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# The Educational Journal.

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## Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES.....	241	EDITORIAL—	
PRIMARY DEPARTMENT—		Specialists in Council....	248
A Chat with the Children	242	State Aid to Medical Edu-	248
Commencement.....	243	cation in Ontario.....	248
SPECIAL PAPER—		"Be" and "Can".....	248
Text Books.....	244	Temperance Training....	249
MATHEMATICS—		LITERARY NOTES.....	249
Arithmetic.....	244	EXAMINATION PAPERS—	
FOR FRIDAY AFTERNOON—		University of Toronto	
Advice to Boys.....	245	Annual Examinations,	
Be True.....	245	1890.....	250
ENGLISH—		North Hastings Uniform,	
Versification and Pronun-		Promotion and Review	
ciation of Chaucer.....	246	Examinations, 1890....	250
New Books in English, etc.	247	SCHOOL-ROOM METHODS—	
HINTS AND HELPS—		Rapid Map Sketching,...	251
How to Use a Newspaper		CORRESPONDENCE—	
in School.....	247	The Seminary Method....	251
How to Govern a School	247	Classification in Rural	
A Leaf from my School		Schools.....	251
Diary.....	247	A Public School Uniform	251
		The Science of Examina-	252
		tion.....	252

## \* Editorial Notes. \*

WE regret that, owing to some temporary shortness of hands in the composing room during the pressure of holiday work, this number of the JOURNAL has been unavoidably delayed a few days. We do not think the difficulty is likely to occur again.

THE Ontario School Trustees, at their annual meeting a few weeks since in this city, adopted a resolution in favor of the election of all School trustees by ballot. This is a good recommendation. We hope to see it carried into effect at an early date. Why not?

THE extract touching the changes in the English course at the University of Toronto, which was quoted in the first editorial article in our last number, was, through some inadvertency, credited to the *Globe* instead of to the *Mail*. It was taken from one of a series of excellent articles on the modern languages, as compared with other studies at the University, which appeared in the latter paper.

WE are glad to learn that the Senate of the University of Toronto has decided to accept the Leaving Examination in lieu of its own for Matriculation. We have not yet seen a copy of the statute or resolution passed, and so do not know the precise terms or conditions of its acceptance, but they are said to be liberal and satisfactory.

BY some oversight we omitted in last number to give due credit for the article by Dr. Adler, which we reproduced as a

special article. It was an extract, or condensation, under a new heading, from a longer article originally delivered, we think, as a lecture before some Society or Club in New York, and published by our excellent contemporary, *The Teacher*, of that city. We regret the omission, as we try to observe the golden rule in this matter.

MR. ALLAN EMBURY, Public School Inspector for the County of Peel, has rendered a valuable service to the teachers of that county, and all others who choose to avail themselves of it, by publishing an elaborate "Course of Study" for the Public Schools. The programme includes all the essential points of the course, as prescribed by the Department, and "attempts an arrangement of these essential points in an order such as will insure logical aim and connection in teaching." The programme is illustrated with explanations and directions in the form of notes, which cannot fail to be of great practical value to teachers, for whose use they are intended.

WE are glad to note that the Public School Board of Toronto has resolved to petition the Provincial Government and Legislature in favor of an amendment to the School Act, empowering School Boards in towns and cities to impose a rate for the purpose of supplying free text-books for the use of pupils. No doubt the required permission will be granted. We wish the supplying of free text-books could be made compulsory. It would be a great boon to teachers, parents and children in rural as well as in city schools. Not only are many children kept from school for want of books, but much time in school is often lost through delay in procuring suitable text-books, stationery, etc.

THE Minister of Agriculture has issued a list of nearly one hundred Farmers' Institutes to be held during the month of January at various agricultural centres throughout the Province. Besides the use of local talent, each meeting will be addressed by a Professor of the Agricultural College, a representative of the Fruit Growers' Association, and one or two of the best known farmers of the Province. Great good should follow this well-conceived movement for stimulating inquiry

and thoughtfulness, and spreading practical information amongst farmers. Every teacher should take an interest in this educational work. Now that agriculture is to be taught in the schools, it becomes of special interest to the teaching profession.

WE have received a copy of a circular which Mr. J. C. Robertson, B.A., Classical Master in Owen Sound Collegiate Institute, has sent to the classical master in each High School and Collegiate Institute in the Province. The circular points out defects in Harkness' Introductory Latin Book, the text-book now authorized in elementary Latin, as reasons why it should be superseded at an early date. It contains also some "Specimen Portions" of a book which Mr. Robertson proposes to prepare as a substitute. We hope to find space for fuller notice of the criticisms and proposed changes in a future number. Meanwhile, we commend Mr. Robertson for having, at so early a stage, taken his fellow-teachers into his confidence, in accordance with the sound principle that they should be consulted in so important a matter as an attempt to secure a change in the text-book.

WE hear so much in these days of the necessity for making school and college training bear more directly upon practical life, that it is well to have the other side of the shield sometimes presented. President Eliot, in a paper in the December *Forum*, says that the ultimate object of education is to develop high thinking. "Other advantages," he says, "are reaped on the way, but the essential gain is a purified, elevated and expanded mind." The assertion often made that High School graduates have learned too much, or have been trained out of their sphere, betrays, he claims, a fundamental misconception of the ultimate object of all education. "The object of education and of family life is not to promote industry and trade; rather, the supreme object of all industry and trade is to promote education and the normal domestic joys." This is true and good. But the one view does not necessarily exclude the other. The mind that is trained to high thinking and to true views of life is the mind that will best fit the man or the woman for the most efficient discharge of the duties of every position. What is required is that the mental training be genuine.

## Primary Department.

### A CHAT WITH THE CHILDREN.

RHODA LEE

CHRISTMAS holidays are over, and to all I think this has been a happy vacation. You have told me all about the Christmas presents. Just the things you wanted most, were they not? Jack-Frost has let you use your new skates and sleighs and I really believe no one has had time for the tiniest grumble. Harold learnt a great many things at his grandfather's in the country and Marjory has been a long way on the train and is going to tell us about what she saw, some day soon.

But since the holidays *began*, something strange has happened, children. One day, I heard a little boy's father say to him, "Peter, do you want to see something queer? and Peter said, "Why, yes, father." So when the little fellow came running over to see what his father had to show him, he said, "If you go into the sitting-room and look under the table you will see a cat with as many heads as the year eighteen-hundred-and-ninety has days to live." Poor little Peter felt somewhat frightened and was puzzled at what his father said. But at last he thought he would just take one little peep in at the door, and what do you think he saw? Just sleepy old Tom stretched out under the table, too lazy to do more than open one eye and then go off to sleep again. Had Tom more than one head? No; then how many more days were there in the year? Just one, of course. Then this must be another year. Yes, I thought everyone could tell me what year it is. Eighteen, ninety-one. And what is the name of this month? January. Cold, wintry January.

Now, we are going to have some little verses about winter. I will read them to you to-day. Each morning we will learn one verse and by Friday everyone will be able to say them perfectly.

The verses are about the snowflakes and whenever you see the snow making everything pure and white and beautiful, these lines will help to bring some good and beautiful thoughts into your minds about it.

#### THE SNOWFALL.

"The old year's gone forever,  
A new one's come instead;  
He brings a snowy cloak with him  
O'er all the ground to spread."

But the great white cloak with which everything was to be covered, was still in the clouds and had to come down little by little, one tiny star at a time. But all the snowflakes helped and they nestled up, close to each other, until they made a good, warm blanket, to keep the little seeds and roots warm until spring-time.

"Oh, see the merry snowflakes,  
They have now begun to fly,  
They are coming by the hundreds  
From the dark and cloudy sky."

Now they come still more thickly and the path begins to get quite white. But here is a little snowflake that surely must have wandered away from his brothers and sisters, for he has lost his way. The window did not fit very closely at the top and in through the crack he fluttered and fell straight down on a little girl's head. Poor

little snowflake! Outside he was bright and beautiful; but when he went where he ought not to have gone he, of course, got into trouble. I see you can all tell me what he looked like in the warm school-room.

"They are covering up the pathway  
With a soft and downy spread,  
One has flown into the school-room,  
See—it lights on Mary's head."

And the other wee snowflakes were perhaps curious to see where their brother went, or it may be they were anxious to get a peep at the boys and girls who were so *foolish* as to stay indoors on such a beautiful day, for they came flying against the window as though they were in very great haste. Ah, those children inside the windows had something more to do than play all day. But after the work was all well done how they would enjoy the run home and the sleigh-riding.

"Some are pushing on the others  
In their play of hide and seek,  
Some are lighting on the windows  
At the girls and boys to peep."

I wonder what the snowflakes would say to us could they speak. Are they whispering? Listen to what I think they say:

"Hark, the merry snowflakes whisper,  
'Children, when your work is done,  
Come and make us into snowballs,  
Come and try it, every one.'"

N.B.—One verse a day occupies very little time in the morning's work, and by Friday the whole may be repeated either in concert or individually. Class recitations such as this very simple one, form good Friday-afternoon exercises and are full of interest to the children.

### PLANS FOR SIGHT-READING.

RHODA LEE.

ONLY a few days ago I received a note inquiring if the Primary Department could furnish any new plans for arousing more interest in what is termed *Sight-Reading*.

Now, to most wide-awake children this work is always more or less full of interest. There is an undercurrent of mystery and excitement centering around the curtain, that is, when drawn to reveal the story; but whenever one finds the interest flagging it is of course, wise to look about for something new—something that will give pleasure and zest to the lifeless work, for monotony is warranted to crush child-growth. First, I would suggest a plan that I have used for some time and, which is a story containing some little order or suggestion for action. When I draw back the curtain the children read:—

"Fred, hold up your slate."

At any signal, such as erasing the sentence, touching the bell, etc., the scholar to whom the story speaks does as he is directed.

Or let the order be one to the class as a whole, such as:

"You may all clap your hands;" or  
"Every girl may raise her right hand."

There may be words which you are specially desirous of impressing. These will, of course, form the framework of the sentences.

Another plan is to have the story contain some simple picture that may be easily sketched, such as:

"I see a tent and a boat."

Now, before the story is read, allow five or six scholars to *make the picture* on the board. Or to employ everyone let the sketch be made on the slates. Pass quickly up and down the aisles and see that every child has some resemblance to the objects named, on his slate. Then the story may be read.

You may see some rather crude and disappointing pictures, but you will see intense interest and enthusiasm among your scholars.

### COMMENCEMENT.

ARNOLD ALCOTT

'SEE one of the good resolutions I have made.' And as I looked I saw in his hand a little red book, on the outside of which was the word "Diary" in yellow letters. Immediately, I said "Are you going to start a diary with the New Year?" The reply was that he would try, and that he hoped the effort would be carried out more faithfully than on a former occasion, when the first half-dozen pages of the book showed the following:—"Got up."

"Washed myself."

"Went to bed," the rest of the book being a blank. This little conversation suggested to me a line of thought, which led me to contrast and note the connection between the three R's, as I called them, viz.,—Resolves, Results, Rewards. Just think how many good resolutions fail to result in anything. We get tired and lack adaisical perhaps sooner than the diary-keeper. Has it not been so with you? Have you not neglected many of the good intentions, with which you began last year. And yet the fact that we tried at all did us some good. Now, real advancement is made by having some specific aim. I am more and more impressed with the idea that we should try to attain our highest standard of excellence in some particular direction, and this trying hard to be first-class in one branch, is sure to have its reflex influence on all other work.

An earnest, active little teacher with plenty of inspiration for a new year of work said: "I intend to make more use of gymnastics this year than ever before. I am going to dwell on the processes, and I intend to have specific exercises or gymnastics to strengthen weakness in any and everything if possible. Perhaps we could not do better than hear a few of these exercises.

#### FINDING THE PLACE.

There are always some slow pupils who need to be spurred on, and who need to be shown how to turn the leaves of a book quietly, carefully and quickly. These pupils should not receive a scolding such as would have been given in the "good old days," some fifty years ago. A special exercise in finding the place should be given. It may be as follows:—

Teacher gives the command, "Books—take;" naming the article first, and then pausing between the first or cautionary, and the second or executive word. Of course it would not be as well to say "Take—books," because how are the pupils to know what to take? The corner of the book placed on the desk, the book being held by both hands. Now the teacher says "Page seventy-nine."

The pupil who finds it first raises his right hand, and the other pupils raise as they find the place and so on. The teacher should always name the pupil who was first. In a moment or two a great many pages may be found.

