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Table of Contents.

	PAGE.
EDITORIAL NOTES.....	165
EDUCATIONAL THOUGHT.....	166
LITERATURE AND SCIENCE—	
The Rising of the Nile.....	167
SPECIAL PAPERS—	
The English Language.....	167
Plans for the Future.....	167
ENGLISH—	
Introductory.....	168
EXAMINATION PAPERS—	
Answers to Midsummer, 1887, Examination Papers.....	168
QUESTION DRAWER.....	169
NOTES ON ENTRANCE LITERATURE—	
Discovery of America.....	170
SCHOOL-ROOM METHODS—	
One Plan of Teaching Geography.....	170
HINTS AND HELPS—	
Manner of Questioning.....	171
How to Keep Order.....	171
FOR FRIDAY AFTERNOON—	
The Boys we Need.....	171
October.....	171
EDITORIAL—	
Individuality in the Teacher.....	172
Do Teachers Read?.....	172
CONTRIBUTORS' DEPARTMENT—	
Mr. Haultain on Temptations to Teaching.....	173
EDUCATIONAL MEETINGS—	
Inauguration of the New Medical Faculty of the University.....	174
Haliburton Teachers' Association.....	174
CORRESPONDENCE—	
One of the Causes.....	175
Mr. Haultain and High School Training.....	175
BOOK REVIEWS, NOTICES, ETC.....	175
EDUCATIONAL NEWS AND NOTES.....	175

Editorial Notes.

WE call the attention of our readers to the clear and concise sketch of the history of the English language in the "Special Article" department of this number. It was written for the JOURNAL by a young lady teacher, and will, we doubt not, be found useful by many of the younger teachers and by students.

THE excellent paper on "One Plan of Teaching Geography," in the department of "School-Room Methods," is worthy of careful study. A class taught in accordance with the hints therein furnished, provided those hints are used with skill and judgment, or, as a celebrated painter once said of his colors, "mixed with brains," cannot fail both to become deeply interested, and to gain a mastery of the lesson.

THE *Globe* and some other journals are advocating the election of a fair proportion of women as school trustees. The suggestion is a good one. We have no doubt that an infusion of female intelligence, energy, and straightforwardness into the average School Board would, in many cases, improve its tone and efficiency to a marked degree. So far as we know, good, and only good, has resulted from the presence of women on English and American School Boards.

TWO or three friends have called our attention to a slip of the pen in "Mona's" Literature paper in the last number of the JOURNAL. We do not suppose "Mona" intended to controvert, *a la* Donnelly, the orthodox belief that Longfellow, not Wordsworth, wrote "The Wreck of the Hesperus." If he had found any hidden cipher, or other evidence of plagiarism, he would no doubt have told us. Failing that, we must plead guilty of culpable carelessness on the part of both editor and contributor.

APROPOS to Mr. Haultain's letter, which we are glad to see is evoking discussion, we note that the head-master of one high school informs the local board that, of the candidates who went up from his school, from one-third to one-half had been in attendance only since the previous December—a few months in all—and that those were strongly advised not to go up for examination. This is as we suspected, and is very significant. No doubt the same thing occurred in many other cases.

A GRADUATE of the largest university in Canada, by which, no doubt, is meant the University of Toronto, complains to the editor of a weekly journal of the great loss he sustained during his college course through the lack of teaching proper, as distinguished from lecturing. No fault is found with the ability of the lecturers, but when the Professor had read his lecture, he, of course, made his bow and retired. To the mind of the student in question, as to that of many another, the gain in listening to the lecture, instead of reading one equally good on the same subject, which could probably be found, is not clearly apparent.

WE have received a card of invitation to the Second Annual Commencement of Cobourg Collegiate Institute, together with a programme of the Graduation Exercises of the twenty-one pupils who have completed the course and are about to be honorably dismissed. This idea, which, if we mistake not, Principal McHenry was the first to adopt, of marking the close of the course at collegiate institutes and colleges by a diploma and appropriate public exercises, is a good one. By having a definite goal set before him many a student, who might otherwise have stopped short of the completed course, will be encouraged to persevere to the end.

THE notorious Glenn Bill recently passed by the Georgia Legislature, decreeing severe pains and penalties against any one who should attempt to educate blacks and whites in the same school, has, in consequence of the indignant outcry evoked by its middle-age provisions, been defeated in the Senate. The latter has substituted for it a measure simply proposing to withdraw any legislative grants made to educational institutions where white and colored pupils shall continue to be taught together. The exciting cause of all the furor and fierce legislation is, we believe, the fact that certain professors in one of the colleges for colored students persist in admitting their own children to the classes.

A SOMEWHAT lively, though it is to be hoped friendly discussion, seems likely to arise over the question of the location of the Arts Department of the McMaster University, for which so noble a provision is made in the will of the deceased Senator. The rival sites are Woodstock and Toronto, a choice between which is afforded by the terms of the charter. It seems to be generally conceded that the city offers superior inducements, especially in view of the fact that the

Theological Department is already located there. The main point seems now to be whether the Baptist denomination to which the funds are bequeathed in trust, can, after all that has been said and done, decide in favor of Toronto without breach of faith with Woodstock friends and subscribers.

THE question of making the annual trustee elections simultaneous with the municipal elections is being warmly discussed in some of the school boards. We should like to think sufficient interest could be aroused in educational matters to warrant continuing to set apart a day specially for the election of school trustees. Such ought to be the case, and it is not to our credit if it is not. We note that in answer to an inquiry the Minister of Education has stated that there are no provisions whereby a return may be made to the old practice, in case the new plan of having the trustee elections on the same day with the municipal should prove unsatisfactory on trial. We should like to have the opinion of some careful observers in localities where the plan was tried last year, though, perhaps, a single trial would scarcely afford a basis for a reliable inference.

Considerable discussion has been caused in Quebec by the announcement that Premier Mercier had become a member of the Council of Public Instruction. Fears are entertained in some quarters that it is a first step towards secularizing the schools, or at least removing them from the exclusive control of the Catholic clergy. The Quebec *Chronicle*, which might have been expected to sympathize with that view, commends the change as follows: "The entrance of Premier Mercier into the Council of Public Instruction is a good move. We have always felt that a member of the Government ought to have a seat at this Board. In years gone by, a member of the Cabinet held membership in the Council, but not long ago the rule was changed. We are glad that the old system has been restored. The Government is responsible to the people for the education of our common youthhood, and it should have a voice in the Council. Mr. Mercier will be a good member."

We leave it to our readers to judge what amount of force there may be in "A Master's" suggestions as to the cause of the bad English of candidates, of which Mr. Haultain complains. We cannot conceive that many, if any, high school masters can be guilty of the folly of trying to teach boys and girls, just entering their teens, by lecturing. Even if said masters have not been trained in normal or model schools, they have all been under the instruction of public school masters, and so had abundant opportunities for observing their methods. They have, too, been boys themselves in their day, and cannot have forgotten how it is with boys. Moreover, "A Master" and his brethren and

sisters in the public schools must not "lay the flattering unction to their souls" that the shortcomings in language teaching can all be laid at the door of the high school masters. Any school boy or girl of ten who would be guilty of the solecisms complained of deserves—better training. But if the boys and girls at entrance in high schools were properly trained they could hardly backslide so far under high school teaching, however defective.

A CORRESPONDENT criticizes the tendency to indulge in generalities in reports of educational meetings, and hints that what teachers care to know is not that Mr. A. delivered an excellent address, or that the subject assigned to Mr. B. was handled in an able and practical manner, or that Miss C. gave an admirable model lesson, but what these experienced teachers said, what were the improved methods recommended, etc. The point is well taken. We have no doubt the average report could be greatly improved in this respect. The question is how to get the more useful report. In the case of most of the teachers' meetings we are obliged to rely upon the kindness of the secretary or some other friend, or the report in the local paper. These can hardly be expected to give the closer account desired. The better way would be for those who prepare the papers and so are familiar with them, to put a synopsis, containing the leading points, in shape for the press and send it to the JOURNAL. By so doing they may be sure of having justice done to their papers, they will confer a favor on us, and will be giving help and stimulus to their fellow teachers all over the Dominion, and so promoting the great work of public education.

We commence in this issue the publication of the "best answers" to the questions set at the recent examinations. Two of the Third Class Grammar papers are now given. They will be followed by others on those subjects which are deemed most difficult, if we may judge by the inquiries they elicit. Of course we have to give the answer in sets, *i.e.*, all the answers made by the candidates who took the highest totals in the given subjects, though others may have given better answers to single questions. We find it necessary to give the papers just as they are, for if we should correct errors in punctuation, spelling, use of capitals, etc., the papers would no longer be what they purport to be. The student may perhaps learn almost as much from their errors and defects as from their merits. Their excellence is, it will be of course understood, merely relative. They are not often the best answers that could be given but the best that were given. If, as Inspector Dearness tells us, a teacher finds himself able to collect sentences for exercises in false syntax from the *Week*, our leading literary journal, it is no disparagement to these papers, written under excitement and in a race against time, to assume that they will afford abundant material for that purpose.

Educational Thought.

To teach, to guide, is a holy task, demanding an exemplary life. Whoever with unclean hands, or with an unclean soul, dares to enter upon the stern and rigid duties of the teacher, defiles what is pure, and corrupts what is chaste, by his mere presence.—*Selected.*

THE great mistake is that we put our best and most experienced teachers into the colleges, the high schools, the academies, and the grammar schools, while *anyone* with a certificate may teach little children, the very place where the most skilful work, the most experience, and greatest care are needed. When we for a moment stop to contemplate the lasting injury that is thus done, we must say that it is terrible, horrible! The best artist, the best talent should be below, where the most important work must be done. We should put our most experienced teachers into the lower grades, and *pay them highest salaries.*—*Parker.*

THERE are no cripples; far rather the great majority are active-minded enough by nature. On the other hand there are no wings. The excuse of the idle pupil, and the incompetent teacher, does not exist. Work, simple, straightforward, intelligent, work is everything. The strong and the weak alike, the genius, as well as the slowest mind, must go through the same work, till they part company, as perseverance, strength, and love carry the best minds farther. There can be no thought till there has been observation. There can be no observation without work. The highest form of human existence is the power of working unweariedly and prevaillingly, lovingly wooing and winning power by love. One word, rightly understood, contains it all—*WORK.*—*Thring.*

I HAVE very little faith in rules of style, but I have an unbounded faith in the virtue of cultivating direct and precise expression. It is not everybody who can command the mighty rhythm of the greatest masters of human speech; but every one can make reasonably sure that he knows what he means, and whether he has found the right word. It has been said a million times that the foundation of right expression in speech or writing is sincerity. It is as true now as it has ever been, and it is not merely the authors of books who should study right expression. It is a part of character. As somebody has said, by learning to speak with precision you learn to think with correctness; and firm and vigorous speech lies through the cultivation of high and noble sympathies.—*John Morley.*

IN connection with what was said recently in the *Star* about the study of classics, it may be interesting to remember that John Stuart Mill once remarked that De Tocqueville was right in the great importance he attached to the study of Greek and Roman literature; not as being without faults, but as having the contrary faults to those of our own day. They exhibit precisely that order of virtues in which a commercial society, such as ours, is apt to be deficient, and they altogether show human nature on a grander scale. If, as every one may see, the want of affinity of these studies to the modern mind is gradually lowering them in popular estimation, this is but a confirmation of the need of them, and renders it more incumbent upon those who have the power to do their utmost towards preventing their decline.—*Polites, in Montreal Star.*

"I COMMEND to you the school-teacher who cares for atmosphere, impressions, and tone, quite as much as for text-books, tasks, and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall-hangings, and whatever besides may give ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safeguard against evil." "We have been in school rooms that were thus ornamented and beautified from month to month, from year to year. Flowers and vines graced the windows, engravings and portraits adorned the walls, statuary beautified odd niches, objects of interest and curiosity relieved the corners, a congenial and happy teacher presided, and bright children filled the room with sunshine from happy faces."—*J. H. Vincent, LL.D.*

Literature and Science.

THE RISING OF THE NILE.

Now the fleet of Nile craft decreases, and the chaffing of the boatmen is almost hushed. How splendid are the scenes on every side! How they change every mile! The palms, the Arab villages, the minarets and domes of the mosques, appear in slow succession; again the pyramids are in view; and always is heard the sound of the busy shadoof and the dreamy squeak of the sakiyeh. The shores now reveal how Egypt was created, film upon film, layer upon layer. One marvels not that the people who live upon them, even now, look upon the Nile as "The Giver of all good."

