for not half the teachers believe it, if the lessons they often teach are any proof of their unbelief. How many teachers will appear before their history classes to-morrow so master of the lesson that they can entirely dispense with the text-book? How many have the facts of the lesson so arranged in their minds that they see the relation of each fact to the others and to the whole? The setting of the facts is as necessary to knowledge as the facts themselves. Again, be it repeated, if teachers are to be judged by the lessons taught during inspectors' visits, not twenty per cent. of them come thus prepared. A large proportion of that twenty per cent. is composed of experienced teachers. The remaining eighty per cent. is made up mostly of beginners who, not through lack of energy or desire to excel, but simply through inexperience in systematizing their teaching and study, feel the pressure of overwork and the consequent want of time so frequently complained of. They may have read over the lesson to ascertain its general drift, but further they do not appear to have considered it necessary to go. In any case the lessons are taught in a half dead-and-alive manner, with the book, or, if without the book,

without coherence, purpose, or effect. Very many teachers cannot pronounce upon the correctness of the answers of their pupils without reference to the text-book for verification.

It is admitted without reserve that in many cases the lessons taught by teachers in the presence of the inspector are not fair measures of the everyday lessons of the same teacher. Some are sensitive and nervous, and cannot do themselves justice before strangers. While this is true, it is no less true that these nervous souls are not the teachers who blunder most or have the worst schools. There is generally evidence of careful preparation. It is the self-confident, know-all teacher who neglects preparation, and who hence makes the most ridiculous exhibitions of incompetency.

If history is to be taught intelligently, if it is to be made interesting to the pupils, if it is to become an inspiration for the development of nobler ideals of life and duty, of a better and higher citizenship, there must be a complete right-about in the matter of preparation. To teach history well, therefore, the teacher must be master of the lesson; master of its details; master of the lesson *as a detail*, as part of a broader whole; master of it so that he can recall *in order*, without a text-book, the facts of the lesson; master, not only of its facts, but of the principles underlying the facts, and their value in building up truer, nobler lives, and producing better citizens in our own day.

Until teachers realize that, of all Public School subjects, history requires the most careful preparation, there will be no very great progress towards the much-desired goal—better history teaching in the Public Schools.

#### TEACHERS' WAGES.

There is no profession so exacting, none which breaks men down so early, as that of faithful teaching. There is no economy so penurious, and no policy so intolerably mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.—*Henry Ward Beecher.*

In a Hartford grammar school we recently heard a first-class history recitation, in which dates were reduced to the minimum; in which every historical fact was associated with some other; in which the pupils were impressed with the idea that they were to learn principles as of more value than facts, and those facts that had principles behind them. Questions asked more than once were: What would you probably have done if you had lived there? If you had been associated with this class of people or with that? What ought you to have done? Is there any parallel between those events and those of our day?—*New England Journal of Education.*

To make some human hearts a little wiser, manfuller, happier, more blessed, less accursed, is a work for a God.—*Carlyle.*

# Primary Department.

## ROMAN NOTATION.

RHODA LEE.

Much time and labor may be saved in the teaching of Roman Notation if the subject be presented in a systematic way. There is in reality very little to teach, as the deduction and application of a few simple rules cover the entire ground. I may say that I am indebted to Dr. Sangster's little arithmetic for the greater part of the outline given.

The seven letters used in Roman Notation, with their value, are as follows:

- I.....One.
- V.....Five.
- X.....Ten.
- L.....Fifty.
- C.....One hundred.
- D.....Five hundred.
- M.....One thousand.

There are some rather ingenious theories on record regarding the origin of these letters. The one most reasonable is that C and M were the initial letters of the Latin *centum* and *mille*; the L one-half of the old square  $\sqcap$  (c); the D, half of the rounded  $\infty$  (M), and V the upper half of X. However this may be, these seven letters, with the addition of the bar or dash, are the only symbols used.

After these elements have been taught the following outline, as it is gradually developed, may be placed on the black-board:

I	X	C	M
II	XX	CC	MM
III	XXX	CCC	MMM
IV	XL	CD	
V	L	D	
VI	LX	DC	
VII	LXX	DCC	
VIII	LXXX	DCCC	
IX	XC	CM	

Rule I. As often as a letter is repeated, its value is repeated, but no letter can be repeated oftener than thrice.  
Rule II. When a letter of a lower value is placed before a higher, the values of the lower is to be subtracted from that of the higher.  
Rule III. When a letter of a lower value is placed after one of a higher, their values are to be added.  
(See Rule II.)

NOTE.—The letters placed below those of Rule II., as also those representing nine, ninety, and nine hundred, are placed in these positions in order that the notation may be read downwards.

The first rule requires no comment. However, in the units it takes us no farther than *three*, and, as the next number known is *five*, we are led to the discovery of the next principle, to subtract the less from the greater by placing it in front of the greater. Thus *four* = IV.

*Six, seven, and eight* are easily written. As we cannot use more than three I's, we find it necessary to apply Rule II. to the writing of *nine*; *nine* = IX.

The symbol for *ten* is already known, and the other tens are easily taught. If the class understand the value of the ordinary numbers, they will have no difficulty in working out the Roman Notation, provided they are started aright, with the principles clearly defined.

