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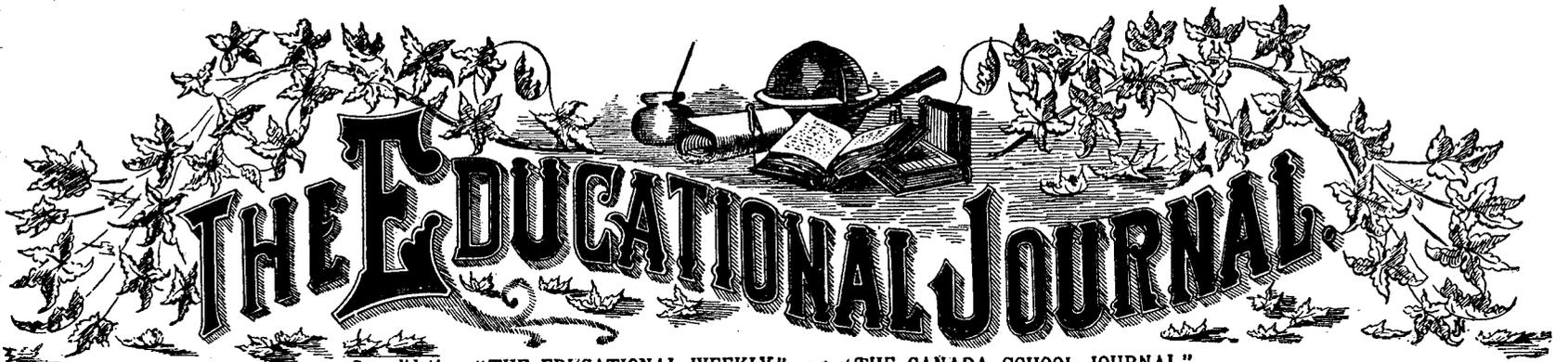
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Editorial Notes.

Do not fail to read the admirable article by Professor Miall, which we reprint in this number. It is not necessary to agree with everything he says, and allowance must be made for differences in educational ideas and conditions in the Old Country; but the address, nevertheless, bristles throughout with good points and practical hints of the most suggestive kind.

"M.A.S." makes a clever and spirited defence of the pedagogic rights and the teaching ability both of her own sex and of those who make the profession a "stepping-stone." If she fails to carry conviction at any point, it will be, we think, in regard to the view that the ordinary boy or girl of eighteen is mature enough to be entrusted with the management of a school, and that to raise the age-limit for a certificate to twenty-one would not reduce the number and improve the quality of aspirants for certificates. But the letter is a good one. Don't fail to read it.

As the time for the next departmental examinations draws near, the examiners

will do well to listen to the criticisms of critics, with a view to learning from past mistakes and doing better next time. The *Educational Monthly* says:

Persons of experience in such matters as examination papers, and intelligent withal, make the following criticisms regarding the papers set at the last examinations: The primary French grammar paper was too difficult in comparison with the papers on the other subjects; the examiner was seriously at fault in preparing the Senior Leaving Physics paper, and Junior Leaving Latin Grammar and Prose paper; the Euclid paper for Senior Leaving might easily have been improved; the proof-reading was very carelessly done. Many remarks such as the above are made. In the work of examining candidates, we in Ontario have not reached yet a passably average standing.

"TEACHER" writes strongly—does he write too strongly?—on the subject of military drill in connection with the schools and churches. The meeting to which he probably refers—that recently presided over by Lord Aberdeen in this city, at which Mr. Smith, the originator of the "Boys' Brigade" movement, was present—was an influential one. We regret that a fuller report of the addresses was not given by the city papers. We should like much to know just what are the strong arguments by which so many good Christian men of the highest culture and standing have been persuaded of the beneficence of the system. It is a good thing, certainly, for the youth to be taught respect for their superiors, and trained to submit themselves for the time being to even arbitrary authority. But as a matter of moral, and especially of Christian, education, the soldierly requirement of blind obedience to the orders of others, even to the extent of taking human life, is surely not the ideal training of the responsible individual for life and duty. Nor is it easy to see how the aims and ideals of the soldier can be harmonized with the self-sacrificing altruism which is unquestionably the distinctive feature of the religion which the churches exist to propagate. Above all, before we can fall in with the movement, we must be con-

vinced that the direct and inevitable effect is not to stimulate the fighting spirit, which is all too easily set aflame in the breast of the average boy. To keep military ideals before him is, it seems to us, to take the most effective means for creating the spirit of militarism in the nation, which is one of the most potent enemies of peace and progress.

WE reprint in another place an article from *The Week* of March 1st, in which the writer, replying to our criticism of his analysis of "education" or "culture" in a previous number, maintains that his threefold classification, "the culture of skill, the culture of knowledge, and the culture of taste," is exhaustive, and that the expression "culture of power" is merely a more general expression, inclusive of all three, and of the three only. The question is, of course, one of definition. We do not know any authority, save that of the dictionary and the general usage of language which it represents, which can prevent *The Week* from so defining the "culture of skill" and the "culture of knowledge" as to make them equivalent to and synonymous with the culture of power. But, we submit, skill, in the ordinary acceptance of the word, means merely facility in doing which is acquired by practice, and does not necessarily include that development of mental power which alone constitutes education. So, too, knowledge, whether of "isolated facts" or of "general principles," may be had, as *The Week* itself implies, through the memory simply, and so, of course, apart from the development of thought-power. A steamboat engineer may be very skilful in the operation and care of his engine, he may even have a knowledge of its parts and general construction, without any real comprehension of the underlying principles and laws involved, which alone constitute scientific culture or education. On the other hand, one might spend a lifetime in the study of scientific principles, and thus attain the highest scientific culture, and yet be very deficient in the skill necessary for either building or operating a steam engine.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 114 Richmond Street West, Toronto.

SECOND READER LITERATURE—"THE MILLER OF THE DEE."

M. H. WATT.

A sketch of England and Scotland on black-board, drawn while class sit with books closed. Teacher enquires if any one knows what she has drawn; tells, if no one knows; points out location on map of world. Teacher tells the following story as an introduction:

"Once upon a time, more than three hundred years ago, there lived a king of England called Henry VIII. He was once a handsome young man; as he grew older, he became a very large man; a great many people called him 'bluff King Harry' and 'King Hal.' He liked to have his own way, and generally got it; so you would think he ought to have been happy, wouldn't you? But he had not always been kind and good, and when he wanted his own way he had had some persons put to death, even some of his wives (of whom he had six) had suffered death. So, perhaps, he did not always feel happy. There is a poem in your readers which gives us an idea of King Henry VIII.; let us turn to page 123."

Class examine picture, locate mill, River Dee (the teacher marks it on map), King Hal, the miller. Read first stanza, explain *dwell, hale, bold, lark, blithe, burden, envy*. Re-read. Ask the class to picture the miller, to form idea of his disposition, to repeat his song *verbatim*, to give its meaning in their own words.

While the miller is singing away at the top of his voice one day, an unexpected visitor is listening, and suddenly the miller turns to see King Henry beside him. Was the miller startled? Glad? Did he act as if the king was a wonderful being to be worshipped? One thing we are sure of, the miller was polite (because we have formed a good opinion of him), and received the king in a gentlemanly manner (proof, third stanza, first line). The king tells the miller he is wrong (in what respect?) Why does the king think the miller is wrong to say, "Nobody envies me"? What question does he ask the miller? Read stanza again, ask pupils for questions. Ask them to imagine the king's expression and the miller's attitude. Are they satisfied with the picture at head of lesson? Let them suggest improvement (miller in mill, king at the door, etc.). The miller answers the king. He says, "I am happy because I try to do right; I earn my living, so I have enough to eat and wear, and I need not envy any one on that line." (The king was very extravagant and spent a great deal of money, and always needed more money.) The miller went on, "I love my wife." (The king must have felt that very sharply, for he was not good to his wives.) "I love my friend." (King Henry was not a true friend.) "I love my children three." (The king had three children, Mary, Elizabeth, and Edward, and the only one he appeared to love was Edward.) The miller went on, "I owe nothing I am not sure of being able to pay, and I am thankful to the kind Power that has given me the River Dee to turn the mill to give me and my family food. Now, King Henry, that is the reason I envy nobody and nobody envies me."

Set pupils to ask questions. Explain *doffed and corn*. The king has listened to the miller; has he changed his opinion, or is it stronger? Why did he envy the miller at first? Why did he envy him at last? What did he say the miller's cap was worth? Explain. What did he say the miller was worth? Explain *fee*. What great compliment did he pay the miller? Why are such men the boast of England? (Quote "Hearts of oak are our men," "Britannia, the gem of the ocean," etc.) Why does it say, "And sighed the while"? (Which man would you prefer as a friend? As a father? To be like?)

Read the whole poem and memorize it. Point out the moral; set it into a sentence easily grasped by the children, and let them memorize that.

Charles Mackay, born 1812, in Perthshire, Scotland, died within the last twenty years. He was a writer for newspapers. His larger works, "Voices from the Crowd," "Town Lyrics," "Egeria," and

"Salamandrine," are not known to modern readers, but his short poems are still bright and fresh; examples: "There's a Good Time Coming," and "John Brown, or, A Plain Man's Philosophy," in the Third Reader. The Second Class will be proud to look these up and read them, pages 86 to 89. Refer them to history for further matter regarding Henry VIII. Instil a desire to read.

"THE BUGLE SONG," THIRD READER, PAGE 132.

IN AND BETWEEN THE LINES.

BY "FIG."

1. Suggest a title which would show what this gem is about.

What is the subject of lines 1-4; and of lines 7-10?

2. What time of the day is spoken of in the lesson? Reasons.

What kind of country is spoken of? Reasons for answer.

3. What is the cause of the "splendor" and "glory"?

What are the snowy summits?

Why are they said to be old in story?

4. What does the poet refer to as "the horns of Elfland"?

Why are they said to be blowing faintly?

Why say *wild* echoes in the first stanza?

What other word is used in the poem with the same meaning as "echoing"?

Account for the different results between the blowing of the bugle, spoken of in stanza one, and the blowing proposed in stanza two.

What is the emphatic word in line 11?

Contrast the two kind of echoes spoken of in the lesson.

What is an echo of the soul?

5. How should "Dying, dying, dying" be read? Give reasons for your answer.

6. What are the *purple* glens? What land might this be?

7. What is a cataract, a lake, a cliff, a scar, a glen?

8. What is the moral of the poem?

What object in nature suggests this moral?

9. Explain—

"The cataract leaps in glory."

"They die on yon rich sky."

"Our echoes roll from soul to soul."

"Grow for ever."

10. What parts of the poem suggest the following lessons:

(a) The evening of life should be the most beautiful.

(b) The light of the sun clothes the coldest objects with glory and splendor.

(c) Such is God's influence on man. Explain.

(d) Different objects send back different echoes.

CORRESPONDENCE.

By F.A.C.—In reading Burns' poem, "Flow Gently, Sweet Afton," I was a little in doubt whether Mary was dead or alive. The air to which it is usually sung is so mournful that one would think Mary was buried by the side of the stream, and that Burns was singing a lament. The words used in the poem do not, however, bear out this idea. I wish you would kindly state your opinion on the matter.

ANSWER.—"Afton Water is the stream on which stands Afton Lodge, to which Mrs. Stewart removed from Stair. The song was presented to her in return for her notice—the first Burns ever received from any person in her rank in life."—*Currie*.

In a Hartford grammar school we recently heard a first-class history recitation, in which dates were reduced to the minimum; in which every historical fact was associated with some other; in which the pupils were impressed with the idea that they were to learn principles as of more value than facts, and those facts that had principles behind them. Questions asked more than once were: What would you probably have done if you had lived there? If you had been associated with this class of people or with that? What ought you to have done? Is there any parallel between those events and those of our day?—*New England Journal of Education*.

Hints and Helps.

A TEACHER WITH A SCHEDULE.

BY AMOS R. WELLS.

Wise teaching selects, marshals, brings to a focus. It excels haphazard teaching as far as a painting by Rembrandt excels a whitewashed fence. It does not permit ideas to neutralize each other. It has a purpose, clearly and determinedly held in view; and to this purpose it subordinates everything else. It knows that the effectiveness of the lesson depends quite as much on what is left out as on what is put in.

Now, the more ideas a teacher has, the greater need has he of a schedule, just as the railroad that runs most trains is in most need of a good time table. Indeed, the performance of a teacher without a plan bears a strong resemblance to a railway collision. Ideas, illustrations, exhortations, bump into one another front and rear, telescope each other, and form at the end of the hour a disheartening mass of splintered fragments, with here and there a jet of steam or a puff of smoke. If the teacher has no schedule, the scholars on his lesson train will grow confused, and get nowhere. Small blame to them!

