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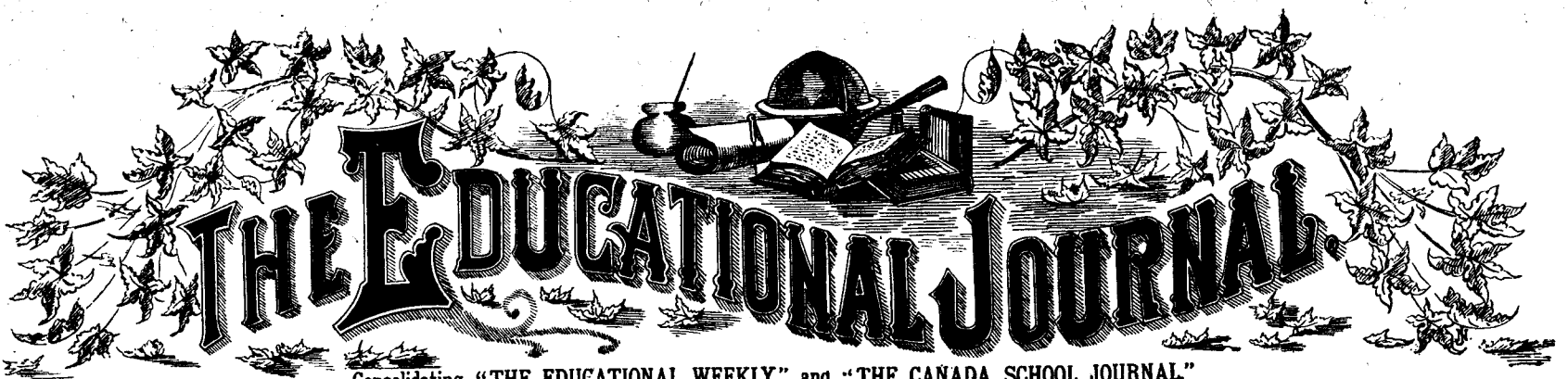
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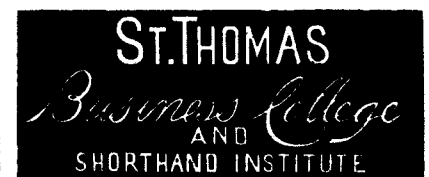
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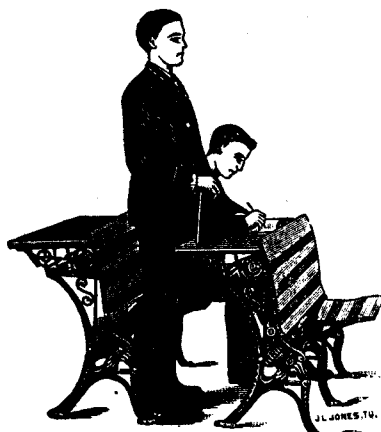
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TORONTO, SEPTEMBER 1, 1892.

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* Editorial Notes. *

THE very best instrument of self-culture is the pen. No teacher who earnestly desires to grow, intellectually, should permit a day to pass without putting into written words, with all the clearness and precision of which he or she is capable, some thought or sentiment of his or her own. Nothing stimulates thought like thinking.

THE City Council of St. Paul, Minn., has made a bid for notoriety in progression backwards, by a cut of \$43,000 from the salaries of the teachers, and the abolition of the kindergarten system. Principals have their salaries reduced from \$2,000 to \$1,500. The salary of no teacher receiving less than \$80.00 per month is to be affected. This action is taken in spite of the energetic protest of the School Board.

THERE seems to be, in some quarters, a strong tendency towards a kind of know-nothingism in connection with university matters. Some would have every chair filled by a Canadian and a graduate of the University. We agree with this view, on condition that as good and able men can thus be obtained as in any other way, not otherwise. We believe that professors have sometimes been appointed from abroad, when quite as competent ones could have been obtained at home. But the aim should be to get the best and ablest men, wherever found. The introduction of new blood is often the best means of promoting health and vigor.

Now that teachers are settling down again to regular work, we ask their special attention to the Prize Competition announcements on the editorial page. These proposals will, we are sure, commend themselves to our subscribers, not only for the sake of the prizes, but especially from the fact that the work done in preparation for the competition will be directly in line with the teacher's professional studies, and will thus surely repay him, whether he is successful in winning a prize or not. We hope for a very vigorous competition, and shall be disappointed if we do not receive many excellent papers.

THE most marked and, as we believe, most significant and hopeful educational reform of the period is seen in the large place that is being given to literature, and the new and common-sense methods which are being adopted in the study of it. Few progressive teachers, who know how to appreciate good literature, will hesitate to endorse the view advocated by Horace E. Scudder, in the September *Atlantic Monthly*, that "the time has come when the . . . statement may be made that there should be no break in the continuity of literature in the schools; that from the day when the child begins to hold a book in his hands until the day when he leaves the public school, he shall steadily and uninterruptedly be presented with genuine literature; that the primer itself shall serve as an introduction to literature."

A GOOD deal of interest is naturally felt in the question of the selection of a fit and proper person to succeed the late lamented Sir Daniel Wilson in the Presidency of the University of Toronto. The appointment is, of course, in the hands of the Minister of Education and his colleagues in the Ontario Government. From various intimations we judge that the intention is to lay special stress upon business capacity in the choice of a new President. No doubt there is special need that the financial management of the University should be in the best possible hands during the next few years, but we fail to see why these should necessarily be the hands of the President. Why should not the Chancellor be specially authorized, if he is not so already, to look

after funds and investments? To our thinking, the President should be, above all, a scholar and an educator. Combined with these essential qualifications, there should be, if possible, high literary ability.

ACCORDING to announcement, Hon. G. W. Ross, Minister of Education, is to leave to-morrow, the 2nd inst., for an European tour. He expects to be absent about six months. It is hoped that rest and change will improve the Minister's health, which has not been quite satisfactory for some time past. It is stated that he expects to combine business with pleasure, by examining into the operation of the schools in England and Scotland, under the new free Education Act. He hopes also to have opportunities for studying educational institutions and operations in Germany and France, with a view to observing what is new and useful in school methods in those countries. We have not learned whether the important vacancies in the presidency and faculty of the Provincial University will be filled before Mr. Ross' departure, or not. The teachers of Ontario will wish the Head of the Department a pleasant and prosperous tour and a safe return.

THE Catholics of Manitoba have decided to maintain separate schools for their children, though they pay taxes for public schools. It is plain the English Government is going to follow the American plan—public schools for all; if not satisfied, open and pay for those that suit you.—*New York School Journal*.

Would it surprise our contemporary to learn that the English Government has about as much to do with Manitoba's system of education as has the United States Government. Canada, and each Province of Canada, has full control of its own educational system, subject only to the constitutional restriction that it must not deprive any religious denomination of any right or privilege it possessed in regard to education, before confederation. The *School Journal* has no doubt been misled by the fact that the Judicial Committee of the British Privy Council, the highest judicial authority in the realm, was recently called on to decide, on appeal, a mere question of interpretation of the Constitution of Manitoba.

* English. *

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

TENNYSON EXAMINATIONS.

W. HOUSTON, M.A.

THE following contribution was received by us too late for publication in our last issue. But though the Literature upon which the questions are based is now a thing of the past, the questions themselves will be found suggestive of possible treatment of parts of this year's Literature. We are therefore glad to publish Mr. Houston's valuable questions even at this late date. They are based on a course of study conducted by the author in an important association in Toronto:—

1. (a) Discuss the comparative appropriateness of the terms "epic" and "idyll," as applied to the story of "Geraint and Enid."

(b) Compare this story, as an "epic," with Tennyson's "Enoch Arden," Scott's "Lady of the Lake," Longfellow's "Evangeline," or any other poem of this class you may be acquainted with.

(c) Compare it as an "idyll" with Tennyson's "Brook," or "Dora," or any other poem of their class.

2. Give your own opinion, with reasons drawn from your acquaintance with the poem, as to Tennyson's success in his attempt to preserve the antique character of the story throughout his treatment.

3. (a) Discuss the suitability of the rhythmical form of the "Geraint and Enid."

(b) Compare it with the "Ulysses," keeping in view the difference of theme.

4. Write a short essay descriptive of the institution of chivalry as portrayed by Tennyson in the "Geraint and Enid" and the "Sir Galahad," using only the information contained in the poems and referring to passages that furnish it.

5. Give the meanings of the following terms, specifying (1) those that are archaic, and (2) those that are merely unusual:—"Purblind," "caitiff," "liefer," "disedge," "guerdon," "damsel," "bicker," "oaken settle," "doff'd," "beeves," "jouats," "aloof," "quitch," "tilt."

6. Explain clearly each of the following passages in the connection in which it occurs:—

(a) "Ruth began to work
Against his anger in him."

(b) "His own false doom,
That shadow of mistrust should never come
Betwixt them, came upon him, and he sighed."

(c) "Took the word and play'd upon it,
And made it of two colors."

(d) "Fearing the mild face of the blameless king,
And after madness acted questions ask'd."

(e) "And as now,
Men weed the white horse on the Berkshire hills
To keep him bright and clean as heretofore,
He rooted out the slothful officer."

7. Select any five similes or metaphors that occur in the "Geraint and Enid" and discuss their appropriateness as used by Tennyson.

8. (a) Discuss the appropriateness of the term "dramatic monologue," as applied to the following poems:—"The May Queen," "In a Children's Hospital," "Locksley Hall," "St. Agnes' Eve," "Sir Galahad," and "Ulysses."

(b) Van Dyke places "The May Queen" and "In a Children's Hospital" in a group of "Ballads," and "Ulysses," "St. Agnes' Eve," "Sir Galahad," and "Locksley Hall," in a group of "Character-Pieces." Criticise this classification.

9. Select any one of the poems mentioned in Question 8, and give at length your own idea of the self-portrayed character.

10. Discuss the comparative utility of the various rhythmical forms of these six poems for purposes of character sketching in dramatic treatment.

11. The "May Queen" and "In a Children's Hospital" were written with an interval of about half a century between them. What evidences does a comparison of the two poems show of the development of artistic power on the part of the poet?

12. (a) Discuss the question whether the "May Queen" can be said to prove that when Tennyson wrote it he accepted the evangelical Christian doctrine of regeneration.

