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Vol. VII.
No. 21.

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I have examined somewhat carefully the PORTFOLIO OF LIFE published by MESSRS. E. N. MOYER & CO., 60 Yonge St., Toronto, and believe it will prove a great boon in teaching the subjects of PHYSIOLOGY, TEMPERANCE and HYGIENE. These subjects, by a recent regulation, are made compulsory, and I know of no better method of giving pupils clear and well defined ideas of the injurious effects of ALCOHOL and TOBACCO than that presented by THESE CHARTS. I can therefore commend them to the favorable consideration of Boards of Trustees.

J. H. SMITH,
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OFFICIAL CALENDAR

—OF THE—

Educational Department*March:*

22. High Schools close, second term.
[H.S. Act, sec. 42].
23. Good Friday.
26. Easter Monday.
27. Annual Meeting of the Ontario Educational Association at Toronto.
28. Toronto University Examinations in Medicine begin.
30. Night Schools close (session 1893-4).

ANNUAL EXAMINATIONS, 1894.*No ices.*

April 1. Application for Specialists Certificates of all grades to Department due.

May 1. Applications from candidates for the High School Entrance, Commercial and Public School Leaving Examinations to Inspectors due.

May 3. Inspectors to report to Department number of candidates for same.

May 24. Applications for the High School Primary, Junior and Senior Leaving Examinations and University Pass and Honor Matriculation Examinations to Inspectors due.

May 25. Inspectors to report to Department number of candidates for same.

Examinations.

May 1. Examinations for Specialists' Certificates (except Commercial) at Toronto University begin.

June 27. High School Primary Examination in Oral Reading Drawing, Bookkeeping and Commercial course begin.

June 28. High School Entrance Examinations begin. Public School Leaving Examinations begin. Kindergarten Examinations at Toronto, Ottawa and Hamilton begin.

July 3. The High School Primary, Junior Leaving and University Pass Matriculation and Scholarship Examinations begin. The Commercial Specialists' Examinations at Toronto begin.

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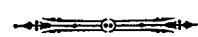
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TORONTO, MARCH 15, 1894.

Vol. VII.
No. 21.

Table of Contents.

	PAGE.
EDITORIAL NOTES.....	331
ENGLISH—	
Examination Papers on the "Lady of the Lake".....	332
The Gray Swan.....	332
Correspondence.....	332
HINTS AND HELPS—	
How to Keep Boys Busy During Class Arithmetic.....	333
EDITORIALS—	
Physical Culture in the Schools.....	334
A Question of Disci- pline.....	335
LITERARY NOTES.....	335
SPECIAL PAPERS—	
Written Examina- tions.....	336
The Ethical Teaching of Tennyson's "Guin- evere".....	337
BOOK NOTICES, ETC....	337
SCIENCE—	
Primary Physics.....	338
Worlds and Molecules	338
A Hint for Colleges ..	339
Fish Outline.....	338
Ruskin on Seeing.....	338
Queries for Science Teachers.....	338
A Composition.....	338
PRIMARY DEPARTMENT—	
Letter Writing.....	339
Stories for Dictation..	339
Transposing Lessons..	339
Primary Questions... .	339
How the Buds Were Saved.....	339
A Song of Spring.....	339
Under the Apple Tree	340
SCHOOL-ROOM METHODS—	
Fractions.....	340
How to Secure Good Articulation.....	340
The English Sparrows and the Ignorant Boy	340
Preparing the Lesson.	341
FOR FRIDAY AFTERNOON—	
The Point of View.....	341
A Boy's Relief.....	341
If I Were You.....	341
Right of Way.....	341
CORRESPONDENCE	
Supplementary Read- ing.....	342
QUESTION DRAWER.....	342

Editorial Notes.

WE are often asked to recommend some good practical work in English composition as an aid to teachers of this subject. We have been reminded of an admirable little work which was published in 1890, prepared by the late lamented W. H. Huston, M.A. We did not know, until the other day, that this book, "100 Lessons in English Composition" was now to be had, but we learn that a hundred or two copies are yet in stock. We have made arrangements whereby we can fill orders for it promptly. Price twenty-five cents. It is thoroughly practical.

WE offer an apology to our subscribers for the lateness of the last two numbers of the JOURNAL. The fact is that the shortness of the month of February threw us out of our usual routine, in spite of our best efforts. When one has full employment for every waking hour, and a good many more, in a month of thirty or thirty-one days, the intervention of one of only twenty-eight days is pretty sure to upset some of his arrangements. There is, happily for us, only one February in the year. This number we hope to have out almost on time, and henceforth we shall make every effort to keep our engagements punctually.

SOME of our subscribers seem to have overlooked the notice of the forthcoming meeting of the Ontario Educational Association, though we gave nearly the whole of our first page to it, in the number dated

February 15th. The Association meets in the Educational Department buildings, on Tuesday, Wednesday, and Thursday, March 27th, 28th, and 29th. The programme is full and attractive. The meeting of this Association ought to become one of the chief annual events in the lives of all Ontario teachers, to be looked forward to as a time of professional reunion and intellectual feasting. The Association should be, and we hope will be, in increasing degree, a great force in shaping not only professional opinion but educational legislation.

IN answer to "Can You Explain This?" I would say in a word, the statement made by Exchange is not a fact. Any person can prove the truth of what I say by trial. Any person capable of extracting the square root of 65 can find the exact root of the square, which is $8\frac{1}{8}$ inches diminished by an insignificant fraction of an inch. There are no tricks in mathematics.

CARLETON PLACE.

W. J. PATTERSON.

We thank Mr. Patterson for his note. We scarcely suppose that any one of our readers could accept seriously the statement that one square inch of a bit of cardboard would disappear in the process of cutting and arranging the pieces in a certain way. If any of the younger ones tried the experiment and failed to see "the point," their time will not have been wasted if it has served to impress upon their minds the truth so well stated by Mr. Patterson, that "there are no tricks in mathematics."

DON'T fail to read "C. C.'s" letter on "Supplementary Reading." We have had several inquiries of late for books of the kind described in that letter, and we regard the inquiries as a most hopeful sign of the time. Those who have made such inquiries will be interested in the information given in this letter. Those teachers whose pupils know nothing of the delights of such reading must have a hard time to keep the restless minds attentive and the restless hands out of mischief. If they can manage to get some such literature within easy reach they will find it a most effective auxiliary, both in teaching and in school government. And then who can limit the saving and salutary effect the formation of a taste for such reading may have on all the after-life of the boys and girls.

THE JOURNAL for April 15th will be Arbor Day number. We invite contributions. Will not those who have knowledge, scientific, practical, or artistic, which would be helpful to others in the work of school decoration and tree planting, kindly give our readers the benefit of it? Descriptions of successful methods of using the day, which have been tried in former years, will also be in order. We should, in short, be grateful for a number of brief, pointed papers from those who have given thought and work to the question of the most profitable way of spending the day, or who can point out good results which have followed on former occasions. Shall we not have them? The law of mutual help is a law of the higher life. Help us, please, to make the number in question the best Arbor Day number which has yet appeared. In so doing you may help hundreds of your fellow-teachers.

AN important discussion has been going on of late in some of the local newspapers in this neighborhood on the subject of "Home Work" in schools. Parents have written, complaining bitterly of the undue and unhealthy pressure to which their children are being subjected. Our own views on the question have been repeatedly expressed. We are persuaded that much injury is being done, especially in the case of children of tender years, by too long hours in school and too much work at home. Apart from the danger to health, and the injurious effect upon the delicate nervous organization of children, we protest against the practice because it tends to take the freshness out of child-life, at a time when nature demands that a large portion of the day should be given up to the sports which are at once the necessity and the delight of childhood. Many of these who have written to the press attribute the evil to the necessity imposed by the promotion and other examinations. It seems to us that, in the cities at least, it is largely an outcome of the rigid grading. But whatever the cause, a remedy must be found. Parents should not suffer their children to be sacrificed upon the altar of any system. Intelligent educators should insist upon being the masters, not the slaves, of their systems and methods. The subject demands fuller consideration than it has yet received. We should be glad to hear from our readers in regard to it.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

EXAMINATION PAPERS ON THE "LADY OF THE LAKE."

MISS GERTUDE LAWLER, M.A.

(The following papers, which Miss Lawler has put at the disposal of the readers of the JOURNAL, are practical papers—such as are used in the schoolroom. They are intended to indicate the three sides of literature; (1) on the whole poem, (2) on an integral part, and (3) on a detached passage. No papers are more welcome or more helpful than just such.—ENG. ED.)

TIME, TWO HOURS.

I. BRIEFLY outline the plan of "The Lady of the Lake" with regard to (a) form, (b) matter.

II. Is "The Lady of the Lake" a suitable title for the poem? Concisely enumerate reasons to support your opinion.

III. Quote passages that fix the month in which the poem was professedly written.

IV. Where in the poem does Scott speak of himself in the first person? Should the author appear in this poem?

V. Where was James Fitz-James from the time he left Ellen's island, till his appearance at Coir-nan-Uriskin?

VI. What is the literary value of (a) the Chase; (b) the Guard Room Scene; (c) Blanche of Devon; (d) Red Murdock? Could any of these be omitted without destroying the unity of the poem?

VII. Write a pen-portrait of Allan-bane in one of his saddest moments.

VIII. Would it not be well to allow Roderick Dhu to survive his wounds? Justify your conclusion.

IX. Which canto is most interesting to you? Why? Which least? Why?

X. Comment briefly on the features that endear the poem to you.

CANTO IV.

II.

(TIME, TWO HOURS.)

I. Give a brief synopsis of the contents of the canto.

II. Contrast the three songs of the canto.

III. Show that if Alice Brand represent Ellen Douglas, the ballad is a forecast of the whole poem. Was it possible for the minstrel to know the future events?

IV. Indicate how Blanche's second song brought conviction to James Fitz-James.

V. (a) Explain; (b) state the connection; (c) scan 1, 2, 3, and 4:

1. "And love is loveliest when 'embalmed in tears.'"

2. "Sore did he cumber our retreat,
And keep our stoutest kerns in awe."

3. "Clan-Alpine ne'er in battle stood
But first our broadswords tasted blood."

4. "I saw the Moray's silver star,
And marked the sable pale of Mar."

5. "My soul, though feminine and weak,
Can image his; e'en as the lake,
Itself disturbed by slightest stroke,
Reflects the invulnerable rock."

VI. Answer in Scott's own words as far as possible:

(a) "But wherefore sleeps Sir Roderick Dhu
Apart from all his followers true?"

(b) "Still wouldest thou speak?—then hear the truth."

(c) But hark! what means yon faint halloo?

(d) Art thou a friend to Roderick Dhu?

VII. "Of all my rash adventures past
This franticfeat must prove the last."

What does the King mean?

VIII. "Fast poured his eyes at pity's claims."

Is it natural for James thus to weep?

IX. "And for thy life preserved by mine," etc.

What does Blanche mean?

X. "Learn thou his purpose, and conjure
That he will guide the stranger sure."
Did Allan-bane succeed in this? If not, why did he not warn the hunter?

III.

(TIME, TWO HOURS.)

"Boon nature scattered, free and wild,
Each plant or flower, the mountain's child,
Here eglington embalmed the air,
Hawthorn and hazel mingled there;
The primrose pale and violet flower
Found in each clift a narrow bower;
Foxglove and nightshade, side by side,
Emblems of punishment and pride,
Grouped their dark hues with every stain
The weather-beaten crags retain.
With boughs that quaked at every breath,
Gray birch and aspen wept beneath;
Altoft, the ash and warrior oak
Cast anchor in the rifted rock;
And, higher yet, the pine-tree hung
His shattered trunk, and frequent flung,
Where seemed the cliffs to meet on high,
His boughs athwart the narrowed sky.
Highest of all, where white peaks glanced,
Where glistening streamers waved and danced,
The wanderer's eye could barely view
The summer heaven's delicious blue;
So wondrous wild, the whole might seem
The scenery of a fairy dream."

1. What is the subject of this stanza?

2. Select all words that suggest color; those that suggest shape; hence show that the workmanship of the stanza is characteristic of Scott.

