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## Table of Contents.

PAGE.	PAGE
EDITORIAL NOTES—..... 597	EXAMINATION PAPERS— <i>Con.</i>
SPECIAL PAPERS—	East Middlesex Promotion
Growth..... 598	and Review Examination,
PRIMARY DEPARTMENT—	November, 1891... 603
The New Term..... 599	EDITORIALS—
Articulation..... 599	Influence the Imagina-
ENGLISH—	tion..... 604
The Influence of Beauty.. 600	The School Question in
Examination Questions on	Manitoba..... 604
Tennyson..... 601	LITERARY NOTICES—..... 605
Shylock <i>v.s.</i> Antonio..... 601	HINTS AND HELPS—
New Books in English.. 601	Opening Exercises..... 606
MATHEMATICS—	A Manual of Punctuation... 606
Algebra (with solutions).. 602	Courtesy..... 606
Arithmetic..... 602	SCHOOL ROOM METHODS—
Algebra..... 603	The Nines..... 606
EXAMINATION PAPERS—	Geography..... 607
Education Department	FOR FRIDAY AFTERNOON—
Ontario—Annual Exam-	Dialogue..... 607
inations, 1891..... 603	What a Jug Did..... 607
	Sportsman, Spare Those
	Birds..... 607

## \* Editorial Notes. \*

TWENTY years ago the Japanese Government sent five girls to the United States to be educated. Now Japanese young men and women are attending American schools and colleges in large numbers. A fund of \$10,000 has been this year raised in Philadelphia for the education of young Japanese women. A Japanese student recently won the honor of representing the Harvard Divinity School on Commencement Day. His brother is president of the largest Christian college in Japan, that at Kunitanoto. The last twenty years have wrought wonderful changes in the habits of thought and life in Japan. The end of another twenty years may find it largely Westernized and Christianized.

THERE is no more common, or, to our thinking, more mischievous educational heresy than that which claims that the teacher stands to the child, for the time being, in the relation of parent. The teacher cannot take the place of the parent, and should not attempt to do so. One of many reasons is that the instinctive affection is wanting on both sides, an indispensable factor. The teacher should, in the interest of parent and child, as well as in his own interest, impress upon parents that he or she does not usurp their functions, but relies on the parental training and discipline for those elements in the child's character which alone can make the latter properly subservient to the authority of the teacher.

THE term of the School of Pedagogy just closed seems to have been very successful

for a first term. No institution can spring into being in full working order. Time is always required to perfect the adjustments of the new machinery, and practice only can make perfect in its management, no matter how well skilled the operators may be. It must, therefore, have been peculiarly gratifying to Dr. McLellan to receive the hearty and unanimous expression of the confidence and esteem of his students, which was given him in connection with the closing exercises. We had hoped to present our readers with a photogravure reproduction of the address and an account of the closing exercises in this number, but the artist was unable to complete the work of engrossing in time. We are therefore obliged to hold it over for next number. We should add that the event was all the more pleasing because the expressions of satisfaction on the part of the students—many of whom were, as our readers are aware, university graduates—included all the members of the staff of instruction.

IN a number of municipalities, we do not know how many, the election of school trustees takes place at the same time as that of the civic officers, at the beginning of the year. We hope that there are some indications that the choice of trustees is gradually coming to be considered worthy of more thought and care than have in past days been given to it. We have no evidence to show whether the having these elections at the same time and place as the municipal elections has had the desired effect, in the case of those municipalities which have tried the plan, or not. May not the teachers in many instances bring a good deal of quiet influence to bear in order to induce the best men and women to offer themselves for the service? We say "and women" advisedly, for we see no good reason why a fair percentage of intelligent and energetic women should not be elected to the school boards. We are sure that in many places the influence of such members would be most salutary. We plead for an admixture of women trustees, not merely, as some do, on the ground that a very large percentage of both teachers and pupils are of the gentle sex, though that is a pretty good ground. But who does not know that the average mother is at least as deeply

interested in the welfare and progress of her boys as the average father, and that she, as a rule, knows a great deal more about them and their school life and about what is wrong in the school. Experience in England has shown, too, that the lady members of the boards are usually far more resolute and thorough in ferreting out and correcting abuses than their masculine colleagues.

IT is contrary to journalistic etiquette to notice anonymous communications. The rule is a good one, and we hope that teachers, above all others, will always have the courage of their opinions and not write anything to which they are afraid or ashamed to put their names, "not necessarily for publication, but as a guarantee of good faith," as the editors say. That is, however, by the way. The exception proves the rule, and we are about to make an exception. We received the other day a note of criticism in regard to THE JOURNAL, which was unobjectionable in tone, and to which the writer need not have hesitated to put his or her signature. We invite honest criticism, because we honestly desire to meet the wants of our patrons and intend to spare neither pains nor expense in order to do so. The note referred to pointed out that one or two grades in the Public Schools are not so fully provided for as they should be in our practical departments. We shall endeavor to profit by the hint; look into the matter and make provision to supply the want, so far as we can find that one really exists. It will be impossible, however, to comply with one request of our friends—and we count every faithful teacher a friend—viz., to publish the School Law of Ontario. The latest Acts relating to Education are before us in an official pamphlet of about 100 pages, and to publish it in full would require probably two or three full numbers of THE JOURNAL. Those would be easy numbers to get up, but would, we fear, be voted "dry" by many of our readers. If the writer of the note will specify any particular part of the Act we will gladly do our best to find room for it. We presume, however, that copies of the Act, with the Departmental Regulations added, can be procured on application to the Education Department.

## \* Special Papers. \*

## GROWTH.\*

MISS M. ROBERTSON.

WHATEVER pessimists may say to the contrary it is a recognized fact that the world is progressing, and he who would be successful in any calling must keep pace with the rapid onward march.

Education, particularly, has been making great strides of late, and so many and so important are the changes which have been and are being made in educational theories and methods, that the teacher who would be successful must keep abreast of the times, must keep moving on, or, in other words, must GROW, mentally and morally.

At a Sunday school convention, held in this town a few weeks ago, a speaker, illustrating the surest way to grow spiritually, used a short acrostic which seemed to me very appropriate for Public school, as well as for Sunday school teachers, so, with your kind permission, I shall use that acrostic as a sort of text.

The first word used was "go."

If I were not a teacher, and as such debarred from the use of "slang," I should be tempted to say that the successful man must have some "go" about him; as it is, I must content myself with saying that earnestness, energy and enthusiasm are indispensable to success.

An indolent teacher does untold harm, because, by his example, more powerful than precept, more contagious than the most contagious disease, he trains his pupils in habits which effectually prevent their taking an active interest in their work, thereby destroying all hope of progress and unfitting them for the duties which lie before them.

An energetic, earnest person must, on the contrary, by the very force of his nature, inspire ambition and determination to succeed in the mind of almost every pupil.

In the school-room, a cheerful, hopeful spirit is invaluable. It creates a wholesome atmosphere for the mind, prevents children from becoming discouraged over their errors, or their slowness, and makes the school-room and its duties bright and attractive, rather than dull and monotonous.

Then, in order to go forward, the teacher needs what Kingsley calls "Divine discontent—the parent first of upward aspiration and then of self-control, thought, effort to fulfil that aspiration even in part." A person, be he teacher or taught, who is quite content with his present standing, is not likely to make any advance; but, shutting his eyes to the defects or lack in his character or knowledge, will make no effort to progress, and by-and-by will find that while he was thus engaged in "napping" the slow and plodding ones, whom he had almost despised, have left him far behind.

But it is not enough to know that imperfections exist; what they really are must be known before improvement can be made. We are all ready to acknowledge that we are far from perfect, but we are

not quite so willing to settle ourselves down to the disagreeable task of finding out where, how and why we are wrong; and yet a *right* knowledge of ourselves, our methods, our motives and our aims is absolutely necessary if a higher plane is to be reached.

There are right and wrong ways of doing almost everything; at least, some ways are better than others, and, if it is possible to learn and make use of the best, it cannot be right to be content with the poorer.

In the school-room any method is wrong which lessens the child's power to think, destroys his independence, or fosters in him the belief that he must be good only when watched, and may be as bad as he likes when free from fear of detection. Children need, not so much to be controlled, as to be helped to control themselves, and to be as careful and trusty when unobserved as when under the eyes of the most vigilant guardian.

Again, no lasting good is to be hoped for unless the workman has a fair knowledge of the material which he handles. A carpenter who knew nothing about wood, a farmer who understood little about seed and soil, would prove a failure. How much more disastrous will be the failure of one who attempts to handle so delicate and impressionable a thing as the mind of a child, without any knowledge of that mind, of its capabilities and its needs. Children are not machines, but souls, and he who would wisely guide them in the quest for knowledge must have a right conception of, and sympathy with, child-nature. As Daniel Webster has so well said:—"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with right principles, with the just fear of God and love of our fellow-men, we engrave upon those tablets something which will brighten to all eternity."

Right aims are also necessary; the teacher's aim should not be to cram the brain with facts in order that the pupil may make a brilliant showing at examinations, but to develop the mind naturally and carefully in order that the child, when grown, may be able to take his place in the world, and to perform wisely and well the duties which may devolve upon him.

But, not only must the teacher's aims after entering upon his work be right, the motives which lead him to follow his profession should be proper ones. If the drawing of the salary be the only incentive to faithful work, if there be no strong desire for the advancement of the pupils, no pleasure in watching the growth of the mental powers, no real joy in helping the wayward ones to conquer themselves, and in watching their efforts to correct their faults, such a teacher would be better employed in dealing with senseless things, or mingling with men as cold and hard as himself. He should not dare to handle so sensitive a thing as the soul of a child.

Little folks are very quick to detect the feelings with which their elders regard them; they find out very soon whether they are looked upon as human beings, or as so many troublesome things, to be kept as quiet, crammed as full, and got rid of as

quickly as possible. They detect, too, very accurately, the difference between right and wrong; no sophistry will mislead, no merely plausible reasoning will win the straightforward child. He may not be able to express his feelings, or put his thoughts into words, but they are in his mind, and the teacher who values the respect of his pupils will be open and candid before them. A sham will not long retain their confidence; therefore, if a teacher would be *RIGHT* in his pupils' eyes, he must be true and upright at all times and under all circumstances.

The next word we shall take is "on." You have all, doubtless, read the story of Alice's adventures in the land "Through the Looking-Glass," and you will remember the long, hard run she took with the Red Queen, her surprise on noticing that, altho' she was forced to run so rapidly that her feet seemed scarcely to touch the ground, she never got any farther on, and how, on giving expression to her astonishment she was coolly informed by her companion that in *that* country it would take all the running she could do to keep in the same place. It is just so with some people in this country. They weary themselves, sometimes others, by their ceaseless activity, and yet seem to make no progress; they work hard, but thoughtlessly, and consequently fail to obtain any good results. Noise is not energy, motion is not always progress. If we would press forward we must have some definite end in view; to work aimlessly is to work carelessly and unprofitably; but, if, having some desirable end to reach we keep our eyes ever towards the goal, and bend all the energies of our souls in that direction, some progress must be made. What if it be but slow?

Heaven is not reached by a single bound,  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round.

We must not, however, be content with striving to reach a lofty height, but must occasionally measure our progress, not by gazing complacently down to see how far we have risen above others—moral dizziness would follow that—but by marking whether we are nearer the height to which we aspire.

Now-a-days, pupils are examined—examined until it is almost a wonder they are not mere machines; perhaps it would not be a bad plan to let the teachers have a few examinations occasionally. We know that merchants investigate, at regular intervals, the state of their business, and should not the teacher, too, frequently take stock, so to speak, of himself, that he may find out whether his capital is increasing or diminishing. If he will not do it for himself, others will do it for him, and, perhaps, will not always balance in his favor.

Another important characteristic of the successful man is his ability and his willingness to *WORK*.

'Tis true outsiders say, "What nice times teachers have; they earn their salaries easily." Well, perhaps, some do have light work, but they are not found at the top of the ladder. The work of a thorough, progressive teacher begins before nine o'clock in the morning, and does not end when the

\*A paper read at the South Essex Teachers' Association.

