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

H. HOUGH, M.A. *Manager Educational Dept*

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Editorial Notes.

WE have a number of valuable papers on hand awaiting their turn for publication. The writers and others will kindly bear with the unavoidable delay.

TEACHERS will please observe that the final orders for the twenty premium books and for subscriptions to *Cottage Hearth* were forwarded on Monday of this week. The books and papers should shortly be in hand.

LOOK out for Dr. McLellan's new book, *Applied Psychology*, announced in our advertising columns. It will, we understand, be issued very soon. It can have no better recommendation to Ontario teachers than the name of the writer. A critical notice will appear in due time.

ACCORDING to the *Hamilton Times*, Toronto is not alone in failing to provide ample accommodation for its school population. The schools of that city are, it appears, so overcrowded that it is necessary to draft pupils into "rainshackle sheds or poorly ventilated private buildings." This does not of course, prove that Hamilton's high reputation for the excellence of its schools is not well deserved. It simply proves that through the carelessness or parsimony of the authorities, the city has not enough of the good thing.

A VERY pleasant event was the gathering of the teachers and pupils of the Parkdale Model School and a large number of friends the other day. The occasion was the retirement of Mr. J. A. Wismer, B.A., who has been Principal of the school for some years, to accept the position of Commercial Master in the Parkdale Collegiate Institute. A gratifying testimony to the faithfulness and ability of Mr. Wismer, and the high esteem in which he is held, was given in the presentation, by the teachers and pupils, of a valuable Waltham gold watch, accompanied with an appreciative address.

Practical Problems in Arithmetic is selling very rapidly. It is a work most cordially recommended by practical educationists. It will furnish every teacher in the first, second, and third forms with all the arithmetical problems he requires—about 700—well arranged and graded for the respective classes. It is a coming book for these forms. Why should a teacher waste his time and wits in devising arithmetical questions, when for so small a sum he may have a book containing a supply for all time and for all

purposes? Send 25 cents to Grip Printing and Publishing Co., 28 Front street west, Toronto, and get the book by return mail.

WE have been repeatedly asked by teachers whether stammering could be cured, and if so, how? We have replied that this defect could be either entirely, or to a great extent, overcome by persistent practice in the use of a proper system of vocal exercises, and have requested that some one who had successfully used such a system would kindly give our readers the benefit of his study and experience. Our thanks are due to Mr. G. W. Johnson, of the Central School, Hamilton, for having complied with this request. His simple, but scientific, and we have no doubt, effective method, will be found in another column. How much assistance experienced and skilful teachers might render to the younger members of the profession, if they would kindly do as Mr. Johnson and a few others are doing, by sending practical articles for our "Methods" and "Hints and Helps" departments.

No. 6 of *School Work and Play* is out this week. We are very sure its patrons will be pleased with it, for it is one of the best of the series. It is amply illustrated, and contains a large amount of matter of special interest to its youthful constituency. The boys, and the girls, too, will be delighted with the well-written story of the experiences of the Canadian yacht *Verve*, in its stormy passage to Kingston and return, last Summer. The departments of the paper are all full of entertainment and instruction—The Friday Afternoon at Home, The Field of Fame, The Story Department, Lights on the Lessons, The Little Ones' page, and the Puzzles and Games departments, being all first class. The paper is increasing greatly in popularity. But it is, as yet, only setting out on a career, the success of which *must* depend on the teaching profession. A copy of No. 6 is sent this week to every teacher whose address we have been able to get. Accompanying this sample copy is a circular setting forth the position and bespeaking the interest and assistance of all teachers who would like a sprightly and instructive Canadian school paper to circulate among their Canadian pupils. Will they forward us good school clubs, and thus place the enterprise on a safe footing? Full particulars may be found in the circular, and to that, as well as to the specimen copy of the paper itself, our friends are referred. Subscriptions will begin with January, back numbers being supplied to make the complete year.

DR. A. CRESPI, in an article in *The National Review*, expresses his conviction that a change of "execrable" to fairish cooking in the homes of the poor, would do more than any other change that can be mentioned, to improve the condition of the humbler classes. Few will doubt the correctness of the opinion, but still fewer will take the trouble to note the practical moral it points. What a social revolution would be wrought in a few years if every girl in the public schools were to be taught to cook and sew. Why not?

MANY of our subscribers will read, we have no doubt, with interest and profit the special article in this number. The subject, a critical examination of one of the text-books used in the High Schools, is a good one, and its treatment by Mr. Tytler shows that it has fallen into competent hands. The day is, happily, past, when the teacher was a mere "hearer of lessons," and pinned his faith unquestioningly to every opinion and statement of the text-book. Not one of the least advantages resulting from the teacher's ability to criticise the text-book put into his hands, and to exercise an independent judgment with regard to the value of its methods, is that it is no longer so vitally important that the book should be the very best possible, of its kind, though it is, of course, still very important that it should be the best procurable.

THE faith of a large class of Englishmen in the virtues of the rod as a means of education and morality is touching. Even lords and ladies have been writing to the *Times* and other papers advocating, as the *Church Times* puts it, "a return to the healthy application of the rod, which was more in fashion before the days of compulsory education than it has been since, and, moreover, advising a judicious measure of corporal punishment for girls as well as boys." A favorite argument with most of those who plead for a freer use of the rod in schools is that many of the children are accustomed to brutal beatings at home. It surely does not require a very profound philosophy to see that this fact, and its results as seen in the characters of the children, afford one of the strongest arguments in favor of the use of more merciful and enlightened methods in the schools. Very often the poor wretch whose sensibilities and affections have been blunted by abuse and cruelty is the very one who can be most powerfully wrought upon by the loving justice and gentleness which he has never before known. "There is," says the *Church Times*, too much animalism in modern life, and the flesh must be tamed while it is young." This prescription, by a religious paper, of flogging as a means of spiritual grace, is a phenomenon in logic.

WE call attention to the article by Mr. G. W. Johnson, in our Method's Department, on "How to Teach Spelling." We like Mr. Johnson's way of reducing scientific principles to practical methods. We need hardly add that,

in condemning the use of spelling books, we had no intention of denying the necessity of teaching spelling, and, in order to do so, of classifying difficulties, and deducing laws or rules for overcoming them, so far as the stupendously irregular orthography of our language makes it possible to do so to any good purpose. We had rather in mind the old-fashioned and, we should hope, obsolete practice of requiring children to memorize long columns of words, unconnected by any law of mental association, and, in very many cases unfamiliar both in the vocabulary and in the range of thought of school children. Without wishing to take exception in any respect to Mr. Johnson's excellent remarks, we may observe that the statement that "dictation is *only* spelling practice," seems to us to require modifying or supplementing. To our mind the educational principle underlying this exercise is that spelling belongs to written, not spoken, language, and is, therefore, to be learned by the eye rather than by the ear. We have often been tempted to regard the difficulty some children have in learning to spell almost as much a visual as a mental defect. When once the eye has been trained to note distinctly the forms of words, when reading or writing, the main difficulty will have been overcome. The chief use of dictation exercises is to train the eye to this nicety of perception.

ONE practical question broached in Mr. Tytler's essay, is of great practical importance, and as we cannot have the benefit of the opinions which Mr. Tytler may have elicited from the members of the Association he was addressing, we venture to suggest that other teachers might do good service by giving our readers the benefit of their experience, and especially of any method they may have found useful, in obviating the difficulty. We refer to the remark that if exercises in English composition are to be in the highest degree effectual, there must be minute, individual criticism. The difficulty in question arises from the practical impossibility of making such criticism, when the classes are large. Some may, perhaps, doubt the necessity or even the utility of making such criticism minute. Many teachers, in fact, argue, not without force, that minute criticism should be avoided in any but the last and highest stages, as tending to confuse and discourage rather than stimulate the student. Mr. Tytler is undoubtedly right in intimating that the main aim should be to induce a habit of self-criticism. This is, in our opinion, a truth of the highest importance, and we believe that in skilful hands a criticism before the whole class, participated in, to some extent, by members of the class, of a few compositions, chosen either at random, or on some useful principle, from the whole mass, may be made to serve, if not the very highest, yet a most excellent purpose. All practical teachers will, we believe, be agreed, Mr. Bain to the contrary notwithstanding, that constant essay-writing by the student is not only useful but indispensable.

Educational Thought.

THE TEACHER'S TASK.

YES, sculptor, touch the clay with skill;
Let lines of beauty curve and flow,
And shape the marble to thy will,
While soft-winged fancies come and go—
Till the stone, vanquished, yield the strife,
And some fair form awake to life,
Obedient to thy beckoning hand—
And thy name ring through all the land!

And painter, wield the brush with care;
Give firm, true touches, one by one,
Toil patiently on, nor know despair;
Open thy whole soul to the sun,
And give of love's serene repose,
Till the dull canvas gleams and glows
With truth and wealth of sentiment,
And thine own heart shall be content!

But, teacher, mould the tender mind
With daintier skill, with dearer art,
All cunning of the books combined
With wider wisdom of the heart—
The subtle spell of eyes and voice—
Till the roused faculties rejoice,
And the young powers bloom forth and bless
The world and thine own consciousness!

—The American.

"I SEE no objection, however, to light reading, desultory reading, the reading of newspapers, or the reading of fiction, if you take enough ballast with it, so that these light kites, as the sailors call them, may not carry your ship over in some sudden gale. The principle of sound habits of reading, if reduced to a precise rule, comes out thus: That for each hour of light reading, of what we read for amusement, we ought to take another hour of reading for instruction."—Hale.

THE boy who is not plastic, imitative, easily managed, who is very apt to be "trying," may be, and probably is, the very one who will develop, if rightly guided, the most individual power, and do himself and his teachers most credit by rendering useful service in the great field of active life. Have patience with him, O much-tried teachers, and remember that in school, as in most of the relations of life, there are usually short-comings on both sides, and that all your words and deeds are exposed to the keen scrutiny of your boy critics.—Mrs. Goodale, in *Am. Teacher*.

EMULATION has been termed a spur to virtue, and assumes to be a spur of gold. But it is a spur composed of baser materials, and if tried in the furnace, will be found to want that *fixedness* which is the characteristic of gold. He that pursues virtue, only to surpass others, is not far from wishing others less forward than himself; and he that rejoices too much at his own perfections will be too little grieved at the defects of other men. We might also insist upon this, that true virtue, though the most humble of all things, is the most progressive; it must persevere to the end. But, as Alexander scorned the Olympic games, because there were no kings to contend with, so he that starts only to outstrip others will suspend his exertions when that is attained; and self-love will, in many cases, incline him to stoop for the prize, even before he has obtained the victory.—Lacon.

THE ancient Israelites seem to have had an exalted notion of the teacher's office. Children were commanded in the Talmud to esteem their teachers above their fathers. The standard of teachers' qualifications was also very high. Among the qualities recommended were experience, mildness, patience, and unselfishness. One of the old Rabbins expresses his estimate of the value of maturity and experience, in these words: "He who learns of a young master is like one who eats green grapes, and drinks wine fresh from the press; but he who has a master of mature years is like a man who eats ripe and delicious grapes, and drinks old wine." Unfortunately, it sometimes happens that the pupil of an old master is like one that eats dried grapes which have lost their juiciness and sweetness, and drinks wine that has turned sour.—Ohio Ed. Monthly.

Special Papers.

BAIN'S "TEACHING ENGLISH."*

BY W. TYTLER, B.A.

THE course which, as teachers of English, we are expected to follow, is indicated by the Educational Department in three ways.

- (1) By the High School course.
- (2) By the text books.
- (3) By the Departmental Examination papers.

The subject usually known by the name of English Literature, is subdivided into two parts.

- (1) Composition and Prose Literature.
- (2) Poetical Literature.

In the former of these, we have prescribed, "The framing of sentences and paragraphs—paraphrasing of prose—expansion and contraction of prose passages—synonyms—the correction of errors—the elements and qualities of style—critical reading of, and themes based upon, the prose literature prescribed for the form—familiar and business letters."

For *poetical literature*, we have assigned, "The critical reading of such poetical texts as may be prescribed by the Educational Department from time to time."

These two divisions of the English department differ widely in the nature of the work to be done. In the latter, critical reading alone is required; while in the former, in addition to the examination of the prescribed text, there is a large amount of other work which may be all ranked under the general name of *composition*.

The examination papers set by the departmental examiners, follow the same lines.