3. What is the observer's point of view? Is it fixed or travelling?

4. Examine the use of "each" and "every" in this stanza.

5. Line 1. Criticize the appropriateness of the words "boon" and "scattered."

6. Line 1. What is the grammatical value of "free" in the first line? How does its meaning differ from that of "wild"?

7. Line 2. Is not a flower a plant? Which is the mountain's child? Why child?

8. Lines 3 and 4. Give synonyms for "here" and "there."

9. Line 6. What is the difference between cliff and clift?

10. Line 6. Explain "narrowed bower." Compare "narrowed sky" in the eighteenth verse.

11. Line 8. Which is the emblem of punishment? Why? Suggest other emblematic traits of the foxglove and nightshade.

12. Line 13. Explain the epithet "warrior," applied to oak.

13. Line 14. "Cast anchor in the rifted rock." Explain the meaning without using figurative language.

14. Line 19. What made the peaks white?

15. Line 20. What were the streamers? What is the difference between "waved" and "danced."

16. Line 22. Is delicious applicable to color?

17. Line 24.

"The scenery of a fairy dream."
What does the observer mean?

18. In this stanza show that there is (a) symbolic harmony; (b) imitative harmony; (c) tone, color; (d) rime; (e) assonance.

THE GRAY SWAN.

MISS M. A. WATT.

"CLASS—books open at page 162. Look at picture."

The class gaze eagerly at the comprehensive picture which heads the lesson. Every point is examined; the ship in the cupboard, the kerchief, the coat on the shelf, the old woman, the sailor—these are noticed first; then the window vista is seen, though most of the class had not noticed it, the objects of greatest interest being the living persons; next the kerchief and the coat.

"Do you know, children, that whenever I

read this story I see another picture besides this one. I see," said the schoolmistress, with a dreamy look, the children gazing at her, "I see a breezy hillside, and an old woman standing on it, shading her eyes with her hand, the wind blowing her apron about. While she is standing looking, looking, she sees a man coming up—well, what is it, Maggie?" for a pupil with bewildered look is raising her hand. "Please, Miss S—, I can't see that picture. What page is it on?"

The pupils generally are amused at Maggie's question, but Miss S. is not sorry that the question has been asked, and kindly explains to Maggie.

"It is not there, Maggie. I am seeing it in my mind's eye. We have eyes that see just what is before them, but we also have eyes of our minds that bring us a great many pictures, more than our bodily eyes can show, for we can think pictures. Do you understand, Maggie?"

Maggie requires no further explanation, as the bright look shows that her mental vision sees the thought clearly, and again the schoolmistress resumes her office of seer for the attentive class.

"I said I saw an old woman gazing down the path towards the ocean, and she sees a man, a man about thirty-five years of age, coming up the hill, and she at once asks him a question she has been asking for many years. How many, Willie?"

"Twenty," says Willie, absorbed in the picture.

"Like Hannah," says John, and the schoolmistress goes on—

"Yes, like poor Hannah and Ben, only this question is about someone else. Whom, Tom?"

"Elihu, her son, Miss S—."

"Yes, she asks the stout-looking sailor if he has ever seen a boy of about fourteen or so, named Elihu. Is he on his ship? But the sailor is startled, very much surprised, for he remembers a woman that he used to know, but she wasn't white-haired, and yet he knows in a moment that this is the same woman, and he feels like crying, for now, maybe not for the first time, but certainly very strongly, he realizes how badly he has acted; he thinks that he is the cause of those white hairs and that stoop and that troubled look, and he feels very bad indeed. He sees that she does not know who he is: Do you know, boys and girls, who the sailor was?"

There are some who have hastily read the poem and answer correctly, and the interest increases.

The school-mistress continues—

"The woman speaks to the sailor, and he answers her in the best way he can manage for his surprise, by asking her what boy she means, for he feels he would like to know how she feels towards him, if she hates him for the way he has acted, or if she is able to forgive him.

"Oh! tell me sailor, tell me true,
Is my little lad, my Elihu,
A sailing with your ship?"
The sailor's eyes were dim with dew,
"Your little lad, your Elihu,"
He said, with trembling lip,
"What little lad? What ship?"

"But listen to the woman. How displeased she is with the stupidity of the sailor.

"'What little lad?' As if there could be another such a one as he!"

"And she goes on to say that ever since he could walk he was fond of the sea, and finishes up by saying something that frightens the sailor more than ever:

"It was just the other day
The Gray Swan sailed away!"
"Why was he so surprised, children?"
"He thought that she was crazy."
"And how would that thought make him feel about his badness to his mother?"
"He'd feel worse than ever."
"Yes. Read the line that tells us he felt so badly."

"His heart began in his throat to rise."

"Yes. The sailor felt worse and worse, but the old woman just thought that he did not understand her very well and so she proved it to him by saying

"Here's the jacket he had on, just as the little "cottage-maid" thought that she had a great proof of her story when she said

'Their graves are green,
They may be seen.'

Was the sailor satisfied, or does it seem as if he could not believe but that the old woman was making some mistake. Let us read the next two stanzas. Who can read them? Begin at 'Gone with the Swan!' Janie.

"What faith the old woman had!

"Ay, and he'll bring it back!"

Did he do it?"

"There he is with it," says Tena, and every face has a solemn pleasure in it as the children gaze at the picture.

"But listen to the sailor; he is saying hard things of himself. He feels more and more how wrongly he has acted, and he feels that he cannot say anything too hard of himself.

"And did the little lawless lad,
That has made you sick and made you sad,
Sail with the Grey Swan's crew?"

"Hear the astonished woman: 'The sailor must be crazy,' she thinks.

"Lawless! The man is going mad!
The best boy mother ever had."

"I wonder if your mothers love you, boys, and you, girls, and I wonder if you love them as you should." The school-mistress had a husky sound in her voice and a dimness in her eye. "Ah, boys and girls, if we do not want to feel as the sailor did we must not act as he did." Read the next stanza.

"Oh, what a love! She would not let her boy be blamed. She takes the blame even for his never writing since he left her—a boy of not more than fifteen—up to now, twenty years, and hear the tremble in her voice—

"Besides, he may be in the brine."

"Ah, the sailor feels now as he never thought to feel, and can wait no longer, it is now—

"Think you you can forgive him?"
and in a moment after her frantic cry of

"Miserable man!
You're mad as the sea, you rave—
What have I to forgive?"

the sailor pulls out the kerchief which he has inside his blouse (why there, boys?) and the old woman sees that it is indeed her 'little lad,' her 'Elihu.' Miss S— said no more, but with intense feeling read the last lines of the poem:

"She was wild.
'Oh God, my Father! is it true?
My little lad, my Elihu!
And is it—is it—is it you?
My blessed boy, my child,
My dead, my living child!'"

A silence followed, broken by a sigh, and a boy said: "That's a good piece of poetry. Alice Cary it was wrote that. Did she write any more in this book like that?"

"There are none that I know of in the Reader, but her sister wrote one which you will find in the lesson on 'Golden Deeds.' There were two sisters, Alice and Phoebe. They were born in Cincinnati about 1820 or so, and died in the early 1870's, having lived together, never married, and died nearly at the same time."

"May we read the story now for our reading lesson, Miss S—?"

"Not to-day, for see, our time is all gone, but I know you will want to tell the folks at home all about it, and to read it to your mother to-night, but to-morrow I want to see who have understood it so well that they can read it very expressively and clearly to me. Close books—

return to desks." And the introduction of the "Gray Swan" was accomplished, the poem to be ever after a living, lovely reality to the children, a constant reminder of the depths of a mother's love.

CORRESPONDENCE.

The "Isles of Greece" in our next issue.

DON.—Pronounce Bre'bœuf (bray-buff'); Lallement (lal-mâ), the first *a* almost as in around, the second *a* is a French nasal sound, something like the nasal sound in wron(g), but putting the first *a* for the *o*.

SUBSCRIBER.—Not Germans but Frenchmen were fighting in Algiers, in "Bingen on the Rhine." The German hero had enlisted in the "Legion." The French were laying the foundation of their Algerian province.

X.—In "Road to the Trenches," the soldiers are marching to the trenches when one drops out, too weak to continue. The trenches were the entrenchments apparently defending the army from attack, and the soldiers march to take their turn in guarding them.

PERPLEXITY.—"Even" in "The men, the women, and even the children were killed," is an adverb. The relation cannot be strictly defined, as the word has a very elusive grammatical value. It really emphasizes the idea of extent conveyed by the series. Do not try to parse everything to the last gasp. There are words that must escape grammatical classifications, and "even" is one.

SUBSCRIBER.—The "Black Death" in its ravages destroyed so many that labor was scarce, hence the wages of labor rose so that the upper classes tried to keep as well off by compelling people to work at their old wages ("statute of laborers"), but the laborers did evade the law and work where they were best paid, but many suffered hard penalties, hence the feeling of dissatisfaction, which, with oppressive taxation, resulted in the "Peasants' Revolt."

G.E.E.—There is no such thing as an infinitive in —ing, Public School and High School Grammars to the contrary. If the —ing word is used (1) as an abstract noun—painting is his pleasure; he likes painting—we have the verbal noun. (2) If it governs a case, or is modified by an adverb—painting pictures is his delight; he delights in painting pictures; going at once is best—we have a gerund. (3) If the —ing word forms a verbal phrase with "be," or stands in adjectival relation, while retaining verbal force, to some noun or pronoun—He is painting pictures; the artist, painting in the fields, has the best of studios—we have the imperfect participle. (4) If the verbal force has vanished and the word is purely qualitative—that interesting event will come off next week, the word is a simple adjective.

Hints and Helps.

HOW TO KEEP BOYS BUSY DURING CLASS ARITHMETIC.

THE teacher was at his wit's end. There were some sharp boys and several stupid ones. The sharp ones had generally finished the sum before the stupid ones had well begun, and then looked around for something to fill up their spare time. The something generally took the form of mischief. They used their fingers to convey their answers to others; they looked on the nearest boys' slates, and if they did not tell them, they could scarcely restrain an exclamation, showing that the wrong figure was put down. This gave rise to complaints. Those boys who had very little chance of ever getting up a place took very good care not to lose that chance, while the sharp boys seemed perfectly indifferent whether they were at the bottom or top of the class. It was only a temporary displacement, which broke the monotony, as they

were soon back to their old places. In fact, they were surfeited with the honour of being at the head of the class. And so the sharp ones took next to no time in doing their sums, and the dull ones took an unconscionable time.

There is nothing like hammering away at an idea or a problem, if you only hammer long enough you will hammer out a solution. There is nothing like keeping the germ of an idea in your head. If you only keep it long enough it will produce not only flower but fruit. And so the master, by continually asking himself, "How can I keep those boys employed?" at length succeeded in getting an answer from himself. Of course there are many means of keeping boys employed in such conditions if you have the conveniences, and he had to make the most (or more than that) of what he had got. He noticed that those sharp boys if they were not watched closely drew animals (such as are only seen in nightmares) below their sums, and when they had spent a fair time in drawing put down their slates just in time not to appear too conspicuous by being last. One rule was that each boy had to put his slate on the floor as soon as he had finished his sum, and was not allowed to touch it afterwards. But when boys had done their sums hastily in order to begin drawing, and afterwards happened to see or have telegraphed the answer there was nothing to prevent their changing a figure or figures which they thought were not correct. Sometimes when they had a doubt they did the sum over again. This was not satisfactory. But then it seemed rather cruel to condemn the quick boy to a period of inactivity simply because he was quick and others were slow, and the slow boy not being hurried naturally took his time over the matter. How to remedy all this was the question that the master set himself to solve. Why not let them draw. It would occupy their spare time and keep them out of mischief. It is true that drawing deformed horses, dogs, cats and cows would not do them much good, but then they might as well be doing that as doing something worse. On the other hand if once impromptu drawing, which is usually looked upon as an illicit business, were recognized as lawful, there might be no knowing where it would stop. Besides the parents would be sure to complain.

However, he tried the experiment. The boys were told that when they had their sums finished they might draw what they liked on the other side of their slate, but must not touch their sums again. There was a general waking up—even the woodenest displayed signs of animation. The sum was done in remarkably quick time, with the result that there was very little time for drawing as the last boy was done soon after the first. Of course the woodenest boy forgot that the others had finished before him, for as soon as he had done his sum he began to draw, and the master said, "Slates down," and began to do the sum on the board. The quick working did not prove satisfactory as most of the answers were wrong. Then a clause was added to the rule. All might draw when they had finished their sums, provided they had been right the previous time. This worked admirably. The last boy was not allowed to draw of course. And as those who were wrong the previous time had put their slates down and did nothing, they kept a sharp eye on the last boy, and as soon as he had finished they gave prompt notice to the master, so that he might begin, without loss of time, to work the sum on the board, and that they might find out if they would be allowed to draw the next time.