Imitating Paul, the wise teacher will take for his motto, "This *one* thing I teach." He will teach as much more as is possible, but first he will make absolutely sure of one thing. My own plan, in connection with every lesson, is to lay down one principal, and two or three subordinates. It is best to write these down in precisely the order in which they are to be taken up. Ask yourself most earnestly, "What is the main lesson this scripture is to teach my scholars?" Having decided on that, consider your teaching a success, whatever happens, if it has impressed this one truth. Leap to this task as swiftly as may be, even if, to reach the chosen point, you must pass hastily over the first portion of the lesson.

After driving home this truth, and making sure of it, take up in turn your subordinates. This will require a new view of the lesson-story that will compensate for your previous haste. And reserve some time at the end of the lesson for a few parting words on your main truth. Save for this time your most telling illustration, your most ardent pleading. In preparation for this get all questions and difficulties out of the way. Do not permit yourself to be caught by the closing bell with your lesson only half way to the terminus.—*Boston, Mass., Sunday School Times*.

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The word "teacher," in its widest sense, is applicable to every one who has the supervision and care of young children. The duties of a teacher are closely allied to those of a father.

The ideal teacher is an early riser. He makes a point of being at his post before his pupils in the morning, in order to welcome them as they enter the room. He is extremely cautious about his personal habits, and guards carefully against setting an objectionable example in any particular before them. His personal attire is plain and simple, but scrupulously neat, clean, and tasteful.

The ideal teacher is the possessor of a well-trained voice, always speaking in low, soft tones when addressing his pupils. His manners are always pleasing and gentlemanly, and so adapted to leave a good impression upon the young minds of his pupils.

His intercourse with them should be kind and friendly, but not too free, lest they should take advantage of his familiarity.

The ideal teacher, moreover, is always courteous. He does not in any case try to compel, by fear of punishment, his young learners to study. On the contrary, he strives to develop in their tender hearts a love of knowledge by his kind and encouraging words.

He does not put on a threatening look at every little fault or mistake, but diligently guides his faithful little workers in their studies. He strives to invent fresh and easy methods of learning, so as to facilitate the action of their feeble minds. His influence and authority do not end here. His control extends over the playground also. He strives to repress rudeness among his pupils during recreation. He keeps his ears open to the language the

children use. His mode of dealing with coarse or profane language is mild, but effective.

His patience is unbounded. He sets an example of unselfishness, kindness, and perseverance.

He does not frequent places of doubtful entertainment, but devotes much of his time to the study of good books outside the regular school hours. He refrains from the use of alcoholic drinks and tobacco, and encourages similar abstinence among his pupils.

As a whole, the ideal teacher is a model of all those virtues which ennoble the character of man, and place him in the gentle sphere of good society.

CHAS. E. AUCOIN.

PLANT GROWING FOR CHILDREN.

It is the duty of parents to instruct their children about plant growing. It is an important factor of a child's education, and without it the child will grow up in ignorance of the pleasures and delights afforded by working among the flowers. Even a child of six years can be trained to raise plants from seeds and cuttings.

Cuttings should always be taken from the green shoots, taking care to take them off between or below the joints. While most flower growers prefer to root cuttings in sand, they will do nearly as well rooted in soil, and oftentimes in water. For the child, we will suggest the use of sand. Have ready a saucer or pan filled with clean sand, and made very damp. Set the slips or cuttings therein, and place in a warm, sunny window. Add water to the sand daily, and never allow it to become dry, while the tender young roots are rapidly forming. In less than three weeks the slips will be ready for their new quarters—small pots. Procure rich, soft earth, such as plant growers use, fill the pots with this prepared soil, and, instead of thrusting the delicate little plantlets into it, place at first only a little soil in the pot, and set in the rooted cutting, and then fill in enough more soil to come within half an inch of the top of the pot, after pressing it smoothly and gently about the young plants, then give a little water, and afterwards keep the soil a little moist.

Don't make the common mistake of "drenching" them. Remember that all slips of geraniums, heliotrope, carnation, verbena, fuchsia, etc., grow rapidly, and in about thirty days you will observe white roots peering out from the hole in the bottom of the pot, so go and transplant into three-inch pots, or four-inch pots is not any too large for them. Before transplanting, however, it is advisable to allow the soil in the thumb pots to get a little dry, then tap the pot, and the ball of earth will roll out, and the plants will never realize the change, since by this simple process of transplanting the roots are uninjured.

Procure slips from healthy plants, say in February or March, and, when the Frost King has departed, set the young plants in the garden border, where all summer long they will be a mass of bloom, and will be a source of delight to all who see them, and especially to the child who has the patience to perform the task of raising them.

Now for a bit of chat about starting seedlings in the house. This is certainly a delightful pastime, as well as instructive. Good soil is necessary for all manner of flower growing. Without it you cannot produce fine healthy plants. When seeds fail to germinate, I know it is not often their fault, but the trouble lies right at the fountain—the soil.

February or March is a good time to sow seeds in the house. A box three inches deep is considered large enough to hold the soil, and for drainage it should have some holes bored in the bottom. If you have a variety of seeds to sow, procure a box the length of the window, and from six to ten inches in width. Fill the box with the soil already prepared, sow seeds on the soil, and then cover them lightly with more soil. The seed boxes bear constant watching, and the child who undertakes to learn this most fascinating art will have to keep both eyes open and the mind alert, for forgetfulness works great mischief if the seedlings are not remembered daily by the attendant. In no case allow the soil to dry out. The surface must be moist, and to do this without washing away the seeds is an art in itself, and where grown people are apt to commit a fatal error. The child should be provided with a toy rose-nozzled watering pot. The spray moistens the soil evenly, and no danger of "drowning" the seeds, as a stream of water from a cup would surely do.

By and by the seedlings will peep through the soil, and what a delight to watch them grow! Don't hurry your seedlings, children, by keeping them too warm, for, if you do, they will be weakly, spindling, blossomless plants. Stove heat and sun heat combined will be too much for them, so beware of this fact, and keep them a little cool, and admit fresh air to the room every day when it is not too cold.

When the seedlings show a few leaves, it is time to take them from the seed bed and put them into larger quarters. Put into small pots, or transplant them into boxes. Be sure to have the soil moistened before removing the plants, so that the soil will adhere to the roots. Any great disturbance of the roots tends to delay their speedy growth. When the air becomes warm and balmy in late May, set the seedlings out in the garden border. Remember that in the north we are never safe in setting out tender plants until the latter part of May, when all danger of frost is over. Water the plants after setting them out, and transplant seedlings to the open ground on a cloudy day, or else shade them after setting out. Seedlings raised this way will make fine healthy plants.—*F. E. G., in Vick's Magazine.*

FROM A TEACHER'S NOTE-BOOK.

A teacher, Mr. F. W. Aykroyd, who has been some time in the profession, and is temporarily leaving it, sends us the following hints from his note-book. He says: I find it of great importance to keep a diary of methods employed in teaching. The subject taught and the result of the lesson should also be recorded. This enables a young teacher to grasp the best methods in the shortest time; also aids an older teacher to perfect his methods.

In spelling lessons I find that teachers use too few object spelling lessons in junior classes, and, I think, too many in senior classes. I get the best results in spelling by using object lessons with every spelling lesson in Part I. and Part II. classes, making them both, of course, supplementary to a language lesson. In senior classes I got good results by having pupils write the words as first, second, third, etc., words of a sentence, and in the higher grades I found it practical to have the pupils write the words as subject, object, predicate, etc., of sentences. I make all this supplementary work. It is, nevertheless, work of the greatest importance.

Language lessons, especially oral, have far too little prominence in school work. By the aid of language lessons I seek to develop the child's imagination, and I find that almost invariably the brightest pupils are the most imaginative, and *vice versa*. Therefore the imagination should be the basis on which we build.

SARCASM IN SCHOOL.

There is no truth in sarcasm. The teacher who is sarcastic to her pupils will evidently lose their respect and confidence. Character cannot be formed with sarcasm. It is born neither of kindness, generosity, nor love, and it is axiomatic that no teacher can develop or improve the morals of her school unless these qualities are possessed. The untrained mind and heart of a young child are open to all pure and good influences. The true teacher will be careful that nothing falls from her lips that shall lower herself in the children's estimation.

If in recitation a dull boy makes a ludicrous statement, do not make a stinging, jesting, criticism of it that provokes a smile from all the other members of the class. The boy will not easily forget your bitter remark, and the thought of it will produce an indifference that will be noticed with regret by the teacher. It will take days of carefully guarded efforts of kindness and courtesy to erase the effects of one taunting, sarcastic remark.

Sarcasm is a violation of true politeness. It is an excellent thing to be witty, but the teacher should know how and when to use her wit with her pupils. The shy girl in school who is the subject of the teacher's sarcastic wit grows shyer and less fond of her teacher, and the boy who happens to be overgrown and clumsy is glad and happy when the sharp little teacher leaves.

Before a teacher makes sarcastic brilliant remarks, it would be better to think whether it be kind, and if such a course would be a model worth imitation.—*Ella M. Powers, in American Teacher.*

BUSY WORK FOR LOWER CLASSES.

(1) Word-making: Put on the board some word, as "border," and see who can make the most words, using only the letters found in the given word.

(2) Comparisons: See who can make the most comparisons, using a given list of words. (As *cold* as *ice*, etc.)

(3) Arrange promiscuously the words of a few sentences, as follows:

I	May	morning	saw
the	meadow	grass	in
what	you	tell	will
one	green	fine	I
birds	the	the	the
trees	nests	growing	building

(4) From a given page arrange the words alphabetically. Write in one column all the words that commence with a, all that commence with b, etc., etc.—*Minnehaha Teacher.*

SCIENTIFIC METHOD IN EDUCATION.

A friend—a member of the London County Council—to whom I happened to send some of my papers, noting my frequent references to Kingsley, remarked, "How very fond you are of his writings!" Indeed I am, for they seem to me to display a truer grasp of the importance of scientific method and of its essential character than do any other works with which I am acquainted. I recommend them because they are pleasant as well as profitable reading, and because our text-books generally are worthless for the purpose I have in view. Any ordinary person of intelligence can read Herbert Spencer's and Kingsley's essays and can appreciate them, especially Kingsley's insistent application of the scientific principle of always proceeding from the known to the unknown; but few can read a text-book of science—moreover, the probable effect of most of these would be to dissuade rather than persuade.

Kingsley's great point, and Herbert Spencer's also, is that what people want to learn is not so much what is, still less what has been, but how to *do*. And the object you must set before yourselves will be to turn out boys and girls who, in proportion to their natural gifts—for, as every one knows, you cannot make a silken purse from a sow's ear—have become inquiring, observant, reasoning beings, ever thoughtful and exact and painstaking, and, therefore, trustworthy workers. To turn out such is the whole object of our scheme, which chiefly aims at the development of intelligence and the formation of character. In your schools information must be *gained*, not imparted.—*H. E. Armstrong, F.R.S., in The Popular Science Monthly for March.*

BOTANICAL TEACHERS AND TEXT-BOOKS.

At its best, the botanical text-book is a necessary evil. One student and one teacher is the ideal college. The time-worn epigram of Garfield about Mark Hopkins and the log contains the gist of the matter. But where the class system is necessary our few great teachers are brought into contact with the multitude of learners by means of the text-books. A man's personality is, however, rarely caught in print. The peculiar charm of his presence and the inspiration of his own living enthusiasm is lost, while, in its stead, there may be but a dry collection of ex-cathedra facts and generalizations. Therefore, one must supplement the cold repast with something appetizing and warm of one's own, if one has anything of one's own to offer. And in this connection it may be well to emphasize the necessity of interest and intelligence on the part of the teacher. Of course, an uninterested teacher is forever an uninteresting teacher. A teacher who is content with "hearing the lesson" is an enemy of education. The idea which some have that the text-book is the teacher, and that the individual by courtesy named "teacher," or sometimes "professor," is merely a kind of intellectual galvanometer which indicates by a series of figures running from one to ten whether the electric current of information from text-book to pupil is relatively strong or weak—this idea, be it respectfully said, is so ingeniously perverted that it quite commands our admiration. Deliver us from botanical teachers who hear the lessons!—*Conway MacMillan, in Education.*

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

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Editorials.

THE ONTARIO EDUCATIONAL ASSOCIATION.