## Primary Department.

### THE NEW TERM.

RHODA LEE.

children are dismissed at four. During school hours his thought must be for his pupils, his chief task, then, being to cultivate their minds, and build up their characters. Out of school-hours he must devote much time to the planning and preparation of school-work. Some people seem to have strange ideas of what a teacher's work really is; they think he has but to select a portion of the knowledge he has stored away and present it to his pupils, to find it quickly seized and appropriated with relish. If they could only know all the trouble that must be taken to prepare the food, to make it palatable and digestible, and then, could they but note our anxiety on finding our pupils suffering from indigestion, and requiring disagreeable remedies, if they only knew, they might not so often exclaim, "O, I wish I were a teacher."

Not only must work be reviewed, results noted, and new plans laid, but much time must be spent in self-improvement, and in keeping posted on all the great questions of the day. This may be pleasant work but it is none the less a duty which must be performed, even though the close confinement of the day may sometimes render it irksome.

Then, too, the teacher must devote some time and thought to the affairs of the community. But you will say: "Women are not troubled with any such responsibilities." Well, perhaps, they are not called upon to preside at "water-works" meetings, attend political conventions, or manage Mechanics' Institutes; neither are they expected to practise football dilligently, or to spend hour after hour for months or years in trying on new aprons and bibs and "taking degrees" at Masonic lodges; but they are asked to perform duties quite as onerous to them.

However, the world's work is to be done, and the teacher must help to do it, and his share must be done carefully and thoughtfully, if he is to be of worth in the community.

Let me conclude in the words of Henry Ward Beecher:

"Take the lowest seat, and work your way up. Let a man be called up always. Do your work wherever you are, and do it so faithfully and so contentedly that men will want you one step higher, and will call you up. And, when you get there, do your work so thoroughly well and so contentedly that they will want you still higher. The more you do your work well, the more they will want you still higher and higher and higher. Be drawn up. Do not force yourself up. That leads to chicanery, to pretence, to mistakes, and even to temptations and crimes."

Beecher's words uphold our motto.

Go  
Right  
On  
Working

and you will grow.

Who reads incessantly,  
And to his reading brings not  
A spirit and judgment equal or superior,  
Uncertain and unsettled still remains;  
Deep-versed in books, but shallow in himself.

—Milton.

A NEW YEAR always brings inspiration with it. January is the solemn witness of many earnest and well-meant resolutions, and the opening month of 1892 will be no exception to the rule. But as I write the old year has yet some days to live, and in consequence the inspiration is still, I am sorry to say, *expected*. As the year closes, however, we cannot prevent our thoughts roving back over the past weeks and months, and while realizing and acknowledging our numberless faults and failures we can still find much to please and satisfy. Brooding over past mistakes is both wicked and foolish but, nevertheless, growth demands some attention to them. Each year, as it comes, should see us one step, perhaps more than one, on our way to the ever-soaring ideal.

Pithy remarks do haunt one! An all-round blessing to the community are the people who make them. Not long ago I heard an educational man say a great many good things in the short space of five minutes, and, among his rich remarks was one to the effect that it was a "blessed thing that the young teacher while lacking the staff of experience had such all-powerful wings of enthusiasm to carry her over the rough places." And while time will bring her the experience, it is to be hoped nothing will rob her of the enthusiasm, for in case of this loss, teaching becomes a sad and pitiable thing. You studied an excellent map of the country during your Model and Normal school training, did you not, but what real knowledge of the land had you until, alone and unadvised, you set out upon the journey yourself? The chances are, that had you not been borne up by your ardent enthusiasm, you would have been hopelessly discouraged and disheartened by the rocks and pitfalls that seemed everywhere to meet you.

The opening day of school marks many beginnings of both teachers and children. The little toddlers with their big, wondering, half-frightened eyes, excite our interest, but our deeper sympathy is with the young teacher who enters this morning upon her first charge. Dignified and womanly as she is, there is yet an inward quaking as she turns the key and enters the still empty room, for she has purposely come early to be quite ready for her unknown pupils. However, we will follow her no further this morning than to note merely the bowed head on the desk that when raised looks so bright and strong, and we know that she has been asking for the wisdom, strength and love that will enable her to fulfill *all* her duties to the little folks soon to assemble.

A thorough self-inspection as we begin a new term is not amiss. There may be some primary teacher who considers she has sufficient patience, ample sympathy and all the love required for the wisest training of the children in her care, but I doubt it. No, we must realize how imperfectly the best of us have learned the lesson of losing "Self" and gaining "Love"—pure, unselfish love of all. Resuming our work then let us do

so with the strengthened determination to live more earnestly the lessons of the great Teacher and so to do both planting and training wisely and well.

Before closing let me say a word or two as to preparation of materials for the new term. We need not expect school boards to provide us junior teachers with the expensive apparatus some would like, neither can we go to any extravagances ourselves, but there are many inexpensive, and at the same time, invaluable materials that can be obtained with very little outlay. Shoe-pegs, slats, beans, pictures and business cards are among these. An idea that came to my notice recently was to have boxes of letters out of which to make words and even stories. This is an extremely good and interesting kind of "busy-work." Boxes of numbers may be arranged and used in the same way. Add to your stock of printed stories and appropriate all the children's magazines and Sunday school papers you can find. Store up some new gymnastics for expression, plan new calisthenic exercises, and Delsarte practises, new methods, new work and fresh material will bring new life into your little community and go far towards insuring a good and a useful year.

### ARTICULATION.

THE *Voice* gives the following good exercises for articulation:

Amidst the mists and coldest frosts,  
With barest wrists and stoutest boasts,  
He thrusts his fists against the posts,  
And still insists he see the ghosts.

"Of all the saws I ever saw, I never saw a saw saw as this saw saws."

When a twister, a-twisting, would twist him a twist,  
For twisting a twist, three twists will he twist,  
But if one of the twists untwists from the twists,  
The twist thus untwisting untwisteth the twist.

"Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round?"

"Theophilus Thistle, the successful thistle-sifter, in sifting a sievelful of unsifted thistles, thrust three thousand thistles through the thick of his thumb. If, then, Theophilus Thistle, the successful thistle-sifter, in sifting a sievelful of unsifted thistles, thrust three thousand thistles through the thick of his thumb, see that thou, in sifting a sievelful of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb."

I saw Esau kissing Kate;  
The fact is, we all three saw;  
For I saw Esau, he saw me,  
And she saw I saw Esau.

WE are again asked by school officials and teachers to furnish a good recipe for making blackboard surface. The following is reliable and cheap:— $\frac{1}{4}$  lb. lamp black, 2 lbs. flour of emery,  $\frac{1}{4}$  pint Japan dryer,  $\frac{1}{2}$  pint boiled linseed oil, 2 $\frac{1}{2}$  quarts turpentine. This will make 1 gallon of blackboard paint, and will cover a space three feet wide and fifty three feet long, or half way around a good sized room. The cost of the material is about \$1.—*National Educator*.

## \* English. \*

### THE INFLUENCE OF BEAUTY.

BY KEATS.



JOHN KEATS.

#### I.—SUGGESTIONS.

In teaching poetry there are three essentials :

1. To bring out the bare meaning. This is easy in narrative poetry ; it is more difficult in didactic poetry ; and it is most difficult in poetry of impression. To explain individual difficulties alone will not suffice. The meaning of the poem, as a whole, must be clearly brought out ; otherwise, the teaching will fail.

2. To show the true connection between the story or intended lesson or motive of the poem and its poetical dress : for example, the great pleasure felt in reading a story written in very beautiful language ; the musical sound of the words, and their appropriateness to the ideas they are intended to convey ; and the musical arrangement of the words. The teacher can do this by reading the poem so as to bring out the rhythm, and musical quality of the words and phrases, and then by making the pupils read it over many times with this object in view.

3. To inspire a real love of poetry. Try to make the pupils feel that poetry is for our enjoyment, and try to teach the poem so that they will enjoy it. Aim at arousing the imagination ; the object of teaching poetry is to educate that faculty. Try to bring out clearly what it is that is really fine about the poem.

Keats is the poet of delight, and this extract fitly expresses his aim as a poet, and the central thought in all his writings. To feel delight in life and in nature, and to give expression to it, and thus to bring delight to others—these were his aims. In one of his beautiful odes he says :

"Beauty is truth, truth beauty—that is all  
Ye know on earth, and all ye need to know."

and in this poem, he begins with the famous line,

"A thing of beauty is a joy forever."

The best way to begin the teaching of the lesson is to take the first line and unfold its full meaning before allowing another line to be read. The thought centres in the word *joy*. The poet would teach us to take a life-long delight in beautiful things. When this idea has been fully grasped, we are prepared to understand how he develops his thought, and forces its truth upon us, and at last, how to take a real delight in the poetry itself.

The teacher will find it advantageous in preparing the lesson to write out, personally, a paraphrase of the extract, in order to become perfectly familiar with the peculiar force of each phrase, for the purpose of exposition. In teaching the lesson the meaning of words and phrases should be first explained, and

then the teacher should paraphrase the passage orally. The pupils should then be required to make their own paraphrases, using the utmost care to obtain neat and accurate expression.

#### II.—EXPLANATORY NOTES.

The lines of the lesson are the opening lines of Keats' longest poem, *Endymion* (*en-dim-ion*).

*Nothingness*.—Non-existence. Even if it should perish in fact, it would still continue to exist in memory.

*Wreathing a flowery band*.—The poet teaches us that, by obtaining possession of beautiful sounds and sights and thoughts, we can form a chain which will hold us fast in love to the world we live in.

*Spite of*.—Notwithstanding. See line 11.

*Inhuman*.—Not human, *i.e.*, in the highest sense. The scarcity of noble natures is contrary to God's intention, *viz.*, that all human natures should be noble.

*The unhealthy and o'er-darkened ways*.—The different employments of life, all of which bring temptations to evil. Unhealthy, because the life of the soul is injured by evil ; o'er-darkened, because evil brings sorrow.

*Made for our searching*.—Appointed to test us.

*Pall*.—A black cloth used in some countries to throw over a coffin. Here compared to the sorrows which overhang and darken the mind.

*Sprouting a shady boon*.—Throwing out a leafy covering for the sheep, to shade them from the sun.

*Boon*.—Literally means something asked for ; hence a benefit ; here the blessing of shade, which the sheep seek, from the heat of the sun.

*Daffodils*.—A common English plant growing in woods and meadows. It has bright yellow, bell-shaped flowers. Often mentioned by poets from love of the flower and its musical name.

*A cooling covert*.—Note the poet's fancy in imagining the trickling water winding in and out, under shrubs and stones and overhanging banks, seeking, as it were, to keep the hot sun from stealing away its coolness.

*Brake*.—A kind of fern. Here a place in the woods overgrown with brakes, or brushwood and shrubs.

*Musk-rose*.—A kind of rose, so called from its fragrance.

*Blossoms*.—Blossoms.

*Dooms*.—An uncommon use of the word. It generally means judgment, or fate, or evil fortune, and has no plural form. Here it means the happy fates of the world's heroes, who, though dead, live forever in our memories.

*An endless fountain*.—The poet here changes the likeness of the "shapes of beauty," from the "flowery band" to "an endless fountain." Endless, unusual in this connection, means never-failing ; and the poet's idea is that these "things of beauty" he has mentioned together with others which he leaves to the imagination, form a never-failing source of supply for those things which we can take possession of, in order to bring happiness to our lives.

*Immortal drink*.—The best meaning is : drink suited to immortal natures. This is in keeping with the poet's high ideal of mankind ; and the evident classical allusion to the nectar or drink of the gods may be disregarded.

*Essences*.—An essence is that which constitutes the particular nature or reality of a thing. The poet uses the word to enforce his belief that these "things of beauty" are as real as anything in life, even though they dwell in the imagination alone, and are not prosaic facts. They are not feelings which pass away like a sweet taste in the mouth. They are real ; they are part of life. To have the faculty of knowing and enjoying beautiful things makes life good and happy ; not to have that faculty is our greatest loss.

*So does the moon*.—Note the grammatical irregularity. The two subjects are quite distinct.

*The passion poetry*.—The passion for writing poetry, and the passion for enjoying poetry. The passion is two-sided.

*Glories infinite*.—The moon and poetry. The poet gives them as the highest examples of the things of beauty which are a joy forever ; the one, concrete, representing the beautiful in fact ; the other, the abstract, representing the beautiful in thought.