(b) Discuss, on the strength of evidence afforded by "In a Children's Hospital," the question whether he was, at the time of writing it, opposed to vivisection.

13. What use does Tennyson make of the supernatural in the two poems mentioned in Question 11? Discuss the legitimacy of this use from an artistic point of view.

14. Point out the various devices by means of which Tennyson has lessened the tendency to monotony.

(a) in the long verses of "The May Queen," "In a Children's Hospital," and "Locksley Hall";

(b) in the blank verse of "Enid and Ulysses."

15. (a) Describe minutely the changes of mood through which the self-portrayed character passes in "Locksley Hall."

(b) Discuss the question whether the whole series of moods comes within the range of probability.

(c) Is it safe to attribute any of the moods to the poet himself at any time of his life?

16. (a) Trace the course of thought in any one of the three unnamed patriotic poems.

(b) Point out the differences of rhythmical arrangement among them.

(c) Assuming that they express Tennyson's own sentiments, what ground do they afford for charging him with patriotic narrowness of view?

(d) Compare their tone in this respect with that of the sonnet to Victor Hugo.

17. (a) Discuss the question whether the "Revenge" is really a "patriotic" poem. Might the poet have written an equally good account of the matter if the nationalities had been reversed in the combat?

(b) Compare it, for example, with Browning's "Hervé Riel," from this point of view.

18. (a) Discuss the truth to human nature of the characterization of the old king in "Ulysses."

(b) Is its violation of historic truth a serious defect in the poem?

19. The "St. Agnes' Eve" and "Sir Galahad" are generally regarded as companion pieces. What justification for so regarding them is afforded by a comparison of the poems as to (a) theme, (b) treatment, (c) rhythmical structure, (d) dramatic development, and (e) lyrical character?

20. (a) Discuss the question whether Tennyson can from "St. Agnes' Eve" be regarded as approving of convent life and regimen as a means to holiness?

(b) Compare it with "St. Simeon Stylites," in its mode of dealing with the subject of religious retirement from society.

21. Compare "St. Agnes' Eve" and "Sir Galahad" as to the element variously known by the names of "melody" and "tone-color."

22. Give a list of the poems for the year's work in order of your preference for purposes of public reading, stating your reasons for the order selected.

23. Quote from memory from these poems as many expressions as you can that have become proverbial.

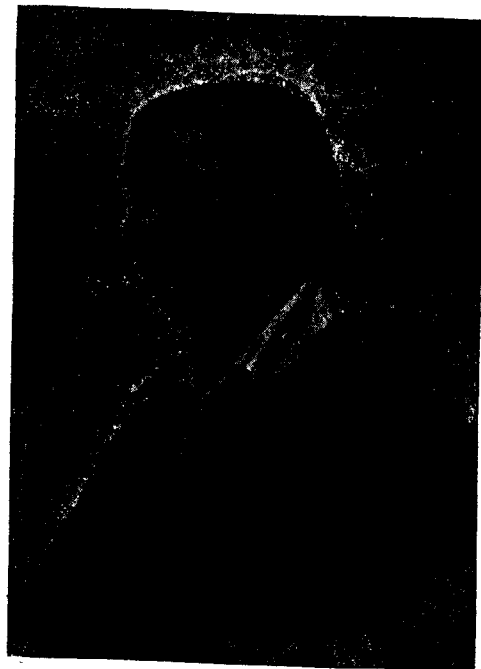
24. Write a short essay discussing Tennyson's use of nature in these poems.

25. Indicate by quotation or reference the extent to which Tennyson is indebted to the text of the sacred Scriptures for imagery or verbal expression.

THERE is no place in which the individuality of the teacher can so make itself felt, and in which the individuality of the child is so thoroughly alive as in the primary room.—Henry Sabin.

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OLIVER GOLDSMITH.

I. INTRODUCTORY.

YOUNG pupils find great difficulty in knowing how to set about the preparation of a lesson in literature. After a preliminary talk upon the subject of the lesson, the teacher should ask them to read it carefully several times in order that they may get a clear understanding of its meaning as a whole, and to look up in a dictionary, suitable meanings for the words they are not likely to have previously met. These words the teacher should select for them. When the lesson comes up for analytical treatment, if the selection be in prose, or in descriptive or narrative poetry, the teacher should first question his class (with books shut) closely on the matter contained in it. Such questioning will show whether the pupils have carefully read the lesson, and is exceedingly valuable in fostering a habit of close reading (a habit, alas! too rare.) It will also insure such an intimacy with the author's thoughts as will beget a love for them and consequently, a love for all good literature. It is invaluable as a disciplinary exercise, and in the hands of a skilful questioner and enthusiastic teacher, can be made a most entertaining one. When this exercise is concluded, books should be opened, and the analytical study be taken up. The object of this part of the work is to give the pupil a clear notion of the meaning of each sentence. Some of the difficulties to be cleared up are: (1) Difficulties arising from ignorance of the meaning of words. These must be overcome by dictionary work on the part of pupils. (2) Those arising from the order of words; e.g., "Where, smiling spring its earliest visit paid," "A man he was to all the country dear." These will vanish when the pupil has transposed the words into their natural order. (3) Those arising from the use of participial phrases, or from ellipses, e.g., "Tales of sorrow done," "The service past." By changing these two clauses, the meaning will at once be made apparent. Unusual ellipses should always be supplied, as they are often a stumbling-block to young children. (4) Difficulties spring from the use of epithets. Some of the poet's finest effects are produced by his epithets, and the teacher must be very careful to see that the pupil understands and appreciates them; e.g., *lingering* blooms, *sweet* confusions. When the whole lesson has been thus carefully gone over, the pupils should be required to take turns at reading it orally. This is an important exercise to restore to their young minds a conception of the poem as a whole, and to satisfy the teacher that every line is understood. Oral reading is a necessary part of every literature lesson. Its value as testing knowledge of the meaning is well illustrated in the line, "I knew him well, and every truant knew." Two different meanings are brought out according as "well" and "truant," or "I" and "every" are emphasized;

and school children can appreciate the difference. Again, even with Fourth Class pupils, much can be done to foster intelligent criticism if the teacher gets from them their opinion as to what lines or images are beautiful, pathetic, humorous, etc. And finally, it almost goes without saying, that a selection from which so much pleasure has been extracted, should be committed to memory.

II. EXPLANATORY.

¶ I. *Sweet Auburn*.—Lissoy, the poet's boyhood home, claims the honor of being the original Auburn.

Swain.—A common word in poetry to denote a young man living in the country, a peasant.

Parting.—Departing.

Seats of my youth.—Places in the midst of which my youth was passed.

Green.—A grassy plain.

Decent.—Used in its original sense of *comely, becoming*.

¶ II. *Responsive*.—Singing in response to the milkmaid.

Sober.—Serious, grave in appearance. The expressionless countenances of the herd are contrasted with their joyous feelings.

Spoke the vacant mind.—Indicated an empty mind.

¶ III. *Copse*.—A growth of shrubs and bushes.

Passing.—For "Surpassing," exceedingly.

Ran his godly race.—Lived his pious life.

Fawn.—To court favour by sacrificing one's own independence.

Fashioned to the varying hour.—Adapted to the changeable fashion of the times.

Bent.—Disposed, inclined.

The vagrant train.—The troop of wandering beggars.

Broken.—Broken down by war.

¶ III. *Talked the night away*.—Passed the night in talking.

Shouldered his crutch.—As if it were a gun.

Glow.—To warm with pleasure.

Careless . . . began.—Without any desire to look closely into their merits or their faults, he gave them alms out of pity, and did not look upon his gift as charity.

¶ IV. *Each fowl endearment tries*.—Tries every kind of caress that love can prompt.

Reproved each dull delay.—Delaying has the effect of bumbling or dulling the conscience.

¶ V. *Champion*.—One who upholds a cause. The preacher upheld the cause of religion.

The trembling wretch to raise.—To cheer the wretched sinner, trembling with a sense of his guilt.

¶ VI. *Warmth*.—Love, warmth of affection.

Swells.—Mounts high.

Midway leaves the storm.—Rises so high that the storm clouds rest midway on its breast.

¶ VII. *Unprofitably*.—Because its blossoms were seldom seen, as the village is now deserted.

Village.—Used for villagers.

¶ VIII. *Terms and tides presage*.—"Terms" are the sessions of the universities and the law courts; "tides" are "times and seasons," the movable feasts of the years, such as Eastertide.

Gauge.—To measure the capacities of casks.

III. QUESTIONS AND EXERCISES.

¶ I.—What is the subject of this paragraph? What features of the village are mentioned? Can you see the village as the poet seems to see it? What feeling does the poet entertain for the village? What words represent this feeling? Does anything else represent the same feeling?

¶ II.—What is the subject of this paragraph? What is meant by the village murmur? What by the mingling notes? As a description of the village, how does this paragraph differ from the preceding?

¶ III.—In what sense could the garden smile? The meaning of *modest*? Is the poet satirical in representing the preacher as passing rich? If not what does he mean? "Pleased with his guest,"—what guests have been mentioned? Quote lines to show that the preacher was popular, contented, unambitious, kind-hearted.

¶ IV.—Has the poet mentioned or hinted at any of the preacher's failings? If so, what were they? What is the meaning of, "Leaned to virtue's side?" Of what do the preacher's earnestness and anxiety for his flock remind the poet? Does the comparison make you think more or less of the preacher?

¶ V. What is the meaning of, "When parting life was laid?" Who is meant by, "The trembling wretch?" Show the force of *trembling*,—of *wretch*. Would the word "uttered," express as much as the word, "whispered?"

¶ VI.—"Truth from his lips prevailed with double sway." In reading, would you emphasize "his" or "lips?" Why? Show clearly the meaning of, "with double sway." [Truth is in itself mighty; but the preacher's words were so persuasive they lent an additional power to the truth he preached. Hence truth, as preached by him, had its own sway and the additional sway of his eloquence.] How does the preacher resemble "some tall cliff?"

¶ VII.—What are the "boding tremblers?" Is the name appropriate? Show the meaning and force of each word. Did they appreciate the master's jokes? What word tells you so? Why then did they laugh so heartily? Was the master a very learned man? Does the poet think him so? Do the rustics? Why are the rustics gazing?