THE thirty-fourth annual meeting of the Ontario Educational Association, combined with the second meeting of the Dominion Educational Association, will be held in Toronto on Tuesday, Wednesday, and Thursday, the 16th, 17th, and 18th days of April, 1895. A very full and attractive programme has been prepared, and the meeting bids fair to be the most interesting and important educational convention yet held in Ontario. This statement is based upon an examination of the varied and rich bills of fare provided in connection, not only with the meeting of the general associations, Dominion and Provincial, but with those of the ten special associations or departments into which the Provincial Association is subdivided. These are: The College and High School Department, the Modern Language Association, the Science Association, the Classical Association, the Mathematical and Physical Association, the Public School Department, the Kindergarten Department, the Training Department, the Inspectors' Department, and the Public and High School Trustees' Department. Each of these branches will hold one meeting on each of the three days of the session, and at each of these meetings questions of the highest interest to teachers and students

in the several departments will be discussed by members whose knowledge of their special subjects, as well as their well-known scholarship and ability, are guarantees of interesting and helpful treatment of their several themes. Out of the great variety of themes which will thus be simultaneously under discussion no teacher can have any difficulty in selecting continuously such as will be specially interesting and profitable. We note that among other very interesting practical matters to be discussed in the Public School Department are the resolutions passed at the Waterloo and West Lambton Teachers' Associations.

The meetings of the general associations will be held in the evenings. The following programme will show how attractive and varied is the provision which has been made for the benefit not only of the teachers assembled, but of all intelligent citizens interested—as what intelligent citizen is not?—in the great educational problems and projects of the day.

PROGRAMME OF GENERAL ASSOCIATION.

On Tuesday, April 16th, at 8 p.m., a public reception will be held in the hall of the Education Department, when the following gentlemen will deliver addresses of welcome: Mayor Kennedy, Toronto; S. F. Lazier, LL.B., President Ontario Educational Association; J. Loudon, M.A., LL.D., President University of Toronto. Replies will be made by Hon. G. W. Ross, LL.D., President Dominion Educational Association; Hon. Clifford Sifton, Attorney-General, Manitoba; Colonel the Hon. James Baker, Minister of Education, British Columbia; Hon. Gideon Ouimet, Superintendent of Public Instruction, Quebec; and A. H. McKay, M.A., Chief Superintendent of Education, Nova Scotia.

After the reception a conversazione will be held in the departmental buildings.

WEDNESDAY, APRIL 17TH, 8 P.M.

Meeting to be held in Y.W.C.G. Hall on McGill street, near Yonge street. Chairman: S. F. Lazier, LL.B., President Ontario Educational Association.

"Ethical Instruction in Public and High Schools," Richard G. Boone, LL.D., Principal State Normal School, Ypsilanti, Michigan.

Address. A. H. McKay, M.A., Chief Superintendent of Education, Nova Scotia.

Address. Hon. Gideon Ouimet, Superintendent of Education, Quebec.

"College Discipline." Thomas Adams, M.A., Principal Bishop's College, Lennoxville, Que.

General business, election of officers, notices of motion, reports, etc.

THURSDAY, APRIL 18TH, 8 P.M.

Meeting to be held in Y.W.C.G. Hall, McGill street.

Chairman: Hon. G. W. Ross, LL.D.
"Educational Tendencies of the Age."
A. E. Winship, M.A., Editor *New England Magazine*.

"Diagnosis of Brain Power." Colonel the Hon. James Baker, Minister of Education, British Columbia.

"Some Pedagogic Fallacies." J. M. Harper, M.A., Inspector of Superior Schools, Quebec.

Address. Rev. R. I. Rexford, M.A., Principal High School, Montreal.

General business.

Note well the following

TRAVELLING ARRANGEMENTS.

Reduced rates on the railways will be granted to those attending the convention, and *becoming members of the association*, at one first-class fare and one-third fare for the round trip, if more than fifty attend; or at one first-class fare if 300 or more attend.

Those travelling to the meeting must purchase first-class full rate one-way tickets, and obtain a receipt on the standard certificate for purchase of tickets from agent at starting point, within three days of the date of meeting (Sundays not included). The Secretary of the association will fill in the said certificate, and the ticket for the return trip will be issued at the above rate. The standard certificate will be supplied free by the agent from whom the ticket to Toronto is purchased, and no other form will be recognized by the railway companies. In order that the members of the association may have the full benefit of the reduced rates granted to the association by the Canadian Pacific and Grand Trunk Railways, the Board of Directors especially request all who attend the convention to *purchase tickets as above indicated*.

GENERAL INFORMATION.

The regulations of the Education Department provide that "Any teacher who has been elected a delegate by the association of his county or inspectoral division to the Provincial Teachers' Association shall be at liberty to attend the meeting of such association for any time not exceeding one week each year, providing he always report to the trustees such attendance, certified by the secretary of said provincial association."

As the time formerly selected for holding the provincial convention prevented the attendance of many inspectors and teachers who took their holidays then, special provision has been made by the Minister of Education to allow teachers to attend the convention without interfering with their summer vacation. It is therefore hoped that this will be appreciated by the profession, and that every effort will be made to secure a large attendance at this meeting.

Full programmes of the meetings of the various departments and sections are

given in the general circular recently issued by the secretary. Any teacher who has failed to receive a copy may, no doubt, promptly obtain one on application to the secretary of the association, Robert W. Doan, Esq., 216 Carlton street east, Toronto.

Persons wishing to become members of the Ontario Educational Association will enroll their names either with any of the secretaries of the various departments (or associations), or with the general secretary, Mr. R. W. Doan, who will be in attendance for this purpose at 9 a.m. Tuesday, April 16th, in the Examiners' room, Education Department. The membership fee in the General Association is fifty cents, in addition to any fee which may be imposed by any sub-department.

"LITERATURE TAUGHT PEDAGOGICALLY."

THE *Ohio Educational Monthly* for March, just to hand, has an article under the above heading, by C. A. Woodworth, the first part of which seems to us so good, and corresponds so closely with the impressions which we have received both from reading many of our educational exchanges, with their ever-abounding "Authors' Days," and sketches of authors, and stories of authors, and lessons about authors, and from other sources of information, that we cannot refrain from quoting at length. It has occurred to us a thousand times that the children, and the grown-up students, too, in a good many of the American schools and colleges must almost inevitably imbibe the idea that the main use of the study of literature is to enable them, not to enjoy the literature itself, but to talk fluently about authors, especially American authors. Who has not again and again met with would-be literary young men and women, especially the latter, who scarcely concealed the fact that they were in the habit of reading or skimming well-known books, or oftener of reading about them, not because they found special enjoyment or profit in so doing, but in order that they might be ready to ask or answer off-hand the current question, "Have you read so and so? What do you think of it?" But to our quotation:

Perhaps the most striking failure in the public schools of our land is English literature. While the school calendar is full to overflowing with authors' days, fancy fandangoes, and other literary legerdemain, the fact yet remains that this subject is not producing that rich, rare fruit of which it is capable. Who is responsible for this state of things? The pe-

dantic pedagogue, to be sure. The very best thing the teacher can say for himself is that he develops, or rather assists in developing, what I call a fashionable interest in literature. By this I mean that a large number of persons have been taught to think that one who pretends to any culture should know literature, appreciate it, and be able to talk learnedly about authors and authors' ways. So, to keep up with the fashion, they read mechanically, more or less of the best literature, but do not enjoy it. They read through a sense of duty.

A friend of mine once said she was reading Irving's Sketch Book, not through any interest in Irving or liking for his book, but because all intelligent people are supposed to be familiar with it, and she wanted to be considered intelligent. She read two magazines in the same way, not to derive any pleasure or profit from them, but "to be up" in those things. This young woman, by the way, was a graduate from one of the best high schools in Southern Ohio. She always stood at the head of her classes, wielded a facile pen, had "grades" in literature which Henri Taine might envy, and for general intelligence took a high place in a community whose intellectual attainments were far above the ordinary. Yet, for her, literature was a failure.

In our virtuous desire to have our pupils read nothing but the best, we have kept them, to a great extent, from reading anything good at all. It little matters whether they read Addison, Pope, Dryden, Macaulay, or Longfellow, but it does matter whether they form the taste for good reading. "It is not knowledge," says Agassiz, "but the sacred thirst for it that we give our pupils." So, in the teaching of literature, a certain amount of required reading is of little value unless it creates the sacred thirst for good reading. The methods usually employed do not, in my opinion, arouse the proper interest, but they are at this moment developing in the public schools a distinct dislike, an open aversion, to literature, and everything connected therewith. "Literature—I hate it," sums up the judgment of too many boys and girls upon this matter. And I do not blame them a particle. I have a very vivid recollection of how I began this study. What charming poem or sparkling essay do you suppose was placed before me? It was Milton's *Areopagitica*. Think of such food for an ordinary sixteen-year-old boy! I soon concluded that Milton is dry—a conclusion from which I have not yet fully recovered. Let it not be supposed that my instructor was an ignoramus. Far from it. He had won a doctorate of philosophy from one of the best German universities, and stood in the front rank of the literary critics of his day. This personal case is mentioned, not because it has any significance in itself, but because folly of this sort is going on all over the country to-day.

Dr. Stanley Hall says somewhere that giving the child the power to read is giving him a two-edged sword, and unless carefully taught he may do as much harm as good with it. Yet this is just what our schools are doing. We are teaching our

pupils how to read, but not what to read. What, pray, are they and the people in general reading? The daily papers and novels, nothing but novels, and the poorest class of novels at that. These novels are, for the most part, positively bad or negatively good—being simply inane. Many and many are they who, having fed themselves for years on this sterile stuff, have not increased their intellectual stature by so much as a barleycorn. Numerous, indeed, are the great readers. Yet should that stranger, called Thought, meet them unawares, I fear they could not act with becoming civility. The great mistake in our school economy—the awful crime committed somewhere, somehow—is that so many persons have learned to read not to benefit themselves, but merely to kill time, blissfully ignorant of the fact that time-killing is a luxury to be indulged in only by those waiting for the train or the rise of the curtain at the opera. All this useless, unproductive, merely entertaining reading I class as bad, and charge the whole account to the public school.

And can the schools ever balance the account? Most assuredly, if they make a heroic effort. A mild application of psychology and common sense will do it. But the teacher must begin at the other end of the line. The method in general use is the historical. This method may be very logical, but it is likewise very wrong. It is based, perhaps, on preconceived mental conditions which have no foundation in fact, though I very much doubt whether it has any basis at all, but simply developed after the manner of Topsy.

Instead of coming from the past to the present, we should go from the present to the past. High School pupils now begin their literary work in the times of Geoffrey Chaucer; it certainly would be much wiser to begin this work in the times of Grover Cleveland. Our first work, then, should consist of rambles among living authors. We should teach these authors, not as abstract creators of pleasing fancies or thrilling thoughts, but as men—men who mingle with the world, and are on the lookout for the dollars, and that just as eagerly as the rest of us. We must first learn the man, and then go from the man to his work.

The extract is somewhat lengthy, but with almost every sentence of it we heartily concur, until we reach the last paragraph quoted. Here we are obliged to part company with the writer. From the passage beginning, "We should teach," in this paragraph, to the end of the essay, we find ourselves in a state of almost perpetual dissent. Our space-limits will not permit of our reprinting the part we are disposed to criticize. Suffice it to say that, to our serious disappointment, we find that, in "rambles among living authors," the writer seems to mean the word "authors" to be taken in its literal sense, as denoting the men and women who write, not the products of their pens, which are, we submit,

the things which should mainly occupy the students' attention. Mr. Woodworth proceeds to mention such authors as the late Robert Louis Stevenson, Rudyard Kipling, and others, and to illustrate, by reference to facts in the personal history of each, how the teacher may, as he thinks, arouse the interest of the pupils in the man, as a means of leading them to enjoy his productions. He tells, for instance, of the enormous sales of Stevenson's works, and of his romantic marriage with the divorced wife of a rich California banker; of Kipling's rapid rise from the position of a literary peddler to that of a literary lion, until he, who a few years ago was glad to sell his stories for \$15 apiece, now receives from *Scribner's* \$1,000 for a Christmas poem. These items of personal history and literary gossip have more or less of interest for those who have learned to delight in the writings of these authors. But to put the authors first in order, as a means of begetting a liking for the writings, is, to our thinking, a putting of the cart before the horse, which can never contribute to true progress. The natural and, we believe, the only truly successful order is to arouse, first, a genuine interest in the writings—in the thoughts expressed, the tales narrated, the scenes and incidents described, etc.