*Haunt us*.—Are so constantly with us.

*They always us*.—They become part of our lives, so that life seems to us worth nothing without them.

#### III.—QUESTIONS AND EXERCISES.

1. Expand the line, "a thing of beauty is a joy forever," so as to bring out fully what the poet means.

2. What is meant by "it will never pass into nothingness" ?

3. What does the poet say that the capacity for enjoying beautiful things will bring to us ?

4. Name in your own words the different things which the poet mentions as objects of beauty that we should learn to appreciate.

5. Separate the real objects of beauty mentioned by the poet from those which exist only in the mind.

6. To what two things does he compare these objects ?

7. Explain fully : "essences," "grandeur of the dooms," "immortal drink," "glories infinite," "whether there be shine, or gloom o'er-cast," "sprouting a shady boon," "some shape of beauty moves away the pall," "spite of despondence," "inhuman dearth of noble natures," "the unhealthy and o'er-darkened ways made for our searching."

8. Write out the full meaning of the passage in as few words as possible.

9. Write an extended paraphrase of the passage.

10. Mention as many objects as you can, not given in the poem, which you think likely to give lasting enjoyment, keeping the real objects distinct from those which exist in thought alone.

#### IV.—BIOGRAPHICAL NOTE—JOHN KEATS

(1795-1820.)

The poet Keats was born in London, October 29, 1795. He was of humble origin, his father, Thomas Keats, being the head assistant of a Mr. Jennings, who kept large livery stables in Moorfields ; his mother was Mr. Jennings' daughter. Little is known of the poet's boyhood, save his ungovernable temper. He was sent away to a school at Enfield when he was eight or nine. His father died in 1804, and, six years later, his mother died of consumption. Keats then left school, and, with a fortune of \$8,000, he began life as a medical student. He studied in a desultory fashion for five or six years, but finally gave up surgery for literature. In 1818 the "Endymion" was published, and raised a storm of opposition from the critics, whose animosity was directed against Keats partly on account of his intimacy with Leigh Hunt. The unfavorable reception of his poems greatly embittered his life, and discouraged him from accomplishing as much as he might otherwise have done. He spent most of the next year in walking through the most picturesque parts of England and Scotland. But, towards the close of the year, the terrible consumption, which was so soon to end fatally, seized upon him ; and almost immediately destroyed the energy and happiness of life, by reducing him to despair. In the middle of the next year, his physician advised him to try the climate of Italy as a last resource. He set out in the company of the artist Severn, who gave up his opportunities of study in Rome, to care for the wants of his dying friend. Keats died in Rome, February 27, 1821. He was buried in the beautiful Protestant cemetery there, with the motto of his own choosing upon the tombstone, "Here lies one whose name was writ in water." Thus was extinguished, foredoomed by inherited disease, at the early age of twenty-five, one of the brightest lives in the history of our literature. His writings gave promise, sadly unfulfilled, of the richest treasures of poetry. His principal works are "Hyperion," a fragment of a very fine ballad ; "La Belle Dame Sans Merci" ; "Isabella, or the Pot of Basil" ; "The Eve of St. Agnes" ; "Lamia" ; a number of delightful sonnets, and five beautiful odes : "To Psyche ; To Autumn" ; "On Melancholy" ; "To a Nightingale" ; and "On a Grecian Urn." "Endymion," though Keats' longest poem, is not equal to his maturer work. J.O.M.

LITTLE by little the morning breaks,  
Little by little the world awakes.  
Little by little the sunbeams shine,  
Little by little—line in line.  
Little by little mounts the sun,  
Little by little, to sultry noon.  
Little by little the shadows grow,  
Little by little they lengthen slow.  
Little by little the sun goes down,  
Little by little the twilight comes.  
Little by little the night creeps on,  
Little by little—Life's day is done.

—F. Albert Wilson.

EXAMINATION QUESTIONS ON  
TENNYSON.

BY W. H. HOUSTON, M.A.

I WAS recently asked to set an examination paper on five of Tennyson's poems—"The Brook," "Dora," "The Lotos-Eaters," "The May Queen," and "In a Children's Hospital." The candidates were pupils in a private school for girls in this city. It was assumed that the candidates would have a copy of the poems before them—as all candidates should have, in order to answer proper questions—but that they would have no notes, memoranda, or aids of any kind. The questions are really twenty in number, each lettered question counting one, and the candidates were forbidden to attempt to answer more than ten. In my own opinion, any one group of ten would for examination purposes be just as good as any other group of ten out of the whole twenty. To each question ten marks are attached, and the maximum obtainable is therefore one hundred. Of course the percentage obtained will be the percentage of one hundred, not of two hundred. The advantage of this system of wide questioning seems to me very obvious, if we consider (1) that it is much fairer to the candidates, and (2) that it enables the examiner to exercise a more useful influence on the teaching of future years. Many more questions might have been asked on these texts, or the requisite number might have been asked on a smaller amount of text, but the method here adopted I regard as preferable from every point of view. I need hardly pause to justify the practice of excluding from such a paper all but the merest shred of linguistic science.

1. Compare or contrast "The Brook" with "Dora":

(a) By giving a brief but clear and connected account of the plot and structure of each poem;

(b) By pointing out differences of style, such as meanings of words, structure of sentences, and figures of speech.

2. Compare or contrast "The Brook" with "The Lotos-Eaters":

- (a) In subject matter;  
(b) In general structure;  
(c) In versification.

3. With respect to the "Brook" lyric, discuss:

- (a) Its truth to nature as a description;  
(b) The artistic object and effect of inserting it in the poem in parts.

4. Write a brief note on each of the following "persons" in "Dora": "Farmer Allan," "Mary" and "Dora," comparing or contrasting the latter two with each other.

5. Quote from "The Lotos-Eaters," or "The Brook," or both, five passages in which the sound may be called an echo of the sense.

6. In "The May Queen":

(a) Cite such evidences of unity as will justify calling it one poem rather than three.

(b) Give, with reasons, your opinion as to whether the three moods of the speaker are within the limits of probability in real life.

7. "The May Queen" and "In a Children's Hospital" were published more than half a century apart; what evidences do they afford of artistic development in the poet?

8. What is implied in calling "The May Queen" and "In a Children's Hospital" each a "dramatic monologue"? Compare them in this respect with any one of the other three poems.

9. Give as many references to and quotations from Scripture as you can from all the poems.

10. Explain each of the following passages clearly, and state precisely the connection in which it occurs:

(a) And all the man was broken with remorse.

(b) He taught me all the mercy for he showed me all the sin.

(c) And, dew'd with showery drops,  
Up-clomb the shadowy pine above the woven copse.

(d) And mangle the living dog that had loved him  
and fawned at his knee—  
Drenched with the hellish ooral—that ever  
such things should be.

(e) His pigeons, who in session on their roofs,  
Approved him, bowing at their own deserts.

11. Write a note on Tennyson's use of nature in these poems.

## SHYLOCK vs. ANTONIO.\*

(A BRIEF FOR PLAINTIFF ON APPEAL.)

BY CHARLES HENRY PHELPS.

THIS action was heard before the trial court at Venice, and is now brought up for review upon the full notes of the reporter, Mr. William Shakespeare.

The length of time which has elapsed between the rendition of judgment in the court below and the hearing upon this appeal is but another instance of the "law's delay," of which the appellant has good occasion to complain. But, strong in the conviction of the justice of his cause, he desires to waive all questions of procedure, and to be heard upon the merits alone.

The facts of the case, as revealed by the transcript, are as follows: The defendant, Antonio, was a merchant in Venice, who is shown by the testimony to have been a gentleman of most improvident and speculative habits. Not content with loaning his money indiscriminately, without interest or security, he had, just prior to the transactions out of which this action grew, attempted, with insufficient capital, to establish a gigantic "corner" in the shipping trade of Venice. The existence of this reckless deal was not unknown to Shylock, for he says, "He hath an argosy bound to Tripolis; another to the Indies; I understand, moreover, upon the Rialto, he hath a third at Mexico; a fourth for England; and other ventures he hath squander'd abroad. But ships are but boards, sailors but men; there be land-rats and water-rats; and land-thieves and water-thieves: I mean pirates; and then there is the peril of waters, winds and rocks."

That Antonio was conscious of his financial irresponsibility appears from his own admissions, and from the statements made by his friends in his presence. As these facts constitute a part of the *res gestæ*, and are of importance in judging of the transactions which follow, counsel will be pardoned for alluding somewhat *in extenso* to the evidence.

In conversation with his friends, Salarino and Salanio, Antonio appears downcast, as may be expected of one whose entire substance stands at such risk. Salarino, commenting upon this, says:

"Your mind is tossing on the ocean:  
There, where your argosies with portly sail—  
Like signiors and rich burghers on the flood,  
Or, as it were, the pageants of the sea—  
Do overpeer the petty traffickers,  
That curt'sy to them, do them reverence,  
As they fly by them with their woven wings."

Salanio, appreciating the gravity of Antonio's position, responds:—

"Believe me, sir had I such venture forth,  
The better part of my affections would  
Be with my hopes abroad. I should be still  
Plucking the grass, to know where sits the wind;  
Peering in maps for ports, and piers, and roads;  
And every object that might make me fear  
Misfortune to my ventures, out of doubt  
Would make me sad."

To which Salarino replies, more sympathetically than soothingly:—

"My wind, cooling my broth,  
Would blow me to an ague, when I thought  
What harm a wind too great might do at sea.  
I should not see the sandy hour-glass run  
But I should think of shallows and of flats,  
And see my wealthy Andrew dock'd in sand,  
Vailing her high-top lower than her ribs,  
To kiss her burial. Should I go to church,  
And see the holy edifice of stone,  
And not bethink me straight of dangerous rocks,  
Which, touching but my gentle vessel's side,  
Would scatter all her spices on the stream,  
Enrobe the roaring waters with my silks,  
And, in a word, but even now worth this  
And now worth nothing? Shall I have the thought  
To think on this; and shall I lack the thought  
That such a thing, bechanc'd, would make me sad?  
But tell not me; I know, Antonio  
Is sad to think upon his merchandise."

Antonio offers to these searching remarks a feeble protestation that his "ventures are not in one bottom trusted, nor to one place." Was there ever a drowning man who would listen to the suggestion that the straw would not bear his weight even if he clutched it? Certain it is that Antonio

\*The "Trial Scene" of the "Merchant of Venice" forms this year a part of so many examinations that we think our readers will not be sorry to see this reproduction of Mr. Phelps' clever article. It appeared originally in the *Atlantic Monthly* for April, 1886.

makes no explanation that will otherwise account for his dejection, and the inference is plain that his friends had discerned the real cause of his disquietude. Indeed, in an interview with Bassanio, he admits his deplorable plight:—

"Thou know'st that all my fortunes are at sea;  
Neither have I money, nor commodity  
To raise a present sum; therefore go forth,  
Try what my credit can in Venice do;  
That shall be rack'd, even to the uttermost."

Whatever other conclusions may be drawn, two inductions seem to follow irresistibly: that Antonio's finances were in such a disordered condition that he was the last man in Venice to offer merely his credit for a loan, and that this was well known among his friends and upon the Rialto.

Now comes upon the scene one Bassanio, by his own confession a spendthrift, staggering under the debts which his extravagance had created, the largest of which was owing to Antonio, and proposes to the latter, as a means of repaying him, that they should form a syndicate to enable Bassanio to marry an heiress, and, to that end, should borrow money on the credit of their combined insolvency. Let us not be misled by the pretty sentiment which we shall hear these gentlemen uttering betimes as it serves their purposes. Let us bear in mind that when they are by themselves Bassanio frankly confesses that his "plot" for marrying Portia is conceived in the hope of lining his pocket-book, and that he gives Antonio to understand that only by helping him in this scheme can the latter hope to become a preferred creditor. Bassanio opens the subject craftily:

"'Tis not unknown to you, Antonio,  
How much I have disabled mine estate,  
By something showing a more swelling port  
Than my faint means would grant continuance:  
Nor do I now make moan to be abridg'd  
From such a noble rate; but my chief care  
Is to come fairly off from the great debts  
Wherein my time, something too prodigal,  
Hath left me gag'd. To you, Antonio,  
I owe the most, in money and in love;  
And from your love I have a warranty  
To unburthen all my plots and purposes,  
How to get clear of all the debts I owe."