Then a *memory* exercise was made of this. The teacher said, "What page did you find last, James?" and he answered, "Pagetwo hundred and twenty-six." "What page just before that, Mary?" Mary said, "One hundred and eight."

Then the teacher makes an arithmetical test, and tells her pupils to find the difference between the two numbers.

While we are at the subject of Arithmetic let me give you an excellent time-test for your pupils. But before giving it, let me remind you that in a former number of the journal we stated that there were two kinds of time-tests—the one, in which the time is limited, the other in which the work is limited. The former is by far the better way. This is the test and the idea of it was obtained from a pupil, and like many of the suggestions received from pupils it is good. Put down a number such as eight, add to it the constant figure three; thus, seven, fourteen seventeen and so on. Then at the end of one minute find out who has most done correctly.

For the "lightning adders" in a certain room the teacher had on her blackboard in colored crayons, a balloon which had ascended and in the sky just above it was drawn some very piercing chain-lightning. The idea of "going up" in the balloon seemed to be an inspiration to "get up" the long line of addition. In another number I shall tell you of another device for representing the "quick multipliers" in continued multiplication.

In conclusion, let some of our good resolutions for this year be:—

1st. To speak pleasantly but firmly, especially when giving commands; 2nd. To give plenty of gymnastics or practice exercises in everything.

We quote a few lines bearing on these two thoughts from Mr. Warman's new book, entitled "The Voice," which is published in Boston. He says:—

"The golden key to every excellence is practice; and this can be purchased only by labor—unremitting labor—and perseverance. It is absolutely necessary to be acquainted with the power, variety, and extent of the instrument through which we convey thoughts to others.

"God's greatest gift to man is speech, and it is too solemn a thing to treat lightly. It grows out from life, out of its agonies and ecstasies, its wants and its weariness." It is said, "By their fruits ye shall know them," and it may also truly be said, by the VOICE ye shall know them."

HE that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city.—*Proverbs.*

THEY never taste who always drink:  
They always talk who never think.

—*Matthew Prior.*

CONDUCT is the great profession; behaviour is perpetually revealing us; what a man does tells what he is.—*F. D. Huntington.*

## \* Special Papers. \*

### \* TEXT BOOKS.

BY MR. I. J. BIRCHARD, PH.D.

THE subject assigned me by the Executive Committee, if judged by the space its name occupies on the programme, is the smallest on the list. But, in carefully considering what may reasonably be included under the title Text Books, it has appeared that the magnitude of the subject is in the inverse ratio to the length of the name. Be that as it may, the subject is a large one, and it will be possible to discuss it this evening in only a few of its many aspects. Text Books are intimately associated with pedagogues, publishers and politicians, and may therefore be treated of educationally, commercially or politically.

Each phase of the subject has its own interest and importance, but for this afternoon it will perhaps be wise to limit our discussions to the educational aspect alone. And first I would remark that text books are a necessity. Like everything else they are frequently mis-used. Incompetent teachers, whilst using books, often spend the time and energy of their pupils in memorizing what to them are but words without meaning—mere empty sounds. Good teachers, on the contrary, without any book, frequently obtain excellent results, using only their own powers of oral teaching and such notes as they think it desirable to dictate. But the one succeeds, not because he has abandoned his book, but because his energy, enthusiasm and good sense have enabled him to supply something better; the other fails because he has not enough of those good qualities to enable him properly to utilize the material already provided for him; and without this aid his failure would only be the more certain and disastrous. I have made some observations of the effect of compelling teachers to teach a subject without any text book as a guide. In too many cases the printed page has been exchanged for the badly written, incorrectly spelled matter of a note book. The evils of text book memorizing have been usually intensified without any attendant gain. In all cases where regular, definite instruction is to be given we must have standard text books to ensure satisfactory results.

#### TEXT BOOKS A NECESSITY.

Assuming then that text books are a necessity, it goes without saying that we must have the best that can be found in the market, or the best which we can cause to be placed in the market if the best be not already there. We shall all be agreed upon that point; it is when we descend to particulars that discussion and difference of opinion will arise. I propose simply to lead in this discussion by stating some of the conditions which our text books should fulfil and the source from which such books can be obtained.

The language in which our text books are written should be pure, idiomatic English, adapted to the subject and to the capacities of the pupils for whom they are intended.

\* A paper read before the Ontario Teachers' Association at its thirtieth Annual Convention, at Niagara-on-the-Lake, Aug. 1890, and reprinted from minutes of the Association, with the Author's permission.

Two extremes must here be avoided. For the use of children in a Public School the language should not be too heavy. The sentences must not be too long, too much involved or too complicated in any way. The page should not be too closely filled or be too solid and hard. It should not need a translation to bring it within the comprehension of the reader. It should be bright and clear, full of life and vigor, attractive and interesting to childhood. In choosing a book for children we should keep in mind the Scotchman's maxim, "It is all very well to teach the young idea how to shoot, but dinna use too big a gun." On the other hand, the attention of children is not to be caught with chaff. In seeking simplicity the authors of text books for children sometimes descend to what is childish and puerile. Familiar terms and colloquial expressions are perfectly proper in personal conversation between teacher and pupil, but are sadly out of place in a text book. Spoken language differs both in its composition and its purpose from written language. A large part of the former is to attract the attention and enlist the sympathy of the hearer. It is the means by which the personality of the teacher is brought into contact with the pupil; it is a power which is inseparable from the living voice. You cannot put that in a book. The attempt to do so can give rise to nothing but folly. The sole aim of written language is to convey thought, and if it does not do that it does nothing; it is a complete failure. The language of text books is designed to convey instruction, and for this purpose it should be clear and precise, simple when possible, always dignified and sensible. Examples both of the "lead" and the "chaff" are to be found in our books. I need not point them out; you are all familiar with them and have doubtless found them equally useless for the instruction of children.

#### HARMONY AND UNITY ESSENTIAL.

My next point is, there should be a harmony and unity in our whole system of text books. A number of subjects, of which we may especially mention arithmetic, grammar, geography and history, are begun in the Public School and continued with a different text book in the High School. It is of the greatest importance that there should be the most complete harmony between the two books. The Public School book should afford a proper foundation on which to build, and the High School book should be properly fitted to its foundation. The two should not be independent units, but component parts of a single unit. What is learned in the Public School should be correct and permanent. It cannot be complete, it must receive additions, but should never be changed. I need hardly say to any High School teacher present that these conditions are not always fulfilled in our present books. Definitions and other matter memorized from the Public School book are found in a different form in the High School book. This is equally unsatisfactory to the pupil, the Public School teacher and the High School teacher. The pupil finds it doubly difficult to learn a new definition from the words of

the old constantly recurring to his mind. The Public School teacher is angry because his work is not accepted as correct, and the High School teacher is angry because he has the work to do over again. A little care in properly fitting together the two parts of the course would remove this difficulty and render the course more smooth and agreeable. With regard to definitions it may be said that it is frequently impossible to give one which will cover the whole ground and still be intelligible to a child. This is perfectly true. New definitions must be given in many cases after the subject has been partially developed. But the new should include the old and be a mere extension of it, whilst the first should be formed with a view to its ultimate expansion. Again, there may of necessity be some overlapping of the two books. But these are minor details; the point upon which I insist is that there should be harmony between the two, that the student should, if possible, make his educational trip without change of cars, but if not, there should be no unnecessary vexation and delay in the transfer.

#### ARRANGEMENT OF SUBJECT MATTER.

The next point to which I would call attention is the arrangement of the subject matter in each book. The text book, marking out as it does the student's intellectual journey, should be without skips or breaks—to use a mathematical term, it should be a continuous function. The order of presentation should be a natural one. The growth and expansion of the human mind follow fixed and definite laws, and it is of the utmost importance that the development of the subject matter in the book should follow the laws of development of mind. All true educative processes must run parallel to and be in accordance with the laws of nature. No amount of mere theory can ever discover these laws, or enable an author to adapt a work to their needs. Actual contact with and careful, intelligent study of the real living mind alone can determine just how that mind requires to be treated. Text books are for use in the school-room to assist both student and teacher, and if they are not practical, *i.e.*, if they do not assist the teacher in imparting and the student in acquiring knowledge in the best possible way, they fail in their purpose. It readily follows that none but practical teachers are competent to write a good text book. Others may produce works containing the requisite information, the facts may be classified, it may be written in unobjectionable English, it may have many good qualities, but it will not be adapted for use in the school-room, *i.e.*, it will not be a text book. Further, it is necessary that an author should have practical knowledge of the wants of a particular grade or class of pupils for whom he prepares his book. A great change has taken place in this particular during the last few years. Formerly the books for primary and secondary schools were written by university professors or educational officials who had some knowledge of school work but no experience in teaching the classes for which their books were intended. But by far the greatest number and the best quality of

the text books recently issued in Great Britain and America are the works of the men who are actually engaged in teaching the very classes for whom they write. A good text book cannot be made to order; it must grow. Now, the practical question is how to secure the most favorable surroundings for this growth and how to secure for the services of the schools as a whole the richest and ripest fruit of the toil of the most successful workers.

#### SELECTION OF BOOKS.

This brings us to the question of the selection of the books to be used in school. We cannot now discuss the whole subject of authorization, nor is it necessary. For the present it has been decided that we must have a list of authorized books for the use of Public Schools and for the lower classes in High Schools. It is settled also that the Minister of Education must control and be responsible for that list. I heartily approve this general principle, but there are some troublesome questions of detail to follow. The Minister cannot personally examine all the books in the market and decide upon the proper ones to introduce. He must receive advice and assistance from some source. From whom? The High School inspectors can give valuable aid with regard to High School books, but they cannot be specialists in all departments. And in the Public Schools, from their number, the inspectors cannot all be consulted. Now, I think the proper source of advice to the Minister of Education regarding changes in the authorization of books is this association. For many years this association has been a power in the land. The most energetic and enthusiastic—yes, and the most capable—teachers of Ontario have been accustomed to meet annually for the promotion of the educational interests of the country. Though not possessed of any direct authority, its recommendations have received the most careful consideration from the head of the department, and have largely influenced subsequent regulations and even legislation. The name of our present Minister on our programme and the presence of the Deputy Minister with us this afternoon are at once a proof of the present cordial relations existing between this association and the department and the result of cordial relations in times past. Now, why should we not do in the important matter of text books what we have been doing in other things?

#### PROPOSED COMMITTEE ON TEXT BOOKS.

For this purpose I would recommend that a permanent Committee on Text Books be appointed, said committee to consist of twelve members, four from each section, one from each section to be elected and one to retire annually. This committee might be charged with the duty of examining into the suitability of the books in use and reporting any desirable changes, with specific reasons for such changes, to the full association. The report as approved or amended might then be presented to the Minister. In addition to giving their own opinions on the merits or defects of any particular books, such a committee could render another valuable service. They might be charged with receiving the

opinions and criticisms of individual teachers, reports of county associations, etc., from which an accurate estimate of the wants of the country might be made and reported accordingly. A carefully-prepared annual report of this character, prepared by experienced teachers engaged in practical work, could scarcely fail to be a substantial service to the Minister himself and to materially aid the cause of education.

#### A FINAL SUGGESTION.

One more suggestion with a view to the production of suitable books. Let no book be authorized before it has been for a reasonable period—say one year—in the market. Let the choice be made on the merit of the book, after fair time for examination without regard to who is either author or publisher. If any man thinks he can produce a better book than those in the market let him try, with the full assurance that when a new book is wanted his book, if the best, will be chosen. Should any book in use be considered unsuitable, and no satisfactory book be ready to take its place, let the fact be stated by the proper authority. Let it be known that a book of a certain character is wanted. Let any author or publisher who so desires endeavour to supply that want, but on his own responsibility. This is but applying ordinary business principles to the solution of business problems. Several of the books now on the authorized list were published without any promise, direct or indirect, that they would be authorized, which is a sufficient proof that the method proposed is a practical one. When the right book has made its appearance, after a fair examination, let it be authorized, and the use of the former discontinued. The books now in use are incomparably superior to those of twenty, or even ten, years ago, and it is largely through the application of the principles here enumerated that the improvement has been effected. A further and more vigorous application of the same principles will result in a still further improvement.

## \* Mathematics. \*

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

#### ARITHMETIC.

##### PRIMARY EXAMINATION, 1890.

(THE questions will be found on p. 135 in the issue of Sept. 15, 1890.)