We are glad to believe that the fad for spending so much of the time which should be devoted to the actual study of something worth reading in talking about authors does not prevail to the same extent in Canadian schools. Perhaps it is much less prevalent across the border than the emphasis given to it in some of the educational and other journals on the other side might lead one to suppose. Be that as it may, we are persuaded that the chief cause why so many readers, both young and old, fail to enjoy good literature is simply that they do not understand it. They do not know how to read. They have not learned to think the author's thoughts as the eye takes in his words. And this, in its turn, is, to a great extent, the outcome of mechanical habits formed in the schoolroom. Word-recognition is too often divorced from thought-comprehension. For our own part—we do not expect every reader to go with us to the full extent of this proposition—we had rather child of ours learned nothing at all than learned a great deal in parrot fashion, *i.e.*, without clear comprehension of the meaning of the words used. The teacher who constantly identifies reading or study with intelligent comprehension of the thing read or studied will have little difficulty in eliciting a delight in study and a real enjoyment of good literature, if it is within the limits of the reader's capacity, whether the writer belongs to the present or the past. The mind, like the body, delights in free, vigorous motion, but detests monotonous, mechanical repetition.

Special Papers.

EDUCATION AND CULTURE.

Some time ago an attempt was made in an editorial paragraph of *The Week* to define "education" and "culture," treating them as synonyms, by saying that "the culture of the schools, apart from the training of the physical faculties and the moral nature, is threefold: (1) The culture of skill, (2) the culture of knowledge, and (3) the culture of taste." It was further stated that "the culture of skill is acquired only by the practice of original invention, the culture of knowledge only by the practice of original investigation, and the culture of taste only by acquaintance at first hand with works of art that are embodiments of the beautiful." THE EDUCATIONAL JOURNAL is disposed to regard this classification as not exhaustive, and to add "the culture of power." On the assumption that a very fair definition of "culture" was given by the late Sir Morrell Mackenzie, when he remarked that "culture is not amassed knowledge, but a condition of intellect," it will be easy to show that the culture of power is implied in the three kinds mentioned above, and that the enumeration is exhaustive.

By "skill" is meant capacity to make use of means in any sphere of life or department of activity to bring about some desired result. Obviously this demands thought, often of the most intense kind. To realize an ideal is always a work of difficulty, and it can never be perfectly done. A great modern painter is reported to have said that in order to paint well all one needs to do is to put a little color in the right place. Another painter, when asked what he mixed his paints with, replied: "With brains, sir." Any adequate conception of skill must include the idea of intellectual power of a very high, if not the highest, order. All the great inventors have possessed such power, and without it they would have been quite unable to do what they did. All great writers have possessed it, for a great literary composition is, as to form, at all events, a work of skill. Thoughts may come spontaneously, or by suggestion, rather than at call, but they must be arranged and rearranged; they must be made to assume some evolutionary order; they must be massed in effective ways; and they must be embodied in effective forms, if they are to be regarded as products of "skill." In the education of the child he should be required to invent, as far as possible, all his own processes, not merely in physical experiments, but also in performing operations on numerical and geometrical magnitudes, and, above all, in the expression of his own thoughts. No child should ever be told how to write or speak what he has to say until he has had a chance to select his own mode of expression, and he should then have the first chance to criticize and improve it.

The culture of "knowledge," like the culture of "skill," is practically the culture of "power" under another name. "Knowledge" means either (1) an acquaintance with isolated facts, or (2) an acquaintance with general principles under which facts are co-ordinated. The child may be made, too often is made, acquainted with both through his memory alone, and it was against this practice that Archbishop Walsh, of Dublin, inveighed in the remark that was the occasion of our first paragraph on this subject. The only way to secure the culture of knowledge is (1) to make the child observe his facts for himself, and (2) to make him reason inductively on general principles. He will make mistakes, of course, but so do the scientists, who are constantly correcting each other's errors. So, for that matter, do the historians, whose time is largely taken up in the same benevolent and soothing work. Fortunately the child's mistakes are of small account, while the practice of original investigation is of the utmost moment. The "condition of intellect" referred to by Dr. Mackenzie is undoubtedly such a condition as will enable the individual to be a discoverer for life. All that he can ever learn at school will help him little in this direction, even if it were free from error. Both science and history will go on and leave him stranded if he never observes for himself, and the school should be a good place for the formation of the observing habit.

It is quite evident, from this view of the case—at least we have tried to make it so—that "power" is simply a more general term than either "skill"

or "knowledge" used as defining "culture," and that, in fact, it includes both. The production and the comprehension of a literary work are alike the result of an exercise of "power." Ability to achieve the former is the result of the culture of "skill" by the practise of original invention; ability to achieve the latter is the result of the culture of "knowledge" by the practise of original investigation. The same statement may be made about the invention of a piece of scientific apparatus, and the comprehension of the scientific principle in accordance with which it has been devised. In short, the distinction applies to all arts and all sciences between which there is a similar antithesis, both being included under the culture of "power."—*The Week*.

HOW TO MAKE ROOM FOR ALL THE SUBJECTS WHICH ARE TO BE TAUGHT IN OUR SCHOOLS.

BY PROFESSOR MIALI.

"This is a question," says *The Educational Record* (Que.), from which we reprint the following admirable article, "which is ever being brooded over by the conscientious teacher, and when it is proposed to introduce any change in the school curriculum no reply comes readier to his lips than the phrase, 'There's no time to introduce any such change.' The plan which the teachers of the Superior Schools of our Province have adopted of working on three time tables during the year has been generally acknowledged to be an excellent one, and the following article by Professor Miall may be of service in showing how the time necessary for legitimate school work may be economized":

If the teacher were very teachable, what a time he would have! No one can write on education without insisting on new subjects, and yet the old claims are not relaxed. We must have natural science in several branches, modern languages (more efficient than heretofore), drawing, and gymnastics. But classics, and mathematics, and divinity, and cricket, and football, must be kept up or even improved.

Increased hours are not to be thought of; indeed, many people think that the school hours are already too long. Fewer lessons, shorter lessons, and not so much home work are the cry. More potatoes to carry, and a smaller basket to put them in. We may well wish the schoolmaster strength to take a line of his own.

I believe that the problem is not an insoluble one after all. All that is essential can, I think, be got into something less than the customary time. But, to manage this, we have to begin gently, and to bring the boy over to our side; that means study of his nature, and adaptation of our methods to his strength and weaknesses.

I will not in this paper propose a single important change which has not been actually tried with good results. It would be pure waste of time to describe methods which have never been put into practice. Nor will I speak of methods which have never been tried on large classes and under school conditions. Many of the suggestions here made are drawn from the settled practice of foreign schools, and are unfamiliar to English teachers, merely because we have so little curiosity about what our neighbors are doing.

Suppose that at eight years of age the boy passes out of the preparatory school, and begins book-learning. Take a good look at him before you start, and notice his curly head, his "shining morning face," his restless hands and feet. I want you to realize that he is an absolute child still. He has curiosity and activity; he is quick to imitate grown-up people. But he has little perseverance; he cannot sit still long together; he cannot think continuously. Such a child must learn a little at a time. He must learn from spoken words rather than from printed books. He must have plenty of easy, varied, childish occupations, which exercise hand and foot and tongue. Don't forget that he has many things to do besides his lessons. He has to grow, to play, to prosecute a thousand private activities. His imagination is likely to be strong; his notions of accuracy and duty weak.

Watch him at his games. See how ready he is to combine and organize, how quick to imitate real life.

These qualities of the boy are your opportunities or your obstacles, according to the way in which

you treat them. Try to screw him down to the Latin grammar. He will resist or evade you. If at last you carry your point, it will only be by weakening his natural force and treating him as a conquered enemy. Try to interest him in a piece of real and necessary work. He is willing but awkward, and soon tires. He is good for little as yet—a colt, that will be ruined if you harness him to the cart before he is fit for it. If you are content to work him gently for a time, to begin with the things that he likes and is curious about, you may do much with him in the end. But, if you are zealous and impatient, you may do him much harm; you cannot possibly do him any good.

There are two or three things which the boy of eight will take to with alacrity. He will gladly learn to draw. Give him paper and pencil and a color-box, and let him copy the shapes of various colored objects. Among other things, let him trace and paint the countries of Europe and the counties of England. Attend carefully to the way in which he does his work, and see that he gets hold of the best methods. Teach him to get the shapes true, to lay his colors evenly, to letter neatly. But do not trouble him to learn the names by heart. You will find before long that without a word said he has learned all the names which signify.

Now is the time to teach him the rudiments of a foreign tongue. You will naturally choose a spoken tongue, and French is on many accounts the best for your purpose. You want no books at all in this stage. Begin with the names of the objects about you. Teach your class the French names of the things in the room, the things in their pockets, and so on. You can go a good way with only two verbs, *avoir* and *être*. Let the others slip in one at a time. When you have had your five or ten minutes' conversation, let the boys write down a few simple sentences from dictation.

Stories from English history will be welcome. Tell them in your own words, instead of reading them or hearing them read. Show pictures by the lantern of the boats and houses of the time, photographs of the old castles and abbeys. Draw rough maps on the blackboard, and get the children to make better maps for the next lesson. Every story will furnish a short dictation. Story, ten minutes; dictation and correction, ten minutes; questions, ten minutes. Half an hour for the whole lesson will be enough at first.

Arithmetic and the simplest methods of geometry will require another daily lesson. Do not make your arithmetic too rational, but bring out its practical uses as much as you can. In the geometry you want to illustrate rather than prove. There need be no demonstrations as yet.

Reading aloud will enter into every day's work. Clear pronunciation is to be attended to from the first, and it costs much trouble to get it. Little pieces of poetry may be learned by heart. It is a good plan to divide a poem into stanzas or short lengths, and let each child read the same portion aloud every day. After four or five days he knows his own portion. After four or five recitals without book he knows every other boy's portion, too.

It is well not to take two sitting lessons in succession. After half an hour's French or arithmetic let the children be drilled in the open air, or dance, or practise jumping.

Continue a little longer the various arts already learned in the kindergarten. Compasses and a T-square and an inch-measure may be used now and then. Give the class little geometrical problems, such as to describe a circle about a square, to make a parallelogram equal to a given triangle. The hard names need not be shunned, but the spelling of them is rather a bother.

Once or twice a week a letter should be written. It will be done ever so much better if it is to be posted when written and addressed.

There need be no separate lessons in writing, spelling, dictation, or grammar. These will enter into every lesson in English history, French, etc.

The geography and English history will gradually become more formal. But I would never use a text-book of geography at all, and I would never give a lesson out of a school history. It can be used now and then as a book of reference. Train the children little by little to turn up in the history the particular facts which are wanted for the class lesson.

At nine or ten the reading of an easy French book may be undertaken. One copy of the book in the teacher's hand is enough. A tale-book is to be preferred, and there is nothing better than a tale by Erekmann-Chatrian. Read a short passage

aloud in French. Have it translated clause by clause. Dictate it to the class and correct the dictations on the spot. Give short explanations and frequent questions on points of grammar. Frame sentences in French out of the words contained in the passage just read. Vary these until the idioms have become perfectly familiar. By this time, the regular verbs, and perhaps a few others, will have been learned by heart, bit by bit and in class.

In arithmetic there will now be a short blackboard lesson given every day, and half an hour's practice on paper or slate.

An object lesson may be usefully given once or twice a week. Drilling or dancing and drawing should be kept up steadily.

The lessons are gradually lengthened to fifty minutes, the last ten minutes of the hour being occupied by changing class-rooms and running out in the open air. Three lessons a day are enough for boys of ten, but lighter occupations will fill up another hour or two of their time. Two lessons requiring close attention should come together as seldom as possible.

At twelve years of age there is still no striking change; there are three regular lessons a day, viz.: English, French, and arithmetic with geometry. Two object lessons in natural history and one in experimental science may be given in the course of the week. Map drawing, model drawing, drilling and gymnastics fill up the rest of the school time. No home work is required as yet.

At four een, a second language, Latin or German, may be introduced, and French will claim less time. If it has been well taught the class will now be able to read, write, and speak French with tolerable ease. Continual practice and revision of the grammar are, of course, still required. Natural history may be left to the school club, and experimental science may receive more serious attention. There will be four set lessons a day, a number which should not be exceeded without careful consideration. The strain of four good lessons is as much as the schoolboy or the schoolmaster can well bear. Each lesson is, I suppose, strenuous, spirited, and lively. There is no saying off things learned by heart, no bookwork. I would have no preparation made by the class. In my own college classes I warn the men not to read in advance, and I should do the same if I were a schoolmaster.

The exercises should be short and *extempore*, given out and corrected in class. It is useless for the boys to write at great length exercises which are not corrected till the next day or the day after. After so long an interval the mistakes have as good a chance of being remembered as anything else.

I should not be inclined to spend too much time upon English grammar. The boy who knows any other grammar need only take up English grammar as a special subject. Treated historically, it can be made very delightful, as may many other special subjects, but we need not put it among the indispensables. Some of the text-books which treat of English grammar and analysis of sentences make me bless my own stupid old school, which never mentioned these things at all. Mastery of English, I would remark, does not come by grammar and analysis, but by observation and practice.

