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# The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, JUNE 18, 1885.

No. 24.

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## The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.  
and a staff of competent Provincial editors.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

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## The World.

The probabilities now seem to be in favour of the escape of Big Bear from his pursuers. Gen. Middleton has been headed off by an impassable morass and obliged to give over his line of pursuit. Gen. Strange is waiting in the vicinity of a cache of provisions, hoping the savages may be doubling in that direction but it is doubtful if Big Bear is not too wily and his scouts too keen, to be caught in any such trap.

It is but natural that feelings of fierce resentment should be aroused in the breasts of our soldiers by the ghastly evidences of the tortures which the savages have in a few instances inflicted upon their victims. But it should not be forgotten that no degree of Indian savagery could justify or excuse barbarity on the part of civilized and christianized soldiery. It may be hoped that the stories we occasionally hear of an Indian clubbed with the rifle after being shot, and the threats of indiscriminate death and no quarter are the figments of excited reporters'

brains. To maltreat or slay the wounded, or refuse quarter to the captive, would be for our troops to put themselves on a level with their barbarian foe, and disgrace Canadian arms.

The unexpected fall of the Gladstone ministry is an event of world-wide importance. The results it is impossible to predict, though, as the assumption of grave responsibility has often a wonderful effect in toning down the views of extremists and agitators, it may be hoped that no marked change of policy will result. The great difficulty with some of the fiery Jingo leaders, such as Lord Randolph Churchill, will be to find out a way of gracefully eating their own words. To assume office without performing that feat must mean, it would seem, smashing the Mahdi and Russia, at the very least. Perhaps there could be nothing better either for the nation or for Gladstone than that the opposition should have a chance to try their hand at the great problems presented by India, Egypt and Ireland, and the people a chance of comparing their modes of dealing with those problems with that of the retiring Cabinet.

The Report of the Ontario Bureau of Industries for May, is based on information furnished by 650 correspondents. Notwithstanding the fact that last winter the snow fell early and lay late, and the winter was one of the coldest on record, the promise of the fall wheat crop seems to be on the whole good. Winter rye, too, in the few localities in which it is grown, has come safely through. Clover is reported backward, but promising well. Fruit trees are generally in a healthy condition, and, as we are glad to learn from private sources, even the tenderer varieties such as the peach, which, it was feared had suffered from the severity of the winter, are now giving promise of a much better crop than was anticipated. Vegetation must be very rapid during the fine warm weather the country is now enjoying.

The ultimate effect of the employment of labour-saving machinery of all kinds is an interesting, and perhaps, to some extent, a still unsolved problem. We notice, for instance, in a circular from A. Blue, Esq., Secretary of the Ontario Bureau of Industries, the statement that about 3,000 self-binders were sold last year to the farmers of Ontario, and that harvest wages were materially lowered in consequence. Each machine, it was claimed, dispensed with the service of four men at the time of year when the price of farm labour reaches its highest point. This year the manufacturers are preparing to supply 8,000 self-binders. On the same basis of reckoning, should these all be sold, the services of 32,000 farm labourers would be superseded in the harvest fields. But it would be no doubt fallacious to infer that the demand for labour suffers to that extent. When railways were first being introduced, great opposition arose on the ground of the predicted injurious effects upon the value of horses and the industry of those who lived by coach and stage driving. The result has been, beyond

question, quite the opposite. The great increase of travel and traffic of all kinds under the stimulating influence of railways has greatly enlarged the demand for the services of this indispensable animal. The same result may be hoped for from every other useful invention. The farmers' labour-saving machines may work temporary disturbance and change of employment. But they not only create a demand for the various kinds of labour involved in their manufacture, but, by adding to the resources of the farmer, enable him to cultivate larger areas, and lead to larger expenditures in other directions, all of which, in their turn, mean demand for labour.

### The School.

An educational exchange says that when Texas disposes of her school funds she will have ninety-five millions of dollars invested for educational purposes. Pretty well for so young a state.

The first annual meeting of the Teacher's Guild of England was held in May, in London. The Society has been incorporated and local branches are being formed. The Teachers' Guild is not exactly a trades' union but some of best objects of trades' unions will no doubt be kept in sight by it. The meeting was presided over by Mr. Mundella, M.P., by invitation. The formation of some such union or guild by Canadian teachers will no doubt be one of the advance steps of the near future. Such an organization, with the necessary local branches, might be made a power for good both to the profession and to the public.

Dr. Hodgins, Chairman, and Messrs. J. L. Hughes and Jas. Carlyle, General Secretaries of the Ryerson Memorial Fund, have published a list of contributors up to January, 1885. Their object in so doing is, as we are informed in a prefatory note, twofold, *first*, "to acknowledge with grateful pleasure the gratifying instances in which a liberal response has been made to the appeals of the committee," and *second*, to give those who have made no response hitherto another opportunity to do so. The total sum now invested, less contingent expenses, is \$4,083.42 and at least \$2000 more will be required to enable the committee to erect a suitable memorial.

*The Teacher* rightly insists that a school room should be made attractive. The influence of surroundings is too often lost sight of, or at least not sufficiently considered, in education. The school should be a home-like, happy place for the child. All its appointments, however simple and inexpensive, should bear the impress of a cultivated taste. We verily believe that it will be found much easier to preserve order and decorum in a neat and tasteful school room than in one which is untidy, rough and barn-like. It is an excellent plan to enlist the tastes and sympathies of the children in the arrangement of the furniture and the disposal of maps, pictures, and ornaments of which no school room should be wholly destitute. Let the child's eye have something pleasing, pretty or suggestive to rest upon, something that appeals to the higher sentiments, as often as its image falls upon the retina.

A new departure of a most commendable kind has recently been made in a public school in Gottingen. A spacious and comfortable bathing place has been arranged and fitted up for the children. Warm or cold baths may be had according to need. The children bathe in classes, under supervision. The time for bathing is during school hours, and so arranged that at least an hour shall be spent in the school before going out. It is said that the aversion which many parents showed at first to this innovation has disappeared, so that now only very few children do not take the baths. Considered in its whole influence and tendency we know of few things that would have a happier effect upon large classes of children than the introduction of this cheap luxury. Most of those to whom the morning tub or sponge is amongst the necessaries of life would be surprised to learn how many know little or nothing of its invigorating power. To thousands of poor children in city and country, the bath, as a part of the regular school routine, would mean the formation of a habit which would make them healthier and better, in person, taste and morals, all through life.

The recent Convocation of the University of Toronto marks an epoch in the history of higher education in Ontario. For the first time the gentler sex were represented amongst those presenting themselves for cap and gown. On this occasion the "fair girl graduates," carried off more than their fair share of honours and prizes. The *clat* with which these clever pioneers have completed the course has probably given the *coup de grace* to any lingering opposition to the advance movement they represent. The last redoubt was carried by storm on Convocation day. But while congratulating most heartily both the successful ladies and those who have striven so long and strenuously for the simple justice of the admission of women to the lecture rooms of University College, we are far from thinking the problem of University education for women solved. We want to see educated women going forth from the University halls not by threes or fours, or by dozens, but by hundreds. In the nature of the case this cannot be hoped for until better arrangements are made and better accommodation provided. The next great desideratum is one or more Girtons, or Newnham Halls, or Somerville Halls. The proposed University Federation scheme will be very partial and one-sided, until provision is made for at least one well equipped Ladies' College in the circle.

"A Parent," writing to the *Mail*, brings a very serious charge against the Ontario Model School. He says that in a recent examination in Drawing "the pupils were coached on questions on the examination paper only a few days before." "A Parent" alleges further that the same dishonesty was practised last session in the Normal School. It is to be devoutly hoped that this grave charge is a calumny. We feel sure that the Principal of either the Normal or the Model School, would scorn to permit any such practice, but it is due to themselves and to the patrons of the school that such a charge, appearing in a paper like the *Mail*, should be promptly and unequivocally refuted. If any teacher in either branch has not too keen a sense of honour to permit him to do anything of the kind, his

resignation could not be too readily accepted. It would be indeed deplorable if children sent to these schools, with the expectation that they will be trained in a high sense of honour, should be "tutored in dishonest scheming." We feel sure that both Mr. Kirkland and Mr. Clarkson will make rigid inquisition and govern themselves accordingly.