Three text books are authorized by the Minister of Education, in the department of English literature.

For Form I. and II.—*William's Composition*.

For Form III.—*McElroy's Prose Composition*.

For Training Institute—*Bain's Teaching English*.

The two first of these, the only ones, it must be noticed, which are authorized as High School text books, have reference entirely to prose, and the former is specially designed to teach composition.

It is the third of these text books—Dr. Bain's work, "*On Teaching English*," that I shall examine to-day, in order that we may arrive at some conclusion as to its suitability for the purpose for which it is assigned, and also that the examination may serve to elicit, from the members of this Association, opinions on the proper method of teaching the important subject with which it deals.

We find the book divided into chapters with the following headings:—

- I. Exercises in Grammar.
- II. and III. Higher English Teaching.
- IV. How not to do it.
- V. Intellectual Qualities of Style.
- VI. Emotional Qualities of Style.
- VII. Definition of Poetry.

Chapters VI. and VII. have reference to poetry, and will be considered later. We shall, in the meantime, confine our attention to *Prose Literature*. The first five chapters have reference chiefly to the teaching of English by the study of prose authors.

Prose literature is to be studied not only and not chiefly that our pupils may learn to appreciate the qualities of the authors' style, and admire the beauty and force with which great truths and new ideas are expressed; but rather that they may, by a careful study of a recognized model, so far as their abilities will permit, learn to express their thoughts with a degree of excellence of style within some measurable distance of what they have been taught to admire.

In poetry, however, the end in view is totally different; we do not place a poem in the hands of a class, and study it with them carefully and critically to be able to imitate it. Our pupils are taught to appreciate the beauties of the poet's style, his force and pathos, that they may have their whole being—mind and soul—ennobled and refined by the subtle influence of great thoughts and noble feelings fittingly expressed.

As McElroy says in his introduction, "The limitation of the book to prose has been adopted because I believe that everyone who will apply

himself can acquire appreciable skill in this kind of writing; while poetry and romance are products of exceptionally endowed minds."

Dr. Bain is not so much concerned that the author examined should be a model of style, and the reason of this will soon become evident. What he chiefly recommends is constant practice in the examination of writings of authors of all degrees of excellence. This is to be done chiefly with a view to the study of the order and arrangement of the words, phrases and clauses of their sentences.

No one will question that this is an exercise of great practical importance. More than anything else it is fitted to impress on pupils what they are so slow to learn, that one of the most important things in writing is the placing of principal and of subordinate words and clauses in their proper positions; that it really does make a great difference how the different parts of the sentence are arranged. The amount of space devoted by the author to this part of his subject is an evidence of the extreme importance he attaches to it.

But the most striking feature of Bain's lessons in connection with prose, is his denunciation of essay-writing, and in this phrase—we are, so far as I can discover—to include all composition on the part of the pupil.

While Dr. Bain admits that essay-writing has some advantages, he declares it to be so utterly illogical and utterly unphilosophical as a school exercise, that its demerits far outweigh its benefits. The merits which he allows to exercises in composition are these: It makes the pupils develop their own powers; it turns their own resources to account; writing is prolific—a man does not know what he can do till he has a pen in his hand; an essay requires study and research. Still further, it puts in practice what has already been taught, and in such a form as to show the result of teaching.

This last consideration, which, to most teachers, will, I think, seem the important thing, is added by our author as if it were an afterthought, hardly worth mentioning, and it is this half-contemptuous way of speaking of the benefits of practice in composition that most astonishes the reader.

What, on the other hand, are the great demerits of composition which lead such a high authority as Dr. Bain to condemn it altogether as a school exercise?

The main objection, stated in general terms, is that it passes beyond the true province of the teacher of English.

Essay-writing is not merely an exercise in style; it is something more. The essay-writer has to find something to say as well as to say it. Sometimes this is easy—sometimes difficult. At any rate, it violates the great principle of education, "Do one thing at a time."

The author elaborates this objection to essay-writing on the ground of its being opposed to the principles of teaching. He says:—

"The teacher should not ask his pupils to do anything he has not led up to—has not clearly paved the way for."

"Test the pupil on your own teaching, and on nothing beyond. If you depart from this, you open the door for all manner of abuse."

"The English teacher cannot give the information to write themes on subjects specially assigned."

"Pupils must either follow some authority, or repeat commonplaces."

This objection has a certain amount of force. It is true we must not use composition exercises as a means of teaching geography, or history, or science. But it seems to me that to allow pupils, in an English class, to be altogether without practice in composition is far more directly opposed to the logic of teaching. The objection of Dr. Bain may to some extent be removed if we ask our pupils to express in their own words only those ideas with which they are familiar. This is the line on which the teaching of the subject, according to the authorized programme, now proceeds.

I imagine there are few English teachers now so far behind the age as to require their pupils to write compositions on abstract and unfamiliar themes, as was once so generally the practice.

Besides, Dr. Bain overlooks the fact that verbal expression of thought is not a separate branch of knowledge, which a pupil may either take up or

dispense with at his pleasure. It is not an optional subject. By a higher authority even than the Education Department, it is obligatory. Some ideas the pupil must have, and these ideas he must express—if not in written, at least in spoken language. The principles that underlie these two forms of expression are largely identical, and applicable to both as vehicle of communication of thought.

In every branch of knowledge the pupil has to express in words the ideas he has received from his teachers, or his text-books, or his own mental operations. For the most part, this expression is oral; but in these days of abounding examinations, to put it on no higher ground, the art of written expression is to every pupil exceedingly valuable, and the proposition that readiness in it is worth cultivating hardly needs to be stated, much less proved.

The next subject is *Paraphrasing*—i.e., the changing of the form of prose. Of this Dr. Bain is somewhat more tolerant. Being merely a form of expression, it is allowed to be a suitable subject for an English teacher. But, although free from many of the defects of the essay, it still, in his opinion, conflicts with the principle previously quoted. It does not deal with things that have already been taught.

This objection he illustrates from the teaching of a foreign language, when the master, at any particular stage of the pupil's advancement, knows what vocabulary he has acquired, and demands this, and this only, in his practical work.

"It is different," he says, "with the English master, who is nowise responsible for the pupil's vocabulary, and the inference is plain. * * The pupil must not be asked by the English master to use his vocabulary."

"You cannot arrange a series of lessons such that paraphrasing is the legitimate sequence of these lessons."

"You call pupils to account for other people's work, not for your own—by which, in my opinion, you are placed in an utterly wrong position."

"One exercise does not help the next: you plunge into a quagmire; each step is a new and distinct effort; you do not clear a path for further progress; you are off the rails of consecutive teaching."

"Downward paraphrase is objectionable. If a sentence cannot be improved, leave it untouched."

Some of these remarks sound strangely. Must the English master not ask the pupil to use any words he has not himself taught? If not, must the Mathematical master, or the Science master? How is the work of the school to go on? Language is the only means which can be used in giving and testing instruction, and whoever has given the vocabulary, every teacher must ask his pupils to use what vocables he has acquired, no matter when.

Dr. Bain, moreover, is, in his theory, somewhat at variance with his own practice in the analysis of sentences. In these he changes the order—he arranges and re-arranges words, and phrases, and clauses, and in many cases he acknowledges that the changes suggested are not improvements. If, then, it is a profitable exercise, to vary the order of construction in a sentence, even if the change is not for the better, will it not be profitable to vary the vocabulary—to paraphrase—even if the paraphrase is downward, provided, always, the pupil sees that it is downward, and why it is so?

The consideration of the paraphrasing of poetry, however, I shall defer till I come to the emotional qualities of style, to which it more properly belongs.

All Dr. Bain's study of English, both prose and poetry, may be summed up in the words of the High School curriculum—*Critical Reading*. He would take the passage as it stands, point out its various excellencies and defects, show why they are one or the other, so that the pupil by this study and examination of good models and bad models, continued for a considerable time, may, in the case of prose, be at last enabled to rise to some power of imitating the excellencies with which he has grown familiar. But so far as we can gather from this book, he would not have the English student—at least while he remains at school, a member of a large class—proceed to put his newly

*Read before the Modern Language Association of Ontario.

acquired power into practice. To do this would be essay-writing, and essay-writing is utterly wrong.

What then is the end of his teaching? Apparently this, that pupils should, by long continued critical reading of prose, good and bad, be taught to see what in the vocabulary, and in the arrangement of the words and phrases and clauses, it is that gives force and beauty to the style.

This is certainly a valuable result, and one that it is worth much toil and trouble to reach. But most assuredly it stops far short of the point to which we, as English teachers, are expected to conduct our pupils. There is something more that we must teach them to do for themselves. When the fateful July days come round, they have a right to ask that they should possess some moderate ability to express their thoughts in fair English. They are to be writers as well as readers. They are to appear in the role of criticised as well as critics. In order to be able to meet the demands made upon them, it is essential that they should have a large amount of practice in the art.

The difficulties in the way of giving them this practice are, I know only too well, enormous.

It is generally agreed that if exercises in composition are to be in the highest degree effectual, there must be minute individual criticism. How is this to be secured. With a class from eight to ten it might be possible, but with our ordinary classes the problem of how to get time for such work is insoluble.

An opinion has been expressed by some that, even without examination and correction, the mere practice of writing English is of great advantage in giving facility and fluency in the expression of thought. But this implies that the writer must be his own critic, and he must be no lenient one. It depends on himself. If he is sincerely anxious to improve, and combines his practice with the constant critical study of the best models, there can be no doubt that the result will be beneficial. Let such a student act on the advice of a recent writer—"Read, write and converse in the best vocabulary that comes to you, and compel a better vocabulary to come to you."

Shall we, then, encourage our pupils to write daily compositions even if we can hope to find time to examine not even a tithe of them.

I confess I am sometimes tempted to try the experiment, and I shall be very glad if any members of this Association who have had any experience in this direction will give us the benefit of it.

We come now to another point on which our author is at variance with our educational authorities.

Studying an author for both thought and language, he declares to be, so far as English teaching is concerned, a vicious method of school work.

And the reason is, that it is a violation of the principle of the *division of labor in teaching*. "You would not," he says, "think of combining a lesson in *Greek and Euclid* or in *Singing and French*. No more should you while teaching composition, pay attention to history or politics, or ethics or theology.

Again, "We cannot, of course, inculcate good English diction without referring to English writers, and every writer must treat of a subject: still, while we are engaged upon the diction, it is our duty to leave the subject out of account."

[We may notice in passing that he admits that this remark must be modified in the case of poetry.]

How is this, leaving the subject out of account, to be accomplished? Style is the form of expression. There can be no expression without something to express. How, without taking the subject into account, can we judge whether the expression is suitable or not.

Minto expresses the impossibility of this divorce in such emphatic language that I cannot do better than give his words:

"One of the causes of imperfection in Campbell's analysis was his desire to separate rigidly between the effects of style or manner, and the effects of subject-matter. This cannot be done. The manner must always be viewed in relation to the matter. In order to get at qualities of style we must first make an analysis of the effects of the composition as a whole—matter and manner together: not till then are we in a position to consider how far the effect is due to the manner, and how far to the matter. For example, if a compo-

sition is readily intelligible, we consider how far this is due to the familiarity of the subject-matter, and how far to the author's treatment, to his choice and arrangement of words, and to his illustrations.

(To be concluded in next issue.)

Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

SYLLABUS OF MUSIC FOR GRADED SCHOOLS.

IN response to numerous enquiries from teachers the following syllabus has been prepared. The compiler has been careful to avoid making the work more difficult than the average teacher can easily accomplish. The division of the subject into six topics enables the teacher to keep her pupils up to the grade in all. Many teachers devote the time of the music lesson almost exclusively to sight singing and the practice of songs, to the exclusion of ear exercises and time drill. In order to avoid this error, monthly review should be held and marks given in each subject according to the degree of proficiency attained. This plan has been found to produce excellent results in the Toronto Public Schools. The pupils like to know exactly how they stand in all subjects, and when poor marks are given, in any subject, an improvement is always noticeable at next review.

The following will be found useful as a guide in preparing for reviews. The subject of voice training is placed last, and pupils must be cautioned against singing in harsh or impure tone, as the marks for this topic are given according to the quality of the tone shown in the previous topics.