III. GENERAL QUESTIONS.

How many paragraphs are devoted to the description of the preacher?—of the master? What feature of the description is taken up in each paragraph? Which character pleases you most? Who is supposed to be the original of the master?—of the preacher? What village is the author supposed to have been thinking of? What passage of the poem do you think to be the most beautiful?

IV. BIOGRAPHICAL NOTE.

Oliver Goldsmith was born at Pallas, Ireland, in 1728. His father, a poor parish clergyman, removed, when Oliver was about two years of age, to the pretty little hamlet of Lissoy, where Oliver's youth was spent. His love of this place, and the simple pleasures of his life there, are well portrayed in "The Deserted Village." As a child he was considered dull, and by some was even pronounced a dunce. At the age of eight, he was severely attacked by small-pox, which disfigured him sadly; and this, together with his heavy, ungainly figure, was a source of annoyance to him throughout his life. The rudiments of his education he received at the village school at Lissoy, under the instruction of Paddy Byrne, an old soldier, of whom he has left an imperishable portrait in "The Deserted Village." By the kindness of his uncle Contarine, who undertook his education, he was sent to school at Athlone and Edgeworthstown, whence he entered Trinity College, Dublin, in 1745 as a sizar. As an undergraduate, he was idle and careless, choosing rather to indulge his passion for reading poetry than to apply himself to severe study. After taking his B.A. degree, in 1749, he was thrown upon the world without any definite plan of how to earn his living. He undertook a tutorship, but soon flung it up in disgust. He resolved to go to America, but the money provided for this purpose by his uncle, was soon squandered in Dublin, and he did not go. He then determined to go to London and study law, but this resolution was also abandoned when the money necessary for carrying it out had been spent in a gambling house in Dublin. He now made up his mind to study medicine in Edinburgh. At Edinburgh he stayed two years, studying in a desultory manner. Thence he proceeded to Leyden to perfect his knowledge of chemistry and anatomy. While at Leyden, he conceived the idea of making a tour on foot through part of the continent. With no property but the clothes on his back, a spare shirt, and his flute, he wandered through Germany, France, Switzerland and Italy, living on alms obtained at the gates of convents, and playing tunes which often procured him a supper and a bed. On returning to London in 1756, he became in turn tutor, apothecary's assistant, and physician, but was unsuccessful in all. Nothing remained but to devote himself to the lowest drudgery of literature. For six years he toiled like a galley-slave, achieving little to win him fame, but gradually rising in the estimation of the booksellers for whom he drudged. As his name became better known, the circle of his acquaintances widened. He became intimate with Dr. Johnson, Reynolds, Burke, and was one of the original members of the famous Literary Club. In 1765 he published "The Traveller," a poem based on his travels on the continent, and at once rose to the foremost rank in literature. In 1766 was published "The Vicar of Wakefield," a charming novel which had been written two years before, and whose sale Dr. John-

son had negotiated to enable him to pay his account for lodgings. Then followed the comedies of "The Good-natured Man," and "She Stoops to Conquer." In 1770 came "The Deserted Village," his most famous poem. Everything he produced was eagerly read; his popularity was unbounded. But difficulty and distress still clung to him. He was constantly in financial trouble. When he had money, he was extravagant and soon lost it. A street beggar with a pitiful tale would receive all the money he had in his pocket. Thus he lived till close study, irregular habits, and financial cares brought on a fever, of which he died in 1774.

In spite of his frailties, his gentle nature endears him to our affections. Of his work Dr. Johnson has said: "He left scarcely any kind of writing untouched, and touched nothing that he did not adorn."

CORRESPONDENCE.

RESPECTING the past tense of "lean," as to whether it is ever properly written "leant" and pronounced "lent," Mr. J. C. Robertson, of West Toronto Junction, sends me the following quotation and reference:—

"Perhaps he press'd it once, or underneath
Ran his fine fingers, when he leant, blank-eyed,
And saw, in fancy, Adam and his bride
With their rich locks, or his own Delphic wreath."
LEIGH HUNT, "On a Lock of Milton's Hair."

Leant (pronounced lent) is given in the Concise Imperial.

Since writing my previous note of the word, I chanced upon the word "leant" in Browning. There can be no doubt that the spelling and pronunciation as above are authorized, though I incline to my first opinion, that in classical English prose the preferable form is "leaned."

POSTGRADUATE.—To Professor MacMechan I am indebted for the following note:—"It is interesting, in view of the frequency with which this word comes from the lips of high educational authorities, to call attention to the comments of the Century Dictionary on the word:

"Postgraduate.—I. (a) Belonging or relating to or prosecuting a course of study pursued after graduation: as, *postgraduate* lectures; a *postgraduate* course of study; a *postgraduate* student. [U.S.]

"II. A graduate: one studying after graduation. [U.S.]

"[An objectionable form in both uses.]"

R.O.—I shall endeavor to secure lessons on the subjects in question for the following issue of THE JOURNAL.

* Correspondence. *

THOSE EXAMINATIONS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Would you kindly allow me a small space in the JOURNAL to express my views respecting the entrance examinations of last June.

I have no fault to find with the papers set; they being as fair papers in general as teachers should expect. It is with the results I am not satisfied, not that I have suffered above others in that respect, but because the results have shown that no respect for the teachers' feelings has been exercised by those whose sanction was given to the same. No one can deny that the difficulty of the papers was by no means in proportion to the large number of rejected candidates. The teachers of Ontario do not object seriously to the Entrance standard being raised, but they consider it their right to have due notice of the same from the Department, as well as that the candidates who have attained that requisite standard should have credit for the same, even should High Schools and Collegiate Institutes, by so-doing, be crowded to the doors.

If the teachers of the Province received due notice of the difficulty to be expected in the late examination, I for one failed to receive such notice.

The fairness of the papers should have brought larger returns. Why did they not?

Let teachers be duly notified in the future and I am sure they will prepare their pupils, cheerfully and faithfully, for any standard fixed upon by the Department.

SWEYN.

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* Editorials. *

TORONTO, SEPTEMBER 1, 1892.

THOSE EXAMINATIONS.

THE Departmental and University Matriculation Examination questions for 1892, have called forth even more than the usual chorus of criticism from disappointed candidates and their friends. In regard to a few of these papers the complaints are only too well founded. But in justice to all concerned we must discriminate carefully between the few which are objectionable and the many which are fair and reasonable.

THE PRIMARY.—In the Primary, for instance, little fault can be found with the questions on *Poetical Literature, History and Geography, Latin Authors, Latin Grammar and Composition*, the *German* papers, or those on *Physics and Botany*. Several of these are somewhat more difficult than those of last year, but not so much so as to cause the failure of any candidate who had fairly mastered the subjects. They are free from vague conundrums and other eccentricities. The first named and several others are almost model papers. In regard to *History and Geography* it is complained

that notice was not given, as should have been done, if the two subjects are to be marked separately. In *English Grammar and Rhetoric* six questions out of eight were compulsory. The questions on Grammar were very long, four of them containing two or three sub-questions. Some of these are, perhaps, expressed in language too abstract for Primary candidates. Those on Rhetoric were short and precise and not unfair, though rather difficult. The paper on *French Authors* is very lengthy. That on *French Grammar and Composition* was peculiar, consisting of forty sentences of one line each, all fragmentary, for translation into French. Though a Grammar paper, it contained, strictly speaking, no question on Grammar.

But the only Primary papers that are really very unfair to candidates are the Mathematical. The paper on *Arithmetic, Mensuration and Commercial Transactions* is in every respect much more difficult than that of last year. It is quite too long, containing seventeen questions, some of which consist of several parts. It gives no choice of questions, all being required. Some of the questions are badly expressed and some unsuitable. Question 2, for example, is not well put, and is wholly unlike anything to be found in the text-book used in most schools, and Quest. 10, part (a) and one or two others are far more difficult than any which have been set at this examination for the past five or six years.

In *Algebra and Euclid* seventeen questions were set, and all required. Of the nine Algebra questions competent judges are of the opinion that only Nos. 4 and 6 were suitable for Primary candidates. Nos. 2, 5, 8 and 9 transgress the limits assigned; No. 1 is wholly unlike any example in either of the authorized text-books; No. 3 admits of two answers; No. 7 is more difficult than the corresponding question in the Junior paper; No. 12 (b) assumes a knowledge of the theory of parallel lines which is beyond Primary limits. If it be true, as rumored, that less than one-fourth of the candidates passed on this paper, the inference is obvious.

JUNIOR LEAVING.—Most of the papers set for the Junior Leaving Examination were not unfair, but decidedly severe, compared with those of previous years. This, however, is a fault which "leans to virtue's side." Here, again, the Mathematical papers contained some objectionable features. Quest. 1 of the Algebra paper is wholly unlike anything in the authorized text-books. The part given for Matriculation is difficult enough; that assigned for Second-Class candidates is decidedly complex and troublesome. Scarcely any book-

work is given, and the paper is very long, with no optional questions.

The *Arithmetic* paper, too, is lengthy, and the calculations required are in almost every instance complex and tedious. Several of the questions go quite beyond the assigned limits, notably those on the theory of numbers, which would not have been inappropriate on the First-Class Algebra papers.

The *Mensuration* problems were all unsuitable for any paper, except the problem paper set for Honors and Scholarships. Many of the *Arithmetic* questions are vaguely and loosely stated, lacking the precision and clearness which mark good problems. Complaint is made, too, that the questions in *English Grammar* are stated in very abstract terms and bear no special relation to the authorized text-book. Like the Primary paper, it is deemed unusual and eccentric in both matter and form, especially the latter. One authority says that it would be sufficient evidence of good training if a candidate were to explain clearly the meaning of the questions, without further answer, and that he doubts whether half of the members of the Board of Examiners could tell what some of the questions were meant to ask for. It is urged, not without force, that, as the High School Grammar is a large, difficult book, requiring two or three years' study in order to its being thoroughly mastered, the examination questions should have tested the student's knowledge of the book directly, and in clear, explicit language, free from metaphysical circumlocation.

SENIOR LEAVING.—Here again serious complaint is made of the paper in *Grammar and Philology*. It is said to be not only unduly long but "decidedly queer." A difficult piece of analysis and parsing was given—a branch of the subject supposed to be completed in the Primary and junior years. We do not see, however, why the re-appearance of this kind of question, even though it has been absent from this paper for years, should be deemed a great hardship.