- II. (b)  $\frac{1}{3}$  of  $(3\frac{1}{3} + 1\frac{1}{2}) \text{ } \text{£}$  +  $\frac{1\frac{1}{3} - \frac{1}{3} \text{ of } 1\frac{1}{3}}{10 \text{ of } 3\cdot3 + 1\frac{1}{2}}$  of .95 of 5s. +  $\frac{8\cdot4}{0\cdot12}$  d.
- $$= \frac{1}{3} \text{ of } \frac{13\frac{1}{6}}{6} \text{ } \text{£} + \frac{3\frac{1}{2}}{3\frac{1}{2}} \text{ of } .95 \text{ of } 5\text{s.} + \frac{8400}{12} \text{ d.}$$
- $$= 1\frac{1}{3} \text{ } \text{£} + 4\frac{1}{2}\text{s.} + 700 \text{ d.}$$
- $$= 6\text{ } \text{£} + 16\text{s.} + 5\text{d.}$$
- III. 133 lbs.  $\cdot 4$  ozs. = 768,000 Grains, Troy.  
 $\frac{768000 \times 16}{7000} = 1,755\frac{3}{4}$  ozs. Avoirdupois.  
 $6144 \div 1755\frac{3}{4} = 3\frac{1}{2}$  sovereigns.
- IV.  $\frac{1}{3} + \frac{1}{4} + \frac{1}{5} = \frac{47}{60}$  of one man's work lost.  
 $\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$  of one man's work gained.  
 $\frac{47}{60} - \frac{7}{12} = \frac{11}{60}$  of one man's work, net loss.  
 $\frac{11}{60} \times 84 = 15\frac{1}{5}$  days lost.  
 $17 - 15\frac{1}{5} = 1\frac{4}{5}$  less for the 17 men.  
 $\frac{1\frac{4}{5}}{30} \div 17 = \frac{1}{30}$  less for 1 man.

V.  $\frac{9 \times 4 \times 9}{1728 \times 2} = \frac{3}{2}$  C. ft. in a brick.  
 $6\frac{1}{2}\% = \frac{1}{16}$ .

If the brick =  $\frac{1}{16}$  of the size of a brick, and the mortar =  $\frac{1}{16}$ , then both  $\frac{1}{16}$  of the size of a brick.

$\frac{45 \times 17 \times 4 \times 32 \times 16}{3 \times 17} = 30,720$  bricks.

VI. 12 acres = 58,080 yds.

Let  $x$  = the number of yds. in radius of inner circle.

Then  $\frac{22x^2}{7}$  = area of inner circle.

And  $x + 22$  = the number of yds. in radius of outer circle.

And  $\frac{22(x+22)^2}{7}$  = area of outer circle.

Now  $\frac{22(x+22)^2}{7} = \frac{22x^2}{7} + 58080$

$22x^2 + 968x + 10648 = 22x^2 + 40560$

$968x = 395912$

$x = 409$

$\therefore$  the radius = 409 yds.

And  $409 \times 2 = 818$  yds. in diameter.

VII.  $330 + 330 + 220 + 220 = 1,100$  sq. ft.

$1 - \frac{2}{5} = \frac{3}{5}$  of walls papered.

$\frac{3}{5}$  of 1100 = 1,056 sq. ft papered

$\frac{1056 \times 144}{18 \times 36} = 234\frac{2}{3}$  yards.

VIII. If the pressure changes from 20 lbs. to 30 lbs., then the ratio of the change is 2:3 and the depth of pressed air in cylinder changes from 3 to 2.

If the piston is forced in 1 out of 3,

Then it is forced in  $\frac{1}{3}$  the length of cylinder.

If  $\frac{1}{3}$  the cylinder = 2 inches

Then  $\frac{2}{3}$  the cylinder =  $\frac{2 \times 3}{1} = 6$  inches, length of cylinder.

IX.  $\frac{2000 \times 5}{100} = \$1,000$ , 1st income.

$\frac{2000 \times 170}{100} = \$34,000$ , proceeds of the sale.

$\frac{34000 \times 100}{108} = \$31,481\frac{2}{3}$ , amt. of stock purchased.

$\frac{850000 \times 7}{27 \times 2 \times 100} = \$1,101,85\frac{5}{7}$ , 2nd income.

$\$1,101,85\frac{5}{7} - \$1000 = \$1,101,85\frac{5}{7}$  increase.

X. Amt. of \$100 for 4 months @ 4% = \$101 $\frac{2}{3}$

$\frac{570 \times 3 \times 100}{304} = \$5,62\frac{1}{2}$ , cash price.

$100\% + 6\frac{2}{3}\% = 106\frac{2}{3}\%$

$106\frac{2}{3}\%$  of  $\$5,62\frac{1}{2}$  = \$6.00 P.W. of S.P

$\$6.12 - \$6.00 = 12c$ . price of credit

$\frac{12 \times 12 \times 100}{24 \times 4 \times 600} = 6$  months.

XI.  $\$415 \times 10000 = \$4,150$ , amt. he would receive directly.

$\frac{10000 \times 4}{45} = \text{£}888\frac{8}{9}$  produced by 10000 guilders.

$\$4\frac{4}{5} \times 888\frac{8}{9} = \$3,950\frac{5}{9}$  " " " "

$100\% + 9\frac{1}{4}\% = 109\frac{1}{4}\%$

$109\frac{1}{4}\%$  of  $\$3,950\frac{5}{9} = \$4,316\frac{4}{9}$

$100\% - 1\frac{1}{4}\% = 98\frac{3}{4}\%$

$98\frac{3}{4}\%$  of  $\$4,316\frac{4}{9} = \$4,262,09\frac{7}{9}$ , amt. indirectly through London.

$\$4,262,09\frac{7}{9} - \$4,150 = \$112,09\frac{7}{9}$  difference.

XII. (b)

Dr.		John Smith.				Cr.	
1888.		Days.	\$s.	1888.		\$s.	
June 10	To Mdse	30	950	July 10	By cash	450	
July 15	" "	45	300	Aug. 15	" "	350	
Aug. 20	" "	60	250	Sept. 5	" "	200	
Sept. 1	" "	30	150	.....	.....	.....	

30 days after June 10th is July 10th  
 45 " " July 15th " Aug. 29th  
 60 " " Aug. 20th " Oct. 19th  
 30 " " Sept. 1st " Oct. 1st

Aug. 29th - July 10th = 50 days.  $\$950 \times 0 = 0$   
 Oct. 19th - July 10th = 101 "  $300 \times 50 = 15000$   
 Oct. 1st - " " = 83 "  $250 \times 101 = 25250$   
 $150 \times 83 = 12450$   
 1650 52700

July 10th + 32 days = Aug. 11th. 32 days.  
 Amt. of debit is equal to a debit of \$1650 due Aug. 11th.

Aug. 15th - July 10th = 36 days.  $\$450 \times 0 = 0$   
 Sept. 5th - " " = 57 "  $350 \times 36 = 12600$   
 $200 \times 57 = 11400$   
 1000 24000

July 10th + 24 days = Aug. 3rd, 24 days.  
 Amt. of credit is equal to a credit of \$1000 due Aug. 3rd.

Aug. 11th - Aug. 3rd = 8 days.  
 $\$1650 - \$1000 = \$650$ , Balance due.  
 $\frac{1000 \times 8}{650} = 12$  days.

Aug. 11th + 12 days = Aug. 23rd, Equated Time.  
 Charing Cross. HERMAN JENNER.

THE following contribution is from the pen of L. J. CORNWELL, B.A., Mathematical Master of Ingersoll Collegiate Institute:

To find the H.C.F. of two or more fractions.  
 Let  $\frac{a}{b}, \frac{c}{d}, \frac{e}{f}$ , etc., be the fractions.

Let  $\frac{x}{y}$  be the H.C.F. required.

Then  $x$  must be as large as possible, and  $y$  as small as possible, in order that  $\frac{x}{y}$  may be as large as possible.

By the definition of the H.C.F. of nos.  
 $\frac{a}{b} \div \frac{x}{y}; \frac{c}{d} \div \frac{x}{y}; \frac{e}{f} \div \frac{x}{y}$ , etc., must be integers.

i.e.,  $\frac{a}{b} \times \frac{y}{x}; \frac{c}{d} \times \frac{y}{x}; \frac{e}{f} \times \frac{y}{x}$ , etc., must be integers.

In order that this may be the case,  $x$  must divide  $a, c, e, \dots$  etc.

But since  $x$  must be as large as possible,  $\therefore x$  must be the H.C.F. of  $a, c, e, \dots$ , the numerators,  $y$  must contain  $b, d, f, \dots$  etc.

But since  $y$  must be as small as possible,  $\therefore y$  must be the L.C.M. of  $b, d, f$ , the denominators.

Thus the H.C.F. of fractions is a fraction whose numerator is the H.C.F. of the numerators of the fractions, and whose denominator is the L.C.M. of the denominators of the fractions.

To find the L.C.M. of fractions:  
 Let  $\frac{a}{b}, \frac{c}{d}, \frac{e}{f}, \dots$  be the fractions.

Let  $\frac{x}{y}$  be their L.C.M.

Then  $x$  must be as small as possible and  $y$  as large as possible, in order that  $\frac{x}{y}$  may be as small as possible.

By the definition of the L.C.M. of nos.  
 $\frac{x}{y} \div \frac{a}{b}; \frac{x}{y} \div \frac{c}{d}; \frac{x}{y} \div \frac{e}{f}$ ; etc., must be integers.

i.e.,  $\frac{x}{y} \times \frac{b}{a}; \frac{x}{y} \times \frac{d}{c}; \frac{x}{y} \times \frac{f}{e}$ ; etc., must be integers.

In order that this may be the case,  $x$  must contain  $a, c, e, \dots$

But since  $x$  must be as small as possible,  $\therefore x$  must be the L.C.M. of  $a, c, e, \dots$  the numerators.

$y$  must divide  $b, d, f, \dots$   
 But since  $y$  must be as large as possible,  $\therefore y$  must be the H.C.F. of  $b, d, f, \dots$ , the denominators.

Thus the L.C.M. of fractions is a fraction whose numerator is the L.C.M. of the numerators of the fractions and whose denominator is the H.C.F. of the denominators of the fractions.

NOTE.—Compare this with Prof. T. P. Hall's paper, April 1st, 1889, in which he discusses the problem of A, B and C travelling in a circular path at different rates.—EDITOR.

MEMORANDUM.—For those who wish to cut out and preserve the solutions, etc., of this column, the following will be useful: Take best white glue a sufficient quantity, add strong vinegar till the whole dissolves under moderate heat. This will remain liquid for an indefinite length of time, does not blacken with age, and costs almost nothing. An ordinary mucilage bottle can be filled for three cents, and it is much stronger and quicker than mucilage. An old account book makes a good scrap-book by removing the alternate leaves.

CORRESPONDENCE.

H. W. SIMPSON, Port Sydney, sent in solutions of problems 58, 59, 60.

H.E.S., Petrolia, gets  $\frac{2}{3}$  as the answer to *Alpha*, and thinks that No. IV. of Oct. 15th should have

read  $a^n$  instead of  $a^{mn}$ , in which case we have at once  $a^n = a^{mn}$ , whence we see that  $m^n = mn$ , or  $m^{n-1} = n$ , or  $m$  = the  $(n-1)$ th root of  $n$ .

The following problems are from J.C., who wishes to see them solved:

67. Two men start from the same point at the same time to walk in the same direction around a block of land  $1\frac{1}{4}$  miles on each side. A goes at the rate of 4 miles per hour, and B at the rate of 3 miles per hour. How far will A walk before he overtakes B?

68. A train going 25 miles an hour starts at 1 o'clock p.m. on a trip of 280 miles; another going 37 miles an hour starts for the same place at 12 minutes past 4 o'clock p.m. When and where will the former be overtaken?

W.H.F., Ayr, would like a solution suitable for entrance pupils of Q. 27, p. 146, Pub. Sch. Arith.: "How much tea @ 54 cts. must be mixed with 18 lbs. @ 45 cts. so that the whole may be sold @ 60 cts. with a gain of 20% on the cost."

SOLUTION.—60 cents =  $\frac{2}{3}$  cost per lb.;  $\therefore$  50c. = cost per lb.

$50 - 45 = 5$  cents gain on each of the 18 lbs.; gain on 18 lbs. = 90 cts.

$54 - 50 = 4$  cents loss on each of the No. of lbs. required.

Now gain must equal loss when we sell at 50 cts., or cost price.