It moves on and on before them as gently as the rays of the rising moon. It is always kindly. It gives water and food—gives life. Once a year it rises and widens, and almost entirely submerges the tillable land at its sides. What it does not so reach, it is made to reach by artificial means. The overflow is no misfortune to those whose homes are upon its banks. It is their best blessing. For the Nile well repays for the right of way during the inundation, by leaving a deposit upon the land which is worth its weight in gold. It does not change its habits; it never brings surprise and destruction. It is good to the people who trust in it. The sun always shines for them; and when unmolested and untrammelled their dispositions are sunshiny. They are hospitable, generous, willing to serve the stranger, industrious, religious, misunderstood, brow-beaten, taxed, bastinadoed, and discouraged until their spirit is almost gone. And yet they are good-natured, patient, and seem to be happy!

When the time approaches for the inundation the Arab farmer is all expectancy. His canals are cleared and he protects his home by dikes and walls of adobe. This done, seated at his door, he watches with satisfaction and gratitude the rise and approach of the water which holds his little wealth. It is several months rising to its greatest height, and then as slowly and gradually subsides. Then appears again to his delighted vision the husbandman's farm. His palm-trees seem to rise to a greater reach, and their waving branches add to the sense of calm and content which pervades all. Already his well-filled canals have defined themselves, and his irrigating machinery is at once put in repair. There is no more use for the boats which have served to carry him from place to place during the inundation. They are hidden among the rushes on the banks of the canal. Every available person is now pressed into the service. If the thin deposit of mud left by the departing river is kept moist, its value remains at par. If the hot sun is allowed to play upon it unopposed, it soon becomes baked and curls up into tiny cylinders; then, breaking into fragments, it falls dead and worse than useless. Therefore the process of irrigation must begin at once. The rude sakiyeh and the ruder shadoof are kept going night and day, and give employment to tens of thousands of the people and cattle as well. With these primitive appliances the water is lifted and emptied into the channels which have been dug or diked to receive it. From these larger receptacles the water is led to smaller ones, which, overflowing, cover the fields.

In a little time, then, a Nile farm becomes a rare beauty-spot, instead of a waste of mud; for now the crops are grown. The lentils bend with their heavy load and the fields of grain turn their well-filled heads from side to side that the ripening sun may change their green freshness into gold. What landscape, unadorned by art, can be more lovely than such a farm, narrow though its limits may be, with its grove of palms to fan the breeze and scatter their sweet fruitage into the lap of the happy fellahin? Here no weeds grow to annoy him. No stone-crops are belched to the surface each year to stop the plough. And this is good, for the Egyptian plough has no scientifically curved coulter or subsoil attachment. When the crops are ripened the irrigation must rest a while, for all hands are pressed to help with the ingathering. —From "The Modern Nile," by Edward L. Wilson, in *Scribner's Magazine*.

GENIUS is an infinite capacity for work growing out of an infinite power of love.—*Thring*.

Special Papers.

THE ENGLISH LANGUAGE.

BY A TEACHER.

THE earliest known fact regarding the English language, is that it was spoken by certain barbaric tribes of the Teutonic race, who, after the breaking up of their empire of the west, invaded, and after a protracted struggle, took possession of the greater portion of the Province of Britain, which was then inhabited by Keltic tribes. These invading tribes, called Low Germans, had formerly inhabited the low-lands of Germany, and coming into Britain called themselves *Angles* and *Saxons*. The conquerors possessed themselves of the country, and as a natural sequence, their language predominated. It is supposed that the words of Scandinavian origin found in our language were at this time introduced into it, as the invading bands of Teutons were no doubt largely drawn from the Scandinavian countries, many words from whose language would be brought with their people. This Teutonic people, or the tribes *Angles* and *Saxons*, appear to have recognized the name *Angle* as their proper national appellation, and they both concurred after their establishment in Britain, in calling their common country *Angle-land*, or England, and their common language English.

Thus, then, this language, now so famous, which is spoken in nearly every country on which the sun shines, and in which such great minds as Milton and Shakespeare clothed their immortal thoughts, can be traced to so obscure an origin! The language of these rude tribes was made up of Dutch, Flemish, and the dialects generally of the northern part of what was anciently called Germany, which included the countries now by us called Holland or the Netherlands.

The English language, although derived from the same stock, is quite distinct from what is now known as German. Our modern English would scarcely be recognized as that brought into Britain some thirteen hundred years ago. The language during these thirteen centuries elapsing since its introduction, has suffered many changes, but so gradually did they take place as to be almost imperceptible to the age in which they transpired. We can, by historical aid, readily trace them in five distinct forms of the language. The first of these may be called the old Anglo-Saxon. It was that brought into Britain by the Angles and Saxons, and remained in its pure state until 1100 A.D. About this time the Danes and Normans invaded, conquered, and possessed England, and, bringing with them their national language, the old Anglo-Saxon speech was somewhat modified. This second period is called Late Anglo-Saxon, and lasted until the middle of the fifteenth century. The next period, which is known as *Old English*, extended from 1250 A.D. to 1350 A.D., and exhibits a continual weakening of the old forms, owing to the influence of Norman-French, the royal house of England being then Norman. The fourth stage, called *Middle English*, in which the Anglian part of the language predominated, terminated with the fifteenth century, when the modern English took its place. And may it long keep it! The period of this stage of the language witnessed the old Anglo-Saxon revived to a great extent as a theological weapon, and, at a later date, for literary pursuits. The leading authors of that day gave expression to their thoughts through it, deeming its simple purity preferable to the later style resounding with French accents.

The modern English also consists of many classical words, derivatives of the so-called dead languages, Latin and Greek. A large number of these had been brought into the language by the Romans some nineteen hundred years ago when they came into Britain as its conquerors and rulers. The Normans also brought Latin words Normanized, with their establishment in the land. And again, owing to the theological researches which were begun with the sixteenth century, many classical words were brought into use, for the study of this work necessitated a study of the dead languages.

Looking into modern English we find many words which a lexicographer would not assign to any previously mentioned origin. These have

taken their place one by one in the language. They are the result of the extensive intercourse which the English speaking people have maintained with countries connected with them in commerce. In this class we find words borrowed from all important languages, and relating to natural productions, works of art, and social institutions.

Thus it has come about that the two chief constituents of modern English are classical and Anglo-Saxon words mixed with a small proportion of miscellaneous ones. The Anglo-Saxon words differ somewhat from their originals, owing to the many changes the language has passed through since it became the speech of Britain. As a general rule we find the words relating to common natural objects, to domestic life, to agriculture, and to the common trades, are of Anglo-Saxon origin, while the classical words are used in relation to the higher functions of life—religion, government, law, and war; to matters connected with art, science, and philosophy. Those who wish to give eloquent expression to their thoughts sometimes resort to these ponderous classical words. Dr. Johnson was much given to expressing himself by these "heavy-armed warriors from the Greek phalax and the Latin Legion." His friend Goldsmith once said of him "that if the Doctor were to tell a fable of little fishes he would make the little fishes talk like whales."

With all the changes it has undergone it is no wonder that the modern English effects chaos in the school-boy's mind. I am inclined to believe that after being its student for a short time he pronounces it "confusion worse confounded." But having become its master it reveals itself to him as a language perfect in its power of expressing the most delicate shades of difference in thought—a property in which no other language, living or dead, can equal it.

PLANS FOR THE FUTURE.

(BY A MODEL SCHOOL STUDENT.)

[We have it "under consideration" to offer a handsome reward for the discovery and apprehension of the perpetrator of the following which found its way surreptitiously to the editorial table during our absence. To aid in the detection of the culprit, and at the same time to show the kind of stuff we are sometimes expected to print, we insert the doggerel, but do not of course expect or ask our patrons to read it.]

I'll teach the kids, from day to day,
And any man who comes to bray
Against my style I'll calmly flay,
Or pummel most unmercifully.
Be he Inspector or Trustee,
'Twill make no difference to me:
For I will let the natives see
The proper way to worst a bully.
I first will jerk him o'er a seat,
Or two, then tramp him 'neath my feet
(Meanwhile, his corpus I will beat);
And if, while thus the crank I treat,
He once for help to halloo rises,
The exercises I'll repeat;
Till he, subdued and quite discreet,
Repentantly apologizes.

But if an energetic dame,
With visage flushed and eye aflame
And Amazonian physiog,
Comes in, asserting that I did
Unjustly treat her darling kid,
And seems prepared my ears to flog,
I'll rush away o'er fields and floods
(Nor even wait to get my duds),
Till at the Gulf of Mexico;
And there by power of will and brain
I'll strive the Mustang to restrain,
And let the frantic female reign
In what was once my proud domain;
And, from that date, her kids to train
The pedagogue that likes can go.

THE following is the C.L.S.C. list of readings for 1887-88:—History of the United States, American Literature, History of the Far East Literature, Physiology and Hygiene, Physical Culture, Home Life and Manners. Forty minutes a day for nine months in the year and four years will enable persons to complete the entire course.

English.

All communications intended for this column should be sent to W. H. Huston, care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

INTRODUCTION.

THE attention given of late years to the study of English in the educational system of Ontario, and the real importance of this branch of school work, have led to the establishment in the EDUCATIONAL JOURNAL of a monthly English Editorial Column. A conviction that an almost universal uncertainty exists amongst teachers, as to the method and aim of teaching some branches of the English course and a hope that, with the assistance of the profession, this uncertainty may perhaps be to some extent removed, have induced the writer to accept, though with much hesitation, the editorial supervision and responsibility of the column.

The Editor wishes, at the outset, to state that it is desired to make the column of practical utility to the teaching profession. To this end all mere theories will be excluded, while the teachings of actual experience in the class room will be welcomed from whatever quarter they may come. This end—that of practical utility—will, it is believed, be best gained by throwing the column open to the profession as a body. The comparative neglect of the study of English, seen until recently in all the higher institutions of learning, and even now in some of them, and the suddenness with which special stress has been laid upon it in Ontario have combined to bring it about that teachers are required to teach subjects which they were not themselves taught in school, and concerning which they have no well defined views as to the proper mode of teaching. For, in addition to the doubts and misgivings which the very best of teachers continually feel in teaching even such long established studies as Classics and Mathematics, there is in the case of English a much greater lack of confidence and definiteness arising from the absence of that experience which, though it must always be the basis of a teacher's plans, is not gained in a day, nor even in a generation. Moreover, the uncertainty is increased by the fact that the department of English is extremely inclusive. Its limits are so indefinitely defined that very often there is perplexity as to what should be taught and what left untaught.

And not only are teachers conscious of this lack of well defined plan in teaching certain of the English studies, but if we may judge from the papers set at the various Departmental examinations even examiners have views differing widely as to the purpose and mode of the study of English in our schools. This being so, it is hoped that the members of the teaching profession will not hesitate to use the column as a means of solving difficulties, and of giving and receiving the benefits of experience. Public school teachers, because the most numerous class in the profession and for the most part removed from the advantages of intercourse with their fellow-teachers, and cut off from access to large reference libraries, are particularly requested to make use of the column with reference both to matters of detail and to general principles; while it is hoped that High School masters will find something in each issue not altogether unprofitable.

In addition to the endeavor to remove difficulties by answering questions, an attempt will be made from time to time to collect the opinions of prominent teachers respecting matters of general interest. Examination papers on the various subjects will also appear and will, it is hoped, prove useful in enabling the teacher to keep out of a rut in his work. An effort will also be made to secure occasionally from good teachers an account of the way they would take up the teaching of a particular literary extract or some special part of some other branch of the work in English. In this and in other ways it is hoped to make the column both instructive and suggestive. The measure of its success depends entirely upon the way in which it is supported by the teachers.

The next issue will be principally occupied with a consideration of some of the points referred to in

Mr. Haultain's article on examinations that appeared recently in the *Week*.

The following have been forwarded for answers: (1) Explain from Wordsworth's "To a Skylark," page 187 of the Fourth reader:

- (a) "Or, while the wings aspire, are heart and eye Both with thy nest upon the dewy ground? Thy nest, which thou canst drop into at will Those quivering wings composed, that music still."
- (b) "Type of the wise who snar, but never roam; To the kindred points of Heaven and Home."
- (c) "A privacy of glorious light is thine."
- (d) "Pilgrim of the sky."
- (e) "Proud privilege."

A SUBSCRIBER.

Answers:

(a) The passage may best be explained by a paraphrase. "Or while thou soarest upwards, dost thou remember in thy heart, and regard with thy eyes thy nest upon the dewy ground—that nest into which at pleasure thou canst drop when thou mayst wish to cease from flight and song." "Wings" and "music," in the last line, are in the nominative case absolute.

(b) The bird is compared to the wise who are ever rising to greater heights of truth and affection and who never wander from the upward path, always remaining true to their kindred duties towards God in Heaven and man on Earth.

(c) The contrast is with the nightingale which has not a more complete privacy in its "shady wood" than has the lark in the glorious light of the sun.

Examination Papers.

ANSWERS TO EXAMINATION QUESTIONS.

MIDSUMMER EXAMINATIONS, 1887.

THIRD CLASS TEACHERS.

SUBJECT—ENGLISH GRAMMAR.