What anxiety those boys displayed to get their sums right and how soon they got into the habit of working quickly and correctly! The master had only to give out the sum and then attend to his other duties until he received notice that the last boy was finished. The slow ones woke up and the sharp ones were put on their mettle to hold their own. The last was so little behind the first that it was scarcely worth while drawing. Besides, when a horse or other domestic animal had to be drawn in sections the process ceased to be interesting. The delight in rapid work, the pleasure of being constantly employed, and the excitement occasioned by the fact that places in class were no longer fixtures banished all idea of "drawing." And it dawned upon the master that the cause of all the trouble (as is the case in most school trouble) arose from allowing the children to stagnate; that energy is to be absorbed, not repressed.

—C. R. in Catholic Educator.

The Educational Journal

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J. E. WELLS, M.A., EDITOR AND PROPRIETOR.

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Editorials.

TORONTO, MARCH 15, 1894

PHYSICAL CULTURE IN THE SCHOOLS.

IT is no longer necessary, we hope, to urge the necessity of physical culture in the schools, especially in city schools. A great stride in the right direction has been taken. Educators of all grades have come to recognize that a sound body is not only as essential to a well-developed manhood or womanhood as a sound mind, but that the latter is, as a rule, impossible without the former. Hence, from whatever point of view the subject is regarded, the national or patriotic, the intellectual, or the moral, it is now generally conceded by the thoughtful that the training of the body is, under present-day conditions, as essential a part of true education as the training of the mind. We say under present-day conditions, for it is the artificiality of these conditions which chiefly gives rise to the necessity for special physical culture. Nature has made provision in her economy for the full and free development of the physical powers of all her children. The impulses which are constantly prompting the healthy boy to run and jump and leap and climb and wrestle, require only a free field in order to do their perfect work in fashioning the man and giving him muscles of iron and nerves of steel. But the same is true, in a large measure, of the growth and development of the mind. With its innate tendency to development by vigorous voluntary exercise it needs only to be

brought into relation to the appropriate *stimuli*, or, in other words, to be placed in the proper environment, in order to secure a free, unconscious development, superior in many respects to that reached by the more artificial processes so much in vogue under modern conditions.

But we set out to say a word about physical culture in the schools. Its legitimacy and necessity being admitted, it remains that the methods and processes be thoroughly scientific. This, of course, means that they follow those of nature as closely as possible.

To deal with the whole subject would require a volume instead of a column. We purpose, therefore, to confine our attention to a single aspect of the question and to treat that negatively rather than positively. We wish to point out the danger of using too exclusively an inadequate, not to say a wrong method. We refer to the military drill which is so much lauded by many writers—among them ex-President Harrison, of the United States—and so much in vogue in some of our own schools.

We have often had occasion to object to the military drill, as used in Toronto and other cities, from the moral point of view. We hold that all education, the physical as well as the intellectual, has a constant moral element in it, which cannot be eliminated. We need not add that we regard the moral quality as incomparably the most important, and that therefore the question of moral effect, influence in the formation of character, should be always regarded as the question of primary importance.

Now it is a fact well known to all who have studied the nature and workings of the mind that in all, and above all in the young, the most potent moral element is that which embodies itself in ideals. Tell us what are the prominent features of the ideal which a given youth sets before himself, and we can tell you, with a good deal of confidence, whether his education is being carried on along the right lines for the development of noble character. The condemnation of military drill, especially when carried on with the movements and accoutrements, genuine or mock, of actual warfare, is that it fills the minds of the boys with military ambitions, and leads them to set up military ideals. Can it be doubted that it is the reflex influence of such ideals, acting upon imaginations fed on military ambitions and illusions, which keeps up and constantly increases the world's tremendous armaments. Soldiers create wars as truly as wars create soldiers.

With regard to the physical aspects of the question we have had less to say. That is a question rather for physiologists and

medical experts. But it has always seemed to us that it is too far removed from nature's free and easy methods, and calls into play too exclusively only certain sets of muscles, to approach at all nearly to an ideal physical culture. We have just now met with an article in the current number of the *National Popular Review*, by Timothy Trotabout, which deals with this subject so logically and forcibly, from the scientific or medical standpoint, that an extract will better express what we wish to say than any words of our own:

"The military drill will set a fellow up, make him straight; yes, with a ramrod like precision, that lacks grace and ease, and which certainly does little towards developing the chest and shoulder muscles, these parts being notably held in a fixed and constrained position. We saw the effect of this kind of drill very much in evidence during the visit of the West Point Cadets at the World's Columbian Exposition at Chicago. It would have been difficult to have found—had we taken a trip around the world, visiting all the military schools and academies in all portions of the globe—argument so strong for opposing with might and main this mode of drill, as a means of an all-round physical development. The abnormally developed hip and posterior muscles of these young men, together with the out-of-all-proportion narrowness of chest, except where the padded uniform supplied the deficiency, must convince the thoughtful that military drill is not what Mr. Harrison would claim for it, to wit, a developer of the "whole man, head, chest, arms and legs, proportionately." The writer, Mr. Harrison, then goes on to say that military drill "teaches subordination." True. Nothing is better than military discipline for a reckless, disobedient, rebellious nature. But to this argument, we would say that, if our Public School teachers are unable to maintain all the discipline necessary in the life of the average school boy, then the sooner they retire from the profession, which they thus disgrace, the better for our children, the neighborhood in which we live, and the nation at large. If *military discipline* is necessary to secure *obedience* in school, then the teacher has mistaken his vocation, and our School Boards should see that his place be filled by one who will do honor to a noble profession. Besides, if our children are taught to obey simply because swift punishment is to be the result of their disobedience, a punishment regulated by strict military formula, how are we to implant into their moral nature that virtue of self-control, without which a boy is unfit to cope with the world? Teaching him to obey from a *conscientious sense of right*, exercises the boy's power of self-control; makes the boy fitted to fill the position of a faithful employee, a trustworthy servant, a strong, conscientious, fearless citizen. A young man whose physical development has been cared for in a sensible, reasonable manner, whose moral training has kept pace with the physical—and such is not an impossibility—will be found, if occasion demands, enlisted under the patriot's ban-

ner, to serve his country's best interest either in the capacity of citizen or soldier."

We close with the following sound advice, which we heartily endorse.

Let it be the moral duty of all thinking manhood and womanhood to protest against the demoralizing form of so-called physical development, of which we have for the past few years been slavish worshippers, and let us not fall into a graver error, by having the youths of the country trained to a partial development, a development that fits them for a military rather than a civil life.

A QUESTION OF DISCIPLINE.

A TEACHER, writing to the "Question Drawer," says:

"The other day I had a little trouble in my school (rural) with a boy who would not go in a class lower than the one he had been in, although he had been out of school all the fall and winter, except for a few days now and again. He wanted to be in the Entrance Class in which he had been before leaving school, but as he was not at all able to keep up with that class I put him in the Junior Fourth Class. He refused to enter that class, and I sent him home. I informed the trustees, explaining the whole matter. Did I act judiciously in the matter? What would you advise in such a case?"

This case is typical of a class with which it is often difficult to deal. The trouble is more likely to occur in the case of a new teacher. Schoolboys and schoolgirls are almost sure to resent any reclassification which puts them in a lower class or grade than that in which they have formerly been. They often submit but grudgingly to the judgment of the new teacher, whom they are always ready to instruct by explaining what has been done in the past. Much tact and patience are often required before the authority of the new comer is fully established and the young conservatives brought to submit cheerfully to any reform which may be deemed necessary. In the case in question the difficulty was increased by reason of the wounding of the vanity or self-love of the boy, who was required to take a step backward and downward. The tenderest handling is required in such a case.

To come directly to the point and answer the question asked according to our best judgment we should say:

FIRST.—The teacher was unquestionably right in placing the pupil just where she was convinced he should be placed. She was right in firmly insisting upon his submission to her authority in the matter. To have allowed him to remain in the more advanced class, under the circumstances, would have been a betrayal not only of his own best interests but of those of every member of the class in which he wished to remain. To have yielded to his

obstinacy would, moreover, have been injurious to her authority in the school.

SECOND.—The second question is whether the means used for reaching the right end were the most judicious. We cannot answer this with equal confidence, because we have not sufficient knowledge of all the facts. Did the teacher reason kindly and patiently with the boy in private? It is usually both unwise and useless to say much by way of either argument or persuasion to a boy who has taken an obstinate or insubordinate position, in the presence of his school-mates. He feels that his reputation for courage and strength of character is at stake. But, as a rule, unless the boy is exceptionally obstinate, a half-hour's kindly talk with him by himself will produce the desired effect. In this instance, if he could have been shown the necessity of yielding to the teacher's judgment, and second, had his own inability to do the work of the advanced class been demonstrated to his own satisfaction, not only would the teacher's authority have been upheld, but she would have gained in her pupil a loyal friend and supporter.

Failing all efforts to bring the boy himself into loyal submission, the next step in order would have been, to our thinking, to have seen his parents and have tried to bring them over to her way of thinking. Of course there are parents and parents. The success of this step would have depended altogether upon the kind of parents, the relations existing between them and their children, etc.

Failing both these methods, the suspension and appeal to the trustees would be, so far as we can see, the next and imperative duty. Trustees can, we think, generally be relied on to uphold the teacher's authority in such a case. But this should be the last resort, as it is almost sure to have unpleasant consequences, and to leave the teacher with sustained authority, indeed, but with a divided constituency, and a more or less influential opposition in the district. It may be that the teacher in this case tried all the measures we have indicated. She does not inform us, nor does she say what results have followed her course, or whether the boy is indefinitely suspended or permanently excluded from the school.

We dare say that many of our readers will think that we have dealt with the case at greater length than the occasion demands. Some will, no doubt, regard it as a not uncommon and comparatively unimportant case of insubordination, and say that prompt and decisive action on the spot was necessary in order to establish at once the teacher's authority and determination to maintain discipline in the school.

The case is, as we have said, typical of a kind of difficulty which very often occurs. For that reason we think it would not be unprofitable to have a little symposium over it. We should be glad if a number of teachers would write in time for next number, each saying very briefly what he or she would do in such a case.

Literary Notes.

THE CENTURY Co., 33 East 17th St., New York, have just issued "Pudd'nhead Wilson's Calendar for 1894," containing humorous extracts from Mark Twain's latest story, "Pudd'nhead Wilson," now appearing in *The Century*. They offer to send a copy of the calendar free to any one who will enclose them a stamp to pay postage.

THE "Progress of the World," of the *Review of Reviews*, is not confined merely to a review and discussion of current political, financial, economic and sociological events. In this department of the March number, for instance, appears a report upon the geographical and scientific explorations that have recently been completed, or are now being carried on, accompanied by maps and portraits of the explorers. Amongst the profusion of interesting matter in this number is "The Story of the World's Parliament of Religions" told by Rev. F. Herbert Stead.

The Century for March has a large number of articles on special topics written by persons well qualified to treat them. The two leading papers are of special interest and value. The first is an essay by James Russell Lowell on "The Imagination," which has all of Mr. Lowell's charm of grace, humor, and profound thought. The second is "The Anti-Catholic Crusade," a vigorous paper by the Rev. Washington Gladden, of Columbus, Ohio, directed against the methods of the American Protective Association. "The Great Sympathetic Strike," by Charles Belmont Davis, a skit on labor troubles, is clever and suggestive. "The Suppression of Bribery in England," by Jeremiah W. Jenks, contains valuable and useful hints for Americans and Canadians.

THE March number of the ATLANTIC MONTHLY opens with the third instalment of Mrs. Deland's "Philip and his Wife." Charles Egbert Craddock's "His Vanished Star" appears for the last time before its publication, as now completed, in book form. The Rev. Walter Mitchell's "Two Strings to his Bow" is also ended—in its second part. The remaining piece of fiction is a fanciful, pathetic tale of New England, "The Fore-Room Rug," by Mrs. Kate Douglas Wiggin. Of uncommon interest to students of modern European politics is Professor Jeremiah W. Jenks's account and estimate of "A Greek Prime Minister: Charilaos Tricoupis," a statesman whose recent return to power has brought him conspicuously to the attention of all Europe. Greece, in the earliest days of her life, is represented in Maurice Thompson's "The Sapphic Secret," a study of the peculiar charm of Sappho's diction. Still farther into the East and the past goes Sir Edward Strachey's "Talk at a Country House" on Assyrian Arrowheads and Jewish Books. A striking poem is Archibald Lampman's "The City of the End of Things." Houghton, Mifflin & Co., Boston.