The *Trigonometry* paper is very long and very different in kind from those set for many years past.

In the *Algebra* paper two or three of the questions are expressed in a notation not found in any of the text-books commonly used in the schools. The paper is long and difficult.

On the whole, the examination papers are commendable, in that they clearly aim at putting mere memory work beyond the pale and testing the students' mastery of the subjects rather than of the text-books. They put a high premium upon developed

brain-power. If they err in this respect, it is in going to an extreme and requiring more maturity of thought and independence of judgment that can fairly be expected from young minds at the various stages of progress with which they have to do. The Mathematical papers, which have given rise to so much discussion and apparently well-grounded complaint, afford evidence that the authors are clever mathematicians but clumsy examiners. Their scholarship is unquestionable, but for lack of experience or some other qualification their judgment as examiners of High School students is bad.

There is some reason for thinking that the Board of Examiners, generally, did not make themselves sufficiently well acquainted with the authorized text-books, which are, it must be remembered, under our system, the only books which students are allowed to use; did not pay as close attention as they ought, in fairness to candidates, to the limits prescribed in the official programme; and did not always take care to set before themselves full and complete answers to their questions, but contented themselves, in some cases, with vague notions of what was required from the candidates.

* Literary Notes. *

"THE Chautauquan" for September contains a beautifully illustrated sketch of Catharine Weed Barnes' photographic attainments; an excellent portrait of William Ewart Gladstone, also portraits of some Chautauqua Assembly leaders; "The Admiral of the Ocean Sea," by William Eleroy Curtis, and "From the Golden Gate to the Twin Cities of the Northwest," by Fannie C. W. Barbour, are richly pictured articles. The table of contents is as usual full and varied, but too long for us to quote even the titles of the articles.

"THE North American Review" for September is charged with articles by distinguished writers, covering a wide range of the thought and activities of the day. Thus, the "Homestead Strike" is considered by the Hon. William C. Oates, Chairman of the Congressional Investigating Committee, in a "Congressional View"; by the Hon. George Ticknor Curtis, in "A Constitutional View"; and by Master-Workman T. V. Powderley, in "A Knight of Labor's View." Gail Hamilton, in "An Open Letter to the Queen," makes a strong, eloquent, and pathetic plea for the pardon of Mrs. Maybrick. Among other articles are "The Erratic National Tariff Platforms of the Democracy," by Senator Morrill. "The Tariff Plank of Chicago," by Hon. W. L. Wilson; a discussion of the probable procedure of the now dominant Liberal party in England, by Justin McCarthy; "Not in Society," by Mrs. Amelia E. Barr; and eight or ten of almost equal interest and value.

"THE Arena" for September presents a rich and varied table of contents, as will be seen from the following: "The Future of Islam," by Ibn Ishak; "Old Stock Days," by James A. Herne, with full-page portrait of Mr. Herne; "Psychical Research," by Rev. M. J. Savage; "The Communism of Capital," by Hon. John Davis, M.C.; "The third paper in the Bacon-Shakespeare Controversy," by Edwin Reed; "Successful Treatment of Typhoid Fever," by Dr. C. E. Page; "Under the Dome of the Capitol," by Hamlin Garland; "Walt Whitman," by Prof. Willis Boughton, Ph.D.; "Bricks Without Straw," a story of the modern west, by John Hudspeth; "A Symposium on Woman's Dress Reform," prepared under the auspices of the National Committee of Women of the United States, containing papers by May Wright Sewall, president of the National Council; Frances E. Russell, chairman of the Dress Reform Committee; Mrs. Jenness Miller, Mrs. Elizabeth Miller, and Frances M. Steele. The editor writes on "The Menace of Plutocracy," and Books of the Day are critically reviewed.

"THE Delaware Indian as an Artist" is the subject of a fully illustrated paper by Dr. Charles C. Abbott, in "The Popular Science Monthly" for September. Prof. J. S. Kingsley describes "The Marine Biological Laboratory" at Woods Holl, giving pictures of its building and interior arrangements. Something is told also of its neighbor, the laboratory of the United States Fish Commission. Surgeon George M. Sternberg, U.S.A., has a paper on "Infectious Diseases: Causation and Immunity," giving the facts that have been established in this field up to date. "A Further Study of Involuntary Movements," by Prof. Joseph Jastrow, supplementing a previous paper on this subject, also appears and is illustrated with diagrams. Conrad Reno's reply to Edward Atkinson, on "The Wage-contract and Personal Liberty," is timely. Mr. Reno advocates compulsory arbitration through a State tribunal as the remedy for labor disputes. There is an interesting account of "Mica and the Mica Mines," by C. Hanford Henderson. Some very strange occurrences are described in Mr. William A. Eddy's paper on "Incalculable Accidents." M. Jules Rochard writes on "Tobacco and the Tobacco Habit"; M. Charles Henry on "Odors and the Sense of Smell"; and Frederik A. Fernald describes recent "Changes in Chemical and Geographical Words," that have been made in the interest of simplicity and uniformity.

THE September issue of *Lippincott's* is a Pacific number. Every article in it deals with topics of the western coast—chiefly, of course, California—or has been prepared by a native or resident of that favored region. The complete novel, "The Doomsdancer," is by Mrs. Gertrude Atherton. Hubert Howe Bancroft, the distinguished historian of the Pacific coast, furnishes a most interesting account of "California Eras." W. C. Morrow describes "The Topography of California," and Helen F. Lowe gives us a liberally illustrated account of "A Famous Pebble Beach," that of Pescadero. There are several other short stories and a number of poems.

* Special Papers. *

* SHOULD THE ACADEMIC AND PROFESSIONAL TRAINING OF TEACHERS BE COMBINED ?

BY J. B. CALVIN, PRINCIPAL NORMAL SCHOOL, TRURO, N.S.
(From Report in *Montreal Star*.)

"EDUCATION changes with the ages. We should not undervalue the educational work of the past on account of its lack of adaptation to the time in which we live. Conditions change, and the education which would suit the present day might have been very ill adapted to any earlier period of civilization. The world is an evolution, and the generations which preceded us formed so many transition stages in the great unfolding. Their world was imperfect without us; ours would have been impossible without them. The Normal School is a modern idea, and is in harmony with the specializing tendency of the present age. Normal schools, though of modern origin, have changed their complexion and character considerably since they came into existence. During their early history the general standard of education was low, and the public schools did not afford facility for obtaining such scholarship as the teacher's office demanded. Hence the Normal School was charged with the double function of giving matter and method, showing what to teach and how to teach. It was usually first and chiefly an academy; secondly and subordinately it was a training school.

THE EDUCATIONAL CONDITIONS

under which we are working to-day are greatly changed. There is no lack of well-equipped and efficient High schools and academies; hence it may be reasonably regarded as a waste of means and energy to require the Normal schools to duplicate their work. The endeavor to carry out a combined academic and professional course in our Normal schools can result only in very partial success. The multiplicity of subjects and the two-fold aim involved in such an arrangement are distracting and do not permit that concentration of thought and effort essential to the securing of the best results. Again, successful prosecution of the proper work of the Normal School demands all the scholarship required by the license to teach, and also all the mental discipline arising out of the acquisition of that scholarship. Hence time and energy expended along professional lines are, to a great extent, wasted on students who have not previously received pretty thorough academic training. In determining the proper sphere of the Normal School we should distinguish between academic subjects and academic work.

THE PROFESSIONAL OR PEDAGOGICAL

character of the Normal school work consists more in the method of presentation and treatment than in the subject. Even the subject of Psychology, which lies at the foundation of the principles of method and school management, may to a great extent lose its professional value when it is made to consist of abstract principles and definitions presented by didactic instruction. While the Normal School should aim chiefly to promote the professional qualifications of its students, it should not be restricted within the hard and fast lines of its specialty. Efforts to advance the scholarship of the teacher are always in order. One cannot, indeed, pursue the most exclusively professional course without adding largely to his mental furniture and increasing his mental power. But, without prejudice to its professional character, the Normal School might expend some direct effort in rounding out and enriching the academic qualifications of its students. The non-professional or academic certificate which admits to the Normal School, and which expresses the minimum of scholarship required for license, is based on a general average of qualifications, and it may be held by persons of low attainments in some branches. The Normal School should search out defects and strengthen what is weak. Especially while the student is receiving professional training he should be awakened to a greater love for study, and inspired with higher ideals of scholarship. To make this awakening effective the student should direct his efforts along two or three special lines of work.

LITERATURE AND NATURAL SCIENCE

seem to be the most proper subjects to emphasize in this manner; the one fitted to develop a literary taste and broader sympathies, and the other to secure some degree of facility in laboratory work and original investigation. Then, as every school district has its own individuality of character, and needs special qualifications in its teacher, the Normal School should try to give the teacher the key of knowledge by awakening his perceptions and making him responsive to his environment. The so-called non-professional or academic subjects have their professional or pedagogical aspect. They may be viewed from the teacher's standpoint as well as from the learner's. The correctness of this distinction is evident from the fact that many who acquire knowledge with wonderful facility, and have made great attainments in scholarship, have little power to communicate what they know to others. Although they have as learners traversed the whole field of their subjects, when they undertake to teach they fail to adapt themselves to the wants of the learner in the various stages of progress. They have never analyzed the processes by which they acquired knowledge, and they have forgotten the steps by which they reached their present position. Probably they never clearly apprehended the relation of these steps to each other. Standing in the clear light of present knowledge, they simply know what they know, but do not know how they know. May it not be that profound knowledge may sometimes be a cause of failure in the art of teaching! Through processes of thought the deeply learned student has travelled far away from concrete facts, and now looks at his abstract generalizations as simple truths, which everybody should understand as well as he does. The very brilliancy of the light in which he stands may so blind him to his educational history that he cannot discern the path by which he felt his way in the dim light of the early morning. Hence

AS A TEACHER,

the scholarly man needs to review his knowledge with the object of discovering its historic development in his own mind; he needs to retrace his course and mark the successive steps by which he reached the present stand-point. The guidance of its students along this line of professional examination of the various subjects which constitute the matter of our teaching in the public schools, forms a very important part of Normal School work. This discussion of these subjects should comprise an examination of their educational value for purposes of mental discipline, and of the kind of treatment they should receive to secure this discipline. It should look at the different subjects and the concrete facts of each subject, in their relation to each other; and at the subjects and their various parts, as they are related to the gradually unfolding mind of the child. In this way alone can the teacher arrive at any accurate conception of the form and order in which he should present his topics so as to adapt himself to the mental condition of the learner, and secure to him real knowledge."