THE questions will be found in the JOURNAL of September 1st, 1887. The numbers prefixed to the answers correspond to those of the questions. We give *verbatim et literatim*, two of the best sets of answers made, according to the decision of the examiners.

I. Primary words are the simplest forms of words. Words formed by composition are those which are formed with two or more separate words, and each word retains its own meaning, as: black-bird.

Words formed by derivation are those which are formed with the primary word and some addition or additions with affixes and prefixes.

SIMPLE OR PRIMARY.	DERIVATIVES.	FORMED BY COMPOSITION.
a man in with a boy is sure to be	competition almost successful	full grown

II. INDICATIVE MOOD.

PRESENT INDEFINITE.

I smite thou smitest he smites (eth) we smite you smite they smite } Used with reference to present time

PRESENT IMPERFECT.

I am smiting Thou art smiting he is smiting we are smiting you are smiting they are smiting } Reference to present time—action going on

FUTURE INDEFINITE.

I will smite shalt smite shall smite we will smite shall smite shall smite } With reference to some future time

FUTURE IMPERFECT.

I will be smiting thou shalt be smiting he shall be smiting we will be smiting you shall be smiting they shall be smiting } With reference to an action going on at some future time.

PAST INDEFINITE.

I smote Thou smotest he smote we smote you smote they smote } Used with reference to past time, but no particular time.

PAST IMPERFECT.

I was smiting Thou wast smiting he was smiting We were smiting You were smiting they were smiting } Action going on at some past time

PRESENT PERFECT.

I have smitten Thou hast smitten he has smitten We have smitten You have smitten they have smitten } Reference to action being just completed

FUTURE PERFECT.

I shall have smitten Thou wilt have smitten he will have smitten We shall have smitten You will have smitten They will have smitten } Action completed at some future time.

PAST PERFECT.

I had smitten Thou hadst smitten he had smitten We had smitten You had smitten They had smitten } Action completed at some past time.

IV.

John and James went to town together. Toronto and Montreal are large cities Give me a pen and some ink.

V.

(a) "John" says James "loves his father better than I."

Here James says that John loves his father better than I love him.

In the other case, John says that James loves his father better than he loves me.

(b) In the first case it means that he may fight hard and he may not.

In the other case it means that he does fight hard but the other side is the stronger.

(c) In the first case it means that hardly any people have had greater opportunities.

In the other, it means that some men have had greater opportunities.

VI.

(a-fishing) is an adverb modifying "have gone." (to love our enemies) is a substantive subject to "is."

(to hear it) is an adverb modifying "was sorry."

VII.

I begin to think that these luxuries by which so many evils have been introduced and by which so many states have been undone are injurious to states.

Reason

The way it was one would think that which had reference to states.

(b) Amid their routine and holiday life, unsuspected crimes stalk through theatre and market. Some of these crimes, dark imageries over which cord and axe impend, are amenable to man's law, but for some there is no law but the reprobation of their own consciousness.

Reasons—In the former sentence the sense was mixed up and hard to get at.

(c) If in any way a man did wrong for my sake, I should think him a selfish coward. I might pity him, but I don't think I could ever love him again.

Reasons

In the former case the sentences that are closely connected are not close enough. It should not be "don't think" because I do think.

(d) This testimony is made specially valuable, because it is that of a man with a peculiarly strong and manly mind, and an intense love of all that is Scottish.

(e) This plan has done much to bridge over the gulf between the working man and his employer, and indeed that among all classes.

Reasons:

that brings the mind back to gulf. between has reference to two. among to more than two.

III.

(c) *hath returned* is an old form of the third singular, and is more poetic than *has returned*.

(d) The present tense is used with reference to some Frequent or Habitual action.

This is habitual because the chair has always been there during two years.

(e) Stranger = derivative

- limber = “
- shadowy = “
- given = “

time-piece = compound

grief-stricken = compound (sometimes called complex compound)

(a) we lean on most = adjective modifying those (1)

In whose laps our limbs are nursed = adjective modifying those (2)

we love first = adjective modifying those (3)

when love is grown to ripeness = adverbial modifying falls.

On which it throve = adjective modifying that.

who never hath returned = adjective modifying one

(b) *on* is a preposition showing the relation between *lean* and *whom* (understood)

lost is an adjective (Predicate) modifying *those*.

are taken is a verb transitive, strong conjugation (take, took, taken), passive voice, third plural agreeing with its subject *Those* (3)

to love is an adjective modifying *something alone* is an adverb modifying *left*.

alas is an interjection.

all is an adverb modifying *unlearned*.

Own is an adjective modifying *doors*.

one is an indefinite pronoun singular, nominative subject to *went*

had been is a verb, intransitive, irregular (am was, been) Pluperfect subjunctive, first singular agreeing with its subject *I*.

I.

A primary word is one not derived from any other word in the language

Words of composition are those composed of two or more simple words

A derivative word is one formed from some other word of the same root in the language

primary	comp.	Derivat.
man	full-grown	competition
in	almost	successful
with		
boy		
is		
sure		
to		
be		

II.

Present indef. smites represents

“ progressive is smiting action as progressing now.

“ perfect, has smitten “ “ at some time in the past.

Past indef. smote “ prog. was smiting

“ perf. had smitten “ “ at some time in the past.

Fut. indef. will smite “ prog. “ be smiting

“ perf. shall have smitten “ a-fishing’ = an adverbial adjunct to gone.

“ to love . . . enemies = a sub clause subj. of ‘ is’

“ to hear it adv adjunct to ‘ sorry’

III.

(a) (1) ‘ Those fall into shadow (and) soonest lost’

2 ‘ Those are taken first’ = both noun clauses real subj. of *is strange*

3 ‘ we lean on most’ = adj. clause to 1st those

4 in whose laps our limbs nursed = adj clause to 2nd those.

5 ‘(whom) we love first’ = adj. clause to 3rd those

6. ‘ When love is grown to ripeness’ = adv. clause of time, modifying, “ falls off”

7. “ On which it throve” adj. clause qualifying *that*

8. “ Who never hath returned” adj. clause qualifying *one*

9. “ Without whose life I had not been” adj. clause referring to *he*

(b) “ On” = a preposition showing relation bet. *lean* and *It* (understood)

‘ Most’ = adv. modifying *lean*

‘ Lost’ may be taken as a pres. Part, pass.
 ‘ Are taken’ = irreg. act. trans. verb, indic. 3rd plur. agreeing with ‘ those’
 ‘ To love’ = ad. infin. modifying ‘ lends’
 ‘ Alone’ adv., modifying ‘ left.’
 ‘ Alas’ an interjection
 ‘ All’ = adv. mod. ‘ unlearned’
 ‘ Own’ = pronounial adj. qualifying *doors*.
 One = a substantive subj. of *went*.
 Had been = would have been = verb in subjunct. mood agree. with *I*

III.

(c) ‘ Hath’ is a solemn form of *has* and suits the sentiment of this place better than the latter

(d) ‘ Is seen’ — the idea conveyed by this construction is fuller than the words imply : it equals for two years his chair has been seen and it is still seen. It is a sort of indefinite present tense.

(e) ‘ Strangeness’ ‘ fleet-limbed’ ‘ up shadowing’ ‘ gift’ ‘ time-worn’ ‘ grievous.’

IV.

John and James will go = a simple sentence with a compound subj.

V.

(a) The 1st means “ John loves his father better than I (James) love him.”

The 2nd means that John reports that James loves his *father* better than he loves *me*

(b) First means “ it is doubtful whether he will fight hard, but even if he do, he will be defeated” 2nd means “ he is fighting hard, nevertheless he will not win”

(c) 1st is more restrictive in force = very few 2nd argues that a proportion have had, etc.

VII.

The order makes the meaning ambiguous. It might be rendered thus :—

“ I continue to think these luxuries (by which so many evils have been introduced and so many states undone) (are) injurious to the state,” or better still

“ I still continue to consider, as injurious to states, these luxuries by which,” etc.

The punctuation is neglected in the original.

(b) This lacks order and punctuation thus :

“ Amid their routine of holiday life, unsuspected crimes, (some (of which are) amenable to man’s law, being dark imageries, over which cord and axe impend) stalk through theatre and market.

Other crimes also exist, for which there is no law except the reprobation of their own *conscience*”

(c) The order and punctuation is faulty, rather :— “ If a man, in any way, did wrong (for my sake even) I should esteem him a selfish coward, whom I might pity ; but whom I believe I could never love again.”

(d) The length of the subordinate clauses of this sentence renders it intricate. It is better to divide it thus :— A man of peculiarly strong and *virtuous* mind, and possessed of an intense love for everything Scottish bore this testimony ; and it is therefore especially valuable.

(e) ‘ Between’ is only used in shewing the relation between two. It is therefore wrongly used in the latter part of this sentence. better say :— “ This plan has done much to bridge over the gulf between the working man and his employer ; and (indeed) to improve the common relations of all classes”

TIME TO THINK.

A FEW minutes’ pause in a recitation, for meditation upon some difficult point in the lesson, is one of the most helpful exercises,—one too little appreciated. The constant danger in school work, under modern pressure, is that there shall be too little thought, too little independent grip of difficulties, too little self-reliant study of the hard things upon all sides. It is well for the teacher, as well as the pupils, to have a quiet moment in which to regain composure, patience, spirit of forbearance. Take the time you are liable to use in impatient fault-finding, and while the pupils are viewing the intricate, hidden phases of a difficulty, you will do well to consider your own spirit and method to see if you can gain anything by gentleness, by explanation, by incident or illustration as means of intensifying their power as students.—*Educational News*.

Question Drawer.

To whom should I apply to obtain information about civil engineering examinations?—R. A. H.
 [A note of inquiry addressed to the Registrar of the University of Toronto, would, no doubt, elicit the information desired.]

CAN you inform me what are the text books required for the Normal School, and what Literature is prescribed for 1888?

[The Literature lessons have been once or twice enumerated in the JOURNAL. A note addressed to the Secretary of the Education Department, will, no doubt, bring you full information.]

WHERE can I get the best railway map of Ontario?—SUBSCRIBER.

[The best map of the kind of which we have any knowledge is supplied by EDUCATIONAL JOURNAL to its subscribers. See advt. in this issue.]

FIRST STEPS IN NUMBER.

AFTER the child has been made thoroughly at home in the school-room, the teacher should ascertain by careful and repeated rests, just what it knows of numbers. “ Bring me so many blocks.” The teacher holds up each time the number. “ Show me so many.” “ Touch so many.” “ Make so many marks upon the blackboard.” “ Take some blocks in your hand.” “ How many have you?” This question is the first request for a sign of number. Then may follow the directions, “ bring,” “ show,” “ touch,” “ make” three blocks, three marks, etc. “ How many hands have you? arms? legs? feet? noses? eyes? ears? mouths? chins?” “ How many fingers have I on my hand?” “ Now how many?” “ Clap your hands three times.” “ Stamp three times.” “ Open your mouth three times.” “ Shut your eyes three times.”

These questions indicate something of the way a child’s knowledge of number should be tested. The exercises, for a time, should not be continued more than three minutes. F. W. PARKER.

A LESSON ON THE ADVERB.

THE boy ran. The boy *then* ran. The boy *then* ran *quickly*.

The boy *then* ran *very* *quickly*.

The child is good. The child is *exceedingly* good. Question pupils on use and meaning of words in italics.

Quick, *quickly*; moderate, *moderately*; good, *well*; one, *once*.

CLASSIFICATION OF ADVERBS.

Kind.	Examples.
Time	Now, then, yesterday.
Place	Here, there.
Manner	Quick, well.
Degree	More, most, very.
Number	Once, twice.
Measure	Much, enough.
Doubt	Perhaps.
Affirmation	Verily, truly, yea.
Negative	Not, never.
	Quickly, more quickly, most quickly.
	Very, more, most.
	Well, better, best.

Use.—By the successive additions of words, as *then, quickly*, show that the *verb* is modified in its meaning. In the last sentence show that the *adverb* modifies the meaning of adverbs (as in the case of *very*), and also of adjectives, as in the case of *exceedingly*.

We are ready now for the definition of the adverb, which should be given by one of the children.

Next proceed to the formation of adverbs showing that generally they are formed from adjectives by adding *ly*, but some take a separate word as, *well*.

Then observe the various kinds of modification, e.g., as to time, place, etc.

Next we observe that adverbs have degrees, but that generally the comparative and superlative are respectively formed by prefixing *more* for the comparative and *most* for the superlative. A few, such as *well, little*, are formed irregularly.

Notes on Entrance Literature.

DISCOVERY OF AMERICA.

BY MONA.

(Page 115.)

THE lesson may be divided into three parts:—I. The Voyage, including paragraphs 1, 3, 4, 6, 9, and 10; II. Columbus and his crew—paragraphs 2, 5, 7, 8, and 12; and III. The result of the voyage, including 11, 12, 13, and 14. This division affords data enough for three lessons, and three compositions may be written in accordance with it. Before proceeding, however, it will be well to ascertain the subject of each separate paragraph. A fourth lesson will be the construction and study of a map of the journey. At the outset a few notes on the preceding may not come amiss.