	MAXIMUM.
Modulator exercises.....	8
Sight-singing ".....	8
Time ".....	8
Ear ".....	8
Prepared song.....	8
Voice training.....	10
Total.....	50

JUNIOR 1ST. BOOK CLASSES.

MODULATOR.

To sing from teacher's pointing, in any key, exercises on the *doh* and *soh* chords, including the upper and lower octaves of the tones *d, m, s, t, r*.

TIME.

To sing from pointing on blackboard, on one tone, exercises containing full-pulse, half-pulse, and continued tones.

To write on slates, from teacher's dictation, examples of two, three, and four pulse measure.

SIGHT-SINGING.

To sing from blackboard, phrases of four, six or eight tones composed of the tones *d, m, s*, in any order.

EAR EXERCISES.

To tell, by ear, the name of any one of above tones, sung to *laa* or numbers.

PREPARED SONG.

To be sung to words, with neatness of articulation, and soft, pure tone; an action-song learnt by rote.

To sing to *laa*, or words, a simple song composed of the tones *d, m, s*.

VOICE TRAINING.

To sing *all* exercises and songs with softness and purity of tone, the mouth being opened neatly and naturally, and the tone produced well forward in the mouth.

NOTE.—The work prescribed for this grade has been made exceedingly simple, in order that every child may be enabled to accomplish it. Teachers will guard against attempting anything more difficult, as it is important that, at this early stage, the musical faculty, however dull, should be awakened and developed. Pupils who sing out of tune must listen attentively for some time, and will soon be enabled to sing with the others.

SENIOR 1ST. BOOK CLASSES.

MODULATOR.

To sing from teacher's pointing easy exercises containing *all* the tones of the major scale.

TIME.

To sing on *one tone* to time-names, *laa*, or solfa syllables, exercises containing full-pulse, half-pulse, pulse-and-half, and continued tones, and full-pulse silences, written in two, three, or four pulse measure.

SIGHT-SINGING.

To sing from blackboard easy phrases, containing *any* tones of the major scale.

EAR EXERCISES.

To tell by ear the name of any one tone of a phrase sung to *laa*, or numbers, the teacher giving the chord.

PREPARED SONG.

To contain the tones of second step of the Tonic Sol-fa system, viz.: *d m s t r*, learnt by *note*, and may include divided pulses.

Attention to be given to accent, enunciation, phrasing, quality of tone, and expression.

VOICE TRAINING.

Same as for Junior 1st. Book classes.

JUNIOR 2ND. BOOK CLASSES.

MODULATOR.

To sing from teacher's pointing, in any key, exercises of moderate difficulty containing leaps to all tones of the major scale, with special reference to *fah* and *lah*.

TIME.

To sing on one tone to time-names, *laa*, or solfa syllables, exercises containing divisions of time prescribed for Senior 1st. Book classes, with the addition of quarter-pulse tones and silent half-pulses.

SIGHT-SINGING.

To sing from blackboard exercises of moderate difficulty containing any tones of the major scale. To sing from books any exercises contained in first and second step of Book I., Canadian Music Course.

EAR EXERCISES.

To tell by ear the name of any one tone of a phrase sung to *laa* or numbers, the key being frequently changed. To sing from teacher's dictation, simple phrases of three or four tones, *i.e.*, the teacher says *d m r*, pupils *think* the phrase, then sing in tune to syllables *d m r*. To tell by ear and sing to time-names, a short phrase containing any divisions of time mentioned above.

PREPARED SONG.

To sing from books any song contained in the second step of Book I., Canadian Music Course, learnt by *note*. Attention to be given to accent, enunciation, phrasing, quality of tone, and expression.

VOICE TRAINING.

Same as for Junior Classes, with addition of short tuning exercises in two parts.

SENIOR 2ND. BOOK CLASSES.

MODULATOR.

To sing from teacher's pointing difficult exercises on the major scale, with simple transitions to the first sharp key, in the perfect and imperfect methods. Simple exercises in one key, to be sung in *two* parts from teacher's pointing with *two* pointers.

TIME.

To sing on one tone to time-names *laa* or solfa syllables, and afterwards to sing, in *correct tune*, simple exercises containing any divisions of time specified for Junior 2nd Book classes. To sing in correct time and tune Exercises Nos. 88 to 91, Book I.

SIGHT-SINGING.

To sing from blackboard, in correct *time and tune*, easy exercises containing any tones of the scale, but no divided pulses.

EAR EXERCISES.

To tell by ear the solfa names of any *three* tones in stepwise order, sung to *laa*, or any other syllable. To sing from teacher's dictation phrases of

three or four syllables containing intervals of moderate difficulty. To tell by ear, and sing to time names, a short phrase containing any divisions of time mentioned above.

PREPARED SONG.

To sing from books, in two parts, any song contained in third step, Book I., Canadian Music Course. Attention to be given to accent, enunciation, phrasing, quality of tone and expression.

VOICE TRAINING.

Exercises in correct breathing and tone production. To sing in a soft, pure tone, any of the voice exercises contained in Book I., Canadian Music Course.

QUERY.—When will Teachers' Hand Book be published, and what will be the cost?—WM. MC LEOD, Meaford.

ANSWER.—The Teacher's Hand Book has been delayed, owing to the difficulty of procuring some of the cuts for illustration, but will be ready in April. Price, 50 cents.

Question Drawer.

ARE teachers allowed to introduce or use in schools "Collier's English History?"—A SUBSCRIBER.

[No. It is no longer authorized.]

To W. L.—We cannot undertake to recommend such a work. It is not in our line.

DOES a person, holding a 1st Non-Professional, and having taught on a 3rd class, have to attend the Normal before he can obtain a 1st class Professional certificate?

[Yes. For information in regard to dentistry, apply to J. Branston Wilmott, Secretary R.C.D.S. of Ont., 41 Shuter street, Toronto.]

1. WHAT is the address of Alden, publisher and bookseller?
2. What is the address of *The Saturday Evening Post*?
3. What preparation should a teacher make for a Public Examination in a country school?
4. Where could a person learn to be a reporter for a newspaper?
5. In your issue of November 1st there was a letter signed "Teacher," recommending Fowler's English Language for the use of teachers. Did he mean Fowler's English Grammar? If not, where is the book published? Where is it sold, and what is the price of it?
6. What became of my questions that were never answered?—READER.

[1. New York. 2. New York. 3. Have the pupils understand their work. Make the every-day teaching of the highest order. 4. In a good newspaper office. A previous course in a shorthand college would be of service. 5. Will "Teacher" kindly answer. Other correspondents make the same enquiry. 6. We do not know. They may not have reached us. They may have had reference to matters outside of our sphere and gone to the waste-basket.]

1. What is the difference between a joint and a joint and several note, both as to wording and to liability of the maker?

2. Please give a short sketch of the life of E. P. Roe.—DOMINIE.

[1. In the case of a "joint" note the makers are jointly responsible, and action can be taken against them only in their joint or united capacity. In the case of a "joint and several" note, the amount can be collected from either maker individually. The only difference in form is that produced by the introduction of the words "and severally," in the second case, after "We jointly." 2. Edward Payson Roe was born at New Windsor, N.Y., in 1838. Studied at Williams College and at Auburn Theological Seminary. In '62 he became chaplain of 2nd N.Y. Cavalry. After the war he was chosen pastor of the Presbyterian church at Highland Falls, near West Point, N.Y. His first literary work, "Barriers Burned Away," was very successful. In '74 Roe gave up preaching for literary

pursuits. Some of his best known novels are:—"What Can She Do?" ('73); "The Opening of a Chestnut Burr," ('74); "Near to Nature's Heart," ('75); "From Jest to Earnest," ('76); "A Knight of the Nineteenth Century," ('77); "A Face Illumined," ('78).]

CAN you give a concise history of the so-called "Ross Bible," which is used in some of the Public Schools, telling why it was brought about? who brought it about? and what persons took part in it?—M.D.

[The book of Scripture Selections originated, no doubt, in the desire of the Department, in response, we presume, to a demand more or less pressing, to prescribe passages for use in connection with the devotional exercises in the schools. The selections were made, if our memory serves us, by some one in the employ of the Department, and were submitted for approval, alteration or amendment, to certain clergymen supposed to represent the chief religious denominations of the Province. The object of the publication of the selections in a separate volume, was, no doubt, to present them in a more convenient form and in larger type than is possible when the whole Bible is included between the same covers. In view of the agitation aroused, this separate publication seems to have been a mistake, though it is hard to see why there should be any more objection to printing the selections than to making them. The greater mistake was, in our opinion, in the Department's taking it upon itself to select, as it did in some cases, and probably in all, certain clergymen, presumed to represent different denominations, instead of asking the denominations to name their own representatives. With the exception, perhaps, of the Catholics, no clergyman, so selected, could be regarded as properly representative of his co-religionists.]

Correspondence.

EUCLID IN HIGH SCHOOLS.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—The complaint of Mr. Patterson with respect to the position Euclid occupies in our High School Curriculum, is well-founded. It is one of the evils attached to our Public and High School system, that nothing will be studied carefully and thoroughly unless it has an examination value. This is one of the bitter fruits of the craze for testing the value of all work done in our High and Public Schools, by the results of various Departmental examinations. We have not yet wholly escaped from the poisonous effects of the Intermediate—the malaria still lingers in our schools. The remedy lies, not in dropping one book of Euclid, as suggested by Mr. Patterson, but in giving the Principals of High Schools power to enforce the study of Euclid in the junior forms, and in teachers using the influence they possess to prevent candidates for certificates going up for examinations at too early an age, and without a thorough preparation. To strike off one book in Euclid would neutralize the beneficial effects of the recent arrangement made with the Universities to harmonize the Second-class Certificate Examination with that for Pass Junior Matriculation. The standard for certificates is now low enough—so, too, is that for Junior Matriculation, and it would not be wise, if it were possible, to lower it. Again, there is no reason why a candidate, with the age and ability presumed to accompany a second-class certificate, should not easily master three books of Euclid in a year—provided his time is not so fully occupied with English and Science studies, as practically to render it impossible for him to give due attention to that subject.

Yours, W. J. ROBERTSON.

March 5th, 1889.

Now, therefore, see that no day passes in which you do not make yourself a somewhat better creature; and, in order to do that, find out, first, what you are now.—Ruskin.

Miscellaneous.

WHY PEARLIE CRIED.

SHE cried a while in the morning
Because she was waked too soon;
She cried again at breakfast,
She hurt her mouth with a spoon.
She cried when mamma kissed her,
"Cause 'twasn't the hurted spot,"
And next she cried for syrup,
Because she wanted a lot.

She cried when papa left her,
To go with him to town;
She cried when she bumped her forehead,
She cried when she tumbled down.
She cried to write with a "pencil,"
Then cried to dip it in ink;
The next time I heard her crying,
She "had a pain" I think.

She cried she was so sleepy,
But didn't want a nap;
She cried that mamma was busy
When she wanted to sit in her lap;
She cried because it was bedtime,
She thought it came too soon,
And as she was carried away up-stairs,
She was singing the same old tune.

Now don't you think so many tears
Make quite a sea of sorrow?
Oh what shall we do with Pearlie,
If she cries so much to-morrow!

—*Youth's Companion.*

DRINK AND DANGER.

WRITE it on the liquor store,
Write it on the prison door;
Write it on the gin-shop fine;
Write, oh, write this truthful line:
Where there's drink, there's danger:

Write it on the workhouse gate,
Write it on the school-boy's slate;
Write it on the copy-book,
That the young may in it look;
Where there's drink, there's danger.

Write it on the church-yard mound,
Where the drink-slain dead are found;
Write it on the gallows high;
Write it for all passers-by;
Where there's drink, there's danger.

Write it underneath your feet;
Write it on the busy street;
Write it for the great and small,
In the mansion, cot or hall;
Where there's drink, there's danger.

Write it on our ships which sail,
Borne along by steam and gale;
Write it in large letters plain,
O'er our land and cross the main;
Where there's drink, there's danger.

Write it always in the home;
Write it where our drunkards roam,
Year by year from good and right;
Proving with resistless might,
Where there's drink, there's danger.

Write it for the rising youth;
Write it for the cause of truth;
Write it for our fatherland;
Write, 'tis duty's stern command,
Where there's drink, there's danger.

—*Selected.*

THERE'S music ever in the kindly soul;
For every deed of goodness done is like
A chord set in the heart, and joy doth strike
Upon it.
—*McKellar.*

LIVE as though life were earnest, and life will be so.—*Emerson.*

English Department.