$\therefore$  No. lbs. required  $\times 4 = 90$ ; or No. lbs. =  $22\frac{1}{2}$  lbs.

HERMAN JENNER, a pupil of Charing Cross school (we think), sends solutions of the principal examples of the Arithmetic paper set for III. Class last July.

For Friday Afternoon.

ADVICE TO BOYS.

WHATEVER you are, be brave;  
 The liar's a coward and slave,  
 Though clever at ruses  
 And sharp at excuses,  
 He's a sneaking and pitiful knave.  
 Whatever you are, be frank  
 'Tis better than money and rank,  
 Still cleave to the right,  
 Be lovers of light,  
 Be open, above-board and frank.  
 Whatever you are, be kind;  
 Be gentle in manners and mind,  
 The man gentle in mien,  
 Words and temper, I ween,  
 Is the gentleman truly refined.

BE TRUE.

THOU must be true thyself,  
 If thou the truth would'st teach,  
 Thy soul must overflow, if thou  
 Another's soul would'st reach.  
 It needs the overflow of heart,  
 To give the lips full speech.  
 Think truly, and thy thoughts,  
 Shall the world's famine feed;  
 Speak truly, and each word of thine,  
 Shall be a fruitful seed.  
 Live truly, and thy life shall be  
 A great and noble creed.  
 —Horatius Bonar.

## \* English \*

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto.

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible the editor will afford space.

### VERSIFICATION AND PRONUNCIATION OF CHAUCER.

BY D. R. KEYS, M.A., UNIVERSITY COLLEGE, TORONTO.

THE proper definition of poetry is one of those vexed questions which, after having taxed the ingenuity alike of Hindoo and Attic philosophers, has come to be part of the stock in the trade of the Saturday reviewer. If we bear in mind the historic fact that poetry preceded prose as literature, that the earliest poetry in all probability preceded the art of writing itself, we shall be ready to admit that poetry appeals to the ear rather than to the eye, that the essential effect of poetry is only felt when the poetry is spoken aloud.

This must be conceded at all events of such poetry as the Psalms of David or the songs of the Homeric rhapsodists. It was the "long reverberation of its appeal," to borrow an English poet's telling phrase, that caused Schliemann while still a grocer's clerk to pay out all his earnings to a drunken Dutch student in order to hear him recite Homer. It is only another phase of the feeling that inspires the Highland regiments to fury when they hear the bagpipes sounding.

This quality of "sound effect," as it might be called, while characteristic in the highest of the old poetry is present in all poetry of the highest kind. Shakespeare has it in hundreds of lines. Take for instance the opening of Sonnet cxvi :

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove.

Or take the best known quotations in his own works :

To be or not to be that is the question.

Milton knew how to use it. Could Laura Bridgman ever have appreciated the lines from that seasonable poem, On the Morning of Christ's Nativity?

"The oracles are dumb,  
No voice or hideous hum  
Runs through the arch'd roof in words deceiving :  
Apollo from his shrine  
Can no more divine,  
With hollow shriek the steep of Delphos leaving."

Note how the slight change of Delphos to Delphi would spoil the effect! This is the quality that, mingled with martial ardor, gives Scott his popularity with boys, for children love this rhythmic music as their nursery rhymes show.

Burns, though more cultured than the majority of his critics give him credit for, is, in his Scotch songs, at any rate, the least artificial of poets and here we find "sound effect" in ample measure.

Wordsworth we all know was fond of reciting his poems aloud, and made a powerful impression once upon Emerson by so doing. We are not disappointed, therefore, when we search his works for examples. None finer can be found than that magnificent sonnet :

It is not to be thought of that the flood  
Of British freedom, which, to the open sea,  
Of the world's praise, from dark antiquity  
Hath flowed "with pomp of waters, unwithstood  
Roused though it be full often to a mood  
Which spurns the check of salutary bands,  
That this most famous stream in bogs and sands  
Should perish ; and to evil and to good  
Be lost forever. In our halls is hung  
Armory of the invincible knights of old.  
We must be free or die, who speak the tongue,  
That Shakespeare spake ; the faith and morals  
hold  
Which Milton held. In everything we are sprung  
Of earth's first blood, have titles manifold.

In our own day Wordsworth's greatest follower, the laureate, has resorted time and again to the use of various "sound effects." Indeed Professor Sylvester has coined a phrase "phonetic syzygy" to describe one of Tennyson's devices, illustrating it by the lines from that "small sweet idyl" in the Princess :

"The moan of doves in immemorial elms,  
And murmuring of innumerable bees."

It is an approach to alliteration, consisting in the recurrence of letters of the same class. Even in his classical imitations we feel the "sound effect."

O mighty-mouthed inventor of harmonies,  
O skilled to sing of Time and Eternity ;  
God-gifted organ-voice of England,  
Milton, a name to resound for ages.

Tennyson's music is best felt, however, in the songs that have so often illustrated the ability of our best composers, and of which Kegan Paul has published such a choice collection. Few poets are so careless of the musical effect of their lines as Browning, and yet even he could, when he chose, produce most powerful "sound effects." I know nothing in English poetry that surpasses in this regard the opening lines of Pippa Passes. The most popular of his poems, "How We Brought the Good News to Ghent," owes much of its popularity to the gallant cavalry swing of its dactylic measure and its fine echo of sound to sense.

I have been thus liberal of instances to illustrate the importance of my thesis, which is *that poetry to be fully appreciated must be read aloud*. This is eminently true of Chaucer's poetry. Chaucer, like all great poets, as we have seen, depended on "sound effects." In his case the old method of reciting was still in use.

Homer, it is likely, knew no other way of reaching his public. There is a striking analogy between the rhapsodists of early Greece and the poets of the early middle ages—the jongleurs, who were descendants both of the Scandinavian scalds and of the Anglo-Saxon scop and gleeman. When we come to Chaucer's epoch, the analogy is no longer so true, but in this at least it still holds that the poet recited his verses to his audience, and composed therefore with an eye, or rather an ear, to the "sound effect."

If, then, we are properly to appreciate Chaucer's poetry we must try to catch again the accents of his long forgotten tongue. But how can this be done? On the 12th of this month the voice of the dead poet Browning was heard repeating his best known poem, and the phonograph has enabled us to perpetuate the sounds of our language. But there was no phonograph to bring back the language of Chaucer. Hardly less wonderful, however, than Edison's invention is the result arrived at by an English scholar who devoted his long life and rare talents to the patient and intensely laborious investigation of Early English Pronunciation. When the English Universities have reached the ideal state described by our Honorary President, their colleges will be the abode of men like Alexander J. Ellis, but he has left no scholar behind him who could have completed the Herculean labor he had undertaken. Let us rejoice that he put the finishing stroke to his work, and let us be glad, too, that before he rested from his labors he received the tribute of an honorary LL.D. from Cambridge. The value of his contributions to the scientific study of the English language can only be estimated by specialists, and is to them inestimable. Such was his rare combination of musical, mathematical and linguistic talents that "we shall not look upon his like again."

The five parts of his great treatise already published contain in their 2,300 odd pages an immense mass of material on the subject of English, Anglo-Saxon and Gothic pronunciation, but are specially intended to determine the pronunciation of Shakespeare and Chaucer. With the latter only we have now to deal, and in fairness it must be mentioned that Ellis himself acknowledges his deep debt of gratitude to an American scholar, Professor Child, of Harvard, whose monograph on Chaucer and Gower he reprints.

In order to determine how Chaucer spoke, Ellis worked back through a large number of writers on English pronunciation, some of them foreigners and others Englishmen writing for foreigners, so that in many cases the comparative method could be used. Indeed it was the happy chance of finding

in Salesbury's Welsh Dictionary (1547) a list of about 150 English words written in Welsh letters that brought Ellis the first ray of light. It turned out that Welsh then as now had a phonetic alphabet and that only one letter has changed in value. It would take too long to follow the footsteps of this explorer trying to catch in these dark caverns the echoes of "ages long ago." But as a poet's pronunciation must be largely deduced from metrical considerations we may turn to this side of our subject before giving Ellis's final results as to Chaucer's sounds.

Chaucer in his earlier poems used three different measures, the eight line stanza and seven line stanza, both of ten or eleven syllabled lines, and the octosyllabic couplet.

His earliest poem, the A. B. C., which Skeat dates about the year 1366, when the writer was twenty years of age, is in the eight-line stanza, and in this stanza also the translation of a part of Boethius is composed.

The seven line stanza continued to be a favorite of Chaucer's, and is used in many of the Canterbury Tales. It was also used by most of Chaucer's imitators, notably by James I., of Scotland. This led to its being called *Rime royal*. Both these stanzas are probably of French origin. The octosyllabic couplet is found in the Book of the Duchesse and the Hous of Fame. It is uncertain whether Chaucer derived this metre from Romance or Teutonic sources, but his handling of it is quite English in its freedom.

The best of all his measures—the ripe product of his poetic maturity—is the couplet used in the Prologue and several of the Canterbury Tales. The origin of this is another vexed question, for the critics are divided into three camps, some deriving it from the early English, some from the old French Schipper, and some again from the Italian poetry. The last school take Chaucer's line to be the same as the Italian *endecasillabo*, or eleven syllabled verse, and when we consider the extent of Chaucer's indebtedness to Italian poets for the subject matter of his tales, we may well admit that his form is also borrowed. When we remember, too, his visit to Italy, where he may even have talked with Petrarch, the worthy clerk of Padowe, this theory gains new support.

Milton went so far as to write sonnets in Italian, why may not Chaucer have transferred the harmonious verse of Dante and Petrarch and Boccaccio, to add new music to his mother tongue? The great difficulty in the way of our accepting this theory is the pronunciation of the final *e* in Chaucer's lines. A reference to Skeat's and Morris's rules will show that if we follow them the majority of the verses in the Prologue are eleven syllabled. The figures are for Morris's text.

I have examined also the various editions by Skeat of the Minor Poems, the Prioresses Tales and the Man of Lawes Tale, with the following results :

In the Prologue (Ellis's text) out of 858 vv., 488 or over fifty-three per cent. are endecasyllabic. In the Knightes Tale, 1,318 lines out of 2,250, and in the Nonne Preestes Tale 333 out of 624 conform to the Italian standard. In the selection known as the Prioresses Tale the proportion is still higher, being 2,046 out of 3,233 vv. In the Man of Lawes Tale it is highest of all, being 677 out of 992, or over sixty-six per cent.

The Cæsura is almost as regular as in Pope, and usually comes at the close of the second or in the middle of the third foot. In rhyming Chaucer sometimes follows an Italian and French fashion which has been given up by modern poets (except Swinburne) though it is found in Milton. This fashion is illustrated in the first paragraph of the Prologue, where *seeke* (to seek) and *seeke* (sick) rime together. The riming words may be the same provided their meaning is different. Another peculiarity of the rime is found in vv. 661-62, where *savith* is coupled with *significavit*. This is a Middle English peculiarity, of which examples may be found in the Psalter published by the Surtees Society.

The results of Ellis's researches into Chaucer's pronunciation are to be had in a compact form in Skeat's edition of The Man of Lawes Tale and in Sweet's Second Middle English Primer, Sweet, who is certainly the greatest living authority on English phonetics endeavors to give the sentence stress, but it is very doubtful whether this is possible, a book which every Chaucer student should have.

## NEW BOOKS IN ENGLISH, ETC.

Chaucer. *The Prologue to the Canterbury Tales*. Edited by the Rev. W. W. Skeat, Litt. D. Pp. 83. Price 1s. Oxford: The Clarendon Press.

The appearance of this new edition of the Prologue is, because of the study of Chaucer in all advanced English classes in Ontario, particularly opportune. Compared with Mr. Morris's edition from the same press, the present edition presents some marked changes. The Introduction is reduced to fifteen pages, in which only the more striking features of the life, grammar, versification of the poet are noticed. The feature for which the student of Chaucer will be especially grateful is the attention paid by the editor to pronunciation, for he not only gives a concise treatment of middle English orthoëpy, but supplies the text with diacritical marks indicative of the M. E. pronunciation. The Ellesmere MSS. in an amended form is the text of the edition, but the readings of six other MSS. are supplied. The notes are more copious than in any previous edition, so copious that a glossary has been found unnecessary. While the new edition should not be allowed to supersede the old, we believe that as a school book for the average pupil it will be found superior. To which end we cordially welcome it. F. H. S.

*Questions and Exercises on English Composition*. Professor Nicol, LL.D., and W. S. McCormick, M.A. Pp. 124. Price 1s. London: MacMillan & Co.