Many people, chiefly schoolmasters and art professors, will object to the introduction of no more than two foreign languages into the school course. And yet any one who collects evidence on the point will soon find out for himself that the average grammar-school boy gets only a miserable smattering of the Latin, Greek, and French which custom requires. When he leaves school he cannot read, write, speak, or understand one of them. Now, I do know, from actual experience, that an hour a day for five or six years will give a boy or girl command of one foreign language and a useful knowledge of a second. Let us, then, go for two only, and relinquish without regrets the unattainable third. It is the three languages, never really learned, which overburden the school course. We are like the monkeys which clutch at so many nuts that they carry none off.

No doubt there are boys here and there of exceptional literary gifts who would thrive well enough upon a school education largely made up of Latin and Greek. There are also a very few who would thrive upon mathematics or experimental science. But it is neither just nor sensible to make these early specialists the rule for the multi-

tude. The specialist ought to get through the ordinary course betimes, and work at their own subjects for the three or four years which can be saved between the completion of the ordinary school course (fifteen or sixteen) and matriculation at the university (nineteen). Even for them, early specialization has many risks.

"It is not what is done at school that is so important," I have more than once heard a schoolmaster say, "but what is done afterwards. We sow the seeds at school which grow up into trees later on. Surely it is a good thing to get through the tiresome rudiments betimes. Grown men and women will not fag at grammar, but they will carry on in after life the studies which they began at school."

There is one thing about this argument which moves me more than it would some other people, and that is the circumstance that I used it myself in all sincerity of conviction a good many years ago. But, unless it is substantiated by facts, there is not much in it, and the facts, when you get at them, tell all the other way. I will ask the reader to apply the following test for himself: Put down on a sheet of paper the names of all your male relatives, brothers, uncles, cousins, who have grown to be men, and also the languages of which they have practical mastery. If your experience at all resembles that of the people who have made the trial before, you will find hardly a single case in which there is mastery of three languages, and few in which there is mastery of two. Some will be found to know one modern language well, mostly because of residence abroad. But the commonest case of all is that in which no foreign language, ancient or modern, is possessed. As things go, it is unusual for the lawyer, or doctor, or clergyman, to have mastered any one foreign language to the point at which it can be used in conversation or correspondence. I feel persuaded that it would be a real gain to culture if every capable schoolboy got sound French, and no foreign language besides.

I would not in the least press the claims of science upon the schoolmaster. Pleasant talks about natural history and entertaining lessons on the chemistry and physics of everyday life are enough for boys under sixteen. I have found the dreariest stuff taught in schools under the name of science. Chemical analysis, in particular, is nearly always badly done, and even if it is well done the schoolboy is not ready for it. The professor of chemistry will tell you that his students are seldom better, and often worse, for the chemistry they did at school.

We want to inoculate the curious schoolboy with scientific ideas, not to put him through a systematic course of science. The systematic course will come fitly when he has passed out of the imitative into the reflective stage. The passage is marked by the discontinuance of the imaginative games in which the boy pretends to be somebody else. Set before your unreflecting schoolboy mechanisms, natural and human contrivances, puzzles and simple problems. Never produce your systems. Take a fresh subject each time. Excite and stimulate his curiosity, for that is the instrument by which you can get the work done. I would have no text-book of science produced in the school, except in the upper classes, and then only for reference.

Young boys should, I think, have no home work to do. They should have their evenings and holidays free for play, and home reading, and fretwork, and wood carving, and natural history rambles. It is the indolence and selfishness of the parents which make them cry out for home lessons to keep the children quiet. After fourteen, a moderate quantity of home work, say an hour a day, will do no harm. But it should never be set upon the new and hard parts of the subject in hand; the good teacher will save these for the class lesson, and set home work on the applications of what has been mastered in class. The new bit of translation, the new grammatical construction, the new step in algebra, will be taken in class, but the little historical essay, the illustrative map, or the practical problem in geometry, will be chosen as an exercise to be done out of school. I would give the home work as much as possible of a voluntary character; it should never be essential to the progress of the schoolboy.

These recommendations as to home work are largely based upon what I find to answer with the older boys who come to college. We do the essential part of our work in the laboratory and

class-room, and do it in such a way that no one can by mere thoughtlessness miss the meaning of what is going on. We have few subjects in hand at once. Five is considered too many, especially if one or two are new. The work done out of college (I am speaking here mainly of the biological work) is voluntary, and intended to incite interest or insure practical mastery rather than to cover part of the teaching routine.

Why should the half-trained youngster be treated with less consideration than the older student, have his subjects multiplied and the hard parts left to be puzzled out at home?

I would beg the teacher who finds himself unable to cope with a crowded time table to simplify the business at all hazards. Take up only so many subjects that each may come round pretty nearly every day. Limit the lessons to fifty minutes (less in junior forms), and have ten minutes out of every hour for a scamper out of doors. Let the home work sink to a subsidiary, and in great part voluntary, occupation for the older and more ambitious boys. Above all, trust to enlightened and animated teaching, and not to long hours and the fear of punishment.

Science.

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

ENTRANCE PHYSIOLOGY.

The following questions are not intended as examination tests alone, but to suggest methods of finding out information. The latter to be done wherever possible by the pupil. The care of the skin and the processes of respiration and absorption are hinted at.

1. If grease is smeared on the hands, how may it be best removed? Why do you use soap?

2. Why is the continuous use of rubber clothing injurious?

3. Why should the clothing next the body be kept clean?

4. Make a little bag of silk; nearly close the open end; insert a straw or pipe-stem and blow, then quickly tie the mouth tightly and leave for some time. Explain what happens.

5. Do the same as in 4, using a rubber bag. What difference do you notice?

6. Breathe in a long, full breath. Why does your chest become larger? Measure the increase.

7. If the lung-sacs behave like the silk bag, explain what must take place.

8. Take a pail of water and a pickle bottle. Fill the latter with water, and hold it with its mouth under the surface of the water in the pail. Take a straw, and expel the "air" from the lungs through it into the pickle bottle. Show that this "air" is not the same as the air we breathe in.

9. What is the effect of alcohol on blood? How do you know this is so?

10. Place a piece of blotting paper over an empty cup. Dent in the paper slightly so as to form a little hollow, and pour on the paper a solution of sugar. Taste the liquid which goes through.

JUNIOR LEAVING PHYSICS.

PROBLEMS IN ELECTRICITY AND HEAT.

1. A battery of Daniell cells gives, with a tangent galvanometer, a deflection of 24 degrees. A battery of Grove cells gives, with the same galvanometer, a deflection of 35 degrees. Compare the currents.

2. The tangent galvanometer gives a deflection of 50 degrees when in circuit with 10 Lechancé cells EMF 1.2 volts each, $r=1$ ohm, $R=10$ ohms. The cells are connected in series. Find the deflection when connected (a) abreast, (b) 5 in series and the two groups in multiple arc.

3. Arrange an electric bell and an incandescent lamp in a circuit, using a switch and a push-button so that the bell may be rung without lighting the lamp, and so that the lamp may be lit and the bell will not ring unless required.

4. The EMF of a dynamo is 1,400 volts. Find the current delivered by the dynamo through 1,000 miles of iron wire, one-quarter inch in diameter. $K=60$.

5. An ampèremeter was placed in circuit with 20 Lechancé cells joined in series; then with one

of the cells. The deflections were the same. Explain how this can be.

6. One hundred grams of shot was heated to the boiling point of water and then quickly transferred to a vessel containing one-half litre of water at 10 degrees C.; the temperature rose to 11 degrees. What is the specific heat of lead?

7. A platinum bar, specific heat of platinum .035, weighing 1 kilogram, was taken from a furnace at 1,000 degrees C. and placed in an ice calorimeter, when it was found that 14 grams of ice were melted. Find the latent heat of fusion of ice.

8. A platinum bar whose length at zero is 450 mm., on being removed from an oil bath, was found to be 455 mm. long. Find the temperature of the bath, coefficient of expansion of platinum being .000018.

9. In burning coal, about 90 per cent. of the heat energy is wasted. A kilogram of water at 15 degrees C. was sent to steam apparatus in a building and returned to the boiler at a temperature of 40 degrees C. The heat of combustion of 1 gram of coal is 20 units. Find the amount of coal necessary to send the kilogram of steam to the building, and compare this with the amount given out by the steam pipes.

NATURE QUESTIONS FOR YOUNG OBSERVERS.

FOR SPRING.

What kind of trees are "tapped" in the spring? How is it done? What comes from the tree? Where would it go if the tree were not tapped? Why is spring the best time for tapping? When does the sap cease flowing? What flowers are found in the woods about this time? What is the first bird that comes in the spring? Where does he come from? Is it a singing bird? What does it live on? When does it build its nest? What is the first tree in leaf? In flower? What shrub gets its leaves first? Where does the snow go? Why are the creeks higher in spring than in summer? Where does the snow melt first? Why there? Why do fish bite better in spring than in summer? Where do the foxes go in summer? What is the color of the wild rabbits in winter? In summer? When do the frogs croak loudest? Where have they been all winter? Where do the potato-bugs come from in spring? Where are "pussy-cats" found? Where do the bushes grow that bear them? Do stones grow?

The information gained by the young observer in finding answers to the above questions may be utilized for composition work.

ANSWERS TO CORRESPONDENTS.

PUPIL.—Q. What kind of wire, and size and number of coils, is used in electric bells?

A. Nos. 22 or 24, insulated copper wire. About ten layers will be enough.

CORRESPONDENT, F.J.—Q. A friend and I had a dispute. He says a large stone, let fall from the top of a building, will reach the ground sooner than a small one. I say no. Who is right? Also, I have read that a feather will fall as quickly as a pebble, but do not believe it. Please explain.

A. (1) Try it. (2) It will in a vacuum.

P.T., HURON.—Q. How much rainfall does a fall of twelve inches of snow represent?

A. If snow is light, about one inch. Accurate results can be obtained only by melting the snow.

NOTE TO CORRESPONDENTS.

Correspondents will please write their questions on a separate piece of paper, and not scatter them through the body of a letter. This will obviate the necessity of their transcription by the editor.

Every man ought to be interested in his own work. On no other condition is it possible for him to achieve the greatest success. But he, nevertheless, makes a serious mistake if he allows himself to become so much engrossed in his personal tasks as to lose sight of the larger issues of life.—*Christian Advocate*.

Examination Papers.

EAST MIDDLESEX PROMOTION AND REVIEW EXAMINATION.

THIRD TO FOURTH CLASS.

November, 1894.

HYGIENE AND TEMPERANCE.

Time, 1 hour, 30 minutes.

LIMIT OF WORK.—Chapters I.-VII. of the new text-book, particularly those on digestion, circulation, and respiration.

1. (a) Describe the front teeth, and show how they differ in shape and use from the back teeth. Value, 6.

(b) Give two or more rules for the preservation of the teeth. Value, 4.

2. (a) What are the benefits of erect sitting and standing? Value, 2.

(b) What kinds of exercise would improve a person who has narrow chest, and stooped, round shoulders? Value, 4.

(c) Name two or more benefits of taking daily exercise. Value, 4.

3. (a) Show how the air in an unventilated school-room becomes deprived of its oxygen. Value, 3.

(b) Show how it becomes charged with carbonic gas. Value, 3.

(c) With what other impurities is the air in unventilated schools laden? Value, 3.

4. Trace the course of the blood through one complete circulation, starting where the chyle enters the large vein. Value, 10.

5. What effect has alcohol drinking on the heart and arteries? Value, 6.

6. Why is tobacco-using more injurious to young persons than to older ones? Value, 6.

Count 50 marks a full paper; 15 minimum to pass.

DRAWING—THIRD TO FOURTH CLASS.

Time, 1 hour, 30 minutes.

LIMIT OF WORK.—Authorized Drawing Course Books 3 and 4; simple object drawing; dictation drawing. At the next examination, from the following list will be selected one or more for object drawing, and one for memory drawing: Chair, pail, flower-pot, buck-saw, lamp, oil-can, door. In teaching, these and other objects should be drawn from a variety of positions.

1. Make a drawing of the end of the schoolhouse which you are facing. Value, 12.

2. Drawing Book No. 3, page 16. Make a drawing of the goblet 4 inches high and $2\frac{1}{2}$ inches wide, but, instead of the shading in the example, ornament with the design (No. 1) on the left-hand side of the same page. (If the pupils have not books, the teacher may sketch the elements on the blackboard.) Value, 12.

3. Make a drawing of the lamp which will be placed in suitable position by the teacher. Value, 12.

4. Make a drawing, from memory, of a buck-saw. Value, 12.

5. Print your name in capital letters. Value, 6.

Count 50 marks a full paper; 15 minimum to pass.