I. THE VOYAGE.

Par. 1.—Columbus left Palos, a seaport in the southwest of Spain, with three vessels named *Pinta*, *Santa Maria*, and *Nina*, on the 3rd of August. He sailed south to the Canary Islands, where he arrived on the 6th. Here he made necessary repairs and set out again on the 6th of September, though he did not succeed in getting out of sight of land until the 9th. Ferro is the island of the Canary group farthest west.

According to the generally accepted theory the trade-winds are caused by the intense heat of the tropics. This heat rarifies the air, which consequently continually ascends, creating a vacuum near the surface of the earth, into which the colder air from the north and the south constantly rushes. That is, there is a constant flow of air, or a wind, setting in the direction of the equator. If the earth were stationary it is clear that the wind north of the equator would be a north wind and that south of the equator a south wind. But as the earth revolves from west to east, and as its size, and consequently the velocity of its motion at the surface, increases as we approach the equator, the tendency of the current of air is to lag more and more behind, so that within the tropics the trade-winds become respectively northeast and southeast winds. From various local causes these winds do not blow regularly, except in the Atlantic and Pacific Oceans, where they have free sweep. The teacher can easily illustrate this theory by the use of a globe of any kind.

Par. 4.—“Conjured.” Be careful to notice this word, and distinguish from conjured. A good plan here would be to bound Atlantic Ocean, and name principal islands in it.

Par. 6.—Columbus had studied with the Portuguese, and would be sure to copy them. The birds were probably going from the north to a warmer climate for the winter.

Par. 9.—The light which Columbus saw was probably on Watling Island, one of the Bahamas, (see map). If they had not turned south they would not have touched land for some few days, and then would probably have landed in Florida.

Par. 10.—They had been out one month and three days, or 33 days
“Continual orchard.” The country was covered with forest.

II. COLUMBUS AND HIS CREW.

Par. 2.—The feelings are natural.

Par. 5.—Columbus had been engaged for seven years in getting ships. This will probably account for his inflexibility of purpose.

Par. 7.—Notice particularly the noble conduct of Columbus, and the cowardly conduct of his crew, who dared not openly attack their commander.

Par. 8.—A good idea here suggests itself: Let the pupil write out what he might suppose to be Columbus's speech. The teacher might supply the pupil with the following heads: 1. The Object of the Voyage. 11. The Almost Successful Voyage. 111. The Crew's Conduct. 1v. Rewards and Punishments.

Par. 12.—Also notice the behavior of the crew next day; perhaps this will throw light on part of the speech. One reason for the bad conduct of the crew will be found if the fact is remembered

that the Port Palos, from which they started, was forced to furnish the king with two ships.

III. THE RESULT.

Par. 11.—“Scarlet.” The color of authority, “Royal Standard.” The national flag of Spain. Robertson tells us they planted a crucifix, fell on their knees, and sang the “Te deum,” a Latin hymn of thanksgiving, beginning: “We praise Thee, O Lord.”

Par. 12.—“Blindest obedience.” The crew promised to obey, as the blind do those they can trust. A species of metaphor.

Par. 13. “Natives,” called Indians by Columbus. “Crystal firmament.” It was difficult to tell the point where water and sky met.

“Lightning.” Fire from guns. By whom was gunpowder first used? When was it first introduced into Europe?

“Thunder.” The report of the guns. “Wings.” The ship's sails.

“Glittering steel.” Their plated steel armor shone and glistened in the sunbeams.

“Aborigines.” The Indians are not supposed to have been the first settlers of America, though it is likely they were the first settlers of these islands. The Mound-Builders lived in America before the Indians, but of these we know nothing, save by the monuments they have left. See page 148.

The next lesson will be on the Life of Columbus: Columbus was born sometime about 1440, in Genoa. Early in life he went to Lisbon where he busied himself making maps, globes, hearing of and studying the wonderful discoveries of the Portuguese navigators. Diaz discovered Cape Good Hope. Vasco de Gama made the first voyage to India, landing at Calicut. Columbus succeeded, after seven years, in securing three ships from Spain, to seek a watery way west to India. He made three voyages, and died poor and deserted, at Valladolid, 1506. Ferdinand, King of Spain, erected a monument to his memory.

America was named after Amerigo Vespucci, who published the first account of the New World. This work has considerable to do with the new learning. See history, page 53, also Green's history. The next lesson will be paraphrasing the lesson, which will not be difficult. Washington Irving, the author, is noted for the clearness and plainness of his language.

Another lesson would include a description of the coral insect, which builds islands in the ocean. The Bahamas are about twenty islands formed by this means.

Another lesson would compare San Salvador, and, secondly, the natives then and now.

Another lesson would show the benefits both Europe and America have received from the discovery. This might include the question: Why is this lesson called “The Discovery of America.”

A number of metaphors will easily be seen in the lesson and expanded. The lesson may easily be turned around, and the natives made to tell of the wonderful beings who came over the sea on wings, accompanied with lightning and thunder, dressed in glistening raiment, and bringing many wonderful things from a wonderful country.

SOME startling facts with respect to the school children in the poorer districts of London are brought to light in a letter from Mr. Henry Eyre, M.P., to the *London Times*. He says:—“During the last six months I have been visiting board schools in Stepney, Bethnal-green, Whitechapel, Chelsea and St. George's-in-the-East—in all about twenty schools, averaging 1,000 children in each. The results were as follows: About 30 per cent. probably have meat every day, 30 per cent. probably have occasionally, 20 per cent. farinaceous food, enough, 13 per cent. insufficient, 7 per cent. usually in a state of hunger.” Further facts stated in this letter are that 12 in 50 of the pupils questioned stated they had no breakfast on the day they were questioned, and two had nothing to eat since the previous morning. Mr. Eyre found that above 7 per cent. of the children attending 20 schools were incapacitated by hunger from profiting by the teacher and 21 per cent. partially incapacitated. These children are compelled to attend school.

School-Room Methods.

ONE PLAN OF TEACHING GEOGRAPHY OF CONTINENTS.

PLACE before the class the map of the continent, the geography of which you desire to teach, e.g. South America. Ask the pupils to give some idea of its outline and shape. By judicious questioning they will see that it is pear-shaped, and has a compact sea-coast. Ask pupils then to point out in what respect it is similar to North America, with which they are at this stage familiar. They will tell you that it is somewhat the same in shape and has one very large river and one long range of mountains extending its full length. Tell them the one is the Amazon, the other the Andes. Then ask them to point out differences. Well—Andes is very near the Pacific, hence no rivers flow west. Mississippi flows south and receives large tributaries on east and west, but the Amazon flows east and receives large affluents from north and south. Let this suffice for the Physical Geography for introduction. Interest can be excited more easily in Political than in Physical Geography. Teach now the names of countries and capitals, as follows, for instance: (1) those bordering on Pacific; (2) those bordering on Atlantic; (3) inland. Mention some interesting fact concerning each country; for instance, refer to the earthquakes and volcanic nature of Venezuela and of nearly all countries on the Pacific coast. Mention the monkeys and beautiful birds of Guinea. Speak of the delightful climate and luxuriant vegetation of Brazil as well as of its being, the only country ruled by a crowned monarch in South America. Tell them of the vast herds of cattle and horses roaming the immense plains of the Argentine Republic. Mention Paraguay as having no sea coast, and so on with all countries and groups of islands, &c.

The foregoing would be enough to teach in one lesson. Require pupils to draw a map of South America, marking only countries and capitals. Have them color the countries—the coloring will aid in teaching the comparative size of countries.

At the next lesson dwell on countries and capitals and let each map be subjected to the criticism of the class, (1) as to outline, (2) as to size of countries, (3) as to printing.

Then teach slopes, basins, mountains, etc., (1) rivers flowing north, (2) Amazon and its tributaries, (3) other Brazilian rivers, (4) Rio de La Plata and tributaries, (5) other rivers flowing south. Also Llanos of Orinoco, Silvas of the Amazon, Pampas of La Plata and Great Shingle desert of Patagonia.

For next lesson expect a map showing only the mountains, rivers, llanos, etc., neatly printed.

Next day drill this and review countries and capitals, criticize maps as to comparative length of rivers, and area drained, etc. Then teach coast features in classes, as, seas one day, capes another, etc., at the same time review all previously taught. When all coast features have been taught require a map with such marked, and as before, open to class criticism. Then teach products in general by drawing a good outline map on board, and placing names of products thereon in places found. Then ask pupils to draw another map, placing thereon (1) countries and capitals, (2) structural features, (3) coast features and products. This will show relative position of all parts taught. The last lesson on each continent would consist in drawing an outline map on blackboard, good in general but deficient in particulars, and requiring pupils to locate from memory anything taught. In all teaching throughout keep the interest aroused by suitable tales in which geography abounds. One day might be devoted to spelling the more difficult words, which will be found numerous. The above method is practicable, practical throughout and very interesting. JA SA W.—MORRIS.

HURON CO.

THE exhibit of the Whitby Collegiate Institute at the Toronto Industrial Exhibition, was very creditable and attracted considerable attention. It contained several copies of antique busts and vases, drawings in perspective and freehand object drawing. The display of historical architectural designs and original designs for mosaics, was specially noteworthy.

Hints and Helps.

MANNER OF QUESTIONING.

MANY teachers are not able to question a class so as to lead to a desired conclusion, because they attempt it in a haphazard way, without any definite plan, and are driven here and there by the answers given. The chances are that such questioning will not be satisfactory to pupils or teachers; and in a little time they will get back to the old way of simply telling a class what they wish them to know, without any attempt at development work. The following general directions for questioning may be of advantage to those who have not been successful in developing new principles from a class by questioning:—

1. Questions should be logical; that is, in a series of questions the first should begin with something the pupils already know, and each should be based on the answer of the preceding. These questions should be simple; put in language adapted to the capacity of the class; as brief as possible, and be clear and to the point; definite, and complete in themselves.

2. As far as possible avoid direct questions, as in them the thinking is done by the one who asks the question, instead of by those who answer. Avoid questions which permit monosyllabic answers, and particularly shun those in which a choice between two or more answers is offered.

3. If possible, use the answer that the class gives, although it may not be the one you expected or wished. If it contains the thought, do not insist on any particular form of expression.

4. The question should not in any way indicate the answer. This may be implied by giving a word, words, or idea, of the answer in the question; by emphasis, expression of countenance, tone of voice, or inflection; and by putting the opposite idea in the question, thus indicating the answer.

5. Avoid using a set form of question, as the children will soon see that your questioning is merely a machine process, and will immediately lose interest in what you are trying to do.

6. If the class cannot answer a question you ask, do not repeat the question, but put it in some other form, as the probability is they do not understand it, and a repetition would be useless.

7. In questioning for new work be careful not to use too general or indefinite questions, as they always bewilder. Such questions are allowable only in review, and when you wish a pupil to tell you all he knows about a subject.

8. Ask your questions a part of the time of the whole class, but many of them of individuals, so that by a mixture of the two methods you may keep all interested and make all feel that they are responsible, and that each one is liable to be called upon at any moment for an answer. This obliges all to follow the questioning constantly.

9. Do not take time to question for a name or term, but as soon as you see the class have the idea, if none of them happen to know the name or term you wish, give it at once. Be careful in using illustrations, that they be natural and consistent. We remember a teacher who obtained from his class by questioning an idea of pitch in music, and when no one gave the name, pitch, with the insane idea that he must develop everything, went on as follows:—Q. What do you call the sticky substance you find on the end of a newly-cut pine log? A. Pitch. Q. Then what can we call this in music? A. Pitch.

10. Finally, ask your questions rapidly, as soon as the answers are given, so that there may be no letting down of interest in the class; for if this is broken up by any hesitancy on the part of the teacher in asking the questions, it will be a hard matter to awaken it again. The minds of children act much more rapidly than we generally suppose, and they are quick to see a thing if it is skilfully put. To those who are not accustomed to bring out new work by questioning, we would say, do not be discouraged by your want of success at first, as the advantage skilful questioning will be to you will repay you for all your thought and labor in acquiring this power.—*Ex.*

HOW TO KEEP ORDER.