This little volume is one of the *Literature Primers* series already so well and favorably known to English teachers. It serves as a companion volume to Professor Nicol's *Primer on Composition*, published some years ago. Numerous questions on rhetoric; copious and well chosen exercises on the elements and qualities of style; themes for compositions, neither so copious nor so well chosen, compose a volume that for Primary and Leaving Examinations both teacher and pupil will find exceedingly helpful. F. H. S.

*Annotated English Classics*. *Webster's First Bunker Hill Address*. Pp. 23. *Macaulay's Second Essay on Chatham*. Pp. 91. Annotations by D. H. M. Coleridge's *Ancient Mariner*. H. N. Hudson. Pp. 21. Boston: Ginn & Co.

These little volumes are cheap, well printed editions of English classics for school use. The annotations by Mr. Montgomery in the first two volumes are brief yet excellent; those by Mr. Hudson in the third mentioned consist of the editor's name on the title page, and a reference on p. 1 to a note by Mr. Dyce. The series, however, is an excellent one, of great use to all teachers who believe in studying literature in literature itself rather than in the books thereon. F. H. S.

*Recreation Queries in United States History*. By C. L. Gruber, M.E. Pp. 136. Price 75 cents. Boston: New England Pub. Co.

A knowledge of the art of questioning, we are aware, is of supreme importance in the teacher's work. Questioning is his one great means of awakening the dormant intelligence of childhood; of guiding and testing its progress. But there are questions and questions; and we are not sure to which class we should assign the 600 queries, the 50 historical conundrums, and the 100 historical expressions that Mr. Gruber has collected in the volume before us. Judging from many of the queries, we should be inclined to regard the compiler as somewhat lacking in the historical spirit, otherwise he would scarcely have asked: In what battle was a table-cloth raised for a white flag? (1); What general's horse was called "Whitey"? (18); Who shipped himself in a barrel on account of his debts? (30); Where was a bonfire kindled on discovering an attempt to run the batteries? (240). Difficult as the pupil might find the search for these pearls of historical truth here referred to, he would seek in vain, we fear, to answer: Why was Drake in America when he carried home Raleigh's first colony? (126); When was the Civil War planted? (210); Where did the cry of "Welcome" startle people? (58). However, lest there should be any doubt as to the facts involved, the author supplies concise answers. The book is well printed and bound with exceptional taste. F. H. S.

## \* Hints and Helps. \*

## HOW TO USE A NEWSPAPER IN SCHOOL.

THE geographical names may be cut out and pasted on home-made maps.

The articles referring to places and customs may be used for the geography class.

Clippings can be made from it for the geography scrap book.

Items of "general information" can be gleaned from it for an occasional ten-minute's talk.

It contains allusions to many historical persons, which can be used for a general history lesson.

Its biographies of noted persons can be used in the history class.

Its best anecdotes and incidents can be adapted for reproduction stories.

Its scientific records can be used in classes studying science.

Its shipping notes can be used in a geography lesson on ports.

A certain paragraph placed on the board, may be used for a spelling lesson.

Pupils may be asked to gather from it items of current news.—*Institute*.

## HOW TO GOVERN A SCHOOL.

BY G. P. B.

A RULE is an order of what shall or shall not be done in a certain case. It requires that the pupil compare his conduct with the rule and modify it or not as the rule demands.

The better practice is to have no rule, but to get the pupils' assent to the proposition that every one ought to do right. Then the question of what is right is a matter to be decided when it arises. It is pretty safe to affirm that nothing had better be enforced in the school which does not commend itself to the pupils' sense of right when fully presented.

Some things are prohibited in school, not because they are wrong in themselves, but because they would work harm to the school. It is not difficult to make the child see that the standard of what is right in the school is fixed by what would be permissible for all to do in the given case. What can not be permitted to every one in a like case can not be permitted to any one. "So act that the rule of your action might be adopted by every other one as his rule of conduct." This is the principle that ought always to be kept before the mind of the pupil. Try it with whispering, for example. Every pupil sees that what is permitted in his case must be permitted in every case. There will be but few cases in which he will be able to say that his act of whispering could be followed by all without injury to the school.

Now it is a much better education for the child that he be encouraged to determine whether his act is right or wrong when compared with this principle of conduct that is of general application to society everywhere, than to require him to follow a definite rule. It may not be so easy, and may take more time, and there may be more acts of disorder resulting from wrong judgment or wrong disposition, but it is better education.

Then there is another motive against whispering. Not only the pupils' duty to the whole school demands that it shall be avoided when it is not right, but he may be led to see that his own education is enhanced by resisting all temptation to whisper. It is a test of his power over his impulses. If this matter is properly presented to children, and the teacher carries the right atmosphere with him always, a great interest can be awakened in the pupil in the development of his power of self-control. If he sees every indulgence to be a confession of weakness, he will be constantly bracing up to resist the temptation.

But all this demands that there be a serious, earnest effort on the part of the teacher to make the government of the school a means to the moral education of the child. The teacher who does not see that "school government" is a much more important agency in the education of the child than are the branches of study, needs to revise his conception of the purpose of the school.

But suppose the child knows what is right, but will not do it. What then? Always bear in mind that if the child's conviction of what is right is in accord

with your own the battle is more than half won in his case. But the motive of right often needs to be reinforced by allurements of different kinds. The right must be made attractive. This is what is called persuasion. The legitimate rewards of right doing can be made to strengthen the motive of right. Hence the teacher can make right doing attractive by certain privileges that result from it or can be properly attached to it. These are perfectly legitimate influences for the teacher to use. But he must be careful to avoid rewards that are external or foreign to the obedience sought.

When these influences fail, the teacher may make the motive of right relatively attractive and so reinforce it. That is, he may make the opposite road immediately painful. And he may increase the pain of this wrong road until the pupil will choose the right in preference. This is the defense of pain as an element of school government.—*The Public School Journal*.

## A LEAF FROM MY SCHOOL DIARY.

BESSIE.

"IT is a hard and nice subject for a man to write of himself; it grates his own heart to say anything of disparagement and the reader's ears to hear anything of praise from him."—ABRAHAM COWLEY.

Last night, with care, I prepared the English History lesson, knowing full well how the forenoon takes its color from the first half-hour's work. And History is one of our favorite subjects, but I cannot tamely suffer interruption while I have my class.

With the short mornings there was developed in the Browns and the Kerrs a tendency to come late; but the empty seats this morning should have been warning sufficient of the crisis approaching.

My pupils promised to be quite bright, and when the door opened, ere I saw the face, I said, "No, you mayn't come in." Now I had never thought of shutting a pupil out before, and somehow I felt strangely unhappy, while the brightness faded from the faces before me. Five minutes of gloominess sufficed, and I left my class to receive my "lates." But who should they be but my lady-like Helen Grant and her little brother, three Anderson sisters, whose home was almost three miles away—Bessie Anderson is my model girl—and Charlie Barber, whom I cannot recollect having been once late before. Helen explained in her sweet voice, "Mamma had a headache this morning and she needed me to help her." I did not deem it necessary to question the others.

Back to my History class, increased by two, I went, and we begin again.

My great, tall boys have been coming in this week. They are so strong I fear for a few days to see them lay their hands on anything. They are usually behind the class to which they belonged, and they find sitting still and keeping quiet intolerable. Yesterday I was congratulating myself upon my success with them, but alas! there was another this morning, and he reads to himself with a hum. For an instant he looked up. I shook my head. For about one minute he was quiet, then, with redoubled zeal, renewed the drone. With an effort, under its influence, I peacefully concluded "The Wars of the Roses," but my class deserve most of the credit for my so doing. Presently a happy thought occurred to the new comer, and he immediately communicated it in a distinct whisper to John Lowe, right under my eyes. Poor John, all his good resolutions had taken flight—only last night I interviewed him and he promised to do his best. I was provoked at the new boy, vexed with John for falling so easily, irritated by the counsel of conscience, when, at the instant, that naughty little Frank, who is the most restless child I ever saw, laid my lame Philip's long cane from seat to seat, and sweetly smiled as he thought of the grand stop there should be shortly. Some of my exasperation found vent in a sarcastic remark to Helen Grant, who is at times slightly indolent, regarding her careless position. It was a shame, for my girls endeavor always to do right; and she is so wounded by anything unkind.

The other classes did not seem to know their lessons, the tone of voice was too low, and few pupils possessed the alertness I like so well.

Joseph stammered worse than usual; Frank contributed more than his customary share to the disorder, and annoyance cropped up at every step.

Time outmarched me; recess had to be shortened; the children were disagreeable, and I—I had brought about the "muddle."

## 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, 1891.

## SPECIALISTS IN COUNCIL.

THE meetings of the Modern Languages, the Science, and the newly-formed Classical Associations, which have just been held in this city, were fraught with a good deal of educational interest. Owing to the fact that the meetings took place just at the time the JOURNAL was or should have been going through the press, we cannot in this number dwell upon any of the interesting topics discussed. In our next, we hope to furnish our readers with reports of the proceedings, and may then, perhaps, take occasion to refer particularly to some of them.

We are glad that these associations of High School and College Masters are to be held at the same time and place with the Ontario Association. Arrangements will, no doubt, be made for general meetings of all the different branches. It is to be hoped, too, that it may be found practicable to secure the attendance of Professors and other representatives of the various Universities of the Province at these annual meetings. We have on former occasions called

attention to this matter and pointed out that such periodical conferences could hardly fail to be profitable to all concerned, to the Professors no less than to the High and Public School Masters. We are glad to see that the Minister of Education has expressed the same view. We have no doubt that the formation of a section or association for the special benefit of College and University Professors might greatly promote the interests of higher education. All experience shows that these are just as liable to fall into ruts and to perpetuate defective methods, as their confreres a little lower in the pedagogical scale. As those, too, who may be supposed to have more time and better facilities for study at their disposal, they should be in a position to render excellent service to their fellow workers.

STATE AID TO MEDICAL  
EDUCATION IN ONTARIO.

IN our last issue we referred to the well-grounded objections which not only the Faculty of Trinity Medical College (not the University of Trinity College as we inaccurately called it) but many disinterested educators continue to urge against the re-establishment of the Medical Faculty in Toronto University. We are firm believers in that sound principle of political economy "that the State is not justified in employing public funds to aid in producing an article which long experience has shown can be abundantly, and of excellent quality, supplied by private enterprise," a principle which cannot be successfully controverted.

In Ontario there are *six* teaching Medical Faculties,—three in Toronto and two in Kingston including the Women's Medical College in each of these cities, and one in London. All of these are chartered institutions. It is not, we think, denied that they all do their work of Medical teaching well, and with the single exception of the recently restored Medical Faculty of the University of Toronto, they are all conducted entirely by private enterprise, and provide without costing the country a single dollar, all the buildings and equipment required in every department of Medical education, besides paying entirely from the fees of the students, the salaries of the professors and lecturers belonging to the respective Faculties.

Now in the face of all this, is it just to these five self-sustaining Medical Colleges—not one of which is sectarian in any degree—that alone in Ontario the Medical Faculty of Toronto University, which up to 1887 was known as the Toronto School of Medicine, should, with the sanction of the Government, be subsidized by the Provin-

cial University. Is it fair to the University itself that University funds, much needed by the Arts department, should be largely used in this way, a way so manifestly unjust to all the sister Medical Colleges which are wholly self-sustaining?

The friends of the self-sustaining Medical Colleges maintain that the change made in the law in 1887 when the medical faculty was restored to Toronto University was not asked for by the country at large. There certainly was no dearth of well-educated young doctors to meet every possible want of the Province. Indeed then, as now, large numbers of our young medical men looked to the United States and to other countries in search of a wider field in which to practise. Besides this, the other chartered colleges in the Province were not consulted in regard to this change, which affected their vested rights; and for this reason, if for no other, no such step should have been taken without the concurrence of all concerned. It is further affirmed that many members of the Legislature, on both sides of the House, have said plainly that if they had for a moment understood the injustice which would arise from the proposed change, the Bill would never have been allowed to pass.

The best friends of the University of Toronto hope that at no distant day she may again be what every State University should be in medicine, if, indeed, it should have any relation to a lucrative profession, an examining and degree-conferring body only, having every one of our medical colleges affiliated with her, each of these having one and by law (like the law of the Medical Council) only one representative on her senate. Then the University's position would be really "Provincial," instead of being as now, *one* of several competing medical colleges.