GRAMMAR—THIRD TO FOURTH CLASS.

Time, 2 hours, 30 minutes.

LIMIT OF WORK.—The sentence. Clause and phrase. Classification of parts of speech. Analysis and parsing. (The first twenty-six lessons of the authorized text-book.)

Insist on neat and legible writing. One mark off for every mistake in spelling. Pupils may have their text-books in grammar.

1. Select the six adverbs and three adverb phrases in the following, and show how they modify the words to which they are related:

Primary Department.

ORDER.

RHODA LEE.

Order is essential to good teaching. I had almost said, to any kind of teaching, but children are constantly learning, be it good or evil, and, therefore, unfortunately, we cannot say that without order teaching would be impossible.

However, although effective teaching, in the narrow sense of the term, depends on good discipline, it is not in its efficiency as a means to that very desirable end that we see its highest aim. The influence of good order upon the whole character of the child cannot be overestimated. By good order we do not mean the constrained response to the iron will of a strong-minded teacher, but rather the thoughtfulness and conscious self-control acquired by children who, under the influence of a wise teacher, have learned to do right from a love of it.

Some features of the order question are brought to our notice more frequently than others. Certain requisites we are forced to remind ourselves of daily. On the part of the teacher, example, sympathy, firmness, tact, work (lack of employment is certain to produce disorder), justice. From the children the teacher requires respect and confidence, a spirit of honor and co-operation in everything pertaining to the good of the class.

I hope I may be pardoned for again emphasizing an oft-repeated precept in discipline: "Make rules when you need them"; and I would add, for the breaking of rules let punishments in general be light but certain. The teacher's unwavering persistence in the course she believes to be right counts far more than undue severity.

It may not be wise, on first taking a class, to explain your reasons for making and enforcing a rule, but in time, and when the proper spirit for such action exists, the children should be consulted, if necessary reasoned with, and led to make their own rules. This time last year, when the snow was disappearing, it was found that the children were trampling the corners of the grass plots. I did not say, "Keep off the grass," but we talked the matter over. The scholars admitted that it was desirable to have our grass in good condition during the spring and summer months, also that prevention was better and easier than cure, and agreed unanimously to "keep off the grass." Any one so far forgetting himself as to run over the corners was to be reminded of the rule by the loss of his recess for a day.

Confidence in the teacher is one of the first requisites to good order. There is one element in the character of a teacher that is most powerful in securing this, namely, *justice*. How quickly a child recognizes anything approaching injustice! Not only is the one to whom the injustice is directly shown affected, but in the majority of the class there involuntarily arises a natural indignation that very soon gives rise to other and most undesirable

feelings. Be slow to blame, take time (a few minutes after school will suffice) to investigate, and rather reserve judgment than judge wrongly. Treating an accident or what was pure thoughtlessness as premeditated disobedience, blaming a child for what was the fault of some one at home, often creates a soreness that will rankle in the heart of a child long after the offence has been forgotten by the teacher. Justice and generosity should always be exercised in dealing with misdemeanors. The wise teacher will always assume the existence of a spirit of obedience until she is unmistakably assured of the contrary. In dealing with thoughtless or rebellious "spirits," remember that a word in private is worth ten before the class. Do not even intimate before the other pupils your desire to have a conversation with John, but ask him to stay and clean off a blackboard or help you sharpen a few pencils. You will then have an opportunity of saying a good many things to John that may benefit him.

This leads me to speak of another material aid in discipline, *helpfulness*. The co-operation of the pupils is absolutely necessary, and one of the sure ways of securing this is to let the children have a share in the general management of the schoolroom. If there be a blackboard to clean, let Henry do it, not to save yourself, but to let him feel his power to help. Let another pupil stay after four and clean the erasers, another water the flowers, another take charge of the sponges, wetting and distributing them before 9 a.m.; still another should be given charge of the pencils and pens, the older ones help the younger, cover their books and slate frames, take charge of the cloak-room, etc. When pupils take a pride in their schoolroom, and are allowed to assist in the maintenance of orderliness in the external arrangements, you will find that a long step has been taken towards securing the highest and best kind of order. I do not look upon these matters as trifles. Nothing that influences character can be considered trifling, but most worthy of consideration. If we would mould the character aright, no minutest detail is beneath our notice.

"In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part—
For the gods see everywhere.

"Let us do our work as well,
Both the unseen and the seen,
Make the house where gods may dwell
Beautiful, entire, and clean."

TWO, TOO, AND TO.

RHODA LEE.

Nothing but most frequent and thorough drill will ever impress the distinctive meanings and uses of the words *two*, *too*, and *to* upon children, and unless they are understood they are certain to be constant stumbling-blocks. However, it is possible to make the uses of the words so familiar as to render mistakes in writing but rare.

Before touching sentences explain the uses of the words in phrases, and obtain examples from the children:

two books,	two slates,
two horses,	two pencils,
two girls,	two plants,
two boys,	two hands, etc.

Then draw from the children the meaning of the word "too" and example:

too hot,	too sunny,
too early,	too sweet,
too late,	too heavy,
too short,	too thick, etc.

Following this, exercise on "to":

to write,	to sew,
to read,	to study,
to come,	to walk,
to run,	to ask,
to go,	to carry, etc.

After this a great number of sentences may be given in which are blanks to be filled with the right word. Beginning simply by using one of the words, the exercises should gradually increase in difficulty, until all three are necessary to the completion of the sentence:

I have—marbles.
Mary has—kittens.
My tea is—sweet.
That lemon is—sour.
I shall have—run.
Tom wants—read.

I went—the store and bought—oranges.
It is—cold for—little girls—go so far.
I went—far west, and had—go—miles farther.

The—boys worked at their lessons until it grew—dark—see.

STORIES FOR REPRODUCTION.

A WITTY ESCAPE.

Xanthus, while banqueting one day with his followers, drank so much that he boasted that he would drink the sea, and when everybody began to laugh wagered his house that he would do it, and that before all the people of Samos, and gave his ring as a pledge of his bet. The next day, when the fumes of liquor were dissipated, Xanthus awoke and missed his ring. Æsop told him that he had pledged it, and no doubt along with it he would lose his house. Xanthus was alarmed, but the two took counsel together. When the day came for the execution of the wager, all the people of Samos had gathered on the shore to see Xanthus drink the sea. Xanthus knelt down on the beach at the mouth of the river that there joined the sea, and was apparently about to drink, when he stopped, and, rising, spoke to the assembly: "I have bet," said he, "that I would drink the sea, but not the rivers that flow into it. Let those who have the bet against me turn away the streams, and I'll do what I boasted I would do."

THE LION AND THE MOUSE.

A lion was awakened from sleep by a mouse running over his face. Rising up in anger he caught him and was about to

kill him when the mouse piteously entreated, saying: "If you would only spare my life, I would be sure to repay your kindness." The lion laughed and let him go. It happened shortly after that the lion was caught by some hunters, who bound him by strong ropes to the ground. The mouse, recognizing his roar, came up and gnawed the rope with his teeth, and, setting him free, exclaimed: "You ridiculed the idea of my ever being able to help you, not expecting to receive from me any repayment of your favor. Now you know that it is possible for even a mouse to confer benefits on a lion."

CLASS RECITATION.

I.

Five little rabbits went out to walk,
They liked to boast as well as to talk.
The first one says, "I hear a gun,"
The second one says, "I will not run,"
The little one cried, "Let's stay in the shade,"
The big one said, "I'm not afraid."
Bang, bang, went the gun,
And they ran every one.

II.

Five little mice on the pantry floor,
Seeking for breadcrumbs or something more;
Five little mice on the shelf up high,
Feasting so daintily on a pie.
But the big round eyes of the wise old cat
See what the five little mice are at;
Quickly she jumps, and the mice run away,
And hide in their snug little holes all day.
"Feasting in pantries may be very nice,
But home is the best," said the five little mice.

—Anon.

NOTE.—Let the fingers of the left hand represent both rabbits and mice, and point to each one as mentioned. At the words "Bang, bang," strike the desk with closed fists.

LANGUAGE LESSONS.

I. Fill the blanks in the following sentences with "their" or "there":

1. Shall I see you — ?
2. The girls have brought — dolls.
3. They have — sewing, too.
4. Are you going — with John and Fred?
5. No; I am going — with — father.
6. — are some grapes on the vines yet.
7. Yes, I left them — to ripen.

II. Fill in the following with "was" or "were":

1. Where — you staying?
2. I — at a picnic.
3. — you late getting home?
4. — your sisters all there?
5. All but the youngest — there.
6. Who — the other girls with you?
7. The Browns — there and so — Anna Gray.

III. Change the following sentences so as to make them refer to past time:

1. I close my eyes.
2. Nelly plays on the piano.
3. John holds his pen well.
4. My cat catches mice.
5. The bird sings sweetly.
6. The boy comes with the paper.
7. My pencil lies on my desk.

School-Room Methods

READING.

NO. 7.

BY LITERATUS.

I should like very much to visit a school in which children are taught to read in a reasonable time on the phonic plan, so called, either synthetic or analytic. Is there such a school in Ontario? in Canada? in the British Islands? in the United States? anywhere else?

Exercise on *ch* (che): Chad (che a de chad) chafe, chaff (ch a double f chaff), chain, chalk (che a el ka chalk, a like aw, and l silent), champ, chance, change (che a en je e change), chank, chant, chap, chape, char, chare, charr, charm, chart, chase, chaun (che au en chaun), chaw (che, aw chaw), chay (che a yi chay, y silent), cheap (che e a pe cheap), cheat, cheek (che double e ka cheek), cheep, chœer, cheese, chert (e like u short), chess, chest, chew (che e woo chew), chide, chief, child, childe, chill, chive, choice (che oi se e choice), choke, choose (che oo es e choose), chop, chose, chouse (che ou es e chouse), chuff, chum, chuinp, church (che u ar che church), larch (el a ar che larch), march, starch, each, teach, reach, peach, preach, speech, screech (es ke ar ee che screech), rich, much, such.

Note.—In words derived from Greek, ch is like c; and from French, ch is like sh.

Exercise on *ck* (ek): Back (be a ek back), Jack, lack, rack, crack, sack, tack, stack, Dick, Mick, Nick, beck, deck, neck, peck, speck, teck, (w)reck (woo ar e ek wreck, w silent), sock, tock, rock, Brock, crock, stock, block, flock, mock, smock, luck, cluck, tuck, stuck.

Exercise *gh* (af), laugh (el au gh laugh, au like a grave), cough (ke ou af cough, ou like o short), trough, rough (ar ou af rough, ou like u short), slough, enough. Note.—Gh (af) is silent in many words, bight (be i aft bight, gh silent), fight, light, might, night, naught. As an initial gh (af, is like g. Ghaut, ghee, ghost, ghou (gh like g, and ou like oo).

Exercise on *ph* (fe): Phase (fe a es e phase, s like z), phasm, pheer, pheese, phiz, phleme, phlox, phone, phrase, phonic, physic (fe yi es i ke physic).

Exercise on *qu* (kwe): Quack (kwe a ck), quad, quail, quaint, quake, qualm (a grave and l silent), quart (a like o), quash (sh she), queen, queer, quell, quench (qu e n ch), quest, quick, quill, quilt, quince, quip, quire, quirk, quit, quite, quoit (qu oi t), quote, quoth (o like u short).

Exercise on *sh* (she): Shade (sh a d e), shades, shaft, shag, Shah (a grave and h silent), shake, shale, shall, shalt, sham, shame, shank, shape, share, shark, sharp, shave, shaw (sh aw l), she, sheaf, shear, shears, sheave, shed, sheen, sheep, sheer, sheers, sheet, sheets, shelf, shell, shelve, shew (ew like o long), shield (ie like e long), shift, shin, shine, ship, shire, shirk, shirt, shive, shoal, shock, shod, shoe (oe like oo), shone (o short), shook (oo short), shoot, shop, shore, shorn, short, shot, should (ou like oo short, and l silent), shout, shove, show (ow like o long).

Exercise on *th* (the, as in theme): Thane, thank, thatch (tch etch), thaw, theft, theme, thick, thief, thief, thigh (gh silent), thills (s like z), thin, thing, think, third, thirst, thole, thong, thorn, thought (ou like aw, and gh silent), thrash, thread, threat, three, thresh, threw (ew like oo), thrice, thrif, thrift, thrill, thrive, throat, throb, throe, throne, throng, through (ou like oo, and gh silent), thrum, thrush, thrust, thumb (b silent), thump, thwack (th w a ck), thwart (a like aw).