THE March Forum takes up the Income Tax, first with an article showing the impracticability of collecting it, by the Hon. David A. Wells, and a companion article, giving reasons in its favor, by Congressman U. S. Hall of Missouri. With this number an interesting series of articles is begun on current plans for reforming society. The first taken up is the Bellamy plan. In refutation of a very prevalent belief that the churches are declining in influence and power, Mr. H. K. Carroll, the special agent of the United States Census for the collection of church statistics, shows the stability and the growth of the great religious sects, which stand unmoved in the general clamor. Dr. E. R. L. Gould, one of our foremost students in social science, who last year made a study of the Gothenburg system of liquor traffic in Norway as an agent of the United States Labor Bureau, writes a practical and interesting article to show the adaptability of this system to American conditions. Among other articles in this number are "The Duty of Educated Men in a Democracy," by Mr. E. L. Godkin, Editor of *The New York Evening Post*; "Colonization as a Remedy for City Poverty," by Prof. Francis G. Peabody of Harvard; "Lowell, the Man as Revealed in his Public Letters"—a sympathetic study by his friend, John W. Chadwick, and an article by Dr. H. D. Chapin, of the New York Post-Graduate Hospital, on "Child-Study in the Hospital," wherein he explains the record of six hundred cases that have come under his care.

Special Papers.

WRITTEN EXAMINATIONS.

BY JOHN MILLAR, ESQ., DEPUTY MINISTER OF EDUCATION.

(Continued from last issue.)

ORIGINALITY IN TEACHING.

THE charge is made against written examinations that they destroy independence in teaching. This complaint has reference only to examinations held by outside bodies. Whatever truth there is in the charge depends upon the character of the questions. A teacher will, doubtless, be influenced by the scope of the anticipated papers. If the person who sets the paper is not guided by sound principles, originality is discouraged, and the idiosyncrasies of the examiner are studied. If his questions discount mechanical teaching the work of the mere imitator is discredited, while that of the true educator receives the mark of approval. If the examiner has an imperfect conception of how a subject should be taught his questions may mislead and do injury, but if he is a true teacher as well as a good scholar, they will possess an educational value, as well as afford a test of knowledge and ability. Papers of this kind will broaden the horizon of a teacher whose views are narrow on account of inexperience, and they will give greater opportunity to the teacher of breadth and originality for the display of his genius. To say that a teacher should confine his pupils to his own questions, is to say that he should receive no direction from those more skilful than himself, or that he should evolve his own psychological principles, regardless of the assistance gained by attendance at Normal Schools or Schools of Pedagogy. As well might the young teacher be exhorted to avoid Sully or Bain, Fitch or Landon, for fear he should follow in their educational train.

QUALITIES NOT TESTED.

It may be admitted that some qualities of mind and heart are not revealed by written examinations. They make no allowance for the child, who, though less gifted physically or intellectually than his schoolmate, makes a greater effort to succeed. The boy who has a calm temperament and the one disposed to flurry and nervousness must be gauged by the same standard. Moral qualities, such as sympathy, politeness, reverence, courage and honesty, are not measured by written examinations. No doubt they test to some extent such traits as application and obedience, but it must be acknowledged that if the moral worth of students is to be estimated, and if growth in character is to be compared, the names on school and college lists would probably stand in a different order of merit from what is ordinarily presented. To secure proper tests for such a classification would baffle the wisdom of educational authorities. Moral qualities need not, however, and should not, be ignored. To pay no attention to them in securing results would be fatal to intellectual as well as to ethical attainments. They may receive recognition in the teacher's classification of his pupils, and thereby effect good the entire system of examinations.

It remains to consider the three kinds of examinations with which students have to deal, and to suggest a few rules that may be followed, with a view to lessen as far as possible some abuses.

TEACHING EXAMINATIONS.

The teacher who knows when and how to give oral and written questions to his pupils and how to be guided by the answers received has largely mastered the pedagogic art. Written examinations given by the teacher should be the necessary complement of good instruction. These tests, if wisely provided, need occasion no injurious strain, no danger to health and no over-pressure. The questions following during the term the development of the subject taught should prepare the pupil for what,

to him, should be the less difficult papers set at the promotion or qualifying examination.

Written tests should not supersede oral tests. The growth of the system of examinations has too often caused a decline in the frequency and thoroughness of oral test exercises in elementary schools, and even in High Schools. The regular marking of pupils during a recitation has long been abandoned by every good teacher. He should, however, keep such daily, weekly or monthly records of his pupils' work as will enable him to direct aright their instruction and estimate correctly their powers and attainments at the end of the term. No system of testing and recording results should be employed that would be a perversion of its original purpose, a waste of time and energy and a sure means of killing true teaching.

The teachers' examinations should not be periodical. Oral or written tests should be used whenever required for good teaching, and at no other time. Not regularly every week or month, but rather when a chapter has been completed, a class of problems finished, or a poem in English literature mastered, should the written examination, if necessary, take place. It is obvious that the hours for true teaching tests, whether incidental or formal, cannot be made to conform to the demands of a time table or to any other mechanical device. This would be like testing the sanitary condition of a city at fixed periods instead of promptly attending to the health of the citizens whenever sickness exists. The time for the medical diagnosis is the appearance of diseased symptoms, and these cannot be regulated by the most skilfully devised programme.

The answer papers of his pupils should be read, as far as practicable, by the teacher himself. A report from outside examiners, giving the "percentages" taken, is of little value to the teacher. When the examinations of pupils are left to the inspector or to a committee of examiners the high office of the teacher sinks into a trade. With proper safeguards no pupil should be advanced to a higher class, or allowed to write at a qualifying examination, who has not been recommended by the teachers of the school. In this way industry, obedience, politeness, honesty and all the moral qualities of pupils may receive due encouragement and proper recognition. The time has arrived when teachers may be trusted by School Trustees and Boards of Examiners.

PROMOTION EXAMINATIONS.

Graded schools require a system of promotion examinations at the close of the term, but the estimate of the teacher should practically determine what pupils are to be placed in a higher class. All his oral and written tests should assist but not necessarily decide his mode of determining the relative standing of the pupils recommended for promotion. His estimate should be based not so much upon what a pupil has done as upon what he is believed to be capable of doing.

The plan of making promotions depend solely upon a final examination has long since been abandoned in the best schools of this Province. The evils of such a system have done much to discredit the work of the teacher. Such a system is irrational if the teacher conducts the examinations, and even cruel if the tests are applied by an outside Board of Examiners.

In some quarters it is proposed of late to have no promotion examinations. This is allowing the pendulum to swing to the opposite extreme. For reasons already mentioned, the teacher often needs guidance from the Principal or Inspector. The questions set for these examinations serve to maintain a proper standard of efficiency. It is also desirable to have promotion examinations so as to relieve the teacher from any unjust charges of favoritism and to protect children from any injustice arising when their attainments are not fairly valued. Teachers, it must be acknowledged, are only human and therefore liable to err.

Papers for promotion purposes should not be

difficult, need not be set in every subject, and no pupil should be excused from taking them except in case of sickness or other legitimate cause. No judicious examination should be regarded as a necessary evil, and a written test of this kind may be made no hardship, but an advantage to pupils and teachers.

QUALIFYING EXAMINATIONS.

To gain a certificate that will admit the holder to certain positions is the aim of many a struggling student. The ambition is a worthy one in spite of all that pessimists say to the contrary. The selection of candidates who are to receive certificates cannot be left absolutely to the teachers. An independent body is necessary for the purpose.

The appointment of a competent Board of Examiners involves great responsibility. The members of such a board should be persons of broad and deep scholarship, large experience as teachers, and sound judgment. No examiner should be appointed who is behind the times in educational methods, or more anxious to propagate his pet theories than to measure good attainments and direct scientific teaching. The membership of the board should be changed from time to time, but not all at once. Every member should be an expert, but not a "crank," in his special department.

Even with the best possible examination papers, students, from various causes, fail sometimes to do themselves justice. To provide for such contingencies, is, to some extent, not impossible. A scheme may be adopted which will save a deserving candidate from being "plucked" in case he should be ill, or get "rattled" during a particular hour of the week of examination.

Teachers of different High Schools and Collegiate Institutes will, doubtless, vary in the estimate they may make of their respective students. As regards the relative standing of candidates in the different subjects, from the same school, the opinion of the masters is generally reliable. The estimate of the staff, in so far as relative standing is concerned, will be nearer exactness than could be ascertained by any board of examiners, no matter how wisely the members are chosen, no matter how skilfully the examination papers are framed, and no matter how carefully the answers of the candidates are read.

Experience has shown that, while a good candidate seldom fails on the aggregate, it is no uncommon occurrence to find one of the best students in a subject fail to obtain the minimum required in that subject. A fair minimum is necessary in each subject, unless we are to encourage one-sidedness, and the growing evil in education of too early specialization. A system of supplemental examinations has this serious objection—that it regards knowledge rather than intellectual strength as the aim of education. It, besides, opens a back-door entrance for the benefit of the lame, the halt and the blind, and, as a result, impairs the organization of schools. To remedy, as far as possible, some of the imperfections of qualifying examinations, the following plan has been suggested:

Just before the annual July examinations each Principal, aided by his staff, will be required to give a list of candidates from his school, with their relative standing in each subject, as determined, so far as desirable, by all the written and oral tests made during the academic year. Each candidate will be assigned by the teachers such a percentage in each subject as they think he should, if he does himself justice, obtain at the departmental examinations. If there are, for instance, twenty candidates for the primary from one school, and if their names are arranged in the order of merit in each subject, a cure for some existing evils is available. A candidate (Smith) from that school makes, we may suppose, only 20 per cent. in algebra, but has more than the required aggregate, and passes in every other subject. By referring to the teachers' list the examiners find he is ranked as deserving 50 per cent. and is placed higher than Brown, whose papers the

examiners have valued at 60 per cent. The Board of Examiners may properly recommend Smith for a certificate. This plan may be extended to all institutions preparing candidates, but does not, it may be admitted, help the few candidates who are not trained in any school.

It is worth remarking that, with such an addition to our present system, the weak feature pertaining to qualifying examinations may be largely removed. An objectionable paper, if one of the kind should escape the vigilance of the board, would be less destructive. Teachers would look forward with more assurance that the list of successful candidates would at all events include their best students. Students would make, if such were necessary, a greater effort to get a high percentage in the teacher's estimate, and would have less dread of disaster if they felt that their usual strength failed them on some particular day. Examiners would, moreover, have grounds, now wanting, for passing a candidate who failed by a few marks in one or more subjects.

It may be added that the teachers already control the classification of their schools, and therefore determine what students are fit to take up the work for each examination. The plan suggested, though not limiting the candidates from their schools to those the teachers recommend, gives them the opportunity of stating who, in their estimation, are fit to pass. It brings into operation the principle of recommending at the High School entrance examination good candidates, who fail to get the minimum in a subject. It applies, as far as practicable, a method long ago adopted by universities in the case of deserving undergraduates, whose record saves them from losing their options or their year's standing on account of some unavoidable occurrence.

THE ETHICAL TEACHING OF TENNYSON'S "GUINEVERE."

BY REV. J. D. FREEMAN, GUELPH.

1. *The Contagion of Sin.*

Arthur, the stainless King, had sought to bring together in that fair Order of the Table Round,

"A glorious company, the flower of men,
To serve as model for the mighty world,
And be the fair beginning of a time."

He says :

"I made them lay their hands in mine and swear
To reverence the King, as if he were
Their conscience, and their conscience as their
King,
To break the heathen and uphold the Christ,
To ride abroad redressing human wrongs,
To speak no scandal, no, nor listen to it,
To honor his own word as if his God's,
To lead sweet lives in purest chastity."

"And all this trove" before he wedded Guinevere. Then came her shameful sin with Lancelot, which in the court of Camelot was as "the pitted speck in garnered fruit, which rotting inward slowly moulders all," for

"Then came the sin of Tristram and Isolt;
Then others, following these, my mightiest
knights,
And drawing foul ensample from fair names,
Sinn'd also, till the loathsome opposite
Of all my heart had destined did obtain,
And all through thee!"

"A little leaven leaveneth the whole lump."

2. Thrillingly, also, the poem portrays the self-accusing habit of Conscience. The tooth of remorse rankles in the soul of the guilty Queen. The "bite of inwit" almost drives her mad.