Under such circumstances any public laboratories which the Government may erect would be conducted, as they should be, by teachers just as much interested in one medical college as in another, and be truly provincial in their scope and work.

## "BE" AND "CAN."

THE notes on the above and other words which appeared in our last number were reprinted from an exchange. We are not, of course, bound to defend their accuracy in every particular. Yet we cannot, we confess, quite agree with the criticisms in Inspector Knight's letter. The quotation from Dr. Watts,—even were we to accept his hymns as authoritative on such a question—does not seem to us to be in point. "I have been there" is no doubt correct,

but *there* is an adverb of place, whereas the objection to "I have been to New York," is, as we understand it, to the use of the verb *to be* with a preposition implying motion.

We are equally unable to see the appositeness of the quotation from Cowper, in regard to the use of *can*. In "Can a woman's," etc., *can* clearly refers to moral ability or possibility, and has nothing to do, so far as we can see, with permission. We can find no authority for connecting the notion of permission with *can* in any case. *Can*, as an auxiliary, is thus defined in the Imperial Dictionary: "To be able, physically, mentally, morally, or the like; to possess the qualities, qualifications or resources as physical strength, size, physical or mental capacity, intellectual power, knowledge, experience, skill, dexterity, patience, fortitude, inclination, legal, moral or social right, wealth, or the like, necessary for the attainment of any end, or the accomplishment of any purpose, the specific end or purpose being indicated by the verb with which *can* is joined."

In all this there is no idea of permission. Permission implies dependence on the will of another. It may be perfectly proper for a man to say to his partner, "When can I have my holidays?" but it is clear that the question has reference simply to the condition of business. No permission is asked or given. The urchin who, in the days when ample crinolines were in fashion, replied to a lady who said to him, "Can I pass through that gate?": "I don't know, ma'am; a load of hay just passed through it," had a clear perception of the proper use of the word.

If the definition above quoted is correct, the pupil who asks "Can I go out?" and the teacher who says "You can go out," alike put aside, strictly speaking, all idea of authority or permission in the case.

#### TEMPERANCE TRAINING.

THAT is an admirable work in which the members of the Young Women's Central Temperance Union of this city are engaged, as described by Miss Wills, the Secretary, in her interesting letter in another column. No one can reasonably doubt that some at least of the waifs in the Elizabeth Street school will be the better all their lives for the course of instruction they have had. Some of them may be saved from lives of crime and degradation, by means of the knowledge gained and the impressions made in regard to the effects of alcohol upon the human system. We sincerely wish every boy and girl of school age in Ontario, could have the benefit of a similar course of training. It may be truthfully said that the habits of Canadians of the

next generation with regard to the use of intoxicating drinks are being in a large degree determined in the homes and the schools of the country to-day. Happily a goodly number of the children in the schools are being properly instructed through the use of the Temperance Text-book in the schools. These are being led to see what folly it is, even from the purely physiological point of view, for one to put an enemy into his own mouth to steal away his brains. If this study were universal who could estimate its effect for good upon Canadian character and prosperity twenty or thirty years hence? If, even, all pupils could be brought for half-an-hour a week under the teaching of those who would show them simply and truthfully the effects of alcoholic drinks upon body and brain and soul, what a revolution would be wrought. There is a great deal of truth wrapped up in the quaint summary of the little epigrammatist who wrote, "Chewing sets you to drinking, and drinking sets you to prison, and prison sets you to the gallows." The Public School Temperance Text-book was, we understand, adopted and found satisfactory in connection with the classes in question.

#### \* Literary Notes. \*

THE Holiday number of *Our Little Ones and the Nursery* is a particularly bright and attractive number. Charming pictures, clear type, excellent paper and spicy little stories, verses and bits of instructive description, will not fail to make it a thing of joy to the "little ones."

"CHRISTMAS at Peltyville," the full-page humorous illustration in *Harper's Young People* for Dec. 23rd, is one of the best of this series of amusing cartoons. This bright weekly is interesting throughout and is one of the best of the excellent periodicals for the young of which the age is happily so prolific.

THE *Montreal Witness* Canada Prize Competitions for true Canadian stories have proved very great successes during the past two years, and a third is now announced. Prizes are also offered for the best original drawings illustrating the stories, these drawings to be the work of the writer or of another scholar.

AMONGST its long list of interesting articles the January number of *Chautauquan* contains the first of a series on "England After the Norman Conquest," by Sarah Orne Jewett, the charming novelist, who is not only this but more—a thorough student of history and an honored authority on the Norman Period.

THE January number of *Our Little Men and Women* is particularly bright and attractive. This is a monthly Magazine for the youngest readers, and is admirably adapted both to amuse and to instruct. We know no better New Year's gift for the

young than a Magazine of this kind. It is published by D. Lothrop Co., Boston, Mass.

RUDYARD KIPLING contributes the complete novel, "The Light that Failed," to the January number of *Lippincott's Magazine*. Kipling is perhaps attracting more attention at present than any other living novelist. His force and originality are certainly remarkable. Among other contributions is a Christmas story, entitled "Christmas Gifts," dealing with old plantation life, is contributed by Ruth McEnery Stuart. "The State of Washington," an article by Major Moses P. Handy, will surprise the many who know little of this wonderful section of the country.

THE January number of the *North American Review* contains articles on "The Future of the Indian Question," by General Nelson A. Miles; on "Ireland in the Light of History," by W. E. H. Lecky; on "The Restriction of Immigration," by the Hon. Henry Cabot Lodge; on "Dowries for Women in France," by Mme. Juliette Adam; on "Donnelly's latest researches as to the authorship of Shakespeare's plays," by Dr. W. J. Rolfe; and on "The Possibilities of a Commercial Union with Canada," by Erastus Wiman, and nine others on social, financial and political questions.

WITH the number bearing date January 3rd, *Littell's Living Age* begins its one hundred and eighty-eighth volume. This standard weekly magazine is invaluable to readers who wish to keep abreast with the best current work in literature and science. The first number of the New Year has the following table of contents:—Lavoisier, *Contemporary Review*; Marcia, by W. E. Norris, *Murray's Magazine*; Provincial France, *Quarterly Review*; George Eliot and her Neighborhood, *Gentleman's Magazine*; My Second Marriage, *Temple Bar*; Chateau Malbrouk, *National Review*; The Omnibus, *Speaker*; together with choice poetry and miscellany. For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year the subscription price (\$8) is low; while for \$10.50 the publishers offer to send any one of the American \$4.00 monthlies or weeklies with *The Living Age* for a year, both post paid. Littell & Co., Boston, are the publishers.

THE frontispiece of the January *Century* is a portrait of the sculptor Augustus Saint-Gaudens, engraved by Whitney from a painting by Kenyon Cox. Mr. Conn, the artist and art critic, writes a sketch of Kenyon Cox's artistic career, and there are two other pictures in this number by Mr. Cox. The first instalment of the selections from Talleyrand's long-expected Memoirs is the most striking feature of the number. A sketch of Talleyrand by Minister Whitelaw Reid prefaces this instalment. In the *Topics of the Time and Open Letters* the following subjects are discussed: "How to Develop American Sentiment among Immigrants," "Ballot Reform as an Educator," "The Decline of Supranationalism," "The Library of American Literature," "New York as a Historic Town," "Protection for the Red Cross," "A World-Literature," and "Who was the First Woman Graduate?" There are three complete stories.

## Examination Papers.

### UNIVERSITY OF TORONTO — ANNUAL EXAMINATIONS, 1890. JUNIOR MATRICULATION. ARTS. ENGLISH GRAMMAR. HONORS.

Examiner—HERBERT HARTLEY DEWART, B.A.

NOTE.—Candidates for Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Honors, or for the Senior Leaving Examination) must take the first eight questions and two of the remainder.

\*1. Discuss the correctness of Richard Grant White's contention that "English is a grammarless tongue."

\*2. What are the requisites of a perfect alphabet? In what respects is the English alphabet defective or redundant?

\*3. Write brief notes on the construction of "himself," "methinks," "only," "like," "more fully," and "such."

\*4. (a) "The present tendency of the language is to reject the distinction of the subjunctive mood." Criticize this statement.

(b) Illustrate clearly the present use of the subjunctive mood, showing also in what respects this differs from the former use in Old English.

\*5. English is spoken of as a "composite language." Mention the various elements that enter into its composition, referring each to its appropriate historical place, and showing the extent to which the English language is indebted to each.

\*6. Write full explanatory notes on the following: Ablaut, Symphytism, Substantive Verb.

\*7. Explain the diphthong forms, au, ou, oi, ee, ea; showing clearly the origin of each.

\*8. "The two great hemispheres of language which we designate as the Presentive and the Symbolic may with equal propriety and greater brevity be simply called Nouns and Pronouns." Explain fully what is meant.

9. What is meant by Philology? Distinguish carefully between Philology and Grammar.

\*10. Criticize or justify Earle's contention that it is a confusion of thought to rank the interjection amongst the parts of speech.

11. What does Earle give as the origin of the form of the infinitive with "to"?

\*12. How do you account for the difference in form between the first three adverbial numerals and their successors?

### HISTORY AND GEOGRAPHY.

Examiner—T. ARNOLD HAULTAIN, M.A.

NOTE.—Candidates for Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Honors or for the Senior Leaving Examination) must take the first four questions and any two of the remainder.

\*1. Divide, in general terms, Great Britain into its chief industrial areas, and state fully the nature and general extent of the industry carried on in each of such areas.

\*2. Indicate clearly the principle trade routes existing between Great Britain and her colonies, naming the ports of export and import, and showing the character of the trade in each route.

\*3. Characterize the statesmanship of Thomas Cromwell, and point out with some detail its results upon the prerogative of the monarch.

\*4. Write a paper on the social life of the English people in the time of Elizabeth, dealing more especially with such political, commercial or other tendencies as in your opinion more particularly affected that social life.

\*5. Give a short account of the more important difficulties, both foreign and domestic, with which the Commonwealth during the first stages of its existence had to contend.

\*6. "The Restoration brought Charles to Whitehall: and in an instant," says Green, "the whole face of England was changed." Explain and amplify this statement.

7. Sketch, in brief outline, the history of the conquest of Ireland up to the time of the end of the reign of Elizabeth.

### NORTH HASTINGS UNIFORM PROMOTION AND REVIEW EXAMINATIONS, NOVEMBER, 1890.

#### THIRD CLASS. ARITHMETIC.

FULL work required. No value to be given for answers without work. From 0 to 5 marks may be given for neatness and style of work if the steps and denominations are correctly written.

1. Define Rectangle, Perimeter, Concrete Number, Least Common Multiple, Average, Credit side of an Account.

2. What is the total cost and average price per pound of the following:  $32\frac{1}{2}$  pounds at 48 cents per lb.,  $18\frac{3}{4}$  pounds at 24 cents per lb.,  $25\frac{5}{8}$  pounds at 30 cents per lb.,  $14\frac{3}{4}$  pounds at 15 cents per lb.

3. A quarter-acre lot, whose width is four rods, is to be fenced with twelve-foot inch lumber. The fence is to be five boards high, and have a cap. The boards are to be 12, 9, 8, 6, 6 and 6 inches respectively in width. How much lumber will be required and what will be its cost at \$9 per 1,000 feet?

4. A grocer gained \$7.90 by selling 54 pounds of tea at the rate of 27 pounds for \$18.09. Find the cost of 25 pounds.

5. Find the cost at 22 cents per square yard of painting the walls and ceiling of a room 27 feet by 18 feet by 10 feet, there being two doors 7 feet by 4 feet, and four windows 6 feet by 4 feet. [The method given in the P. S. Arithmetic to be used.]

6. A man exchanges 48 sheep for 192 lambs when 12 sheep are worth \$96. Find the difference between the value of 9 sheep and 9 lambs.

7. What part of  $\frac{5}{8}$  is  $\frac{3}{8}$ ? Illustrate by means of a square and show correct answer without any arithmetical calculation.

8. Wm. Butler bought from W. E. Gladney & Co., Marmora, the following goods: 24 pounds sugar at 7 cents, 17 pounds of tea at 42 cents, 345 pounds pork at \$6.75 per cwt., 17 yards cloth at \$1.25 per yard. Make out and receipt the bill.

9. Find the cost of shingles for a barn, at 75 cents a bunch, the shingles being 4 inches in width, the first course to be double and to be laid 6 inches to the weather. The barn is 60 feet long and the rafters 24 feet long.