In the second principle or rule, it must be observed that the only letters that may

be placed in front of others for subtraction are I, X, and C.

There is still another rule that applies to the thousand column only, namely, that placing a bar or dash over any letter or combination multiplies its value by 1,000. Thus:

$$\overline{IV} = 4,000,$$

$$\overline{C} = 100,000,$$

$$\overline{CXV} = 115,000, \text{ etc.}$$

In writing a large number in Roman Notation it is well to divide it into parts. For example:

$$48,952 = 40,000 = \overline{XL}$$

$$8,000 = \overline{VIII}$$

$$900 = CM$$

$$50 = L$$

$$2 = II$$

$$48,952 = \overline{XLVIII}CMLII.$$

I have included the large numbers in the above outline, but do not think it advisable to spend much time over them, as the system is largely confined to the smaller numbers, the dash being rarely seen except in fancy problems.

## STORIES FOR REPRODUCTION.

### THE OLD STORY OF BELLEROPHON AND PEGASUS.

#### PART I.

ADAPTED BY RHODA LEE.

Long, long ago, in the days when every boy wished to distinguish himself by doing some great and valiant deed, there lived a brave, yet kindly, youth of the name of Bellerophon. He was at one time visiting King Iobates, who was kept constantly in a state of fear and anxiety by the presence in his country of a dreadful monster called the Chimæra. This terrible beast had three heads, one a lion, another a goat, and the third a serpent. It had also the body of a serpent, and altogether was a most frightful looking creature. Many were the fields and homes devastated by the monster, and many were the tales told Bellerophon of its evil doings. He had not been long in Lycia before he announced to the king his determination to put an end to the career of the dreadful chimæra. The king, though doubting the wisdom of the project, did not discourage Bellerophon, as for selfish reasons he wished to get rid of his guest. Bellerophon thought of nothing else night and day, and at last decided that it would only be on the fleetest of steeds that he would be able to attack the chimæra, for it had wonderful swiftness in its movements.

Now, Bellerophon all his life had heard much of the beautiful winged horse called Pegasus, who lived on the summit of Mount Helicon, and he thought if he could but capture him his success would be assured. Pegasus rarely descended to the haunts of man, but when he did it was to drink at a fountain of the clearest, most sparkling water, called Pirene. Bellerophon accordingly set out for the fountain, in the hope that there he might see Pegasus. He took with him an en-

chanted bridle, the bit of which, if once placed between the teeth of the spirited horse, would immediately tame him.

Early one morning as Bellerophon travelled on his way he saw several people waiting with pitchers at a fountain, the waters of which were the clearest and most beautiful of any he had ever seen. Surely, thought he, this must be the place I have been seeking; and, addressing himself to a maiden as he rinsed and filled her pitcher, said, "Does the fountain bear any particular name?" "Why, yes," she replied, "it is called Pirene." On hearing this Bellerophon remarked that he was very glad, for he had been looking for it for some days. This aroused the curiosity of the bystanders, who inquired why he had so anxiously sought the fountain. Bellerophon then told them he had come to watch for the winged horse, Pegasus. At this a rough-looking fellow who stood near began to laugh very loudly and jeer at Bellerophon, asking if he had brought that fine bridle to catch the creature with, and if he meant to use him for a plough-horse. Bellerophon paid little or no attention to the fellow, who, though he, could scarcely see anything beautiful if it came in his way, but turning to a very old man he inquired of him if he had ever seen Pegasus. "Ah," said the old man, "I may have in my young days, but it is so long ago I have forgotten all about it." "And you," said Bellerophon to the maiden, who still lingered, "have you seen this wonderful horse?" "I think I have," she replied, "twice, but both times I was so frightened, I dropped my pitcher and ran away."

Bellerophon was almost despairing of ever getting any information regarding the habits of the horse when, looking down, he saw a bright-faced little boy at his side. "Well, my little man," said he, "have you ever seen Pegasus?" "Yes, indeed," replied the little fellow, "often when I sit here looking into the water, I see a beautiful white image that looks like a cloud, but as it comes nearer I can see it is the silvery-winged horse."

This satisfied Bellerophon, and he decided to stay by the fountain and watch. But it was a weary watch. Day after day he came and took his place by the well, the people making all manner of fun of him. Indeed, his only friend and sympathizer was the little boy, who stayed with him constantly, always encouraging him to hope on, as he was sure to come soon.