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

THIRD CLASS LITERATURE.

REVIEW QUESTIONS.

THE LORD OF BURLEIGH.

1. DIVIDE the selection into paragraphs, and trace, by paragraph titles or otherwise, the development of the thought.

2. Discuss the substitution of "Lady Burleigh," in place of "The Lord of Burleigh," as the title of the selection. Choose a short title that will indicate the main thought of the poem.

3. Discuss to what extent the poet makes use of the *humorous* and the *pathetic*. Point out the passages which, in your opinion, illustrate the most effective use of either of these qualities.

4. Quote a passage (1) showing a brave attempt to live in uncongenial circumstances; (2) describing real affection.

QUESTIONS AND ANSWERS.

I. (1) Write brief notes on "The Island of the Scots." (Page 315, Fifth Reader.)

(2) On "Flung the bridge." (Line 10.)

(3) Mark the pronunciation of "confines." (Page 359, Fifth Reader.)

(4) What is the meaning of "grace"? (P. 373, 3rd line, last stanza.)

TEACHER.

II. Would you be so kind as to correct the following sentence, and you will confer a favor:

"All that they desired were bread and show."

H. A.

III. Please answer these questions in the next issue of the EDUCATIONAL JOURNAL:

(1) In the 2nd Canto of "The Lay of the Last Minstrel," 15th line, he says to go to Melrose Abbey, but to go *alone*. Why go alone?

(2) Why is the Hymn for the Dead introduced at the end of the poem? Is it appropriate? If so, why?

(3) Does Canto 6 and 28 come within the prescribed time-limit?

(4) Show that the lay possesses epic, dramatic and lyric elements.

A SUBSCRIBER.

THE BARD.

IV. (1) Analyze first line, and parse "seize."

(2) Explain: (a) 4th line of stanza 1, "Soft Llewellyn's lay"; (b) stanza 2, "Close by the regal chair fell thirst and famine scowl"; (c) "A baleful smile upon their baffled guest," stanza 6; (d) "Half of thy heart we consecrate," stanza 7; (e) "Sublime"; (f) "Starry fronts and (g) attempered sweet," stanza 8.

(3) How is stanza 6 connected in sense with the rest of the ode?

(4) What is your opinion of the prophecy?

I. H. T.

V. (1) What is the meaning of the answer "Yes," (a) when given to question (a) below, (b) when given to question (2)?

(a) Are you going?

(b) Are you not going? or Aren't you going?

(2) Is "Ayre's Orthoepist" a reputable authority on pronunciation?

X. Y. Z.

ANSWERS.

I. (1) See notes in next number.

(2) "Flung the bridge," *i.e.*, "Built a bridge across the stream."

(3) *Con-fines*, according to use and dictionary authority, though euphony seems to require *con-fine's*.

(4) Beauty; loveliness.

II. The sentence is right as it stands, if the meaning be bread and butter were the only things desired. It seems more natural, however, to regard "all that they desired" as the subject, and to change "were" to "was."

III. (1) That nothing may be present of a distracting nature, and that the sightseer may in solitude be filled with a sense of the weird, *melancholy* beauty of the place.

(2) This is a hard question to answer. For ourselves, we think it would have been well for the poet to have introduced the disappearance of the dwarf, the lady's renunciation of magic, and the pilgrimage to Melrose, before the celebration of the marriage. But we cannot see how this could have been accomplished without sacrifice of interest, unless much more attention had been previously paid to the difficulties of Cranston and Margaret in their love affair. We fail to see how, without rewriting the poem and causing it to refer far less to the supernatural, Scott could have ended in any other way. Whatever opinion may be entertained on this point, there can be no doubt that the Hymn for the Dead is most appropriate in connection with the pilgrimage, and that its pathos is sufficient to render it a fitting ending to the poem.

(3) Not within the three days and three nights.

(4) The Epic elements are present, from the fact that the poem describes a connected series of events. In the true sense of the word, the poem is principally epic, though not grandly so.

The poem is thus principally descriptive and therefore undramatic. There are, however, dramatic touches, as, for instance, the dialogue of the spirits of the fell and the mountain, and the reply of the lady. This dialogue advances the plot, as do also the conversations between the monk and Deloraine, the English archer and the heir of Branksome, and the parley with the English before the castle. In a very general sense the opening and closing of each canto are dramatic also.

The lyric element is best seen in the songs in Canto VI. and also at the beginning and end of the cantos, where the minstrel, as in Canto III., 1 and 2, gives subjective expression to his feelings.

IV. (1) Sentence: "Ruin—thee."

Kind: Simple declarative (optative).

Subject: "Ruin."

Predicate: "(May) seize."

Object: "Thee."

"Ruthless king" is interjectional, and forms no part of the sentence.

(2) (a) "They mock the air with idle state." Gray, in explanation of this passage, quotes from Shakespeare, "Mocking the air with colors idly spread." The pomp and display of Edward's army are so vain that the standards do not indicate any real power, but merely serve as a mockery.

(b) "Soft Llewellyn's lay." This may mean "a lay celebrating the gentle Llewellyn," or, "the gentle, soothing lay of a bard called Llewellyn."

(c) "Fell thirst and famine," etc. An allusion to the story that Richard was starved to death.

(d) "Half of thy heart we consecrate." An allusion to Eleanor of Castile, the wife of Edward, who died shortly after the conquest of Wales.

(e) "Sublime"—"aloft."

(f) "Starry fronts"—"radiant faces."

(g) "Attempered sweet." A compliment to Elizabeth, who is represented as uniting masculine force of character to feminine beauty and softness.

(3) Stanza VI. continues and concludes the prophecy of ill to the descendants of Edward I. The dethronement and death of Richard II. are first referred to, then the Wars of the Roses, ending at last, with the death of Richard III.

(4) We do not understand the question exactly. We have a good many opinions about it, such as (1) it is not historically just, nothing being said of the fate of the wives of Henry VIII., the execution of Mary, Queen of Scots, the sadness of Queen Mary of England, the execution of Charles I.; (2) it is beautifully expressed; (3) it is a little obscure to those that do not know their history *very* well, *i.e.*, to most readers; (4) it seems quite appropriate in the circumstances of the last bard.

V. (1) In the first case the answer stands for "I am going"; in the second it strictly should (we use the word *should* in no moral sense) stand for "I am not going," but in general speech it stands, we think, for "I am going." In answering a negative question it is, perhaps, better to use an unabbreviated form of reply.

(2) It is reputable, but not eminently authoritative. At present, when "things English" are, even in America, much affected, the book is under a cloud. It is likely, however, that the cloud will soon disappear in the sunshine of common sense.

Educational Meetings.

SOUTH YORK TEACHERS' ASSOCIATION.

A CONVENTION of the South York Teachers' Association was held in the Assembly Room of the Parkdale Model School, on Thursday and Friday, Feb. 21st and 22nd, 1890.

The President, Mr. D. Fotheringham, being absent on account of illness, the chair was taken by the Vice-president, Mr. J. Hand.

Mr. R. H. Leighton, H. M. of Weston Public School, read an address on "The Social and Financial Status of the Teacher." He blamed the Government for making the professional course too short and easy, causing an overplus of teachers, recommended the abolition of County Model Schools and the substitution of a few Normal Schools for them.

Misses Roberta Poole and Amy Dillworth played a piano duet.

Mr. W. J. Thompson read a paper on Geography for the Fourth Class, and gave notes of a lesson on the physical geography of Asia.

Miss Ella Taylor sang "The Beggar Girl."

On Thursday afternoon Mr. McNamara gave a humorous recitation, "How We Hunted a Mouse."

Misses Gertie Pink and Fannie Morgan played a piano duet.

In the absence of Mr. R. Lewis, Mr. B. W. Wood, of Parkdale, gave an address on "Light."

Mr. McKay taught a lesson on Interest to a Fourth Book class.

On Thursday evening the Hon. S. H. Blake gave an earnest address to a good audience. The speaker reminded the teachers of the great responsibility that rested upon them in the good opportunities they had to build up noble characters. He found fault with our system of education as resulting in too much veneering. The chief aim in education was to train children to good habits, to gentleness, refinement and conscientiousness. The proceedings were enlivened by a piano duet by Misses Hattie and Gertie Dixon, a song by Miss J. Mitchell, a chorus, fancy marching and calisthenics by pupils of the Parkdale Model School.

On Friday morning it was decided to pay the expenses of two delegates to the Provincial Association. Messrs. Fotheringham and Wismer were elected delegates.

Miss L. Cook, of Parkdale Model School, read a paper on Physical Culture. Her pupils gave an exhibition of club swinging and other exercises.

Mr. Milne read an essay on "Drawing in Public Schools." He advised that pupils begin early, that younger scholars be taught from the black-board and that designing be encouraged.

A dialogue, "Playing School" was given by Model School pupils.

J. A. Wismer, B.A., read an address on "The Teaching Ladder and How to Climb It."

Mr. R. H. Leighton suggested that the Government should supplement the salaries of teachers in poor sections in order that good teachers may be employed.

The secretary was instructed to memorialize the Minister of Education in favor of raising the minimum age of teachers to twenty-one years.

Mr. R. W. Hicks and Miss Mabel Hicks gave a duet on piano and violin.

L. E. Embree, M.A., H. M. of Parkdale Collegiate Institute, explained how a literature lesson should be taught to a Fourth Book class. The subject selected was Longfellow's "Resignation." Pupils were questioned, and some were sent to write their answers on the black-board. In analysis of a selection, the object is to apply principles that may be afterwards applied to other selections. Let pupils do the first reading at home, and test their understanding of it afterwards at school. Reading it for elocutionary purposes should be the last thing done with it. The main purpose of teaching English literature is to give pupils a taste for it.

On Friday afternoon the following officers were elected :

President, D. Fotheringham.
Vice-president, H. Sampson.
Sec-Treasurer, J. A. Wismer, B.A.
Recording Secretary, R. W. Hicks.
Executive Committee, Wm. Braithwaite, J. Latter, H. Boyes, J. C. Rutherford, W. Wilson, S. Jewett.

Auditors, H. Sampson, J. Latter.

Miss Ella Tewsley sang "The Two Sisters."

W. Houston, M.A., led a discussion on the best way of teaching composition. Language is conventional and is learned by imitation. Teaching of composition should be really training, making modes of expression more conventional. The basis of teaching is the practice of original composition, subject to correction. Give more attention to speech than to written composition. Teach script before print, and let the pupil practice written composition as soon as he can write words. The pupil must learn to criticize his own work,—therefore do not mark it.

Good methods of correcting and improving written exercises are:—Dissect a few, and discuss some of the worst errors with the class. Let pupils re-write them several times, if necessary. Give plenty of practice. A new subject once a week at least. Never correct an error without giving a reason for doing so. Teach the pupils to observe good usage and conform to it.

Discussion on all papers was general and animated.

The roll was called each day. About one hundred teachers were present.

Votes of thanks were passed to Messrs. Houston, Wood, and other friends who assisted.

Miss Emma Horton and Miss Minnie Spaulding played a piano-duet.

The Convention adjourned.

Hints and Helps.

HOW TO CURE STAMMERING.

G. W. JOHNSON, CENTRAL SCHOOL, HAMILTON.

A CORRESPONDENT in a recent number of the EDUCATIONAL JOURNAL asks for a "Cure for Stammering." Fifteen minutes daily drill, as below, will cure the worst case of stammering in three months: improvement will be marked in a week. Five months daily drill with the whole school in concert will work wonders in the way of improved articulation and flexible vocal organs. Few teachers make any systematic effort to improve their pupils in distinct articulation, hence it is no wonder that such common combinations as *fields, nests, beasts*, become in the mouth of the average school-boy *feelz, nes-s, bees-s*, if not *nestuz, beestuz*.