"There in the holy house at Almesbury," whither she has fled from Camelot, Guinevere is attended by a garrulous little maid, a novice. The novice does not know the beautiful lady is the hapless Queen. So she prattles about the King and Modred and Sir Lancelot, and all the doings of the court, and,

"Like many another babbler, hurts
Whom she would soothe, and harms where she
would heal;"
'For here a sudden flush of wrathful heat
Fired all the pale face of the Queen, who cried,
'Such as thou art be never maiden more
For ever! Thou, their tool, set on to plague
And play upon, and harry me, petty spy
And traitress."

But when the frightened child had fled the room, and Guinevere was left alone, sighing, she said :

"The simple, fearful child,
Meant nothing, but *my own too fearful guilt*,
Simpler than any child, *betrays itself*."

Thus "conscience doth make cowards of us all," and the sin we fain would hide is sure to find us out.

3. This poem also teaches the power of suffering innocence to lead the guilty to repentance."

The Queen, though sorrowful, remained unrepentant.

"For what is true repentance but in thought,
Not e'en in inmost thoughts to think again
The sins that made the past so pleasant to us;
And I have sworn never to see him more,
To see him more."

"And e'en in saying this,
Her memory, from old habit of the mind,
Went slipping back upon the golden days
In which she saw him first," etc.

"While she brooded thus,
And grew half guilty in her thoughts again,"
King Arthur came to say farewell. With sorrow in his voice he told her how she had spoiled the purpose of his life, and brought disaster upon the realm.

"So that this life of mine
I guard as God's high gift from scathe and wrong,
Nor greatly care to lose; but rather think
How sad it were for Arthur, should he live,
To sit once more within his lonely hall,
And miss the wonted number of my knights,
And miss to hear high talk of noble deeds
As in the golden days before thy sin."

Sin never appears to us so hideous as when we see its consequences shared by the innocent. So, what Queen Guinevere's own sufferings failed to do, the sufferings of her noble lord, accomplished. The thought of "the King's waste hearth and aching heart" smote inward, slaying her guilty passion. *With his stripes she was healed.*

"He paused, and in the pause she crept an inch nearer, and laid her hands about his feet."

4. We see here something of the might of suffering love to win the heart's affections. Guinevere had never loved King Arthur. From the first her heart was Lancelot's. Now she grovels at Arthur's feet, a penitent. But, can he win her love? Listen!

"I did not come to curse thee, Guinevere,
I, whose vast pity almost makes me die
To see thee, laying there thy golden head,
My pride in happier moments, at my feet."

"Lo! I forgive thee, as Eternal God
Forgives."

"Let no man dream but that *I love thee still.*"

"My love thro' flesh hath wrought into my life
So far, that *my doom is, I love thee still.*"

Then, when he was gone, the pale Queen rose,
"And in her anguish found
The casement: 'peradventure,' so she thought.
'If I might see his face and not be seen.'

And, as his form vanished in the mist,

"She stretched out her arms and cried aloud,
'Oh Arthur!' Gone—my lord!
Gone thro' my sin, to slay and to be slain!
And he forgave me, and I could not speak,
Farewell! I should have answered his farewell.
His mercy choked me. Gone, my lord, the King,
My own true lord!"

"Now I see thee what thou art,
Thou art the highest and most human, too,
Not Lancelot, nor another. Is there none

Will tell the King *I love him*, tho' so late?"

"Ah my God,
What might I not have made of this fair world,
Had I but loved thy highest creature here?
It was my duty to have loved the highest:
It surely was my *profit* had I known;
It would have been my *pleasure* had I seen.
We needs must love the highest when we see it.
Not Lancelot nor another."

Thus Arthur won his Queen. And thus the Lord Christ wins the world.

5. The concluding lesson of the poem is the power of pure love to enoble and sustain pure life.

Guinevere became a saint. Arthur had *loved her soul from the pit*. "I must not scorn myself," she said, "he loves me still." So Guinevere dwelt with the holy Sisters,

"Dwelt with them till in time their Abbess died. Then she, for her good deeds and her pure life, And for the power of ministration in her, Was chosen Abbess. There, an Abbess, lived For three brief years, and there, an Abbess, passed To where beyond these voices there is peace."

Book Notices, etc.

Johnston's Elements of Agricultural Chemistry, edited by Cameron and Aikman. Blackwood & Sons, Edin. 480 pp., illus.

An old book on an old subject. This seventeenth edition has been thoroughly revised, much of it re-written and several new chapters added. It is difficult to imagine a more complete work on the subjects with which it deals. No teacher who has classes in agriculture should be without it, while the practical farmer would be enormously benefited by thoroughly mastering it.

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Manures and Manuring, C. M. Aikman, same publishers. 590 pp.

The aim of the present work is to supply in a concise and popular form the chief results of recent agricultural research on the question of soil-fertility and the nature and action of various manures. Part I is historical, Part II deals with the principles of manuring, discussing among other things the fertility of the soil, nitrogen and nitrification, potash and phosphorus. Part III is devoted to manures, natural and artificial, their different values, how applied and for what applied. At the end of the book are appendices containing much valuable information gathered from the famous Rothamsted experiments. No live farmer or student of agriculture can afford to be without this book.

PRIMARY READING.

A PRIMARY teacher recently said to me, "The hardest part of the reading of script from the blackboard is just before they leave the chart. It is so hard to keep the children interested."

What is reading? Why, reading is getting the thought from written or printed matter. Very well. Then some day have a silent reading lesson. This must be carefully prepared for before hand. Tell the children to read the work to themselves, and do whatever the message tells them to. Then write such messages as these, being sure to ask something which can be readily accomplished.

"Jennie may give Grace the large apple on the table."

"Maud and Harry may stand near the window with their noses on the sill."

"Grace may put the apple on her desk."

"Joe may show John what is in his pocket."

"Laura may bring me the small handbag in the cabinet."

"You may all stand very straight."

"All who are fond of nuts may sit."

Of course, you will combine words the children know, and if previous work has been well done, you will have no cause to complain of lack of interest.—*National Educator*.

THE education of the will is the essential part of moral education.—*Compayne*.

Science.

Edited by W. H. Jenkins, B.A., Science Master Owen Sound Collegiate Institute.

PRIMARY PHYSICS.

1. If a lump of sugar is dropped into a beaker containing a measured quantity of water, it sinks, the water rises a little in the beaker, bubbles seem to come from the sugar, the lump gradually diminishes and finally disappears, the water in the beaker has gone back to its former measure-point, the liquor from the surface tastes sweet as well as that from the bottom or sides, even though the beaker has not been disturbed in any way since the sugar was put in.

Write down in a tabular form these observations, and state what is learned about sugar and water from this.

2. If you put a small drop of mercury on a clean piece of zinc

(a) It disappears from view. What property does this show the zinc to possess.

(b) How would you show by experiment that when a piece of wood is burned, new forms of matter are produced.

(c) By what simple experiment would you show that magnetic force is not the same as gravitation?

(d) A boy can theoretically lift from the earth at the equator, a stone which he could not lift if he and it were transferred to either of the poles. How do you explain this?

3. Give diagrams of the following pieces of electrical apparatus and name all parts:

(a) A Daniell cell.

(b) A Leclanche cell.

(c) An Electro-magnet properly connected to a Grove cell.

(d) An incandescent lamp joined to two Bunsen cells connected in series. Show fully one of the cells.

(e) A Tangent galvanometer.

(f) An electric bell.

4. How would you show by experiment that a platinum wire becomes hot when inserted in an electric circuit, because it offers resistance?

5. What is polarization of the plates? What effect has it on the strength of the current? How does it produce this effect and how can it be prevented?

6. The resistance of ordinary telegraph wire is 13 ohms per mile; the internal resistance of a battery is 10 ohms. Compare the strengths of currents from the same battery passing through 2 and 25 miles of this wire. Compare also the strengths of the currents if the 25 mile wire were twice as thick as the 2 mile wire.

7. A half-dozen of small spherical steel balls are magnetized. How can this be done? What would happen if you placed them at equal distances apart on a small circle drawn on a perfectly horizontal pane of the smoothest glass and let go the balls at the same instant?

The earth is said to be a magnet. What facts lead to this belief? Why does a magnetic needle always point nearly North and South? Why does it not point exactly N and S?

9. Why do zinc and copper give a stronger current than zinc and iron, when similarly immersed in sulphuric acid and water.

10. Connect the wires from a zinco-copper cell to an ampere-meter. Now separate the plates. What happens? Why?

WORLDS AND MOLECULES.

In his lectures at Geneva and Lausanne, M. Raoul Pictet presented mechanics as an exact science, comprising chemistry and physics in its domain. The principal phenomenon of physics is astronomy. The laws of sidereal gravitation apply likewise to the smallest bodies on the earth, to infinitely small ones like the molecules, and also to the atoms. Thus we have a unity of matter, in which atoms, uniting from molecules; these group themselves into bodies and these form worlds. The attraction which controls infinitely large bodies may, therefore, be regarded as similar to that which unites infinitely little ones. If the atoms touched in a molecule there would be no force capable of separating them. The hypothesis that they touch is not therefore admissible. To explain the theory of chemical phenomena, let us suppose a molecule, A, placed somewhere in sidereal space, having a rectilinear motion toward another molecule B, immovable and

very remote. In its approach to B there will come a moment when A's motion will slacken. Then astronomical phenomena will end and the phenomena special to physics will begin. At last the molecule A will stop; it has become inert and cannot advance further toward B. It is bound by cohesion. If now we suppose a pressure to be imposed on A, to bring it down to B, physical phenomena will cease, the resistance of A will diminish with the distance and finally the molecule will ally itself with B without touching it; then we have chemical phenomena. The force that unites A and B is affinity. M. Pictet supposes that the absolute zero of temperature, when bodies can no longer react upon each other, is found between these last two phases, and his idea is confirmed by experiment. When sulphuric acid with potash is cooled down to -150°C . ($-236^{\circ}\text{ Fahr.}$) no reaction is apparent. The bodies are no longer able to combine at that temperature, when occurs a complete death of such action. At -80°C . ($-112^{\circ}\text{ Fahr.}$), potassium remains unattached in alcohol and water for whole days. A slight warming produces a small reaction; and if the temperature is raised a little more, combination takes place with energy and an explosion is produced. —*Pop. Science Monthly*.

A HINT FOR COLLEGES.

DANIEL C. GILMAN.

Already, to some extent, the value of hand-craft is recognized in some of our higher seats of learning, but usually as the ally of some pursuit more or less technical. In a good institution, nobody learns chemistry in these days from lectures alone. Practice in a laboratory must be secured. The physician must be able to handle delicate instruments of precision. The astronomer must guide his glass. The biologist who cannot with manual skill collect his material from the ocean depths is land-bound; if he cannot adjust his microscope he is blind; and if he cannot make a drawing of what he sees he is dull and obscure, for words will not convey to others that which may be represented by a few clear lines. Even the geologist must supplement his observations in the field by making and studying thin sections of the rocks he has collected. All this is hand-craft—good as far as it goes; so good, indeed, that a liberal education acquired at the end of the nineteenth century is incomplete if it does not include a considerable acquaintance with the methods of a laboratory. Even the student who aspires to a literary career will find his mind works better after a training in observation and manipulation. One of the most valuable improvements in liberal education is the establishment of the doctrine that every scholar must know something of science, and that this knowledge must be acquired in part at least by direct contact with nature and not exclusively, as in former times, by the indirect study of books about nature.—*Cosmopolitan*:

FISH OUTLINE.

BY ADELAIDE V. FINCH, MINNEAPOLIS.

1. KIND of fish.

2. HABITS: Where lives? Salt or fresh water? How breathes in water? What lives upon? How obtains food?

As to WHOLE: Shape? Why? Man builds what on same general plan? Size of specimen studied? Depends upon what? Covering: Scales, which lap over each other like shingles on a house, turned towards tail. Why? Beauty of fish lies in coloring of scales; protect as coat of mail does warrior; allow free movement; watertight. Shiny covering made near mouth and supplied to scales by little tubes; helps glide easily through water and slip away from enemies; keeps body in limber, healthful condition.

As to PARTS: Head: Shape, why? Position, size, color of eyes; no eyelids, why? nostrils, why in front of eyes? Mouth, size? Hard, bony lips. Tongue. Teeth, size, shape, and in what direction project? Why? Gills and gill-coverings. Body: Shape, and review covering. Fins: Number, position. (Names if choose.) Folds of skin spread out on a framework of bones. Light and strong. For balancing. Tail and tail fins: Movement in swimming obtained by its use. Compare to man "sculling." Also acts as rudder.