10. What must be added to the difference between  $14\frac{3}{4}$  and  $11\frac{1}{8}$  to make the result  $22\frac{9}{16}$ ?

#### GEOGRAPHY.

Answers to be awarded full marks must be in complete sentences correctly constructed. Deduct one mark for every mistake in spelling. From 0 to 5 additional marks may be given for neatness and penmanship.

1. Sketch a map of the U. S. A., showing its boundaries, the Mississippi and its three chief tributaries, the Columbia, the Colorado, New York, Philadelphia, Chicago, Buffalo, San Francisco, New Orleans, Puget's Sound and Lake Michigan.

2. From what countries do we get oranges, cotton (unmanufactured), sugar (raw), knives?

3. Name the interior counties in Western Ontario and the chief centre of trade in Middlesex and Waterloo.

4. Imagine yourself coasting along the shores of America from the mouth of the Amazon to New York:

(a) State, in order, the bodies of water through which you would pass.

(b) Name, in order, the countries that you would pass.

(c) Name five rivers whose mouths you would pass.

5. With what article of freight would a train of cars be loaded at Brandon for Toronto? What articles would be sent back? What kind of commerce would this be?

6. What and where are the following: Pictou, Duluth, Valparaiso, Vera Cruz?

7. State the position, the surface and the chief occupations of the inhabitants of each of the following countries: Southern California, Mexico, Alberta.

#### GRAMMAR.

Insist upon neat, legible writing. One mark off for every error in spelling. From 0 to 5 additional marks may be given for neatness and penmanship.

1. Define conjunction, preposition, complex sentence, function of a word, phrase or clause.

2. (a) Write an interrogative sentence containing the form of the word turkey that means more than one.

(b) Write an assertive sentence containing the form of the word lady that means more than one and that also means ownership.

3. Explain the difference in meaning of the following sentences: The boy's rooms were well furnished. The boys' rooms were well furnished.

4. All these angels, who were waiting, turned their beaming eyes upon the people who were carried up into the star; and some came out from the long rows in which they stood and fell upon the people's necks.

Write in columns the words in this extract whose function it is (a) to name, (b) to assert, (c) to take the place of nouns, (d) to link statements or words, (e) to change the meaning of nouns, (f) to modify the meaning of verbs.

(g) Analyze (stating kind, subject, enlargements of subject, predicate, object, adverbial modifiers of predicate) the sentence: "All these..... star."

(h) What are the clauses in the whole extract?

(i) What is the function of each clause?

(j) What are the phrases in the extract?

(k) What is the grammatical value and relation of each phrase?

5. Write the sentences given below, using some one of the pronouns I, me, he or him, in each vacant place: It was not — who called. I think it is —. John and — will go. Are you better than —? Who said it was —? — and — can carry the books.

#### HISTORY.

To be awarded full marks answers must be in complete and correct sentences. One mark to be deducted for every error in spelling. A maximum of 5 additional marks may be given for penmanship and neatness.

1. Write concise notes on the following: The causes of the Rebellion of 1837 in Ontario, the provisions of the Act of Union (1841), the Ashburton Treaty (the causes that led to it, the statesmen who negotiated it, and its main features.)

2. (a) Explain clearly what is meant by the terms Responsible Government and Representative Government.

3. What causes led to Confederation? By what Act was the Confederation of the Provinces legalized? By what body was it passed? In what year? Its chief provisions?

4. What was the object of the National Policy? What is meant by the Tariff? What is meant by Reciprocity?

#### LITERATURE.

TO THE TEACHER.—The questions are to be answered with books open, but care must be taken that the books contain no aids other than were in them when bought. Insist upon neat, legible writing and sentence-answers. Deduct one mark for every error in spelling. A maximum of 5 marks may be given for neatness and good penmanship.

1. Lesson LXXVIII., page 216.

(a) Write the first three words and last two of the sentence that describes fully what is illustrated in the picture. Name the page on which the sentence is found.

(b) Write a sentence describing fully the place in which Midas kept his wealth. (Read first the third paragraph on page 217.)

(c) He valued his royal crown because it was made of gold. What is the chief reason why Queen Victoria values her crown so highly?

(d) In a sentence, or sentences, use the word observe with two different meanings.

2. Lesson XCII., page 265.

Write the first four sentences on the page, replacing the following words and expressions by other words and expressions having the same meaning: Nevertheless, the perplexity of his situation, grievously, endure, gazing, might, little wits,

what was the matter with him, sorrowful impulse, affectionately.

3. In your own words, tell the story told in The Gray Swan.

4. Lesson LXXXV., page 241.

In the great minster transept.

(e) What is meant by *transept*?

(f) What building is referred to?

(g) For what is it famous?

Page 242—(h) "The Incarnate Son of God." Why called *incarnate*?

(i) What memorable incident in our Saviour's life is alluded to in the stanza beginning "And stand with glory wrapped around"?

(j) What hills are meant?

5. Lesson LXXII., page 198.

(k) In your own words, explain fully the formation of dew.

Page 194—(l) Why is the temperature of the body called its *sensible* heat?

(m) What name is given to heat that is not *sensible*?

6. Page 191—Explain clearly these expressions: Old chronicles reversed, sacred history, profane history, relics of the past, *yield the palm* to their African rival, natural history.

7. Page 190—Norman usurper fought the sturdy Saxon.

(n) Who was the usurper? (o) Why so called? (p) Who was the sturdy Saxon?

8. Lesson LVII.—What is the chief subject or topic of the first paragraph? the third? the fourth?

## School-Room Methods.

### RAPID MAP-SKETCHING.

BY A. B. GUILDFORD.

THE time taken by the teacher in the elaboration of a complex diagram about which the pupil at some future time is to trace a continental outline is, in the main, a waste of precious hours. A teacher of my acquaintance spent the geography period of three weeks in the endeavor to bring her pupils up to the point where they could make in concert, and with rapidity, the diagram on which they were to construct the outline map of Asia. What a waste of time from a geographical stand-point!

The value of map-drawing to the pupil is not found in giving him the ability artistically to finish a map in exact conformity to a given copy. Were he to do this it would be perfect only as it agreed with the model given. None of the best of our maps are exactly true to nature. There is no little freedom of play to the map-maker's pencil in detail of finish on all coast-lines and interiors. Our aim must be to get a general conformity to the truth, and it is not necessary to spend time in nicety of finish in detail.

The use of the map is to give to the pupil a ready medium for the expression of his gained geographical knowledge, and to assist him as he advances into new fields. Beyond these the map-construction is valueless as an auxiliary to the study of geography, and the pupil may be trained to construct a working outline (coast-line and interior) of any one of the continents in from three to five minutes. This will take time on the part of the teacher, and he must have his class well in hand.

Let us take up one of these sketches and follow out a plan of drawing the outline of one of the grand divisions. Let us take Africa. Why? Because it is the simplest outline to draw. If my grade map in the class-room were Europe, I would take that instead.

Class ready with clean slates and geographies open at the map of Africa.

*Teacher.*—Find the line representing the equator. The one for the twentieth meridian, east. Compare the direction of these lines.

(All show hands. No answer demanded by the teacher.)

*Teacher.*—Draw these two lines on your slates. (No rulers allowed for this work. Sketch quickly and as correctly as possible.)

*Teacher.*—Find the northern point.

*Class.*—Cape Bon.

*Teacher.*—Its latitude, Mary, please?

*Mary.*—Thirty-seven degrees, north latitude.

*Teacher.*—It will be well for us to remember the coming latitudes and longitudes. Find the most eastern point, John.

*John.*—Cape Guardafui.

*Teacher.*—It longitude is ———, William?

*William.*—Fifty-two degrees east, I should think.

*Teacher.*—Who will tell me about the southern point?

*Thomas.*—The most southern point of Africa is Cape Agulhas; it is in about thirty-five degrees south latitude.

*Teacher.*—Tell me about the most western point, John.

*John.*—Cape Verd is the most western point of Africa; it is in seventeen degrees of west longitude.

*Teacher.*—You may close your geographies. Who is ready to make statements regarding all that we have learned, and in the order of our observation? Mary, you may try this.

*Mary.*—The equator and the twentieth meridian, east, cross Africa, near the centre north and south, and east and west. The northern point is Cape Bon, thirty-seven degrees north latitude; the most eastern point, Cape Guardafui, fifty-two degrees east longitude; the most southern point, Cape Agulhas, thirty-five degrees south latitude; and the most western point, Cape Verd, about seventeen degrees west longitude.

*Teacher.*—Who will make a statement of an inference? Think.

*George.*—Africa is a very warm country, because of its position with relation to the equator.

*Teacher.*—And who will make another statement?

*Etta.*—Africa is a very large continent, extending through seventy-two degrees of latitude and sixty-nine degrees of longitude.

*Teacher.*—Give an expression for its width in miles.

*Ida.*—Sixty-nine times sixty-nine and one-sixth miles.

*Teacher.*—This is nearly how many miles?

*Class.*—Nearly 4,800 miles.

*Teacher.*—And what of its length?

*Martha.*—It extends through about seventy-two degrees of latitude, which are equal to seventy-two times sixty-nine and one-sixth miles, or about 5,000 miles.

At the end of the first lesson the teacher finds that fifteen minutes have elapsed, and that she has made just a good start on the way mapped out. The class is instructed to go over in their minds the points spoken of in the lesson, and is excused.—*N.Y. School Journal.*

## ✻ Correspondence. ✻

### THE SEMINARY METHOD.

THE following came to hand too late for last number:

To the Editor of THE EDUCATIONAL JOURNAL:

DEAR SIR,—In your issue of Nov. 15th you have expressed a desire for further information about the "Seminary Method." This method has been used during the last seven years in connection with the classes in Honor Chemistry; and this year I have extended it to the senior pass class. Originally, the small library which has been formed for use in this work was intended as a consulting library for students working in the laboratory. It was at first very little used; and I soon found it necessary to begin some systematic work with the object of teaching the students how to read with discrimination. This has been carried out in three ways: (1) By referring students to books in which they might find answers to questions asked by them; (2) By requiring them to write essays upon subjects treated in books indicated; and (3) By discussing in class subjects upon which reading had been previously prescribed. The want of a sufficiently retired room has somewhat interfered with the working of this plan; but on the whole the results have been admirable—particularly in some cases in which classical papers in scientific journals have been chosen for reading and discussion. Crookes' "Genesis of the Elements," as it appeared in the *Chemical News*, may be cited as an example. We happened to be discussing the Periodic Law of the Elements when Crookes' paper came into my hands. I read it, put it in the library and referred

the class to it. When we came to discuss the paper a few days later, I found the class quite at home in the subject. They had as a class read and digested it.

So far, experience justifies me in having extended this method to the senior class; and with the better accommodation now being provided for the Chemistry department in our new Science building, it can be used even more generally.

The advantages of this plan are quite obvious. I have seen its effect in stimulating reading, in forming the habit of independent thought, and in cultivating the critical faculty. It multiplies many times the efficiency of a university library.

W. L. GOODWIN.

QUEEN'S UNIVERSITY, KINGSTON,

Nov. 26, 1890.

### CLASSIFICATION IN RURAL SCHOOLS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—From your answer to a question in your issue of November 15th, I would infer that you are of opinion that pupils in Part I. of the First Book can always be taught in two classes. It would be a great saving of time and labor if that could be done, but to ordinary teachers it seems hardly possible except under very favorable circumstances. Suppose, for instance, there are some pupils who have been well taught up to Lesson XX., others who have gone to Lesson IX., and a few more who have just come to school for the first time. The latter, being young, will learn little or nothing anywhere except at the first lesson, and the others cannot be taught together. This state of things is not temporary, but goes on forever, for in a large school there are always beginners, and always a number of children who as a rule are sent to school only when it is impossible to humor or employ them otherwise. These cannot be taught even numbers with a class capable of analyzing any number greater than seven.

The classification of First Book pupils has been my greatest difficulty during my teaching experience, and I have no doubt many other teachers would say the same. Some hints on this important subject in your valuable journal would be sure to benefit many a rural school, and especially that of

Yours very truly,

U. D. G.

### A PUBLIC SCHOOL UNIFORM.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—As the correspondent who, in your columns, first advocated the placing of the National ensign in the Public schools, you will possibly allow me space to make a couple of suggestions worthy of the consideration of the Minister of Education, and which I am confident will meet with the ready acceptance of most parents. Having spent over thirty years in the school-room, I give them as the result of experience and observation.