RELATIONSHIP OF THE KINDERGARTEN TO ART.*

BY MISS HART.

(*Montreal Star's Report*.)

MISS HART began her paper by contrasting human thought, as it has expressed itself through art, in successively higher forms, with the natural unfolding of the child's thought. "Tracing the course of art in the world's history, we trace also the course of thought, in interpreting the thought by the art, and explaining the art by the thought. Understanding the acknowledged parallelism between race development and individual development, education undertakes to supply a parallel medium of expression for the child, therefore the re-appearance of the general forms of art expression in the gifts and occupation, and the Kindergarten." This was followed by a sketch of the double course of development, showing their unity. "Implicit in the Art expressions of all primitive people we trace the germs of science, art and religion. Faint foreshadowings of mathematical

laws, (science) revealed themselves in their productions, (art), and we also find clearly expressed in the Sphinx and other high forms of early art, mute questionings as to life, its origin and destiny. Corresponding to this, the child receives the ball, as his earliest means of expression in the Kindergarten, a solid form, a mass of material, corresponding to architecture. Later the divided solid, the plane, the line, successively find their parallel in the higher Art that followed architecture. Through play with these gifts the child crudely expresses, and out of his expression,

SCIENCE DAWNS UPON HIM.

In the symbolism of the gifts we find the answers of the child's dim questionings. The sphinx questioned "What is life?" and the pyramids answered imperfectly the dawning thought of immortality. The same questions that stirred at the heart of man in the childhood of the race, are stirring at the heart of childhood. Froebel helps the child to relive the process of thought by giving him in answer to the questionings, too dim for word expression, a material symbol in the gifts. "What is life?" questions the child. The gifts answer "Life is unity," thus shadowing the great fundamental truth that rules all life. Each gift hints a new phase of the great principle. Thus science and religion are born of art, both for race and child, and then we begin to build up an organic education, holding it in its inseparable unity as the education of the body, mind and soul."

Miss Hart next considered the relationship of the Kindergarten to art in its more limited sense. "Educational systems are closely connected with progress in every other branch of life. This is because each age is organic. The soul of it lives in every one of its forms. The Erd-geist, breathes upon art, science, literature, education and leaves its impress there. Through these channels we realize the demand of our high civilization for higher educational systems. The wealth that has followed in the wake of science has lifted men above material wants and now they are the true interpretation of life; the deepening self-consciousness of our age is searching for standards of life. This knowledge is to be found in the different forms of art. In its highest forms the pen and brush seem taken from the hands of the artist and wielded by the Divine hands. Human souls meet there the counterpart of what they should be, and thus art becomes

THE INTERPRETER OF LIFE.

The Kindergarten places stress primarily upon the development of spiritual power; utility will follow as a necessary accompaniment. Beauty is one of the means appointed for the elevation of the human soul. All children may become exalted and refined without ever becoming great artists. A certain measure of art, intellect, according to Ruskin, is born annually, greater or less according to the degree of cultivation of the nation. The Kindergarten preserves and cultivates this. There is the daily, almost hourly cultivation of the creative imagination. This highest form of mental activity constitutes the new departure of the Kindergarten, as the poet spiritualizes concrete impressions, filling them with a higher meaning, as the painter looks upon concrete nature, but paints scenes that never were on land or sea. The child, using the same faculty, that witnesses of God in man, using his sense impressions as basis, idealizes, giving his inventions the form of his own signal idea.

THE AESTHETIC WORK

of the Kindergarten regarded merely from the utilitarian standpoint is most important. It is the duty of the nation to provide measures looking to the promotion of improvement in the character of its industries. The merely useful will not accomplish this. The aesthetic manufactures of Belgium are rated at a thousand times the value of the same articles from Norway and Sweden. Using the mathematical as the basis of the aesthetic the child begins thus early to realize that "Beauty is but the splendor of the True." The training begins in the physical. We cannot conceive power of this kind without the skilled hand. It is the old story of Ariadne and the Lion. Beauty always rides upon strength, and in the fullest sense, all true power

MANIFESTS ITSELF AS DELICACY.

It remains to show the Kindergarten as related to literary art. We all know the value of ideals. In literature we come face to face with ideals that

* A paper read before the Normal School section of the Dominion Educational Association.

* A paper read before the Kindergarten Department of the Dominion Educational Association.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO— ANNUAL EXAMINATIONS, 1892.

HIGH SCHOOL ENTRANCE.

ARITHMETIC.

Examiners: { J. S. DEACON.
J. E. HODGSON, M.A.

(See Mathematical Department for solutions.)

NOTE.—Candidates are to take the first question and any six others. In the first question four marks are to be allowed for form, and twelve for the calculation; but no value shall be given for the calculation unless the result is absolutely correct. A maximum of five marks may be added for neatness.

1. Make out the following account, neatly and accurately, in proper form:

Nicholas Nickleby bought the goods from you on March 3rd, and paid you \$10 on account April 8th.

3½ lbs. Tea	..	at	80c.
300 " Sugar	..	"	4½c.
45 yds. Print	..	"	11½c.
2½ galls. Syrup	..	"	65c.
12½ yds. Towelling	..	"	12½c.
¾ doz. Knives and Forks	..	"	\$2.50
27 lbs. Cheese	..	"	15c. (lb.
1 lb. 10 oz. Lemon Peel	..	"	32c. per

2. A load of wood, 10 ft. long, 3 ft. 8 inches wide and 3 ft. high, was sold for \$3.

(a) What was the price per cord?

(b) At \$4 per cord what would the load be worth?

3. How much will it cost to paint the outside and both floors of a two-storey cottage, 36 feet long, 33 feet wide, and 18 feet high, at 10c. per sq. yd. The walls to be 18 inches thick, and no allowance to be made for cornices, openings or partitions.

4. What amount will be due July 1st, 1892, on a note of \$80, drawn February 6th, 1892, and bearing interest at 5½ per cent. per annum?

5. What is the smallest sum of money with which you can buy chickens at 25c., or geese at 50c., or turkeys at 75c., or lambs at \$3, or sheep at \$5, or pigs at \$7, or cows at \$35, or horses at \$140, and have exactly \$15 left for expenses.

6. A farmer agreed to pay his hired man ten sheep and \$160 for one year's labor. The man quit work at the end of seven months, receiving the sheep and \$60 as a fair settlement. Find the value of each sheep.

7. What decimal must be taken from the sum of 69½, 8.2, 5.445, .065 and 20½, so that it will contain 6.05 an exact number of times?

8. A lad earned \$21.16 collecting accounts for a physician. He was allowed 5½ per cent.; what amount did he collect?

9. S.S. No. 5, Esquesing, is assessed for \$150,000. The trustees have built a school-house costing \$1,800.

(a) What will the school-house cost a ratepayer whose property is assessed for \$4,500?

(b) What would be the rate of taxation per annum on the whole section if the house were paid for in six equal annual payments, without interest?

PUBLIC SCHOOL LEAVING.

ARITHMETIC.

Examiners: { CLARKE MOSES.
JOHN DEARNESS.

1. (a) What is meant by the Prime Factors of a number?

(b) Find the prime factors of 13230, 22050, and 23625, and

(c) By means of the prime factors find their G.C.M. and L.C.M.

2. A man owned \$8,940 bank stock which paid a yearly dividend of 4½%. He sold out at 102½ and invested the proceeds in Michigan Central stock at 74½ paying a yearly dividend of 3%. By how much was his yearly income changed by the transfer?

3. Find the proceeds of the following note:

\$2,400.00. Hamilton, February 3, 1892.

Five months after date, value received, I promise to pay Thomas Cowan, or order, the sum of Two Thousand Four Hundred Dollars, at Bank of Hamilton here, with interest at 6 per cent. per annum.

VANCE ALLEN.

Discounted May 22, 1892, at 7%. (Year=366 days.)

4. A machinist sold two seed-drills for equal sums of money. He gained 25 per cent. on the one and lost 25 per cent. on the other. His total loss was \$9.60. Find the cost of each drill.

5. A commission merchant sells a consignment of wheat for \$27,500, on a commission of 2½ per cent. He pays \$250 for freight and storage, and with the net proceeds buys pork at \$6.25 per cwt., charging 2½ per cent. for buying. How many cwt. of pork does he buy, and what is the amount of his two commissions?

6. Find the cost of the material required to fence 2½ miles of railway (both sides), posts placed 8 feet apart, an 8 inch base 1 inch thick, a 2x4 rail at top, and six strands of wire. The posts cost 12½c. each, the lumber \$14 a thousand, and the wire 4c. per lb. (A pound of wire stretches one rod.)

7. (a) A circular cistern, 8 feet in diameter and 9 feet in depth, is filled with water to the height of 6 feet. How many gallons of water in the cistern? (A cubic foot of water weighs 1,000 ounces, and a gallon 10 lbs.)

(b) If a sphere whose diameter is 4 feet is submerged in the water in the cistern, how high will it cause the water to rise?

8. Add vertically and horizontally the following statement of eight weeks' cash receipts:

Total	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st.....	\$3,862 93	\$1,391 76	\$6,760 68	\$1,098 91	\$1,096 65	\$ 43 68
2nd.....	396 74	6,168 37	84 39	984 26	167 69	1,864 86
3rd.....	1,768 63	467 89	2,035 68	3,165 03	691 83	785 97
4th.....	3,976 98	76 05	364 76	93 68	1,948 39	1,759 46
5th.....	263 76	1,085 84	36 10	386 41	3 45	1,396 71
6th.....	1,559 83	1,932 57	1,268 15	8 37	279 72	67 85
7th.....	62 24	318 62	134 36	1,763 29	1,468 29	543 66
8th.....	194 87	3 85	7,643 82	685 38	765 42	39 67
Total						

(N.B.—Time allowed for Question 8 was 15 minutes.)