Is the much vaunted modern system of free schools and compulsory education a failure? Such is the question some are now beginning to ask in view of the alarming growth of illiteracy in some of the great cities. The fact that New York, for instance, has not even school accommodation for many thousands of its school population is somewhat appalling. It is too, an undoubted fact that in the great cities both of England and the United States, thousands of parents and children are constantly conspiring and engaging in a contest of wits with the truuant officers, in order that the children may evade the regulations. The few cents that they can pick up in one way or other is the chief inducement. The great question is, however, not whether a good many parents do not manage to bring up their children in utter ignorance, but how the number of such illiterates compares with what it probably would be but for the free schools and compulsory laws. It is undoubtedly true that as human nature is constituted, most of us prize more highly that which costs us something. But it is unhappily equally true that those who connive at defrauding their children of even the rudiments of school education, in order probably that they may get a few cents more to spend in gin or whiskey, are scarcely the parents who would be likely to indulge in the luxury of paying for their children's schooling. The solution of the problem will, let us hope, be found in a system of industrial schools, to the merits of which the public mind is fast awakening.

The *School Guardian* (Eng.) sketches as follows the outline of the scheme for the training of the schoolmaster of the future, as submitted at the recent Conference of the National Union of Elementary Teachers in England:—

"In the first place, the future schoolmaster is to enjoy 'an uninterrupted course of instruction and study in a Higher Grade School at the age of seventeen; this is to be followed by 'a short term of two or three years' apprenticeship,' during which 'provision is to be made for the proper continuance of the pupil-teacher's studies, and for the acquirement of the practice of teaching.' Our candidate will by this time have reached the age of nineteen or twenty, he is then to pass the entrance examination, and he is afterwards to spend a year in a Training College, where he will study the science of Education and the practice of teaching, and will, moreover, continue his own studies and advance a stage, if not the whole way, to the attainment of a University degree. He will then at the age of twenty or twenty-one come out a well-equipped schoolmaster and a cultured gentleman."

The *Guardian* admits that the programme is very attractive, but thinks its advocates overlook one very important question, that of "ways and means," especially as they regard the Queen's scholarship by the help of which many of them have obtained the professional training, as a "doubtful good," and favour the gradual withdrawal of the Government subsidies.

The course of preparation proposed is certainly none too extensive; in fact, no course can be, even for elementary teachers. Nor does there appear any good reason why those fitting themselves, or being fitted by their parents for teaching, should not bear the expenses of their own education as in any other profession. The teachers of the Union deserve praise for the high standard of scholarship and character they would set before members of the profession.

### IS KNOWLEDGE POWER?

Not all knowledge, certainly. There are many persons whose minds are repositories of facts, which never, so far as any one can observe, add in any way to their power of either thinking or acting. Who of us has not at some time or other spent precious hours, or it may be, days and weeks in acquiring knowledge which, so far as the minutest analysis can discern, has not been of the slightest use? Its acquisition compelled no independent thought, and so strengthened no faculty of mind, perhaps not even memory. Its possession has never helped us in any process of reasoning, or in any crisis of action. It lies away out of sight in some corner of the mind as useless lumber, representing only so much time and toil unremuneratively invested.

There is no more important question for the thoughtful teacher than that of the true relation between learning and education, between knowledge and power. The following sentence from Froude contains, it seems to us, the germ of a very valuable principle.

"The only real knowledge a man possesses is that he can use; all else hangs as dust about the brain, or vanishes as dew upon the drying stone."

Few probably will question the proposition thus laid down. It is well nigh axiomatic. No one cares for the possession of stores of knowledge which he can never use. No one will regard another as really the wiser, or in any sense the better, for the possession of such hoards. Some may indeed raise the previous question, "Is there, can there be really any such knowledge? Is it not of the very nature of all knowledge to be useful, in enlarging the mind, and affording food for thought, if in no other way?" There is some force in the query. Froude's statement like most other unlimited propositions, may imply more than is literally and absolutely true. But every one who will admit that there are qualities and degrees in knowledge, and that some kinds are vastly more useful or stimulating than others, must admit that the essence of the proposition is true.

The use we wish to make of it just now is to turn it about, and see if it may not be converted into a most useful principle in education. What we mean may perhaps be expressed by saying, "Real knowledge can be acquired only as it is used," or "The only way to get real knowledge is to use it." Thus expressed, the statement sounds somewhat paradoxical, but nevertheless conveys a valuable truth. The practical rule to be deduced is, strive to have every pupil use the knowledge he is acquiring as fast as he gets it, and to use it in some way which will compel him to make it really his own. If he has worked

his way to a mathematical or scientific law, let him apply it in a number and variety of examples, the simpler and more practical the better, till he has fully mastered it for all future time. If he has, on the other hand, stumbled on a number of disconnected facts in history, let him not suppose anything gained until he has compared those facts thought over them, traced their relations, and deduced some law which explains, harmonizes or unifies them.

To express our meaning more simply, we should say that the child should be taught to regard no rule, no fact, as knowledge, until he is able to demonstrate the one, and to set the other in some relation to other known facts. He cannot be sure even that he knows a word until he has used it in a number of sentences illustrating its exact meaning, or shades of meaning. In doing this the pen is an invaluable auxiliary. The pupil who is constantly taught to state every new fact or principle, to define its limits, to illustrate its use or meaning, and to discuss, if possible, its relations, in his own written language, is undergoing the process which constitutes true education. He will not be long in learning to distinguish between useful and useless knowledge, between a sound and an idea, between what he really has learned, and what he only fancies he has learned, because he can repeat a string of the teacher's or author's words.

## Special Articles,

### TEACHER.

Your salary is not as good as you like to have it. How can you make it better? Your place is not very secure. You may be removed at the close of your present term, or year, and another put in your place at less pay. Would you like to know how to make yourself necessary even at double the pay you now receive? I tell you. Be a teacher. Are you one now? Do you know what the word means? Is one who hears lessons, assigns tasks, and drives unwilling pupils through irksome duties, a teacher?

To be a teacher you must wake up thought; induce habits of investigation, and lead your scholars to draw conclusions for themselves. Thousands can keep order, assign lessons, drive learners through all manner of routine and get parrot-like success, but few can wake up self activities, and go before their scholars as leaders and guides while they work with willing heart, head and hand. Be a teacher and you will be needed. Teachers are scarce and in great demand. If they don't appreciate you where you are, you may be certain you can easily find a place where they will. Be a teacher, don't be a mere plodder, moping along in the beaten path of the common school keepers. Be a teacher, and you will be needed and paid, and then you will be happy!—*Ex.*

### NEWSPAPER IN SCHOOL-ROOM.

We notice in our educational exchanges, occasionally, articles advocating the use of the newspapers in the school-room as supplemental reading for the pupils. There are two sides to the question. It is very well for the young to learn early to take an interest in current events, and to lay the foundations for a broad intelligence. Good papers, like good books, should be of the right kind, well written, adapted to the capacity of the reader, and, above all, of pure taste and healthful mortality. Many daily newspapers are not adapted for school use for the following reasons:

1st. The editorials are beyond the understanding of the young student. 2nd. There is no sound mental food in much of the reading matter. 3rd. There is too often, much that is objectionable in them, much that might prove positively detrimental to the character and education of the young.

Too many newspapers cater to a depraved taste, and to the lower instincts of their readers. Glance the eye over the average newspaper of the day. There are graphic descriptions of murder, theft, burglary and the like. These are worked up with great elaboration of detail, and with an evident desire to excite the emotions of the reader. Whole columns are devoted to the brutal prize fight between the noted champions of the ring, who pound, hammer and mutilate each other after the true artistic style. That is not good reading for a school-boy.

Some blaspheming infidel mixes his rhetoric and profanity for the gratification of his followers in an obscure theatre, and has sufficient influence to secure the publication of his foul words in a leading journal, and forthwith it travels over the country, doing all the harm it can, and scattering the seeds of its vicious teachings in all the highways and byways. We do not want school-children brought within a thousand miles of such reading, no matter what may be the name of the newspaper which lends itself to such teachings.

We are not underrating the benefits which flow from a newspaper of the right kind—weighty in intelligence and pure in morals—but we do object to placing in the hands of our children anything which would be likely to corrupt their tastes or to lead them astray, and we have seen many an article in a leading daily newspaper which was not fit reading for the school-room. We do not sit in judgment upon the management of such papers. It is to them a matter of business, and so long as they have readers who enjoy such articles they will probably be published.