(To be Continued.)

## NEW BOOKS IN ENGLISH.

*Shakespeare's King Lear*,—With Introduction and Notes by Thomas Page and John Paige. Price 2s. pp 196, London, Moffatt and Paige.

*Shakespeare's Hamlet*,—By the same editors and Publishers, 2s. 6d. pp. 224.

Moffatt's plays of Shakespeare, of which we have already noticed several issues, possess features which recommend them to those needing an edition for schools. Their edition of "Lear" is preceded by a synopsis of the chief events in Shakespeare's life, a short essay on the characteristics of his genius, comments on the essential nature of the drama of "Lear," notices of early editions and of the source of the story, an outline of the plot, and sketches of the principal characters. Among the critical comments that follow these topics are found apt quotations from Hazlitt, Charles Lamb, Mrs. Jameson and Hudson. The introduction closes with reference to passages that are suitable for memorization, and that have become proverbial expressions or familiar quotations.

The text (pp. 35-117) is well printed, with wide margin for MS. notes. The editors' notes (pp. 118-192) cover first a body of explanations and illustrative parallel passages, then a synopsis of peculiarities of Shakespeare's grammar and language, finally etymological notes, and remarks on the proper names occurring in the play. Schemes for paraphrasing and analysis, with typical examination questions, complete a very useful and thorough edition of "King Lear."

What is said of "Lear" may be said of the companion volume of "Hamlet," so that we heartily recommend Moffatt's plays for use in High School classes, by the side of Wright's and Rolphe's and Deighton's.

The Ontario teacher will notice however that the English teacher of literature is not yet free from the taint of weakness in his teaching, for the volumes before us show clearly that he still makes his classes in literature more or less classes in pure etymology, syntax and rhetoric.

# \* Mathematics. \*

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

## ALGEBRA (WITH SOLUTIONS).

JUNIOR LEAVING AND PASS MATRICULATION, 1891.

1. COLLECT and reduce to the simplest form :

$$(a) \frac{x+y}{y} - \frac{2x}{x+y} + \frac{x^3-x^2y}{y^3-x^2y}$$

N.B.—Exp.  $= \frac{x^2+y^2}{y(x+y)} - \frac{x^2(x-y)}{y(x^2-y^2)} = \frac{y}{x+y}$

$$(b) \frac{a}{(a-b)(a-c)} + \frac{b}{(b-c)(b-a)} + \frac{c}{(c-a)(c-b)}$$

N.B.—Restore the symmetry by writing the denominators  $a-b$ ,  $b-c$ ,  $c-a$ , and therefore the numerators  $-a$ ,  $-b$ ,  $-c$ .

Then the numerator of sum  $= -a(b-c) - b(c-a) - c(a-b) = 0$ ;  $\therefore$  sum  $= 0$

2. Find the value of  $x$  in

$$(a) \frac{\sqrt{3x+1} + \sqrt{3x}}{\sqrt{3x+1} - \sqrt{3x}} = 4.$$

N.B.—If  $\frac{a}{b} = \frac{c}{d}$ , then  $\frac{a+b}{a-b} = \frac{c+d}{c-d}$

$$\therefore \sqrt{3x+1} \div \sqrt{3x} = \frac{5}{3}; \text{ whence } x = \frac{1}{9}$$

(b) Find the values of  $x$  and  $y$  in

$$(a-b)x + (c-d)y = p+q$$

$$(a+b)x - (c+d)y = p-q$$

N.B.—Add and subtract,

$$\therefore ax - dy = p; \quad bx - cy = -q$$

$$\therefore x = (cp + dq) \div (ac - bd); \quad \text{and } y = (bp + aq) \div (ac - bd).$$

3. Resolve into factors :

$$(a) a^2 + b^2 - c^2 - d^2 - 2ab + 2cd.$$

$$(b) 4x^4 + 6x^3 + 72x - 576.$$

$$(c) x^8 - 7x^4 - 144.$$

RESULTS.—(a)  $(a-b+c-d)(a-b-c+d)$ .

$$(b) 2(x^2+12)(2x^2+3x-24).$$

$$(c) (x^4+9)(x^2+4)(x+4)(x-4).$$

4. Solve (a)  $x + \frac{5}{2x} = 3\frac{1}{2}$ . Ans. 2 or  $\frac{1}{2}$ .

$$(b) 3x^2 - 2x + \sqrt{3x^2 - 4x - 6} = 18 + 2x$$

HINT.—Put  $\sqrt{3x^2 - 4x - 6} = y$ , and the equation becomes  $y^2 + y - 12 = 0 = (y+4)(y-3)$

Whence  $3x^2 - 4x - 6 = 16$  or 9. Four values of  $x$  result;  $3 + \frac{5}{\sqrt{2}}$ , 3 and  $-\frac{5}{3}$ ; of which only the last two apply to this equation; the other two apply to the conjunct equation.

5. (a) If  $\frac{a-b}{1+ab} + \frac{c-d}{1+cd} = 0$ , prove

$$\frac{b-c}{1+bc} + \frac{d-a}{1+ad} = 0$$

HINT.—Multiply out the given relation; re-arrange thus :

$-(a-d)(1+bc) + (b-c)(1+ad) = 0$ . Change all the signs and divide through by  $(1+bc)(1+ad)$ , and the required result appears.

(b) If  $x = (b-c) \div a$ ;  $y = (c-a) \div b$ ;  $z = (a-b) \div c$ , prove that  $xyz + x + y + z = 0$

HINT.— $ax = b-c$ ,  $by = c-a$ ,  $cz = a-b$

$$\therefore (abc)xyz = (a-b)(b-c)(c-a); \text{ and also}$$

$$(abc)(x+y+z) = b^2c - c^2b + c^2a - a^2c + a^2b - b^2a = b^2(c-a) + c^2(a-b) + a^2(b-c) = -(a-b)(b-c)(c-a); \text{ whence etc.}$$

6. (a) Solve the equation  $ax^2 + bx + c = 0$ , and thence find the conditions of equal roots. *Book-work.*

(b) If the roots of  $x^2 - px + q = 0$ , are  $\alpha$  and  $\beta$ , and if  $\alpha^2 = q\beta$ , find the value of  $\alpha$  in terms of  $\beta$ .

HINT.— $\alpha + \beta = p$ ,  $\alpha\beta = q$ ,  $\alpha^2 = q\beta$ ;  $\therefore \alpha = q(\beta+1) \div p$ .

7. Solve the equations :

$$(a) x + y = 5, \quad x^3 + y^3 = 65$$

HINT.— $x^3 + y^3 + 3xy(x+y) = 125$ ,  $\therefore xy = 4$ . But  $x^2 - xy + y^2 = 13$

$\therefore (x-y)^2 = 9$ ,  $x-y = \pm 3$ , etc.,  $\therefore x = 4$  or 1  $y = 1$  or 4.

N.B.—This method gives only two values for each, whereas the equation appears to be of three dimensions, and therefore ought to have three values for each quantity. But as the second equation is a multiple of the first, the real equations are  $x+y=5$ ;  $x^2-xy+y^2=13$ .

$$(b) 2x^2 - xy = 6; \quad 2y^2 + 3xy = 3.$$

HINT.—Put  $y = vx$ , and reduce,  $\therefore 6v^2 + 13v - 8 = 0$

Whence  $v = \frac{1}{2}$  or  $-\frac{8}{3}$ , from which four values for  $x$  and for  $y$ , showing that the equations are really biquadratic.

8. (a) If  $3x = 2b + 2c - a$ ;  $3y = 2a - b + 3c$ ;  $3z = 2a + 2b - c$

Show that  $x^2 + y^2 + z^2 = a^2 + b^2 + c^2$ , and  $xy + yz + zx = ab + ac + bc$ .

HINT.—By addition  $x+y+z = a+b+c$ . By adding  $3a$ ,  $3b$ ,  $3c$  and transposing, we get  $2(a+b+c) = x+a+y+b+z+c$ ; or

$x-y = b-a$ ;  $y-z = c-b$ ;  $z-x = a-c$ . Squaring and adding we have

$$2(x^2 + y^2 + z^2) - 2(xy + yz + zx) = 2(a^2 + b^2 + c^2) - 2(ab + bc + ca)$$

$$\text{But } (x^2 + y^2 + z^2) + 2(xy + yz + zx) = (a^2 + b^2 + c^2) + 2(ab + bc + ca)$$

$$\therefore x^2 + y^2 + z^2 = a^2 + b^2 + c^2, \text{ whence the other relation.}$$

(b) Prove that  $(x^4 - px^3 + qx^2 - rx + s) \div (x-a)$  gives  $a^4 - pa^3 + qa^2 - ra + s$  as remainder.

*Book-work.*—If  $f(x)$  is divided by  $x-a$ , remainder  $= f(a)$ ; or apply Homer's Method directly.

9. If a ship requires 40 hands, a schooner 15, and a steamer 10; if on a given day 36 vessels arrive in port manned in all by 750 men; and if the hands on the ships were sufficient to man all the schooners and twice the number of steamers, how many vessels of each kind arrived that day?

HINT.— $x+y+z = 36$ ;  $40x+15y+10z = 750$ ; and  $40x = 15y+20z$ ;  $\therefore x = 11, y = 12, z = 13$

10. The difference of two numbers is to the less as 4 is to 3, and their product multiplied by the less is 504; find the numbers.

HINT.— $3(x-y) = 4y$ ;  $\therefore x = \frac{7}{2}y$ . Also  $xy^2 = 504$ , whence  $\frac{7}{2}y^3 = 504$ ;  $x = 14, y = 6$ .

11. (a) When  $x = 2 + \sqrt{-5}$ , find the value of  $x^3 - 2x^2 + x + 18$ .

HINT.— $x-2 = \sqrt{-5}$ ;  $\therefore x^2 - 4x + 9 = 0$ ;  $x^2 - 2x + 1 = 2x - 8$ ;

$$\text{and } x(x^2 - 2x + 1) + 18 = x(2x - 8) + 18 = 2(x^2 - 4x + 9) = 0.$$

Or, we may divide  $x^3 - 2x^2 + \text{etc.}$ , by  $x^2 - 4x + 9$ , when remainder  $= 0$ .

(b) Given  $1 + \sqrt{1 - \frac{a}{x}} = \sqrt{1 + \frac{x}{a}}$  to find  $x$ .

HINT.—Sq. and transpose,

$$\therefore 1 - \frac{a}{x} - \frac{x}{a} = -2(1 - \frac{a}{x})^{\frac{1}{2}}$$

$$\therefore \frac{a^2}{x^2} + \frac{x^2}{a^2} + \frac{2a}{x} - \frac{2x}{a} - 1 = 0, \text{ or}$$

$$\left(\frac{a}{x} - \frac{x}{a}\right)^2 + 2\left(\frac{a}{x} - \frac{x}{a}\right) + 1 = 0, \therefore x = \frac{a}{2}(1 \pm \sqrt{5}),$$

but it is merely a chance that either of these will satisfy the given equation.

12. (a) If the roots of  $cx^2 + dx + f = 0$  are  $\alpha$  and  $\beta$ , show that the roots of  $cx^2 + c(d-f)x - df = 0$  are  $\alpha + \beta$  and  $\alpha\beta$ .

HINT.—From the first  $\alpha + \beta = -\frac{d}{c} = m$ , say;

$$\text{and } \alpha\beta = \frac{f}{c} = n \text{ say}$$

$$\therefore m+n = \frac{f-d}{c}, \text{ and } mn = -\frac{df}{c^2}, \text{ and these are}$$

the conditions required to make  $m$  and  $n$  the roots of the second equation.

(b)  $x^2 + y^2 = 2x^2y^2 - 15$ ;  $x+y = xy+1$

HINT.—Sq. the second and  $x^2 + y^2 = x^2y^2 + 1$ ; substitute in first equation for  $x^2 + y^2$ , and  $xy = \pm 4$ . Substitute for  $x^2y^2$ , and  $x^2 + y^2 = 17$ , whence  $x+y = \pm 5$  or  $\pm 3$ ;  $x-y = \pm 3$  or  $\pm 5$ , whence  $x$  and  $y$ .