One morning Bellerophon and the boy were sitting idly looking into the water, when they saw a reflection of something white pass over the surface. "Look," said the little boy, "there is Pegasus!" Quickly they hid themselves in the bushes beside the fountain, and very soon what looked at first like a cloud was plainly seen to be the snow-white steed. Down it came, so close that Bellerophon might have touched it. The graceful creature was so light and buoyant he could scarcely keep his feet on the ground, but he drank of the water and then daintily cropped a few of the pink and white clover blossoms. Then with playfulness he began to roll about on the grass, and

## Teachers' Miscellany.

## LORD ABERDEEN ON UNIVERSITIES.

At the Union University dinner recently given at the Russell House, Ottawa, His Excellency the Governor-General, who presided, delivered an address, which, through the kindness of the city editor of the *Ottawa Citizen*, we are able to reproduce as follows:

"His Excellency the Governor-General, in proposing the toast of 'Our Universities,' said that it was impossible for any one who had been through a university course to propose such a toast as this without the awakening of many reminiscences and associations. He particularly appreciated the reference in Dr. Wright's speech to the opportunity which he had enjoyed of passing through the experience of a Scottish university. In Scotland, as in Canada, education had always occupied a high place. The Scottish people were not a wealthy people, but they managed to make some money sometimes, especially when they got away from their own country. Still they had not been unmindful of the claims of education, and in this respect Canada and Scotland went hand in hand. Indeed there was a considerable similarity between the Scottish University system and that which generally prevailed in the principal universities of Canada, the students in both cases being left to a large extent free to regulate their own private arrangements, though under the general discipline of the university, and not living between college walls, as in the case of the English universities. There was also something pathetic in the noble efforts which many Scottish students made in pursuit of learning. They had all heard of such examples as that of the student who left his distant farm-house home, bringing with him his sack of oatmeal, which he deposited in his humble lodging, with the expectation that that would for the most part provide for his wants during the long winter session. He was afraid that many such a student had found that though oatmeal was very fine provender for manual labor in the open air, it was not altogether suited for brain work in a confined atmosphere at a late hour of the night. There was no doubt that many students had denied themselves the necessities of life in their earnest pursuit of learning. Another feature was the advantage which any young man ought to gain from the opportunity of seeing something of the university life of a country when he mixed with young men from all parts, of different creeds, and of varying circumstances. This advantage had been recognized by the heads of several of the leading families of Scotland, and it so happened that a very distinguished and well-known man, formerly Governor-General of Canada, Lord Lorne, was also at St. Andrews, having preceded the speaker at St. Andrews just as he had preceded him in Canada; and one of the first names that he saw on the college board at St. Andrews was that of the Marquis of Lorne. They might hope that Lord Lorne had never had reason to regret his connection with Scottish university life. The mention of the old University of St. Andrews, one of the oldest universities in Scotland, of course suggested the recreative side of the question, to which Dr. Wright had referred. They all knew, or ought to know, that St. Andrews was the headquarters and the *fons et origo* of the game of golf; and those who had been at St. Andrews could appreciate the recently published representation of the young lady from England who found herself at St. Andrews, having seen golf played at a seaside resort in England, and who exclaimed, 'Dear me! who would have thought that the game of golf had penetrated to this out-of-the-way place!' It might be said without any national partiality that in many respects the Scottish universities had earned fame and renown throughout the world, more especially in connection with their medical schools. While speaking on this subject he could not help referring to the recent loss of a well-known Scottish university figure. During this week he had received a letter from his friend, Dr. Donaldson, the principal of St. Andrews University, in the course of which he used these simple words, 'Blackie is gone.' The very terseness and brevity of this allusion to the occurrence was significant, all that was implied by the absence of that familiar, and indeed historic, figure being left to the imagination; though those who had known Professor Blackie would well remember his noble, stal-

at last, like any other horse, put out his forelegs to rise. Bellerophon, watching for an opportunity, sprang from his hiding-place and leaped upon his back. Up rose Pegasus, wild with excitement, tossing and tumbling about in every way possible, but Bellerophon managed to keep his seat. At last, when Pegasus stopped for a moment to take a long breath, Bellerophon clapped the golden bit into his mouth. Ah, what a change! On he flew, but tamed and quiet, turning his head occasionally with so sad a look in his eyes as to make Bellerophon feel sorry that he had been the means of so changing him.

## PART II.

By the time Bellerophon had placed the bit in the mouth of the spirited steed, they had gone a long way, almost to the top of Mount Helicon, where Pegasus made his home. When they reached it Pegasus alighted and Bellerophon dismounted. As he stood beside the beautiful horse a strange feeling of pity came into his heart, and, snatching off the bridle, he bade him go if he wished, as he could not keep him if he did not stay of his own accord.

The moment Pegasus was free he rose in the air, higher and higher until Bellerophon feared he would never see him again. But Bellerophon was not long in doubt, for very soon he saw his horse coming down again. Yes, here he was at his side, rubbing his nose against his hand, as if to say, "I will never leave you, my master." After this Bellerophon and Pegasus lived together for some time, until the horse grew to understand his rider's slightest wish or signal.

One day Bellerophon announced that it was time to set out for Lycia, and girding on his shield and sword he mounted Pegasus, who also seemed eager to be off, and started for the country of King Iobates.

Before long they reached the borders of Lycia, but looking in every direction could see nothing of the chimæra. Before long, however, he discovered a column of smoke issuing from one of the valleys, and, suspecting the presence of the monster, he bade Pegasus fly a little lower. A friendly cloud hid them from sight, but there on the ground they saw the terrible chimæra, two heads sound asleep, but the other wide awake and watchful as ever.