THERE must be a high public sentiment in favor of law and order. This sentiment must be created and directed by the teacher or it will not be formed. The teacher can by skill, patience, and perseverance make whatever is right, proper, and necessary to make a good school, popular, and whatever is wrong and has an evil influence, unpopular. To be able to direct public opinion in the school the teacher must create a favorable opinion of himself. This can only be done by forming an intimate acquaintance with both parents and pupils and adapting his school work, as far as practicable, to their varying tastes and peculiarities. He must convince the school of his kindness and firmness on all occasions when opportunity offers itself, and give a reason for all his acts of school discipline. Cause the children to see that all your restrictions are for their benefit and that none of your acts are arbitrary. Show them that you have confidence in them and can trust them to conduct themselves properly without continually watching them. The teacher who does not recognize that children have a high sense of honor (*provided he has done his duty*) has missed his calling. There is no way in which a teacher cultivates sense of honor and manly self reliance in children so well, as by showing them that he can trust them. On the other hand there is no way in which unmanly qualities and a sense of dependence can be cultivated as by a system of espionage. By this I do not mean that the teacher should leave the school to take care of itself, but that he should not show by his actions that he is constantly expecting some disorder. If children are watched they soon get so they keep no order at all, except while under the eye of the teacher, and, under such a system, self-government can never be taught. Having thus won the friendship and confidence of both patrons and pupils, the teacher secures their co-operation and influence in carrying out his plans and purposes.

There must be a disposition of the larger portion of the governed, to do right not merely because they are commanded to do so, but because it is right. The teacher should place before his pupils higher and higher motives for action until they attain the golden end of all discipline—*self-control*.

A rule should never be laid down that is not absolutely essential and the few rules laid down should be rigidly enforced. "Do what you know is right" is the only rule necessary to govern any school, provided the teacher has made plain to his pupils a high standard of what is right.

In the enforcement of this rule never lay down a penalty: for the teacher of many threats is sure to lose the confidence of his pupils and his highest power of control. A law should never be laid down in a school room until there is a demand for it: hence, to begin school the first day by laying down a formidable set of school laws is ridiculous. When an offence is committed there are other and more effective means of correcting it than by a severe reprimand or corporal punishment. To illustrate: Suppose after you have prohibited whispering some one has broken the rule, while you were not looking. Stop work and ask the attention of the school for a moment. Show them that boys and girls who do not conduct themselves properly because they are not watched, are like those unfortunate persons who have to dodge the policeman for fear he will see them. Tell them that true men are never watched and ask how many wish to govern themselves. You can then, easily, exact a pledge from every boy and girl under your charge to *try* to take care of themselves. You know and they know that they can and ought to keep this promise to try. Sooner or later this promise is broken. Deception is practiced; *i.e.* a rule is broken while you are not looking. The kind of punishment inflicted should follow as a natural consequence. He of all the school must be watched: no one else; but he sees, and all his mates see that it is just. Evidently such punishment is far superior to corporal punishment and should be used when possible. Corporal punishment will be necessary in a few cases, but in no case should it be administered when other and more natural methods are possible. The above example shows how the thoughtful teacher may use; but remember that, before all, *tact* and *ingenuity* are the governing elements.—*Wade Stackhouse.*

For Friday Afternoon.

THE BOYS WE NEED.

HERB'S to the boy who's not afraid
To do his share of work;
Who never is by toil dismayed,
And never tries to shirk.

The boy whose heart is brave to meet
The lions in the way;
Who's not discouraged by defeat,
But tries another day.

The boy who always means to do
The very best he can;
Who always keeps the right in view,
And aims to be a man.

Such boys as these will grow to be
The men whose hands will guide
The future of our land, and we
Shall speak their names with pride.

All honor to the boy who is
A man at heart, I say;
Whose legend on his shield is this:
"Right always wins the day."

—*Golden Days.*

OCTOBER.

OCTOBER is the month that seems
All woven with midsummer dreams;
She brings for us the golden days
That fill the air with smoky haze,
She brings for us the lisp'ing breeze
And wakes the gossips in the trees,
Who whisper near the vacant nest
Forsaken by its feathered guest.
Now half the birds forget to sing,
And half of them have taken wing,
Before their pathway shall be lost
Beneath the gossamer of frost;
Now one by one the gay leaves fly
Zigzag across the yellow sky;
They rustle here and flutter there,
Until the bough hangs chill and bare.
What joy for us,—what happiness
Shall cheer the day, the night shall bless?
'Tis Hallow-e'en, the very last
Shall keep for us remembrance fast,
When every child shall duck the head
To find the precious pippin red!

—*Frank Dempster Sherman, in St. Nicholas for October.*

GREAT deeds are trumpeted; loud bells are rung
And men turn round to see
The high peaks echo to the pæans sung
O'er some great victory.
And yet great deeds are few. The mightiest men
Find opportunities but now and then.

Shall one sit idle through long days of peace,
Waiting for walls to scale?
Or lie in port until some "Golden Fleece"
Lures him to face the gale?
There's work enough; why idly, then, delay?
His work counts most who labors every day.

A torrent sweeps adown the mountain's brow,
With foam and flash and roar.
Anon its strength is spent; where is it now?
Its one short day is o'er,
But the clear stream that through the meadow flows
All the long summer on its mission goes.

Better the steady flow; the torrent's clash
Soon leaves its rent track dry,
The light we love is not a lightning flash
From out a midnight sky,
But the sweet sunshine, whose unfailing ray,
From its calm throne of blue, lights every day.

The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of one unbroken thread.
Where love ennobles all.
The world may sound no trumpets, ring no bells,
The book of Life the shining record tells.

—*Selected.*

Editorial.

TORONTO, OCTOBER 15TH, 1887.

INDIVIDUALITY IN THE TEACHER.

A SOMEWHAT rigid uniformity is a necessary evil in a public school system. Without it an ever-growing complexity of machinery would be evolved, which could end only in confusion worse confounded. Any effective supervision of the work done, any reliable testing of its thoroughness, would become impossible, and the public funds would have to be given over to the distribution of favoritism or caprice.

The ideal school system would be one in which every teacher should have full liberty of action. Individuality would have free play. Each would regulate his own hours, choose his own text-books, use his own appliances, and work out his own ideas and methods. But such an ideal system postulates a host of impossible conditions, amongst them an ideal army of teachers, every man and woman of whom should be not only devoted heart and soul to the profession, but also qualified by culture, experience, and personal character to be a law unto himself or herself, and a model for other educators.

Such a set of conditions, or anything approaching to it, would of course be too much to assume at any stage of development yet reached. But while in its absence a good deal of machine uniformity is indispensable, and much must be conceded to the necessities of the case, it by no means follows that the maximum rather than the minimum of inflexibility should be the aim of the central authorities. There is always more or less tendency in this direction. To reduce everything to routine makes things easy for officials, and hence becomes the goal of aspiration for those who lack either disposition or ability to grapple with the troublesome questions that are pretty sure to arise in the working of a freer, more flexible system. It is always easier to prescribe a fixed routine than it is to devise and operate methods which leave more room for adaptation to special tastes and circumstances, just as it is easier often for the teacher to enforce the stillness of death in the school room, than to preserve necessary order without repressing the natural flow of youthful life and energy.

But whatever the necessary or unnecessary rigidity of the regulations and programme of a public school system we cannot too earnestly urge upon teachers the duty of preserving their autonomy under difficulties, rather than suffering themselves to become mere involuntary operators, or mere parts of the machine. Indeed, the truth evidently is that the more complicated and intricate the machine, the greater the need of strong individuality; of marked, developed personal character, in those who work it. We had almost added, the better the sphere for the outworking of these traits. Nothing but the life-giving spirit of a living teacher can breathe the breath of life into the dry bones of the Public or

High School programme. The man who submits to be run by the machine, and to become a volitionless part of it, instead of himself so running it as to stamp all its products with the impress of his own individuality, is a failure. Intellectual and moral power are prime requisites of the genuine teacher. A strong, developed manhood or womanhood will infuse its own energy into all instruction. It will inbreathe its own vital force into the driest routine. It will leave the marks of its own shaping power, infinitely deeper and more lasting than any that can be imparted by mere mechanical process, upon the mind and heart of every pupil. This and this alone it is which can master the lifeless machinery of the system and make it the flexible instrument of the informing mind and the controlling will.

Where this power of personal character exists and is exercised in some fair degree, one of its first fruits will be a genuine delight in the work. Such a teacher will not disparage both himself and his profession by the too frequent plaint, "I don't like teaching. It is a weariness to the flesh." Such an outcry serves but to reveal the poverty of the soul from which it emanates. He who thus feels and speaks, confesses that he has never risen to the dignity of his high calling. He has not penetrated to the secret of teaching power, nor tasted the joy of using that power for good. He knows nothing of the high delight of putting his own mind *en rapport* with that of his pupils, calling forth the flash of intelligence from the kindling eye, studying the play of the intellectual lights and shadows in the flushed cheek. He has utterly failed to grasp the high truth that the material given him to work upon is the noblest and most precious of all material; that the forms he may chisel out are imperishable; that, in a word, the work he produces, be it good, bad, or indifferent, is immortal. Let him dwell upon the higher aspects of his profession until he catches the true enthusiasm of young humanity, and his work can no longer be irksome, though it never can cease to be arduous.

DO TEACHERS READ?

WE clip the following, for its suggestiveness, from the *Wisconsin Journal of Education*. We have heard substantially the same judgment passed in regard to Canadian teachers. We should be very sorry to believe it true of the average teacher in either the United States or Canada. Yet it cannot be doubted that it is true of a large number in both countries. If we were asked for a simple, practical gauge of the standing and intelligence of any given teacher, we could scarcely think of a better than the question, What did he or she read last year? It does not, of course, follow that every teacher who reads good literature is necessarily a successful teacher. There may be defects in disposition, training, or character, which even much reading cannot overcome. But the converse, we are inclined to think, will be found almost invariably true. It is hardly in the nature of

things that the teacher who does not read, or who reads nothing but light or trashy literature, can be an enthusiastic or inspiring teacher. He must be lacking in general intelligence and in mental activity, and the want will be felt, if not discovered, in the school-room.

We know the staple excuses for the non-reading teachers. Some find their school-room work and the necessary preparation for it so exhausting that they seem to have neither time nor nervous energy left for wrestling with any book or article that demands thought. They find, or think, that they need every moment they can redeem from strictly professional work for rest, sleep, and recreation of mind or body. There is too much truth in this representation, in many cases. The Board or the system that exacts so much from those in its employ makes a great mistake, from every point of view. And yet we are persuaded that even in such circumstances, if the habit were once formed of giving but fifteen minutes or half an hour each day to reading something by the best writers in books or magazines, the relish that would soon be acquired would make the time so spent a rest and recreation of the most delightful kind.

Another excuse is that of the want of means. The small pittances received as salaries seem, in many cases, to put the purchase of books or magazines almost out of question. "'Tis true, 'tis pity, and pity 'tis, 'tis true." Still, even so, it will repay the teacher to deny himself in almost any other direction in order that the mind may be fed, refreshed, and cultivated. Happily in these days a few dollars, judiciously used, will go a long way in the purchase of even first-class reading matter. In this, as in so many other things, it is generally true that "where there is a will there is a way." Subjoined is the paragraph referred to:—

"Teachers are not readers, said one of the speakers at the National Council; and the remark was accepted by men of wide experience as true. Teachers as a class are not readers. They do not seek to increase their own knowledge from year to year, to keep their own minds fresh and active by contact with inspiring literature. They have no real interest in the things of the understanding. On the other hand, they are satisfied to do merely routine work, work which does not require them to grow by making continually larger preparation for it; work which may be done over and over again in the same way, which merely consists in rehearsing the matter of certain text-books. They have no line of study outside of school work in which they feel delight. They are intellectually indolent. It seems almost unnecessary to point out how seriously this diminishes their effectiveness. Teachers are influential by reason of what they are. If they are cultivated and refined they tend to make their pupils so. If they have a genuine interest in science, history, or literature, this is infectious. If they teach out of a full mind, out of a mind kept fresh by contact with the living sources of knowledge and inspiration, their teaching has a corresponding richness and vitality. If their own minds are kept keen and active by continual effort they will be able to make others keen and active. Not to read and grow is to fail in the essential part of teaching, which is to influence the ideals and determine the bent of young people. If it were possible to exclude from the schools every teacher who is not reading and growing, a great advance would quickly be apparent in the results of school work."

*Contributors' Department.*MR. HAULTAIN ON TEMPTATIONS
TO TEACHING.

BY J. DEARNESS.