It is another and a very different question when it is proposed to make use of the daily newspapers as a reading lesson for our school-children. Then, we are free to say, put in the hands of the young people any book, or newspaper if you like, which will give them models of good style, and wholesome thought, but be sure that they read what is improving.—*Louisiana Ed. Journal.*

### THE SEVEN LAWS OF TEACHING.

FROM AN ARTICLE BY JOHN M. GREGORY, L.L.D., IN THE PILGRIM TEACHER.

These laws are not obscure and hard to reach. They are so simple and natural that they suggest themselves almost spontaneously to any who carefully notes the facts. They lie imbedded in the simplest description that can be given of the seven elements named, as in the following:

1. A teacher must be one who KNOWS the lesson or the truth to be taught.
2. A learner is one who ATTENDS with interest to the lesson given.
3. The language used as a MEDIUM between teacher and learner must be COMMON to both.
4. The lesson to be learned must be explicable in the terms of truth already known by the learner,—the UNKNOWN must be explained by the KNOWN.
5. Teaching is AROUSING and USING the pupil's mind to form in it a desired conception or thought.
6. Learning is THINKING into one's own UNDERSTANDING a new idea or truth.
7. The test and proof of teaching done—the finishing and fasten-

ing process—must be a RE-VIEWING, RE-THINKING, RE-KNOWING, and RE-PRODUCING of the knowledge taught.

These definitions and statements are so simple and obvious as to need no argument or proof; but their force as fundamental laws may be more clearly seen if stated as rules for teaching. Addressed to the teacher, they may read as follows:

1. Know thoroughly and familiarly the lesson you wish to teach, or, in other words, teach from a full mind and a clear understanding.

2. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

3. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

4. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown by single, easy, and natural steps, letting the known explain the unknown.

5. Use the pupil's own mind, exciting his self-activities, and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

6. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

7. Review, *review*, REVIEW, reproducing correctly the old, deepening its impression with new thought, correcting false views, and completing the true.

These rules and the laws which they outline, underlie and govern all successful teaching. If taken in their broadest meaning, nothing need be added to them, nothing can be safely taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is necessary to give them free and undisturbed action.

Like all the great laws of nature, these laws of teaching will seem at first simple facts, so obvious as scarcely to require such formal statement, so plain that no explanation can make clearer their meaning. But, like all fundamental truths, their simplicity is more apparent than real. Each one varies in applications and effects with varying minds and persons, though remaining constant in itself; and each stands related to other laws and facts, till it reaches the outermost limits of the science of teaching. Indeed, in a careful study of these seven laws, to which we shall proceed in coming articles, the discussion will reach every valuable principle in education, and every practical rule which can be of use in the teacher's work.

They cover all teaching of all subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and useful for the college professor as for the master of a common school; for the teaching of a Bible truth as for instruction in arithmetic. In proportion as the truth to be communicated is high and difficult to be understood, or as the pupils to be instructed are young and ignorant, ought these rules to be carefully followed.

Doubtless there are many successful teachers who never heard of these laws, and who do not consciously follow them; just as there are people who walk safely without any knowledge of gravitation, and talk intelligibly without studying grammar. Like the musician who plays by ear, and without knowledge of notes, these natural teachers, as they are called, have learned the laws of teaching from practice, and obey them from habit. It is none the less true that their success comes from obeying law, and not in spite of laws. They catch by intuition the secret of success, and do by a sort of instinct what others do by rule and reflection. A careful study of

their methods would show how closely they follow these principles; and if there is any exception it is in the cases in which their wonderful practical mastery of some of these rules—usually the first three—allows them to give slighter heed to the others. To those who do not belong to this class of "natural teachers," the knowledge of these laws is of vital necessity.

Let no one fear that a study of the laws of teaching will tend to substitute a cold, mechanical sort of work for the warm-hearted, enthusiastic teaching so often admired and praised. True skill kindles and keeps alive enthusiasm by giving it success where it would otherwise be discouraged by defeat. The true worker's love for his work grows with his ability to do it well. Even enthusiasm will accomplish more when guided by intelligence and armed with skill, while they who lack the rare gift of an enthusiastic nature must work by rule and skill or fail altogether.

### THE SCHOOLMARM'S STORY.

A frosty chill was in the air—  
How plainly I remember—  
The bright, autumnal fires had paled,  
Save here and there an ember;  
The sky looked hard, the hills were bare,  
And there were tokens everywhere  
That it had come—November.

I locked the time-worn school-house door.  
The village seat of learning,  
Across the smooth, well-trodden path  
My homeward footsteps turning;  
My heart a troubled question bore,  
And in my mind, as oft before,  
A vexing thought was burning.

"Why is it up hill all the way?"  
Thus ran my meditations;  
The lessons had gone wrong that day,  
And I had lost my patience.  
"Is there no way to soften care,  
And make it easier to bear  
Life's sorrow's and vexations?"

Across my pathway, through the woods,  
A fallen tree was lying.  
On this there sat two little girls,  
And one of them was crying.  
I heard her sob: "And if I could,  
I'd get my lessons awful good,  
But what's the use of trying?"

And as the little hooded head  
Sank on the other's shoulder,  
The little weeper sought the arms  
That opened to enfold her.  
Against the young heart, kind and true,  
She nestled close, and neither knew  
That I was a beholder.

And then I heard—ah! ne'er was known  
Such judgment without malice.  
Nor queerer council ever heard  
In senate, house, or palace!—  
"I should have failed there, I am sure.  
Don't be discouraged; try once more,  
And I will help you, Alice."

"And I will help you." This is how  
To soften care and grieving;  
Life is made easier to bear  
By helping and by giving.  
Here was the answer I had sought,  
And I, the teacher, being taught  
The secret of true living.

If "I will help you" were the rule.

How changed beyond all measure  
Life would become! Each heavy load  
Would be a golden treasure;  
Pain and vexation be forgot;  
Hope would prevail in every lot,  
And life be only pleasure.

—*Treasure Trove.*

## Examination Papers.

### LADY OF THE LAKE—CANTO V.

BY WILLIAM BURNS, HIGH SCHOOL, BRAMPTON.

1. What is the general scansion of this poem? Give examples of changes for sake of emphasis. How does the writer relieve the monotony of this metre?
2. What part does *superstition* play in this poem? How far do you consider the writer as justified in its use?
3. Name the figures of speech most commonly used—with illustrations.
4. Explain the following words and phrases: shingles, Holy-Rood, curlew, bonnets, Bochartie, juck, bride of Heaven, draw-bridge, tilter, Douglas, cast, loose banditti.
5. Explain force of change of pronoun when used by same speaker in "Thou warn'st me I have done amiss." "We do forbid the intended war."—Sec. xxxii.
6. Contrast uses of "thou" in "Hear'st thou" he said "the loud acclaim." "Thou many-headed monster thing."—Sec. xxx.
7. "We destined for a fairer freight."—Sec. xxii. Give the story implied in this line.
8. Give in prose a short version of the "Battle-scene."

### DURHAM COUNTY PROMOTION EXAMINATIONS, APRIL 2ND, 1885.

#### GEOGRAPHY.

SECOND CLASS TO THIRD.

1. Define—(using complete sentences), Island, Bay, Cape, Mountain, Strait.
  2. What is the shape of the earth? (2) What direction from where you live is that part of the earth where it is always cold? (3) What direction is that part where it is always hot?
  3. In what direction from where you live are: (1) the South Pole, (2) North Atlantic Ocean, (3) South America, (4) Lake Ontario, (5) Arctic Ocean.
  4. Name:—(1) the continents which are altogether north of the equator; (2) those which extend further south than Europe does; (3) the oceans which touch Asia.
  5. Draw a map of the County of Durham and indicate the positions of:—(1) the Townships; (2) the Railroads; (3) Port Hope, Bowmanville, Orono, Millbrook, Janetville, Williamsburg. Name the principal kinds of fruit grown in your Township; give a short account of how they are cultivated, and for what they are used.
- Value 10 marks each. Time, 1 hour.

#### ARITHMETIC.

SECOND CLASS TO THIRD.