Exercise on *th* (the, as in these): Than, the, thee, them, then, their (ei like a long), thence, there (e like a long), these, thine, those, thou, though (ou like o long, and gh silent), thus, thy.

Exercise on *wh* (hwe): Whale, wharf (like aw), what (a like o short), wheat, wheel, wheese, whelk, whelm, whelp, when, where (e like a long), whet, whey (ey like a), which (wh i ch), whiff, whig, while, whilst, whim, whin, whine, whip, whir (i like u short), whirl, whisk, whist, whit, white, whiz, why (y like i long).

Exercise on *wh* (etch): Batch (be a etch batch), catch, hatch, latch, match, patch, snatch, thatch (the, sharp, a etch thatch), watch (woo a etch watch, a like o short), fetch, wretch (woo ar e etch wretch, w silent), ditch, hitch, pitch, stitch, witch, switch, botch, crotch (ke ar o etch crotch), Scotch, crutch, Dutch.

THE COMPOSITION CLASS.

Do you not read some tokens of *my son*
In this composition?

—Shakespeare.

A boy in school was told he must write a composition on "Grammar." He sat for two hours looking out of the window of the little country schoolhouse. He saw a scene that has never been forgotten. The forests with the tints of autumn, the dog-wood with its scarlet berries, the maple with its leaves of green, gold, and red, and all the intervening shades; the deep ravine with its banks pierced with the gloomy mouths of several cal mines and the sulphurous stream flowing through it; the farm houses, the orchards, the herds in the fields, and in the distance the blue outline of the mountain range.

At the end of the two hours the boy, in despair, whispered to a neighbor: "How shall I begin?" and the reply came, "Write 'Grammar is a pleasing study.'" And the boy wrote, finishing with copious extracts from the preface of Kirkham's grammar.

That lesson was not forgotten; that boy as a teacher has made many a mistake, but none like that.

Permit us to relate two incidents out of many that may help some young teacher:

It is evening in a country school, the class are beginning the study of grammar. The teacher asks if the boys were going to be carpenters, shoemakers, or wagon-makers, how long would it take them to learn the trade by knocking down old houses, tearing up old shoes and wagons and examining the parts? If the girls were going to become dressmakers, would they put in their time examining the parts of old garments? To learn these trades they must go to making houses, shoes, wagons, and dresses. That while a knowledge of the forms of sentences is important, they could never become skilled in the use of language by tearing up old sentences and examining the parts. They must build sentences. To build sentences they must have thoughts, to write beautiful sentences they must think beautiful thoughts. Eloquent sentences require eloquent thoughts, true sentences express true thoughts. That their sentences would never be better than their thoughts.

The interest being roused, a class was formed of volunteers for a composition class, with the distinct understanding that those who enter are to remain in the class; there was to be no retreating. A large class was formed, all who were proper to enter being enrolled; under the stimulus of volunteering none held back, none even failed. They wrote of what they saw in field and wood and by the stream, of what they read, of the sermons they heard, of the subjects they studied. The teacher corrected, criticized, and encouraged. The pupils became interested in language study, and the grammar recitation was never a dull one.

The other class was in a summer normal. It was composed of young people preparing for teaching. Similar illustrations were used as to the former class, to impress the importance of actual work. Each was requested to write a composition relative to some place, or some fact they knew to be true, or was in the compass of their reading. No fiction.

The school was in a little railroad village, and the pupils lived in the immediate vicinity. When these compositions were read, one wrote a brief description of Madison, Wisconsin. When it was through the teacher said: "That is correct, for I have been there; when were you there?" She said, "When my father was a member of the Legislature." Another wrote of the white rocks in the Alleghanies. She described the surroundings; how they can be seen for miles from the adjacent country like a great white scar on the mountain's brow, and then told the story of the faithless lover who, under the promise of marriage, lured his affianced to the cliff, only to hurl her over in front to a cruel death in the chasm below. The teacher said: "That is true, for I have been there, and the narrative is an historical fact." The whole community became interested in the summer normal.

With skill the composition class can be made as interesting as any class. The pupils acquire skill in using language by writing. "Writing maketh an exact man." Have the pupils write of facts, of things they know. Avoid fiction and fictitious stories. Leave them for later life. Nothing so adds force to a written article as to say: "This is true."—*J. N. D., in American Journal of Education.*

Correspondence.

REPLY TO FOUR-YEAR-OLD TEACHER.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—As one of the woman teachers of Ontario, I wish, through your valuable paper, to take exception to some of the remarks of that four-year-old teacher, and to express my views on the subjects which he discusses.

So long as the average salary paid to teachers is so small, very few men can afford to make it a life work, and that is what compels many who love the work and are very successful in it to leave it. No one can blame them for this step, for, while the sentiment of "working for the love of it, and not for so many dollars and cents," is a very proper sentiment, in this material world money is a very necessary article. I think that the average teacher who is thus compelled to enter other fields of labor does good work, and that the profession loses nothing by his being connected with it; and I also believe that the true man who makes teaching a stepping-stone to any other profession must, by virtue of his experience as a teacher, fill his chosen place more acceptably.

I fail to see how changing the minimum age of candidates can alter the number of them, and I do not think that any one whose character is not sufficiently settled at eighteen to be competent to attempt to "train the young idea" will be very competent at any age, so I see nothing to be gained by making such change.

I know nothing, personally, about Toronto's boys and girls, but this I do know—if city boys are growing into unworthy citizens, it is very largely the fault of their parents, and usually those parents who are most negligent of their duty are the ones who censure the teachers most severely. Boys from thirteen years old upward are not prevented from spending their spare time and some of their evenings outside of their homes, and often in very questionable places. Parents do not provide proper reading matter, and the child reads all sorts of that easily-procured yellow-covered literature, one volume of which can and does do more towards unmaking a noble character in a boy than a score of male teachers, with all the requisite backbone and nerve, can do towards building one up in him. It is very true that many of our young men and women are not what they should be, but do not lay all the blame where little belongs.

Your correspondent says that the children, especially the boys, give only a "certain kind" of obedience—not a genuine kind—to their female teachers. I, for one, am well satisfied with the kind I get. My boys, many of them larger and nearly all of them stronger than I, obey me because it is right—because they want our school to be prosperous, and know that unless it is under good government it cannot prosper. They have no long list of "Thou-shalt-not's," coupled with dire threats, but only a few general rules for the well-being of all concerned. Beyond that I simply say, "Boys, I expect you to do what you know is right." Of course, they sometimes make mistakes, but I expect to see them grow into law-loving citizens.

I receive a loving, cheerful obedience from all; if there is a better kind than that, will Mr. Grant please describe it to us? I have met male teachers lacking grit, nerve, backbone, and knowledge, quite as frequently as I have met females of a like type; but the average teacher, whether male or female, is as far removed from such a character as possible. I do not think that the lady teachers need a champion. I know some of those employed in Toronto, and they are pure, noble, womanly women, and I would rather risk my little boy's chance for a strong character, which should possess respect along with all other noble traits, to the training of any of them than to that of a man who is lacking in the very first element of strong, manly character, namely, the disposition to think and speak highly of woman.

I have in my mind now a woman who was not physically strong, yet loved her work and her pupils. I knew one of them, a fine little fellow in many respects. When he grew up I heard him say, "I owe whatever true manliness there is about me to that teacher. She showed me my defects and how to remedy them." He is a true man, though he was a petted, spoiled child.

I believe the work of the teacher is mainly to assist boys and girls to become *men* and *women*. Some of the necessary qualifications for such work are purity and uprightness of character; love for, sympathy with, and appreciation of child-nature; perception of, or rather belief in, good points in every child and willingness and ability to turn such to account; justice, patience, tact. Such qualities are fully as prominent in woman as in man.

Humberstone, March 8th, 1895. M. A. S.

THE BOYS' BRIGADE.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—A meeting of, it is claimed, a highly representative character was held in Toronto Normal School recently, the object of which was the promotion of the scheme for establishing Boys' Brigades in connection with the various religious denominations of this country.

That meeting may have been representative of a large and wealthy element of the population of Toronto; but it certainly was not representative of a remainder of no small magnitude, and it was very far from representing the views of a large number of people throughout this country, whose opinions are as worthy of consideration as those of the persons who attended the meeting referred to. Holding the opinions that many of us do in regard to the subject of militarism, we might fairly be charged with cowardice, or worse, if we remained silent and inactive when an attempt was being made to form an intimate connection between religion and the brutal and demoralizing practices connected with the science of warfare.

Is it not enough that, in a large number of our public schools, the boys are being systematically familiarized with weapons designed for the destruction of human life, and with exercises suggestive of violence and cruelty from beginning to end? Many of us think it little short of a disgrace that our public schools are made subservient to a spirit of jingoism and silly and unhealthy solicitude for the safety of an empire in no danger whatever, seeing that we live in an age the spirit of which is entirely opposed to that which has so often caused England to engage in wars, sometimes aggressive, useless, and sometimes unjust and meddling.

Holding such views, then, in regard to the giving of military instruction in our public schools, we must surely look with horror upon an attempt to establish an intimate connection between religious training and military training. Is it not evident that the result of such a conjunction will be to stamp upon the minds of the young the impression that cutting, stabbing, and slaying are duties quite appropriately learned in connection with the benign, the holy, duties of a religious life? And will not the fresh young nature yearn and pine for an opportunity to try its newly-acquired skill in blood-letting or brain-spattering? I answer "Yes," most emphatically, or I have studied the boy in vain.

In conclusion, let me ask if it has been so difficult hitherto to procure soldiers to fight the battles of our country that we must begin to bias the tender minds of our children in favor of warfare before they have reached an age when they can form their own opinions? Let our children grow up unprejudiced in favor of militarism, and even

then far too many men will be found inclined for a military career.

It is claimed that boys are taught reverence by means of brigades. Reverence for what? For freedom, for justice, for the welfare of humanity? Or is it for glory, or for gorgeous regiments, or for the aristocratic swells who command?

TEACHER.

Teachers' Miscellany.

THE GREAT CATHEDRAL BELL.

BY J. E. RANKIN, D.D., LL.D.

When the streets are hushed and still,
Lone the thoroughfares,
And the heart, or good or ill,

Burdened is with cares,
Sounds the great cathedral bell
Out of midnight deeps:

"He that keepeth Israel
Slumbers not nor sleeps!"

"He that keepeth Israel
Slumbers not nor sleeps!"

When the reapers on the plain

Heed the morning call,
And the hosts of golden grain

Like an army fall,
Floats upon the pure, sweet air,

With its stroke sublime,
Like a blessing from a prayer,
The cathedral chime:

"He that keepeth Israel
Slumbers not nor sleeps!"

When the children from their play

'Mid noon shadows pause,
Their whole life a holiday

'Neath God's gentle laws—
Aye, from childhood to old age,
As their feet go on

To fill out life's pilgrimage,
All unchanged the tone:

"He that keepeth Israel
Slumbers not nor sleeps!"

When the toiler of the sea

Spies familiar land,
Back brings heart of constancy
And an outstretched hand.

Hark! the old accustomed note
Melts his eye to tears,
Out the benedictions float

As in long-gone years:

"He that keepeth Israel
Slumbers not nor sleeps!"

When the day of life is o'er,

And night-shadows fall—
When from that mysterious shore
Comes the mystic call,

Mingled with the "dust to dust"
Said by open grave—

Is that word in which we trust
Mighty still to save?

"He that keepeth Israel
Slumbers not nor sleeps!"

Howard University, Washington, D.C.

—*Sunday School Times.*

The following lines, written by a young man—a teacher, we think—who "fell asleep" a few weeks ago in this city, are sent us by a sorrowing friend, who has been also a teacher, and a valued contributor to THE JOURNAL:

THE CONQUEST.

Torn by contending thoughts,
Haunted by sorrow,

Seeming but dim to see
Hope for the morrow.

Only "God, help!" she said,
Faith's cross uplifted,

Scarcely the words have sped,
Dark clouds are rifted.

Borne now by loving hands,
Swifter, yet swifter,

Up to the fairer lands,
Earth's erring sister.

Freed from all sin and shame,
Joyful and glorious,

Lists to the loud acclaim,
"Christ is victorious."

T. HARRY PEARCE

277 Carlton street, Toronto,
January, 1895.

Question Drawer.

J. F. G., who finds great difficulty with the subject, asks for a few practical hints on the teaching of history. Perhaps some teacher who finds his method tolerably successful will oblige our correspondent with a description of it, or, perhaps better, a model lesson. Should we be favored with several answers, we could make room for them. We have no doubt that they would be thankfully received by many.

W.R.S.—The northern boundary of Ontario, as given in the Public School Geography, is correct. The province extends to the Albany River and James' Bay.