My friend, Mr. Haultain, expresses the opinion that the teachers who prepared the vast majority of candidates for the Junior Matriculation of the University of Toronto, for the Second Class and the Third Class Teachers' Certificates, are men and women who cannot themselves talk or write correctly. It is perhaps unnecessary to add anything to what you have so truly and courteously said in defence of the teachers against the allegation. So far as my experience goes, the grossly incorrect sentences given by Mr. Haultain as samples of the candidates' English, do not reflect the general practice of the teachers of public school fifth forms, but on the contrary must have been written in spite of correct instruction and oft-repeated cautions. I have to confess meeting occasionally a teacher who speaks of "his *recommend* from his last trustees," who reports that his "pupils as a general thing attend *pretty regular*" and who "believes in *learning* the scholars fractions as soon as they *have went* through the four simple rules." But the number of his class is not four-fifths of the total as Mr. Haultain supposes, nor even the half of one-fifth. Apart from persons writing under the haste or excitement incident to an examination, few writers or speakers are quite exempt from ever tripping in their syntax. One teacher has a considerable number of "sentences for correction" culled from the columns of the *Week*, carefully written as its articles always are. Perhaps Mr. Haultain makes no allowance for the fact that he read those examination papers with his attention purposely fixed on the detection of prolixity, vagueness, and false syntax, and thereby became painfully sensitive to their seeming frequency, and hence warmly and conscientiously finds "the vast majority of the candidates guilty of murder of the Queen's English, most foul, strange, and unnatural." It is exasperating to have to read to the end a poorly composed essay under the obligation to draw a red mark through every error of spelling and construction. However, I am glad you have published Mr. Haultain's letter. Every teacher should read it. It will help each of us to resolve to teach our mother tongue more faithfully and carefully. As a rule we talk too much to our pupils and do not give them, or make them take, enough opportunity to practise talking in complete and connected sentences to us. We do not hear nearly so much as we ought of the sustained conversation of the pupils which, far more than the written exercise, affords opportunity to teach them correct expression and habituate them to it.

But it was to notice the charge that our educational machinery runs too smoothly that I took up my pen. Mr. Haultain explains that he means by this that persons who ought to be following the plough or toiling in the kitchen, are tempted to aspire to academic pursuits.

You are right, Mr. Editor, in maintaining that the best education is not too good nor the highest culture too high for the farmer or his wife. The day is coming, and even now is, that to be a successful agriculturist one needs have as much intelligence and wit as to be a successful teacher; the housekeeper, too, has as many problems to solve as either.

But to secure the continued mental development and the advanced culture so desirable for the working classes some other means than our higher schools as at present conducted has to be devised. Persons who continue from fourteen to eighteen or to twenty-one years of age to attend the *day* schools do not swell the ranks of the successful housekeepers, farmers, or artisans. I agree with Mr. Haultain that the great majority of those who remain at school until they attain the last mentioned ages are tempted to enter the so-called professions, and the one most quickly and inexpensively reached and most promptly if not largely remunerative is the profession of teaching.

If I understand Mr. Haultain aright he contends that the entrance to the teaching profession is made so smooth and easy that the schools have fallen into the hands of incompetent teachers and consequently the pupils turned out from them are not trained to speak nor even to think correctly. There is too much truth in his conclusion, but in my opinion he mistakes the chief causes that make the entrance to teaching easy and indiscriminate. He holds that the smallness of the examination fee, two dollars—"the truly infinitesimal fee"—is one of the causes. Now, the best results in our schools will be obtained by securing the best teachers. The ability of a young man's parents to pay heavy entrance fees is not a measure of his success as a teacher. If such a ratio exists at all it is probably an inverse one. The limit of the examination fee should be the actual cost of the examination. At the rate prescribed in the revised regulations—only two and a half times "the infinitesimal" one—the school board of this city would have made a clear profit of \$92 out of the last examination. It is reasonable that the candidates should bear the cost of the examination but not that the municipalities or the government should make a profit out of it. If the teaching profession is to be protected from overcrowding and incompetence by fees the proper place to impose them is at the Model school, and even there not in excess of the cost to the school boards over and above the revenue from the county and government grants for Model school purposes.

Mr. Haultain alleges that "our youths are tempted into what they style the teaching profession by small fees, by bonuses, by emulous headmasters, by pushing teachers, by easy examinations, by lenient examiners and above and beyond all by the competition between schools." I would say—Let the fees be reduced to a minimum, let the headmasters emulate one another in excellence, let the assistants push with all their

strength, let the examinations be searching but devoid of crankiness and let examiners be judicious and reasonable; and not any one will be wronged by honest straightforward competition among the schools. The public looks to the non-professional examination to restrain all from entering the path to teaching who do not possess the minimum scholastic attainments required by law. But as many students who intend to pursue law, medicine, dentistry, engineering, etc., also take this examination, the most important and effective preventives to the overcrowding of the teaching profession by inapt and incompetent instructors must be applied after the candidates have successfully passed through the hands of Mr. Haultain and his fellow-examiners.

First, a candidate should not be permitted to enter the training school until he has attained the minimum literary standing prescribed for a life certificate. Second, the authorities of the training school, whether model or normal, should have and should exercise the power to dismiss the candidates who lack natural aptitude for teaching. They, too, should take cognizance of the requisites listed by Mr. Haultain—"demeanor, breeding, manner, culture, refinement." It is nothing to the central examiners whether the candidate eats peas with a knife or loses his temper, and with it the command of moderate language, for trivial cause. But to the model and normal school masters, the deportment, character, and skill of the candidates are all-important. Third, the examining boards should withhold licences from all others than those who sufficiently prove the possession of the natural ability and the acquired attainments necessary to successful teaching, unless the number of such properly qualified persons is inadequate to supply the needs of the county.

It may be in some instances where we hear that there are not enough teachers to supply all the schools in the county that the truth is that there are not enough teachers willing to fill the vacancies at salaries of \$225 or thereabout per annum. A teacher's licence ought not to be valid without endorsement outside of the jurisdiction of the board granting it. An examiner defended his admission that his board had granted certificates to weaklings on the ground that he preferred home to foreign incompetents. Last year more than half of the fifty-three model schools licensed every candidate. Out of the 1,468 who entered the model schools, the masters and examining boards granted certificates to all but seventy-two. It is incredible that twenty out of twenty-one of the aspirants have the ability and skill necessary to be successful teachers. This indiscriminate licensing of all-comers is generally attributed to the making of third-class certificates provincial. It is my conviction, that, so far as my own experience extends, the injury done to the schools by making county certificates provincial, has, since that ill-advised change was made in the law, more than counterbalanced the good effected by every other amendment made in the same period. If those who ought to be at the plough or work-bench are "keeping" school to the supplanting of more efficient teachers it is the shortness of model school terms, and the laxity of model school masters and county and normal examining boards far more than the smallness of fees, the emulation of headmasters, or the competition among the schools, that are to blame.

Educational Meetings.

INAUGURATION OF THE NEW MEDICAL FACULTY OF THE UNIVERSITY OF TORONTO.

(Condensed from the *Globe*.)

THE new Medical Faculty of the University of Toronto was inaugurated in Convocation Hall, on the afternoon of Monday, the 3rd inst. Hon. Edward Blake, Chancellor of the University, occupied the chair and introduced Professor Ramsay Wright, who delivered the inaugural address, taking as his subject, "The Evolution of Medical Education." He referred to the important part which had been assigned to the Medical Faculty in universities, and especially in those of Scotland and the European continent. Edinburgh had nearly three times as many graduates in Medicine as graduates in Arts each year. This fostering of medical education by the universities had been of immense value to science. He claimed that the university had a higher function than the education of its own undergraduates, namely, the advancement of learning, and he trusted that the liberality of benefactors would enable Toronto University to fulfil that end. He closed his address with an appeal to the undergraduates, urging them to profit by their opportunities and thus to do credit to the institution which from this day they would regard as their alma mater.

Dr. Bray, of Chatham, said that the new school had his warmest sympathy, and he trusted that its graduates would cast additional lustre upon the University. The advance made in medical science since the formation of the Medical Council in 1866 had been very rapid, and the Medical Council was entitled to great credit for that advance. He believed that the step just taken would raise the standard of medicine not only in Ontario but all over the Dominion.

Dr. Wilson, President of University College, was introduced by the Chancellor as one who had been devoted to the interests of the University, had witnessed its rise and progress, and had defended it in perils long gone by. Dr. Wilson congratulated the University on the institution of the Medical Faculty. The citizens of Toronto and Ontario would realize in due time the enormous advantage of elevating the study of medicine from the defective conditions which must prevail in private institutions, however excellent, to the condition of a Provincial institution in intimate alliance with the scientific branches of the University. He rejoiced that the Faculty of Medicine was inaugurated under such gratifying circumstances, and he trusted that the time was close at hand when they should meet to inaugurate the Faculty of Law.

Dr. Rosebrugh, Hamilton, expressed regret that the authorities of Trinity School had not availed themselves of the opportunity of uniting with Toronto, and thus forming one strong Medical Faculty in this country. The new departure was a step in the right direction and he trusted it would soon be followed by other steps; that ere long professorates would be formed in the new faculty whereby young graduates who had heretofore been obliged to go to Great Britain or the Continent would have the opportunity in their own country of pursuing scientific researches.

The Chancellor, in introducing the Minister of Education, said that it was in the interests of the masses of the community, and in the best interests of those who are placed most low in the social scale, that liberal endowments should be granted for purposes of higher education.

Hon. G. W. Ross said:—Mr. Chancellor, I had no expectation when engaged last session in preparing the bill for the Federation of the Provincial University with other universities and colleges that the provision made for the establishment of a Medical Faculty would have borne fruit so soon, but thanks to the broadmindedness of the Senate, and above all, thanks to the public spirit of the medical profession, we are permitted to-day to take part in the ceremony which very few expected would have taken place for several years to come.

It was felt that where educational forces could be so combined as to economize the resources at our disposal it was the duty of the Legislature, in the

interests of higher education, to give its sanction to any means likely to bring about such a result. The

WHOLE COMMUNITY IS INTERESTED

in the standing of all the learned professions, and as they necessarily act and re-act upon each other the improvement of one is practically a stimulus to all. By the establishment of the Medical Council in 1874 the first step was taken towards giving consistency and definiteness to the educational standing of the medical profession. Since that time the study of medicine has steadily broadened, and the younger members of the profession with diplomas from the medical schools of Ontario have had no difficulty in taking an honorable position side by side with the licentiates and graduates of the medical schools of Great Britain. It was felt, however, by the advanced members of the profession that the standard of medical education might still be materially improved on the scientific side of medical investigation.

The development of biological research by the use of the microscope and otherwise have changed to a great extent the character of the study of medicine as a science, hence the necessity for

A MORE ENLARGED CURRICULUM and a higher plane of instruction.

THE ADVANTAGES OF THE NEW FACULTY,

briefly summarized, are:—(1) That the services of men on the University staff who have given a lifetime to the study of certain subjects germane to the study of medicine will be available for the instruction of medical students; (2) that the prestige of a great University like ours will attract the best students, and consequently a better standard for graduation may be fixed; (3) that in awarding degrees the attainments of the students and the reputation of the University will be the chief consideration; and (4) that by multiplying the graduates of Toronto University, whether in Medicine or in Arts, we multiply its friends and thus strengthen its hands in carrying on the great work which it has so successfully conducted for nearly 40 years. Am I rash, then, in expressing the hope that on the broader lines on which the medical education of the Province is now being laid there will be a corresponding breadth in the sympathy with which higher education is regarded in the Province, and that the very laudable efforts of the Medical Council to raise the standard of matriculation into medicine will make it easier to raise the standard for matriculation into all the other professions, or am I rash in assuming that what we see to-day as the consummation of our efforts to constitute a Faculty of Medicine will be an incentive to those who are now working to establish a Faculty of Law, and that the University of Toronto, which is *par excellence* the University of the people of the Province of Ontario, the individual personal property of every citizen of Ontario, will hereafter more and more become a vitalizing force from which Arts, Medicine, Law, Pedagogy and Engineering derive their power, and through which the whole educational force of the Province will be raised to a higher plane of usefulness and efficiency.

Rev. Dr. Potts said he believed that but for the position taken by the Supreme Court of the Methodist body a year ago the Medical Faculty would hardly have been inaugurated to-day. In the work of Federation they had received the greatest possible assistance from the Minister of Education and the gentlemen of Toronto University. He hoped that early next summer the Methodist Church would begin the building of Victoria College in the Queen's Park. He would be very glad to receive a cheque from any gentleman in the audience for this purpose.

The Chancellor then said:—Our programme is now over. I am sure you will all have learned how important is the step which has been taken. Some of us believe perhaps more implicitly than do the members of the medical profession in the *vis medicatrix nature*, but I am sure that all the members of the profession, as well as those who place a broader confidence in that phrase, will agree that we must learn what that natura is. Those investigations which have been referred to, into nature, into the physical sciences, into those broader fields of learning and of experiment, this devotion to the task of learning for one's self, instead of being sat-

isfied with the diction of an author—that system of learning is that which will make the medical profession useful to its day and generation. One more word with reference to the undergraduates. I have always advocated

A GREAT UNIVERSITY,

where a large number of students are brought together, as one of the most important elements of success in teaching, and in that training, which is as important as teaching. I rejoice to think that there is to be for the future a greater union of students in Medicine and students in Arts. I hope that they will fraternize freely, not allowing themselves to be influenced by jealousies, but recognizing the great advantage to each of the union of all. While I say this to the body, I say to each one of you, in availing yourselves of the great advantages that are now given you—advantages of instruction from those who are learned, advantages of association with those who are growing up to be the men of your day and generation—choose the best for your friends and acquaintances. Emulate their success, not in any envious spirit, but in a generous spirit of rivalry, so that you can become, not merely good physicians, but what is more important, good men. And now I have to declare the Medical Faculty of the University of Toronto open, and I say with all of you, "God bless the work."