1. Define:—Number, Addends, Notation, Minuend, Division.
  2. Work correctly— $9304682 + 804869 + 4908 + 78015679 + 89087 - 89689 - 984071$ .
  3. Work correctly— $8964082 \times 8092$ , and  $208089 \div 189$ .
  4. A man bought 64 sheep at \$8 each, and 4 horses at \$85 each, he paid for them \$750 in cash, and the rest in wood at \$6 a cord. How many cords of wood did he give?
  5. Divide \$184 between William and James, so as to give William \$14 more than James.
  6. A farmer has 428 horses, sheep and pigs; he has 321 horses and sheep, and 128 horses and pigs. How many horses has he?
- Value 10 marks each. Full work required. Time, 1½ hours.

#### GEOGRAPHY.

JUNIOR THIRD TO SENIOR THIRD.

1. Define—Sea, Delta, Peninsula, Lake, Prairie.
2. Give the boundaries of Ontario; Name the counties with their

county towns that border on Lake Ontario or the River St. Lawrence; What are the principal products of the farms in this county?

3. Give the river systems of North America, and name the principal rivers of the Atlantic system.

4. What and where are:—Toronto, San Francisco, Boston, Panama, Yucatan, Brazil, St. Roque, Rio Janeiro, Trinidad, Sydenham?

5. Why cannot we see the sun at night? Why not the moon and stars during the day? How is it that the sun rises in the east, and sets in the west?

6. Draw an outline map of South America, and indicate the positions of its mountains and four of its largest rivers; also the position of Bogota, Lima, Quito, and the Falkland Islands.

Value 10 each. Time 1 hour.

#### ARITHMETIC.

JUNIOR THIRD TO SENIOR THIRD.

1. Define—Subtraction, Numeration, Concrete Number, Composite Number, Factors.

2. Work the following correctly:— $\$802.56 + \$8396.87 + \$9869.78 + \$70846.82 + \$9.18 - \$8345.69 - \$58.16; (807860425 - 807548068) + 18726$ .

3. John and Thomas has 248 marbles between them, and John has 8 more than 3 times as many as Thomas. How many has John?

4. How many tons, cwt., &c., in 80456 oz.; and how many pence in £748 16s.?

5. Find the cost of the steel rails in one mile of railroad, if one foot of steel rail weighs 18 lbs., and is worth 4 cts. per lb.

6. A farmer raised 203 bushels of grain, consisting of wheat, peas and oats. He sold the whole quantity for \$128.00. He had 152 bushels of wheat and peas, which he sold for \$113.60, and 163 bushels of wheat and oats, which he sold for \$104.90. Find the number of bushels in each kind of grain and the price per bushel at which he sold each.

Value 10 each. Full work required. Time 1½ hours.

#### GRAMMAR.

JUNIOR THIRD TO SENIOR THIRD.

1. Define:—Pronoun, Verb, Adjective, Preposition, Adverb.

2. Define Subject and Predicate; write a sentence requiring a punctuation mark like this? after it, and place brackets around the subject.

3. Write a sentence containing two Nouns, two Adverbs, two Adjectives, one Pronoun and Verb; divide it into subject and predicate, and write over the pronoun the noun for which it stands.

4. State to what class each word in the following sentence belongs:—That very large black horse which now stands there ran along the road yesterday and John cried, whoa!

5. Separate the following sentences into subject and predicate:—(1) John came late to school; (2) Will you go with me? (3) Daily and hourly I have warned you; (4) On the floor by the hat lies your top; (5) A good boy never comes late to school.

6. Write a letter to your teacher, of not less than 8 lines, giving an account of your school work since you passed into the Junior 3rd class.

Value 10 each. Time 1½ hours.

#### GEOGRAPHY.

SENIOR THIRD TO FOURTH.

1. Define:—Strait, Meridian, Canal, Tropics, Valley.

2. What and where situated are the following:—Duluth, Mersey, Boston, Venice, Copenhagen, Rhine, Chili, Spartivento, Dover, Saugeen.

3. Draw a map of the Dominion of Canada, showing the position of the Provinces and their capitals, and trace on it any three of the large rivers.

4. Through what countries do the following rivers flow, and into what waters do they empty:—Danube, Rhine, Don, Douro, Amazon, Yukon, Nelson, Frazer, Elbro, Rhone.

5. (1) Why is the day with us longer and the night shorter in summer than in winter? (2) In what parts of the earth are the days and nights of equal length the year round. (3) In what months are the days about equal to the nights with us? (4) Are they equal in other parts of the world then also? Give reasons for your answer in each case.

6. A number of persons started from Liverpool to go to Manitoba,

by way of Quôbec, describe as fully as you can their trip under the following heads: (1) The line of steamers and the railroads used. (2) The bodies of water and the countries crossed. (3) The principal cities and towns on their route.

Value 10 each. Time 1 hour.

ARITHMETIC.

SENIOR THIRD TO FOURTH.

1. Define:—Abstract Number, Measure, Reduction, Improper Fraction, Compound Fraction.
  2. In 8 miles, 17 rods, 2 feet, how many inches; and in 272821 grs., how many lbs. Troy.
  3. To how many persons may £1478. 12s, 9<sup>d</sup>, be distributed, giving £19, 1s, 0<sup>d</sup> to each? Divide £15 among three persons, so that one may have £3, 14s, more than each of the other.
  4. Find the total cost of—  
4860 lbs of Wheat at \$1.12½ per bushel.  
27000 lbs of Hay at \$14 per ton.  
7800 lbs of Pork at \$12 per barrel.  
240 lbs of Peas at 87½ cts per bushel
  5. A person lost ¼ of his money and then spent \$50 more than ¾ of the remainder, he then had \$113 left. How much had he at first.
  6. A drover bought a number of cattle for \$4872, and sold a certain number of them for \$4608, at \$72 a head, gaining on those sold \$1024; how many did he buy at first, and how much did he gain on each animal?
- Value 10 each. Full work required. Time 1½ hours.

GRAMMAR.

SENIOR THIRD TO FOURTH.

- Define:—Relative Pronoun, Transitive Verb, Predicate Adjective, Simple Sentence, Synthesis, Adjective Phrase.
2. Change the following italicised words into phrases conveying the same meaning, and state which kind of phrase you use in each case:—(1) He stood up *immediately* and *parsed correctly* the *italicised* words; (2) *John's* picture was *daily* admired by the *French* stranger.
  3. Name the class and sub-division of each italicised word in the following sentences:—(1) The man *who wrote that letter* is here; (2) *John's house* was burnt to the ground *yesterday two hours before* we left.
  4. Correct, giving reasons where you can:—(1) Them boys is lazy; (2) John done that quick; (3) Come with Thomas and I to see where the pond is froze; (4) The master, and not the boys are to blame most.
  5. Write sentences containing examples of:—(1) Noun in apposition; (2) A noun in the possessive; (3) A noun in the nominative absolute; (4) An adjective phrase; (5) An adverbial phrase. Enclose the examples in brackets.
  6. Write a letter, to a friend in Toronto, of not less than ten lines, giving an account of your school work since you passed into Senior 3rd class.
- Value 10 each. Time 1½ hours.

(To be continued next week.)

Practical Department.

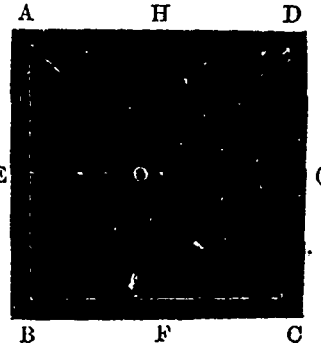
The teacher's success depends, in a great measure, upon pleasing the people. This does not depend altogether upon the methods of teaching. First, please the pupils. Greet them pleasantly when they arrive in the morning. Help the little ones to get off their wraps and to the fire. Engage with real pleasure in such conversation as the pupils enjoy. Join their sports. Be ready to give or take a harmless joke. Grant reasonable favors. Praise them for every commendable deed or effort. Accept invitations to the homes of the pupils or to parties in the neighborhood. Talk with the parents about their children, using as much praise as will not injure your conscience. Do not try to "show off." Respect the people with whom you come in contact, and they will respect you.—*Iowa Teacher.*

A THINKING EXERCISE.—FOR SMALL FOLKS.