5. USES OF FISH: Food, for what? Fish-oil.

"Scrap" for fertilizer and how made. Fish-glue. The bones of some utilized in making buttons, etc.—*Journal of Education*.

RUSKIN ON SEEING.

Ruskin says: "The more I think of it, the more I find this conclusion impressed upon me, that the greatest thing a human soul does in this world is to see something, and tell what it saw in a plain way. Hundreds of people can talk for one who can think, but thousands can think for one who can see."

Therefore the pupil should be taught to see by observing carefully, specimens in the elementary science lessons, which are specially adapted to cultivating the power of observation. He should be taught to express orally and in writing in a plain way what he sees. After he has discovered all he may, his reading lessons supplement the knowledge already gained. The advantage of the natural science lessons can hardly be overestimated. If a pupil can see, all knowledge can be more rapidly and accurately gained. Better spellers, readers, etc., would be the result.

QUERIES FOR SCIENCE TEACHERS.

Should students of elementary science be allowed to use text books?

Should high school science text books be illustrated?

Should high school science include a knowledge of facts and principles which cannot be experimentally verified by the student?

One of the aims of teaching English is to make students capable of using their own language with ease and force, i.e., for its practical value. Why should not science be taught for the same purpose?

Should not a work-shop be a compulsory addition to every high school?

A COMPOSITION.

A high school girl was sitting by a window in school during a heavy snow storm. The teacher asked her to express in as pleasing a form as she could the fact that the snow was falling from the sky. She wrote, "The beautiful soft white snow is falling gently from the fleecy clouds." This notwithstanding the fact that the sky was overcast by a uniform sheet of lead-grey clouds. Upon questioning she did not know what a fleece is. Comment seems unnecessary, *vide Ruskin on Seeing*.

BIRDS OF ONTARIO.

SOME years ago, there was published, under the auspices of the Hamilton Literary and Scientific Association, a book on the "Birds of Ontario," by Mr. McIlwraith of that city. The book was very unpretentiously gotten up, and we believe there was no attempt made to push its sale. Besides its interest to those who might have an inborn desire to know as much as they could of the ornithology of their native country, this book possessed a fascination for the ordinary reader, inspired by its author's ingenuous love of nature, which was manifest on every page. The book has been for some years out of print, and copies could be found only in the libraries of those whose tastes were similar to those of Mr. McIlwraith himself. We are glad to be informed, however, that, encouraged by the reception accorded to the first edition, the Methodist Book and Publishing House, of Toronto, have undertaken to bring out a second, which they have now in press, and expect to issue about the 15th of March. This new edition has been carefully revised and enlarged, and will present a concise account of every species of bird known to have been found in Ontario (316 in all) with a description of their nests and eggs. Mr. McIlwraith has added to the new book "instructions for collecting birds and preparing and preserving skins," also "directions how to form a collection of eggs." The Publishers are embellishing the volume with numerous illustrations, distributed over some 420 pages of letter press, and have wisely decided to issue it in popular form at two dollars. This is a book not only for the shelf of the Public Library and for the student in this particular branch of science, but the attractive way in which the author presents the habits and peculiarities of his feathered friends makes it a book that will be enjoyed by every reader.

Primary Department.

LETTER-WRITING.

RHODA LEE.

"HAVE we no spelling lesson to-night, Miss M——?" "No, Charley, none to prepare. We are going to have a new kind of spelling exercise to-morrow children, and I would like you all to bring an envelope in the morning. You shall hear what we intend doing with it at spelling time."

Spelling—10.15 a.m. Decided interest shown in the face of every child. An envelope on almost every desk. A sheet of paper is now added by the teacher. Then it is understood. They are going to write a letter. The paper and envelope are put aside, as the letter is first to be written in the work-book or scribbler. After mistakes in spelling and punctuation are corrected they are to be written on the paper.

After a little talk about dating letters the heading was placed on the board that all might have it correctly written :

*Park Avenue School,
March 16th, 1894.*

To assist in the composition of the letter the following outline was then written on the blackboard :

1. What your teacher wishes you to do.
2. Something about school.
3. Outside views.

The closing of the letter was then discussed, and this very simple one decided upon.

*Good-bye,
Yours lovingly,
CHARLEY.*

I cannot give copies of all the good letters that were written, but will have to content myself with two by children six and seven years of age.

*Park Avenue School,
March 6th, 1894.*

Dear Father :

My teacher wishes me to write you a little letter. She wants us to learn to spell well, and this is instead of a spelling lesson. I like this kind of a lesson. We have a pretty school-room and the girls and boys are very kind and nice. We learnt a new song this morning. All the girls bring their skipping ropes to school now. Some of them are good skippers, but I cannot skip very fast. I have no more time now, but I hope you will like my letter.

*Good-bye,
Yours lovingly,
BESSIE.*

*Park Avenue School,
March 6th, 1894.*

My dear Father :

My teacher wants me to write a letter to tell you something about school and what we are doing. I like school, but the thing I like best is drawing. We had a funny reading lesson yesterday about Mary the Milk-maid. We have Easter holidays this month. The day before they begin we are going to have a concert. I have no more news.

*Good-bye,
Yours lovingly,
GORDON.*

When the letters were finished the work of addressing the envelopes began. There was some little trouble experienced here, but with the help of the eraser they were at last ready to be carried home at noon.

Any class of children can learn the list of words forming a spelling lesson. We do not find trouble in this. It is when they begin to use these words in composition exercises, story-writing, letters, etc., that the difficulty is met. Isolated words make but little impression as regards spelling. I have found it infinitely better to give fewer words for the lesson, and take time to dictate every one in a short sentence, all of which is to be written by the children. Since doing this I have noticed a decided improvement in the spelling of the stories and other language work.

STORIES FOR DICTATION.

(Adapted for Primary Classes.)

RHODA LEE.

I—THE FOX AND THE GRAPES.

A hungry fox saw some fine ripe grapes hanging on a high wall. He tried in every way to reach them but failed. When he saw that all his attempts were useless, he said, "Oh, well! I am sure they are sour."

II—THE CLEVER CROW.

A thirsty crow looking for water found a jar with a very little in the bottom of it. He put in his head as far as he dared but could not reach it. He was a clever crow, and a bright thought came to him. He picked up pebbles and dropped them one by one into the jar until the water was high enough for him to reach it.

III—THE FOX AND THE CROW.

A crow found a piece of cheese one day and flew up into a tree with it. A sly old fox came along and said to himself, "I will have that piece of cheese." He knew the crow was very vain so he said, "What a pretty bird you are." She looked pleased on hearing this. Then he said "I have never heard you sing. I would so much like to hear you." The foolish crow said, "caw, caw," when down fell the cheese and away ran the fox with his prize.

IV—THE BOY AND THE NUTS.

A little boy found a jar with some nuts in it. It had a very narrow neck and he put in his hand and grasped as many as he could hold. But when he tried to draw them out he found he could not. He tried again and again but only hurt his hand. Then he let some of the nuts drop, when he was able to take his hand out quite easily. His father who was watching, said, "how foolish it is to be greedy."

TRANSPOSING LESSONS.

BY MISS ANNIE P. EVANS, LONDON.

I HAVE found that the children beginning to read in the First reader are very apt to learn the lesson by rote and not know the words thoroughly, so I have transposed the first lessons and found them a good test.

LESSON I, TRANSPOSED.

Fred and Will have taken many trips to the end of the town to see their aunt who is fond of them, and has a fund of funny tales to tell them.

One day they wend-ed their way with their fishing rods to a pond near the great root of a tree and land-ed a big mess of fish.

Fred intend-ed to get some sand for his hens, and as he holds on to the root when he bends over he tears his coat. But he does not mind that much as their mamma will mend it.

LESSON II, TRANSPOSED.

The boys we had a hint of in the last lesson were sent to school in the town when the summer was past. They would like to be at home where they were happy, but they must work while they are fresh for it and get to the head of their class, and soon the time will come for them to go to the nice cool lake where the band plays many airs near the camp, and they have hunting and fishing, and funny things hap-pen.

They call at the post once a day to see if their mamma has sent them a letter, for they get home-sick.

PRIMARY QUESTIONS.

BY L. F. ARMITAGE.

1. WRITE the names of ten articles needed in the kitchen.
2. Names of ten articles that may be bought at a grocer's.
3. Names of ten articles used in a carpenter's shop.
4. Names of ten articles used on a farm.
5. Names of ten articles that may be bought at a dry goods store.
6. Names of ten articles often seen in a parlor.
7. Names of ten articles of food that you like to take to a pic-nic.
8. Names of ten articles needed in the schoolroom.
9. Names of ten articles used in setting a table for dinner.
10. Names of ten articles usually found in a barn.
11. Names of ten articles usually kept in a work-basket.
12. Names of five articles found in a blacksmith's shop.
13. Names of five articles used in cooking.
14. Names of five articles sold at a baker's.—*Amer. Teacher.*

HOW THE BUDS WERE SAVED.

"I WILL drewn your babies everyone," roared the cold storm-wind to the brave horse-chestnut tree. "We shall see if you will," said the tree to itself when the wind had gone by. In a few days the storm-wind came again; but what do you suppose the good mother tree had done meantime? She had covered her babies' cradles all over with a shiny pitch so thick that not a drop of rain could get through. "Woo-ooo-oo," roared the angry storm wind. And the babies all peeped out of their cradles and laughed and nodded to each other to hear the wind roar.—*Primary Educator.*

A SONG OF SPRING.

RECITATION FOR THREE LITTLE GIRLS.

I HEARD the bluebird singing
To Robin in the tree,
"Cold Winter Now is over,
And spring has come," said he,
"Tis time for flowers to rouse from sleep,
And from their downy blankets peep,

So wake, wake, little flowers,
Wake, for winter is o'er,
Wake, wake, wake,
The spring has come once more."

Said Robin to the bluebird,
" My nest I now must build,
And shortly you shall see it
With pretty blue eggs filled.
Then let us join once more and sing.
So wake, wake, little flowers,
That all the flowers may know 'tis spring ;
Wake for winter is o'er,
Wake, wake, wake,
The spring has come once more."

The robin and the bluebird
Soon after flew away,
But as they left the tree-top,
I think I heard them say,
" If birds and flowers have work to do,
Why, so have little children too
So, work, work, little children,
Work for winter is o'er,
Work, work, work,
The spring has come once more."

—Helen C. Bacon.

UNDER THE APPLE TREE.

TAKEN BY PERMISSION FROM THE TEACHERS' HAND-BOOK OF MUSIC BY A. CRINGAN.

Key G. Beating twice. A.T.C.

s : m : m s : m : m	m : r : r r :-:-
Under the ap - ple tree	spreading and thick,
On her brown a - pron and	bright drooping head,
Gravely she sits with a	se - ri - ous look,
"Dash" full of joy in the	bright sum-mer day,
Sunshine and soft sum-mer	breezes a - stir,
s : r : r s : r : m	r : d : d d :-:-
Happy with on - ly a	pan and a stick,
Showers of pink and white	blos - soms are shed,
Mak - ing be - lieve she's a	real pas - try cook,
Zea - lous - ly cha - ses the	ro - bins a - way,
While she is bu - sy are	bu - sy with her,
m : s : s m : s : s	d : t : d r :-:-
On the soft grass in the	sha - dow that lies,
Tied to a branch that seems	made just for that,
Sun-dry brown splash-es on	fore - head and eyes,
Barks at the squir - rels or	snaps at the flies,
Cheeks ro - sy glow-ing and	bright sparkling eyes,
s : m : d s : m : d	r : m : r d :-:-
Our lit - tle Fan - ny is	mak - ing mud pies,
Dan - ces and flut - ters her	lit - tle straw hat,
Show that our Fan - ny is	mak - ing mud pies.
All the while Fan - ny is	mak - ing mud pies.
Bring they to Fan - ny while	mak - ing mud pies.

IN THE heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.
"Wake,"! said the sunshine,
And creep to the light,"
"Wake," said the voice
Of the raindrops bright.
The little plant heard
And it rose to see
What the wonderful
Outside world might be.

—Kate L. Brown.

WOMAN'S POWER.