"Now, my Pegasus," said Bellerophon, "we must begin our attack," and with a rush they swept down upon the monster, Bellerophon using his sword with such skill as to cut off one of the heads; but the remaining two seemed to gain additional strength, and the animal lashed the ground in a way terrible to behold. Bellerophon then got ready for another attack, and with like skill severed another head, but this time did not escape as well as before. Both Pegasus and his master received some scratches. The next attempt proved almost too much for Pegasus. Just as they swept down the chimæra made a spring and fastened itself upon the snow-white horse. Up they rose higher and higher, for Pegasus' wings were still free. However, the chimæra was not careful enough about its defence, and Bel-

lerophon seizing his sword plunged it into the heart of the monster, which immediately fell to the ground, burning as it went. As it was night, the people who were watching the sky said: "Ah! what a brilliant meteor was that."

Bellerophon's work was done, he and Pegasus having won the day. "Back to the mountain of Pirene now, my beloved steed," said Bellerophon, and once more they stood beside the sparkling water. Stripping off the bridle Bellerophon said, "Now leave me, Pegasus. I have learned to love you well, but will no longer deprive you of your freedom." But Pegasus, instead of soaring aloft, as his master rather expected, remained beside him with a sad and beseeching expression in his eyes, that told Bellerophon that he wished rather to stay with the master whose love he returned with deepest affection.

## TINY REPRODUCTION STORIES.

1. Elmer was in a hurry to have his cousin come to visit him, so he climbed up to the clock and turned its hands forward so as to bring him right away. On coming down he slipped and pulled down the clock, and was hurt. His mother heard the noise, and ran to see what he was doing.

2. Greynose was a pretty mouse. He went out hunting for food one night and found a nice piece of cheese in a pretty little house, but he never came out again.

3. Johnny's mother gave him a piece of cake, and at once he went to find Jennie to give her a piece. Jennie thanked him for remembering her.

4. Eddie played teaching school with Jack the tame crow, Purr the pussy, and Sport the dog. He whistled, cawed, and called "Pussy, pussy," and they all came to school. Eddie tried to have Jack sit down on the chair, but Jack flew away. Sport sat down on the floor, and Purr sat on the chair. All studied their lessons.

5. Mary missed her kitten, and looked all over the house for her, but did not find her. At last there was Miss Kittie asleep in Charlie's manger in the barn. "You foolish kitty," said Mary; "suppose Charlie had taken you for hay and eaten you up."

6. Stella was a little cripple, who was loved by all the children. When Christmas came, they put all their money together and bought her a handsome canary bird for a Christmas present.

7. My dog Fido does not like to walk uphill on the churning-wheel, and when the cream is put into the churn he knows that it means work for him, so he runs away to the woods. — *Wyoming School Journal*.

I feel a profounder reverence for a boy than for a man. I never meet a ragged boy on the street without feeling that I may owe him a salute, for I know not what possibilities may be buttoned up under his shabby coat. Among the boys are the great men of the future, the heroes of the next generation, the reformers and moulders of the next age. — *Garfield*.

Teaching is the noblest of professions, and the sorriest of trades. — *Fitch*.

wart figure, his gray locks streaming in the wind, and his Scottish plaid around him as he passed along Princess street. The very sight of him was invigorating and stimulating. On one occasion Blackie caused a notice to be placed on the door of his lecture room which ran thus: "Professor Blackie will not be able to meet his classes on Monday." Some wag among the students (there are generally some such forthcoming) erased the first letter of the word 'classes.' This obviously gave a totally different aspect to the notice. Professor Blackie, however, got an inkling of what had occurred, and promptly erased the next letter, namely, the letter 'l.' A pathetic incident was told of Professor Blackie's last hours. In conversation with his wife, some reference was made to his constant recognition of and insistence upon the paramount position of the virtue of charity in the trinity of the Christian graces. His wife remarked that he had ever been an apostle of this virtue, and quoted the word 'Agape.' The dying man gently corrected the pronunciation to that which is more orthodox in Scotland, 'Agape, my dear'; and that, we are told, was the last word he uttered. There was a touching appropriateness in this reference to what might be called the keynote of his life—scholarship and kindness.