THE HIGH SCHOOL PRIMARY. ALGEBRA AND EUCLID.

Examiners: { N. F. DUPUIS, M.A.
WILLIAM JONES, M.A.
IVA E. MARTIN, B.A.

1. Multiply

$1+x(1-2x)+x^2(1-2x)^2+x^3(1-2x)^3+x^4(1-2x)^4+...$ by $1-x+2x^2$, carrying the product to the term containing x^4 .

2. The dividend is y^2 , $y^{\frac{1}{2}}+2y^2-3y-2$, the Quotient is y , $y^{\frac{1}{2}}-y^{\frac{1}{2}}-1$, and the Remainder is $3y^{\frac{1}{2}}-1$. Find the Divisor.

3. What must be added to $(a+b+c)(ab+bc+ca)$ to make it evenly divisible by $a+b$?

4. Put $4a^2b^2-(a^2+b^2-c^2)^2$ into four factors.

5. Put into four factors

$$(x+2)(x+6)(x+4+\sqrt{6})(x+4-\sqrt{6})-15.$$

6. Find the H.C.F. of

$$2x^4+x^3-3x^2-x+1 \text{ and } x^4-2x^3+x^2+2x-2.$$

7. Simplify

$$\frac{(1+ab)(1+ac)}{(a-b)(a-e)} + \frac{(1+bc)(1+ba)}{(b-c)(b-a)} + \frac{(1+ca)(1+cb)}{(c-a)(c-b)}$$

8. Find x when $(x-a)^2(1+ax)=(x+a)^2(1-ax)$; and prove that the value you get satisfies the equation.

9. How much are eggs a dozen when a rise of 20 per cent. in their price makes a difference of 50 eggs in the number sold for \$5?

10. (a) From a given point draw a line equal to a given finite line.

(b) Make the foregoing construction when the given point is the middle point of the given line.

11. (a) Bisect a given rectilinear angle.

(b) Show that the bisector of the vertical angle of an isosceles triangle bisects the base at right angles.

12. (a) An exterior angle of a triangle is greater than either of the interior opposite angles.

(b) The line ECA meets the two lines AB and CD so as to make the angle BAE equal to the angle DCE. Show that AB and CD will not meet if produced ever so far.

13. (a) If ABC and A'B'C' be two triangles having AB=AB', and AC=A'C', but the angle A greater than the angle A', then BC is greater than B'C'.

(b) If AB be made to coincide with A'B', show that B does not lie on the perpendicular from A to CC'.

Teachers' Miscellany.

THE ASTONISHED FARMER.—A and B took each thirty geese to market. A sold his at three for a dollar, B at two for a dollar, and together they received \$25. A afterwards took sixty alone, which he sold, as before, at five for two dollars, and received but \$24: What became of the other dollar?

ONE of those school examiners who like to ask "catch" questions put this not long ago: "What views would King Alfred take of universal suffrage, of the conscription, and of printed books, if he were living now?" The ingenious pupil wrote in reply, "If King Alfred were still alive he would be too old to take any interest in anything."—Exchange.

THE best teachers are born and not made by any educational system. One of the faults with the present educational methods is that, in perfecting an excellent system this system has been unduly magnified at the expense of individual enthusiasm and magnetism. This is one reason why sometimes an old-fashioned school, presided over by a teacher with the real pedagogical tact and knack, though laboring under a very poor "system," produces superior results to schools of to-day. The ideal teacher makes the whole school room routine an inspiring, zealous study of the English language, whether it is a recitation in arithmetic, a translation from some foreign language, or ordinary conversation. If every answer, every exercise, and every remark is required to be made in terse, precise, accurate English, the result will be more beneficial than text book "language lessons," juiceless parsing or technical rhetoric, all of which are well enough in a way.—Springfield Republican.

A FRENCHMAN ON THE ENGLISH LANGUAGE.—In the course of an interview with a representative of the Montreal Daily Witness, Father Chiniquy, once an eminent French-Canadian priest, said:—"Everywhere in the United States the children of French-Canadians, as soon as they acquire the English language at school, give up the use of the French except to speak to their mothers. By this process the French must rapidly disappear. It is the same here. A little girl came to me this morning, sent by a parent who had heard me preach and had promised to come and see me. She spoke to me in English for some time, and when I said to her, 'Mais, ne pouvez-vous pas parler francais?' she replied, 'O, mon Dieu, est-ce que je parle Anglais?'

There is reason for it. I read recently an article in a magazine about 'English the universal language,' but the writer did not know the true reason. I am in the midst of it, and I know. It is because they can express themselves with greater ease in English than in French." "I suppose," said the interviewer, "you mean those of them who hear more English than French?" "Not at all," replied M. Chiniquy; "I also can express myself with greater ease in English. When I write a book—and I have written many—I write it in English and then translate it into French. Your expression is more direct; your syntax is more simple; and the sounds of your language more forcible." The old gentleman sprang to his feet, the interviewer says, as he had done more than once during the conversation, and said, "Listen"; and then, with a voice calculated to make the distant fire brigade prick their ears, he shouted, "Fire!" "There is some sound," he said, "What can we say in French? 'Feu.' It is lost. You can say 'Ready!' again, in a most sonorous shout; in French it is 'Pret'—there is no sound. 'All aboard'" (the American equivalent of "Take your seats, please"). "With us it is 'Embarquez,' and you cannot hear it at ten feet. Yes, Sir, the English is bound to become the universal language."

Book Notices, etc.

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

A Supplementary First Reader. By Rebecca D. Rickoff. New York, Cincinnati, Chicago: The American Book Company.

A charming little book for the purpose denoted by its title. It will help to supply a need for variety of reading matter, which is, we doubt not, felt by teachers of primary grades. The vocabulary is well chosen, the progression easy, and paper, type and illustrations are all good. It will help many a little one over the most difficult part of the road.

We have been shown the "copy" of the new and enlarged edition of "The First Year at School," by S. B. Sinclair, B.A., which is advertised in this number of the JOURNAL, and have no doubt that it will prove very useful for the purpose for which it is prepared. The first edition sold well, we are informed. The forthcoming one gives much more space and attention to the treatment of Phonics and Natural Science. The author has entirely re-cast the book with a view to correlating the first year's work, so that it is to a considerable extent a new book.

The authorized "First Latin Book," by Messrs. Henderson & Fletcher, is intended as a practical introduction to the reading of Latin authors. It covers, within reasonable compass, all the ground necessary for candidates at the Departmental Primary, Junior Leaving, and Junior Matriculation examinations. Some of the good features claimed for it are:—1. Numerous exercises (drawn mainly from Cæsar.) 2. Constant demand for the practical application of knowledge as against mere theory. 3. The relegating of exceptions and irregularities to the appendix. 4. A comparison of Latin and English idioms, with hints for translating Latin into English and English into Latin. 5. Extracts from Cæsar with passages (based on them) of connected English for translation into Latin. Being the work of practical and successful teachers, it will, no doubt, recommend itself to those interested. It will be reviewed later. It is published by the Copp, Clark Co., Ltd.

MR. R. K. ROW, Principal of the Kingston Model School, has just issued a little volume, entitled "Practical Language Training." It contains the syllabus of work as presented before the Ontario Teachers' Association last April, together with suggestions to teachers, and lesson notes, no doubt useful in their work. It is published by the Copp, Clark Co., Ltd.

THE first edition of Henderson's "Bellum Gallicum" has been entirely disposed of, and the second

edition has just been printed. This speaks well for the popularity of this last volume of the Henderson Classics.

WE have just received, too late for review in this number, a copy of Robertson and Carruthers' "Primary Latin Book," advertised on another page, authorized for use in High schools and Collegiate Institutes. It is published in a neat form, and in new and clear type, by William Briggs, Wesley Buildings, Toronto. The book consists of three parts: I. Lessons for Beginners. II. A Course in Latin Prose Composition, based upon Cæsar, and III. A Digest of Latin Grammar, as required in ordinary High school work. It has also vocabularies and an index. It will be reviewed in a future number.

For Friday Afternoon.

MY BOOKS.

BY LIZZIE WILLS.

THEY say that in this changing world,
Tis hard to find a friend,
One who will true and faithful prove
Unto life's utmost end.
But I have friends who've been to me,
In very deed and truth,
Always the same, sincere and kind,
Even from my earliest youth.

In all my sorrows and my joys,
Through every changing mood,
These same old tried and trusty friends
Close by my side have stood.
When on the battlefield of life,
Where error strives 'gainst right,
The counsels of these friends of mine,
Have nerved my arm for fight.

At quiet evening hour with them,
Sweet converse oft I hold.
No new friends e'er can be as dear
As these my friends of old.
Wouldst like to meet these friends of mine,
Each one a dearer self?
Then let me introduce to you
These books upon my shelf.

August 3, 1892.

DILLY DALLY.

As sweet a child as one could find,
If only she were prompt to mind;
Her eyes are blue, her cheeks are pink,
Her hair curls up with many a kink—
She says her name is Allie;
But, sad to say,
Ofttimes a day,
We call her Dilly Dally.

If sent on errands, grave or gay,
She's sure to loiter by the way;
No matter what her task may be,
"I'll do it by-and-by," cries she.
And so, instead of Allie,
We, one and all,
Have come to call
This maiden Dilly Dally.

I think, if she could only know
How wrong it is to dally so,
Her task undone she would not leave,
Nor longer mother's kind heart grieve;
And then, for Dilly Dally,
We'd gladly say,
Each well-spent day,
"This is our own sweet Allie."

—Our Little Ones.

Do thy little, do it well;
Do what right and reason tell;
Do what wrong and sorrow claim,
Conquer sin and cover shame.

Do thy little; God has made
Million leaves for forest shade;
Smallest stars their glory bring;
God employeth every thing.

* Question Drawer. *

A.R.H.—Permanent certificates, third-class, are sometimes granted, for satisfactory reasons, to teachers who have successfully followed the profession for not less than ten years, and who are specially recommended by the proper local authorities.

M.M.C.—No new regulations have been issued touching the Normal School terms. The terms remain as they have been during the last years.

ENQUIRER.—A village incorporated for police purposes has not the same number of school holidays as one regularly incorporated. We cannot say exactly why, though we suppose the mere fact of incorporation for police purposes does not involve the conditions which are thought to justify the regulation in reference to those which are regularly incorporated.