In the great momentum of the woman movement, which gains new recruits every day, one is inclined to overlook the fact that woman was a power, morally, socially and intellectually in the fifteenth century, as well as the nineteenth; that the doors of universities were open to her, not only to study but to teach within their sacred precincts. In the University of Salamanca she has had a place, and when Isabella of Spain desired to acquire the Latin tongue it was to a woman she turned for a tutor. In Italy, even in the thirteenth century, a noble Florentine lady won the palm of oratory in a public contest in Florence with learned doctors from all over the world.—*Chicago Herald*.

In all periods of moral life, example will be the great teacher.—*Compagre*.

It is generally conceded that the highest efficiency of the public school is tested by its results in moral character, and hence that its highest duty is effective moral training.—*E. E. White*.

School-Room Methods.

FRACTIONS.

ANNA A. DE VINNE.

WHEN the children have had plenty of practice in writing fractions, they are ready to be taught the meaning of the terms numerator and denominator.

Cut an apple into four equal parts. Hold up one part. Let the children name it and write it. Divide a piece of chalk into thirds, and a sheet of paper into fifths. Take one piece of each; have them name and write on the blackboard the fraction it represents. "We have now before us $\frac{1}{4}$, $\frac{1}{3}$ & $\frac{1}{5}$. What does the four tell us about the unit?" You will have no difficulty in getting the answer: "That the unit has been divided into four equal parts." Proceed in the same manner with the thirds and fifths.

Let the children make fractions for themselves by cutting up pieces of paper, and naming the parts until they fully understand that the number below the line designates the number of equal parts into which the unit has been divided; also that it names the fraction. As the word denominator will be new to them, do not give it at once. Take something from their own experience and lead up to the word. "How many children know what we say when we name a man for president?" The answer will readily be given, "We nominate him." Then to nominate means to name, and if we put the prefix *de* meaning *from*, before it, we have the word, denominate, which means to name from. "This number below the line is named from the divisions of the unit, and is called the denominator or namer, so that in the fraction $\frac{1}{2}$ the denominator is two and the denomination or name of the parts, halves." The definition having been developed, let the children give it as you write it, and have them learn it.

Now go back to the apple which has been cut into fourths. Hold up one piece. "What part have I taken?" Hold up two pieces, three. Write on the board: Look carefully at the 1, 2 and 3, and see if they tell you anything? Some child will say that they show the number of parts taken away.

Practice with more fractions until you feel assured that they understand, then give the word numerator, meaning that which numbers. So the numerator numbers the parts. You will find that the children will be able to give the definition satisfactorily. It is a good plan to develop the definitions from them in this way: write these on the blackboard, and give the children a few moments to commit them to memory. It is also a good way to combine an arithmetic and language lesson. It interests the children in the derivation of words, makes these words mean something, and awakens thought.

Our next step is the discussion of proper and improper fractions. Illustrate by taking $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$. "How do these fractions compare with a unit?" Some one says they are less than a unit, consequently they are only a part of something, and are what we call true or proper fractions. "Look at these, and tell me something about them." $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$. "They are just the same as a unit." Of course the children have had, previous to this, practice in putting together what they have divided, and of practically illustrating this truth. $\frac{4}{4}$, $\frac{5}{4}$, $\frac{6}{4}$ —these are more than a unit.

Being equal to and more than a unit, these fractions are not a part only and are called improper. I think it is better to keep before their minds the value of proper and improper fractions as compared with units, than to allow them to give the definition so often heard: "it is proper because the numerator is smaller than the denominator," and *vice versa*.

That is not the reason, it is the consequence.
—*Popular Educator*.

HOW TO SECURE GOOD ARTICULATION.

BY AMELIA F. LUCAS.

A teacher says, "I find it difficult to secure distinct articulation," in the reading class.

That this fault may be cured, its causes must first be discovered. They are both mental and physical. Lack of freedom in the class or nervousness, rigid or lax muscles, and indifference, often result in poor articulation.

In order that the tongue and lips may act with a rapidity sufficient to articulate clearly, their muscles must be free from restraint. Fear stiffens any muscle. Between the teacher and the

pupil reciting should exist a sympathy which all the members of the class will recognize; if this is the case, fear will vanish, and the class will soon become a united and sympathetic whole.

If it is possible for the teacher to excite an interest strong enough to create a desire to tell the author's thought, he will obtain a clearer articulation as well as a more animated expression. Often the simple request, "Tell us about it," is sufficient. Talking directly to some one chosen from the class, or to some one (who is, for this purpose) imagined to be partially deaf, without offending other ears, are also helpful devices. Ask the pupil to teach the thought; to be sure to give each idea. The pupil should read to produce an effect upon those who listen; he should read to entertain, to please others. In this way much may be done for the articulation while working for expression.

If the articulation is habitually poor, both in reading and in conversation, the cause is probably entirely physical, and some little mechanical drill will be necessary. A few minutes' practice each day upon a sentence containing words beginning or ending with the consonants m, b, f, d, v, l, n, or t, (because these consonants are formed at the front of the mouth, and because they will aid in obtaining free and clear action), with the purpose in mind to cut or bite off the words sharply and quickly with the teeth, taking special care that the first and last letters of each are sounded clearly; then upon one word at a time, making each as large as the mouth will hold, still keeping the clear cutting of the word, will benefit the articulation in a short time. Drill upon the separate elements of words may also be necessary. Make each element not only correct and clear, but beautiful; then combine them, still giving the exact form to each. The word should be made beautiful as well as correct to prevent the development of harshness or shrillness in the voice. Test the effect of this drill in oral reading where the thought impels rapid speaking. This practice will give precision and flexibility to the muscles.

Usually, only a few minutes can be spared for this work, and time will be saved and a better result obtained, if the articulation can be corrected from the mind side while working for expression. But, even in the most mechanical drill, some thought outside the effort itself must be kept behind the action.—*The Public School Journal*.

THE ENGLISH SPARROWS AND THE IGNORANT BOY.

"Now I suppose you each have some bird to describe?

BERTRAM. "I did not see any."

TOM. "I know a lot of them."

"Very well; describe one."

TOM. "Guess I'll take the chippy. It is a little bird about so big, and it is a kind of brown all over."

"Is that all you can say about it?"

"Yes'm."

"Then I think you have made a mistake. I should say that was a wren, from your description."

"Oh, but I know it was a chippy."

"How do you know?"

"Oh, by the looks of it."

"Yes; but you see that I do not know. If you were telling me about some strange bird, I could not give you the name of it from any such description."

"Oh, teacher," said Annie Blanchard, leaning over the back of my chair, "what is that bird that always goes in the bushes and seems so lonesome when there are no bushes for it to go in? It is a biggish kind of bird but I forget what color it is."

"Oh, dear," I said to myself, "I am getting into trouble by agreeing to tell the names of birds from description;" then aloud,—

"I do not know, Annie. It must be a strange sort of bird. Have you seen it often?"

"Yes'm, lots of times; but not very lately."

"Well, I hope you will see it again so that you can tell me more about the colors. What is it you want to say, Lois?"

"Oh, please, Miss May," said little Lois rising, "I saw some birds down lot, and they looked like this" (as she talked she patted the parts of her body as she named them). "They were not as big as a robin, and they were bigger than a chippy. The top of the head—crown I mean"—(here she clapped both hands on her curls) "was grey, and I think the back was a

kind of speckled grey and brown, and underneath was all grey, and it had a black patch on the throat, here, so, only some did not have any black at all. Do you know what kind it was?"

"Very good, very good indeed, Lois. There is no mistaking that bird. Those were English sparrows; the ones without the black were the females. You know they were brought over here from England several years ago. I am sorry they are getting so plenty in our village, for they are so quarrelsome and drive away other birds."

"I know all about these English sparrows," said Bertram; "there's a man down to N. gives five cents apiece for 'em, and me and another feller's been shootin' 'em all the mornin'." Bertram was as careless about grammar as about everything else.

"Are you sure you get English sparrows every time," I asked, "and kill no other birds by mistake? You know it is against the law to kill any other little birds, and you may be fined ten dollars if you are not careful."

"Oh yes'm, I know," said Bertram, easily. As we were going for our walk that afternoon we passed Bertram's house, and he ran in and brought out a string of five birds for me to see. Three were small birds, hardly as large as a chippy, with crimson patches on the tops of their heads. "Why, Bertram, do you call these English sparrows? Do English sparrows have red caps?"

"I guess that's blood," said Bertram, beginning to look confused.

"No it is not. These birds are called redpolls, which means red head, and they are the prettiest and dearest little birds that visit us, sometimes in late winter or early spring. They are so much smaller than the others I should think you would have known they were not English sparrows. Now let us see the other two larger ones. This one with the spotted breast is a song sparrow, poor thing! He will never sing his sweet song again, and all because a boy was so sure he knew, he would not take the trouble to make sure. Here is just one English sparrow out of the lot, and four innocent birds had to suffer. Are you not proud of yourself, Bertram?"—*From "My Saturday Bird class," by Margaret Miller.*

PREPARING THE LESSON.

DO ALL teachers prepare their lessons? I sincerely hope so. What a confession of weakness it is for a teacher to come before his class armed with the open text-book! Pupils are quick to discern and estimate a teacher's worth. With how much greater confidence will they regard a teacher who gives them instruction first, hand than one who re-hashes it from the open book? If a lesson in geography is to be given, let the teacher come before the class able to draw the map. If in history, let him be familiar with every part of the work to be undertaken. It may be that you are familiar with the subject in a general way, but do not trust to that to carry you through. Make yourself thoroughly acquainted with everything bearing upon it before giving the lesson. A secondary reason for discarding the text-book is the stronger hold you have upon your class by being able to give it your undivided attention.—*The Educational Review.*

MORAL principles are not inculcated in the school-room by set lectures, but they can be taught in connection with every exercise. Nothing can accomplish so much in this direction as the upright example of a true and earnest teacher.—*Collins.*

IN ORDER that the pupil may be penetrated with that respect for the moral law which is a complete education in itself, the first thing necessary is that by his character, his conduct, and his language, the teacher himself should be the most persuasive of examples.—*Compayre.*

A PHILANTHROPIC and very modest gentleman recently visited a mission Sunday School and was prevailed upon to make an address. "Children," he began, and then paused. "My dear boys and girls," he said, making a second start. Another awkward stop, when he essayed for a third time: "My young friends." Just then a lad in one of the classes, thinking that he was waiting for some greeting in return, cried out: "Hello, yourself!"

For Friday Afternoon.

THE POINT OF VIEW.

SAID the Gray Horse to the Brown Horse:

"Eh, but life's a pull!
Half at least of every day
My cart is full.
Half of every year—
Talk about the lark!—
I must leave my warm bed
While it is dark.

"Half the food I live on,
Every day
Is—I give my word for it—
Only hay.
Half my time, yes, fully,
Cold days and hot,
I must still keep going,
Whether I can or not."

Said the Brown Horse to the Gray Horse:

"My work is half play,
For my cart is empty
Half of every day;
Half of every year, too,
I go to bed at night
Knowing I can stay there
Till it is light.

"Master likes his horses
With glossy coats
So half my food is always
The best of oats.
What with nights and standing
While they unload,
Half my time I'm resting,
Not on the road."

Two little sparrows perched upon a beam,
Broke into a laughter with a perfect scream.
Mr. Sparrow chuckled, "Who'd believe it, dear?
Their food and work are both alike all the live-long year."

—*Youth's Companion.*

A BOY'S BELIEF.

IT ISN'T much fun a-living
If grandpa says what's true,
That this is the jolliest time o' life
That I am a-passing through.
I'm afraid he can't remember,
It's been so awful long,
I'm sure if he could recollect
He'd know that he was wrong.

Did he ever have, I wonder,
A sister just like mine,
Who'd take his skates, or break his kite,
Or tangle up his twine?
Did he ever have to chop the kindling,
Or fetch in coal and wood,
Or offer to turn the wringer?
If he did he was awful good!

In summer, it's "weed the garden;"
In winter, it's "shovel the snow;"
For there isn't a single season
But has it's work, you know.
And then, when a fellow's tired,
And hopes he may just sit still,
It's "bring me a pail of water, son,
From the spring at the foot of the hill."

How can grandpa remember
A fellow's grief or joy?
"T'ween you and me, I don't believe
He ever was a boy.
Is this the jolliest time o' life?
Believe it I never can;
Nor that it's as nice to be a boy
As a really grown-up man.
—*Eva Best, in Harper's Young People.*

IF I WERE YOU.

NANNIE FITZHUGH MACLEAN,

If I were you, and had a friend
Who called, a pleasant hour to spend,
I'd be polite enough to say:
"Ned; you may choose what games you play."