I might allude to many other distinguished men, but time is short; I may, however, be pardoned for speaking of a former preceptor of mine, Principal Shairp, of St. Andrews, who was also an example of the combination of the English and Scottish systems. He was an Oxford man, then a master at Rugby, then Professor of Latin at St. Andrews, then Principal of St. Andrews, and afterwards he combined that post with the Chair of Regius Professor of Poetry in the University of Oxford—a great compliment to Scotland and to himself. Referring to his Oxford experience, His Excellency said that it was quite true that he had had the advantage of being a student at the oldest college of the University, viz., University College, which was recognized, especially by University College men, as having been founded by Alfred the Great. He must admit that when they celebrated their thousandth anniversary they had a very interesting and learned speech from the late Dean Stanley, in which he examined the claims put forward as to King Alfred having been the founder of the college, and said that there was some doubt about it, because the land on which Oxford stood was, during most of King Alfred's reign, in the possession of the Danes. However, another distinguished member of the college, Lord Sherbrooke (better known as Bob Lowe), said that he for his part had never doubted the accuracy of the tradition. He had listened to what he called the perfidious advocacy of the Dean, who had said that King Alfred could not have granted away this land and founded a college upon it, inasmuch as it did not belong to him; but he (Lord Sherbrooke) thought that was a further proof that King Alfred did find it, because it was not always easy to give away what belonged to us, but it was easy to give away what belonged to somebody else. If he were asked as to the practical use he himself made of his time at Oxford, he would have to confess that he was quite sufficiently alive to the advantage of the recreative element. Of course rowing and reading might and ought to go together, and perhaps he would have done more in law and history if it had not been for the inducement of the college boats. But, after all, rowing was a training. It required very great determination to keep on tugging at the oar when one would much rather have rested, and when some one on the bank roared out to you to do better when you were really doing your best, and you were not allowed to answer, so you shut your teeth and bore it. The bump of veneration was not always prominent amongst the undergraduates. On one occasion some of the more unruly spirits, after a heavy snow storm, completely blocked up with snow the passage leading to the rooms of one of the Dons. The result was that in the morning the tutor could not leave his rooms, nor could his servants take up his shaving-water. However, the Fellow from within with his fire-shovel, and the scout from without with a spade, eventually managed to tunnel through the snow. But that Fellow was to have taken the chapel service that morning, and the result was that there was no chapel service. That brought attention to the matter, and the consequence was that the governing body decided that the students must retire prematurely for that term, and not appear at the annual commemoration, unless they gave up the

names of the guilty persons. At this critical moment a member of the governing body of the college came forward as mediator. He said that he was just about to leave for the other side of the Atlantic, and that he would not like his last days in his old college to be marred by this uncomfortable state of things. They would be surprised to hear that this gentleman was Mr. Goldwin Smith. On that occasion he confessed that he agreed with Mr. Goldwin Smith. He must guard himself by saying that he did not at all hold University College responsible for other opinions which Mr. Goldwin Smith may have promulgated from time to time. Perhaps he had better not pursue that subject, or he might be betrayed into something inconsistent with that proverbial caution which distinguishes Governors-General. That gathering of university men was not only thoroughly representative, but it was an example of what might be called unity and diversity. They all had their own individual opinions (at least all except the Governor-General), and their various beliefs and aspirations; but they were all united in recognizing the great advantages of a university education, and also their desire to promote in every way the success and usefulness of university training. It was very satisfactory to know that there were many individual University Associations, and it might have occurred to some that there might be some sort of amalgamation of these associations. That might, however, be difficult to attain at present, because, of course, these associations had their special functions. For instance, the McGill Association had not only a social object and purpose with relation to those who claimed that university as their *alma mater*, but it had also the privilege of nominating a Fellow as member of the corporation of the university; and thus the members of the association were brought into direct contact with the management of the whole university. The same might be said of the representative graduates of the great University of Toronto, who also had a voice in connection with the election of the Senators who composed the governing body of that university. He thought that the provision of this influence to be exercised by the past members of the university was a very desirable institution—at any rate, in one of the cases mentioned it was not attained without considerable effort. He could not imagine any body of persons who would be more likely to be able to act as counsellors in case of any possible conflict or difficulty with regard to the actual carrying on of the discipline and affairs of the university than those who had themselves more or less recently been undergraduates. They could enter into the feelings of the undergraduates, while at the same time their riper years, their wider experience, and their larger knowledge of the world would give them ample opportunity of appreciating the difficulties and responsibilities of university management. At any rate, it was obvious that there must be many advantages in this system, which he was glad to see was recognized in Canada as it was in the old English universities. At Oxford, for instance, those who had passed the degree of M.A. had the right of voting at the election of members for the university to the House of Commons, and they had other privileges. For retaining these privileges they had to pay a small fee; in Canada, perhaps with more liberality, the graduates had not anything to pay. Some people thought that if they had something to pay it would cause them to value their privileges more highly, and that it would also be an advantage to the university chest. He was sure that such associations as these must undoubtedly quicken that interest which it was so desirable that they should all feel in the affairs of their own universities. He had alluded to the fact that the prosperity and wholesome influence of the universities were indissolubly connected with the best interests of the country. It was to the universities that they looked for the development of culture, and this was especially the case in a comparatively new country, where there was a necessary tendency to become engrossed with the material operations which were essential for the building up of the country, so that some of the higher intellectual considerations were temporarily lost sight of. They could not establish a chair of Culture, but liberality of feeling and all that was implied by such an expression ought to be pre-eminently the result of a university system. It had been so in the past. The University of Bologna was looked upon as the centre from which liberty of thought and enlightenment were spread throughout the

then civilized world. They must, therefore, surely give all credit and honor to those who, from time to time, had been the apostles of this great doctrine of toleration and sympathy. Very often the men who did most in this direction were criticized by those for whom they were doing most. For example, that eminent man, Dean Stanley, to whom he had already referred, was ever ready as a leading ecclesiastic of the Church of England to assume an attitude and display a spirit of toleration. One effect of this on himself was that he was severely criticized for not being loyal to his own church; but the effect on others was that it removed prejudice against that church, and therefore he was doing a positive service to his own religious communion. They ought, therefore, to be on the watch to give credit to those who were found not to be unduly influenced by sectional feelings. It was a very strange thing that they all seemed slow to learn that it was impossible to coerce people to adopt or to drop certain views. By such attempts at coercion they only increased the intensity with which those views were held. The only policy was "Live and let live," and it should be remembered that by extending toleration to others we by no means compromise our own principles, and that it is those who have the firmest hold of their own convictions who can afford to be tolerant and generous and liberal towards others.