Place on the blackboard in view of the whole class, "*Call now, boy, I am not far. May men owe us? Wee boots fit your foot.*" These sixteen words contain sixteen vocal elements of the English language. Stammerers have no difficulty in uttering the vocal elements unaccompanied by consonants. The first step is to have the pupils speak these vocal elements *fully, clearly, distinctly*, and be able to recognise them when spoken alone or accompanied by consonants. Take them in order, as, *aw, ow, oy, I*, etc. Secondly, have them spoken before or after a single, *easy* consonant—one which the stammerer has the least difficulty in speaking; as, *law, low, loy, li*, etc., *awl, owl, oyl, Il*, etc., always through the whole sixteen. Thirdly, place the consonant before and after the vocal elements; as, *lawl, lowl, loyl, lIl*, etc. Par parenthesis: of these vocal elements, *ow, oy, I*, and *our*, are diphthongs. Gradually lead up to the most difficult combinations in the language. Asterisks can be used to indicate the position of the vocal element; as **lm, *md, r*sts, *nts, *nds, wh*rf*. Go through the whole sixteen elements with each combination.

Another use to which this drill can be applied in the school-room with the best results, is, the teacher can secure correct pronunciation by referring the pupil to the vocal key; as, "Give *new* the sound in *your*, not the sound in *boot*. Give *calm* the sound in *far*, not the sound in *am*, etc. Try it, fellow teachers.

THE "I CAN'T" BOY.

WHAT can I do with a boy who is continually saying, "I can't" to everything he is asked to do?—ADA, Massachusetts.

Such a boy, and he is by no means a *rara avis*, has had improper home training. He has been subdued by his parents, bullied by his older brothers and sisters, until his spirit of self-confidence is almost destroyed. It is now the teacher's part to correct this, as far as possible. The boy needs first to have cultivated in him a spirit of self-reliance. By judicious handling he can be made to do easy tasks until he will learn to like to do them, and the habit once formed, in this respect will be most beneficial. Discover what he most likes to do, and let him work at this for a time. Never mind if his lessons are not kept up to the required ranking. Encourage his feeblest efforts, and cheer him with generous praise. His heart is doubtless hungry for appreciation and commendation. Make friends with him, and his regard for you will spur him to essay tasks he otherwise would shrink from. Eliminate the "I can't" element from his nature, and substitute the "I can." Establish an "I can" club in your school, and make this boy a leading member of it.—*American Teacher*.

SCHOOL-ROOM HARMONY.

THE influence of an even-tempered life, fragrant with the perfume of charity for others' failings, cannot be measured. Teachers are, of all persons, the most apt to confound firmness with harshness, and think that to be absolute and stern they must necessarily be harsh and despotic. But real power over others is not gained by resort to such unpleasant and repugnant subtleties. There must first be in the teacher a sense of the security that comes from self-mastery, and then an evenness of disposition and a quiet dignity that will command respect without demanding it. The teacher should never parade authority, or make a raree-show of its exercise and power. The teacher should be the agent, not the instrument, of power.

The mental states of the teacher re-act upon the scholars; like produces like; the counterpart of the teacher's mood is found in the children, and the teacher when harsh, severe, loud-toned, is simply suggesting and creating these conditions in the scholars, and the fury reacts upon the originator. The quiet-toned, earnest, resolute teacher rarely has trouble in her schoolroom. With dignified self-possession and unswerving fidelity to the work to be done, a teacher will find that there is little desire or occasion on the part of her pupils to offend against good order.—*Am. Teacher*.

For Friday Afternoon.

THE DYING SCHOLAR.

GAY PAGE, STRATFORD, ONT.

MOTHER, the bells are ringing!
Please bring my book and slate.
'Tis strange I slept so soundly!
I never yet was late!

You know our Teacher, mother,
Though kind, is ever firm;
I've tried so hard to please her
And miss no day this term.

My brothers must be waiting—
I feel so strangely weak!
What mean those sighs, dear mother,
Those tears upon your cheek!

Ah! now I know, that never
I'll need my books again!
Is that the thought, dear mother,
That fills your heart with pain?

But do not grieve so sadly!
For, when I sank to rest,
I had a glorious vision
While leaning on your breast.

I know 'twas sent to comfort
Both you and me, to-day—
The peace its memory brings me,
Takes all Death's sting away.

I thought I started early
Upon my way to school
And hastened quickly onward
To keep the opening rule—

When, all at once, around me,
There shone a radiant light,
That turned the glistening snowdrifts
To hills of flowers bright!

And, through a narrow pathway,
(Yet wide enough for two)
A presence seemed to guide me—
I thought, at first, 'twas you.

Then, looking up in wonder—
My eyes beheld a face,
So pure, so sweet, so holy,
So bright with kingly grace—

A fear, at first, possessed me,
That, when He'd learn my name,
He'd turn in sorrow from me—
My guilt would bring him shame.

But "Come to me, and fear not!"
I heard a sweet voice say—
And then, I knew 'twas Jesus,
And followed in the way.

And soon we reached the portals
Of that fair heavenly home,
Upon whose walls are written—
"No sin can ever come!"

And, 'mid the undimmed splendor
Of heaven's perfect day,
Ten thousand, thousand children
Their harps triumphant play!

They sing the old, old story,
Of our Redeemer's love,
Who left for little children
Those mansions fair above,

Where all is pure and holy,
A child on earth to be;
That He might learn the trials
Of little ones like me!

And this is why the Master
Is patient when we err;
And why that love, so tender,
Our hearts within us stir!

And lessons grand He teaches
From grass and lilies fair,
And leads them gently 'mid the flowers
That hide no sharp thorns there.

Oh! tell my schoolmates, mother,
To read the book He's giv'n,
And early seek that path—that they
May ne'er be late for Heav'n!

Tell them that narrow pathway
Is *not* so cold and drear,
As those, who know it not, have told,
And filled their hearts with fear.

How can it be but pleasant,
That path by Jesus trod?
Around his feet, rich treasures
Spring forth from every sod!

And, when your earthly lessons
Are learned with patient care,
He'll ring for you those heavenly bells
And welcome you up there!

F. N. S.

THE teacher who loves the work will find some way to make that work successful. This love of work lies at the bottom of all true success in whatever life of activity.—*Florida School Journal*.

BUSINESS NOTICES.

WE desire to secure the service of one active, reliable member of every Teachers' Association, who will undertake to represent the JOURNAL at Conventions, on commission. Apply as soon as possible, with note from Inspector or President. In cases where arrangements are already in existence, no reply will be expected, as they will not be interfered with.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

We desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We wish to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

Editorial.

TORONTO, MARCH 15, 1889.

TEACHERS' READING.

FOR the inquirer who wishes to form a just estimate of the influences which are at work moulding the characters of those who are to be the representative and responsible Canadians of the next thirty years, there is no more important question than this: What are our young men and women reading? An article in the *Montreal Star* a few weeks since expressed the opinion that the proportion of the young men of that city who cultivate intellectual interests is smaller than it was in the Montreal of a generation ago. Weighty, if not conclusive, reasons are given for the opinion. If this is true of Montreal the probability is that it is true of other parts of Canada. Can it be that such a process of mental deterioration is really taking place amongst us? The fact, if fact it be, is deplorable.

It is a familiar but most important truth that the determination of the intellectual habits, and through them of the high or low intelligence of the coming generation, is in the hands of the teachers to a vastly greater extent than in those of the members of any other class or profession. The responsibility is a serious one. The ability to discharge it depends primarily not so much upon what the teacher teaches as upon what he is. The unconscious influence of his or her own intellectual habits will tell ten times more powerfully than the wisest precepts, or the most earnest advice. If the teacher is a reader and thinker the pupils will feel it and be affected by it. If the teacher has no genuine love of reading that which is worth reading, that which compels thought, strengthens judgment, and refines taste, a very important source of educational power is wholly wanting. We are, indeed, inclined to go further and say that such an one

is unworthy of his high office. He is no true teacher. The prime qualification, intellectual activity, is lacking.

Many young teachers whose intellectual appetites are sharp and healthy waste much time through misdirection, or want of information. They know neither how nor what to read. In our opinion the "how" is here even more important than the "what." He who knows how to read will soon find out tolerably well what to read.

We have had by us for a long time a clipping from an exchange, containing the substance of a paper on "Teachers' Reading," which was read before one of the Institutes, we think, some months ago, and which contains some excellent hints on these two points. The writer was Mr. J. M. Malcolm, of Norval. Rather than wait longer for an opportunity to give the paper as a whole, we subjoin some extracts, which will serve to emphasize the foregoing remarks.

"The advantages resulting from a persistent and systematic study of our English Classics is sufficient warrant for selecting that department of reading. To discuss these advantages would be to open up the whole question of the Conflict of Studies, and as this would lead to an endless digression, I shall restrict myself to the statement of what is, perhaps, the most important consideration that can be urged in favor of the study of literature, viz., that it promotes an all-round culture. Other courses furnish more of what the practical man calls 'useful information,' but they appeal to a narrower range of faculties. They are addressed only to the head. But every great writer writes not merely in the dry light of intellect, but out of head and heart. A great book is the work done by the resultant of every mental and moral force. And as the whole man has been devoted to its production, so the appeal is to the whole range of the reader's powers if he read aright.

"But the power to read aright is not the most common accomplishment in the world. Much reading is done which scarcely deserves the name. One skims over a book quite content, if, without too much exertion, he keeps hold of the thread of the story, and is occasionally impressed by the beauty of the more striking passages. Such reading is useless, most of the matter is forgotten, and what is remembered remains in the memory mere undigested lumber. There is no mental growth, for, as a rule, the author whose works are selected is no thinker. If he is, the best passages are skipped. The reader has no system in his choice of books, he takes whatever comes to hand in the shape of a story. If it is desired to obtain the full benefits of reading, it is much better that the skimming habit never be formed.

"If we would read with a motive higher than mere amusement, we must choose the right books, and read them carefully, weighing each word and phrase to find out exactly what the author meant. While this close accurate reading is essential, the reader must, however, be alive about other and higher things than textual difficulties. He must consider the verbal study important only in so far as it reveals the inner meaning. It has been argued that in a close attention to details, the reader will lose sight of more important things. This danger is easily obviated by first reading the work rapidly and attentively to get a general view of the whole. And the reader will soon find that keeping in

view constantly the broader aspects will throw light on many obscure passages. He will find that much is lost, and nothing is gained, by confining his attention only to the line or sentence under consideration. When he has learnt this lesson there is little danger that in reading word by word he will lose himself among details, and he will have learned also that the full meaning can be reached in no other way than by a complete mastery of every verbal puzzle as it presents itself. The words without the spirit are dead, but to affect to reach the spirit while negligent of the letter is the pretension of ignorance or laziness.

THE Education Department has given us a "Course of Reading." It begins well with Shakespeare and nearly ends well with Tennyson. But one play of Shakespeare's is not enough in a course supposed to cover three years. The fact of Tennyson's "Princess" being on the list might have suggested "Love's Labor Lost" for the parallelism of the story, and "The Taming of the Shrew" to institute a comparison between seventeenth and nineteenth century ideas of the best treatment for a self-willed woman, and even then Shakespeare at his best would be unrepresented. The poetry of the seventeenth century is without a representative. The teacher is supposed to read the lives of seven poets, but the works of only two of the seven. And why should Dickens be chosen as the representative of modern novelists? Perhaps "Nicholas Nickleby" was selected because a fellow-feeling might arouse in us an interest in Squeers. But if it was selected from professional considerations, "Hard Times" should also have been placed on the list. Though the books chosen are all well worth reading, yet it seems they were chosen at random, and the teacher does better reading who decides upon, and carries out the study of a single period in English Literature.

ELEMENTARY EDUCATION IN
ONTARIO.

WE have not yet been favored with a copy of the Report of the Minister of Education for 1888. From the columns of the morning papers we cull the following facts and statistics which will be of interest to our readers.

The table dealing with school attendance shows that in 1887 the school age was 5 to 21; the school population, 611,212; the pupils registered under 5, 1,569; the pupils registered between 5 and 21, 491,242; the pupils registered over 21, 401; the total number of pupils registered, 493,212; boys, 259,083, and girls, 234,129.

The increase in 1887 over 1886 was 10,000 in the school population, and over 6,000 in the total number of pupils registered. The average attendance of rural pupils was 46 per cent. of the registered attendance, while in towns it was 60 per cent., and in cities 62 per cent. The county of Oxford furnishes the highest average—56 per cent.—for the rural districts; the town of Listowel furnishes the highest average—viz., 72 per cent.—for the towns; and the city of Hamilton the highest average—viz., 67 per cent.—for the cities. The other extremes are reached by the districts with 36 per cent., Penetanguishene 42 per cent., and Brantford 56 per cent. The average for the province as a whole is 50 per cent., an increase of one per cent. over last year.