HALIBURTON TEACHERS' ASSOCIATION

(Condensed from *Minden Echo*.)

THE annual meeting of the County Teachers' Association was held in the Town Hall, on Thursday and Friday, Sept. 22nd and 23rd; the President, Dr. Curry, P.S.I., in the chair, and a large proportion of the teachers in the county being present. The proceedings commenced with the report of the delegates to the Provincial Association, from the President and Mr. Leith. This was followed by an object lesson from Mr. E. W. Page. The speaker took for his subject a lump of coal, and forming the teachers into a class gave an interesting and typical lesson. In the afternoon Mr. Leith read a paper upon the introduction of Kindergarten methods into the school work of the first class. He insisted upon the necessity of constant employment as an outlet for the restless activity of the little ones and gave a description of how he taught addition and multiplication to his first class by the use of a number of sticks of equal length. The next was a lecture on Discipline, by J. J. Tilley, Esq., Director of Teachers' Associations, in which he spoke of the characteristics and results of good discipline, and illustrated methods to secure it. The lecture was thoughtful, practical and interesting. An excellent essay by Mr. Brooks on the use of the blackboard closed the afternoon session. At 8 p.m., Mr. Tilley gave an excellent lecture on "Success in Life." We were glad to see so large a proportion of young men in the audience, as the lecture was specially in their interest. Mr. Tilley spoke of the importance of energy, self-reliance, and character. Friday's work consisted of classes in reading and grammar by Mr. Tilley, in which the methods of teaching these subjects were practically illustrated. A paper on the "Early History of Canada," by Mr. Croly, was read in his usual masterly style, and gave evidence of considerable research. We were glad also to hear eminently practical papers from Miss Leith and Mrs. Coleman. Nor must we forget Mr. Robson's essay on "Poetry as an Aid in the Study of History," in which the writer urged that teachers should enrich their minds with the choicest passages from the poets, which referred to the stirring events of our Motherland and should emphasize the story of these events, by directing their pupils' attention to them. Practical discussions followed the reading of each paper. After the business of the Association was transacted, the following resolution was carried unanimously:—Moved by J. E. Croly, Esq., M.A., seconded by W. Leith, "That this Association desires to express its warmest thanks to J. J. Tilley, Esq., for his efficient aid in the different sessions of this meeting and for his valuable lecture on the 'Elements of Success in Life,' and also our heartfelt recommendation of the plan of assisting Association by the visits of Directors of the Associations."

Correspondence.

ONE OF THE CAUSES.

To the Editor EDUCATIONAL JOURNAL.

I HAVE been reading Mr. Haultain's article on the character of the papers at the recent examinations. Permit me to make one suggestion as to the causes. It is well known that a large percentage of our high school teachers are university graduates who never had any professional training. They went directly from the professor's lecture-room to the high school. Naturally they follow the style of "teaching" that they saw in the lecture-room—they lecture the class for the half or three-quarters of an hour.

Until 1885 no professional training was required of them. Comparatively few teachers had gone through a public school getting a model and normal training. What then was to be expected? Simply that at the close of each lecture they did not know whether the class had grasped the ideas or not. Their only means of finding out was the written examinations.

I offer this as one important reason for the lack of grasp and thoroughness. A MASTER.

MR. HAULTAIN AND HIGH SCHOOL TRAINING.

To the Editor EDUCATIONAL JOURNAL.

SIR,—Mr. Haultain has had a brief experience in examining junior matriculation and departmental papers, and the result is, to him, so surprising that forthwith he gives us the benefit of his criticisms and of his opinion of high school teaching and teachers. For his criticisms we are thankful; his opinion of high school teachers and teaching we can afford to do without. His experience of teaching and teachers is not sufficiently wide and varied to give his remarks on these subjects much value. A few thoughts, however, are suggested by his extremely frank letter to the *Week*.

1. There is evidently undue stress placed upon the absence of literary finish in hurriedly written answers to questions, numerous, comprehensive, and often vague. Mr. Haultain, perhaps, would not care to be tested as to his mental culture by being compelled to answer forty per cent. of an average junior matriculation honor paper in algebra. He might give the examiner reason to declaim against the superficial teaching of University College which produced such results in its graduates. Yet mathematical power is the best and highest product of education, for it means accuracy of thought, logical acuteness, and inventive faculty. No great education or mental culture is manifested in the power to write frothy rhetoric and to avoid a few glaring mistakes in syntax.

2. The vagueness of thought which is supposed to be manifested by vagueness of expression is partly due to the mental immaturity of the candidates and the often indefinite and loosely expressed questions that are given. Many of the candidates for junior matriculation, and especially for second and third class candidates, are children in years and mental development. To expect much logical power and great command of language from such is preposterous.

3. The numerous failures that take place at our departmental examinations are largely due to the false and foolish practice of overcrowding classes in our public and high schools. From the primary school to the University of Toronto the same vice prevails in our educational system. There are not, as our exclusive friend, Mr. Haultain, suggests, too many seeking an education, but there are too few employed giving that education. Thoroughly satisfactory results will never be obtained in public school, high school, or college, until the classes are so reduced in number that the intelligent and painstaking teacher can adapt his methods and explanations to the mental peculiarity of each individual pupil. When this reform in our educational system is accomplished, then, and not till then, will the education of Canadians truly begin.

HIGH SCHOOL MASTER.

THE Educational Associations of New Brunswick and Nova Scotia have unanimously agreed to recommend an interprovincial convention for the three provinces.

Book Reviews, Notices, Etc.

BOOKS RECEIVED.

An Advanced Grammar. By Calvin Patterson. New York: Sheldon & Co.

A work of fair average merit, principally useful because of its exercises and examples.

Educational Mosaics. By Thomas J. Morgan. Boston: Silver, Rogers & Co.

An inspiring book, filled with the choicest gems of the world's famous educational writers. It is worthy of a place on a teacher's desk.

An Elementary Syntax of the Latin Cases. Compiled by B. D. Turner, M.A., Fellow of Jesus College, and Assistant Master at Marlborough College. Price 1 shilling. London: Rivingtons. 1887.

Second Standard Phonographic Reader. Andrew J. Graham, author and publisher, 744 Broadway, New York.

A neat and compact volume of engraved exercises, with introduction, and a great body of instruction in the form of notes; also copious indexes. A valuable work no doubt, for the student of Phonography.

On the Study of Literature. By John Morley. London and New York: Macmillan & Co.; Toronto: Williamson & Co.

This attractive little volume contains the annual address to the students of the London Society for the Extension of University Teaching. The author's name is ample guarantee of its literary and instructive quality.

The Fortunes of Words. By Federico Garlanda. New York: A. Lovell & Co.

This is a very interesting work on a very interesting study. Something in the style of Archbishop Trench's famous books, it is yet accurate and up to date, being marred by none of the fanciful derivations that tend to shake one's confidence in everything that Trench has written about language.

OUR EXCHANGES.

Scribner's Magazine for October has for its leading article a richly illustrated description of "The Paris School of Fine Arts," by Henry O. Avery. This number contains the seventh and concluding instalment of the Thackeray Letters, "French Traits—Sense and Sentiment," by W. C. Brownell, and other notable articles. Professor N. S. Shaler contributes another paper in his series relating to the surface of the earth and allied topics, this time on "Caverns and Cavern Life."

THE *Popular Science Monthly* for October contains, amongst other articles of interest, Professor Coute's answer to the question "What is Evolution?" and Professor Morse's presidential address at the American Association on the same subject. "The Savagery of Boyhood," by John Johnson, Jr., is a study of certain traits peculiar to that age, which goes to show that, since a boy's development follows a corresponding course with that of the human race, he naturally passes through a stage when cruelty is characteristic, a theory which the intelligent reader and observer will take for what it is worth, without perhaps estimating it very highly.

THE *Atlantic Monthly* for October opens with a series of letters edited by Lucretia P. Hale and Edwin Lassetter Bynner, which are published under the title of "An Uncloseted Skeleton." Whether they really are old letters, or a clever story cast into the form of correspondence, the reader must discover for himself. Their theme, however, is a psychological phenomenon which is, to say the least, bewildering. Dr. Holmes's final paper in his series, "Our Hundred Days in Europe;" the instalment of Mrs. Oliphant's serial; Percival Lowell's second paper on "The Soul of the Far East," in which he gives a very amusing and interesting account of the curiosities of Japanese language and expression; a bright and readable paper composed of anecdotes of Charles Reade; poems by Helen Gray Cone, and other contributions by well known writers make up the number. Houghton, Mifflin & Co., Boston.

Educational Notes and News.

PARKDALE is agitating for a high school.

OF the 29 applicants for matriculation at the recent examinations of the New Brunswick University, four were ladies. Eight county scholarships are open for the successful competitors.

THE directors of the Toronto Art School have opened their new rooms, at the north-west corner of Queen and Yonge Streets, the accommodation hitherto provided for the instruction at the Normal School having been found inadequate to its growing demands.

AT a recent session of the Wycliffe College Alumni the following resolution was carried:—"That we, the Alumni Association, are in favor of having the Bible read and portions committed to memory during school hours in the public schools in this Province, and we pledge ourselves to do all in our power to effect this end."

A CHAIR in Celtic has been established at the Royal University of Ireland, and graduates will be examined thoroughly in Irish history and grammar, including Old Irish, a language almost as different from modern Gaelic as English is from Saxon, and in the profound studies of the Celtic tongues made by German, Welsh, and Irish philologists.

THE recent convention of the National Educational Association of the United States was in some, perhaps in all respects the most successful teachers' meeting ever held. Over \$20,000 was paid in fees. At opening meeting in the evening more than 16,000 persons were present. The next annual convention will be held at San Francisco.

AT a recent session of the Senate of Toronto University it was resolved, on motion of Dr. Wilson, that the Board of Art Studies take into consideration the present requirements for the second year in Arts, with a view to determining whether the work is excessive in amount or the number of subjects greater than is reasonable to impose on the students.

THE English Educational Blue Book shows that the attendance at the public schools is much below what it should be. Out of a total of 4,645,097 children that ought to be in daily attendance at school, only 3,438,425 on the average are actually to be found there—in other words, of every 100 children who ought to be under daily instruction, 26 are habitually absentees.

THE Princeton college for young women, opened in September, is somewhat on the plan of the Harvard "Annex." There are two courses—the collegiate department and a preparatory department. Requirements for admission to the collegiate department are the same as those of Princeton College. All the studies of the Freshman and Sophomore years except Greek are required.

AT the opening of Knox College, a week or two since, the chairman, Rev. Principal Caven, announced that the amount of the endowment was \$201,100, of which \$155,364 had been paid. There were few congregations remaining uncanvassed, and it was thought that through shrinkage, which naturally occurred when large sums were involved, the amount realized would be somewhat less than the \$200,000 fixed as the endowment required.

THE Ahmednagar College, India, of which Rev. James Smith, graduate of Toronto University and Knox College, is Principal, was opened in 1882 with 14 pupils in two classes; there are now 311 in ten classes. These students belong to the following classes: "Brahmins, 157; cultivators, 40; traders, 20; writers, 10; low castes, 3; other Hindus, 14; Mohammedans, 38; Parsees, 4; Christians, 24; Jews, 1.

MR. G. MERCER ADAM contributes to a late number of the *Week* an appreciative pen-and-ink portrait of Dr. Wilson, the president of the University of Toronto. Comparatively few Canadians, probably, are aware of the extent of Dr. Wilson's researches and the distinction he has earned in the lines of his favorite studies, especially archæology. Amongst the students of this science, as well as in the field of general literature, he stands in the front rank.

DR. POTTS, Methodist Secretary of Education, recently held a number of District conventions at Guelph, Galt, Clinton, Mitchell and St. Marys in the interest of the College Federation scheme. He says that "the allotments distributed by the Guelph Conference to the districts have all been accepted, and the sums levied will be forthcoming. Guelph has tripled the amount originally expected to be raised there, and the Galt people doubled theirs, and between \$32,000 and \$40,000 will be raised during this conference year."

REV. W. H. MURRAY, the inventor of a system for teaching the blind Chinese to read, passed through Canada en route for China, via Vancouver, recently. Mr. Murray, after twenty years in China, visited Scotland, his native land, this summer, and in passing through Canada visited his only sister, living near Orillia. By his system of blind-reading he has been an incalculable blessing to the 500,000 blind in China, the majority of whom are beggars and many of them leprous. Those blind readers will be employed to read the Bible to others.