In conclusion, His Excellency asked them by the manner in which they pledged this toast to express their belief in the universities, and their determination to do all they could to extend their advantage and usefulness.

#### WINDOW GARDENING FOR THE SCHOOLROOM.

BY M. J. C.

A collection of seeds should be made in the fall, but, if this has not been done, a simple mention will usually elicit a response from the children of more than the teacher can use—but be sure to accept all with polite thanks.

Peas, beans, morning-glories, wheat, corn, and oats are standards to which the teacher may add what else she pleases. From those named, the development of the embryo and the varying appearances of the cotyledons may be observed.

Flax and cotton-seed may be sown in pots or window boxes, giving a good foundation for lessons on "Plants Used for Clothing."

Be sure to plant two or three potatoes—it will interest city children very much to see them grow. Explain, before planting, the peculiarities of the potato's growth; that the part which we eat is a thickened root-stalk, and that the *eyes*, so-called, are *buds* from which it will grow. Sweet potatoes, grown in water, give a vine which is quite ornamental.

Bunches of twigs—lilac, willow, oak, elm, maple, in fact, anything that grows near—may be kept in water, and their unfolding will be watched with great interest by the children. A study of the catkins as they unfold, and the information that they are the blossoms of the trees, will usually awaken the attention of the little people. This the teacher may easily hold by short informal talks, leading up, later on, to the shapes and arrangement of leaves, development and uses of the fruit, and the more important facts of tree growth. Nor does the lesson, begun in the window garden, stop with botany. The industrial uses of trees, as shown in wood, and the consideration of the influence of trees on rainfall, climate, etc., is strictly in order.

Of the bulbs, hyacinths may be readily grown in water, giving the children full opportunity to observe the roots as well as to enjoy the beauty of the flowers. The myth of Hyacinthus may be told in this connection.

The Chinese narcissus, which is readily obtained from the florist, is easily grown in a bowl of water.—*American Teacher.*

ARE we really trying to turn out fifty thousand clothespins, of precisely the same pattern, in the schools, or are we trying to make of each boy and girl the best that can be made, and to encourage as we can the particular genius of each separate child?—*Edward Everett Hale.*

## Question Drawer.

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

J.M.B.—Write to the Education Department for full information.

L.A.C.—Withrow's is probably among the fullest and best Canadian histories, or the authorized High School History for Ontario.

A.B.—The Canadian National Park is in the Rocky Mountains. It was selected, we suppose, on account of its great natural picturesqueness.

A.M.H.—(1) Drawing Book No. 5 is prescribed, but equivalent work in any blank book will be accepted.

(2) We do not think the regulations require any pen printing.

(3) We know of no regulation prescribing a minimum number of pupils necessary to the keeping of a school open. The trustees probably will regulate that.

J.C.—(1) The China-Japanese war is not ended. You can get information of its progress only from the cable despatches in the daily papers, and from magazines of current history.

(2) There are many books which give hints and helps touching seat-work for junior pupils. We are not prepared to recommend any one in particular, though some fellow-teacher may perhaps do so. You will find many such hints in THE EDUCATIONAL JOURNAL from time to time.

E.A.M.—Can any one suggest how to deal with a boy who habitually lies, about his work, his conduct, and, in fact, everything? Have tried numerous methods, such as talking to him in private, telling stories to the whole school, in which honesty is the main point, depriving him of privileges, making him do double work, and many other ways too numerous to mention. Have also tried "putting him on his honor," but with no apparent success. His example is bad to the whole school, as he is one of the oldest boys. His home influence is, I might say, *very bad*.

SUBSCRIBER.—(1) The Maritime Provinces have no Separate Schools. The Separate Schools of Ontario are examined by Separate School Inspectors appointed by the Government. (2) The American "Soo" (Sault Ste. Marie), that is, the town of that name, contains about 6,000 inhabitants. We do not know how many there are in the township of the same name. The Canadian Sault Ste. Marie, about 2,400. (3) The Burlington Bay canal, half a mile in length, connects Burlington Bay and Lake Ontario, giving access to the port of Hamilton. It has no locks.

## Literary Notes.

In the April number of *The Forum*, Miss Alice Zimmern writes about "Women in European Universities," telling of the progress made by women in England, France, and Germany toward securing admittance to the universities on equal terms with men; the privileges they have already obtained, and many other interesting facts.

The second of Dr. C. Handford Henderson's series of articles on "Manual Training" appeared in the April *Popular*

*Science Monthly*. It is a stimulating argument for his specialty because of "the increased intellectual power which is the necessary physiological result of such training." His reasoning is reinforced by statements of results.

THE April *Review of Reviews* comments on the severity of the winter just passed, especially in the southern latitudes of our own country and in the British Isles. The erection of a snow statue of Washington in New Orleans late in February and the freezing over of the Thames below London bridge in the same month are two events which fully justify the *Review* in pronouncing the winter of 1895 a most unusual one for recent years, and a rebuff to the "oldest inhabitant" with his tales of "old-fashioned" cold weather.