L.S.—We do not know the exact price of Dr. McCabe's "Hints for Language Lessons," but are informed that it will be about a dollar. We do not think that Blackwood's Shilling Grammar and Composition can be had in Canada. Any bookseller would order you a copy from the publishers.

M.Y.G.—As the new series of the Public School Drawing Course are the only authorized books, it will, we presume, be necessary to use them. Your other question has been already answered in the newspapers.

Educational Notes.

THE American summer schools and institutes have been much better attended in 1892 than ever before.

ALL honor to the teachers of the ungraded rural school, for theirs is the smallest pay, the most difficult work and the greatest responsibility.—*Journal of Education.*

THE young emperor of China has begun to study English, being instructed by two of those connected with President Martin's Imperial College at Peking. It is extraordinary news, and implies the beginning of a new era in the history of the Flowery Kingdom.

DEAN W. E. HUNTINGTON, Boston University, finds that there are in the United States 12,000,000 children of the age assigned to the grammar and lower school grades, while there were 13,000,000 enrolled in those schools, or eight per cent. more than the age limit provided. Of High school age there are 4,760,000, while only one in seven, or 668,000 are in that grade. Of the college age there are 4,000,000, and only one in 30, or 127,000, are in the colleges.

MR. W. J. ASHLEY, Professor of Political Science in the University of Toronto, has resigned, and accepted a similar position in Harvard University. Mr. Ashley came to Toronto from Oxford University hardly three years ago, and was the first Professor in Political Science in the University of Toronto. Under his care Political Science has become one of the most popular and best attended courses in the University. Mr. W. H. Houston, M.A., Parliamentary Librarian, and Mr. W. J. Robertson, B.A., LL.B., of St. Catharines Collegiate Institute, both good and able men, are said to be among the candidates for the position.

IN England, as in America, women are elbowing men out of the work of teaching. The London *Schoolmaster* says that—"On the 1st of January, 1870, of every 100 teachers of each sex and class, 48 certificated teachers, 60 assistant teachers, and 57 pupil teachers were women; these proportions have increased in 1892 to 60 women certificated teachers, 77 women assistant teachers, and 77 women pupil teachers out of every 100 of each grade. The number of girl pupil teachers in 1870 was 7,273; they now number 21,771, an increase of 199 per cent. The boy pupil teachers on the other hand, who numbered 5,569 in 1870, have increased to 6,360, or only about 14 per cent."

* Hints and Helps. *

SIT AND SET.

"A man, or woman either, can set a hen, although they cannot sit her; neither can they set on her, although the old hen might sit on them by the hour if they would allow. A man cannot set on the wash-bench, but he could set the basin on it, and neither the basin nor the grammarians would object. He could sit on the dog's tail if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his foot there, the grammarians, as well as the dog, would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians."—*Christian World.*

HOW I FOUND TIME.

How one is to get time to perform all the work laid out for him by institute conductors and superintendents, is a question which has troubled many a conscientious country teacher, already burdened with multitudinous daily tasks. The writer once felt the pressure of this great load and made up his mind that he would see what could be done. On carefully going over the ground he found that he could gain time in the following ways:

1. By being thoroughly prepared for every lesson of the day, so that no time should be wasted in considering what to say or do.
2. By talking less and right to the point, making explanations concise and clear, rather than verbose.
3. By having pupils come to the recitation with examples, maps, etc., on slates or paper, fully prepared for the proper work of the period.
4. By reducing the number of classes to the lowest feasible limit, and having several advanced classes recite every other day, giving twenty-five minutes to a recitation, instead of fifteen every day.
5. By not repeating questions himself, or permitting pupils to do so.
6. By having a place for everything needed to carry on the day's work; training classes to move promptly, not hastily; and insisting on distinct utterance.
7. By having good blackboards, and plenty of them, so that work could be prepared in advance of the recitation, or held over if needed for further reference.
8. By refusing to solve examples for pupils while a class is waiting.—*School Education.*

MORALS AND MANNERS—OUTLINES OF LESSONS.

R. E. WHITE.

CLEANLINESS and neatness—In body, hands, nails, hair, etc.; in clothing, shoes, etc.; with books, slates, desks, etc.

Politeness—At school; at home; on the street.

Gentleness—In speech; in manners.

Kindness to others—To parents; to the aged and infirm; to the unfortunate and erring; to enemies;—the golden rule.

Kindness to animals—To those that serve us; to those that do not harm us—the killing of birds; the killing of those that do us harm; cruelty to any animal is wrong.

Love—For parents; for friends; for one's neighbor; for enemies.

Respect and reverence—for parents; for the aged; for those in authority.

Obedience—To parents; to teachers; to those in authority; to conscience; to God.

Gratitude and thankfulness—To parents; to all benefactors; to God.

Truthfulness—In thought, word and act, deceit and falsehood; keeping one's word.

Courage—True and false; daring to do right; courage in duty.

Honesty—In word and deed; in little things; dishonesty. "Honesty is the best policy."

Honor—One's parents; one's friends; one's self; home and country.

Good name—When young; keeping it; reputation and character; keeping good company.

Self control—Control of temper; anger, when right; wrong desires.

Confession of wrong—When manly and noble; denial of faults. "The denial of a fault doubles it."

Forgiveness—Of those who have injured us; of enemies.

Good manners—At your home, in school; in company, in public places.

Industry—Labor a duty and privilege; right use of time; self-reliance.

Economy, savings—Competency depends on economy—"Saving in early life means competency and comfort in old age;" a duty to save part of one's earnings—"To lay up for a rainy day;" a spendthrift—"A spendthrift in youth, a poor man in old age;" a miser—the hoarding of money needed for comfort or charity—"No man liveth unto himself;" savings bank.

Health—Our duty to preserve our health; habits that impair health, foolish and selfish; the sowing of "wild oats"—"What a man sows, that shall he reap;" pain a warning; the body never forgets or forgives.

Evil speaking—Slander; tale-bearing, faults of others—charity; kind words.

Bad language—Profanity, foolish and wicked; slang, vulgar and impolite, obscene language.

Evil habits—That destroy health; that destroy reputation; that waste money; that dishonor one's self and family; that take away self-control; that are offensive to others.

Temptation—Tempting others; resisting temptation.

Civil duties—Love of country, love of the flag; respect of rules, obedience to law; fidelity in office—bribery; oaths—perjury; the ballot—buying or selling votes; dignity and honor of citizenship.

—*Moderator.*

School-Room Methods.

LEAD THE CHILDREN TO THINK.

BY SUPT. M. A. CASSIDY, LEXINGTON, KY.

RECENTLY a Third Reader teacher said to me: "My pupils have a perfect understanding of addition, subtraction, multiplication, and division, but I can't teach them to solve a problem combining two of these rules, let alone all four of them."

"What effort have you made?" I asked.

"Well, I have worked them over and over for the children. I have kept them in and made them study, and I don't know what to do next."

"Have you taught the children *how* to study?" I asked.

"I have told them to study."

"Let's try showing them *how* to study," I suggested. Then I put this problem on the board:

"John Jones sold 5,625 bushels of wheat at \$2 a bushel, and received in payment 132 acres of land at \$50 an acre, 45 head of horses at \$65 a head, and 5 town lots at \$125 each; with the money he received he bought sheep at \$3 each; how many sheep did he get?" "They will never do that for it's twice as difficult as any they have ever failed on," said my teacher. "Now, children," I said, "here is an example that I want you to work for me at your seats. But first I want to tell you that it is bristling with question marks. The first thing we must do is to find the question marks. Let's read it over carefully, and then we will go hunting for question marks. In a few moments I was greeted with a score of uplifted hands."

"Well, John, give the first question you find, and I will write here on the board."

John. "What did Mr. Jones get for his wheat?"

Mary. "What did he pay for the land?"

Sarah. "What did he pay for the horses?"

William. "What did he pay for the lots?"

Susan. "What sum of money did he pay for the land, horses and lots?"

Martha. "How much did he get in money?"

Samuel. "How many sheep did he get for the money he received?"

"Very good, children. We have found that there were eight question marks hidden in this example, and here we have eight questions. Now I think we can answer all those question in fifteen minutes."

Before the fifteen minutes had passed, several hands were up, and at the end of that time nineteen

of the thirty-five had done the work neatly and correctly, and the failure of a majority of the others was due to mistakes in multiplication and division. The teacher was apt and willing, and, after a week's drill in this way, she informed me that they could not only solve any ordinary example combining four fundamentals, but that they had learned to look out for question marks in their other lessons, and also in the actions of themselves and their associates.

Teachers—I mean teachers, not shoe-makers, are more and more agreed that good work in the school-room does not consist in cramming the child with facts, but in teaching him how to think.—*N. Y. School Journal.*

HINTS ON THE TEACHING OF GEOGRAPHY.

1. RELY on maps and out-lines, not on the text-book.
2. Assign the lesson by topics, never by pages.
3. Encourage pupils to ask questions and furnish examples within their own experience of the subject under consideration.
4. Let each pupil give in his own language all the information he has secured on the subject.
5. At the close of a recitation have the pupils tell what has been brought out during the lesson.
6. Emphasize all new facts and connect them with the subject of the lesson.
7. Insist that each pupil keep a note-book.
8. Talk as little during the lesson as possible; let the subject be unfolded and developed by the pupils.
9. Make your questions and answers as you would in conversation; eschew the lecture style of teaching.
10. Have plenty of reference books, use them freely and encourage your pupils to consult them.
11. Hold this always before your mind—you are to teach your pupils to study a country in the light of its advantages as an abode for man.
12. Begin every lesson with a review of the preceding lesson. Frequently have this review a written exercise.
13. Have progressive maps made, to be filled in as the lessons proceed.
14. Encourage individual work; assign subjects to different pupils to be reported on at the next lesson.
15. Strive to inculcate in the minds of your pupils a growing pride in their own country.—*Goldthwaite's Geographical Magazine.*

HOW TO TEACH COMPOSITION.