1. When a number of sheep are seen together, the collection is called a *stock*, a number of cows, a *drove*, &c. Give the term applied to a collection of ships,—of girls,—of wolves,—of thieves,—of angels,—of porpoises,—of buffaloes;—of partridges,—of beauties,—of ruffians,—of rubbish,—of oxen,—of whales,—of worshippers,—of engineers,—of rubbers,—of people,—of pigs,—of geese,—of swimmers.
  2. The meat of sheep is called mutton. Give the name of the meat of cows,—of pigs,—of squirrels,—of ducks,—of deer,—of horses.
  3. Give two other names for pantaloons,—for rooster,—for water,—another word for cows,—for church,—for boy,—for girl,—for whiskey,—for sun,—for moon,—for second crop (of hay),—for drunk. Do these words mean exactly the same,—if not explain the difference.
- What are the people called who live on the opposite side of the globe? The point overhead is called the *zenith*, what is that under foot, or opposite the zenith? Repeat the alphabet backward. Repeat the Lord's prayer exactly as it is given in the Bible. Write from memory the figures, which are found on the face of a watch. You have seen them a hundred times, and yet you cannot give them. You have not looked sharply enough.—*National Educator.*

DRAWING.

BY WILLIAM BURNS, BRAMPTON HIGH SCHOOL.

1. Draw a square A B C D of 8 in. side. From A B C D as centres, and A O, B O, etc., as radii, draw the portion of the circles that fall within the square. Connect the ends of these with circular arcs, using corners of square as centres. On each diameter, draw as much as would be visible (if below the former) of arcs, whose centres are E F, etc., and radii E F, F E, etc.
- 
2. Draw a bordering 6 in. long and 2 in. wide. Divide it into four equal spaces, and place in these crossbars of ¼ in. wide.
  3. Draw from memory, picture of an ordinary flower pot and saucer standing upright. Height of eye to be above the level of top of pot. Height of picture 4 in., and extreme width 3 in.
  4. Draw in parallel perspective view of a box 3 ft. x 8 ft. x 1 ft., without a lid. Divide it into nine equal compartments, showing in all cases the thickness of material. Height of eye three feet. Distance of spectator seven feet. Picture three feet to L of spectator, and one foot within the picture plane. Scale ¼".
  5. Explain the terms:—Station point, perspective plane, point of sight, point of distance, or vanishing point, picture plane, as applied in parallel perspective.

COMMON SENSE TEACHING.

By what arts, it may be asked, do the teachers at this particular school succeed in suddenly awakening the interest of children in subjects which heretofore have not particularly attracted them? By making them interesting instead of tiresome. How many children will be attracted by the statement that Africa is the division of the world which is the most interesting, and about which the least is known; or that Afrigah, from which its name is supposed to be derived, is said to mean "colony" in the ancient Phœnician, and having been given by the founders of Carthage to their territory, is supposed to have spread to the whole continent?



But children are ever ready for stories and the relation of exciting adventures, and through this faculty, it has been found, they may be led on from one event to another of African history, from one point to another of African topography, till finally, what heretofore they may be said to have regarded as an unpalatable dose, is successfully administered in the form of a sugar-coated pill.

Instead of beginning at the commencement of African history, at least at the point where our knowledge begins, and gradually working forward through all the dry details, the contrary course would be pursued at the Workingman's School. The children would be told about Stanley and how he found Livingstone. This would naturally lead to Livingstone, and to why Stanley went in search of him. Then would follow the mission that brought Livingstone to Africa; the Nile, and the various conjectures regarding its source, and the reason of the world's impatience to know it; the Niger, and the interesting story of the finding of its course by Richard Lander after his master had failed in a similar attempt. Egypt and the Suez Canal would be gradually worked in as well as the history of the Continent of Africa and its relative position on the earth's surface.—From "A Project in Industrial Education," by FRANKLIN H. NORTH, in *Popular Science Monthly*, for March.

#### TEACHER'S SCRAP BOOK.

The teacher who has not commenced to make a scrap-book should begin at once. An old geography will do at first. There are plenty of them at hand. Cut out the alternate leaves. If you are ambitious to do more than a single book, as large as a geography implies, find two or three agricultural reports. Having the book, the next step is a plan. A teacher who has made such a book, reports that he divides his book into the following parts:—

(1.) *Choice poetry.* This may be divided into (a) pieces for the pupils to recite; (b) pieces to analyze and read in class, and (c) your own favorite poems. (2.) *Choice stories.* This will grow to be a ponderous volume if you do not use much care in selection. Put in this the stories that are specially valuable for their bearing upon such habits as the teacher has most frequent occasion to deal with. (3.)  *Gems of thought.* This will subdivide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure, or from which to draw material for talks with your pupils. Some of these may be used to advantage in the reading class. (4.) *Supplementary geography matter.* This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lessons; also, any interesting geographical facts found outside of text-books. (5.) *Supplementary historical matter.* Interesting incidents of history are often found floating about which will help to clothe with flesh the dry-bone matter in too many of the school histories. (6.) *Supplementary biographical matter.* Arrange a calendar for the year chronicling the birthdays of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found. (7.) *Natural history.* Curious facts relating to the formation and habits of birds, insects, animals, reptiles and fishes.

After a few years the mass of material will be of great value. No book in the library will be cherished so carefully.—*New York School Journal.*

#### VARYING A READING LESSON.

Cut from some newspaper or magazine a narrative story that is interesting and not too difficult for the class to read as easily as they would the regular lesson in the reader. Select all the difficult words in it, and copy them on the blackboard, to be pronounced

and defined by the class. If there are names of persons in the story, put those on the board also, and everything else which could be made a profitable study.

Divide the story into as many paragraphs or parts as there are pupils in the class, and give each a scrap cut from the paper, and require him to study it carefully. Of course he will have no idea of its connection with the story.

Recitation time comes. Spend the first part in reading what they were to prepare from the board. Then have the class commence reading, requiring them so to arrange the paragraphs given them as to make good sense. The pupil who has the scrap on which the subject of the story is written begins to read. The others read whenever they see their paragraphs are needed to make good sense, and so continue until the narrative is completed. Care, however, should be taken at first to cut the story in such a way as to have the connection easily seen; but, after they have had some experience the work should be gradually made more difficult. The teacher should always have a copy of the complete story, so as to be able to prompt the pupils if necessary. After the pupils have put together the whole tale, call upon some one to tell it again in his own words. For the next reading lesson require them to write the story from memory. The paper should be taken charge of by the teacher, all mistakes underlined, and the same corrected by the pupil. The exercise obliges them not only to understand what they have read, but, it is also a good language lesson. Pupils like such a lesson; it requires them to give the closest attention to every paragraph read, also to observe the plot of the story; or they will be unable to read when their "turn" comes, to tell what has been read, or to write it out afterward.—*C. W. Crossley, Texas.*

#### METHODS—LANGUAGE EXERCISES.

1. Write the names of three places.
2. Write your own name in full.
3. Write the name of your country.
4. Write the initials of your name.
5. Write a sentence containing ten words.
6. Arrange the words in each of the following groups so as to form a sentence:
  - (1) Wood, made, of, is, box, the.
  - (2) Old, the, lame, a, has, horse, man.
  - (3) Stone, the, made, are, walls, of.
  - (4) He, rob, not, nest, would, the bird's.
  - (5) Jones, ate, pears, ripe, Paul, two, yesterday.
  - (6) Strawberries, I, place, a, grow, know, where.
7. Write a statement about—
  - (1) Yourself and playmate.
  - (2) Something in the school room.
  - (3) A place that you have seen.
  - (4) A winter amusement.
8. Write a sentence requiring four capitals.
9. Write two sentences in which you use the word *is*.
10. Combine the following to form one sentence:
  - (1) The birds are building their nests.
  - (2) They have been busy all day.
  - (3) They use straw and threads and moss.
11. Write a sentence in which you use the word *I* and the name of a place.
12. Write the proper names of—
  - (1) The street on which you live.
  - (2) The country in which you live.
  - (3) The language that you speak.
  - (4) The river nearest your home.
  - (5) A pupil in your class.
  - (6) The present month.
13. Write correctly the names of the seven days.
14. Write correctly the names of the twelve months.
15. Name three public holidays.
16. Tell what we mean by—
 

A pair of gloves.  
A brace of ducks.