We hear so much nowadays of the new economics that some definitive writing on the subject is both valuable and timely. In the April *Arena* Prof. Frank Parsons begins the publication of a very important series of articles outlining the scope of the new political economy, and showing wherein it differs upon social and ethical grounds from the orthodox economics of the Manchester school. Prof. Frank Parsons has devoted his life to the study of law and economics, and he is recognized as one of the most scholarly and authoritative writers on law in the United States. His text-books are familiar to students all over the country. He is one of the law lecturers in the Boston University.

The April *Little Men and Women* is filled with seasonable features, Easter picture, story, poem, and article; nor is April Fool's day forgotten. The Easter article, "Children's Day at Heidelberg," is by Alice Crossette Hall, and describes an ancient spring custom still observed by German children. The "April-fool" article, by Pamela McArthur Cole, gives the origin of the day and its tricks. The number has besides a first-rate pictorial "Doll-dressmaking" article by Annie Isabel Willis; a "Sunshine" kitchen frolic, by Abby Morton Diaz; interesting instalments of the serials and the "Great Cat" adventures, and music. \$1 a year, 10 cents a number. Alpha Publishing Company, Boston.

The Easter double number of *The Youth's Companion*, just received, is an issue of unusual excellence. Its handsome and appropriate cover is a fitting introduction to its contents. "Dorothy's Easter" and "A Corner in Eggs" are two Easter stories to be read and enjoyed by every member of the family. "The Story of a Statue," by the Marquis of Lorne, prepared for *The Companion* in collaboration with the Princess Louise, will attract much attention. "The Romance of a Shoal," an adventure story by W. Clark Russell, is one of the best from the pen of this noted writer. The reader will find in this Easter number of *The Companion* a rich treat of stories, poetry, practical information and miscellany for which *The Companion* has become famous the world over.

The *Atlantic Monthly* for April contains instalments of the two serials now running: "A Singular Life," by Mrs. Elizabeth Stuart Phelps Ward, and "The Seats of the Mighty," by Gilbert Parker. Fiction is further represented by the second part of "Gridou's Pity," by Grace Howard Peirce, and a touching single-number story, by Annie Trumbull Slosson, entitled "Dumb Foxglove." George Birkbeck Hill contributes the first of his papers, "A Talk over Autographs." An atmosphere of Spring is given to the issue by a delightful paper on "Flower Lore of New England Children," by

Alice Morse Earle. Two papers of educational interest are "The Expressive Power of English Sounds," by Professor Albert H. Tolman, and "The Basis of Our Educational System," by James Jay Greenough. John Foster Kirk contributes a discriminating study of Macbeth. One of the most appreciative tributes to Robert Louis Stevenson which has yet appeared comes from the pen of C. T. Copeland, and is printed in this issue, together with a short memorial poem, by Owen Wister. Reviews, poems, and the usual departments complete the issue. Houghton, Mifflin & Co., Boston.

## Book Notices.

ELEMENTARY PRACTICAL CHEMISTRY. Hewitt & Pope. Whittaker & Co., publishers.

An analytical key for the determination of the more frequently-occurring metals and acids. Type analyses are given, showing the method of recording results. The tables are clear and concise. It is an exceedingly handy little volume for elementary work.

KLEINE GESCHICHTEN, with notes, etc., by Dr. W. Bernhardt. Boston: D. C. Heath & Co. Pp. 90. Price, 30 cents.

This volume contains four short stories: "Die beiden Weiser" and "Die Rumpelkammer," of Richard von Volkmann; "Himmelsschlüssel," of Emil Erbl; and "Die Siebenmeilenstiefel," of Rudolf Baumbach. These are all easy, charming stories, touched with the tenderness of the German heart. They are provided with introductions, notes, and glossary, making them admirably suited for supplementary reading.

JULES VERNE'S LE TOUR DU MONDE EN QUATRE-VINGTS JOURS, with notes by R. H. Edgren. Boston: D. C. Heath & Co. Pp. 173. Price, 35 cents.

This fascinating story of Jules Verne, slightly abbreviated to bring it within the scope of school reading, will be welcomed, we are sure, by all teachers. The interest in the journey, which rises with each new obstacle in Phileas Fogg's way, will do not a little to spur the pupil on to read his French to know the story. Twelve pages of notes obviate difficulties with rare or foreign words or unusual expressions.

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## I. HISTORICAL WORKS: THE OLD SOUTH LEAFLETS.

The increasing importance which is being attached to the study of the history of one's native land is certainly showing itself unmistakably in the neighboring republic. The Old South meeting-house of Boston, where courses of lectures have been given for some years, has given its name to a series of historical leaflets, published by the directors of these studies. These leaflets are reprints of important historical and bibliographical notes, edited by Edwin D. Mead. They consist, on an average, of sixteen pages, and are sold at the low price of five cents a copy, or four dollars per hundred. The aim is to bring valuable historical documents within the reach of everybody. Fifty-five of these leaflets have already appeared, and others are announced to follow soon. An idea of the nature of these publications may be gained from a glance at the titles, some of which are as follows: The Declaration of Independence; The Constitution of the United States; Washington's Farewell Address; Magna Charta; The Swiss Constitution; The Bill of Rights; The Petition of Rights; The Grand Remonstrance; The Discovery of America from the Life of Columbus, by his son, etc., etc. From these titles it will be seen that the leaflets are of interest not only to students of American history, but to students of history in general. They can be obtained by addressing the Directors of Old South Studies, Old South Meeting-House, Boston, Mass.