13. Find two numbers whose difference is 4, and twice their product equal to the cube of the less.

HINT.— $x-y = 4$ ;  $2xy = y^3$ ; i.e.,  $2x = y^2$  and  $x-y+4$ ; whence  $y = 4$  or  $-2$ ;  $x = 8$  or 2.

14. A number consists of three digits; the square of the second digit equals the product of the other two. The number multiplied by 7 is 124 times the sum of the digits, and if it be increased by 594 the digits will be inverted. Find the number.

HINT.— $y^2 = zx$ ;  $7(100x+10y+z) = 124(x+y+z)$ ; and

$$100x+10y+z+594 = 100z+10y+x; \therefore \text{No.} = 248.$$

*Note.*—Matriculants took any eight of the first ten questions; Second Class candidates selected six questions from the first ten and any two of the remaining questions.

## ARITHMETIC.

(TRIAL PAPER).

N.B.—The following papers, as far as they go, will be found about equal to those set for Second Class candidates.

1. Divide 5,191,477,917,688,477,236 by 30,040,769,503, and prove the result by multiplication. Prove it also by "casting out 9's."

2. At 10 o'clock p.m. I observe that three revolving lights can be seen at once. If the first revolves every 65 seconds, the second every 78 seconds, and the third every 90 seconds, at what time will they next be visible at the same moment?

3. From the fact that 1 acre = 4,840 sq. yds., deduce the length of a link correct to  $\frac{1}{100}$  of an inch. [100 links = 1 chain = 4 rods].

4. The inner wheel of a locomotive, in going over a railway curve, describes one-tenth of a circle whose radius is 120 feet. The rails are 5 feet 8 inches apart; find the distance that the outer wheel must slip in going round the curve. ( $\pi = 2^2$ )

5. Show that  $\frac{15 + \sqrt{10}}{15 - \sqrt{10}} + \frac{30 - \sqrt{10}}{30 + \sqrt{10}} = 2.34$  nearly.

6. A and B contribute in the proportion of 7 and 11 to the capital of the firm. At the end of three months A withdraws  $\frac{1}{3}$  of his capital and a month afterwards B adds twice as much as A took out of the business. The profit at the end of the year is \$337.37 $\frac{1}{2}$ ; find each man's share.

7. What sum placed at 5 $\frac{1}{4}$ % per annum, simple interest, for 15 years, will produce the same amount of interest as \$500 at 5% per annum, compound interest, will produce in 3 years? \$100.

8. Two boats row a race over a straight course 1 mile 995 yds. long at the rate of 12 miles and 11 $\frac{3}{8}$  miles per hour respectively. If sound travels at 1,140 feet per second, find how many feet the faster boat will be ahead of the other when the sound of the gun fired at starting is heard at the winning post. 2 $\frac{1}{2}$  feet.

9. A leaves Toronto at the same time that B leaves Brockville. They travel at uniform rates and meet on the way. A reaches Brockville in 16 hours and B reaches Toronto 36 hours after they met on the road. Find the rates of each per hour, supposing the distance is 240 miles. 6 and 4.

10. The product of three numbers is 3057 $\frac{1}{2}$ ; the greatest of them is 17 $\frac{3}{4}$ ; and of the others, the greater is not more than  $3\frac{1}{18}$  of the other, nor less than  $2\frac{1}{3}$  of it. Show that the least number must lie between 7 $\frac{1}{2}$  and 8 $\frac{3}{4}$ .

11. A foot-rule is too long by .06 of an inch. If one side of a rectangle be measured with this rule and the adjacent side measured with another rule that is too short, and the area calculated from these measurements is correct, find the vulgar fraction of an inch by which the second rule is deficient.  $\frac{1}{87}$  of an inch.

12. One side of a triangular field measures 120 yards; find the length of a line parallel to this side which divides the triangular area in the proportion of 7 to 11, the larger part being quadrilateral.

## ALGEBRA.

(TRIAL PAPER).

13. Find the value of  $2x^5 + 401x^4 - 199x^3 + 399x^2 - 602x + 211$ , when  $x = -201$ .

14. Divide  $1 + x^4 + x^8 + x^{12} + x^{16}$  by  $1 + x + x^2 + x^3 + x^4$ .

15. Find the sum of  $\frac{a+x}{x(x-y)(x-z)}$  + two similar fractions.

16. Factor : (a)  $(a^2 - bc)^3 + 8b^3c^3$ ,  
(b)  $1 - 2x + 4x^2 - 8x^3$ ;  
(c)  $(a-b)^3 + (b-c)^3 + (c-a)^3$ .  
(d)  $x^4 + y^4 + z^4 - 2x^2y^2 - 2y^2z^2 - 2z^2x^2$ .

17. Solve the equations :

(a)  $(1-2x)(1-3x) - 23 = (6x+1)(x-1) - 3x$ .

(b)  $(x+2a)(x-a)^2 = (x+2b)(x-b)^2$ .

(c)  $\frac{1}{x+a+b} = \frac{1}{x} + \frac{1}{a} + \frac{1}{b}$ .

(d)  $x^2 + y^2 + z^2 = 61$ ;  $xy + yz = 36$ ; and  $yz = 18$ .

(e)  $3x^2 - 6xy + 4y^2 - 2x - 2y + 2 = 0$ ; and  $6x - 2y = 10$ .

18. If  $a^{\frac{1}{3}} + b^{\frac{1}{3}} + c^{\frac{1}{3}} = 0$ , prove that

$$a^3 + b^3 + c^3 = 3abc - 3(a+b+c)(ab+bc+ca)$$

19. If  $\frac{x+y}{3a-b} = \frac{y+z}{3b-c} = \frac{z+x}{3c-a}$  prove that

$$(x+y+z)(a^2+b^2+c^2) = (ax+by+cz)(a+b+c)$$

20. One sample of gunpowder contains  $n\%$  of nitre,  $s\%$  of sulphur, and  $c\%$  of charcoal; a second sample contains  $n^2\%$ ,  $s^2\%$ , and  $c^2\%$  of these materials. If  $w$  pounds of the first kind be mixed with  $w^2$  pounds of the second kind, find the percentage of each ingredient in the mixture.

21. Two pipes, A and B, are both turned on to fill a cistern and are kept open for 2 hours; A is then turned off and B fills the cistern in 2 hours and 48 minutes; but if B had been turned off instead of A, the latter would have filled the cistern in 4 hours and 40 minutes. In what time would each alone fill the cistern?

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—  
ANNUAL EXAMINATIONS, 1891.

FRENCH GRAMMAR AND COMPOSITION.

PRIMARY.

Examiners : { M. S. CLARK, B.A.  
JOHN PETCH, M.A.  
JOHN SQUAIR, B.A.

NOTE.—Candidates will take the first six questions and any two of the remaining six.

1. Choosing any object in the room, construct with respect to it five questions and five appropriate answers in French, each question and each answer to contain not less than five words.

2. Translate into French :

(a) Has your brother any money?

(b) No, sir, but he has apples.

(c) I have no apples.

(d) I have neither apples nor pears.

(e) Have you any good pears?

3. Change each of the following sentences into the corresponding negative interrogative form :

(a) Ma petite sœur vient de déjeuner.

(b) Nos deux frères s'en sont allés.

(c) Celui qui a fait cela est à blâmer.

(d) Il a fait très chaud hier.

(e) Ce petit garçon-là s'est coupé au doigt.

4. Translate into French :

(a) Our sisters have gone away.

(b) Can you do it?

(c) He will know his lesson.

(d) I know that gentleman.

(e) That he may go away.

(f) He will come.

(g) Will she not have come?

(h) That you may do it.

(i) They will sit down.

(j) Do you not say it?

(k) Let him run.

(l) That we might come.

5. Translate into French :

(a) My brother is taller than yours.

(b) Our horses are stronger than his (plu.)

(c) The little boy's mother is more beautiful than hers.

(d) Your house is as good as ours.

(e) We like your house better than theirs.

6. Write out in full the Present, Subjunctive and Preterite Definite of *être, finir, manger, appeler, venir*.

7. Translate into French :

(a) That man is not so good as this one.

(b) Those horses are stronger than these.

(c) My house is more beautiful than your father's.

(d) That man's house is not as large as our cousin's.

(e) These books are better than the booksellers'.

8. Translate into French :

(a) He gives it to me.

(b) Give it to her.

(c) Do not give it to them.

(d) Give me some.

(e) Do not give her any.

9. Translate into French :

(a) He takes me there.

(b) Go away.

(c) Take us there.

(d) Do not take them there.

(e) Are you giving her some?

10. Translate into French :

(a) That gentleman lives in Paris.

(b) Does your father not live in England?

(c) No, he lives in Canada.

(d) Will you not go to England?

(e) England is a beautiful country.

11. Translate into French :

(a) I have black horses and my brother has white ones.

(b) That is a little house, is it not?

(c) Yes, but there is a large white house.

(d) Where is my French grammar?

(e) There it is on the round table.

12. Translate into French :

(a) How warm it is this morning!

(b) It was windy yesterday.

(c) But to-morrow we shall have rain.

(d) Good morning; it is fine weather.

(e) It is often very cold in Canada.

EAST MIDDLESEX PROMOTION AND  
REVIEW EXAMINATION,  
NOVEMBER, 1891.

GEOGRAPHY—2ND TO 3RD CLASS. TIME, 1¼  
HOURS.

Maximum 66; count 60 marks a full paper; 15 minimum to pass.

LIMIT OF WORK.—SECOND CLASS.—Local Geography. Map of school grounds. Definitions of the chief divisions of land and water. Talks and stories about animals, plants, people, air, sun, moon, and shape of the earth, pointing out oceans and continents on the map of the world.

1. Name any place south-east of this school house, or any person who lives in that direction from here.

2. Name any river or creek you have seen; tell in which direction it flows, and into what body of water it empties; also tell what land or ground or farms you have seen that are drained by that river or creek.

3. Draw a map of the ground surrounding this school for a mile or two.

4. (a) Tell what a mountain is.

(b) What is a valley?

(c) Describe a desert plain.

5. (a) Write what you know of the changes that have been made in the surface and appearance of the country round here since white men first settled in it.

(b) What kind of trees and animals (three of each) were here before the white man came?

6. Describe the sky—Topics: sky in the daytime; sky at night; clouds.

7. What ocean on the west side of America?

8. What continent north of the Indian Ocean?

GEOGRAPHY—3RD TO 4TH CLASS. TIME, 2  
HOURS.

Maximum 101; count 80 marks a full paper; 20 minimum to pass.

LIMIT OF WORK.—Definitions continued; first accurate knowledge, then the memorizing of the definition. The great countries, large cities and most prominent physical features on the map of the world. Maps of the county, of the Province of Ontario, of Canada and America. Map drawing. Motions of the earth, seasons, zones.

Written answers to be awarded full value, must be correctly spelled, and, if not tabulated, must be in complete, correct sentences.

1. (a) Draw a map of any township, or adjoining townships, in this county having a river, and mark the river.

(b) In what general direction does the part of the river in (a) run?

(c) Where does the river rise?

(d) Tell, in order, what counties (and townships in this county) it passes from where it rises to where it empties.

(e) By what rivers, lakes, etc., may its waters reach the ocean? Tell the direction it moves in each channel.

2. (a) What differences may be expected in the rivers in a mountainous country as compared with those in a level country?

(b) Name a mountainous country or province; name a level one.

(c) What county or counties in Ontario, west of Toronto, are hilly and rocky; what county or counties are level?

3. Why can tender fruits like peaches and apricots, be grown more profitably in Essex or Lincoln than in Elgin or Middlesex?

4. Respecting any extensive valley in North America :

(a) Which is the central river in it?

(b) Tell on what side any mountain range (name it) or height of land separates it from another valley.

5. Which provinces of Canada are touched (and on what side) by the salt water (the ocean).

6. What and where are Montreal, Vancouver, Ireland, Constantinople, Suez, Yokohama, Congo and Chili?

7. Make a diagram showing the relative position of the earth to the sun about July 1st. Mark the sun, the earth, equator, axis, north pole, tropic of cancer.

DRAWING—2ND TO 3RD CLASS. TIME, 1¼  
HOURS.

Maximum 53 marks; count 40 marks a full paper; minimum 10.