This record of attendance is far from satisfactory for a province so proud of its school system,

and so desirous of reaching and maintaining a high standard of public education and general intelligence. The Minister calls attention to the fact that the returns show that the power conferred by section 209 of the Public Schools Act, upon trustees, to compel the attendance at school of children between seven and thirteen years of age, for a period of at least one hundred days each year, is not exercised. In 1882 the number of absentees between the ages named was 87,444: in 1887 they numbered 89,628. A more detailed examination of the returns for 1887 shows that 79,286 of these were from countries or rural districts having a gross registered attendance of 367,284. Twenty-two per cent. of the rural school population attended school less than 100 days in the year. In towns the absentees numbered 7,960 out of a registered attendance of 59,696, or about thirteen per cent.; in cities they numbered 2,382 out of a registered attendance of 66,232, or about three and one-half per cent.

The highest salary paid to a teacher was \$1,450. The average salary paid to male teachers was \$425, and to female teachers, \$292. The number of Public School teachers was 7,594—2,718 males and 4,876 females. Of these 252 were first class, 2,553 second class, and 3,865 third class, with 924 other certificates, including old County Board, etc. The number of teachers who attended the Normal School was 2,434. There are now 5,549 school houses in the Province, of which 5,506 were open in 1887, distributed as follows: 5,148 in rural districts, 224 in towns, and 177 in cities. The log school-house is fast disappearing, there being only 591 in 1887, as against 1,466 in 1850. The total receipts of the Public Schools for the year amounted to \$4,331,357, of which sum \$268,722 was from legislative grants, \$3,084,352 from municipal school grants and assessments, and \$978,282 from the clergy reserve fund, balances and other sources. The total expenditure reached \$3,742,104, as follows: teachers' salaries, \$2,458,540; maps, apparatus, prizes, etc., \$27,509; sites and building school-houses, \$544,520; rent, repairs, fuel and other expenses, \$711,534.

The figures furnished in connection with Roman Catholic Separate Schools are as follows: Number of schools open, 229; number of teachers, 491; number of pupils, 30,373; total receipts, \$229,848; total expenditure, \$211,223.

The High Schools numbered 112; number of teachers, 398; number of pupils, 17,459; average attendance, 10,227; receipts, \$529,323; expenditures, \$495,612. It is regarded as a satisfactory feature of the High School system that the number of pupils had nearly doubled in eleven years. The High Schools are classified as follows: Schools with two masters, forty-four; schools with three masters or over, sixty-eight; Collegiate Institutes, 23. The largest Collegiate Institute is Toronto, with an enrollment of 655; then London, with 494; Hamilton, with 430; Owen Sound, with 354. There is an average of over six teachers in each of the Collegiate Institutes; the average number of pupils to each High School teacher in the Province is forty-four. The total number of pupils who passed a University matriculation was 305. Of these, the Toronto Collegiate Institute passed the highest number (17), and Cobourg the next highest number (13). The highest salary paid a head master was \$2,350 (Toronto C. I.). The average salary of head masters for the Province was \$1,129. Of the head masters, seventy were graduates of To-

ronto University, nineteen of Victoria, nine of Queen's, six of Trinity, two of Albert, and four of British Universities. The whole number of teachers employed was 398.

Some other features of the report will be dealt with in another issue.

Literary Notes.

THE March *St. Nicholas* contains, amongst its usual rich variety of attractions, the beginning of a story by Joel Chandler Harris, called "Daddy Jake, the Runaway," which tells of child-life in the South in slavery time, and Kemble's pictures make it exceedingly life-like. The frontispiece of the number is a dainty maiden in sheeny satin,—“Under the Mistletoe,”—an original engraving of remarkable beauty, by Frank French. There is a fairy tale called “The Sun's Sisters,” a Lappish story freely rendered by Hjalmar Hjorth Boyesen, with strong humorous illustrations by O. Herford.

Scribner's Magazine for March contains articles on a great variety of subjects, from the practical questions of the Railway Mail Service to the subtleties of Economy in Mental Work, with an abundance of good fiction and papers on topics of contemporary interest—several of them richly illustrated in a manner sustaining the reputation made by this Magazine for strong and original art work. “Economy in Intellectual Work,”—by William H. Burnham, Ph.D., late Fellow of Johns Hopkins University—gives many valuable suggestions to busy and overworked men, and will be read with interest by many members of that large class.

A GOOD deal of variety characterizes the contents of the March *Allantic*. History is possibly the strong point of the number, there being a paper on those two brave Scots, “The Keiths,” by Hope Notnor, and one of Mr. Fiske's luminous papers upon “Ticonderoga, Bennington, and Oriskany.” Mr. Frank Gaylord Cook writes an interesting article upon “Some Colonial Lawyers and their Work.” Professor Bryce's work on “The American Commonwealth” is reviewed. Charles Dudley Warner has an article on “Simplicity,” to which many will turn with interest and profit. The poetry of the number includes Mr. Whittier's “The Christmas of 1888.”

THE *North American Review* for March opens with a charming description by General Sherman of “Old Times in California,” containing many interesting reminiscences of life in that Territory forty years ago. There is a valuable symposium on the question, “Can our Churches be Made More Useful?” to which the Rev. Dr. Edward Everett Hale, the Rev. Dr. Washington Gladden, and the Rev. Minot J. Savage contribute. “Legislative Injustice to Railways” is discussed by Henry Clews; “Common-Sense and Copyrights,” by the Hon. George S. Boutwell; and the question, “Does American Farming Pay?” is conclusively answered by a recognized authority, the Hon. George B. Loring, ex-Commissioner of Agriculture. In a readable short article, Grant Allen treats of “The Adaptiveness of Nature.”

The Trained Nurse, published from Buffalo, N.Y., by the Lakeside Publishing Co., is the only journal published in America consecrated to the interests of those who minister to the sick and suffering in hospital and home. With the January number it was enlarged by the addition of a monthly Hospital Supplement, illustrating and describing different hospitals, and

publishing late and reliable hospital news from all parts of the world. It gets ideas from nurses and gives them to nurses, whether trained in the work or not. Its editor, Miss M. E. Francis, resigned her position as superintendent of nurses at the Buffalo General Hospital in order to give her whole time to this “larger clientage,” and *The Trained Nurse* is eminently worthy of success. If you would like to get acquainted with the journal, send the publishers fifteen cents for a sample copy.

THE descendants of the early doctors of Upper Canada will be interested to learn that there is being prepared an historical account of those pioneer practitioners, by Dr. Canniff, the author of “The Settlement of Upper Canada.” The work will give an account of the several steps in legislation to secure a proper standing of the profession from the establishment of the Province of Upper Canada up to about the year 1850; 2nd, an account of the proceedings of the Upper Canada Medical Board; 3rd, a list of the medical men during that period, with biographical sketches. The doctor urgently requests that the descendants of these worthies will kindly furnish him at once with information on the following points:—1, birthplace and date; 2, place of medical study and the degrees; 3, time of arrival in Canada; 4, places where he practised; 5, incidents in his professional life; 6, marriage, children and death.—*The Daily Globe*, 25th Feb., 1889.

IN *The Popular Science Monthly* for March the more elaborate papers are pleasantly varied with briefer articles of a lighter character. J. M. Arms, writing from an experience of ten years, contributes an article of a practical bearing on “Natural Science in Elementary Schools.” Two notable departures from the accepted way of looking at things are shown in Prof. T. G. Bonney's “The Foundation-Stones of the Earth,” and the Hon. Horatio Hale's “The Aryan Race: Its Origin and Character.” The former author, dissenting from the “uniformitarian” doctrine of geologists, believes that the lowest-lying rock strata “were formed under conditions and modified by environments, which, during later geological epochs, must have been of very exceptional occurrence.” Mr. Hale concludes that, while the conquering energy of Europeans is due to their Aryan blood, their higher intellectual qualities and love of freedom are derived from the earlier races which contribute the main elements “to the mixed European breed.”

THE *Century* for March has a timely essay in Dr. Edward Eggleston's review of James Bryce's already famous work on “The American Commonwealth,” under the title of “A Full Length Portrait of the United States.” It has also an interesting and curious article on “The Use of Oil to Still the Waves,” by Lieutenant W. H. Beehler, of the Office of Naval Intelligence, United States Navy Department. This essay precedes by a short time the meeting of the International Marine Conference, at which will be discussed this and other schemes for increasing the safety of life and property at sea. The frontispiece of the number is a portrait of the Grand Lama of the Trans-Baikal, from a photograph given to George Kennan in exchange for his own. The only other visit to this special Grand Lama by a foreigner, so far as is known, was that of Dr. Erman, nearly sixty years before the date of Mr. Kennan's visit. Mr. Kennan's article describes an interesting and amusing episode of his Siberian tour. Among “Topics of the Time” is one on “The English Language in America.”

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.
LATIN AUTHORS.

Examiners: { J. E. HODGSON, M.A.
 { M. J. KELLY, M.D., LL.B.

NOTE.—Candidates will take A and either B or C.
A.

1. MARK the quantity of the penult in:—*religiosus, minus, persuadent, omnino, transitur, itur, locus, tempore, impeditos, rapina, fugitivos, nuper.*

2. Give the etymology of:—*agger, altus, bellum, biduum, comminus, concilium, copia, debeo, dirimo, fossa, nobilis, nuper, triplex, ullus.*

3. Distinguish:—*ius, lex; nubere, in matrimonium ducere; summus mons, altissimus mons; agmen, acies, exercitus; via, iter; sarcinae, impedimenta; remoto suo equo, remoto ejus equo; latus, latus.*

4. (a) *Id hoc facilius eis persuasit quod undique loci natura Helvetii continentur.*

(1) Who is referred to by the subject of *persuasit*?

(2) To what does *id* refer?

(3) *undique . . . continentur.* Give the boundaries.

(b) *Neque homines inimico animo, data facultate per provinciam itineris faciundi, temperaturos ab injuria et maleficio existimabat.*

(1) Explain the construction of the italicized words.

(2) *existimabat.* Give the force of the tense.

(c) *Eo opere perfecto, praesidia disponit, castris communit, quo facilius, si se invito transire conarentur, prohibere possit.*

(1) State the rule for this use of *quo*.

(2) *se invito.* Explain the construction.

(3) *conarentur.* Account for the tense.

(d) *His quum sua sponte persuadere non possent, legatos ad Dumnorigem Aeduum mittunt, ut eo deprecatore a Sequanis impetrarent.*

(1) Explain the construction of the italicized words.

(e) *Aedui quum se suaque ab iis defendere non possent, legatos ad Caesarem mittunt rogatum auxilium.*

(1) *rogatum auxilium.* Substitute three other equivalent expressions.

(f) *Ita dies circiter quindecim iter fecerunt, uti inter novissimum hostium agmen et nostrum primum non amplius quinque aut senis millibus passuum interesset.*

(1) Explain the construction of the italicized words.

(2) *interesset.* Why in the subjunctive?

(3) *quinque . . . senis.* Why is this form of the numerals used?

(g) *Publius Considius, qui rei militaris peritissimus habebatur, et in exercitu Lucii Sullae, et postea in Marci Crassi fuerat, cum exploratoribus praemittitur.*

(1) Explain the construction of the italicized words.

(2) *Publius Considius.* Write the vocative form.

(h) *Quod ubi Caesar rescit quorum per fines ierant, his, uti conquererent et reducerent, si sibi purgati esse vellent, imperavit.*

(1) *quorum.* What is the antecedent?

(2) Rewrite the sentence substituting *jussit* for *imperavit*.

5. (a) Give a brief sketch of the life of Julius Caesar.

(b) What does he gain by narrating his exploits in the third person?

B.