- A couple of mice.  
A swarm of bees.  
A herd of cattle.  
A flock of birds.  
A drove of horses.
17. Write the plurals of—  
lady. day. tooth. negro.  
tidy boy. eye. potato.  
body. valley. foot. motto.  
baby. money. calf. cargo.  
povy. donkey. goose. tomato.
18. Write an inquiry about—  
A carpet. The train. A knife. The time.
19. Write a statement, an inquiry, and a command.
20. Write a sentence containing ten words, and requiring four capitals.

—St. Louis Jour. of Ed.

A LESSON IN ARITHMETIC.

BY BELL S. THOMPSON,

Principal of the Training School, Davenport, Ia.

The lesson was given to a class of thirty children, between the ages of 10 and 12 years; the time occupied 25 minutes.

*Point of the Lesson.*—To lead the children to discover what is meant by multiplying one fraction by another, and to teach them the process.

*Apparatus Used.*—Each child was provided with four pieces of paper, each piece about six inches long and four inches wide.

*Method.*—The teacher wrote  $\frac{1}{4}$  on the board, and told the children to find that fraction of one of the papers. After this had been done by all, a child when called upon said, "I divided my paper into four equal parts and took one of them; I have one-fourth."

The teacher then said, "I want you to find  $\frac{1}{3}$  of that fourth; how will you do it?" A child said, "Divide the fourth into three equal parts and take one of them." All the class did so.

What part of the one-fourth have you found? "One-third of one-fourth." All hold up the answer.

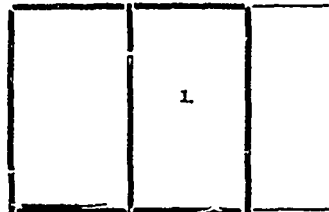
Examine this, and compare it with what is left of the first paper you divided. How many such parts as you have now (holding up  $\frac{1}{12}$  of  $\frac{1}{4}$ ) would it take to make the whole paper? "Twelve."

Then this must be what part of the whole paper? "One-twelfth?"

Then  $\frac{1}{3}$  of  $\frac{1}{4}$  is what part of the whole? "One-twelfth."

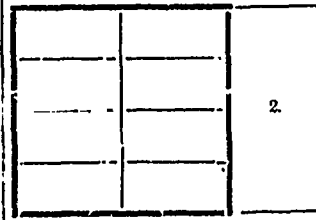
Teacher wrote on the board,  $\frac{1}{3}$  of  $\frac{1}{4} = \frac{1}{12}$ .

The teacher then drew on the board a line 20 or 30 inches long, and had it divided into fifths. She then wrote the expression  $\frac{2}{3}$  of  $\frac{1}{5}$ , and asked who could find it. From several volunteers one was selected, who promptly divided the fifth into three equal parts and indicated two of them. The class then discovered that it was  $\frac{2}{15}$  of the whole line, because in each of the five parts there were three such small parts.  $\frac{2}{3}$  of  $\frac{1}{5} = \frac{2}{15}$  was then written on the board under the first discovery;  $\frac{2}{3}$  of  $\frac{2}{5} = \frac{4}{15}$  was easily discovered from the same line. An oblong drawn upon the board was divided into thirds, and two of them marked off thus (see No. 1):



Volunteers were called for from the class to divide the two-thirds into fourths. They were all ready, and one proceeded to the board and did it (see No. 2).

Another being called upon to mark off  $\frac{1}{4}$  distinctly from the rest,

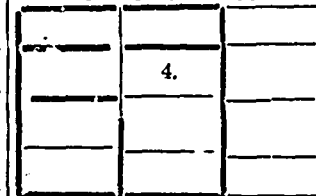


or  $\frac{1}{6}$ "  $\frac{1}{3}$  of  $\frac{2}{3} = \frac{2}{9}$ , or  $\frac{1}{6}$  was then written on the board with the other expressions.

The children then folded the paper, and found that  $\frac{1}{2}$  of  $\frac{2}{3} = \frac{1}{3}$ ;  $\frac{2}{3}$  of  $\frac{1}{3} = \frac{2}{9}$  or  $\frac{2}{9}$ .

The teacher now went back to the first discovery,  $\frac{1}{3}$  of  $\frac{1}{4} = \frac{1}{12}$ , and led the class by comparison to see and to say that to find  $\frac{1}{3}$  of  $\frac{1}{4}$ , the whole unit is divided into three times four equal parts and one part taken. She then wrote,—

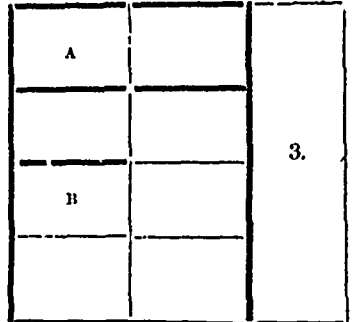
$$\frac{1}{3} \text{ of } \frac{1}{4} = \frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$$



did it (see No. 3, A). Another did it (see No. 3, B).

The teacher then carried the light lines across the exclusion third so as to exclude the whole oblong in the division (see No. 4), and asked what part of the whole oblong is  $\frac{1}{3}$  of  $\frac{2}{3}$  of it? The whole class answered, " $\frac{2}{9}$ "

or  $\frac{1}{6}$ "  $\frac{1}{3}$  of  $\frac{2}{3} = \frac{2}{9}$ , or  $\frac{1}{6}$  was then written on the board with the other expressions.



Examining the second result (the real thing, not the figures), they saw and said, "the unit has been divided into 3 times 5 parts, and 2 times 1 part taken"; and as children dictated, the teacher wrote,  $\frac{2}{3}$  of  $\frac{1}{5} = \frac{2}{15} \times \frac{2}{3} = \frac{4}{15}$ .

The other results were then examined, and the teacher wrote the process from dictation as before.

When  $\frac{1}{3}$  of  $\frac{2}{3} = \frac{2}{9}$  or  $\frac{1}{6}$  was reached, the teacher called attention of the class to the fact that  $\frac{2}{9}$  had been reduced to its lowest terms, and that this could be done before multiplying, thus saving time and labor when the numbers were larger; then the operation stood thus:  $\frac{1}{3}$  of  $\frac{2}{3} = \frac{2}{3} \times \frac{1}{3}$  (cancelling 2 in the numerator and 2 from the 4 in the denominator)  $= \frac{1}{3}$ .

After all the expressions whose results were known had been thus treated, the teacher wrote the following, whose answer was unknown:  $\frac{2}{3}$  of  $\frac{2}{3} = ?$  The children, reasoning from analogy, said, "To find  $\frac{2}{3}$  of  $\frac{2}{3}$ , we must divide the whole unit into four times five parts, and take 3 times 3 of them, which will give  $\frac{9}{20}$ ." They wrote the solution as before. They then verified the result with their papers.

They were now ready to solve any similar problems and to do it understandingly, cancelling or reducing to lowest terms whenever possible.

The teacher then proceeded to tell the class that such expressions as  $\frac{2}{3} \times \frac{2}{3}$  mean  $\frac{2}{3}$  of  $\frac{2}{3}$ , which the class interpreted to mean, "Take  $\frac{2}{3}$  of a thing, divide it into 3 equal parts and take 2 of them. Of course they saw that they would have twelfths, and 6 of them, or  $\frac{1}{2}$ , and gave the solution thus:

$$\frac{2}{3} \times \frac{2}{3} = \frac{2}{3} \times \frac{2}{3} = \frac{4}{9}$$

This lesson will be followed by practice in solving such problems by dividing real things into parts, and also by drill exercises, to make the class quick and accurate in the process of cancellation.—

N. E. Journal of Education.

FRIDAY AFTERNOON.

BY GEORGE C. MASTIN, COUNTY SUPERINTENDENT OF CARROLL COUNTY, ILLINOIS.

In answer to a letter of inquiry asking for suggestions relative to

"Friday afternoon exercises," a leading and progressive teacher wrote this: If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do, the following are presented as examples.—

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.

2. Devote twenty minutes to "spelling down," using words commonly misspelled.

3. Have a chart or map exercise.

4. Read a short sketch, and have pupils reproduce the thought orally or in writing.

5. Give out work, either orally or from the blackboard, requiring work in addition, subtraction, multiplication and division combined. Teach squares of numbers.

6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson.)

7. Put "queer queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will become interested.

8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, &c. Number the answers from one to ten, and criticise as in a written spelling lesson.