LUCAN.—The case you describe is a difficult one to deal with. It is an almost universal, though, we believe, mistaken, point of honor amongst schoolboys not to give witness against a comrade. So long as they honestly hold that sentiment, we do not think it would be well to try to force them to do what they regard as mean and cowardly. We would first appeal as strongly as possible to the manliness of the one who did the mischief to come forward and own it. Failing that, it is sometimes well to require each individual concerned to say "Yes" or "No" to the direct question, "Did you do it?" For instance, ask the whole class to stand up, put the issue clearly before them, then permit every one who can say on his honor that he is not the culprit to take his seat. If all do so, then it can be forcibly impressed upon them that one of their number is guilty of falsehood and cowardice, and that it is due to themselves to require the one whom they know to be guilty to clear the rest. In some such way as this the culprit can usually be constrained to confess, and at the same time a good lesson in morals be given to the whole class or school. In any case we do not think it would be well to try to force any one to tell. But it would be well to try to show them that in the community, if every one should take the same position, crime could rarely be detected; all would be at the mercy of the law-breakers. And every citizen who refused to give evidence against a criminal makes himself, in a real sense, a partaker in the crime. He is a bad citizen. Many a schoolboy who will not "tell on" a companion will, when the thing is put before him in that way, bring pressure on the companion to make him "own up," which is much better.

Literary Notes.

The most important feature in the March number of *St. Nicholas* is a new Jungle Story by Rudyard Kipling, "The King's Ankus." Mowgli, that delightful boy adopted by the jungle folk, figures in this story, together with the big rock python, Kaa, and the black panther, Bagheera. The description of a hunt through the jungle by Bagheera and Mowgli will not soon be forgotten. Prof. Brander Matthews contributes a sketch of Hawthorne to his series of studies of great American authors. Prof. Hjalmar Hjorth Boyesen, in "The Boys' War," has a story of boy life in Norway. The rivalry between the dwellers on the opposite sides of a river leads to a constant series of battles. Snow forts are built, and prodigies of valor are performed by both armies. The serials by Howard Pyle, Albert Stearns, Jessie M. Anderson, and Elbridge S. Brooks have interesting instalments. Prof. W. T. Hornaday writes in his usual lively style of "Brier Rabbit and His Folks." This is one of

the most familiar families among American quadrupeds, but Prof. Hornaday brings together many new facts about the rabbits and hares.

The *Atlantic Monthly* for March contains the opening chapters of a striking serial entitled "The Seats of the Mighty," by Gilbert Parker. Fiction is further represented by the first instalment of a two-part story by Grace Howard Peirce, entitled "Gridou's Pity," and additional chapters from Mrs. Ward's serial, "A Singular Life." "The Secret of the Roman Oracles" is an instructive and interesting paper on the methods employed in ancient Roman divination. "Some Confessions of a Novel-Writer," by John T. Trowbridge, the gifted novelist, will attract special attention. Two papers of importance are "Immigration and Naturalization," by H. Sidney Everett, and the second of Mr. J. M. Ludlow's papers, "Some Words on the Ethics of Co-operative Production." The educational paper of the issue is by Professor N. S. Shaler, who treats of "The Direction of Education." Another delightful bit of Sicilian travel and description, by Elizabeth Pullen, is "Bova Unvisited." Charles Rockwell Lanman contributes an appreciative article upon William Dwight Whitney. Aside from these features there are poems by Bliss Carman, Clinton Scollard, and Madison Cawein. The book reviews and other usual departments complete the issue.

The Forum for March (which, by the way, begins Vol. xix.) has for its leader an article by Mr. James H. Eckels, Comptroller of the Currency, entitled "The Business World vs. The Politicians." Senator H. C. Lodge writes on "Our Blundering Foreign Policy," illustrating his contention with recent examples of our dealing notably with Hawaii and Japan. Mr. Andrew Carnegie, under the suggestive title "What would I do with the Tariff if I were Czar?" emphatically declares that the Wilson tariff reduces "the taxes on articles used solely by the extravagant rich class, and increases them on articles used only by the workingman; and Professor E. R. A. Seligman asks, "Is the Income Tax Constitutional and Just?" and argues that it is both just and constitutional. Mr. Frederick Harrison continues his brilliant series on the Great Victorian Writers with "Charlotte Brontë's Place in Literature." Mr. Hamilton W. Mabie discusses the novel of romance and adventure, defining "The Two Eternal Types in Fiction." Dr. Northrop, "the father of village improvement," describes "The Work of Village-Improvement Societies" in a number of typical towns and villages throughout New England and the West. Mr. Henry Holt continues his discussion of "The Social Discontent," begun in the February number, this time suggesting some remedies. Two other articles closely allied to Mr. Holt's are "Two Examples of Successful Profit-Sharing," by Prof. Frank W. Blackmar, and a review by Mr. Jacob A. Riis, of the report of the last Tenement-House Committee of New York, entitled "The Tenement the Real Problem of Civilization." Among the remaining articles is one by Dr. L. Emmett Holt, an eminent physician of New York City, on "The Antitoxine Treatment of Diphtheria."

Book Notices.

CHOICE READING, Ginn & Company, Publishers, Boston, Mass., contains Favorite Chapters from Favorite Books, and adds usefully to the rapidly growing stores of supplementary reading now happily available for the reading classes in schools.

LITTLE NATURE STUDIES, FOR LITTLE PEOPLE. From the Essays of John Burroughs. Edited by Mary E. Burt. Boston: Ginn & Company.

An attractive little book intended as a primary text-book in science and reading. In the hands of a skilful and well-informed teacher, it may be made the means of stimulating the perceptive faculties of the little ones, and, at the same time, opening up to them unfailing sources of enjoyment in studying the forms, adaptations, and beauties in the fields and woods around them, which will be perennial sources of wonder and delight to the observant mind at all stages of the after life.

MOFFATT'S HANDBOOK AND GUIDE TO FOOTBALL AND CRICKET, 1894-5. London: Moffatt & Paige, 28 Warwick Lane, and 11 Paternoster Square, E.

The barbaric uses to which football has been put in some American colleges warn the lovers of the game that there is special need to restrict it within definite rules, if it is to be saved from permanent degradation and kept on the lists of manly and respectable recreations. Many teachers and students will be glad to have, within the limits of a convenient and cheap pocket manual, a simple and complete guide to the best rules and regulations, as adopted by the (English) Football Association.

SCHOOL EDUCATION HELPS: SKYWARD AND BACK AGAIN, AND CLASSIC MYTHS, by Lucy M. Robinson and Mary M. Judd, respectively, are among the latest additions to the useful series of School Education Helps, published by the School Education Company, of Minneapolis, Minn., U.S. As supplementary reading for first and second grades, the first, consisting of short, simple sentences about clouds, and rain, and frost, will serve a good purpose. The Classic Myths, retold for Primary pupils of somewhat higher grade, will be both interesting and instructive.

THE NATIONAL SCHOOL LIBRARY OF SONG. For Advance Grades. No. 1, Mixed Voices in Four Parts. Edited by Dio R. Lewis. Boston, U.S.A.: Ginn & Company, Publishers, 1894.

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in upper grades of musical instruction in schools. Thirty-five pages of this first number are devoted to songs of patriotism and devotion, and songs for special occasions. A very interesting part of the volume is the collection of folk-songs of many nations, which occupy the last forty-five pages, and contain representative melodies from fully thirty nations or races. Most of these are said to be not less than two hundred years old, and to be such as will not be recognized by the average singer, as the more familiar ones have been omitted. In adapting them for school use the limitations of youthful voices have been carefully regarded, and, with a few exceptions, the tenor parts contain no notes below *f*. The work will, no doubt, form a valuable addition to the song-literature available for schools.

PROGRESSIVE PROBLEMS IN ARITHMETIC FOR FOURTH CLASSES AND ENTRANCE CANDIDATES, by J. White, Edmonton, Ontario. Toronto: The Copp, Clark Co.

This book is a volume of about 900 problems, prepared specially to meet the wants of teachers of Fourth Book Classes, including Entrance candidates. It contains the Entrance papers in Arithmetic for the last twelve years, and the Public School Leaving paper in Arithmetic for the last three years. Teachers who have used the author's former work—"Practical Problems in Arithmetic"—will readily understand what is meant by saying that the present book has been prepared on a somewhat similar plan. It takes up the work where the former left off, and covers the prescribed course for Fourth Classes. The book is not a collection of problems thrown together at random, but a carefully graded series of examples, leading the pupil step by step to higher mental effort. The problems are not stated in the form of propositions, but in an indirect way, and this feature the author believes constitutes their educational value. Price, 25 cents.

HISTORY OF CANADA, by J. Frith Jeffers, M.A. New and Revised Edition. Toronto: Canada Publishing Company.

This clever little book was first published in 1878, carefully revised in 1884, and again in 1894 greatly improved for class teaching. It was very favorably received by the teachers of Ontario, and, in its present form, must still further commend itself to their attention. The "Table of Leading Facts" prefixed to this new edition, the chapters relating the history of the past ten years, and giving a lucid sketch of our constitution and government, are particularly valuable. The book is sufficiently succinct, containing only about 150 pages, and yet the narrative is given in a clear, fluent, and continuous style that furnishes a good model of the conversational lecture. All the great events of our national story are passed in systematic review, and the explanations are well suited to the capacity of the young student reading the story for the first time, while the narrative throughout has the charm of novelty and interest which is sure to capture attention. It is one of the few histories of our country that the average pupil will read on his own account, and for his own gratification.

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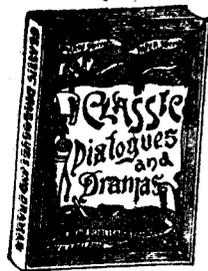
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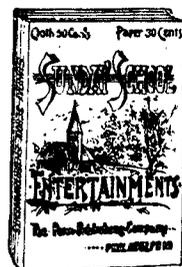
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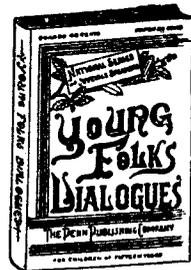
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OFFICIAL CALENDAR OF THE Educational Department

March:

- 27. Toronto University Examinations in Medicine begin. (Subject to appointment.)
- 29. Night Schools close (session 1894-5.) (Close 31st March.)

April:

- 1. Return by Clerks of counties, cities, etc., of population to Department, due. [P. S. Act, sec. 129.] (On or before 1st April.)
- Application for examination for Specialists' certificates of all grades to Department, due. (On or before 1st April.)
- 11. High Schools close, second term. [H. S. Act, sec. 42.] (Thursday before Easter Sunday.)
- 12. GOOD FRIDAY.
- 15. EASTER MONDAY. Reports on Night Schools due (Session 1894-5.) (Not later than 15th April.)
- 16. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter vacation.)
- 22. High Schools open, third term. [H. S. Act, sec. 42.] (Second Monday after Easter Sunday.)
- Public and Separate Schools in cities, towns, and incorporated villages open after Easter holidays [P. S. Act, sec. 173 (2); S. S. Act, sec. 79 (2).] (Same as for H.S.)
- 24. Art School Examinations begin. (Subject to appointment.)
- 25. Toronto University Examinations in Law begin. (Subject to appointment.)

May:

- 1. Toronto University Examination in Arts, begins. Examination for Specialists' certificates (except Commercial) at the University of Toronto, begin. (Subject to appointment.)
- Principals of High, Public, and Separate Schools to notify Public School Inspectors of number of candidates for the High School Primary Examination in Oral Reading, Drawing, and Commercial Course, to be held at same places as High School Entrance Examinations. (Same as Entrance Examinations.)
- Notice by candidates for the High School Entrance and Public School Leaving Examinations, to Inspectors, due. (Not later than 1st May.)
- By-law to alter school boundaries—last day of passing. [P.S. Act, sec. 81 (3).] (Not later than 1st May.)
- 3. Inspectors to report to Department number of papers required for the High School Entrance and Public School Leaving Examinations. (Not later than 3rd May.)
- Inspectors' nomination of Presiding Examiners for High School Entrance and Public School Leaving Examinations, due. (3rd May.)
- ARBOR DAY. (1st Friday in May.)
- 24. QUEEN'S BIRTHDAY (Friday). Notice by candidates for the Departmental Primary and the High School Leaving and University Matriculation Examinations, to Inspectors, due. (Not later than 24th May.)
- 25. Notice of the same by Inspectors to Department, due. (Not later than 25th May.)
- Nomination of Presiding Examiner for same, due. (One month before Examination.)
- 27. Examination at Provincial School of Pedagogy at Toronto, begins. (At close of session.)
- 31. Close of Session of Provincial School of Pedagogy. (Shall end on 31st May.)

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