## II. TRANSLATIONS AND REPRINTS FROM THE ORIGINAL SOURCES OF EUROPEAN HISTORY. (English constitutional documents, edited by Edward P. Cheney, A.M.—published by The Department of History of the University of Pennsylvania.)

Another number in the series of reprints of historical documents published by the Historical Department of the University of Pennsylvania has just appeared. It contains (1) the coronation oaths of the English kings from Ethelred II. to Edward II.; (2) Royal Charters of Liberties (those of William I., Henry I., Henry II., the great charter, and Edward I.'s confirmation of the charters); (3) judicial documents, including the Assize of Clarendon, and the Constitutions of Clarendon; (4) parliamentary writs, showing the ancient form of a summons to parliament of an archbishop, an earl, and the representatives of shires and towns; (5) the text of the Bill of Rights. Department of History, University of Pennsylvania, 25 cents.

## III. JEFFERS' HISTORY OF CANADA. Canada Publishing Co.

A new and enlarged edition of this well-known primer of Canadian history has been issued. The story is continued to 1894. A table of "Leading Facts" has been added, and the "questions for written tests" which appeared in the earlier editions are omitted. Otherwise the book is very similar to its old form. Its most serious defect—the absence of maps and illustrations—can scarcely be pardoned even in a primer. The author's explanation that "no maps have been added to the book, lest their insertion should prevent a diligent reference to the correct and complete atlases now in use in all Canadian schools," is not altogether satisfactory. It is a well-known fact that our school atlases do not supply good historical maps, and, even if they did, such maps should certainly find a place in school histories.

(Continued on Next Page.)



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IV. PUPIL-TEACHER COURSE: GEOGRAPHY AND HISTORY. London: Moffatt & Paige, 28 Warwick Lane, Paternoster Row, and 11 Paternoster Square, E.C.

This little book contains, in outline form, a geography of the British Isles, Australia, and British North America, and a history of England to the death of Edward I., with a table showing the succession of English sovereigns. The idea of a geography without a single map is rather surprising, and strikes one as not very modern. The general appearance of the book is not prepossessing, and the reading matter it furnishes rather dry and unentertaining, but its tabular lists will be found convenient for reference—for which purpose the book seems intended.

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### NOTICE.

TEACHERS will please note that the edition of "Notes on Entrance Literature," edited by F. H. Sykes, M.A., and published by the Canada Publishing Company, is now exhausted, and, as no further edition is to be published, we can no longer fill any orders for this book.

FOR mutual advantage, when you write to an advertiser please mention THE EDUCATIONAL JOURNAL.

## OFFICIAL CALENDAR

OF THE

# Educational Department

April:

- 12. GOOD FRIDAY.
- 15. EASTER MONDAY.  
Reports on Night Schools due (Session 1894-5). (Not later than 15th April.)
- 16. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter vacation.)
- 22. High Schools open, third term. [H. S. Act, sec. 42.] (Second Monday after Easter Sunday.)  
Public and Separate Schools in cities, towns, and incorporated villages open after Easter holidays. [P. S. Act, sec. 173 (2); S. S. Act, sec. 79 (2).] (Same as for H.S.)

## ANNUAL EXAMINATIONS, 1895.

### NOTICES.

- May 1.—Applications from candidates for the High School Entrance, Public School Leaving and Primary Commercial Examinations to Inspectors, due.
- May 3.—Inspectors to report to Department number of candidates for same.
- May 24.—Applications for the High School, Primary, Junior, and Senior Leaving Examinations and University Pass and Honor Matriculation Examinations to Inspectors, due.
- May 25.—Inspectors to report to Department number of candidates for same.
- June 1.—Notice by candidates for Kindergarten examinations to Department, due.

### EXAMINATIONS.

- April 24.—Art School Examinations begin.
- April 25.—Toronto University Examinations in Law begin.
- May 1.—Examinations for Specialists' Certificates (except Commercial) at Toronto University begin.
- May 27.—Examinations at Provincial School of Pedagogy at Toronto begin.
- June 4.—Practical Examinations at Normal Schools begin.
- June 12.—Written Examinations at Normal Schools begin.
- June 26.—Examinations in Oral Reading, Drawing, and the Commercial Course in High, Public, and Separate Schools begin.
- June 27.—High School Entrance and Public School Leaving Examinations begin.  
Kindergarten Examinations begin.
- July 2.—High School Junior Leaving, University Pass, Matriculation, and Scholarship Examinations begin.  
Commercial Specialists' Examination a Toronto begin.
- July 4.—High School Primary Examinations begin.
- July 11.—High School Senior Leaving and University Honor Matriculations Examinations begin.