Translate into idiomatic English:—

Caesar hac oratione Lisci Dumnorigem, Divitiaci fratrem, designari sentiebat, sed, quod pluribus, presentibus eas res jactari volebat, celeriter concilium dimittit, Liscum retinet. Querit ex solo ea, quae in conventu dixerat. Dicit liberius atque audacius. Eadem secreto ab aliis querit; reperit esse vera: Ipsum esse Dumnorigem, summa audacia, magna apud plebem propter libertatem gratia, cupidum rerum novarum. Complures annos portoria reliqua omnia Aeduorum vectigalia parvo pretio redempta habere, propterea quod

illo licente contra liceri audeat nemo. His rebus et suam rem familiarem auxisse et facultates ad largiendum magnas comparasse; magnum numerum equitatus suo sumptu semper alere et circum se habere, neque solum domi, sed etiam apud finitimas civitates largiter posse, atque huius potentiae causa matrem in Biturigibus homini illic nobilissimo ac potentissimo collocasse, ipsum ex Helvetis uxorem habere, sororem ex matre et propinquas suas nuptum in alias civitates collocasse. Favere et cupere Helvetiis propter eam affinitatem, odisse etiam suo nomine Caesarem et Romanos, quod eorum adventu potentia ejus deminuta et Divitiacus frater in antiquum locum gratiae atque honoris sit restitutus. Siequid accidat Romanis, summam in spem per Helvetios regni obtinendi venire; imperio populi Romani non modo de regno, sed etiam de ea, quam habeat, gratia desperare. Reperiebat etiam in quaerendo Caesar, quod proelium equestre adversum paucis ante diebus esset factum, initium eius fugae factum a Dumnorige atque eius equitibus (nam equitatu, quem auxilio Caesari Aedui miserant, Dumnorix praerat): eorum fuga reliquum esse equitatum perterritum.

1. Parse fully the italicized words.

2. Give other degrees of comparison of:—*celeriter, audacius, largiter.*

3. Conjugate:—*quaerit, audeat, largiendum, faveo, accido.*

4. *Ipsum esse audeat nemo.* Change to the form of direct narration.

5. *quod eorum adventu potentia ejus deminuta.* Substitute the equivalent construction in the Active Voice.

Translate— C.

Eo concilio dimisso iidem principes civitatum, qui ante fuerant, ad Caesarem reverterunt petieruntque, uti sibi secreto de sua omniumque salute cum eo agere liceret. Ea re impetrata sese omnes fientes Caesari ad pedes projecerunt: Non minus se id contendere et laborare, ne ea, quae dixissent, enuntiantur, quam uti ea, quae vellent, impetrarent, propterea quod, si enuntiatum esset, summum in cruciatum se venturos viderent. Locutus est pro his Divitiacus Aeduus: Galliae totius factiones esse duas: harum alterius principatum tenere Aeduos alterius, Arvernos. Hi cum tantopere de potentatu inter se multos annos contendere, factum esse uti ab Arvernibus Sequanis Germani mercede accesserent. Horum primo circiter milia xv Rhenum transisse: posteaquam agros et cultum et copias Gallorum homines feri ac barbari adamassent, tractos plures: nunc esse in Gallia ad centum et xx milium numerum. Cum his Aeduos eorumque clientes semel atque iterum armis contendisse; magnam calamitatum pulsos accepisse, omnem nobilitatem, omnem senatum, omnem equitatum amisisse. Quibus proeliis calamitatibusque fractos, qui et sua virtute et populi Romani hospitio atque amicitia plurimum ante in Gallia potuissent, coactos esse Sequanis obsides dare nobilissimos civitates et jurejurando civitatem obstringere, sese neque obsides repetituros neque auxilium a populo Romano imploratos neque recusatos, quo minus perpetuo sub illorum ditione atque imperio essent. Unum se esse ex omni civitate Aeduorum, qui adduci non potuerit, ut juraret aut liberos suos obsides daret.

1. Parse fully the italicized words.

2. Give other degrees of comparison of:—*summum, plures, plurimum.*

3. Conjugate:—*locutus est, accesserentur, adamassent, fractos, obstringere.*

4. *Horum primo numerum.* Change to the form of direct narration.

5. *Quibus proeliis.* Substitute an equivalent for *quibus*.

UNIVERSITY OF TORONTO.—ANNUAL
EXAMINATIONS, 1888.

JUNIOR MATRICULATION.

EUCLID.

ARTS AND MEDICINE.

Examiners: { J. H. McGEARY, M.A.
 { W. H. BALLARD, M.A.

NOTE.—Candidates for Scholarships are required to take the whole paper. Other candidates will take only eight of the eleven questions.

1. Define point, right line, plane angle, parallelogram, and add short explanatory notes to each definition.

What is an Axiom?

Mention two propositions in Book I which are deduced directly from the definitions, axioms and postulates without the intervention of any other proposition.

2. State and establish the necessary and sufficient condition that must hold between the lengths of three straight lines, that a triangle can be formed having its sides respectively equal to them.

If E and F be any two points and ABC any straight line, and B be such a point in it that BE and BF make equal angles with ABC, then BE + BF is less than CE + CF wherever C may be in the line.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the two sides, equal to them, of the other, the base of that which has the greater angle shall be greater than the base of the other.

If two quadrilaterals have the four sides of the one equal to the four sides of the other, each to each, but one diagonal of one shorter than the corresponding diagonal of the other, then shall the other diagonal of the first be longer than the other diagonal of the second.

4. Give Euclid's definition of parallel straight lines and the axiom enunciating one of their properties.

Replacing Euclid's statement of the axiom by the following, "Two straight lines through a point cannot both be parallel to the same straight line," prove that if a straight line fall on two parallel straight lines it makes the alternate angles equal.

5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

If a straight line be divided into any three parts, the square of the whole line is equal to the squares of the three parts, together with twice the rectangle contained by each pair of parts.

6. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

Also prove this proposition as a particular case of Prop. I, Book II.

7. In an obtuse angled triangle, the square of the side, subtending the obtuse angle, exceeds the sum of the squares of the sides which contain the obtuse angle by double the rectangle under either of these two sides, and the external segment between the obtuse angle and the perpendicular drawn from the opposite angle.

In the triangle ABC if BP, CQ, be perpendiculars from angles on the opposite side, prove $BC^2 = AB \cdot BQ + AC \cdot CP$.

8. Define circle, tangent to a circle, chord of a circle, and enumerate the essential elements in the definition of a circle.

Prove that one circumference of a circle cannot cut another in more than two points.

Prove that a straight line cannot cut the circumference of a circle in more than two points and state where this is assumed in Book III.

9. To draw a straight line from a given point either without or in the circumference, which shall touch a given circle.

Through a given point without or within a given circle draw a chord of the circle of given length.

10. In any circle the angle in a semicircle is a right angle, the angle in a segment greater than a semicircle is acute, and the angle in a segment less than a semicircle is obtuse.

A circle is described on the radius of another; shew that a line drawn from the point where they meet to the circumference of the outer is bisected by the inner.

11. If two straight lines within a circle cut one another the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

If two circles cut and from any point on their common chord two chords are drawn, one in each circle, a circle can be drawn through the four extremities of these chords.

School-Room Methods.

ARITHMETIC AND THE REASONING FACULTY.

BY W. A. M'INTYRE, B.A., NORMAL SCHOOL, MANITOBA.

(Continued.)

AFTER the child is able to solve all *two-step* questions, and in some cases, perhaps, even earlier, he may be introduced to *three-step* questions. Of these there are 125 types. The following are sample questions:

M, M, S.—A man sold 18 head of cattle at \$16 each. He then bought 6 head at \$18 each. How much money had he left?

M, A, P.—I received from two sources equal sums of money. After spending \$14, I had enough left to buy 18 lbs. of butter at 25 cents a pound. How much did I receive from each source?

Next come *three-step* questions, in which one of the premises is suppressed, e.g., a man having lost 6% of his money, had \$47.47 remaining. How much had he at first?

In this case the child must understand that he had at first 100% of his money, and the question reduces to the form *S, P, M.*

Of *three-step* questions there may be an infinite number composed by a thoughtful teacher and his pupils, and such questions, by being skilfully worded so that the steps to be taken are not immediately evident, may be made as difficult as the average pupil in the primary or intermediate school should be asked to solve.

Next may come questions involving more than three-steps of reason, and the field still widens. No question involving more than two-steps should be given until the pupil can readily take any two steps necessary for solution.

In all the questions already mentioned no notice has been taken of those involving the idea of ratio—such as dividing a number into proportional parts. Perhaps it will not be too much to say that all questions of this kind can also be graded according to difficulty.

In selecting or manufacturing problems, teachers should always remember that much time may be saved and thoroughness secured by giving questions and their converse. "Ring the changes." In Algebra the live teacher does not teach multiplication, factoring and division at different periods, but on the day on which he asks a pupil to find the product of $x+3$ and $x+4$, will also ask the factors of $x^2+7x+12$, and the quotient obtained on dividing $x^2+7x+12$ by $x+3$ or $x+4$. Also in Euclid, if he proposes a certain proposition, he will likely immediately afterwards propose its converse. So in arithmetic, he will propose questions and their converse. This may be illustrated by the following table, containing questions in profit and loss.

Cost price.	Gain %.	Gain in dollars.	Selling price.
\$25	8	?	?
\$25	?	\$2	?
\$25	?	?	\$27
?	8	\$2	?
?	?	?	\$27
?	8	\$2	\$27

Here the pupil may be asked to fill in the blanks, one at a time. In the early stages, it matters not that he knows the answers to the last five questions. It is not the answer the teacher wishes the pupil to obtain; he wishes a statement that will show the pupil's method of obtaining the answer. At any rate, the figures can be changed so that the solution of one question will not assist the student in the solution of the others. By using such a plan, a teacher will be sure to present every difficulty, and the pupils will have a scheme by which they can manufacture problems for each other. Of course, on account of their practical value, more questions may be given of the first kind than of the others. But if we are to develop the reason we must give questions of all kinds. Similar schemes may be used in manufacturing problems in all rules requiring a knowledge of percentage, such as Commission, Insurance, Stocks, Interest. What guarantee have we that the child is thorough, unless we give questions of each kind?

So far, I have referred to the manufacture of problems, and have hinted at a plan, which, if

followed, would make teachers to a certain extent independent of a text-book. Surely this is desirable. I shall now say something in regard to the teaching.

If we go back to our law of proceeding from the Simple to the Complex, we shall at once infer,

(1) That objects should, if necessary, be used in all classes in explaining any question in which the reasoning is difficult. We have often seen children of the Fifth and Sixth Standards unable to solve questions without objects, and able to work them with objects in a few minutes. We have frequently known mathematicians to use a globe or an ellipsoid in working out their problems in Solid Geometry. The using of objects is not a question of age, it is a question of stage. In the preliminary work in all grades they are frequently necessary. Be cautioned, however, to throw away the crutches as soon as possible.

(2) That Mental Arithmetic (small numbers) precedes written (large numbers.) The reason is evident.

(3) That oral explanation of a question precedes written explanation. For in writing out a solution there are two things to be done at once—reasoning and writing. This is certainly more difficult than reasoning and expressing the result orally, for, to a child, writing is a source of distraction. What power is used in writing is lost to reasoning.

(4) That as a final step, large numbers should be introduced, and a written explanation demanded. This requires the child to reason, notwithstanding that he is distracted through having to write and to handle large numbers. The written solution is good in itself:

(a) It strengthens the memory, inasmuch as the child reasons faster than he can write, and the result of his reasoning must be held in his mind until he can place it on paper.

(b) It is a method of teaching children to be neat and systematic.

(c) The steps are all placed before the child, and an error can easily be detected.

And now as to the method of expressing the results of reason. Mr. Seeley has truly said in his admirable work on "The Grube Method," that "A question is never finished when the answer is found." To a child the most valuable part of his reasoning is the expression in words of the workings of his mind. Not long ago I gave a class the following question: "If 3 men do a piece of work in 12 days, in what time will 2 men do it." The following were among the solutions presented:

(A.)	12	(B.)	12 days
	3		3 men
	2)36		2 days)36 days
	18 days		18 days

(C.) If 3 men do the work in 12 days, 1 man will do it in as many days as 3 is contained in 3 times $12 = 36 \div 2 = 18$ days.

Now the answer in every case is correct, but what teacher could conscientiously give credit to a child for any of the three solutions? In the first case the child may have reasoned correctly, but he has not shown it. He may have thought similarly to the second child. The process of thought, not the result of thought, is what we want. How should the work be expressed in writing? Just as it would be spoken in words—nothing more should be given, and nothing less.

3 men do the work in 12 days,
 \therefore 1 man will do the work in 3 times 12 days or 36 days.
 \therefore 2 men will do it in $\frac{1}{2}$ of 36 days, or 18 days.

For practical purposes, this work may be shortened, but if the reasoning faculty is to be strengthened, the full statement must be given.

(To be continued.)

HOW TO TEACH SPELLING.