That's what I'd do
If I were you.

If I were you, and went to school,
I never break the smallest rule;
And it should be my teacher's joy
To say she had a better boy.
And 'twold be true,
If I were you.

If I were you, I'd always tell
The truth, no matter what befel;
For two things only I despise—
A coward heart, and telling lies.

And you would too,
If I were you.

If I were you I'd try my best
To do the things I here suggest,
Tho' since I am no one but me
I cannot very well, you see,
Know what I'd do
If I were you.

—*Independent.*

RIGHT OF WAY.

BY CARRIE SHAW RICE.

COUNT life as a field,
With a path for each one
Of the children upon it,
Each daughter and son;
Don't ask for your heritage
Faintly and low,
But earnestly, honestly,
Modestly, go.
Claiming the right of way,
Making the right of way,
Taking the right of way,
Whether or no.

The way may be rough,
And the people be rude,
For you are but one
Of a vast multitude
Don't rail at the selfishness
Often revealed,
But let it inspire you
Never to yield.
Claiming the right of way,
Making the right of way,
Taking the right of way,
Over the field.

Tho' thousands should stand
To dispute you the way,
Go fearlessly, calmly,
Right onward each day.
The password is "Energy;"
On thro' the throng,
Go modestly, pleasantly,
Pushing along.
Claiming the right of way,
Making the right of way,
Taking the right of way,
Singing your song.

The Meadow is broad
You are starting to cross;
Go ready for danger,
For sorrow and loss.
Then, room on the thoro'fare,
Room on the lea,
And a way for the resolute
Army, we see.
Claiming the right of way,
Making the right of way,
Taking the right of way,
Merry and free.

—*Public School Journal*

HOW TO USE RECESS.

FOR relaxation, there is nothing that can take the place of play. Primary children should be freed from discipline once at least during each session. The teacher should be present at these recesses and should endeavor to put intelligence into the play of the children, which is often aimless. It is a splendid time to study the social and artistic impulses of children. The little artists endeavor to have a perfect game; the little vandals love to break up a game; the little sloven will leave it unfinished or destroy it with some negligence of its laws; the little crank will spoil it by some freak; the timid will watch it from the outside; the unsocial will hug the corners of the play ground.

The last named class of children should be the teacher's especial charge. Children who play should be left to play as they list. Those who do not should be taught to play. Let the teacher gather these children together and teach them games and interest the leaders of the play ground in them. Draw in the timid and repress the vandals. The games taught should not be those already popular among the children, but something that will add to the resources of all. Do not spend this precious time in walking up and down and waiting for the bell to ring. Waiting is hard work. You can enjoy the recess if you will.—*New York School Journal.*

Correspondence.

SUPPLEMENTARY READING.

To the Editor of the EDUCATIONAL JOURNAL:

SIR.—A few weeks ago I sent you a list of books suitable for Supplementary Reading in Public Schools and in the Junior Forms of High Schools, which you kindly published. The number of letters received from teachers asking for more information shows that I was not mistaken in saying that a considerable percentage of our bright and progressive young teachers are alive to the importance and necessity of directing their pupils in the selection of wholesome literature for the reading which pupils will eagerly do if their minds have been fully aroused by good teaching. The ordinary text-books become trite and hum-drum by the very task-work of everyday drill and repetition; the novelty is washed out of the best lessons and they become common-place and uninteresting by mere familiarity and constant use. Especially is this true in ungraded schools where the junior pupils overhear the reading of the senior classes, so that when they are promoted they have little curiosity left to be gratified by the new Reader placed in their hands. Supplementary Readers come in as a pleasant relief to both teachers and pupils, and lend a variety and a charm that the cleverest teacher can never produce from the well-worn lessons of the ordinary readers. Only those who have used newspapers, magazines, and supplementary readers can fully understand the monotonous tedium and the barren dead level of the ordinary text-books. They alone are prepared to understand why so many public school teachers and pupils lose all fresh interest in their work after a few years' experience and are glad to escape from the school-room. It is this terrible monotony that blights and finally kills the young enthusiasm of pupil and teacher, and the Supplementary Reading wisely recognized and encouraged by the Education Department ought to be adopted by every teacher who wishes to be happy and contented in his imperishable work.

Since my last communication on this subject I have made the acquaintance of two new series of books specially prepared for the gratification of the youthful imagination which delights in the new, the curious, and the wonderful. One set, called the *Nature Readers*, comprises four books containing respectively 95, 184, 300 and 361 pages, costing 25, 35, 50 and 60 cents. They contain a remarkable fund of entertaining facts stated in a most charming manner and entirely adapted to the public school pupil. They open a new world of delight to every child that can read. The first treats of crabs, wasps, spiders, bees, and a few mollusks; the second of ants, flies, earth-worms, beetles, barnacles, star-fish and dragon-flies; the third has lessons in plant life, grasshoppers, butterflies, and birds; and the fourth treats of world-life in its different aspects and periods, forming a good introduction to geology well suited to High School pupils. Along with this series go some other junior books, such as *My Saturday Bird Class*, pp. 107, a delightful book for boys; *Leaves and Flowers*, pp. 103, *Nature Stories for Young Readers*, etc., etc. Children are born naturalists, and these books set them off on the great highway of intelligent observation; they cost little and are worth much, being thoroughly accurate in the facts and admirable in style. For teachers who wish to attain high skill in elementary science there is no better preparation than a thorough reading of this series, and for the purpose of casting out devils from troublesome pupils they will be found efficacious in the hands of a competent teacher. These books are all written from the scientific stand-point.

The other series is written from the literary stand-point and contains the best selection of juvenile reading taken from those gems of literature that are the glory of our language. It is impossible in this short letter to explain

the exquisite taste and sure literary instinct exhibited on every page. They will be a perpetual blessing to every reader, old or young; they are a means of grace, these five *Heart of Oak Books*, as they are named. There is scarcely a set of trustees that could not be persuaded to place several sets in their schools if the advantages were properly put before them. The price is so small and the books are so fascinating that the pupils themselves could easily be got to buy them with their own savings. A postcard to the publishers, D. C. Heath & Co., Boston, will bring specimen pages, and the work of every teacher who begins to use them will be made brighter and happier, and his pupils will breathe a new atmosphere filled with the spirit of joy. As an antidote to the deadly nickel novel there can be nothing better.

As I have not the slightest interest in the sale of any of these books I have felt free to express my opinion of them as I have found them, and I hope to hear from some of the live teachers who have given them a trial in their schools.

Yours sincerely,

C. C.

apply to your Inspector. Several inspectors have drawn up very helpful compends with suggestive and explanatory notes. He may have done so or be able to give you the information you need.

(2) We can send you a good railway map of Ontario. We do not think that railway maps of the other Provinces have been published, but any good map will shew leading lines.

(3) If by the commercial relations of Canada you mean its trade with foreign countries, we do not know where you can obtain that information save in the blue books and the Statistical Year-book, published by the Trade and Commerce, and Agricultural Departments at Ottawa.

A.G.E.—(1) Distinguish between Federal Union and Legislative Union. (2) What is the meaning of Constitution, Legislative, Executive.

(1) A Federal Union is one such as we have in Canada, in which the various provinces or states uniting retain their own local governments and legislatures, but surrender to a central government and parliament such larger subjects of legislation and administration as may be agreed on. A Legislative Union would be one in which all local legislatures were abolished and the one central body made laws for and ruled the whole country. (2) Constitution (in the political sense) is a word used to denote the broad, general principles on which the government of a country is based. The constitution may be written as in the United States, or unwritten as in Great Britain, where the Constitution means simply the great principles which have been developed and accepted during the whole course of the country's history. Such a constitution is a growth. It is made by a process of slowly "broadening down from precedent to precedent," as Tennyson says. The Canadian Constitution is, of course, written, being contained in the Confederation or B. N. A. Act, passed by the British Parliament in 1867. The Legislature is the law-making assembly of any state or province. In Great Britain it consists of Sovereign, Lords, and Commons; in the Dominion, of Governor-General in Council, Senate, and Commons; in Ontario and some of the other provinces, simply of Lieut.-Governor in Council and a single House, known as the Assembly or Legislature. The Executive is the power charged with executing the laws. In Canada it is the Governor-in-Council, or practically the Government or Cabinet.

THE Canadian Magazine for March is well illustrated, and contains several articles of striking interest. Mr. Arthur Harvey presents a curious combination of speculations under the title, "A Physical Catastrophe to America," picturing graphically a change supposed to begin in 1894, which rapidly leaves New York and Boston high and dry and half in ruins, and sends the Gulf Stream over the Mississippi Valley into Hudson Bay. Tremendous and radical changes in social, industrial and political conditions, as a result of the catastrophe pictured, are discussed with quaint humor. Dr. John Ferguson writes ably in favor of abolishing the "Death Penalty." John A. Cooper's "Premier and President" is an interesting constitutional study. The illustrated articles are, "Mexico and Its People," by Dr. P. H. Bryce; "The Garden of British Columbia," by E. Molson Sprague, and Faith Fenton's charming description of "The Winter Carnival at Quebec." Other contributions are, "Brummagem Jewellery," by Bernard McEvoy; "Vancouver and Hawaii," by Rev. Herbert H. Gowen; "Lenten and Easter Observances," by Thos. E. Champion; "Canadian Art Schools," by J. A. Radford; "Milestone Moods and Memories," by David Boyle; "A Broken Chord," by A. H. Morrison, and "A Tale of Germany," by H. Cameron Nelles Wilson. Several of the poems are excellent. The magazine is published by the Ontario Publishing Co., Ltd., Toronto, \$2.50 per annum.

THE clear definition of an ideal is the most potent factor in moral training.—W. H. Payne.

Question Drawer.

INQUIRER.—The School of Pedagogy is in Toronto.

T.E.B.—(1) We cannot find the recipe you ask for. (2) See answer to M. A. C.

J. A. M.—We will try to have a set of questions soon on Temperance and Physiology.

SUBSCRIBER.—Write to the Education Department for information about the Normal School.

M. D.—No notes have as yet appeared in the JOURNAL on "The Honest Man." It will probably be overtaken before the end of the year. Perhaps some teacher will volunteer one. For your other question see editorial pages.

NEW SUBSCRIBER.—All questions concerning Normal School terms, drawing requirements, etc., should be sent to the Education Department. For information about University courses and requirements address the Registrar of the University of Toronto.

A TEACHER.—(1) A new series of Drawing Books for High Schools is in preparation, if not already issued, but for 1894 any four of the present books will be accepted for the Primary.

(2) Write to the Registrar for a copy of the curriculum and study its requirements.

M.A.C.—The present Lieut.-Governor of Ontario is the Hon. George A. Kirkpatrick.

(2) Mr. J. G. Bourinot, Clerk of the House of Commons, and an acknowledged authority on constitutional and parliamentary questions, has published a work on the Canadian Constitution which would probably meet your wants.

A SUBSCRIBER.—The Senators and Lieutenant-Governors are appointed by the Governor-General in Council, that is, in effect, by the Dominion Government. Mayors, wardens, reeves and school trustees are elected by the ratepayers. County inspectors are appointed by county councils, but must hold Departmental certificate of qualification.

A SUBSCRIBER.—(1) If the teacher agreed to wait till the end of the year for his salary, we do not see that the fact of his leaving at mid-summer entitles him to earlier payment, save at the option of the trustees. Of course the law requires quarterly payments.

(2) There are, so far as we know, but two books containing notes on the lessons in the Fifth Reader, one by Mr. Dawson, price 75 cts., and one (*Notes on Third-Class Literature*), by Wells and Sykes, price 30 cts.

E. T.—(1) We do not know any book dealing specially with the work assigned to Second and Third Classes in Geography. You had better

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TORONTO, Sept. 30th, 1891.

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I spent five weeks in the hospital, and was worse if anything after leaving there, and in addition was full of bed sores. When I was about giving up in despair, neighbor advised me to use St. Jacobs Oil and gave me a small quantity; it helped me at once, and in one week I was able to use my fingers, and the second week I had taken off bandages. After buying and using three bottles, am back to my work again, although I was unable to do anything for myself, and had been treated by three different doctors.

Gratefully yours,
MRS. L. DIXON,
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ONE of the most interesting and mystifying sentences the English language has yet produced, follows: How much pleasanter it is to sit in a cab and think how much pleasanter it is to sit in a cab than it is to be walking. The sentence is perfectly logical, and when repeated rapidly causes much fun.—*Bridgewater Independent.*

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