9. Give a practical lesson in civil government.

10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs, *teach, lie, sit, lay, set*; the true use of the past tense and past participle of irregular verbs; and also to discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.

11. Require older pupils to write, fold properly, enclose and address a letter of some kind.

The above are among the things that pupils can and will do. You cannot expect to bring about all these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his school-room. If you know anything in addition to the above that adds interest to the above suggestions, please to let the teaching fraternity hear from you. If the plan of having "Friday afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

## Educational Notes and News.

Andrew McColloch Esq., M.A., Head Master of Theold High School, has met with a sore bereavement in the loss of his wife, who died on the 5th inst.

There are now in London 187 ragged schools, in which are gath-

ered upwards of 60,000 children most of whom were taken from the lowest state of poverty.

There is a school district within seven miles of the Massachusetts state house in which there are about twenty teachers, and not five of them ever studied to teach, ever read a work on psychology, ever owned a book on the science or art of teaching, or subscribed for any educational publication.—*The American Teacher*.

Lord Shaftesbury recently received from old scholars of the ragged schools of London, a presentation as a token of gratitude for his devotion to the ragged school movement. With the address, which was handsomely illuminated on parchment, and framed, were offered six copies of H. Julian Hunt's "Light of the World," which the donors asked the noble earl to distribute among his children.

The Commission of Education reports that there are 18,031 young women now studying in the various colleges of the country. This is certainly a small proportion when the advantages offered by the female colleges are considered. It is likely, however, that the next few years will witness a rapid increase in the number of female collegians.—*The Current*.

On Monday, in reply to a deputation from Aberdeen urging the extension of the system of university training for teachers intended for the elementary schools, Mr. Mundella fully acknowledged the importance of the question, and expressed his conviction that the matter was one for careful consideration in the future. He urged the necessity of giving the students an opportunity of mingling with men destined for other professions, so as to give them a wider range of knowledge and prevent them sitting down in one groove.—*School Guardian*.

A meeting of the Convocation of Toronto University was held in Moss Hall on the 9th inst., to discuss the College Federation scheme. About forty alumni were present. After discussion the following motion, submitted by Dr. Hodgins as an amendment to an amendment was carried: That this Convocation emphatically disapproves of any alteration of the basis of union originally agreed upon as accepted by the University of Toronto unless and except the amendments thereto be submitted to and accepted by the Senate and Convocation of Toronto University.

The annual closing Examination of the Prince of Wales College and Normal Schools, Charlottetown, P. E. I., took place a week or two since, His Honour, Governor McDonald, presiding. For the first time in the history of the College, diplomas were to be given. To obtain one of these, a student needs to attend at least two years, and to make at the end not less than an average of 75 per cent. of the attainable number of marks. These marks are given on seven subjects, as follows:—English and English Literature, Latin and Latin Composition, Greek and Greek Composition, French, Algebra, Geometry, Trigonometry, Physical Science, History. Young ladies would be allowed the diploma without a knowledge of Greek or Trigonometry, nor was Greek necessary to a male student intending to prosecute the study of science. Two had gained this diploma, Gordon Laird and Preston Tuplin, each of whom had an average of about 90 per cent. Professor Anderson explained that inasmuch as the Theological Faculty of Pine Hill Seminary, Halifax, had full confidence in the character of the training given in this College, they had agreed to accept such a diploma in equivalent to a pass B. A. degree in Dalhousie or Fredericton Universities in the subjects above named, so that a student wishing to pursue Theology in Pine Hill would, with this diploma, only be obliged to attend lectures in Arts on Philosophical subjects. The prizes were distributed to the successful competitors by Gov. McDonald.

On receiving a presentation from his old ragged school pupils, Lord Shaftesbury said he cordially accepted for himself and his children that testimony of the affectionate respect of his old ragged school children, gifts which would be prized in his own family as heirlooms. The ragged-school movement he regarded as a special interposition of Providence to check a state of things which, if it had gone on, must have laid London waste, or by this time have made it a most miserable place for its inhabitants. He congratulated the meeting, not only on the change for the better in the condition of the ragged class, but also on the change in the view taken by those whose duty it was to improve the condition of neglected children. Paying an eloquent tribute to the devoted labours of the ragged-school teachers, after their own day's work was done, in unventilated rooms, amid poor degraded little beings, who shocked every moral and physical sense of those who had come to their assistance, he described the progress of the good work from the time when half a dozen devoted men and women initiated the

movement until the teachers numbered 3,500, and could not point to over 300,000 people here and in all the colonies who owed their position of respectability, and often of wealth, solely to the ragged-schools. Such schools did work which could never be done by Board schools. While gratefully acknowledging all the kind things which had been said of him, he would say of himself, in the words of Scripture, "What hast thou that thou didst not receive?" Looking back upon his life, and thanking God, he would conclude in the language of Bossuet and say, "I pray that the remainder of my days, whatever they may be, may consecrate to H's service the remainder of a voice which is beginning to fail and of an ardour which is almost extinct."

Question Drawer.

QUESTIONS.

1. What countries composed the Allies who took Deundermond, mentioned in the story of Le Fevre?
  2. "Even from out thy slime,  
The monsters of the deep are made; each zone  
Obeys thee; thou goest forth, dread fathomless alone."  
These lines are from the "Ocean" by Byron.  
Name the monsters, (or some of them), that are made out of the slime of the ocean.
  3. What is a province? what is a municipality?
  4. Between what cities in the United States, and the British Islands, is trade with Canada chiefly carried on? M. W. P.  
What is meant by the "quantity" of a letter? C. S. G.
1. In what year did Irving publish Rip Van Winkle?
  2. Could you give a programme of subjects as they come up during the week of examinations for thirds and seconds?

A SUBSCRIBER.

ANSWERS.

M. W. P.—1. We give it up. We fear it may be as hard to locate facts of history and geography in "Tristram Shandy" as in the "Odyssey." Sterne's novels were hardly constructed on modern realistic principles.

2. Either our querist is slyly "poking fun," at our "Question Drawer," or he must be slightly deficient in imagination. We do not think Byron was an ardent believer in "spontaneous generation," but at any rate, modern science has about given it up.

3. The meaning of the word Province depends a good deal upon the connection. A Roman Province was a county or region beyond the Confines of Italy, conquered and governed by Rome. We now use the word as a politico-geographical term to denote any country or portion of a country, owing allegiance to Great Britain, and having a local constitution and government. In reference to the Dominion, it also denotes the distinct confederating States, or Communities.

4. A full answer to this question would require too much space. The Maritime Provinces trade with the American seaport cities, such as Portland, Boston, and New York. Ontario and Quebec, also deal largely with New York and Boston. The lumber of the Ottawa region is largely carried in barges by the Ottawa and St. Lawrence, the Richelieu and Lake Champlain to Albany, on the Hudson. A large trade in lumber, grain, butter etc., is carried on by Ontario with Chicago and Ottawa. A good deal of iron ore is sent to Cleveland. Manitoba and the North-West, trade largely with St. Paul and more Western American cities.

C. S. E.—There is, strictly speaking, no such thing as quantity of English letters. In any case quantity relates only to vowels. In regard to the Greek and Roman poets, the word is used to denote the length of time required to pronounce each vowel sound. Every vowel was either long or short, one long vowel or diphthong being regarded as equivalent to two short ones, i.e., as occupying just as much time in pronunciation. The whole system of metrical feet in the classics, is based upon this distinction. We use the same terms spondee, trochee, dactyl, etc., in regard to English poetry, but for quantity proper of vowels substitute accentuation of syllables.

A SUBSCRIBER.—1. The Sketch-book, in which Rip Van Winkle first appeared, was written in London, where Irving was then residing, in 1819. It was published first in numbers in New York, and afterwards in book form in London, in 1820.

2. Subjoined is the Programme of Examinations for Second and Third Class.

EXAMINATION TIME-TABLE, 1885.

Non-Professional Third and Second Classes.