BY G. W. JOHNSON, CENTRAL SCHOOL, HAMILTON.

I CANNOT concur in the JOURNAL'S condemnation of Spelling Books. I am aware that the Spelling Book of the past was an outrage on infantile humanity, and that even its few good points were shamefully misused by incapable teachers, but I hold that a good Spelling Book is indispensable.

Few teachers make any special, systematic endeavor to teach spelling. I do not mean that they neglect dictation and spelling practice; I mean that without a good spelling book they have not the material convenient to teach spelling. The Readers, admirable as they may be for the purpose of teaching reading, do not contain that variety of vocabulary, and convenient arrangement of difficulties, necessary to teach spelling. There are certain difficulties in spelling which are well known to be common and almost universal. So far as these difficulties are, or ought to be, in the pupil's vocabulary, it is surely better to meet them directly and persistently, than to wait for them to occur incidentally and at long intervals in the Readers and in general composition. Take a few examples:

Troublesome words in "seed,"—Seed, cede, accede, exceed, recede, succeed, concede, precede, supersede, proceed, secede, intercede.

Troublesome words in "di" and "de."—Descend, digest, describe, direct, despair, dispatch, dissect, descant, despise, despoil, dilate, despite, dilute, diverge, despond, dispense, destroy, divide, descent, discern, di-sent, decry, divulge, delude.

Troublesome words in "a" "e," and "i;"—Separate, almanac, lineal, citadel, privilege, remedy, prodigy, skeleton, rarity, stupefy, gayety, verify, ornament, malady, retinue, revenue, renegade, liquefy, vestige.

A child's vocabulary is very limited. It requires to be judiciously extended with the signs of ideas he can grasp—words he can understand and immediately apply. This extension is best performed by grouping not words of similar length and accent, but the names of similar ideas, objects, qualities, actions. So, the child is best taught to spell by grouping not words of similar length and accent, but the names of similar ideas, objects, qualities, actions, and similar difficulties. Where shall the progressive teacher find these materials all conveniently arranged but in a good spelling book. Dictation is only spelling practice; teaching is more than that. When a child reads the lesson, "The Lamb" is a fit time to give him a list of the names of other domestic animals to spell; with "The Lion," the names of other wild animals; with "Jack in the Pulpit," the names of wild flowers; with "The Song of Birds," the names of the noises that animals make; with "Capture of the Whale," nautical and fishing terms, etc. How long will it take the cleverest teacher, using only the words as they occur in the Readers, to teach children to add correctly, *er, ed, est, ing,* to spin, spoil, vie, glue, meet, mete, benefit, befit, die, dye, robe, rob, singe, shoe, etc.; *able* to move, note, peace, rate, trace, etc.; *ly* to gay, day, pretty, sly, shy, etc., covered by half-a-dozen good spelling rules?—and there are only about half-a-dozen valuable spelling rules, more's the pity. In a good spelling book all the material necessary to teach spelling is conveniently arranged and ever ready to hand.

It would seem egotistic in me to praise the arrangement and completeness of "The Public School Speller and Word Book," published by the Copp, Clark, Co., Toronto, but as it contains a complete exposition of the "Vocal Gymnastics," outlined in the accompanying paper (page 331), on "How to Cure Stammering," I respectfully refer my fellow-teachers to it.

HINTS FOR THE GEOGRAPHY CLASS.

WHILE studying the map of South America, we collected and had described the following: Sugar cane, cotton plant, indigo, cocoa-bean, alpacawood, copper, ore, gold-ore, iron-ore. Pictures of many animals that are in the geographies are described by reference to encyclopedias. My pupils have written descriptions of "Natives on the Banks of the Amazon River," "Patagonians Hunting," a "Pack Train in the Andes," a "Brazilian Coffee Plantation," and "India-Rubber Trees." They draw maps, some being painted. The best relief maps of putty are saved and hung in sight. The walls of our school-room contain about a dozen large portraits of American authors, bought with contributions from pupils. They have celebrated several "author's" days. The highest class is carrying on a correspondence with pupils in several of our States and Territories. This system of studying geography has been carried on with great success under the guidance of our principal.—L. A. Bedell, in School Journal.

Teachers' Miscellany.

MY SHIPS.

I.

Ah, years ago, no matter where,
Beneath what roof or sky,
I dreamed of days, perhaps remote,
When ships of mine that were afloat
Should in the harbor lie;
And all the costly freights they bore
Enrich me both in mind and store.

What dreams they were of argosies,
Laden in many a clime;
So stoutly built, so bravely manned,
No fear but they would come to land
At their appointed time;
And I should see them, one by one,
Close furl their sails in summer's sun.

And then, while men in wonder stood,
My ships I would unlade;
My treasures vast they should behold,
And to my learning or my gold
What honors would be paid!
And though the years might come and go
I could but wiser, richer grow.

II.

In later years, no matter where,
Beneath what roof or sky,
I saw the dreams of days remote
Fade out, and ships that were afloat
As drifting wrecks go by;
And all the many freights they bore
Lay fathoms deep, or strewed the shore!

While ships of which I never thought
Were sailing o'er the sea;
And, one by one, with costlier load,
In safety all the voyage rode,
And brought their freights to me;
Then what I lost a trifle seemed,
And I was richer than I dreamed.

No wondering crowd, with envious eye,
Looked on my treasures rare;
Yet they were weightier far than gold;
They still increase, though I grow old,
And are beyond compare;
Would all the restless hearts I see
Had ships like these that came to me!

—Ansen D. F. Randolph, in *Sailor's Magazine*.

HOW I JUMPED INTO FAVOR.

BY WINTHROP.

THE teacher who was my predecessor had found lodgment in a snowbank with the kindly assistance of the older boys in the school. Albeit he was the minister's son, and should have been respected because of his father; there was little account taken of this fact, and he was as unpopular as the "best hated man" in any community. It was unquestioned a hard school, its reputation was to that effect, and no efforts were spared by the attendants of the school to diminish this standing.

The committee was not powerless but was inactive, and whenever a teacher was ignominiously "fired" by the scholars, they received applications and examined candidates with passive indifference to any past events.

I was engaged to teach this school. I knew positively nothing of its antecedent reputation, character or temper. I only knew the committee secured me to teach the scholars, and promised me fifteen dollars a week,—the highest price ever paid any teacher before in that district.

It is not necessary that I enter minutely into the beginnings of my work. Suffice it that the first morning found us all busy, the children studying me as they had leisure. Recess came and I turned them all loose into the school yard. This was an innovation, for the custom had always been to give the girls the first outing alone, then the boys. When they all went into the yard I followed them, and watched them at their play. The younger ones soon began a game of "tag" and were having

all the fun of "cross and touch" their systems demanded. The larger boys and girls stood about in groups and conversed, eyeing me the while. I walked about the yard, speaking to a group here and there, and finally came to three or four lads who were jumping,—making a standing jump. I watched them all take the leap, and commended one springy fellow who out-leaped them all. He had made a good jump, and had cleared over five feet. After all had tried and he was the victor. I toed the mark, asking if they had any objections to my making a record. The answer was encouraging, and I gave my leap, landing, of course, several inches ahead of the best jumper. This mark was made large and then all tried to equal it, but vainly. Then some of the largest boys strolled to our place in the yard, and on invitation they all tried their best to equal or surpass my jump. Several did make longer jumps and were correspondingly proud of their ability. I was invited to try again, and easily went in advance of the best jump that had been made. Again they went in to beat the teacher and again two or three did so, and by this time this sport in the yard was the focus of all attention.

I then said, "Recess time is now over, we will adjourn this contest until to-morrow at this time," and we all went back to the school-room to our tasks, which were in no way irksome to me, nor apparently to the scholars. The afternoon passed pleasantly enough, and so did the next forenoon, but all were eager, I could see, for recess to come. When it did come we all with one accord repaired to the jumping ground, and I was asked to "lead off," which I did with a jump that was well in advance of any made on the previous day. During the fifteen minutes we were in the yard no one had succeeded in even "toeing" my mark, much less "heeling" it, and recess closed leaving me victor.

I noticed at noontime that several boys were practicing jumping, and were endeavoring to copy the exact motion I made when making the leap. I, in fine, led in jumping, and when that grew somewhat tiresome, I introduced the high standing jump, running jump, etc.

Now, during our common play at recess, I never was addressed other than in a respectful manner, I never heard a swear word, an obscene word, an angry word, or an unpleasant word. No one presumed on the community of feeling engendered by the recess familiarity to be "chummy" with me either in the school or out. In a word, by making one with the children I destroyed the awfulness of the dignity of my position as master in the school, won the affection of all by easy good fellowship, and taught by example that I had surrendered none of my love for manly sport, none of my manhood by becoming a teacher.

It is needless to add that I was not immersed in a soft snowbank, that I was not locked out, smoked out, or put out. None of the rude tricks commonly practiced on country school teachers were played on me, and the term was as successful and peaceful as any well-wisher of the district desired.—*The American Teacher*.

SMALL service is true service while it lasts,
The daisy, by the shadow that it casts,
Protects the lingering dewdrops from the sun.

—Wordsworth.

NO book that will not improve by repeated reading deserves to be read at all. All that mankind has done, thought, gained, or been, is lying, as in magic preservation, in the pages of books. The true universality of these days is a collection of books.—*Carlyle*.

THE primary objects of teaching history are:—A noble manhood, a preparation for the duties and responsibilities of citizenship, to obtain liberal and comprehensive views of humanity as manifested in the lives of nations, and to unite in thought the distinguishing characteristics of the race as the philosophy of civilization.—*Superintendent J. M. Greenwood, Kansas City*.

It is not well to copy, however desirable the model may be. This is especially true in methods of teaching. Young teachers ask for methods rather than principles. They want to know just how the work is done. The work then becomes

mechanical. Nothing can take the place of original thought in the school-room. The demand should not be so much for methods as for principles.—*Normal Index*.

LET everything be taught to young children which forms and exercises the habit of attention and the power of judging things by the eye; for one of the chief and important duties of the instructor is to teach the young to observe. Education, in the popular acceptance of the word, might advantageously be dispensed with, if *inspiration* could be communicated in place of it. It is better for the child to be taught very little, provided a well-directed curiosity is excited and a spirit of investigation awakened, and then the object of education is virtually fulfilled.—*Exchange*.

ONE of the best ways to prevent general disorder in a school-room, such as whispering, passing notes, loud studying, playing, etc., is to create a sentiment in the minds of the children about one's duty to his neighbor. Continually impress upon the pupils the impropriety and positive unkindness of disturbing others. There will in time, if the teacher himself practices as he preaches, be a sincere regard for the rights of others, and little, if any, need to speak of the offences that make up the aggregate of a teacher's trials. Besides, such pupils have received an impression towards true citizenship that must result in making them better men and women.—*Journal of Education*.

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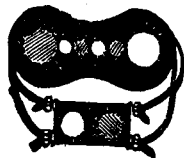
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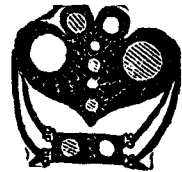
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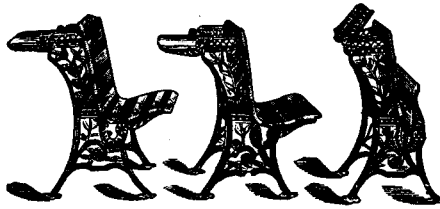
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14. National Morality.....	295-297
15. The Forsaken Merman.....	298-302

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization, as well as passages of special beauty from the prescribed literature selections. They will be expected to have memorized all of the following selections:—

1. The Short Extracts.....	(List given on page 8.)
2. I'll Find a Way or Make It.....	pp. 22
3. The Bells of Shandon.....	51-52
4. To Mary in Heaven.....	97-98
5. Ring Out Wild Bells.....	121-122
6. Lady Clare.....	128-130
7. Lead, Kindly Light.....	145
8. Before Sedan.....	199
9. The Three Fishers.....	220
10. Riding Together.....	231-232
11. Edinburgh after Flodden.....	277-281
12. The Forsaken Merman.....	298-302

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in Oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

Geography.—The form and motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa, Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of

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Agriculture.—The text-book in this subject not being yet ready, there will be no paper set at the July examination.

NOTE.—It is very probable that after December, 1889, there will be but one entrance examination yearly, viz., at midsummer.

TORONTO, January, 1889.

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