The first is that all children attending the Public schools wear an outer garment made of the same material, durable but inexpensive, neatly but uniformly made and trimmed, and also caps of a uniform make. This would not at all interfere with the change of clothing necessary at different seasons of the year, as parents could use their own judgment about every other article of clothing. A style suitable respectively for boys and girls could be easily decided upon. Thousands of times have I felt sorry for children who could not appear at school as tastefully dressed as their more wealthy classmates. But were all to wear the same outside clothing, it would entirely remove the social distinction that has of late years crept into the school-room. In cities, towns and villages, the truant from school would be readily recognized, and probably render unnecessary truant officers, as delinquents would not venture to remain on the streets. None, I am confident, would oppose this, except, perhaps, those mothers who are anxious that their children should outshine all others in the matter of good taste in dress, while would be a great relief to the pockets of those who have no more money than they can wisely use.

My second suggestion is, that a small book be prepared and authorized, containing the best national and patriotic English songs and poetry. Somebody wisely said that he cared not who wrote the history of his country, if he were only allowed to write its songs. No true Canadian will question

the propriety of printing and using in the Public schools such a book at the present time. Nearly all the songs I ever heard school children sing, had reference to some American incident, and nearly every book of recitations has been written and printed in the United States.

J. ROBB.

KINGSTON, ONT., Dec. 5, 1890.

### THE SCIENCE OF EXAMINATION.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—THE EDUCATIONAL JOURNAL—issue of December 15th—has been placed in my hands with a view to demonstrating your object to be progress, and belief in your position so strong as to make even adverse criticism welcome. I pass over statements in that issue which earnestly invite our writing, and will go at once to the main point in all educational matters—examinations. That the science of examining is in its infancy will be readily admitted. I know not, indeed, whether the first stone has as yet been laid—its first axiom enunciated. That present plans are utterly beside the mark, a moment's consideration will establish; and that a better can be readily supplied, is of equally facile demonstration. I will not quote great names, though I might easily do so, because everyone knows that men of high mental power, and men of but minimum calibre, are indiscriminately admitted at examination to high places on the lists, men of great mental power being often excluded from high place. Not only is this fact, but we could know, from *a priori* considerations, that it must be so. To demonstrate the facility for reform (for I am no advocate of revolution), it is only necessary to make one simple experiment. I can go into any common school and examine, say the third form, and then place the pupils in the order of merit, the proceedings being open to competent judges. I can then, on the morrow, or before these pupils have had time to acquire greater proficiency, re-examine, and very materially alter the order of merit, bringing some from near the top to near the bottom, and conversely. Then would arise the question, Which is the proper method of examining? And, before we were through with our investigations, we should put an end to that system of over-cramming, which, in the present day, is so destructive to the physical and mental well-being of the community.

J. S. C.

### SCIENTIFIC TEMPERANCE INSTRUCTION.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—The Scientific Temperance department of the Central Y.W.C.T.U. has for some time back endeavored to send members of the Union to give instruction in this subject to the children in the charitable institutions of the city.

This work has been regularly carried on also in the Elizabeth Street school. The children attending this school at present are of a different class from any found in the other Public schools. It was originally started as a Mission school for neglected children. The first class consisted of a gang of young thieves (eight boys under a captain), some of whom were very familiar with the inside of the jail, one in particular having been an inmate of it fourteen times. The school has done a great work, and has gradually opened its doors to others, until at the present time those attending it are children who are too poorly clothed to go to the Public schools; boys who have been suspended from the Public schools, or who have been in trouble or disgrace of any kind; children who have to work in the mornings or in the afternoons in order to assist their parents, and, therefore, can attend only part of the day; in short, all who from any cause whatever are prevented from getting an education in the ordinary Public schools of the city. Knowing that the boys and girls of to-day will be the men and women of the future, and believing firmly in the wisdom of the saying, "Train up a child in the way he should go, and when he is old he will not depart from it," it is our aim to teach these children the evil effects of alcohol on the various organs of the body so thoroughly that when they are old they will not depart from the right way of total abstinence. The course of instruction this term comprised the following subjects: "The Body," "Water the Natural Drink," "Alcohol," "The Action of Alcohol on the Blood," "Laws of Health," and "Digestion." Each of these topics has been divided into two or three half-hour lessons given

once a week and taught in very simple language. The children find Scientific Temperance, or "Temperance According to Knowledge," a very interesting subject, and are always ready for their lesson. At the close of this session a written examination was held, at which thirty-five boys and girls were present, nineteen in the Junior II. Book, ten in the Senior II. Book, and six in the Junior III. Book. The following questions were given, value 100:

What is meant by alcoholic drinks?

Name five alcoholic drinks.

What is alcohol?

Tell four things you have learned about alcohol.

How does the blood get to every part of your body to build it up?

Give the Children's Health Law.

How does alcohol injure the febrine and globules of the blood?

Tell what happens to the food in the mouth and how it reaches the stomach.

Describe the stomach, and tell what change is made on the food in it.

In what way does alcohol injure the gastric juice?

When alcohol gets into the stomach, how does the stomach act?

Give five reasons why you should not use tobacco.

The marks obtained by the Junior III. Book were 97, 85, 82, 77, 74, 22.

The five highest in the Senior II. Book were 70, 68, 64, 62, 47.

The five highest in the Junior II. Book were 47, 40, 35, 34, 30.

The prizes this year were taken by the girls, one obtaining 97 marks and another 85.

Some of the answers were droll, and not at all what we expected to get. In answer to the question, "What happens to the food in the mouth, and how does it reach the stomach?" one little boy gives this: "We chew our food and we swallow it down." A plain and unvarnished statement of an undeniable fact.

A little girl informs us that "The food has to slide to the stomach on the saliva." She evidently has the impression that the saliva is some curious kind of arrangement like a toboggan slide, reaching from the mouth to the stomach.

The following picture of the evil arising from the use of tobacco is drawn by a boy: "Chewing sets you to drinking and drinking sets you to prison and the prison sets you to the galace (gallows)."

A little girl has found a new and original name for alcohol. She says, "Alcohol burns and it is the devil's coal oil." A boy has added this information to his description of alcohol: "They put alcohol in all them Temptation (Temperance) drinks."

I hope I am not publishing trade secrets by giving the following *good* use for alcohol given by a boy: "A good use for alcohol is to steep peas in and put up on a shed and the pigeons eat them and grow tipsy and you can catch them easy."

Still the results of the examination are encouraging, and we hope to have a much better record next year.

L. WILLS.

Sec. Central Y.W.C.T.U.

### "BE" AND "CAN."

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—An article in the JOURNAL for Dec. 15th, entitled "A Few Misused Words," contains some good suggestions, but I take exception to two of them.

I. "Be." We are told that "I have been to New York" is in no case right.

Dr. Watts wrote,

"I have been there and still would go,  
'Tis like a little heaven below,"

and I never heard of an Englishman who found fault with him for doing so.

II. "Can." The critics who are continually recommending the use of "may" instead of "can" have probably never sung Cowper's beautiful hymn containing this stanza:

"Can a woman's tender care  
Cease towards the child she bare?  
Yes, she may forgetful be,  
Yet will I remember thee."

"Can" implies permission with cause. "May" implies permission without cause. It is more respectful to say, "May I and Jane go out this

evening?" than "Can we go?" because it recognizes authority. If the mistress says, "You may go, but Jane may not," she means, "I let you go because I choose, and I do not let Jane go because I do not choose." But if she says, "You can go, but Jane cannot," she means that the affairs of the house permit the one to go and not the other.\*

A boy says to his master, "When may I go?" A man says to his partner, or to his foreman, "When can I have my holidays?" It would be absurd to say "may." If a teacher regards himself as an autocrat, dispensing favors according to his supreme pleasure, by all means let him say, "You may," or "You may not." But if he looks upon himself as a moral agent, governing himself and his pupils for the general good, he will say "You can" or "You cannot."

J. H. KNIGHT,

P. S. Inspector.

LINDSAY, Dec. 19, 1890.

## Book Notices, etc.

*Hymns for School Worship.* Compiled by M. A. Woods, Head Mistress of the Clifton High School for Girls. London and New York: MacMillan & Co. 1890.

In looking over this neat and compact little book of more than 100 pages, we find many of the choice and familiar old hymns; also a goodly number which are new to us at least, and some of which are excellent.

*The Story of the Iliad, or The Siege of Troy, for Boys and Girls,* by Dr. Edward Brooks, A.M. With thirteen illustrations from Flaxman's designs. Philadelphia: The Penn Publishing Company, 1890.

The title of this work explains itself, and the name of the author is a guarantee that the work has been well done. The thought of giving to the boys and girls of America the story of what has generally been admitted to be the world's greatest poem, was a happy one. It is no doubt very true, as Dr. Brooks says, that the majority of intelligent people have never read it. In this category most of the graduates of our colleges and universities may be included. Few of them have done more than plod their way with much toil and difficulty through perhaps two or three books, whether from the first or taken here and there from the poem. Most of the energy of these is expended upon the mastering of the grammatical construction, and the dialectic and idiomatic peculiarities, and few, indeed, are they who by this process become so enamored of the book, or obtain such mastery over it as to complete it for the pleasure of the thing after leaving college. As Dr. Brooks says, students of this class "have no intelligent conception of its marvellous merits of invention and expression." Even these students would have derived a great advantage in their study of the original from previous familiarity with the general story of the book, while many with literary tastes who will never make acquaintance with the ancient Greek, may here gather in a few hours of pleasant reading, in simple, graceful English, a good conception of the story, such as will be of great benefit not only in itself, but as affording a clue to the otherwise puzzling allusions and references with which all literature abounds.

HAS the Secretary of a School Board the power of opening sealed communications except in presence of the Board?—M.A.

[We know no law or reason to the contrary, if the communications are addressed to him as Secretary.]

THE demand for good short stories seem even to be on the increase. Many of the leading journals of both the United States and Canada make it a custom to offer cash prizes for short tales, and the competitions are a benefit alike to participants, readers and publishers. We are pleased to announce that the Massey Press, Massey St., Toronto, are offering three good prizes of \$15, \$10 and \$5, respectively, to the three school teachers sending in the three best stories for *Massey's Illustrated* before May 1st next. The announcement appears in our advertising column, page 256. Equitable judgment is assured and we recommend as many as conveniently can to enter the competition. Even should you fail to win one of the three prizes offered you will be benefited by the experience.

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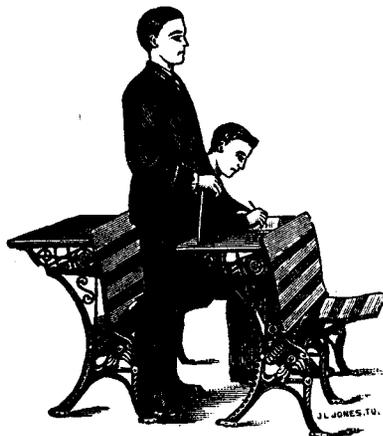
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Yours truly,  
C. J. McKECHNIE,  
Teacher.

Dec. 29, 1890, INGELWOOD, ONT.

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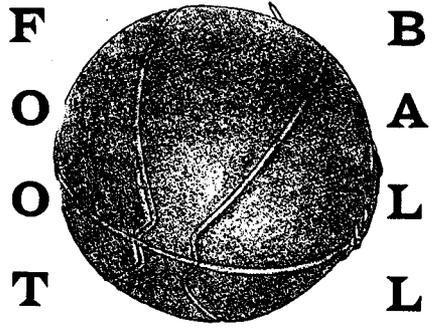
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### 5. Rural Public and Separate Schools open. [P.S. Act, sec. 204 (1); S. S. Act, sec. 79 (1).]

### 7. Polling Day for Trustees in Public and Separate Schools. [P.S. Act, sec. 98 (3); S. S. Act, sec. 31 (3).]

High, Public, and Separate Schools in cities, towns and villages open. [H. S. Act, sec. 50; P. S. Act, sec. 204 (2); S. S. Act, sec. 79 (2).]

Semi-Annual Reports of High School Trustees to Department, due.

### 13. Clerk of Municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1).]

### 14. Names and addresses of Public School Trustees and Teachers to be sent to Township Clerks and Inspectors. [P. S. Act, sec. 40 (6).]

Names and addresses of Trustees and Teachers in Separate Schools to be sent to the Department. [S. S. Act, sec. 28 (12).]

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### 15. Annual Reports of Separate Schools, due. [S. S. Act, sec. 28 (18); sec. 32 (9).]

### 19. Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 17 (1).]

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