LIMIT OF WORK.—Outline drawing from simple objects: Kindergarten Drawing Books; dictation drawing; Books 1 and 2 of the Canadian Drawing Course.

The ruler is not to be used.

1. (a) Draw vertically, as far apart as the lines you rule for writing, eight parallel lines two inches long.

(b) To the right draw horizontally eight parallel lines twice as far apart as in (a), and three inches long.

2. (a) Draw two horizontal parallel lines eight inches long, two inches apart.

(b) Draw a parallel line midway between them.

(c) Divide the last one (b) into four equal parts; number them respectively 1, 2, 3 and 4.

(d) Complete the square, of which part 1 is the horizontal diameter.

(e) Draw another square, making part 2 the diagonal.

(f) Draw a square on part 3 like that on part 1, and on part 4 like that on part 2.

(g) Draw the remaining diameter and diagonals of the four squares.

3. Make a drawing three inches long of the axe set in position by the teacher.

4. Copy any two of the diagrams of the snowflakes on page 125 of the Second Reader. Make the copies at least two inches across.

5. Print in capitals a sentence telling which two of the diagrams you have tried to copy.



# The Educational Journal.

Published Semi-monthly.

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

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

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## ✻ Editorials. ✻

TORONTO, JANUARY 1, 1892.

### INFLUENCE THE IMAGINATION.

MR. Goldwin Smith's lecture of a few weeks since on "Jingoism" has been replied to by Col. Denison, of Toronto, in a lecture on "National Spirit." The two lectures have occasioned some discussion in regard to the effect of so-called national celebrations, military drill in the schools, etc., on national character. "Is it belligerency," asks one writer, "to train a boy to be manly, courageous, ready and able for self-defence on every occasion, yet unselfish and self-sacrificing where the common country and common interests are concerned?" That is a plausible way of putting it. But every teacher knows how potent a factor is the imagination in the formation of the child's character. Fill the child's imagination with the idea that it is a noble and manly thing to be always ready and able to defend himself, drill him carefully in the "manly" art of boxing, and see how long it will be before he will be seeking and finding occasions for reducing his theory and science to practice. We have

known a child's imagination to be so wrought upon by the possession of a toy pistol that he could hardly be restrained from putting himself into a shooting attitude and destroying imaginary bears or burglars on all occasions, to the detriment of the nerves of the whole family. The same law holds good with children of larger growth. The young man who persuades himself that it is necessary and courageous to go down town in the evening with a revolver in his hip pocket, "ready and able for self-defence," is the young man who is very likely to find or fancy it necessary to draw his weapon to protect himself from insult or injury, while his neighbor, really braver and more fearless, who would scorn to carry a concealed weapon, will go about for years wherever duty or inclination may call him and never know threat or insult. And what is true of the individual is no less true of the nation. Can any thoughtful person doubt that the soldier spirit and ambition is the great fomentor of war? What more natural than that the man who has given the best years of his life to the study of a profession should begin to long for and possibly seek to create an opportunity to put his knowledge and skill to practical use, especially if that way lies his only hope of distinguishing himself? There is a profound philosophical truth wrapped up in the words, "As a man (or a child) thinketh in his heart, so is he."

### THE SCHOOL QUESTION IN MANITOBA.

IF the decision of the Dominion Supreme Court, in favor of Roman Catholic Separate Schools in Manitoba, be sustained by the British Privy Council, it is difficult to foresee how the public school system of the Province is to be saved from utter demoralization. It is quite clear that the Church of England and the Presbyterian Church can make good their claims to separate schools on the same grounds which have been declared valid in the case of the Church of Rome, viz: that of the existence of such schools prior to Confederation. The Church of England is already pressing its claims, and the Presbyterians are likely, it is thought, to do the same. But, with the adherents of these three great religious bodies withdrawn from the support of the provincial system, it is doubtful if either the means or the pupils can be found for anything worthy of the name of public schools. The whole educational work of the Province, so far at least as the primary and secondary schools are concerned, would have to be given into the hands of the denominations. Strenuous efforts would, no doubt, be made to obtain for the sectarian

schools an amount of aid from the funds of the Province equivalent to that now devoted to the support of the public schools. But such a distribution of the public funds does not, so far as we are aware, follow from the decision of the Supreme Court. In any case such a use of the money of the Province would be open to very weighty objections on many grounds. In the first place its wastefulness would be a very serious matter, as it is evident that there would often have to be duplicate or triplicate schools in the same localities. In the second place the very desirable, not to say indispensable, power of making attendance at school compulsory within certain limits, could not be exercised, as it would obviously be an interference with their freedom of conscience to compel parents to send their children to sectarian schools. But, not to multiply objections, the crucial difficulty with a system of denominational or sectarian schools supported by the State, would be the impossibility of making provision for the strict supervision and control by the Administration, which is indispensable under any proper system of responsible government. No principle is more clearly recognized under such a system than that the Executive must be held responsible for the use it makes of the people's money. Institutions supported, or partially supported by the State must be under the inspection and control of the State. In the cases of schools there could hardly be efficient inspection or control apart from examination of teachers, determination of courses of study, etc.

Perhaps, however, it is all too soon to be speculating about difficulties which may never arise. We are by no means so certain as many seem to be that the British Privy Council may not take a broader view of the case than that on which the conclusion of the Supreme Court was based. And whatever its decision there can be little doubt that Manitoba and the other North-West Provinces yet to be formed will struggle very hard before they will settle down in the conviction that they are forever debarred from all the benefits of a free public school system of the most approved modern type. Some way out of the difficulty must eventually be found.

### EDITORIAL NOTES.

"It is unfortunately impossible to educate our educators," says Mr. Grant Allen in the *Pall Mall Gazette*. "Two grand errors," he avers, "still pervade all their thinking. First, that mental training is more important than knowledge; second, that useless things train better than useful ones." He holds, on the contrary, that

"the best kind of training is the acquisition of knowledge; and the knowledge itself is more important than the mental gymnastic of obtaining it." The second error is now pretty generally recognized, and it is coming to be admitted that many branches of the knowledge called practical and useful are quite as serviceable for mental training as those which have long been held to be more specially adapted for that purpose. But Mr. Grant Allen's first "error" is still held, and is likely to be held, as firmly by modern educators as it was by Sir William Hamilton himself. Even on his own principles, mental training should be, in the eyes of the teacher, of more value than knowledge, inasmuch as the trained mind is the better instrument for gaining knowledge, and the student who has it will, long before middle age is reached, have far outstripped his untrained competitor in the acquisition.

A RATHER novel proposal, and one to which we should think the teachers concerned would be likely to take emphatic exception, was made at a recent meeting of the High School Board of this city. It is to the effect that from and after a given date all members of the staffs of instruction in the Collegiate Institutes of the city shall be engaged, not for a particular school, but on such conditions that any of them may be changed from one school to another as the exigencies of the service may, in the opinion of the Board, render desirable. Such an arrangement would certainly have its advantages, under some circumstances. We have not heard a word on the subject from any one connected with the staff of any Institute, but it seems to us that such a regulation would derogate from the personal liberty and dignity of the High School masters in a very undesirable way. It is doubtful if first-class men would submit to be ordered hither and thither at the will or whim of the Board. Nor do we quite see how such a system could be worked without trenching seriously upon the prerogatives of the principals of the respective schools, each of whom should certainly have the virtual choice of the teachers in the school for whose efficiency he is responsible. The tendency of such an innovation would, it seems to us, be bad, as tending to impair rather than improve the professional status of the secondary teacher.

So far nothing seems to have come of Mr. Houston's motion before the Toronto High School Board, to enforce in the Toronto Collegiate Institutes the use of continental pronunciation of Latin. It seems to have joined the shades of many better motions. The question is a curious and important one. Englishmen stand alone

to-day in maintaining a pronunciation of Latin that was certainly never Roman. If there is one thing sure in the science of modern philology it is that the vowel row of Latin was not the English row (*range, be, hide, more, due*) but the continental row (*father, bear, mien, more, rule*). To show how essential a matter this truth is, it is enough to state that the student of modern philosophy has first to adopt these latter vowel sounds before any progress in his study is possible. We are, therefore, in hearty sympathy with a movement that proposes to return to the Latin text some of that sonorous force that it had in the lips of Cicero. But, on the other hand, Mr. Houston has surely chosen the wrong means to effect his purpose. It is often a nice question where the responsibility of the teacher ends, and that of the Board begins, but in the present case there can be no doubt in the matter. Every one who knows the composition of the Toronto High School Board knows that they are not a body to instruct experienced classical teachers in their professional work. A High School Board, to our mind, is, and is intended to be, a committee of ways and means—not for teaching, but for providing instruction. A wise Board knows that it is doing most to assist the teachers when it interferes least—when it leaves them most liberty to practice what experience has taught them.

### \* Literary Notes. \*

*The Pulpit*, a magazine of sermons, published by Edwin Rose, Buffalo, N.Y., is a monthly collection of able and well-selected discourses by the foremost preachers in Great Britain and America.

THE January number of *Lippincott's Magazine* is marked by several new features: the first of sundry stories and sketches illustrating journalistic life and labors; the first of a series of articles on athletic subjects; an editorial department headed "As it Seems," containing brief essays and comments on various topics of the times, literary and other; and notices of several recent books, given in the form of dialogue.

THE number of the *Atlantic Monthly* for January is an exceedingly strong one. It opens with Mr. Crawford's serial, "Don Orsino," and besides the outlines of an interesting story, the incidental picture of the new Rome as contrasted with the Rome of the Pope's temporal power is of really great value. Another feature of the number is Henry James's delightful article of reminiscence and criticism on James Russel Lowell. The paper on Boston by Emerson is a curious treasure-trove, full of Emersonian phrases which will long live in the memory. Other articles by well known writers are in the usual number and variety.

IN the January *Arena*, Hamlin Garland's much-talked-of novel of the modern West opens brilliantly. This issue also contains strong papers by Alfred Russel Wallace on "Human Progress: Past and Future"; Prof. A. N. Jannaris, Ph.D., of the University of Greece, Athens, on "Mohammedan Marriage and Life"; Henry Wood, on "The Universality of Law"; Ex.-Gov. Lionel A. Sheldon, on "Louisiana and the Levees"; D. G. Watts, on "Walt Whitman"; Chas. Schroder, on "What is Buddhism?" and several other able papers.

WITH the number for January, 1892, the *Educational Review* opens its third volume. Professor Jenks, of Cornell, has a paper on "Educational Values," particularly with reference to the college curriculum, and controverting the position taken by Prof. Patten in an earlier number. Superintendent Marble, of Worcester, Mass., makes some practical suggestions concerning the teaching of the "Effective Use of English." Professor Richards, of Yale, contrasts the old and the new methods of teaching Geometry; and Principal Grant, of Queen's College, Kingston, Ontario, replies to Bishop Spalding's earlier argument for religious instruction in State schools. Important articles appear also on "School Savings Banks in England," and the "Effect of Manual Training upon Health." Several other papers, book reviews, etc., complete the number.

IN its current number the *Review of Reviews* comes to the aid of the Society for Psychical Research. The *resumé* of this question of psychical influences and communications by the Editor is a clear and sensible presentation of the subject. The "ghost stories" which follow are by no means so "creepy" as the reader might fear from the opening announcement. We are not of the number of those who think that the conception of modes of intercommunication between human spirits separated by space or even by death, without the intervention of the ordinary physical organs is incredible *a priori*, or that it is beneath the dignity of a great magazine to collate for its readers a series of authentic testimonies bearing on the question. Various conclusions will be reached by minds variously constituted, but the *phenomena* are certainly as well worth investigation as any other with which science has to deal, and the *Review of Reviews* has rendered a service to those who have not time for an exhaustive study of the subject, in summarizing for them some of the evidence collected by the Society for Psychical Research.

No man is born into the world whose work is not born with him. There is always work, and tools to work withal, for those who will; and blessed are the horny hands of toil.—*James Russell Lowell*.

TRY to frequent the company of your betters. In books and life that is the most wholesome society. Learn to admire rightly; the great pleasure of life is that. Note what great men admired; they admired great things; narrow spirits admire basely and worship meanly.—*Thackeray*.