1. Add to the children's conversational vocabulary all the new words in the reading lesson.
2. Develop the power of oral expression in your pupils by a few well prepared questions on the lesson.
3. Let children describe a picture in a book, each write a sentence about it on slate, then on blackboard. Let teacher correct what pupils cannot. Then all write sentences correctly.
4. Let the teacher write questions on the board about the lesson; the children write the answers at their seats on slates, and bring them to recitation.
5. Occasionally read a short story and require the children to reproduce it in their own language.
6. Allow impromptu composition to take the place of reading every Friday afternoon.
7. By judicious management letter-writing may come in at the close of the second school year.
8. Whenever the pupil can tell a story pretty well, require him to write out the same.
9. Correct one fault at a time.
10. In all your methods in all studies, develop the power of correct expression.
11. There should be much pen, pencil and crayon work in our schools.
12. Commend the best your pupils can do.
13. Business forms should also be taught.
14. All exercises should be carefully criticised, and one criticism to each pupil is better than many general ones.
15. Methods that lead to composition writing are: (a) Sentence making; (b) filling blanks in sentence making; (c) capitalization; (d) punctuation.
16. Results of oral instruction should be expressed in composition.—*The Fountain.*

Primary Department.

INFLUENCE.

ARNOLD ALCOTT.

"MET AGAIN," we exclaim, as the same groups re-assemble in the school on opening day. Is it with the same sympathies, with the same sentiments?

"No one of my fellows can do that special work for me for which I came into the world to do; he may do a higher work, a greater work, but he cannot do my work. I cannot hand over to him my work any more than I can hand over my responsibilities and my gifts."—*John Ruskin*.

That it is time for school work again we know. Are we ready? If not, why? Green fields, picturesque lakes and rivers, and cool breezes have refreshed the eye. Surely they are not to be allowed to give a distaste for the duties of life. Six or eight weeks' rest should be a grand restorative and energizer. Then, "To the work" is our motto, and we'll not flinch, though the difficulties which may assail us be harder to surmount than any hitherto passed.

One says that the greatest pleasure in going away is to return home. This, with reference to the holiday trip. Can we say this about our school? We ought to feel so, I think. And I am not one accustomed to view our teaching through puritanical, goody-goody spectacles. There is more in the world for pupils and for teacher than the four walls of the classroom. It is through the lens which shows the path along the highway of life leading to broad, Christian culture of the whole being which we wish to look.

MY WORK.

What is it? It is to do all I can toward making my pupils independent, self-reliant and upright. We must use our influence to make them desire to go in the right way. The little word "influence" has not that striking, impressive significance to us that it should have. We teach by our unconscious influence more than by all the talking which we do. The faithful shall be rewarded. It is to them that the crown shall be given.

MY RESPONSIBILITIES.

They are the nurturing of the young plant, and the training of it according to the most approved systems culled from research and experience. Progress is of slow growth if it is to be lasting. But good results come far sooner than we know. Let us remember the maxim:

"Wisely and slow; they stumble that run fast."
—*Romeo and Juliet*.

MY GIFTS.

What subject do you teach best? Find out. Then make a specialty of it, and have your scholars imbued with the idea of excelling in that particular branch. Thus, the endeavoring to be the best possible in one line, will influence the character, and consequently, will lift all the other work to a higher plane of merit. As a teacher, I must attract all the goodness, and call forth all the nobility I can; and to make this

practical I should crown the good, and dethrone the wrong. Hence different rewards for excellences in conduct and in lessons arise. These may consist of attractive sketches on the blackboard, illustrative of certain qualities, or they may be merit cards, marks, etc., etc. But, more of this in a future number. This, the first article of the opening session, is to be a bird's-eye view of the responsibilities of the teacher's office couched in the one word, "influence," and is suggested by the reunion, after some weeks of separation, of teacher and class.

Our influence,—let it be quiet, far-reaching, and penetrating in its quality. If success is to be the goal, such must our power be.

I have observed that the distinguishing characteristic of the most modest and most highly cultured teachers, both in the classroom and in society, is a calm, undisturbed quiet, which is seen in all of their actions from the most important to the most insignificant.

Primary teachers, subscribers to the JOURNAL, are invited to send into the Primary Department any questions pertaining to the work; and we shall, with pleasure, assist to the best of our ability.

A BRIGHTER TERM.

RHODA LEE.

How the old bell rang out to-day! It is cheerful at all times, but so much jollity and positive hilarity was there in its tones this morning that I stopped in my work to wonder what spirit of mischief had taken possession of it. Cracked though it is and withal very shaky, it seemed to be putting forth its most strenuous efforts, assuring the many little folks on the way, that whatever the bell could contribute towards the general happiness of school, would most heartily be given. And the teacher of this same little school was making just such resolutions. School was to be happier this term than ever before. There were plans for recreation and development in side lines that were going to help on the regular work. There was going to be less drudgery and more real teaching. It was not necessary that she should teach botany or read "Tom Brown" and "Little Women," but she was going to do both. Calisthenics and club-swinging were not on the curriculum, but nevertheless visions of a creditable drill-company floated about in her mind. There was the usual amount of hard work before the class, but there was also something a little outside the course to brighten the days, to be "in the warp and woof of life," as Jean Ingelow says:

"A thread of gold that glitters fair, and
Sometimes in the pattern shows most
Sweet where there are sombre colors."

There is no difficulty in getting work well done provided it be attractive, and if there is no possible way to make it so, a little recreation beforehand will rest the tired minds and insure the work being done with all good-will and heartiness.

Good work; happy days with no friction, should be our aim in the session to come. Strengthen yourself with a new supply of true, womanly common sense and patience.

Do everything in your power to promote perfect sympathy between your scholars and yourself, and with the memories of your own childhood and school-days ever fresh in your mind, the hours spent within the four walls of school will be barren of neither profit nor pleasure.

"A very little thing pleases a child" is a saying heard not unfrequently. There is another side to the adage that one needs to be reminded of occasionally. How little is required to discourage a child. What harm a single word, a look, even the absence of a look, will do sometimes at school. An undeserved reproof given, a childish impulse checked, an effort to please disregarded or unappreciated. How all these things wound and warp child-nature! Does not the primary teacher require almost infinite wisdom?

It is necessary for a teacher to do a little weeding at the beginning of a new term. She must retain all the good plans of former sessions but clear out all rubbish, all that is useless even though it be ornamental.

Thinking over my own plans, I decided once more to make use of the little medals that have adorned my classes for a number of terms. The supplies necessary are three or four dozen brass bangles about one-half inch in diameter (such as are used for fancy work,) a few yards of narrow blue and red ribbon and a box of safety pins. Tie the ribbon through the bangle with a neat little bow and it is ready to be pinned on when won. The boys generally prefer red, the girls blue. The medals are always attended to on Monday morning and are awarded for punctuality and good conduct for one week. No two teachers have exactly the same standard, therefore I will not state when I consider a medal to be earned, suffice it to say they are not too easily obtained. Still there are generally a goodly number of medals to be seen. If managed wisely they are an excellent institution.

I know of one teacher who, on the closing day of last term, made several good resolutions for this session. Doubtless there were many others of a similar nature recorded. Let us hope they may all be acted upon and thus lead to better aims and higher ideals than we have ever before had in our school work. May we then "do noble deeds, not dream them all day long," and determine to make this term brighter, happier and more profitable than any of the past.

THAT'S THE WAY.

Just a little every day,
That's the way
Seeds in darkness swell and grow,
Tiny blades push through the snow.
Never any flower of May
Leaps to blossom in a burst.
Slowly—slowly—at the first.
That's the way!
Just a little every day.

Just a little every day,
That's the way!
Children learn to read and write,
Bit by bit, and mite by mite.
Never any one, I say,
Leaps to knowledge and its power.
Slowly—slowly—hour by hour.
That's the way!
Just a little every day.

—*Ella Wheeler Wilcox, in St. Nicholas.*

MR. RUSHER—"No, not Saturday. Saturday is a short day with me."
 JACK FORD—"It isn't with me; I draw my salary the first thing in the morning."

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 And the ruins I sadly see,
 For that is the way my spick and span
 New collar comes back to me.

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- Lesson X. The Barefoot Boy.
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- Lesson XXIV. The Face Against the Pane.
- Lesson XXVI. From the Deserted Village.
- Lesson XXXV. Resignation.
- Lesson XL. Ring Out, Wild Bells.
- Lesson XLII. Lady Clare.
- Lesson LII. Jacques Cartier.
- Lesson XCI. Robert Burns.
- Lesson XCII. Edinburgh after Flodden.
- Lesson XCVIII. National Morality.
- Lesson C. Shakespeare.
- Lesson CII. The Merchant of Venice —First Reading.
- Lesson CIV. The Merchant of Venice —Second Reading.

SELECTIONS FOR MEMORIZATION.

Fourth Reader

1. The Bells of Shandon, pp. 51-52.
2. To Mary in Heaven, pp. 97-98.
3. Ring Out, Wild Bells, pp. 121-122.
4. Lady Clare, pp. 128-130.
5. Lead, Kindly Light, p. 145.
6. Before Sedan, p. 199.
7. The Three Fishers, p. 220.
8. The Forsaken Merman, pp. 298-302.
9. To a Skylark, pp. 317-320.
10. Elegy, written in a country churchyard, pp. 331-335.

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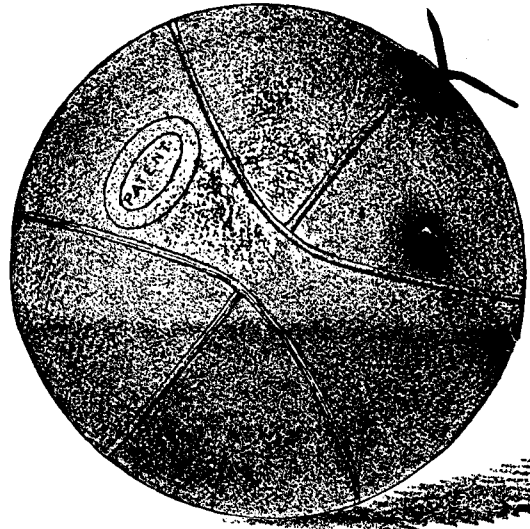
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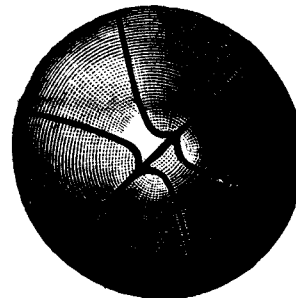
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