DAYS AND HOURS.	SUBJECTS.	CLASS.
<i>Monday, 6th July.</i>		
P. M. 1.20—1.20	Reading Regulations	III.
1.25—3.25	English Literature	III.
3.30—5.00	History	III.
<i>Tuesday, 7th July.</i>		
A. M. 9.00—10.30	Algebra	III.
10.35—12.05	Geography	III.
P. M. 1.30—3.30	English Grammar	III.
3.35—4.50	Physics	III.
<i>Wednesday, 8th July.</i>		
A. M. 9.00—11.00	Arithmetic	III.
11.05—11.25	Reading Regulations	II.
11.30—12.00	Mental Arithmetic	III. and II.†
P. M. 1.30—3.30	Euclid	III.
3.35—5.05	German Grammar and Composition.*	III. and II.
<i>Thursday, 9th July.</i>		
A. M. 9.00—10.30	Composition & Prac. English	III. and II.
10.35—12.00	Reading (Oral)*	III. and II.
P. M. 1.30—4.00	Latin Authors*	III. and II.
4.10—5.10	Drawing	III. and II.
<i>Friday, 10th July.</i>		
A. M. 9.00—11.30	French Authors*	III. and II.
11.35—12.35	Book-keeping	III. and II.
P. M. 1.45—2.15	Dictation	III. and II.
2.20—4.50	German Authors*	III. and II.
<i>Saturday, 11th July.</i>		
A. M. 9.00—10.30	Latin Grammar & Composit'n*	III. and II.
10.35—11.35	Botany*	III. and II.
11.40—12.05	Writing	II. and II.
P. M. 1.30—3.00	French Grammar & Compos'n*	III. and II.
3.05—4.05	Principles of Reading	III. and II.
4.10—5.10	Music*	III. and II.
<i>Monday, 13th July.</i>		
A. M. 9.00—10.45	Physics, (including Statics and Hydrostatics)	II.
10.50—12.20	Chemistry	II.
P. M. 1.30—3.30	English Literature	II.
3.35—5.20	Algebra	II.
<i>Tuesday, 14th July.</i>		
A. M. 9.00—11.00	Arithmetic	II.
11.05—12.35	Geography	II.
P. M. 2.00—4.00	Euclid	II.
<i>Wednesday, 15th July.</i>		
A. M. 9.00—11.00	English Grammar	II.
11.05—12.35	History	II.

\* If the candidates at any examination centre are so numerous that all cannot be examined in Reading during the period specified, Thursday, July 9th, a.m. 10.35—12, the other periods marked\* are available for the examination of such as are not engaged in writing on an optional subject.

† Where the same time is fixed for both III. and II. the paper is also the same.

Their works prove their merits; as for instance, after a quarter of a century of established success, the Esterbrook's Steel Pens, sold everywhere.

## Literary Chit-Chat.

The *Atlantic Monthly* for July will contain a long poem by Whittier.

Professor Momson's "History of Rome" is being translated into English. Charles Scribner's sons are to be the publishers.

Lord Tennyson is the fortunate possessor of three homes, one in London, one at Aldworth, in Sussex, and another at Freshwater, on the Isle of Wight.

"The Fall of the Great Republic," is a sensational history of the downfall of the United States. It purports to be written in 1895 by Sir Henry Standish Coverdale, Intendant for the Board of European Administration in the Province of New York. The first chapters of this American "Battle of Dorking" are well written but the concluding ones violate all canons of probability.

## Miscellaneous.

### SUPPRESSED STANZAS OF GRAY'S ELEGY.

The following stanzas which Gray had inserted in the first M.S. of his immortal poem, he afterwards changed or omitted. The second of the four was moulded into the 24th, and the fourth into the 19th, as the poem now stands. The other two, beautiful as they are, were left out perhaps because they were thought to mar the unity of the poem. None but a true poet would have been able to cast aside such lines:—

The thoughtless world to majesty may bow,  
Exalt the brave, and idolize success;  
But more to innocence their safety owe,  
Than power or genius e'er conspired to bless.

And thou who, mindful of th' unhonored dead,  
Dost, in these notes, their artless tale relate,  
By night and lonely contemplation led,  
To wander in the gloomy walks of fate.

Hark! how the sacred calm that breathes around,  
Bids ev'ry fierce, tumultuous passion cease;  
In still, small accents whispering from the ground,  
A grateful earnest of eternal peace.

No more, with reason and thyself at strife,  
Give anxious cares and endless wishes room;  
But through the cool, sequestered vale of life  
Pursue the silent lesson of thy doom.

### ANECDOTE OF GEN. GRANT.

Senator Ingalls, of Washington, has recently related the following incident which will be read with interest just now:—

"General Grant was one of the most entertaining after-dinner talkers I ever knew. He was only the silent man in crowds, and at times when flatterers tried to draw him out and make him talk about himself. But after dinner, or with a few congenial friends anywhere, he was ready, interesting and often fascinating in conversation. I recall especially one evening when General Grant was President. It was at a dinner party he gave at the White House. Among the guests were a number of Senators and General Sheridan. Mrs. Grant and the ladies had retired from the table and we were smoking our cigars. General Grant talked a great deal. He was in his happiest mood, and I know everybody enjoyed him just as much as I did. I don't know how it came about, but finally we began to go backward and talk of the time of life a man would most care to live over again. Each one mentioned some particular age when life seemed brightest and most desirable, and a period he would enjoy to live the second time. Some turned back to boyhood, others to early manhood with the pleasant recollections, while to some the present was most satisfactory. 'And you, General; what part of your life would you like to live over again?' one of the guests asked of the President.

"General Grant dropped his chin on his breast, and was silent for a minute or two. I can see him now, as we all waited for his answer, and tried to read it in his face, which, as usual, was a sealed book. But we fully expected he would choose that part of his life which had been prosperous and great. He lifted his head and said in a voice of quiet decision that left no doubt of sincerity:—

"'All of it. I should like to live all of my life over again. There isn't any part of it I should want to leave out.'

"I shall never forget the impression his answer made on me, and I think it impressed every one else. He was the only man in the room who was ready to take the bitter with the sweet in his life. Every one of us had left out some particular time of hardship and discouragement, when the world seemed darkest. Not one was brave enough to face that time again; and probably not one of us had had such hard times and so much of real adversity to begin with. I think the most of us had begun to prosper before he was out of the woods. But General Grant was the only man smoking his afternoon cigar at the White House that evening who had the courage to live his whole life over again."

### THE ÆSTHETES.

The wild young kitten aroused the cat,  
As dozing at ease in the path she sat.  
"Oh, Mother!" he cried, "I have just now seen  
A flower that suggested an Orient queen!  
'Tis yonder by the nasturtium-vine—  
Barbaric and tropic and leonine—  
(I am not quite clear what these terms may mean,  
But they've something to do with the flower I've seen!)  
And the aim in life of a high-souled cat  
Is to gaze forever on flowers like that!"

To the wild young kitten replied the cat,  
As blinking her eyes in the sun she sat:  
"I should hope I had known how sunflowers grow,  
I—couldn't—count—how—many years ago!  
But they never caused in my well-poised mind  
Ideas of a dubious, dangerous kind!  
And your time henceforth—it's your Ma's advice—  
Will be spent in maturing your views on Mice!"

The wild young puppy disturbed the pug,  
As she drowsed in peace on the Persian rug.  
"Oh, Mother!" he cried, "I have just now seen  
A plume that suggested a rainbow's sheen!  
With a gorgeous eye of a dye divine,—  
Blue-green, iridescent, and berylline—  
(I am not quite clear what these terms may mean,  
But they've something to do with the thing I've seen!)  
And the only joy of a cultured pug  
Is to gaze on such in a graceful jug!"

To the wild young puppy replied the pug,  
Composing herself on the Persian rug:  
"I would blush with shame through my dusky tan  
If I raved at a piece of a peacock fan!  
'Twould never have raised in my sober mind  
Ideas of a doubtful, delirious kind!  
I will see that henceforth your attention goes  
To perfecting the snub of your small black nose!"

—Helen Gray Cone, in *St. Nicholas* for June.

## Literary Review.

*ELECTRA* for June, contains a well arranged variety of interesting articles biographical, historical, practical, philosophic, and imaginative. This periodical is what it claims to be, a "Magazine of pure literature," for the home circle.

"WELCOME HOME, BRAVE VOLUNTEERS," is a new sheet of Music dedicated to the Volunteers of Canada. The words by John Innes are spirited and of the music it is sufficient to say that it is composed by F. H. Torrington, and doubtless worthy of his reputation. Printed and Published by Tm.s & Graham, 26 and 28 Colborne St., Toronto.