## ✻ Hints and Helps. ✻

### OPENING EXERCISES.

ONE very good plan is something like the following:—From two to four pupils are selected, and it is made the duty of each to look up and copy a short moral sentiment or maxim to be read at the opening of the school in the morning. Another set is selected to present similar maxims the next day, and in this way all the pupils are selected in turn. When the pupil has read or repeated his sentiment to the school, it is illustrated or commented upon by the teacher till the meaning is not only clear, but well impressed. After the reading of the sentiments they are copied on the blackboard, where they remain all day, and each pupil in the room copies them into a blank book. After the first day the teacher calls upon volunteers to repeat sentiments given on preceding days. Five or six sentiments may be called up in review each day. Some pupils, not much accustomed to general reading, may find it difficult to look up new sentiments, but let it be understood that if a new one cannot be found an old one will be accepted. Under judicious management there will be no trouble here. Children do not like to be parrots, repeating the words of their mates; and when review sentiments are presented they will be quite sure to be such as deserve repetition. This plan leads to several valuable results. It keeps children on the lookout for fine moral sentiments. With this plan, pursued for a year, each pupil has copied into his book five or six hundred excellent maxims.—*The Century*.

### A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY.

DESIGNED FOR PUPILS, TEACHERS, AND  
WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

#### RULE X.

A PHRASE, whether adjectival, participial or absolute, is separated from the remainder of the sentence by a comma; and, when it falls within a sentence, by a pair of commas.

#### EXAMPLES.

- Quick to detect an error, he saw the mistake in a moment.
- Baffled in three attempts to scale the wall, they could not be led to another assault.
- Finding itself pursued, it begins to run slowly at first.
- Having caught some flakes on a piece of black cloth, Mr. Ray told the children to use the glass quickly.
- Not willing to lose any of them, but unable to draw out his hand, he burst into tears.
- Turning his cell and prison-yard into a little bower of sweet flowers, he lived there for two years, receiving visits from Byron, Moore, and other sympathetic friends.
- The snow melts, the sun having risen.
- The great object being thus effected, he departed for his home, being much easier in his mind.
- The time of youth being precious, we should devote it to improvement.
- To be plain, I do not understand you.
- He is, all things considered, the safest guide to the river.
- Taken all in all, it is one of the most delightful poems in our language.

#### RULE XI.

Adverbs and adverbial phrases, when they interrupt the flow of the discourse, are set off by commas.

Some of the adverbs and adverbial phrases so used are *also, too, then, however, perhaps, therefore, indeed, accordingly, meanwhile, likewise, moreover, etc.*; and *in short, no doubt, in truth, of course, for instance, to be brief, to be sure, generally speaking, at all events, etc.*

#### EXAMPLES.

- Really, it is unbearable.
- Well, you are a queer fish.

- “Well, then, what is cotton?” inquired John.
- “Yes, indeed,” said the crow.
- How weak I feel, to be sure.
- By and by, up comes the round head of a seal.
- He is, however, stingy in money matters, however generous he may be with advice.
- He said, too, that the slate was too thin.
- The sentinel, from time to time, paced near her.
- In 1805, Nelson was killed at Trafalgar.
- In some parts of Africa, no lady can be charming under twenty stone.
- The bruise inflamed; and, after six weeks, the conqueror died near Rouen.
- This, in effect, made his office hereditary; for, of course, he named his son.
- Ovid, in one of his elegies, tells us, that birds have a Paradise near Elysium. Doves, be sure, are not omitted.
- In 1710, however, a strong force of four war vessels and nineteen transports, containing five regiments, arrived at Port Royal, and, after a brave defence on the part of the besieged, took possession of the country.
- Mr. James Watt, the great improver of the steam-engine, died on the 25th of August [,] 1819, at his seat of Heathfield, near Birmingham, in the eighty-fourth year of his age.

### COURTESY.

BBBE.

FOR a week, even a week, with a Christmas Day and a New Year's Day arching the ends of it, we couldn't do without our boys and girls, so I suppose each teacher held many silent receptions in which the industrious, the idle, the orderly and the mischievous took their various places. I daresay you looked down at your naughty boy and said, “I am sorry I can't love you more,” and when you saw the pained look creeping over his round rosy face, you took his chubby, ink-stained hands in yours and said, “Oh, yes, I do love you, Frankie; I am going to help you all I can to be good.” You stopped and patted your clever, bright-eyed Nellie's head, and you saw the hungry, wistful look that crept into Martha's grey eyes, and you stooped and said to her, with your hand on her shoulder, “Your questions are very neat, I am proud of you.” Over in the corner Willie whispered, “Oh, teacher, please, I want you to like me, but I can't learn my lessons like the other scholars, I am so slow.” And you looked down into his grave eyes and said, “I do think a great deal of you, because I know you try to do your best.” Did you ever notice how closely these moments of silent confidences draw your pupils around you?

Then occasionally a visitor looks in, and you nod a welcome.

Shall I tell you what a visitor, of “a spare figure, rough-hewn, kindly face, with a mobile, sensitive mouth and clear, deep eyes, so sweet and honest in repose, so keen and earnest and eloquent in debate,” whispered in our last meeting? “I believe that the athletic health of our schoolboys might be made perfectly consistent with a spirit of more courtesy and reverence, both of men and things, than is recognizable in the behavior of modern youth.”

Have you guessed his name? If not, you will not wonder, when I write it, that his words were remembered,—John Ruskin it was.

And a second visitor, encouraged, as it were, said, “Young America, we think, is characteristically boorish, if not clownish. The boy of the period manifestly places no adequate value on good manners.”

After I had looked over my company I knew that my visitors spoke not without reason. So at the head of my private programme down goes first, “Teach your children to be courteous.”

Strange it is that very many persons are imbued with the idea that goodness is weakness. Only patient, persistent teaching can uproot that idea. We oftentimes find that our greatest difficulty is not in the *teaching*, but in the *unteaching*.

There is a little poem in the Second Reader, beginning:

“The woman was poor and old and grey,  
And bent with the chill of the winter's day,”

that may be made to speak volumes. The boy was *courteous* and *brave*. In the Third Reader,

“The Emperor and the Major” should show how *unmanly* was the *uncourteous* major; and in the same Reader is the golden deed of Sir Philip Sidney, which shall surely speak for itself.

An extract from a letter written to Sir Philip when he was a boy, by his father, reads, “Be courteous of gesture and affable to all men, with diversity of reverence according to the dignity of the person. There is nothing that winneth so much at so little cost.”

Courtesy does not look for rewards; it is a companion of self-sacrifice. It is a combination of the attributes of sympathy, politeness and tact.

True courtesy has its root deep in the moral nature. It is a wonderful beautifier of character. It lightens labor for all who come under its influence, and, though it never seeks reward, yet it never goes unrewarded.

## School-Room Methods.

### “THE NINES.”

“THE nines are so hard,” said Fred, running in from school the other day. “I missed on them. Is supper 'most ready? I'm so hungry. Say, mamma, do you think you could help me learn them?”

“Yes, my dear, after the supper things are cleared away I will help you; and the supper is almost ready. Wash yourself and set the chairs around the table. Are the girls close by?”

Yes, there they are at the gate. And in came Daisy and Nellie and Ralph too.

Bright young faces soon surrounded the well-spread board, and unspoiled appetites enjoyed the wholesome meal. “Mamma's bread's the best in the world!” attests one eager voice, while others chat of the day's doings in school.

Soon, the meal over, the boys hasten to milk the cow and bring in the wood for the fire-place, while the girls, with deft hands, wash and wipe the dishes.

As I get out my mending basket I say, “Daisy we are going to have a blackboard lesson to-night. Please get the chalk and write ‘The Nines’ neatly on the blackboard.” (We have a blackboard, one of the cloth kind, that rolls up like a map, and it is very useful.)

“Oh! good, good!” cried Ralph and Nellie; mamma's blackboard lessons are always so interesting.

“But I don't know what she can find to tell us about ‘the nines,’” said Fred.

“I mean to let you tell me some very interesting things,” said I, “so put on your thinking cap and be quiet.”

By this time the blackboard looks thus:

$$\begin{array}{l} 1 \times 9 = 9 \\ 2 \times 9 = 18 \\ 3 \times 9 = 27 \\ 4 \times 9 = 36 \\ 5 \times 9 = 45 \\ 6 \times 9 = 54 \\ 7 \times 9 = 63 \\ 8 \times 9 = 72 \\ 9 \times 9 = 81 \\ 10 \times 9 = 90 \end{array}$$

“Now all of you look at the board thoughtfully and don't speak. Perhaps some of you will discover something curious. I will give you five minutes.”

Before they were up I saw Fred had discovered something and was aching to tell it, so when I gave the signal he burst out with “They count right straight down. Don't you see they do.” And he rose and showed Ralph, pointing to the tens column. See, 1, 2, 3, 4, 5, 6, 7, 8, 9!”

“And,” said Daisy, “the unit column counts backwards.”

“So it does,” exclaimed Fred. “See 9, 8, 7, 6, 5, 4, 3, 2, 1,” running his pointer down the line of figures. “I never noticed that before. I believe I shant miss now. I always know  $2 \times 9 = 18$ , and  $3 \times 9 = 27$ , and  $5 \times 9 = 45$ , and  $10 \times 9 = 90$ , and some of the rest. Now, if a fellow doesn't know  $4 \times 9$ , all he has to do is to take  $3 \times 9$  is 27, and 1 to the 2 and take 1 from the seven. There you have it 36! Why is it, mother? What makes it count up and down so?”

Well, you see, Fred, every time you add nine, you add 10—1, which is the same thing. You add one ten and subtract one unit.

“Oh, yes! So we do!” they chorused. “And

there is another curious fact which will help Fred more still. I wish I had known it when I was a girl. Don't you see the tens figure each time is one less the number of times nine?" "So it is! Hurrah!" said the boys. "And also (here is more help still) don't you see that with the unit figure it makes 9 every time?"

"Who can't say the 9's now?" cried Fred.  
 "1 and 8 equals 9; 2 and 7 equals 9; 3 and 6 equals 9; 4 and 5 equals 9; 5 and 4 equals 9; 6 and 3 equals 9; 7 and 2 equals 9."  
 "Why didn't we see it all before? I'm going to tell all the boys at school in the morning."—*The Children's Friends.*

GEOGRAPHY.

BY R. B. ANDERSON, SHURTLEFF COLLEGE.

DURING the institute season, a general demand came for better methods of teaching geography and history. This was particularly true in regard to teaching these subjects to children in the intermediate division of our country schools; fourth and fifth grades in town. One bright lady, who, I am sure, is one of the best teachers in her county, said, "This teaching of local geography is either *nothing* or I do not understand it; it produces little or no results." "I was led to think so years ago, but it is in our course of study, and I continue drumming away." "At what?" I asked. "O, such things as what direction is it to the well?"—"to the gate?" "Point east." "Where is the sun at noon?" "Describe your journey to school." This, I remembered was what I once drilled children upon with great care. But I, too, found this sort of work dry and uninteresting when nothing accompanied it. This, though a part of what must be taught, is not teaching geography any more than locating dots and lines—called cities, towns, and rivers—is teaching it to those who are older. I do not wonder that children find it *dry*, and that parents object to their children studying it. What is to be done? Teachers themselves should get a correct definition of this science and then apply pedagogical principles in presenting this very interesting and profitable branch of study. What is geography? Geography is a description of the earth *as the home of man*. This definition leads us to teach the shape of the earth and its motions and their influence; the division of the surface into land and water; the form, size, and position of the divisions of land and water and their influence; the plants, animals, and the relief forms of the land; the coal, gas, and precious and useful metals found beneath the surface; map reading, too, comes in for careful attention. These cultivate the imagination. *See things in the mind.*

What are some of the pedagogical principles to be observed? In the main, those which guide us in other studies are to be observed here. Some of these are, "From the known to the unknown;" "The idea before the word;" "Let each lesson aid in understanding the next;" "A truth can be made interesting;" "Not too much at a time."