DR. JOHNSON, of McGill University, who did so much to promote in Canada the observation of the transit of Venus in December, 1882, now announces the result of the observations taken throughout the world in determining the all-important astronomical figure of the earth's mean distance from the sun, which is now given at 92,560,000 miles, with a possible error of 250,000 miles. This is probably about an average of former calculations, which have fixed the distance, at different times within memory, at from ninety to ninety-five millions of miles.—*Witness.*

A RECENT writer says that the educational system of Japan is very complete and thorough for the time it has been in operation in its modern form. The official statistics of 1882 show 28,905 elementary schools, with 74,473 teachers; 173 high schools, with 924 teachers; 71 normal schools, with 546 teachers; 2 universities, with 135 professors; 98 technical schools, with 975 teachers, besides a thousand other schools, with twice that number of teachers. The universities have above 2,000 male students. For the elementary institutions the school age is from 6 to 14, the average attendance being almost 49 per cent.

THE famous Dr. Jowett, of Oxford University, has created a genuine sensation in the classic and conservative halls of Balliol College. He protests against the system of spending from ten to fourteen years in acquiring an indifferent knowledge of Greek and Latin to the exclusion of the study of the modern languages. He insists that the study of French and German should precede the study of the classics. He has already made German optional for Greek at Balliol. When it is remembered that Dr. Jowett is perhaps the foremost Greek scholar of the age, whose translations of Plato and Thucydides are renowned, these things have much significance.

FOLLOWING is a corrected report of the resolutions adopted at the Ontario Teachers' Normal Music Association, in August last:—*Resolved*—"That, in the opinion of this meeting, for the sake of uniformity, there should be only one system of teaching vocal music in the schools of the Province." 2nd Resolution—"That the system taught by Prof. Holt, of Boston, is one that commends itself to the teachers in attendance at the Summer School of Music." 3rd Resolution—"That a copy of these Resolutions be transmitted to the Hon. G. W. Ross, Minister of Education, and that he be requested to establish a special examination in Music similar to those given in Drawing."

SAYS a school teacher in one of the country districts of Kentucky:—"One of my scholars was taken out of school because I endeavored to persuade him that the earth is round. His father thought he was in danger of being made an infidel by being taught such nonsense. I saw the man and tried to impress the fact upon him. We had a public debate which lasted for two weeks before crowded houses. He admitted that there were too many hills and mountains for the earth to be exactly flat, and finally went so far as to say that the earth might be round 'this 'ere way [meaning east and west], 'cause the people might fall off; but it is not round this 'er way' (meaning north and south)."

THE Vanderbilt University, at Nashville, Tenn., announces that a class in highway construction is to be opened free of charge to one principal or deputy highway commissioner, or other official, from each county in the State, the beneficiary to be named in each case by the county judge. The course of instruction will extend from February 1st to April 1st, and will consist of lectures and work on the economical location of highways to conform to conditions of typography and traffic, principles of construction of new and reconstruction of old roads, methods of drainage, simple highway structures, retaining walls, culverts, simple bridges, also practice in field sketching, platting, draughting, and computing estimates of cost.

DURING the recent convention of teachers in this city there was, one present—a woman—whose history the reporters failed to get. Seven years ago she graduated in St. Louis and went West. She began teaching in the wilds of Montana, and her presence created a sensation among the miners. She was as great a curiosity as Katashaw's elbow. The old men of the mountains came miles to see her, and I am told she had a class of these old men, who wanted to learn "readin', 'ritin', and 'rithmetic." As civilization became a fixed fact, the wilds wherein she had taught became a county, and at the very first election this plucky girl was made superintendent of instruction in the county. She established schools, and, as there are no railroads in her county and few coaches, she visits her various schools by means of a spirited mustang which was given her by the class of old miners to whom she taught the rudiments. Sometimes she rides in storms, and always alone. There is an unwritten law in the county that she is to be protected from insult. When she was in Chicago she sent for her old mother, who was in St. Louis, and brought her here. They went east on a vacation, and yesterday passed through this city on their return to Montana. The young lady has purchased a sheep farm in the West and her mother is going out to attend it. It is too bad that the name of such a plucky girl as this cannot be given. But my informant foolishly let it slip this morning. The story is absolutely true. What a queenly wife she will make, for I am told that her face is fair and her disposition as sunny as her Western home is expansive.—*Clubman's Gossip, in Chicago Mail.*

TEXT BOOKS

AUTHORIZED FOR USE IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The books named in the following lists are the only books authorized by the Education Department, and the law in regard to any other will be strictly enforced.

The following are the sections of the High Schools Act of 1887 that bear upon this subject:—

60. No teacher shall use or permit to be used as text books any books in a High School, except such as are authorized by the Education Department, and no portion of the legislative or municipal grant shall be paid to any school in which unauthorized books are used.

61. Any authorized text book in actual use in any High School may be changed by the teacher of such school for any other authorized text book in the same subject on the written approval of the trustees, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

62. In case any teacher or other person shall negligently or willfully substitute any unauthorized text book in place of any authorized text book in actual use upon the same subject in his school, he shall for each offence, on conviction thereof before a police magistrate or justice of the peace, as the case may be, be liable to a penalty not exceeding \$50, payable to the municipality for High School purposes, together with costs, as the police magistrate or justice may think fit.

TEXT BOOKS.

LIST OF TEXT BOOKS AUTHORIZED FOR THE USE OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES—FORMS I.-IV.

Authorized by the Educational Department, June, 1887.

Reading—	The High School Reader.....	\$0 60
	<i>Lewis' How to Read</i>	0 75
Orthoëpy and Spelling—	High School English Word Book—Connor & Adam.....	0 50
	Ayres & Armstrong's Orthoëpist.....	0 35
	<i>Companion to the Readers</i>	0 30
English Grammar—	High School Grammar.....	0 75
	Mason's Advanced Grammar.....	0 75
	Earle's Philology of the English Tongue—For Forms III. and IV. only.....	2 50
	<i>Abbott's How to Parse</i>	0 60
	<i>Morris' English Grammar (Primer)</i>	0 20
	<i>Angus' Hand Book of the English Tongue</i>	1 75
	<i>Fleming's Analysis of the English Language</i>	0 80

English Composition—	High School Composition—Williams—(edition 1887).....	0 50
	Ayres & Armstrong's Verbalist.....	0 35
	The Structure of English Prose—McElroy—For Forms III. and IV. only.....	1 00
History—	Public School History of England and Canada.....	0 35
	Edith Thompson's History of England.....	0 65
	Jeffers' History of Canada—Primer.....	0 30
	Schmitz's History of Greece and Rome.....	0 75
	Green's Short History of the English People—For Forms II. and III. only.....	1 50
	<i>Smith's Smaller History of Greece</i>	1 00
	<i>Rome</i>	1 00
	<i>Longman's Epochs of English History</i> —eight vols., \$1.60; two vols., \$1; one vol.....	0 90
Geography—	High School Geography.....	1 00
	Campbell's Modern School Geography.....	0 75
	Pillans' First Steps in Classical Geography.....	0 50
	<i>Lovell's Advanced Geography</i>	1 00
	<i>Page's Introductory Text Book of Physical Geography</i>	0 90
Arithmetic—	High School Arithmetic, with Exercises (to be authorized in August, 1888, if found suitable).....	0 50
	Hamblin Smith's Treatise on Arithmetic.....	0 75
	<i>Smith & MacMurphy's Advanced Arithmetic</i>	0 50
Algebra—	McLellan's Elements of Algebra.....	0 75
	Robertson & Birchard's High School Algebra.....	0 75
	Todhunter's Advanced Algebra.—For Forms III. and IV. only.....	1 75
	<i>Todhunter's Algebra for beginners</i>	0 60
	<i>Hamblin Smith's Elementary Algebra</i>	0 90
	<i>Colenso's Algebra—Students' Edition</i>	1 00
	<i>London's Elements of Algebra</i>	0 75
	<i>London's Algebra for Beginners</i>	0 40
Geometry—	McKay's Elements of Euclid.....	0 75
	McKay's Elements of Euclid—(Books I., II., III.).....	0 50
	Todhunter's Euclid.....	0 90
	Todhunter's Euclid—(Books I., II., III.).....	0 40
	<i>Hamblin Smith's Geometry</i>	0 90
	<i>Hamblin Smith's Geometry—Book I., 25c.; Books I. and II., 30c.; Books I., II. and III.</i>	0 40
	<i>Potts' Euclid</i>	0 50
Trigonometry—	Todhunter's Trigonometry for Beginners.—For Forms III. and IV. only.....	0 65
	Hamblin Smith's Trigonometry.—For Forms III. and IV. only.....	0 75
Latin—	Harkness' Revised Standard Latin Grammar.....	1 00
	Allen & Greenough's Latin Grammar.....	1 00
	Harkness' Introductory Latin Book.....	0 70
	Leighton's First Steps in Latin.....	1 00
	Bradley Arnold's Latin Prose.....	1 50
	Aids to Writing Latin Prose—Bradley and Papillon.—For Forms III. and IV. only.....	1 50
	<i>Smith's Principia Latina—Parts I., II., III. and IV., each</i>	1 00
Greek—	Goodwin's Greek Grammar.....	1 25
	Curtius' Smaller Greek Grammar.....	1 00
	White's First Lessons in Greek.....	1 00
	Harkness' First Greek Book.....	1 20
	Arnold's Greek Prose Composition.—For Forms III. and IV. only.....	1 25
	<i>Smith's Initia Græca</i>	1 25
French—	DeFivas' Grammaire des Grammaires.....	0 75
	Bue's First French Book.....	0 25
	Cassell's Lessons in French, by Fasquelles—Part I.....	0 65
	De Fivas' Introductory French Reader.....	0 60
Grammar—	High School German Grammar—(To be authorized if found suitable).....	0 75
	Aue's German Grammar.....	1 00
	High School German Reader (Grimm, Kinder-und-Haus Märchen).....	0 75
	<i>Ahn's Grammar</i>	1 00
	<i>Otto's German Grammar</i>	2 00
Physics—	High School Physics—Gage & Fessenden.....	1 00
	Huxley's Introductory (Science-Primer).....	0 30
	Balfour Stewart's Physics (Science-Primer).....	0 30
	<i>Hamblin Smith's Elementary Statics</i>	0 80
	<i>Kirkland's</i>	1 00
	<i>Magnus' Lessons in Elementary Mechanics</i>	1 20
	<i>Hamblin Smith's Elementary Hydrostatics</i>	0 75
Biology—	I. Botany—	
	High School Botany—Spotton—(edition 1887).....	1 00
	<i>Spotton's Botany (old edition)</i>	1 25
	<i>Gray's How Plants Grow</i>	1 25
	II. Zoology—	
	High School Zoology—(To be authorized in August, 1888, if found suitable).....	0 75
Chemistry—	High School Chemistry—Knight.....	0 75
	<i>Roscoe's Elementary Chemistry</i>	1 50
	<i>Miller's Inorganic Chemistry</i>	1 00
Commercial Course—	High School Book-keeping and Précis Writing—McLean.....	0 65
	The Standard Book-keeping and Précis Writing—Beatty & Clare.....	0 65
Drawing—	The High School Drawing Course—five parts—each.....	0 20
	McGuire's Perspective and Geometrical Drawing.....	0 40
Music—	The High School Music Reader.....	0 75

DICTIONARIES RECOMMENDED.

1. **English**—Stormonth's English Dictionaries (smaller and larger.) Skeat's Etymological Dictionary (cheap unabridged edition).
2. **Latin**—Anthon's smaller Latin Dictionary. Harper's (Lewis & Scott's) Latin Dictionary.
3. **Greek**—Liddell & Scott's larger and smaller Greek Dictionaries.
4. **French**—Cassell's French and English, and English and French Dictionaries. Spiers and Sureine's French and English, and English and French Dictionaries.
5. **German**—Blackley and Friedlander's German and English, and English and German Dictionaries. Flügel's German Dictionary.
6. **Antiquities and Mythology**—Anthon's and Smith's.

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- Fitch's Lectures on Teaching, . . . 1 00
- Spencer's Education, . . . 1 25
- Schiller's Das Lied von der Glocke, with notes, . . . 60
- Schiller, Hero and Leander, . . . 75
- Roullier, Second Book of French Composition, . . . 1 00
- Mendel's Translation of Das Kalte Herz, . . . 1 25
- Stock's Wortfolge, or Rules and Exercises on the Order of Words in German Sentences, . . . 50

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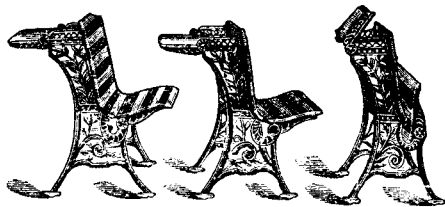
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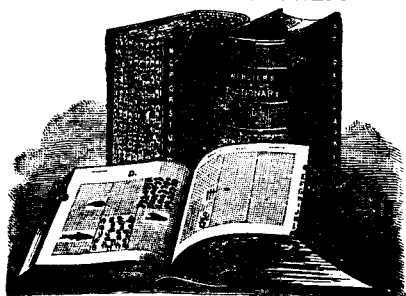
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