Let us take the class in local geography. We wish to teach direction. Instead of teaching pupils that the door is in the south end of the school-room, teach that at 12 o'clock, noon, we look to the south to see the sun. That when we stand with our faces to the south our right sides are towards the west, our left sides towards the east, and behind us is north. When we look toward *sunrise* we look toward the east. Have the other cardinal points located as before. You have an *absolute* point from which to locate any door or gate. The directions do not change at every turn of the road. A considerable amount of drill is necessary to fix these points and get children to locate places as to direction. But while this work goes on, may be for a term, many valuable lessons along other lines may be given. It is November 15th. Why do we begin wearing our wraps? Why is it colder? Are the days longer or shorter now than they were a month ago? What are the farmers doing now? What are the products of the farm in this district? When is this or that crop planted? Do you know wheat, corn, oats, clover, timothy, barley, rye, when you see it growing? From what do we get bread? Name some things which you eat which do not grow here. Where do we get the wood, stone, brick, glass, and iron used in building this house? What do we call a man who builds houses? A man who who builds fues? A man who works in a mine? Of what is

your coat made? Have you seen wool? From what source do we obtain it? Tell what is done to make it into cloth? What do we call a man who makes cloth into clothing? A man who sells clothing? Where does our coal come from? Have you seen a mine? How long do mules have to stay in the dark wet mines? Is there water in the branch now? Why not? Where does rain come from? Where does the water in the tea kettle go? Can you show that steam is water? Have you seen a picture of a boy holding a spoon over the mouth of a tea pot? What does this picture represent? Here is our first snow! Shall we have better health now? What is snow? Why is there no snow in Illinois in June? Where can we find it at that time of the year? Have you seen a mountain? What place is a mile from here? How far is it to town? If your uncle lives in Denver, how long would it take for you to walk to visit him, if you walk ten miles a day? Do you walk ten miles a day? How many times around the room will measure a mile? Can you name the domestic animals found here? What do they eat? What do they furnish us, or do for us? Why are there so few old horses and cows? Name the churches near here. Locate them. Who built them? Why? Name the preachers living near here. The doctors. Lawyers. Teachers. How can I go from one place to another?

This sort of work causes the interest to grow. In addition to this encourage children to bring specimens of plants, soil, stones, seeds, fruit, etc., to be used in the class; much of it may be preserved. Make excursions after school and help them to study *direction, distance, animals, plants, soil, hills, branches, brooks, etc.* Read to them. Have them read.—*Public School Journal.*

For Friday Afternoon.

DIALOGUE (FOR FIVE CHILDREN).

(FIRST SCHOLAR).

If you were a bird, instead of a girl,  
 Pray, what would you do all the day?

(SECOND).

I'd sweetly sing,  
 And pleasure bring  
 To all who should hear my beautiful lay.

(FIRST).

If you were a bee, instead of a boy,  
 Pray, what would you do all the day?

(THIRD).

I'd pass the hours  
 Among the flowers,  
 And gather sweet honey and store it away.

(FIRST).

If you were a flower, instead of a girl,  
 Pray, what would you do all the day?

(FOURTH).

I'd gaze on high  
 At the clear, blue sky,  
 And give sweet scent to all coming my way.

(FIRST).

If you were a tree, instead of a boy,  
 Pray, what would you do all the day?

(FIFTH).

I'd softly sigh,  
 When the wind swept by,  
 And give cooling shade to the children at play.

(FIRST).

But as you can only be boys and girls,  
 Pray, what will you do all the day?

(ALL).

We'll bravely work,  
 And will not shirk,  
 And be kind and gentle when we are at play.

—*Teachers' Institute.*

WHAT A JUG DID.

"WHY is my house so shabby and old,  
 At every crevice letting in cold;  
 And the kitchen walls all covered with mould?"  
 If you'll allow me to be so bold—  
 Go ask your jug!

"Why are my eyes so swollen and red?  
 Whence this dreadful pain in my head?  
 Where in the world is our nice feather-bed,  
 And the wood that was piled in the shed?"  
 Go ask your jug!

"Why is my wife broken-hearted and sad?  
 Why are my children never now glad?  
 Why did my business run down so bad?  
 Why at my thoughts am I well-nigh mad?"  
 Go ask your jug!

"Oh, why do I pass the old church door  
 Weary of heart and sadly footsore,  
 Every moment sinking down lower,  
 A pitiable outcast evermore?"  
 Go ask your jug!

—*An Old Scrap Book.*

SPORTSMAN, SPARE THOSE BIRDS.

SPORTSMAN, spare those birds,  
 Wound not a single wing;  
 Their music in the woods  
 Is harbinger of spring.  
 The winter's cold is past,  
 The frost and snow are gone,  
 And from the icy grasp of death  
 Bursts resurrection's morn.

Hail, tiny warbler, hail!  
 How much thy trustful heart  
 Reproves my slow-discerning faith—  
 Bids doubt and fear depart!  
 If music thrill thy breast,  
 Thy ceaseless praise ne'er tire,  
 Much more should glad some gratitude  
 My being all inspire.

Suspended on a bough,  
 I see thy airy home,  
 Defended by a Hand supreme—  
 No harm can ever come.  
 A sparrow cannot fall  
 Unheeded by our God;  
 He can thy enemies confound  
 By His avenging rod.

Sing on, then, warbler, sing—  
 Sing thy Creator's praise,  
 Whose power supplies thy every want,  
 And lengthens out thy days.  
 How lonely were the woods,  
 Or hedge-rows, though so green,  
 Did not thy carols echo wake  
 While flits thy form between!

Then, sportsman, spare the birds!  
 Still let the welkin ring,  
 And feathered songsters symphonies  
 To their Creator bring.  
 Inviolable be the nest  
 Beneath the verdant shade,  
 Nor may the wanton, ruthless hand  
 Peace and content invade.

—*John Robinson.*

NAY; speak no ill; a kindly word  
 Can never leave a sting behind,  
 And, oh, to breathe each tale we've heard  
 Is far beneath a noble mind.  
 Far oft a better seed is sown  
 By choosing thus a kinder plan,  
 For if but little good we've known  
 Let's speak of all the good we can.

—*George Eliot.*

WE are our own fates,  
 Our own deeds are our own dooms men,  
 Man's life was made not for men's creeds,  
 But men's actions.

—*Owen Meredith.*

**BLOOBUMPER.**—"Even animals suit their covering to the weather."  
**SPATTS.**—"Yes?"  
 "In Summer, dogs wear muzzlin' pants."  
*Smith, Gray & Co.'s Monthly.*

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"Is he a clever man?"  
 "Well, I should say so. He can raise  
 money on a personal note, and then borrow  
 enough from the same man to pay the interest  
 upon it."

We notice that The Copp, Clark Co., Ltd.,  
 announce a new book by Mrs. Ward, author  
 of "Robert Elsmere," entitled "History of  
 David Grieve." The intention is to issue  
 simultaneously in Toronto with its publication  
 in London and New York.

"DICK SKINNER says marriage is a failure."  
 "A failure? I thought he married a fortune?"  
 "Yes—but the girl that went with it has  
 suspended payment."

FOR the benefit of students entering the  
 graduating class after the holidays, the Ontario  
 College of Oratory has arranged for special  
 afternoon sessions, in which they will cover the  
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 who have ability either as teachers or reciters  
 will find this extra session both pleasant and  
 profitable.

**THE PAWNBROKER.**  
 HE's not much on progress,  
 As everyone grants;  
 Yet he always is ready  
 To make an advance.

**MR. CITIMANN.**—"I should think a coun-  
 try house with its exposed walls would be  
 rather uncomfortable in Winter."  
**MR. SUBURBY.**—Y-e-s; but no one need be  
 cold in a country house."  
 "How do you manage?"  
 "Oh, we keep ourselves warm, carrying  
 coal and poking fires, you know."—*Puck.*

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 (From the Toronto Globe, Dec. 5, 1891.)

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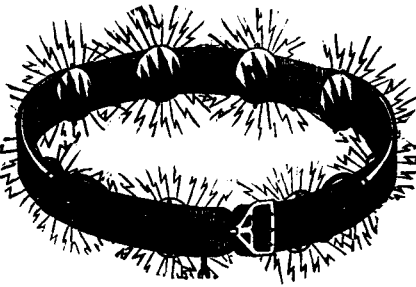
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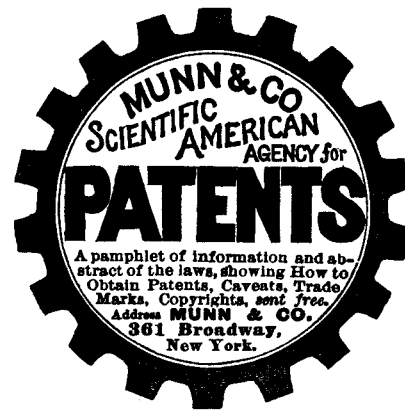
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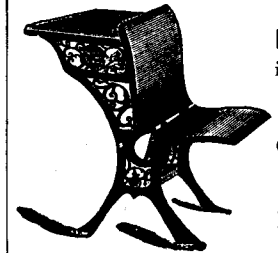
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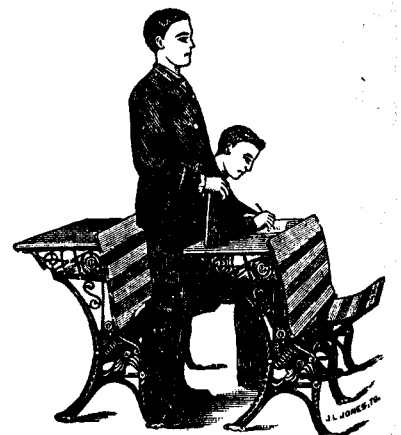
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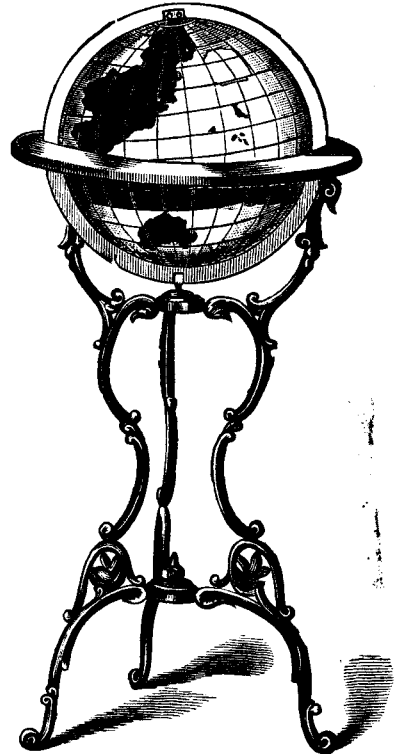


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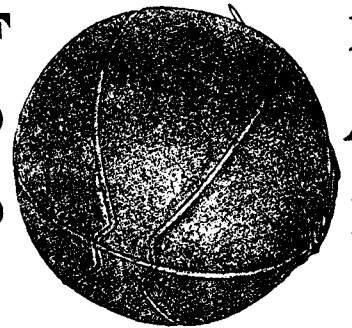
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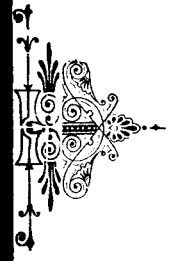


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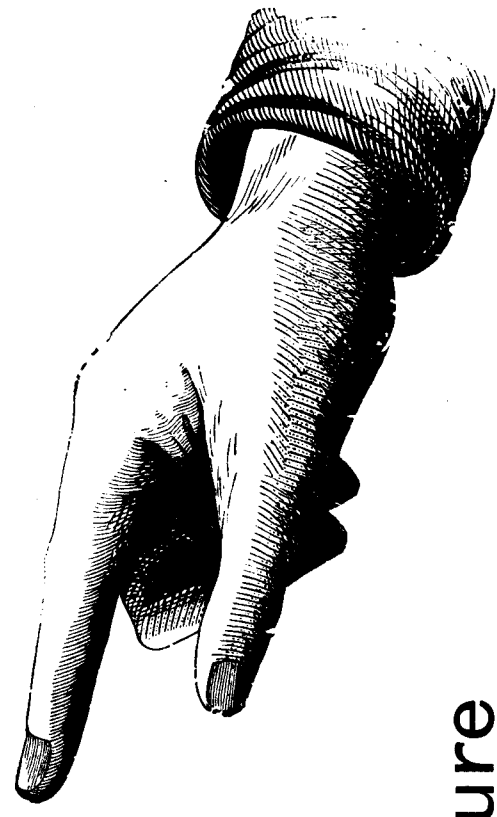
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